

The Leader in Me

Here at the Queens' Federation, the 'Seven Habits of Effective People' are an integral part of our school curriculum. Our aim is to develop skills that will promote learning for life and develop leaders of the future. All children's academic achievements, self-confidence, resilience and potential will be supported and developed. Through the consistent use of the 7 habits we can inspire the children to be the best that they can be at all times - at home, at school and in the wider community.

7 Habits

Habit 1: Be Proactive I am responsible for my own learning and actions.



- Have a 'can do' attitude and try our best in everything we do.
- Stop, think and make good choices.
- Take responsibility for our actions and outcomes.

Habit 2: Begin with the End in Mind



I aim high and understand the importance of learning for life.

- Set a goal.
- Make a plan on how to achieve that goal.
- Persevere if things get tough.

Habit 3: Put First things First I persevere and challenge myself to solve problems.



- Do the important things first.
- Stay focused and concentrate.
- Manage challenges and distractions along the way.

Habit 4: Think Win-Win I am kind and think about the needs of others.



- Look for solutions to problems.
- Try to make sure everyone can be successful.
- Be kind and respectful, use courage and consideration when communicating and working together.

Habit 5: Seek First to Understand, Then to be Understood I respect myself and others and celebrate my global community.



- Share own ideas and opinions.
- Listen to other people's ideas and opinions without interrupting.
- Try to understand the views and opinions of others even though they may be different to our own.

Habit 6: Synergize I work and learn with others and take pride in my achievements and environment.



- Communicate and listen carefully to others.
- Value other people's strengths and talents and learn from them.
- Know that we can get more done and create better ideas and solutions when working in a team.

Habit 7: Sharpen the Saw I strive to be the best that I can be.



- Take care of ourselves, look after our heart, body, mind and spirit.
- Balance time between school, out of school activities, family and friends.
- Enjoy learning new skills and seek ways to become a better person.

Behaviour Expectations

In Year 4 we encourage positive behaviour in many ways...

* Children will be rewarded with individual 'house point' tokens for demonstrating use of the '7 Habits' and our school values in and around school. Good effort, demonstrating positive attitudes and behaviour will also be rewarded with house points. House points are counted at the end of each half term. The winning house is awarded a 'non-school uniform day.'

*Each week two children from each class are selected to receive a special certificate. Our certificates celebrate the use of the '7 Habits.'

*The whole class work together to receive 'class letters.' When the class has received 10 letters, the children are rewarded with activity time.

Your child will belong to one of our four houses. Siblings are placed in the same house and during the year a range of mixed year group house activities will take place.

Franklin House



Hawking House



Newton House



Darwin House



Home Learning

This year home learning will comprise of three weekly tasks.

- **Reading** - we expect all children to read at home or be read to at least 5x each week. When your child has read, please comment and sign their Reading, Spelling and Homework diary or ask your child may also comment in their Reading, Spelling and Homework diary. Reading plays such an important part in our curriculum, it is essential that children develop a love of reading and enjoy reading a wide range of texts. Please see our list of KS2 Recommended Reads if you are stuck for a good book to read. The list can be found on our school website.
- **Spelling** - spelling sheets will be sent home at the beginning of each half term. The dates on the sheet identify when the spellings will be reviewed in school. This will be on a Friday. You can practise at home using the look, cover, say, write and check method. The spellings will include all of the words that the children should know by the end of Year 4. Please see our 'Key Spelling' booklet which identifies the spellings children will be focusing on in each year group. The booklet can be found on our school website.
- **Number Facts** - to link into our 'Teaching for Mastery' approach, children will be asked to practise number facts. These will be set on a weekly basis and may be paper or online based activities, such as Times Table Rock Stars. Please see our 'No Nonsense Number Fact' booklet which identifies the key facts children will be focusing on each half term. The booklet can be found on our school website.

Times Tables Check - June 2024

By the end of Year 4, children should know and be able to recall all of their times tables up to 12 x 12. This means they should be able to answer questions such as 3 x 4 and 12 ÷ 4 quickly and accurately. In June 2024, pupils in Year 4 will take part in the statutory 'Multiplication Check.' Children will complete the check online and will be asked to answer a range of multiplication calculations.

Birthday Books

At Queen Emma, we celebrate birthdays by inviting children to donate a 'birthday book' to their class. A special sticker will be placed in the inside cover of the book to tell everyone who has donated the book. We celebrate in this way to help us be a 'healthy school.'

Parent Helpers are most welcome!

If you can spare any time and would like to join us in school to help in any way, please let us know. It would be lovely if you could come and listen to readers or volunteer to help with trips. The opportunity for additional reading helps the children to become more confident readers, it really makes a difference!

We would also like to know if you have any expertise that relates to any of our topics.

If you think you would like to help at any point you will need to complete some simple paperwork at the office to ensure that statutory safety standards are met. Please ask at the school office about this check.

Thank you for taking the time to read this booklet. We hope it may have answered some of the questions you may have about Year 4. Please do not hesitate to contact us if you have any further queries and questions.



Welcome to Year 4 at Queen Emma Primary School

Welcome to Year 4!

