

**Year 4**

# Forest Gate Academy Parent Forum

September 2021

# Who are we?

Miss Cahill– Year 4 Class Teacher

Miss Bowers

Mrs Finnigan

– Year 4 Teaching Assistants

# Attendance

Our attendance goal this year is 97%

Doors open at 8.35 am.

School starts at 8:45 and lessons begin immediately! Children have basic skills tasks ready on their tables as soon as they arrive. No time is lost!

They complete these tasks whilst the registers take place. If children arrive after this time they will be recorded as late and will need to enter school via the main school entrance. They will have already missed at least **1** opportunity for learning!

As soon as registers close, we start our 1<sup>st</sup> response phone calls to locate any missing children.

Attendance Officer: Mr Wilmott

# Uniform

We are really proud of our school uniform and our high standards. This is often commented on during trips out of school and when we have visitors to the site.

The school uniform is compulsory for all children from Nursery to Y6. To identify the school as a community the school sweatshirt, with unique logo, is available from the Petites Modes website ([www.petitesmodessale.com](http://www.petitesmodessale.com)) or their shop on Tatton Road in Sale. All other uniform items can also be purchased here.

All children must wear the correct uniform and P.E. kit. The uniform is listed below:

## Girls' Uniform

Grey pinafore dress/skirt, grey trousers, white polo shirt and school badged sweatshirt/cardigan. A pink and white check summer dress is permitted in the summer months only.

Black school shoes **must** be worn by all pupils.

**Make up or nail varnish** are not permitted in school.

**Jewellery** is not permitted in school; if you intend to have your child's ears pierced this **must** be done at the beginning of the summer break, this will allow time for the healing process so they can be removed once returning to school.

## Boys' Uniform

Grey trousers, white polo shirt and school badged sweatshirt. Black school shoes **must** be worn by all pupils.

## Hair

**Extreme hair fashions**, including dyed and 'striped' hair / patterned and extensions are not permitted. Hair should be no shorter than a No.3. Long hair should be tied back with a plain bobble.

**PLEASE clearly name all items of clothing brought into school as this helps greatly when trying to identify "LOST PROPERTY."**

Whole school: White T-Shirt, Burgundy PE shorts.

For outdoor games all children should have suitable footwear, i.e. pumps or trainers (NOT their ordinary school shoes.)

# Behaviour



## Behaviour Flow Chart

Read the flow chart below to explain how the system works. Children who don't work within this system will face further consequences such as being placed on report, signing behaviour contracts, attending family meetings internal exclusions and formal exclusions.

3x in the POT OF GOLD (per term) means your child will be invited to an exclusive special reward event!

Rewards /Consequences	STAGE	Examples of Behaviour
My name will go in the Class Golden Book- if in 3 times by the end of term I will get a 'Golden Reward'	Pot of Gold 	I am consistently showing every positive <u>behaviour</u> below. Exemplary manners and a role model to others.
I will get a raffle ticket for the prize draw	Rainbow Reward 3 ↑	I am working well within a team. I am being kind and considerate to others at all times. I am working extra hard.
I will get a note or postcard home to celebrate.	Rainbow Reward 2 ↑	I am trying really hard. I am completing tasks. I am following the class rules, including at play times. I am showing <u>good manners</u> .
I will get a sticker or 3xdojo points.	Rainbow Reward 1 ↑	I have a positive attitude. I am ready to learn. I am listening to the teacher.
Sunshine 		
I will get a verbal warning and be reminded of our rules.	Weather Warning 1 (Cloud) ↓	I am stopping my peers from learning. I am not listening. I am not working hard / I am not playing well.
I will miss 5 minutes of my playtime in my class.	Weather Warning 2 (Rain Cloud) ↓	I have not followed instructions. I am being disruptive in class. I have not told the truth. I have been rude to an adult.
My name will be recorded in the <u>behaviour</u> book.  I will miss my playtime.  My teacher will speak to my parent/ <u>carer</u> .	Weather Warning 3 (Storm Cloud) 	I have refused an adult. I have used bad language. I have hurt someone on purpose. I have consistently made poor choices. I have continued to be disruptive.

