Welcome to Year 4

Team Coral

Class Teachers:

Mrs Pritchett

Other adults:

Mrs Orton (Mon-Weds)

Mrs Axtell (Weds-Fri)

Team Opal

Mrs Birtchnell (Mon-Weds)

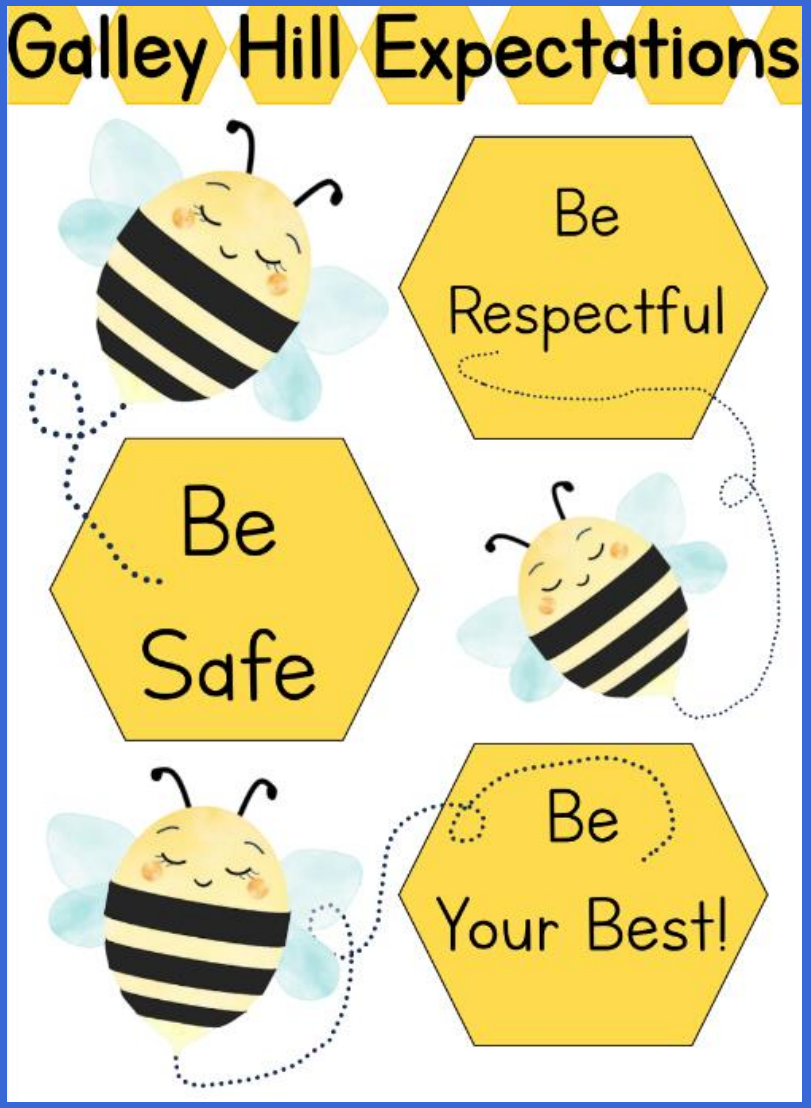
Mrs Higgs (Thurs-Fri)

Mrs Prall

Mrs Dodkin

Year 4 Phase Leader: Miss Featherstone

Galley Hill Expectations

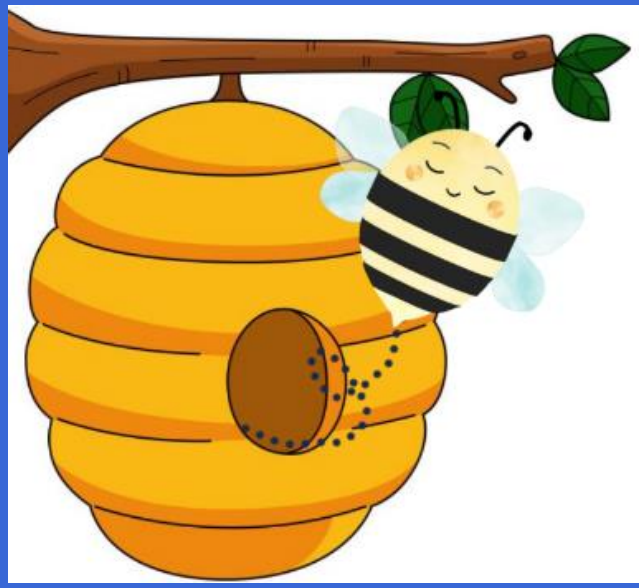


Our Galley Hill Vision

Our vision is to develop **resilient** learners who:

- Are **curious** about the world around them.
- Have **high aspirations** for themselves and the wider world.
- **Persevere** to achieve their goals.