We are looking forward to getting to know both you and your children this year and hope that Year 4 will be filled with lots of stimulating and interesting learning opportunities. This year Falcon Class (Class 4.1) will be taught by Mrs Hart (M, T, W) and Mrs Turnbull-Jackson (Th, F). Kestrel Class (Class 4.2) will be taught by Mr Ryan.

Throughout the year we will share information and photographs of our learning on our school website. You will also find information and updates about whole school events too. Come and have a look: www.queenemmaschool.org.uk

Expectations

As in all year groups, we have high expectations of behaviour in Year 4. We hope to see the children developing self-discipline and confidence, as well as demonstrating a responsible and positive attitude to school. We expect the children to show courtesy to each other, to all adults and to respect property. We welcome your support in encouraging the wearing of correct school uniform and ensuring your child is equipped and ready for learning every day. **Our school rules are 'Be Ready, Be Respectful and Be Safe.'**

Our School Day

Our school day begins at 8.45am. Classrooms doors will open at 8.40am and your child may come inside and get ready for their day from this time. Children in Year 3 and 4 may enter school quietly and sensibly via the Atrium doors. This is also the door which children will leave from at the end of the school day. Please be aware that lateness is officially noted in the register. If your child arrives after 8.45am, you will need to take them to, and sign them in at the school office.

Our school day ends at 3.15pm. Please wait in the playground by the exit door for your child. For their safety, it is important that the teacher knows that your child has seen you. Thank you for your cooperation and patience with this.

If someone else is coming to collect your child, please ensure that your child's class teacher has been notified either by speaking to them directly or by sending a message via the school office. Please also contact the school office if your child is going to be absent from school.

There are lots of opportunities for you to meet with us to discuss your child's progress throughout the year. However, please feel free to come and see us if you have any queries or concerns. After school in the playground is usually a good time to catch us!

Physical Education (PE) Lessons

On PE days children may come into school dressed in their PE kits. Children need to wear black shorts, a white T-shirt and suitable running shoes. PE will also take place outside during the year so children will also need to wear jogging bottoms and a sweatshirt during the colder months. Long hair should be fastened back and earrings should be removed on PE days. Please ensure all items of PE kit are clearly named.

Year 4 Topics 2023 - 2024

Autumn 1: Romans and Their Rivals **Autumn 2:** Romans and Their Rivals
Spring 1: How Do We Shape Our Land? **Spring 2:** Race to the Pole
Summer 1: The Golden Age of Islam **Summer 2:** Across the Atlantic

What does my child need in Year 4?

Children are expected to wear school uniform at all times. **Please ensure that all items of clothing and shoes are clearly named.**



During warmer weather, children must have their shoulders covered. Sandals must fasten securely over a child's foot and around the ankle. Flip flops or Crocs are not suitable footwear during the summer months.



Your child will need a named water bottle in school. These should be brought to school and taken home again every day. Children are encouraged to refill their water bottles during the day from the water tap in the classroom if necessary.



All children should wear clean, comfortable, black shoes when at school.



Children may bring a healthy snack for morning breaktime or purchase something from our school snack bar. Healthy snacks include a piece of fruit, vegetable or a cereal bar.

Attendance Information

Here at Queen Emma, school attendance is very important. The headteacher's permission must be sought if you wish to take your child out of school during term time. This is done by completing an 'Absence Request' form, available from the school office. Each application will be looked at on an individual basis. We are unable to authorise holidays in term time, however, the headteacher is able to authorise absences for exceptional circumstances. A penalty notice may be issued for 3 consecutive unauthorised absences where the absences are neither exceptional or unavoidable.

What will my child learn in Year 4?

By the end of Year 4, your child should be able to...

Reading

- Usually read fluently, decoding longer words with support, testing out different pronunciations
- Apply their growing knowledge of root words and prefixes and root words and suffixes / word endings to read aloud and to understand the meaning of new words they meet
- Read most Y3 / 4 common exception words noting the unusual correspondences between spelling and sound and where these occur in a word
- Develop a positive attitude to reading and understanding of what they read by reading with an awareness of the audience e.g. changes in intonation and pace; reading books that are structured in different ways for a range of purposes and participating in discussion about them; using appropriate terminology when discussing texts e.g. plot, character, setting
- Understand what they read, in books they can read independently, by predicting what might happen from details stated and applied; draw simple inferences with evidence such as inferring characters' feelings
- Retrieve and record information from non-fiction using conventions such as indexes, contents page and glossaries

Writing

- Write a range of narratives and non-fiction pieces using a consistent and appropriate structures
- Write narratives with a clear beginning, middle and end with a coherent plot
- Proofread confidently and amend their own and others' writing e.g. adding in nouns / pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense
- Create more detailed settings, characters and plot in narratives to engage the reader
- Consistently organise their writing into paragraphs around a theme
- Maintain an accurate tense throughout a piece of writing
- Use Standard English verb inflections accurately e.g. 'we were' rather than 'we was'
- Use the full range of punctuation from previous year groups
- Use all the necessary punctuation in direct speech mostly accurately
- Use apostrophes for singular and plural possession with increasing confidence
- Expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases e.g. the strict teacher with the curly hair
- Regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition e.g. he, she, they, it
- Use fronted adverbials e.g. As quick as a flash, Last weekend; usually demarcated with commas
- Spell all words with prefixes correctly
- Spell all words with suffixes correctly
- Spell homophones correctly e.g. which and witch
- Spell all Year 3 and 4 statutory spellings words correctly
- Consistently use a neat, joined handwriting style