They move up for good behaviour

All children start each day on the sunshine

They move down for poor behaviour

3x on a storm cloud (per day) means your child will receive a consequence from a senior leader

# Curriculum

## Year 4 Autumn

### English

#### Writing:

I can use and punctuate direct speech.

I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.

I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.

I can in narratives, create settings, characters and plot

I can in non-narrative material, use simple organisational devices (for example, headings and sub-headings)

I can use further prefixes and suffixes and understand how to add them (English Appendix 1).

I can use the first two or three letters of a word to check its spelling in a dictionary.

I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

#### Reading:

I can use dictionaries to check the meaning of words.

I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.

I can ask questions to improve my understanding of a text.

I can draw inferences such as feelings and thoughts from a text.

I can identify themes and conventions in a wide range of books.

### Maths

I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).

I can identify, represent and estimate numbers using different representations.  
I can order and compare numbers beyond 1000.

I can find 1000 more or less than a given number.

I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.

I can count backwards through zero to include negative numbers.

I can add or subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.

I can solve two-step addition and subtraction problems in context.

I can count in multiples of 6, 7, 9, 25 and 100.

I can solve number and practical problems that involve ordering, comparing, rounding and estimating and with increasingly large positive numbers.

I can estimate and use inverse operations to check answers to a calculation.

I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

I can measure and calculate the perimeter of a rectilinear figure in cm and m.

I can convert between different units of measure (for example, kilometre to metre; hour to minute).

### Spelling

Suffixes -ing, -ed, -ence, -able, -ally

# Curriculum

## Year 4 Autumn The Vikings

### P.E.

I can explain why warming up is important  
I can explain why keeping fit is good for my health  
I can monitor my heart rate before and after exercise  
I can suggest cardio exercises to incorporate into a circuit

I can swim competently, confidently and proficiently over a distance of at least 25 metres  
I can use a range of strokes effectively  
I can perform safe self-rescue in different water-based situations

### PSHE

I can help the people keeping me safe and healthy by letting them know of any problems.  
I understand that people sometimes behave differently online and may pretend to be someone they're not.  
I can recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.

I know the characteristics of a healthy family life.  
I understand how to respect the differences of other children's families.  
I understand that happy families are important for children's security as they grow up.

### Science

I can compare and group materials based on their state of matter (solid, liquid, gas).

I can describe how some materials can change state.

I can observe that some materials change state when heated or cooled.

I can measure the temperature at which materials of change state, in degrees.

I can describe the water cycle.

I can explain the part played by evaporation and condensation in the water cycle.

### History

I can create a timeline to show where in history the Vikings are positioned in relation to other topics we have learnt about.

I can explain when and where the Vikings came from and why they invaded Britain.

I can use a range of historical sources to understand about the beliefs and weapons of the Viking warriors.

I can research the life of Alfred the Great and understand the significance of his resistance to the Viking invasion.

I can explain who King Ethelred II was and why he brought in Danegeld.

I can appreciate how historical artefacts have helped us understand more key aspects of Viking life.

I can explain and understand the significance of Edward the Confessor and his death in 1066.

# Curriculum

## Year 4 Autumn The Vikings

### Computing

- I understand how children can protect themselves from online identity theft.
- I understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
- I understand that copying the work of others and presenting it as my own is called 'plagiarism' and to consider the consequences of plagiarism.
- I can identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
- I can select an appropriate website from search results and begin to consider if the content is reliable.
- I understand the importance of balancing game and screen time with other parts of my life.

### Modern Foreign Languages

- I can name and describe people.
- I can name and describe a place.
- I can name and describe an object.
- I can have a short conversation saying 3-4 things.
- I can use a bilingual dictionary or glossary to look up new words.

