

Year 4-Meet the teacher

Teacher - Ms Soyinka

Support Staff: Mrs McCarthy and Ms Adams

Things to know

Start of Day from 08:40 for reading records to be stamped and creative writing to settle students in

End of day 3.15 for dismissal, if not collected by 3.25 children will be taken around to the school office

Homework is set on Friday in workbooks and can be online. Please make sure your child is using TTRS children who use these are shown to have higher grades.

Spelling and multiplication tables test is on Friday.

Reading every night - children will have books changed when they have read them- this is their task to change their own books in the morning. Please make sure that the reading recorded in children's record books

PE days are Thursday (but can be subject to change), please ensure children come into school wearing PE kit on this day. Please ensure they have appropriate footwear

Our class timetable is...

	8.40 - 9.00	9.00 - 9.30	9.30 - 09.45	09.45-10 .00	10.00 - 10.30	10.30 - 10.45	10.45 - 11.00	10.45 - 12.15	12:15 -1:15	1:15- 1:30	1:30 - 15.00	15.00 - 15.15
Mon	Creative writing/ Morning Exercise	Reciprocal Reading	GPS	Worship	GPS	Break	Timetables and Fluent in 5	Maths	Lunch	Newsround/ Reading	Topic	Story Reading
Tues	Creative writing/ Morning Exercise	Reciprocal Reading	GPS	Church Worship	GPS		Timetables and Fluent in 5	Maths		Newsround/ Reading	Topic	Story Reading
Weds	Creative writing/ Morning Exercise	Reciprocal Reading	GPS	Worship	GPS		Timetables and Fluent in 5	Maths		Newsround/ Reading	Topic	Story Reading
Thur	Creative writing/ Morning Exercise	Reciprocal Reading	GPS	Worship	GPS		Timetables and Fluent in 5	Maths		Newsround/ Reading	PE	Story Reading
Fri	Handwriting/ Zones of regulation check in	Golden Assembly	Religion				Timetables and Fluent in 5	Maths		Newsround	PSHE/ Music	Story Reading

Standards - non negotiables

Handwriting- please ensure your child is practicing their cursive handwriting. This contributes to your child passing tests.

Presentation- e.g. using a ruler, dates LQs underlined and margins.

Times tables- They need this knowledge to access division, fractions etc.

Word/spelling lists- They need to know all of the words by the end of year 4.

Our year overview - English

The children will have handwriting and creative writing practice every morning and will also have a GPS lesson and opportunities to apply skills learnt in their topic work.

In writing I can:

Spell words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian
Recognise and spell additional homophones, for example – accept and except, whose and who's
Use the first two or three letters of a word to check its spelling in a dictionary
Spell identified commonly misspelt words from Year 3 and 4 word list
Use the diagonal and horizontal strokes that are needed to join letters
Understand which letters, when adjacent to one another, are best left unjoined
Ensure the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant;
My lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch
Compose sentences using a wider range of structures, linked to the grammar objectives
Begin to join my writing and maintain this when writing at speed
Orally rehearse structured sentences or sequences of sentences to refine and improve these
Begin to open paragraphs with topic sentences
Write a narrative with a clear structure, setting, characters and plot
Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
Use a range of sentences with more than one clause
Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
Use fronted adverbials, for example, 'Later that day, I went shopping.'
Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'
Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials
Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations
Carry out a little research to find words that are specific to the event being written about
Check to see if there are any sentences that can be reorganised to give my writing a greater impact
Consciously use short sentences to speed up action sequences
Use dialogue and reactions from other characters to make my character interesting
Recognise when a simile may generate more impact than a metaphor, and vice versa
Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality
Recognise that a combination of adjectives, similes and metaphors may help create a powerful image of the characters I am writing about
Know how to reorder sentences so that I can create maximum effect
Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural
Use commas or ellipses in order to create greater clarity and effect in my writing
Clearly articulate what I have learned.
Apply what I have learned to peer teach and explain my learning.

Reciprocal Reading

Reciprocal Reading is different from comprehension as it encourages children to use a range of skills when reading, e.g. inferring, predicting, summarising and identifying themes. It would be great if you could support your child when they are reading at home, by asking them a range of questions.

