

## 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 they can be — 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 plan ahead and set goals. I 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 focus and concentrate on work first and then on play.*

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



**Habit 7: Sharpen the Saw**  
*I know how to look after myself and 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.



**Habit 4: Think Win-Win - I am positive, resilient and work with others to solve problems creatively.**

- 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 listen first and then talk. 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 as a team.

### Behaviour Expectations

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

\* Children will be rewarded with individual 'house point' tokens for demonstrating use of the '7 Habits' 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.

\*Each week two children from each class are selected to receive a special certificate in our 'Celebration Assembly.' This year our certificates will celebrate use of the '7 Habits.'

\*The whole class can also earn marbles during the week. These are awarded for any wonderful behavior or kindness. These are counted on Friday and each marble is worth one minute of 'reward time.'

Pegasus House



Phoenix House



Centaur House



Griffin 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 record books or your child may also comment in their reading record. 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** - You will get spelling each week to learn and can practise them 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.

**Number Facts** - to link into our 'Teaching for Mastery' approach, children will be asked to practice multiplication and division 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 Focus

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. Homework assignments will focus on these skills during the year.

### Birthdays

We are currently suggesting that instead of sharing sweets with class mates on your child's birthday, you would be welcome to donate a book to the class. This can be read by the class teacher or your child and is something we think the children will really enjoy.

### Parent Helpers

If you would like to accompany the class on either a school trip or to come into school and listen to readers, please let the office know and they will be able to provide you with the necessary paperwork which ensures that statutory safety standards are met. Thank you.

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.



Queens' Federation

Queen Edith  
Primary School

# Welcome to Year 4 at Queen Edith Primary School

### Welcome to Year 4!

We are looking forward to getting to know both you and your children this year. We are planning a Year 4 filled with plenty of stimulating and interesting learning opportunities. Kingfisher Class will be taught by Mr Gent and Goldfinch Class will be taught by Miss Tandy. PPA will take place on a Tuesday and during this time children will be taught by Mrs Galantini and Mr Laker. Miss Mottaz and Miss Clay are our phase group TAs.

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.queenedithschool.org.uk](http://www.queenedithschool.org.uk) Periodically you may get emails from us regarding everyday class issues that have cropped up but if you need to contact us personally please email us through the school office and we will get back to you as soon as we can.

### Our School Day

Children need to be ready to line up in the KS2 playground at 8.55am where their teachers will be waiting and ready to take them into class. Please also be aware that lateness is officially noted in the register and if children miss going in with their class they should come into school via the main office.

The Year 4 school day ends at 3.30pm. Please wait in the KS2 playground for your child. Children will wait with a year group teacher until they have safely been collected. If you have younger children to collect from the KS1 playground, please let us know as your child can now walk through school to meet you. After school Club children will be escorted to their zone. 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 by calling or 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 phone to make an appointment to see us if you have any queries or concerns.

### Physical Education (PE) Lessons

Children will need to come to school wearing their PE kit on the days that their class is having PE. Both year 4 classes have PE on **Tuesday and Friday**. Their PE kit should be black shorts and a white t-shirt on warm days and black tracksuit bottoms with a long sleeved top on colder days. Long hair should be tied back on PE days. Stud earrings only in school which should be taken out on PE days. We have many PE lessons outside, so warm clothing is essential, as well as sturdy trainers.

### Year 4 Topics 2023 - 2024

**Autumn 1:** Changes

**Autumn 2:** Race to the Pole

**Spring 1:** Across The Atlantic

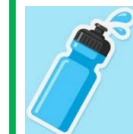
**Spring 2:** The Golden Age of Islam

**Summer 1:** Roman Britain

**Summer 2:** The Great Outdoors

### 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. If your child loses a piece of NAMED uniform please let us know and we can help them look for it. Un-named uniform is very difficult to return.**



Your child will need a named water bottle in school. These should be brought to school and taken home again everyday.

Children are encouraged to refill their water bottles during the day from the water tap in the classroom if necessary.

Please make sure your child has a healthy snack for morning break. A piece of fruit or a cereal bar (no nuts please) are ideal.

Goldfinch classroom is upstairs so your child will need to bring a pair of indoor shoes. **These shoes should be black and can be plimsolls or any other black slip-on shoes, with a closed toe and a back.**

### Attendance Information

Here at Queen Edith, 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 a 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 nor 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  $n$  objects are connected to  $m$  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  $1/4$ ,  $1/2$ ,  $3/4$

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 Home-School Diary in school every day. Children may independently change their reading books as soon as they have completed a book and make a note of the new book in their reading diary.**

Throughout the week children in Year 4 will read as part of a whole class guided group 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!

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*

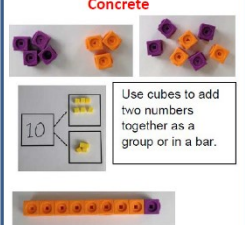
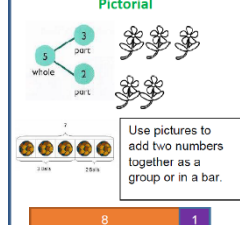
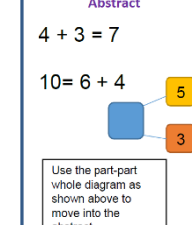
*\*Provides challenge through greater depth - rather than accelerated content, teachers set tasks to deepen knowledge and improve reasoning skills within the objectives of the year group*

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-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 ...