### Music

- I can sing songs from memory with accurate pitch.
- I can use notation to record and interpret sequences of pitches.
- I can begin to identify the style of different musical periods.

### D.T

- I can evaluate and suggest improvements for my designs.
- I can evaluate products for both their purpose and appearance.
- I can persevere and adapt my work when original ideas do not work.
- To investigate how to make structures more stable e.g. by widening the base.

### RE

- I can start to show an understanding of why people think it is difficult to be happy all the time.
- I can tell you some of the things Siddhartha did to try to be happy and explain why I think they didn't work for him.
- I can begin to show an understanding of what being happy means to Buddhists.

# Curriculum

	Autumn 1 (4 days + 6 weeks)	Autumn 2 (7 weeks + 2 days)	Spring 1 (4 days + 5 weeks)	Spring 2 (6 weeks + 4 days)	Summer 1 (5 weeks)	Summer 2 (6 weeks + 1 days)
<b>English</b>	Secret Seven SPAG (1) Poetry - (1) Viking Narrative (4)	Non-Chron Report Vargak's Paw (4) Explanation digestion (3)	Description Egypt (3) Dialogue HTTYDragon (2)	Leaflet Egypt (4) Recipe/instructions Mdm Pamplemousse (2w+4)	Poetry – classic (1) Maya Narrative (4)	Newspaper (3) Charity Advert Living Things (3)
<b>Maths</b>	Y3 Revision (4 days) Place Value (4) Addition and Subtraction (2)	Addition and Subtraction (1) Length and Perimeter (1) Multiplication and Division (3) Consolidation	Multiplication and Division (3) Area (1) Fractions (2)	Fractions (2) Decimals (3) Consolidation	Decimals (2) Money (2) Time (1)	Statistics (2) Geometry – shape (3) Position and direction (1) Consolidation
<b>Guided Reading</b>	The BFG	Amelia Fang	How to Train Your Dragon Book 1		The Great Chocoplot	Charlotte's Web
<b>Spellings</b>	Suffixes -ing, -ed, -ence, -able, -ally Prefixes il-, im-, ir- Prefixes sub-, inter-, anti-, auto- Suffix -ation		Suffix -ally, -ous Suffixes -tion, -ssion, -sion, -cian		/ay/ spelt ei, eigh and ey Suffixes -gue, -que /s/ spelt sc /k/ spelt ck /sh/ spelt ch Homophones and near homophones	
<b>Science</b>	States of Matter	Animals Inc Humans	Sound	Electricity	Living Things & their Habitats	
<b>History</b>	Vikings		Ancient Egypt		Ancient Maya	
<b>Geography</b>		UK and Europe		Settlements		North America (Mexico)
<b>Art</b>		Reflections (Artists' styles Digital Images)	Texture – Egyptian cartouche (Art History Printing)			Forms in Movement (Facial/body sketch & paint Clay)
<b>DT</b>	Viking Ships (Design, evaluate, adjust)			Nightlights (Meet criteria, electrical, cutting)	Food – Mayan choc Hygiene, measure, present	
<b>Computing</b>	Purple Mash : E-Safety (link to PSHE Online Relationships) → Coding → Spreadsheets					Finish other objectives only if time