In reading I can:

Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
Know which books to select for specific purposes, e.g. for my science, history and geography learning
Use dictionaries to check the meaning of unfamiliar words
Discuss and record words and phrases that writers use to engage and impact on the reader
Know and recognise some of the literary conventions in text types covered
Begin to understand simple themes in books
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
Explain the meaning of words in context
Ask questions to improve understanding of a text
Infer meanings and begin to justify them with evidence from the text
Predict what might happen from details stated and deduced information
Identify how the writer has used precise word choices for effect to impact on the reader
Identify some text type organisational features, for example, narrative, explanation, persuasion
Retrieve and record information from non-fiction
Make connections with prior knowledge and experience
Begin to build on others' ideas and opinions about a text in discussion
Explain why text types are organised in a certain way
Locate and use information from a range of sources, both fiction and non-fiction
Compare fictional accounts in historical novels with the factual account
Appreciate the bias in persuasive writing, including articles and advertisements
Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce
Use inference and deduction to work out the characteristics of different people from a story
Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary)
Skim, scan and organise non-fiction information under different headings
Refer to the text to support predictions and opinions
Recognise complex sentences
Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest
Clearly articulate what I have learned.
Apply what I have learnt to peer teach and explain my learning.

Our Year 4 overview maths

Year 4 Times Table test in June. Please practice Times Tables 0-12 on a daily basis to support your child at home.

recognise, find and write fractions of a discrete set of objects
relate fractions to division
recognise angles as a description of a turn
recognise angles as a property of shape
identify right angles.
identify an acute angle as a smaller angle than a right angle and obtuse as greater than a right angle.
identify perpendicular lines.
identify parallel lines
identify horizontal and vertical lines
Draw and describe a 2-D shape using angle and side properties
describe 3-D shapes
measure the perimeter of 2-D shapes.
calculate the perimeter of 2-D shapes
Choose my own techniques to tackle and solve problems of greater complexity
Present my work in a clear and organised way, choosing appropriate methods of recording
Explain work clearly and accurately using mathematical language
Use reasoning to make predictions, conjectures(proving ideas) and generalisations
Ask my own questions and form ideas for their own investigations
Recognise how to use my maths skills in a variety of familiar and unfamiliar contexts

Our
awesome
curriculum
for the
year...

St Luke's Curriculum 26/27



KS1 & 2 Long Term Planning

Any unit titles that are underlined can be clicked on to go to the relevant link for more detailed planning or resources

Please click on each subject to see the progression map

[Science](#) [Computing](#) [History](#) [Geography](#) [Art](#) [DT](#) [Citizenship/PSHE](#) [Religion](#) [French](#) [Music](#) [PE](#)

Year Four Curriculum Map

Science Computing History Geography Art DT Citizenship/PSHE Religion French Music PE

