



**Holy Family  
Catholic Primary School  
01942 704 148**



At Holy Family we love Jesus and each other, live life to the full and learn with joy and spirit.

# **YEAR 4 Parents Information September 2020**



# Welcome to Year 4

We are delighted to welcome you and your child to Year 4 and are looking forward to an exciting year ahead. Year 4 is a busy and challenging year for the children as they prepare for their journey into upper Key Stage 2.

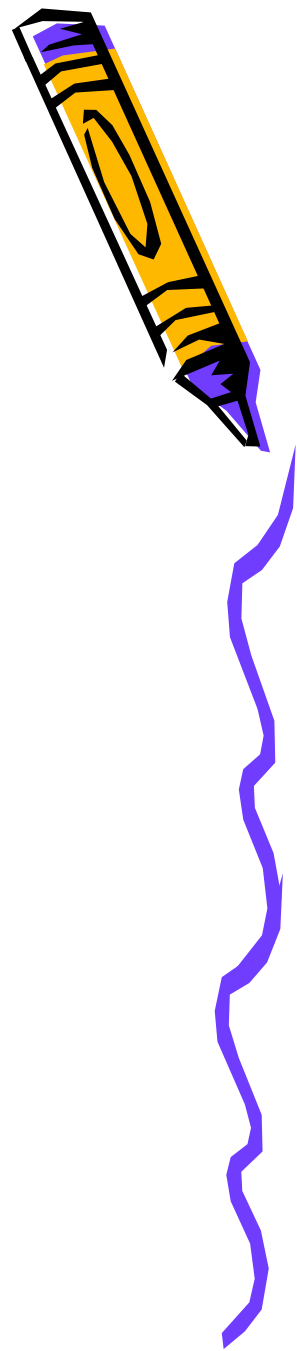
Whilst in Year 4, we help the children to build on and develop their knowledge and skills whilst also encouraging them to become independent learners.

We work hard to support the children to enable them to achieve their full potential and aim to ensure that all children have an enjoyable and successful time in Year 4.

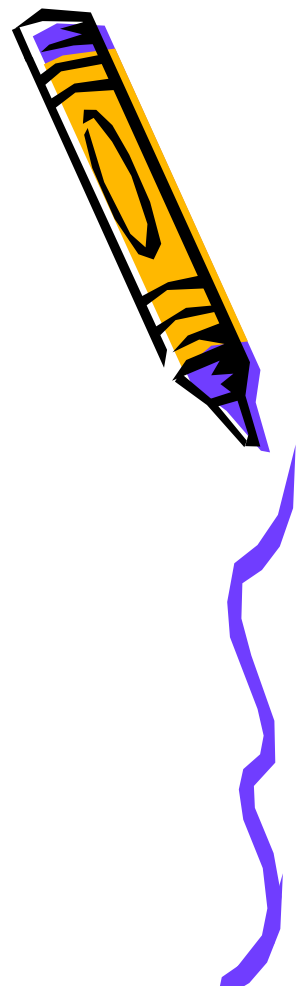


# Who's Who?

- Mrs Marsh- Class teacher
- Mrs Turner- Teaching Assistant  
(Mornings only, excluding Friday)
- Mrs Gillibrand- Takes the children swimming on Friday's, conducts spellings and times tables tests



# HOLY FAMILY HIGH FIVE



- Attendance
- Punctuality
- Completion of homework
- Full uniform/PE Kit
- Reading x3 Weekly



# REWARDS

- Rewards:
  - Dojo's/Wowjo
  - Head teacher Award- Weekly Class Assembly
  - Mrs Marsh's Star of the Week
  - Weekly Presentation award
  - 100 dojo's = **bronze badge**
  - 200 dojo's = **silver badge**
  - 300 dojos = **gold badge**
- Half Termly Treat
  - Comply to all of the Holy Family High Five, including:
  - Reading at least 3 times per week/Homework completed
  - 100% attendance
  - No lates
  - Full school uniform/PE Kit