# Curriculum

<b>PSHE</b>	Getting to know you (1) Online Relationships (link to Computing E-safety) (3) Families and People Who Care <u>For</u> Me (3)	Link to ABW: Respectful Relationships (1) Caring Friendships (2)  Health and Prevention – sleep (2)	Children’s Mental Health Awareness Week  Mental Well-being (4)	Being Safe (3) Basic First Aid (1)	Internet Safety and Harms (3)	Healthy Eating (1) Physical Health and Fitness (1) Drugs, Alcohol and Tobacco (2)
<b><u>R.E</u></b>	Buddhism – happiness (3)	Christianity – symbolism (3)	Buddhism – teachings (3)	Christianity – forgiveness (3)	Buddhism – choices (3)	Christianity – special places (3)
<b><u>P.E</u></b>	Athletics and fitness Swimming	Gymnastics Swimming	Dance Net and Ball (tennis)	Throwing and Catching (Netball and <u>Benchball</u> )	Striking and Fielding (Rounders and Cricket)	OAA Invasion (Football)
<b>Music</b>	Link to Vikings/Anglo Saxons Singing Notation Historical styles		Link to Egyptians Group/solo compositions Improvisation Purpose of music		Link to animals Musical character Composition and performance Use of silence	
<b><u>MfL</u></b>	Name and describe people, place, object Short conversation Bilingual dictionary		Short phrase Sentences Read and explain passage Like/dislike		Write phrase and 3-4 sentences Read and understand short passage	

# Timetable

Teacher: H Cahill

Year: 4

Term: Autumn 1

START 8.45am	Basic Skills 8.45-9.00 (15 mins)	Period 1 & Period 2			Break 10.30 - 10.45	Period 3 10.45-11.30	Period 4 11.30-12.15	Lunch 12.15 - 1.15	Basic skills 1.15-1.30	Period 5 1.30 - 2.15	Period 6 2.15 - 3.00	End of Day 3.05
		9.00-9.20	9.20- 9.45	9.45-10.30								
Monday		Spelling	Guided reading	English		English	Maths		Class novel	History/Geography		
Tuesday		Spelling	Guided reading	English		Maths	PSHE		Swimming		<u>R.E</u>	
Wednesday		Spelling	Guided reading	English		Maths	Art/DT		Art/DT	Computing	Assembly	
Thursday		Spelling	Guided reading	English		Maths	Maths		Class novel	Science		
Friday		Spelling	Guided reading	English		Maths	Music		Class novel	Handwriting	MFL	P.E

# Basic Skills

- *Each morning (8.45am – 9am).*
- *Children take part in a range of activities such as handwriting, spelling, punctuation, grammar, times tables and maths facts, Spanish and 5 a day fitness.*

# Guided Reading

## What is Whole Class Guided Reading (WCGR)?

“It is like teaching any other lesson. All children work together as opposed to in ability groups of 5-8. With WCGR, I teach one or two reading objectives at a time and differentiate with the aim of all children meeting the same goal. With this approach, children are exposed to a range of high quality texts and their vocabulary is also deepening. They also get to hear their peers model reading skills and construct higher level responses.

Iqbal, F (2018)

# Guided Reading

Whole-class guided reading means that children are reading a text 5 days a week...



Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Find and explain the meaning of words in context.</p>	<p>Make and justify inferences using evidence from the text.</p>	<p>Predict what will happen based from the details given or implied.</p>	<p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p>	<p>Summarise the main ideas from more than one paragraph.</p>
<p>Example questions</p> <ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that...?</li> <li>• Which keyword tells you about the character/setting/mood?</li> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Find and copy a group of words which show that... ..</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are .....</li> <li>• How can you tell that..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when.....</li> <li>• Who is telling the story?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now?</li> <li>• What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of .... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What affect does .... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did .... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• How would you describe this story/text? What genre is it? How do you know?</li> <li>• How did...?</li> <li>• How often...?</li> <li>• Who had...? Who is...? Who did...?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How .... is .....?</li> <li>• What can you learn from ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>	<p>Example questions</p> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after .....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/ middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>

## KS2 Example Timetable

Monday – 25 mins	Tuesday – 25 mins	Wednesday – 25 mins	Thursday – 25 mins	Friday – 25 mins
Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Extract/Subject Specific	Whole Class Guided Reading – Extract/Subject Specific
Clear focus on reading domains throughout each GR lesson.	2B- Retrieve and record	2D – Inference	Domain mixture – Mixture of domain style questions to cover all areas.	Domain mixture – Mixture of domain style questions to cover all areas.
2A – Vocabulary session	Read through text – listening clearly to pupils, respond and recall.	Read through text – listening clearly to pupils, respond and recall		
Read through text – listening clearly to pupils, respond and recall.	linked activity	linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D
Skim and Scan Challenge – can be differentiated. All recorded in GR books and peer assessed throughout.	Teacher models how to answer these questions	Teacher models how to answer these questions – inference card		
Vocab linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D		
After using this structure- mix up the domains alongside 2A, 2B and 2D				