AUTUMN 1 - Our Roman Adventure		AUTUMN 2 - Our World (Architecture in Schools project)		SPRING 1 - Our UK Museum	
Sounds - Sound - identify how sounds are made and associating it to vibrations and that they travel through different mediums to the ear. - Make links between volume and pitch and the objects that make those sounds. - recognise that sounds get fainter as the distance from the sound source increases. Working Scientifically: Can pupil set up simple practical enquiries, fair and comparative tests? - Can pupil make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, data loggers? - Can pupil record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. - and use straightforward scientific evidence to answer questions or to support their findings? - Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?		States of matter - States of matter - compare and group materials based upon solid, liquid and gas. - Observe how materials change state through change in temperature and explore his through working scientifically using degrees C (Celsius) - Identify evaporation and condensation and their place in the water cycle, also associate rate of evaporation with temperature. Working Scientifically: Can pupil make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers? - Can pupil set up simple practical enquiries, comparative and fair tests and gather, record, classify and present data in a variety of ways to help in answering questions? - Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions based on scientific evidence?		Living things and their habitats - Living things and their habitats - Recognise that living things can be grouped in a variety of ways - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - Recognise that human development has an impact on habitats and biodiversity. Working scientifically: Can pupil recognise that living things can be grouped in a variety of ways? - Can pupil identify differences, similarities or changes related to simple scientific ideas and processes? - Can pupil gather, recording, classifying and presenting data in a variety of ways to help in answering questions? - Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion?	
Computing systems and networks – The Internet - To describe how networks physically connect to other networks - To recognise how networked devices make up the internet - To outline how websites can be shared via the World Wide Web (WWW) - To describe how content can be added and accessed on the World Wide Web (WWW) - To recognise how the content of the WWW is created by people - To evaluate the consequences of unreliable content		Programming A – Repetition in shapes - To identify that accuracy in programming is important - To create a program in a text-based language - To explain what 'repeat' means - To modify a count-controlled loop to produce a given outcome - To decompose a task into small steps - To create a program that uses count-controlled loops to produce a given outcome		Creating media – Audio editing - To explain that the composition of digital images can be changed - To explain that colours can be changed in digital images - To explain how cloning can be used in photo editing - To explain that images can be combined - To combine images for a purpose - To evaluate how changes can improve an image	
The Roman Invasion of Britain - Explain the spread of the Roman empire and recall key facts about the invasion of Britain. - Understand why the Romans built roads in Britain and know where some of the roads ran to and from. - Understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. - Describe who Emperor Hadrian was, say when, how and why he built a wall and explain its features. - Understand what religious beliefs the Romans had and some of the gods & goddesses that they worshipped and compare with other periods studied.		Famous Scientist or Architect - Study the life of Mary Curie or a famous Architect based on the Architecture in schools project for the year. - Add life events to the class timeline.		Early Anglo Saxons and Scots - Understand the impact of Britain's settlement by Anglo-Saxons and Scots - Understand how the Roman withdrawal affected Britain in c. AD 410 - Be aware of the Scots invasions from Ireland to north Britain (now Scotland) and reasons for this. - Anglo-Saxon invasions, settlements and kingdoms: place names and village life - Anglo-Saxon art and culture - Christian conversion – Canterbury, Iona and Lindisfarne	
The Geography of Roman Britain - Explore the network of Roman roads and settlements in the UK - Investigate how settlement and economic activity has developed and changed since Roman times.		A different place France (or the Mediterranean) Fieldwork in Canning Town - Compare & contrast a region in a European country – France - Fieldwork around Canning Town settlement, land use and economic activity. - Use maps/computer mapping to locate France in Europe, identify cities, coasts, rivers, mountains. - Identify the surrounding seas of the U.K. and France. - Identify settlement, economic activity and land use patterns in Boulogne. - Compare the two areas		Great Britain – Mapping Settlement, economic activity and sustainability in the UK - Understand the difference between the U.K.Great Britain and the British Isles. - Name and locate counties and cities of the United Kingdom and areas of high ground including hills and mountains. - Use geographical sources to investigate the industry and economic activities that happen in the UK, including trade links, and the distribution of natural resources including energy, food, minerals and water. - How can we protect our natural environment whilst still using its resources.	
Roman Mosaics - Describe a Mosaic as a decorative piece of art made from assembling hundreds of small pieces of coloured glass/ stone or other material. - That different rock types produced different colours mosaics. - Understand that mosaics were popular in public buildings and homes and		Architecture - Looking closely - Zaha Hadid - Research images of buildings as examples - Children can take their own photos of buildings in our local area to observe closely.		Anglo-Saxon art - study famous examples of Anglo-Saxon artefacts - Use different techniques for different purposes e.g. shading, hatching. - Apply skills to sketch chosen like an archaeologist would	

Our curriculum for the year...

This terms learning...