Galley Hill Expectations



The whole class can earn bees:

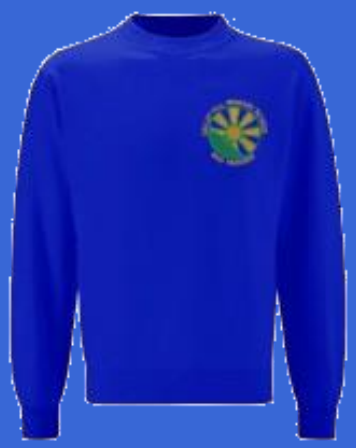
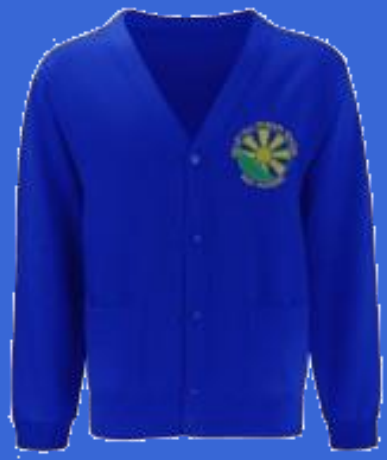
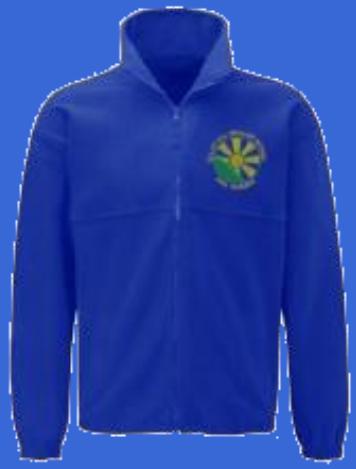
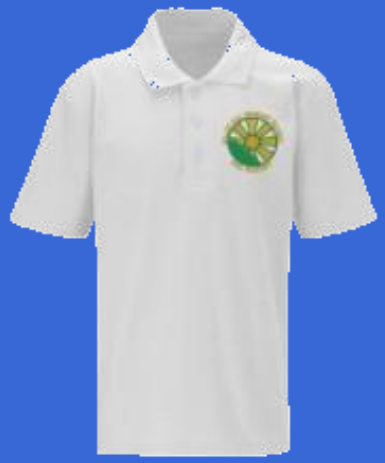
- ✓ Everyone ready to learn
- ✓ All lined up to Galley Hill Walk
- ✓ Model Galley Hill walking
- ✓ Sensible sitting Assembly
- ✓ Positively noticed by other adults

Pupils can earn house points or stickers for:

- ✓ Demonstrating School Values
- ✓ Linking learning to threads
- ✓ Fab or accurate vocabulary
- ✓ Polite manners
- ✓ Reasoning
- ✓ Great effort

School Uniform

White Polo Shirt or Shirt/Blouse
Blue/White Gingham Dress (Summer)
Royal Blue Fleece/Sweatshirt or Cardigan
Charcoal Grey/Black Skirt/Pinafore Dress
Charcoal Grey/Black Trousers or Tailored Shorts
Grey/Black or White Socks, Grey/Black/Navy Blue Tights
Black Shoes/Black Trainers

School Uniform

Jewellery

Galley Hill Primary School follow the Hertfordshire guidance on the wearing of jewellery. For Health & Safety reasons no jewellery should be worn in school, if your child has pierced ears, one pair of small plain stud earrings will be allowed. **Surgical tape should be used to cover any earrings during PE,** this must be applied by parent/carer on the day of your child's PE lesson unless your child is capable of applying this themselves. Teachers cannot remove or replace earrings. **If your child has earrings in and no tape to cover them on PE days, they will be asked to remove them and we will keep them safe in an envelope to take home.**

Hair

We ask that any pupil with long hair has it tied back neatly during the school day. Hair accessories should be discrete.

Extreme in hairstyles, hair colour, any nail varnish or tattoos are not acceptable within the school.