What are Vipers?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

Vocabulary

Inference

Prediction

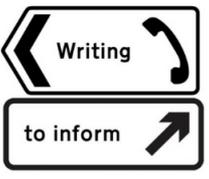
Explanation

Retrieval

Sequence or Summarise

# Writing

At Forest Gate Academy we have a ‘**Writing for Purpose**’ approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing.

<p>The four purposes being taught across KS1 and KS2 are:</p>	<p><u>Writing to Entertain</u></p> 	<p><u>Writing to Inform</u></p> 	<p><u>Writing to Persuade</u></p> 	<p><u>Writing to Discuss</u></p> 
<p><b><u>Years 1 and 2</u></b> <b><u>(KS1)</u></b></p>	<p>Story Description Poetry</p>	<p>Recount Letter instruction</p>		
<p><b><u>Year 3 and 4</u></b> <b><u>(LKS2)</u></b></p>	<p>Narrative Description Poetry</p>	<p>Explanation Recount Biography Newspaper</p>	<p>Advert Letter Poster</p>	
<p><b><u>Year 5 and 6</u></b> <b><u>(UKS2)</u></b></p>	<p>Narrative Description Poetry</p>	<p>Reports Biography Newspaper Essay</p>	<p>Advertising Speech Campaign</p>	<p>Argument Newspaper review</p>

# Writing

Writing Assessment sheets are used in each year group as a way of assessing genres of writing.

## Year 1 Writing Criteria

Genre/ Date								
<b>Working towards the standard</b>								
Pupil(s) are beginning to meet the following aims with support								
Transcription & Composition	To compose a sentence orally before writing it.							
	To use their own simple story ideas to retell a familiar story using short, simplistic sentences							
	To use simple sentence structures (which may often be repetitive)							
	To segment the sounds in simple words and blend them together.							
Has an awareness of	Finger spaces							
	Full stops to end sentences							
<b>Working at the Expected Standard</b>								
After discussion with the teacher, the pupil can:								
Transcription	To form lower case letters in the correct direction, starting and finishing in the right place.							
	To make phonetically plausible attempts at recording unknown words							
	To spell many Y1 common exception words correctly							
	To use -s and -es to form regular plurals correctly							
	To add the suffixes -ing, -ed, -er, and -est to root words (with no change to the root word)							
To use the prefix 'un'								
Composition	To write sentences in order to create short narratives and non-fiction texts							
	To leave spaces between words							
	To begin to punctuate sentences using	capital letters for the beginning of sentences and names of people, places, the days of the week and the personal pronoun 'I'						
		full stops						
		question marks						
exclamation marks								
To use the joining word 'and' to link ideas and sentences								
To reread their writing to check it makes sense								
<b>Greater Depth Standard</b>								
After discussion with the teacher, the pupil can:								
Transcription and Composition	To write sentences in order to create short narratives and non-fiction texts that are consistent in their features and purpose.							
	My writing makes sense to the reader without me having to add explanation.							
	I am confident in changing the way my sentences start.							
	To reread their writing to check that it makes sense and begin to independently make changes.							
	To spell most Y1 common exception words correctly							
To write lower case and capital letters with clear ascenders and descenders								

## Writing Criteria

Name:	EYFS	Autumn	Spring	Summer	EOY1	EOY1 target

Year 1: detail of content to be introduced (statutory)	
<b>Word</b>	Regular plural noun suffixes -s or -es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper) How the prefix un- changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing, untie the boat]
<b>Sentence</b>	How words can combine to make sentences Joining words and joining clauses using and
<b>Text</b>	Sequencing sentences to form short narratives
<b>Punctuation</b>	Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences Capital letters for names and for the personal pronoun I
<b>Terminology</b>	letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark