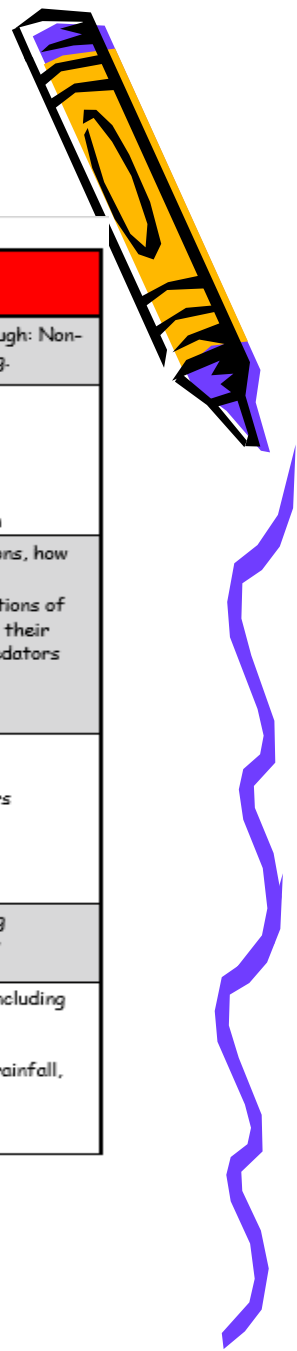


# SANCTIONS

- Minus dojo's
- Loss of playtimes/dinnertimes
- Repeated and more severe behaviour, children are then reported to Mrs Taberner

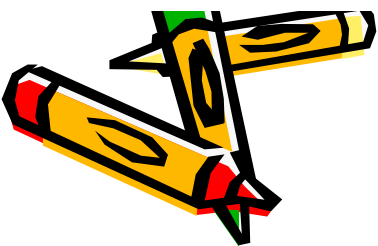


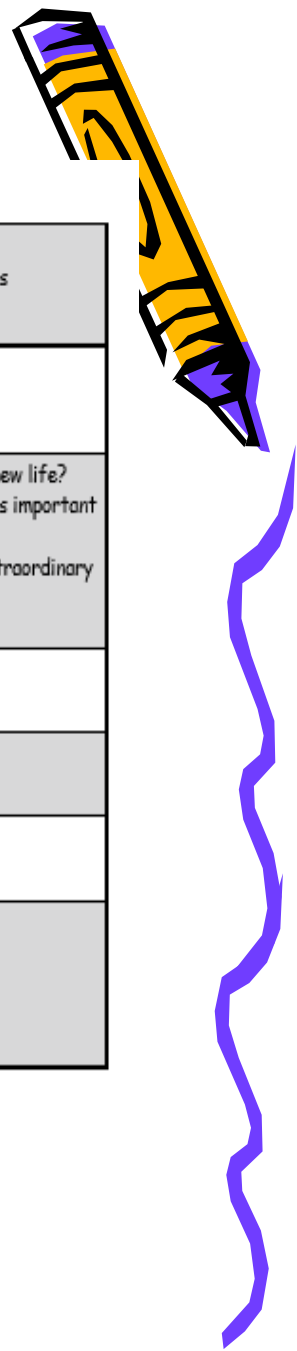
# Year 4 Curriculum Overview



Year 4 Curriculum Overview (2020 - 2021)

	Autumn	Spring	Summer
English	All Spelling, Punctuation & Grammar through: Non-fictional/ fictional/poetry writing.	All Spelling, Punctuation & Grammar through: Non-fictional/ fictional/poetry writing.	All Spelling, Punctuation & Grammar through: Non-fictional/ fictional/poetry writing.
Mathematics	Place Value Number - Addition and Subtraction Measurement- Length and Perimeter Number - Multiplication and Division	Number - Multiplication and Division Measurement- Area Fractions Decimals	Decimals Measurement- Money Time Statistics Geometry-properties of shape Geometry- Position and Direction
Science	Living things and their habitats: group living things in variety of ways, use classification keys (local and wider environment), changes in the environment  States of matter: compare and group materials (solids, liquids and gases), changing state by heating or cooling, water cycle	Water Cycle  Electricity: electric appliances, construct simple circuits, series circuits, switches, common conductors and insulators	Sound: how are sounds made? Vibrations, how vibrations effect pitch and volume Animals including humans: simple functions of digestion system, types of teeth and their functions, food chains (producers, predators and prey)
Computing	Coding Online Safety Keyboard Skills Use of the Internet	Spreadsheets Writing for different audiences-2 Email,2 Connect,2 DIY Keyboard Skills Use of the Internet	Hardware Investigators Animation-2 Animate Effective Search-Using browsers Keyboard Skills Use of the Internet
History	Achievements of the earliest civilisations- Ancient Egypt	Anglo Saxons and Scots	A local history Study-Cool Mining Platt Bridge/Abram/Bickershaw
Geography	Human and physical features of Ancient Egypt  Function and importance of the River Nile	Physical Geography-Water cycle, rivers and mountains  Lake District, compare and contrast to our locality, use maps, atlases and computer mapping.	The distribution of natural resources including energy-Cool Mining  Ongoing: field study in the local area (rainfall, temperature, wind speed)