Physical Education

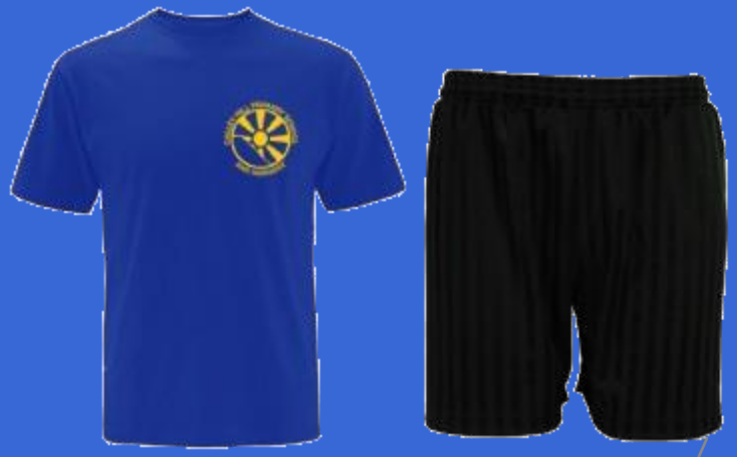
- Our Autumn P.E. day is:

  Team Coral: Tuesday, Thursday

  Team Opal: Tuesday, Thursday

- This year, we asking children to come to school dressed in their PE kits on their PE days.

- **P.E. Kit** (Please ensure this is always in school)
  Royal Blue T-shirt (preferably with school logo)
  Black Shorts
  Black/Navy tracksuit for Autumn/Spring Term
  Trainers for use on the field or playground



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Curriculum Overview

- The main topics we will be covering this year are:

- Autumn: Central America and Mayan Civilisation
- Spring: Romans in Britain
- Summer: Rivers

End of Year 4 Expectations for Maths

HfL Assessment Criteria for Phase B Steps 4/5/6 (based on curriculum expectations for Year 4)

Maths – Number

Understanding the number system

Fluency focus:

Numbers up to and including 4 digits (whole numbers and decimal numbers with up to 2 decimal places) through a wide variety of models and representations

- identifies, represents and estimates numbers using different representations (4N4a)
- counts fluently forwards and backwards to include:
  - multiples of 6, 7, 9, 25 and 1000 (4N1)
  - through zero to include negative numbers (4N5)
  - in hundredths (4F1)
  - intervals of 10, 100 and 1000 from a given number
- recognises the place value of each digit (4N3a) and uses this when ordering and comparing numbers:
  - beyond 1000 and when finding 1000 more than a given number (4N2)
  - with the same number of decimal places up to two decimal places (4F8)
  - understanding the value of zero as a place holder
  - rounds any number to the nearest 10, 100 or 1000 (4N4b) and decimals with one decimal place to the nearest whole number (4F7)
- recognises that hundredths arise when dividing an object by a hundred and dividing tenths by ten (4F1)
- recognises and shows, using diagrams, families of common equivalent fractions (4F2)
- reads Roman numerals to 100 (I to C) (4N3b)
- solves number problems and practical problems within the context of the fluency focus (4N6)

Calculating

Arithmetical laws and relationships

- understands and applies the commutative, associative and distributive 'rules' when solving calculations e.g.
  - that 7 x 8 = (5 x 8) + (2 x 8) (distributive) = 7 x 2 x 4 (associative)
  - 'balancing expressions' including those using division, such as 20 + ? = 100 ÷ 4
- *understands the relationship between non-unit fractions and multiplication and division, to include equivalence and fractions as operators*

Mental fluency

- uses a range of mental strategies for all four operations appropriate to context and within the fluency focus
- considers the reasonableness of results by reference to the context or to the size of the numbers using the skills of estimation and checks accuracy e.g. use of the inverse (4C3)
- uses mental recall of multiplication facts including all tables up to 12 x 12 and quickly derives corresponding division facts, *e.g. uses their knowledge of tables and place value in calculations with multiples* (4C6a)
- uses place value, known and derived facts to multiply and divide, inclu three numbers (4C6b)
- recognises and uses factor pairs and commutativity in mental calculatic

Written fluency

- combines knowledge of number facts and rules of arithmetic to solve w
- adds and subtracts numbers with up to 4 digits using the formal written appropriate (4C2)
- estimates and uses inverse operations to check answers to a calculatio
- multiplies two-digit and three-digit numbers by a one-digit number using

Fractions, decimals and percentages

- adds and subtracts fractions with the same denominator (4F4)
- recognises and writes decimal equivalents to ¼, ½, ¾ 4F6a and of any
- calculates fractions of quantities, including non-unit fractions where the
- finds the effect of dividing a one- or two-digit number by 10 and 100, ide and hundredths (4F9)