## Year 1 and 2 Spelling List

the	come	go	mind	clothes	past	sugar
a	some	so	floor	cold	father	could
do	one	by	because	gold	class	would
to	once	my	kind	hold	water	sure
today	ask	here	behind	told	again	eye
of	friend	there	whole	every	grass	should
said	school	where	any	great	pass	who
says	love	put	child	break	plant	Mr
your	are	push	wild	steak	path	Mrs
they	were	pull	most	busy	bath	parents
be	was	full	both	people	hour	Christmas
he	is	house	children	pretty	move	everybody
me	his	our	climb	beautiful	prove	even
she	has	door	only	after	half	
we	I	poor	old	fast	money	
no	you	find	many	last	improve	
Below	WT1	WT2	WT3	IL	IL+	IL++
						AE

# Handwriting & SPaG

What is SPAG? (Spelling, Punctuation and Grammar)

Spellings will be taught for the following weeks spelling test- spelling rules.

Punctuation revisited, what it is, when to use it. . ? ! “ ” , ‘

Grammar- Nouns, Pronouns, Adjectives, Adverbs, Verbs, Homophones, Sentences- Statements, Exclamations, Commands, Questions.

English lessons, Guided Reading, Basic Skills, English working walls used to inspire, guide and remind children what has been covered in the week.

*How we approach teaching handwriting*

*Pre Cursive to joined*

*Pencil grips, left handed tips, modelled, basic skills.*

*Handwriting lessons*

# Home Reading

- *Reading daily has a high impact on achievement.*
- *Reading impacts on all subjects not just English*
- *Children who read regularly have a more developed/wider vocabulary than others*
- *Direct correlation between regular reading and higher achievement*

## **Expectations of parents:**

- *Best practice – read every day (10-15mins is fine), sign reading diaries at least 3x a week*
- *Books changed **Monday and Friday***

Regular reading with your child at home impacts a child's success at school greatly!



**Child A**

Reads **20 minutes** per day.

**3,600 minutes** per year.

**1,800,000 words** per school year!



Scores in the **90<sup>th</sup>** percentile.



**Child B**

Reads **5 minutes** per day.

**900 minutes** per year.

**282,000 words** per school year.



Scores in the **50<sup>th</sup>** percentile.



**Child C**

Reads **1 minutes** per day.

**180 minutes** per year.

**8,000 words** per school year.



Scores in the **10<sup>th</sup>** percentile.

The gap between these children will only widen over time unless Child B and C begin to read more regularly.

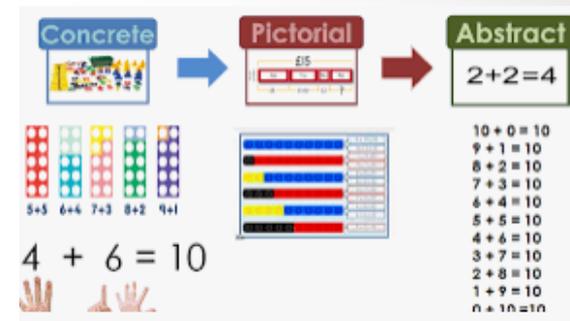
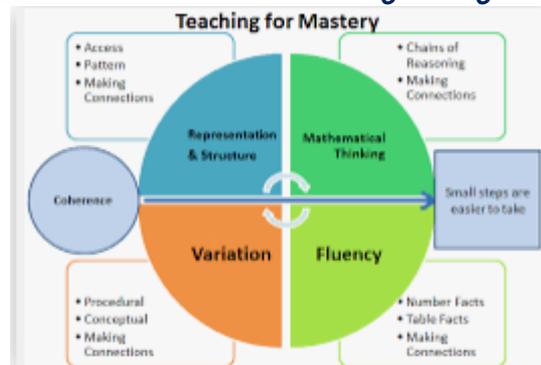
- Important to model to children about good reading aloud.
- 'Try that word again' - phonics strategies.
- Modelling self correction when you're reading and draw attention to the fact you have done so.
- Model that a word that doesn't make sense can change the meaning of a sentence completely - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