<b>Art</b>	Creating Ancient Egyptian gods and goddesses using clay Artist Day celebration-Jackson Pallock	Natural Sculptures inspired by Andy Goldsworthy	Coal Mine Printing Development of sketching skills
<b>DT</b>	To design and create an Ancient Egyptian Weapon	To make a lighthouse that includes an electrical component	Making lunch for a miner
<b>RE</b>	People: Where do I come from? Called: What does it mean to be called and chosen? Gift: What's so special about gifts? Other Faith- Judaism	Community: What makes 'community'? Giving & receiving: What's more important - giving or receiving? Self-discipline: Is self-discipline important in life?	New life: What's so important about new life? Building bridges: Why are bridge-builders important in life? God's people: Why do some people do extraordinary things? Other Faith-Islam
<b>PE</b>	Swimming	Swimming	Sports Day Events/Athletics Swimming
<b>Spanish</b>			
<b>Music</b>	Wider Opportunities Brass Instruments		
<b>Cultural/chosen theme</b>	Christmas Extravaganza Harvest Advent (Christmas) Anti-Bullying	E safety Week Easter Week- LK52 assembly Anglo-Saxon Visit	KS2 performance





# Timetable



Y4 TIMETABLE

	8:45-9:30	9:30-10.40		11:00 - 12:10		1:00 - 1.45	1.45-3.15
<b>MONDAY</b>	FLUENT IN 5/RAPID REASONING SPELLING KEEP IT UP TIME	MATHS	BREAK 10.40-10.50	WIDER OPPS BRASS 10.45-11.45 SHORT ENGLISH SESSION	LUNCH 12.10-1.00	VIPERS-SKILL 1	HISTORY/GEOGRAPHY
<b>TUESDAY</b>	FLUENT IN 5/RAPID REASONING SPELLING KEEP IT UP TIME	MATHS		WRITING		VIPERS-SKILL 2	COMPUTING
<b>WEDNESDAY</b>	FLUENT IN 5/RAPID REASONING SPELLING KEEP IT UP TIME	MATHS		WRITING		VIPERS-SKILL 3	COME AND SEE
<b>THURSDAY</b>	FLUENT IN 5/RAPID REASONING SPELLING KEEP IT UP TIME	MATHS		WRITING		VIPERS COMPREHENSION QUESTIONS	SCIENCE
<b>FRIDAY</b>	FLUENT IN 5/RAPID REASONING SPELLING KEEP IT UP TIME	MATHS		WRITING		PPA SWIMMING D6/ST	PPA DEMON TABLES SPELLING TEST READING PLUS

# PE-SWIMMING

- Year 4's swimming session takes place every Friday afternoon.
- The children need to come to school in full uniform and can wear their official school hoody over the top of their uniform. Swimming kits should be brought into school in a small bag.

## Swimming

The cost will be £2.50 per lesson (this covers the lesson and transport). Ideally, lessons should be paid for through Parent Pay to avoid the office staff handling cash. If you are unable to access Parent Pay and need to pay cash then we are kindly asking that you pay for the full term in advance. All issues regarding monies are dealt with by the school office, not the class teacher.

Boys will need...

Towel

Swimming shorts above the knee

Swimming goggles (optional)

Bag to bring items in

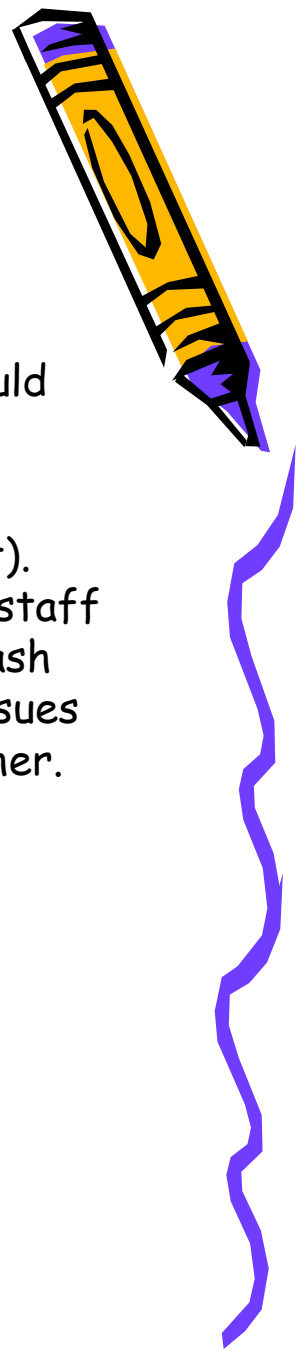
Girls will need...