AUTUMN 1 - Our Roman Adventure	
Sounds	• Sound - identify how sounds are made and associating it to vibrations and that they travel through different mediums to the ear. • Make links between volume and pitch and the objects that make those sounds. • recognise that sounds get fainter as the distance from the sound source increases. • Working Scientifically: Can pupil set up simple practical enquiries, fair and comparative tests? • Can pupil make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, data loggers? • Can pupil record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. • and use straightforward scientific evidence to answer questions or to support their findings? • Can pupil report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions?
Computing systems and networks – The Internet	• To describe how networks physically connect to other networks • To recognise how networked devices make up the internet • To outline how websites can be shared via the World Wide Web (WWW) • To describe how content can be added and accessed on the World Wide Web (WWW) • To recognise how the content of the WWW is created by people • To evaluate the consequences of unreliable content
The Roman Invasion of Britain	• Explain the spread of the Roman empire and recall key facts about the invasion of Britain. • Understand why the Romans built roads in Britain and know where some of the roads ran to and from. • Understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made. • Describe who Emperor Hadrian was, say when, how and why he built a wall and explain its features. • Understand what religious beliefs the Romans had and some of the gods & goddesses that they worshipped and compare with other periods studied.
The Geography of Roman Britain	• Explore the network of Roman roads and settlements in the UK • Investigate how settlement and economic activity has developed and changed since Roman times.
Roman Mosaics	• Describe a Mosaic as a decorative piece of art made from assembling hundreds of small pieces of coloured glass/ stone or other material. • That different rock types produced different colours mosaics. • Understand that mosaics were popular in public buildings and homes and they help to tell us about the Roman way of life. • View and critique examples of Roman mosaics. • Plan and design their own design in the Roman style. • List what equipment is needed to create a mosaic design. • Create own small piece and put it together to create a larger piece of art. • Evaluate their individual final piece using discussion questions.

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What kind of a world did Jesus want?	• Understanding Christianity unit • https://www.understandingchristianity.org.uk/wp-content/uploads/2016/05/KS2a4_Gospel_WEB.pdf
Families and the parents who care for me & Caring Friendships	• Pupils can explain why it is important to recognise and give respect that there are different types of family structure, (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). • Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc). • Pupils can explain how to recognise if family relationships are making them feel unhappy or unsafe, and can show that they know how to seek help or advice. • Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them. • Pupils can talk about the ways in which friends can cope when there are fallings-out and can describe how someone can make peace again and not resort to violence.
French songs and rhymes	
Music	
PE	
LITERACY Reciprocal reading A Roman Story Julius Caesar	GPS Skills to cover: Determiners Clauses Expanding sentences using conjunctions, adverbs and prepositions Direct speech Past tense Present tense Writing opportunities: Letter from Odysseus to wife Character description Narrative - box up Odysseus as model to imitate and innovate Narrative adventure using dialogue

Interventions and small groups

Each day there will be an allocated time for struggling learners to go over concepts and consolidate their learning.

Positive Behaviour Management

Structure, understanding and encouragement

Pause - take a deep breath

Attune - what is going on

Label - discuss calmly and quietly

Model - give them strategies

Calm structured rooms

Ground Rules

Consistent hard work and a clear demonstration of the Christian values of compassion, respect, perseverance, forgiveness and trust. **Dojo points**

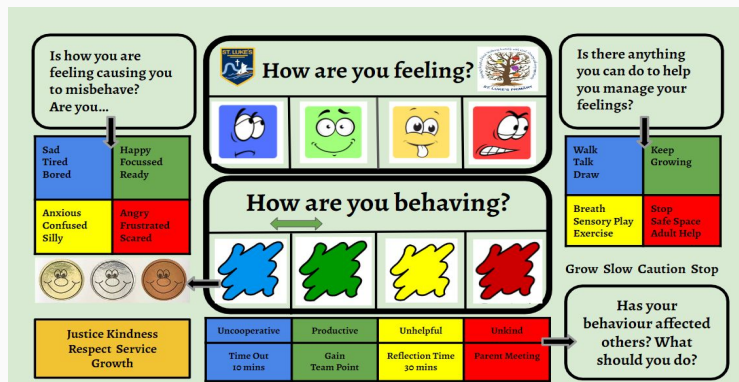
Working hard and being compassionate, respectful, persevering, forgiving and trustworthy. **Dojo points**

Where possible each day begins afresh

Calling out, getting out of their seat, distracting, not co-operating, etc. **Reflection sheet home**

Repeatedly not following instructions, name calling, rudeness, refusal to work, etc. **Parents contacted/ Alternative Lunch**

Walking out of class, racism, bullying, swearing, stealing etc. **Meeting with Parents/ In School Exclusion/ Fixed Term Exclusion**