# Maths

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

Through our mathematics lessons at **Forest Gate Academy** it is our aim to develop:

- Enjoyment and enthusiasm for mathematics and an awareness of the fascination of mathematics.
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, reason mathematically and to explain relationships using mathematical language.



# Maths

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Open and closed tasks
- Individual, group and whole class discussions and activities
- A range of methods of calculating
- Using a wide range of support resources to embed learning
- Using and applying their learning in everyday situations.

We make Maths fun and engaging through our 5 part lessons, encouraging opportunities to talk to each other about Maths and relate to real life.

## **Maths games to play at home**

Help with learning tables – Times Table RockStars

Variety of KS1 and KS2 games – Purple Mash & My Maths



# Times Tables Test

- Statutory times tables test takes place in June 2022
- Children are assessed in all times tables up to 12x12
- There will be meeting nearer the time to give you more information

# Topics in Year

<p><u>4</u></p>	<p>Vikings</p> <p>UK and Europe</p> <p>Animals Including Humans</p> <p>States of Matter</p>	<p>Ancient Egypt</p> <p>Settlements</p> <p>Sound</p> <p>Electricity</p>	<p>Mayans</p> <p>North America (Mexico)</p> <p>Living Things &amp; Their Habitats</p>
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# Enrichment

*We are committed to 'hands on' learning, offering experiences and enriching the curriculum*

- *Clubs*
- *Trips*
- *Visitors*
- *School partners – Team Theme, swimming, Man Utd etc.*
- *Other experiences*

# Homework ....How you can help your child

- *Children should have the right equipment to complete their homework e.g. a pencil, a good workspace – e.g. sat at a table in a quiet area and a good routine – e.g. complete when they get in rather than leave it.*
- *New homework will be sent home on a Monday and should be returned by Friday.*
- *Homework will consist of:*
  1. *Reading book*
  2. *Spellings*
  3. *Timetable or number facts.*

# Coming Events

*Friday 24<sup>th</sup> September – MacMillan Coffee afternoon*

*Wednesday 20<sup>th</sup> October – Parents evening*

*Friday 22<sup>nd</sup> October – Finish for half term.*

*Monday 1<sup>st</sup> November – Return to school*

*Friday 12<sup>th</sup> November – Children in Need*

*Monday 15<sup>th</sup> November – Friday 19<sup>th</sup> November – Anti-bullying week*

*Monday 22<sup>nd</sup> November -Friday 26<sup>th</sup> November- Road safety week*

*Monday 13<sup>th</sup> December – EYFS Nativity*

*Tuesday 14<sup>th</sup> December – Christmas Pantomime*

*Wednesday 15<sup>th</sup> December – KS1 Nativity*

*Thursday 16<sup>th</sup> December – Christmas Fair*

*Friday 17<sup>th</sup> December – Christmas jumper day*

*Monday 20<sup>th</sup> December – KS2 Carol Concert*

*Tuesday 21<sup>st</sup> December – Finish for Christmas*

# Concerns....We're here to help!

Come and speak to the teacher. We will always help where we can and look into your concerns.

Before / after school is usually the best time although sometimes we may have to arrange an appointment time due to staff meetings, clubs and training sessions.

Useful contacts:

Mr Wilmott (Attendance & Punctuality)

Miss Layton (Special Needs)

Mrs Marsh (Safeguarding)

If you're not sure who is best to deal with your concern then please see the main office staff and they will point you in the right direction. Most issues will be dealt with by the class teacher.

THANK YOU!

*Any questions?*