

Year 4 Transition Meeting

Shine as Lights in the World



Welcome!

- ▶ Aim of presentation: To introduce Year 4 team and outline rules, routines and expectations

Team

Miss Thompson

Mrs Wadey

Mrs Fincham

Year 4

- If you need to contact me, you can email the Elm class email:
- elm@woolmergreen.herts.sch.uk
- PE days will be on Tuesdays and Thursdays
- No pencil cases from home into class or scissors please

English - Reading

- We will be sending reading records home
- Please make a comment to confirm that your child is reading
- Please can children bring reading records in daily as we stamp them in guided reading
- It is important to discuss the text with your child and to hear them read at least 3x a week
- Your child can continue to use our reading scheme or borrow a book from class

The importance of comprehension

Reading With Your Child

Some questions to ask your child whilst reading together:

1. Look at the front cover. What could the book be about?
2. Who is the author?
3. What is an illustrator? What do they do?
4. What does that word mean? Read the words around it to help you figure it out (context).
5. How can you read an unfamiliar word? Can you sound talk and then blend?
6. Who are the main characters?
7. What do you think will happen next?
8. How do you think that character feels? Why? How would you feel in that situation?
9. Can you predict how the book will end?
10. Who is your favourite character? Why?
11. Is there a hidden message in the story? What is it?
12. Can you retell the story in your own words?
13. Do you like how the story ended? Can you think of another way the book could have ended?

English - Writing

- Aim: To improve writing skills through use of a more creative curriculum
- Pupils are asked to write in a range of genres, narrative and non narrative e.g. play script, instructional, report writing, extended story, news report, persuasive
- We aim to develop pupils' confidence in writing in all genres
- We aim to develop pupils' punctuation, sentence structure and organisational skills
- Handwriting and spelling
- Grammar

Spelling

- ▶ Our spelling scheme 'Essential Spelling' focuses on the teaching of spelling rules and patterns so that the children can apply these skills when writing.
- ▶ Children will have words to learn every week
- ▶ These are on the website

Maths

- Aim: To develop pupils' confidence with number, shape and space, problem solving and data handling skills
- Increase pupils' range of strategies and speed when calculating mentally
- Mastery approach to teaching maths
- Times Tables

How can you support at home

- ▶ English: Reading
- ▶ Maths - White Rose worksheets on the website
- ▶ TT Rockstars and times tables
- ▶ Spellings will be posted on the website
- ▶ Additional tasks may be set relating to our topics

Autumn Term Overview

Maths

- Identify, represent and estimate numbers using different representations
- Recognise the place value of each digit in a 4-digit number
- Find 1,000 more or less than a given number
- Order and compare numbers beyond 1,000
- Round any number to the nearest 10, 100 or 1,000
- Read Roman numerals to 100
- Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction

RE

- Find out about what Trinity is and why it is important to Christians
- Understand why people follow God and the covenants

English

Writing

- Draft and write narratives, create settings and develop characters and plot - with consideration for the audience and purpose
- Use inverted commas and other punctuation to indicate direct speech
- Use commas after fronted adverbials
- Increase the legibility, consistency and quality of handwriting

Reading

- Summarise the main ideas of texts, including non-fiction
- Distinguish between fact and opinion

Key Texts: Percy Jackson & the Lightning Thief, Ancient Myths Collection (Geraldine McCaughrean), Biscuit Bear (Mini Grey) and The Day I Swapped My Dad for Two Goldfish (Neil Gaiman)

History - Ancient Greeks

- Learn about the location, physical features and climate of modern Greece
- Identify some of the similarities and differences between life in Athens and Sparta
- Infer information from artifacts about what life was like in Ancient Greece
- Describe similarities and differences from the past and give some reasons for this



Science

Sound:

- Know that vibrations from sound travels through a medium to the ear
- Record scientific findings

Electricity:

- Recognise some common conductors and insulators and associate metals with being good conductors
- Construct a simple series electrical circuit, identifying and naming the components

Music

- Use voice with increasing accuracy, fluency, control and expression
- Learn how to play the ukulele

Art

- Create several pencil tones when shading and create a simple 3D effect
- Use tints and shades to paint a 3D object

Design and Technology (DT)