Towel

Full costume (no earrings or jewellery)

Swimming goggles (optional)

Bag to bring items in



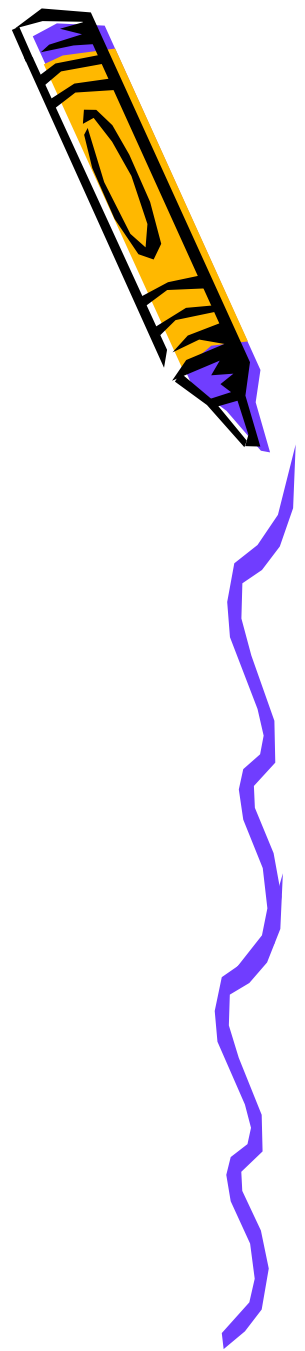
# Music

Music lessons take place every Monday and are delivered by Wigan Music Service.

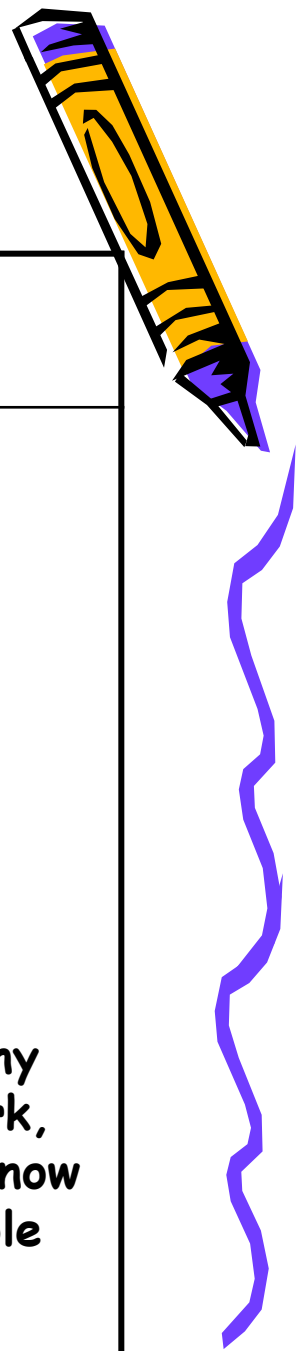
This allows children the opportunity to explore many elements of music whilst learning how to play a brass instrument.

A Music Loan agreement has been sent home and instruments can only be allowed home with children once the loan form has been returned to school.

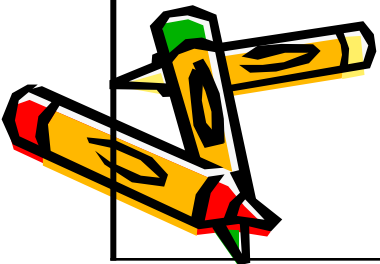
Musical instruments **MUST** be brought into school **EVERY** Monday.



# HOMework



Day Sent home	Homework	Due in
Friday	<p><b>Spellings</b>-Sheet 1 Sheet 2-Selected children only</p> <p><b>Maths</b>-2 Multiplication checks Purple Mash</p> <p>Continuous practice on various multiplication games. See attached document.</p> <p><b>Reading Plus</b>-Complete once a week</p> <p><b>CHILDREN SHOULD READ THREE TIMES A WEEK WITH AN ADULT AND ALL READING RECORDS SHOULD BE SIGNED.</b></p>	Thursday



If your child is struggling with any of their homework, PLEASE let me know as soon as possible so I can help.