Solving numerical problems (using a range of mental and written method

- solves addition and subtraction two-step problems in contexts, deciding
- solves problems involving multiplying and adding, including using the di integer scaling problems and harder correspondence problems such as
- solves problems involving increasingly harder fractions to calculate qua fractions where the answer is a whole number (4F10a) and measure ar decimal places (4F10b)

Algebra (in preparation for Year 6 statements)

- begins to use simple formulae expressed in words e.g. rules for finding
- uses and interprets coordinates in the first quadrant

Measurement

Money

- is fluent in the use of all denominations (2M3a,b)

Metric / imperial measures

- converts different units of measure e.g. km to m (4M5)
  - *builds on their understanding of place value and decimal notation to record metric measures accurately, including money*
  - *uses multiplication to convert from larger to smaller units*
  - *uses division to convert from smaller to larger units*

Perimeter, area, volume

- measures and calculates the perimeter of a rectilinear figure including squares in centimetres and metres (4M7a)
  - *expresses perimeter algebraically in the same units*
- finds the area of rectilinear shapes using counting squares (4M7b)
  - *understands area as a measure of surface*
  - *relates area to arrays and multiplication*

Chronology

- reads, writes and converts between analogue (including clock faces using Roman numerals) and digital 12 and 24 hour clocks using am and pm where necessary (4M4a,b)
- converts between different units of measure e.g. hours to minutes (4M5)

Solves problems

- estimates (4M2), compares (4M1) and calculates (4M9) different measures, including money in pounds and pence
- converts between hours and minutes; minutes to seconds; years to months and weeks to days (4M4c)
- calculates time durations that pass through the hour

Geometry

Properties of Shape

- compares and classifies geometric shapes based on their properties and sizes (4G2a) *e.g. quadrilaterals and triangles extending to parallelogram, rhombus and trapezium; isosceles and scalene*
- identifies acute and obtuse angles; compares and orders angles up to two right angles (180°) by size (4G4)
- decides if a polygon is regular or irregular
- identifies lines of symmetry in 2-D shapes presented in different orientations (4G2b)
- recognises line symmetry in a variety of diagrams including where the line of symmetry does not dissect the original shape *e.g. the original shape may be placed at a distance from and parallel to the axis*
- completes a simple symmetric figure with respect to a specific line of symmetry (4G2c)
- becomes familiar with different orientations of lines of symmetry *e.g. vertical, horizontal and diagonal axes*
- uses a variety of media *e.g. peg boards, geo-strips and ICT representation*

Position and Direction

- describes positions on a 2-D grid as co-ordinates in the first quadrant (4P3a)
  - *draws and describes a pair of axes in one quadrant, with equal scales and integer labels*
  - *reads, writes and uses pairs of co-ordinates e.g.(2,5)*
- describes movements between positions as translations of a given unit to the left/right and up/down (4P2)
- plots specified points and draws sides to complete a given polygon (4P3b)

Statistics

Processing, representing and interpreting data

- completes, reads and interprets information presented in bar charts (e.g.: finds the difference between two bars showing temperatures, where one is 20°C and the other is 13°C, on a scale labelled in multiples of five) (4S1)
- interprets and presents discrete and continuous data using bar charts, and time graphs using a greater range of scales (4S1)
- solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs (4S2)
- relates the graphical representation of data to recording change over time

End of Year 4 Expectations for Reading

Year 4
Working at the expected standard
The pupil can: • read accurately most polysyllabic and multi-morphemic words and further exception words In age-appropriate[1] books, the pupil can: • read aloud fluently with intonation that shows understanding • read many words outside their spoken vocabulary, making a good approximation to the word's pronunciation. • check that the text makes sense, correcting when meaning is lost • make plausible predictions about what might happen on the basis of what has been read so far • summarise main ideas providing key details • retrieve information from non-fiction • draw inferences and justify their opinions through discussions • make links between the book they are reading and other books they have read

End of Year 4 Expectations for Writing

Year 4
Working at the expected standard
The pupil can: • write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings) • create settings, characters and plot in narrative† • use speech punctuation correctly most of the time • use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence) • use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause) • use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been) • use the range of punctuation taught up to and including Y4 mostly correctly^ (e.g. commas after adverbials; use of apostrophe) • spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,* and use phonics and morphology to spell words, beginning to use a dictionary to check spellings • write legibly and with increasing fluency, paying attention to size and spacing • maintain the use of joined handwriting[2] throughout independent writing.