- Use an electrical circuit in a designed product

PE

- Explore the skills of running, jumping, throwing and catching in isolation, and in combination
- Work on teamwork skills - communicating with others during physical activity

Computing

- Use technology safely, respectfully and responsibly for the purposes of research and word processing
- Learn to code - designing, writing and debugging programmes

French

- Introduce yourself and say where you are from
- Speak key facts about the Olympics

Year 4 Autumn Term

Highlights of Year 4

- ▶ Greek Day
- ▶ School Trip
- ▶ Sports Events
- ▶ Swimming

Timings and Attendance

- 8.35am – Gate is open
- 8.40am – Classroom Doors are opened
- 8.45am – Start of the school day, gate is locked
- Any late arrivals will have to go via the office

- This term parental engagement and attendance are on our School Improvement Plan, and we want to ensure that parents/carers feel a part of their child's educational journey and encourage good attendance.
- Good attendance also means punctuality, as learning begins at 8.45am.
- We are asking that no children are taken out during term time, unless the absence has been authorised (this will only be in exceptional circumstances)
- Should your child's attendance begin to fall, school may contact you to offer support
- We are aiming for at least 96% attendance for all children and even at 95% this is still 10 school days missed across the year.
- We understand the difficulties we have all faced over the last few years and the impact this has had on all aspects of children's development and we want to give them all the very best chance of progressing both academically and socially.

Drop off will be from 8.35 and morning work is set.
A prompt start is essential. Registration is at 8.45am.



Please try to name items to reduce lost property

Uniform

- School colour hair bands
- No jewellery (crosses must be removed for PE)
- Plain gold or silver stud **earrings** - removed from home on PE days)
- No nail varnish
- Black shoes with no markings

PE:

- Children to come into school in their PE kits on a Tuesday and Thursday this half term
- Please ensure that it is the correct uniform - blue joggers, navy shorts or skort(no cycling shorts),navy blue t-shirt, school hoody or jumper - royal blue.

Behaviour

At St. Michael's we expect safe, supportive and polite behaviour at all times



St. Michael's Woolmer Green School Golden Rule

At St. Michael's Woolmer Green School, we will follow the '**Golden Rule**' (Matthew 7:12), described by Jesus as the second Commandment; we will treat one another in a fair and equal way and treat others in the way we wish to be treated.

We are proud of our school.

St. Michael's Woolmer Green School Playtime Charter



- ✓ Always be polite.
- ✓ Play sensible games
- ✓ Be aware of the other children.
- ✓ No litter please – always use the bin.
- ✓ No games before or after school.
- ✓ Look after all our playtime equipment and put it away at the end of lunchtime
- ✓ Move sensibly around the quiet areas, the seated areas and the gazebo
- ✓ When the whistle blows, walk sensibly and calmly to your lines and wait quietly.
- ✓ Wipe your feet as you come into school.

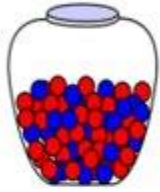
We are proud of our school.

Positive Reinforcement

At St Michael's we take a team approach to Classroom Consequences and each class has a marble jar, which they fill up to earn some Golden Time each half term/term. The class help to decide what this Golden Time should be.

Whole Class Positive Consequences:

The marbles are given as a whole class reward:



For example: I've been really impressed with the way you have all taken part in...

You have all been asking interesting questions...

Everyone has worked in their groups in a responsible manner...

You have demonstrated our monthly value of...

As a class you have shown great resilience when working on these maths problems today...

Individual Positive Consequences:

Personal rewards will also be given to individuals, especially those who may need some extra, private words of support:

For example: You have tried so hard today – well done.

I know you were feeling cross, but you have really turned this around...

I know you are not keen on writing, but you have persevered and done some lovely work...

I was impressed with the answer you came up with in our class discussion...

Snack

- ▶ Please can children bring in water bottles and if they would like a snack **fruit only please**

Our corridor cloakroom is quite limited so only a small bag is needed for their reading record and they can carry their packed lunch and water separately



Website

- ▶ Overview
- ▶ Spellings
- ▶ Home Support



- ▶ We will also post photographs of what we have been up to in school:

Any Questions?