Mathematics

Number - Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Count backwards through zero to include negative numbers
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)
- Order and compare numbers beyond 1000
- Identify, represent and estimate numbers using different representations
- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Read Roman numerals too 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value

Number - Addition and Subtraction

- Add and subtract numbers with up to 4 digits using the formal methods of columnar addition and subtraction where appropriate
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why

Number - Multiplication and Division

- Recall multiplication and division facts for multiplications tables up to 12 x 12
- 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
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as m objects are connected to n objects

Number - Fractions

- Recognise and show, using diagrams, families of common equivalent fractions
- Round up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- Add and subtract fractions with the same denominator
- Recognise and write decimal equivalents of any number of tenths or hundredths

Mathematics

Number - Fractions continued

- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- Find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Round decimals with one decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to decimal places
- Solve simple measure and money problems involving fractions and decimals to two decimal places

Measurement

- Convert between different units of measure e.g. kilometre to metre, hour to minute
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Find the area of rectilinear shapes by counting shapes
- Estimate, compare and calculate different measures, including money in pounds and pence
- Read, write and convert time between analogue and digital 12-hour and 24-hour clocks
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Geometry - Properties of Shape

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- Identify lines of symmetry in 2D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry

Geometry - Position and Direction

- Describe positions on a 2D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left / right and up / down
- Plot specified points and draw sides to complete a given polygon

Geometry - Statistics

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs



Reading in Year 4

Reading continues to be an integral part of our learning in Year 4. We aim to develop a love of reading and will enjoy many times together during each week sharing a wide range of stories, poems and non-fiction texts. **Please ensure that your child has their book bag containing their reading book and Reading, Spelling and Homework Diary in school every day. Children may independently change their reading books as soon as they have completed a book.**

Throughout the week children in Year 4 will take part in whole class guided reading lessons and may also read individually with an adult. We encourage the children to read at home at least 5 times a week. Reading every day at home would be even better!

We now encourage the children to write their own comments in their reading record books.

The school reading scheme and book banding system provides the back bone for reading in school but it is important that your child reads and experiences other books as well. Please encourage them to make choices about what they would like to read at home and visit the local library with them. Please see our list of 'KS2 Recommended Reads' if you are stuck for a good book to read. The list can be found on the school website.

Maths Mastery

Our aim at the Queens' Federation is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures.

Children are taught to be **fluent** in the fundamentals of mathematics, **reason** mathematically using mathematical language and apply their knowledge and understanding to **problem solving** tasks. In order to achieve these aims for all pupils, we have begun to embed a 'Teaching for Mastery' approach in Mathematics.

'Teaching for Mastery' ...

***Is achievable for all - high expectations and a positive 'can do' attitude help children develop resilience in the face of a challenge**

***Promotes deep and sustainable learning - lessons are designed with careful small steps**

***Builds on prior knowledge - pupils' learning of concepts is seen as a continuum across the school**

***Provides children with opportunities to reason about a concept and make connections - pupils are encouraged to make connections and spot patterns between different concepts (e.g the link between division and fractions) and use precise mathematical language**

***Promotes conceptual and procedural fluency - maths moves from one context to another (using objects, pictorial representations, calculations and word problems). There are high expectations for pupils to learn key number facts, times tables and develop a true sense of number.**

***Problem solving is central - this develops pupils' understanding of why something works so that they have a true appreciation of what they are doing rather than just learning to repeat routines without grasping what is happening**

***Provides challenge through greater depth - rather than accelerated content, teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of the year group**

Teaching for Mastery has a CPA approach at its core. **Concrete** - providing children with objects and resources to manipulate in order to demonstrate their mathematical thinking

Pictorial - providing opportunities for children to represent their mathematical thinking through diagrams, images, drawings or models

Abstract - providing opportunities for children to become more familiar with formal mathematical representations including signs, symbols and digits.

For example... when teaching addition...

Concrete	Pictorial	Abstract
<p>Use cubes to add two numbers together as a group or in a bar.</p>	<p>Use pictures to add two numbers together as a group or in a bar.</p>	<p>Use the part-whole diagram as shown above to move into the abstract.</p>

Reasoning: Talking and thinking like a mathematician...

Mathematical language often uses common words in a new context e.g. table or right. It is crucial that children have a secure grasp of mathematical vocabulary. You can help at home by encouraging your child to explain how they have solved a problem and work with them to test, prove and explain patterns.

In school we use a variety of questions and prompts to boost children's mathematical thinking. Children answer questions in complete sentences using accurate mathematical vocabulary. Reasoning about and discussing maths problems in a way that others can understand demonstrates a depth of understanding - another fundamental aspect of mastering mathematics.

I already know that ... so ...

The pattern I noticed was ...

This is true here because ...