Statutory Assessment

- **Multiplication Timetables Check**
- The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.
- The children will complete the timed test on a computer.
- For more information, please see below website:
- https://www.gov.uk/government/collections/multiplication-tables-check

School Trips

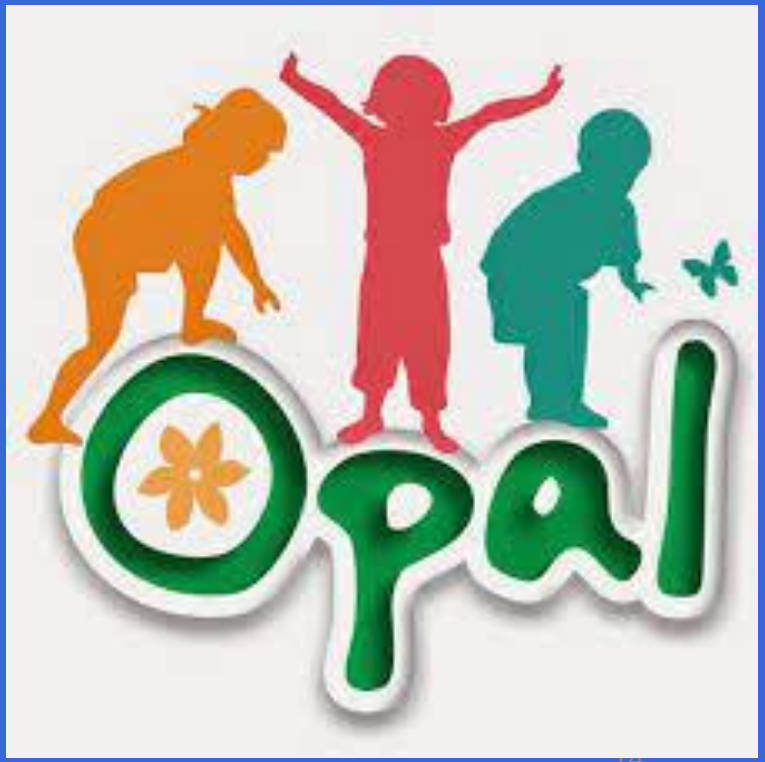
- Due to the cost of living crisis and the increase in the cost of trips that require coach travel, things are changing this school year.
- As a school we are looking to keep the costs of our trips at an affordable level while still providing our children with fun and enriching experiences that will enhance our curriculum and their learning.
- In year 4, children will be taking part in a Mayan chocolate workshop. We will visit St Albans Cathedral to take part in a Roman day. Finally, we hope to be completing a river study near Camelot Rugby Club.
- There are other opportunities for local area visits and the PE events that the children enjoy attending will of course continue too.

Outdoor Play and Learning

Children across the school are encouraged outside in all weathers including wet weather - provided they have an appropriate waterproof coat (and trousers if they so wish).

It has been decided that to go onto the grass or mud areas at breaktime or lunchtime, children will need to be wearing wellies – old shoes will no longer be allowed – this is ensure that the bottoms of trousers, tights and socks stay dry and mud free.

We have a wide range of resources outside for your child to play with but are always looking for donations to add to our OPAL fun.



Reading

The best thing you can do to support your child with their learning is read with them as regularly as possible (at a minimum we would suggest 4 x a week). Even in year 4 this is vital and the children do gain a lot from reading out loud to an adult who can correct any mistakes, answer questions, discuss the text or look up an unknown word together.

When your child needs a new book they should put their wallet containing their reading record and finished book into the reading box. It is their responsibility to be asking for a new book and we will be monitoring that children are changing books.

Reading records should be handed in on homework day, they will be checked to see how often your child has read. Either you or your child should complete the record every time they read; if your child fills their record in please sign it to say you agree.

The Importance of reading

From babies to children in their early years and all the way through to early teens, reading brings wide-ranging benefits that can have a lifelong positive impact on children's lives.

- **If a child is never read to they will have heard approximately 4,662 words by the time they are 5 years old.**
- **If a child is read to or reads 1-2 times per week, they will have heard approximately 63,570 words by the time they are 5 years old.**
- **If a child is read to or reads 3-4 times per week, they will have heard approximately 169,525 words by the time they are 5 years old.**
- **If a child is read to or reads daily, they will have heard approximately 296,660 words by the time they are 5 years old.**
- **Reading for pleasure unlocks academic success across the curriculum. A child who is read to at age 1-2 scores higher in reading, spelling, grammar, and numeracy skills at age 8-11.**
- **Reading for pleasure at the ages of 10 and 16 has a substantial effect on a child's cognitive scores in vocabulary, spelling, and mathematics at age 16**

What to bring to school?