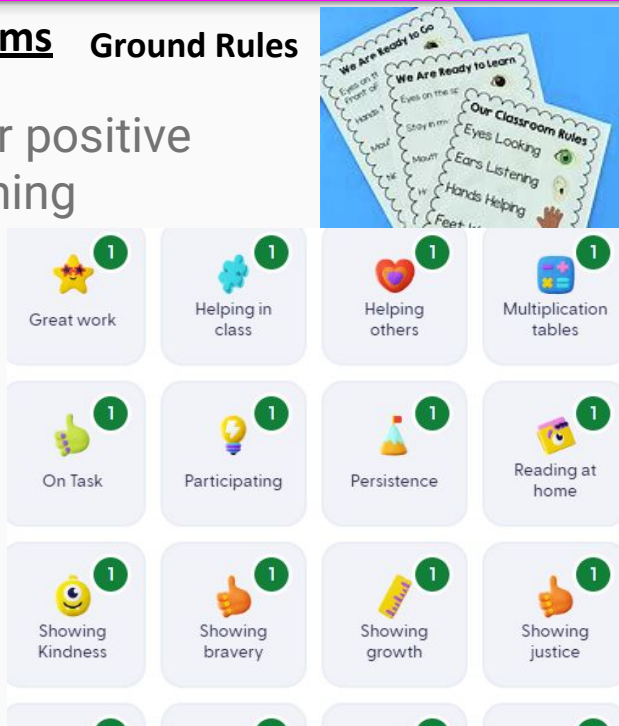
Behaviour Chart

Positive Behaviour Management

Structure, understanding and encouragement

Calm structured rooms Ground Rules

Class Dojo, we aim for positive reinforcement of learning behaviours.



Behaviour Policy			
1		1st Warning	
2		2nd Warning	
3		Time out in class	
4		Time out in partner class	
5		Headteacher's office	

Online safety

We will start the Year with Online safety lessons for your children using Google

https://beinternetawesome.withgoogle.com/en_us/interland

Please be aware the only way to ensure your child is safe when online is when you are online with them!

Online safety

At St Luke's, we aim to provide our pupils with strategies on how best to stay safe online. Keeping our pupils safe online is of the utmost importance to us and so we are committed to having an ongoing dialogue of the issues that pupils face when using the internet, as this is unavoidable in our world today.

Specific online safety lessons based on different subjects (cyberbullying, accessing appropriate content, managing online footprint etc.) are carried out every half term. However we are aware that much of our pupils' use of the internet will occur at home, away from the school's filters.

So below are a list of useful websites, advice and resources that you may find helpful when navigating the issue of online safety with your child.

Thinkuknow <http://www.thinkuknow.co.uk>

National Online Safety <https://nationalonlinesafety.com/resources/platform-guides/>

NSPCC <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Childnet <http://www.childnet.com/parents-and-carers>

CEOP <http://ceop.police.uk/safety-centre/>

BBC <https://www.bbc.com/ownit>

SafetoNet <https://safetonet.com/>

Also, keep an eye out for updates on issues arising and other concerns on popular game apps and websites on School Ping. Some of you might be aware that through the last year a few caution leaflets and news feeds have been shared on School Ping to alert parent on some of these dangers.

Message from John Armitage HT

At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions, but if you have anything about the school as a whole (please email your teacher if it is something about their class) then please email me on:

ht@st-lukes.newham.sch.uk

Safeguarding at St. Luke's - if you have any concerns see one of our team below



Safeguarding Team & who to report to if you have concerns:-



Designated Safeguarding Lead – John Armitage HT



Deputy Safeguarding Officer – Helen Tarbuck
Assistant/Head



Family Support Officer – Debbie Phillip – Attendance &
Missing in Education



Learning Mentor & Pastoral Lead – Sarah Martin



ELSA & EYFS Pastoral lead – Sajida Rahman



Plus our CAMHs Nurse Veronica Riviera-Gould &
student Natalia Grieve

Thank you!

All children have/will receive logins for Dojo and TTRS

Any questions?

Class email is - Y4@st-lukes.newham.sch.uk