The children must bring their reading book and reading record to school, in the named plastic wallet previously provided, every day. This will enable children to read with an adult when the opportunity presents itself.

Children should be provided with weather specific items when appropriate such as sun hats or gloves. Suncream is permitted but this must be applied by your child themselves and not shared with friends.

All children should have a named water bottle every day. This is very important as our classrooms can get very warm.

Named P.E. kits should be left on their peg and will be sent home at the end of a half term to be washed, please bring a clean kit back on the first day after each holiday.

The children should **NOT** bring any pencil cases, games, toys, trading cards etc from home. The school will not take responsibility for any items brought into school.

HP

Homework

Homework is set every Friday and is to be returned the following Wednesday.

All homework is available on the school website, year 4 class page.

Children in year 4 are expected to read at least 4 times per week

They will be given a maths activity linked to timetables practice (TTRS, ICT games, repetition etc)

If homework tasks are not completed and handed in by Friday morning then they will complete their homework task during Friday break time.

Every child in the school will receive a homework certificate. When they complete their homework each week they will receive a sticker! They will also earn 1 sticker for every day that they have read. When the certificate is full they will receive a homework badge!

Eating and Drinking

In Year 4, the children will need to bring in a healthy snack (whole / pieces of fruit, vegetables or bread sticks) to eat at break time.

They should have a named water bottle in school everyday. This should ideally contain still, plain water but children can have flavoured water and squash if they would prefer.

Each morning, the children will be asked their school dinner option or if they are having a packed lunch.

If your child is going to be late for school but will need school dinner, please let the school office know by 9:30am.

Times / Timetable

The children need to arrive in school between 8:40am and 8:45am each day. After that time, they will be late and will need to enter through the school office.

Our school day ends at 3:15pm.

A rough overview of our timetable will be on the website. Primary School life is ever changing so our timetable is not completely rigid as it would be in a secondary school.

Arbor

Go online and visit https://login.arbor.sc/

From here you can set up a log in and password. Then...

Visit the app store or play store and download the 'Arbor' app. You can then log in with the details you have created and you should be all logged on and ready to go!

You will need the app to make payments for Trips/Clubs/Meals and all communications will start to be coming through Arbor only so to make sure you know what is going on, please download!

FB

Attendance

It is essential that your child is in school as much as possible through the school year. Primary national pupil attendance was around 96% pre-COVID. This means that a child needs to attend school for at least 177 out of 190 days to meet national expectations.

We are extremely concerned for any pupil whose attendance drops below 90%.

If your child is genuinely too ill for school, please email the admin address or call and leave a message on our 24 hour answerphone as soon as possible. For safeguarding reasons, we will chase any absence we do not have a reason for.

We can only authorise term time holiday in very exceptional circumstances. Please see our absence policy on our website.

Good Attendance means...

Being in school at least 97% of the time or 184 to 190 days

Remember

Education is important - don't miss out!

Did you know?

A two week holiday in term-time means that the highest attendance a child can achieve is 94.7%

190	184	171	161	152	142
School days in each academic year	Days of education	Days of education	Days of education	Days of education	Days of education
0 days absence	7 days absence	19 days absence	29 days absence	38 days absence	48 days absence
100% attendance	97% attendance	90% attendance	85% attendance	80% attendance	75% attendance
WELL DONE		I'M CONCERNED		SERIOUSLY WORRIED	
A good attendance gives you the best chance for success		A poor attendance gives you less chance of success		Very poor attendance has a serious impact and reduces life chances	

How Does School Attendance Affect a Child's Learning?

365 Days in a Year
190 School Days
175 Non School Days

0 Days Absence	10 Days Absence	19 Days Absence	29 Days Absence	38 Days Absence	47 Days Absence
190 Days in School	180 Days in School	171 Days in School	161 Days in School	152 Days in School	143 Days in School
100% Attendance	95% Attendance	90% Attendance	85% Attendance	80% Attendance	75% Attendance
Best chance of success		Less chance of success		Serious impact on education and reduced life chances	

Perfect!

4 weeks missed!

Over half a term missed!

Having 90% Over 5 school years, is half a school year's work missed.

A 2 week holiday in term time, means that the highest attendance a child can achieve is 94.7%

Thank you for taking the time to join us for this welcome meeting.

If you have any further questions, then please do come and speak to us now.