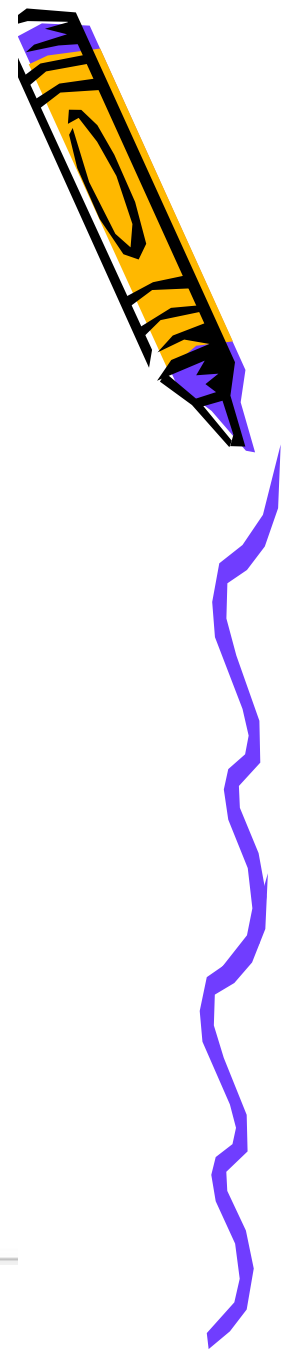
# READING









- Please read with your child regularly at home, not just their school reading book but anything and everything you can think of: shopping lists, instructions for games... etc.
- Please talk to your child about what they have been reading so that you can be sure that they have understood. I have attached some question prompts.
- Regular reading will take place in school: individually, in groups and as a whole class.
- Children should read **AT LEAST 3** times a week at home and have their reading record signed by an adult.
- All Year Four children are responsible for selecting and changing their own reading book.



VIPERS can be used on any text that a child is reading, as well as on pictures, picture books and films! When any adult is listening to a child read, all they have to do is think of questions about the book/picture/film that cover all of the VIPERS, and there are great examples below of how you can create your own questions using the following question openers.



<b>Vocabulary</b> Draw upon knowledge of vocabulary in order to understand the text. 	<b>Infer</b> Make inferences from the text. 	<b>Predict</b> Predict what you think will happen based on the information that you have been given. 	<b>Explain</b> Explain your preferences, thoughts and opinions about the text. 	<b>Retrieve</b> Identify and explain the key features of fiction and non-fiction texts such as: characters, events, titles and information. 	<b>Sequence</b> Sequence the key events in the story. 
<b>Example questions</b> <ul style="list-style-type: none"> <li>• What does the word ..... mean in this sentence?</li> <li>• Find and copy a word, which means .....</li> <li>• What does this word or phrase tell you about.....?</li> <li>• Which word in this section do you think is the most important? Why?</li> <li>• Which of the words best describes the character/setting/ mood etc?</li> <li>• Can you think of any other words the author could have used to describe this?</li> <li>• Why do you think ..... is repeated in this section?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Why was..... feeling.....?</li> <li>• Why did ..... happen?</li> <li>• Why did ..... say .....?</li> <li>• Can you explain why.....?</li> <li>• What do you think the author intended when they said.....?</li> <li>• How does ..... make you feel?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Look at the book cover/blurb - what do you think this book will be about?</li> <li>• What do you think will happen next? What makes you think this?</li> <li>• How does the choice of character or setting affect what will happen next?</li> <li>• What is happening? What do you think happened before? What do you think will happen after?</li> <li>• What do you think the last paragraph suggests will happen next?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Who is your favourite character? Why?</li> <li>• Why do you think all the main characters are girls in this book?</li> <li>• Would you like to live in this setting? Why/why not?</li> <li>• Is there anything you would change about this story?</li> <li>• Do you like this text? What do you like about it?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• What kind of text is this?</li> <li>• Who did.....?</li> <li>• Where did.....?</li> <li>• When did.....?</li> <li>• What happened when.....?</li> <li>• Why did ..... happen?</li> <li>• How did .....?</li> <li>• How many.....?</li> <li>• What happened to.....?</li> </ul>	<b>Example questions</b> <ul style="list-style-type: none"> <li>• Can you number these events 1-5 in the order that they happened?</li> <li>• What happened after.....?</li> <li>• What was the first thing that happened in the story?</li> <li>• Can you summarise in a sentence the opening/middle/end of the story?</li> <li>• In what order do these chapter headings come in the story?</li> </ul>



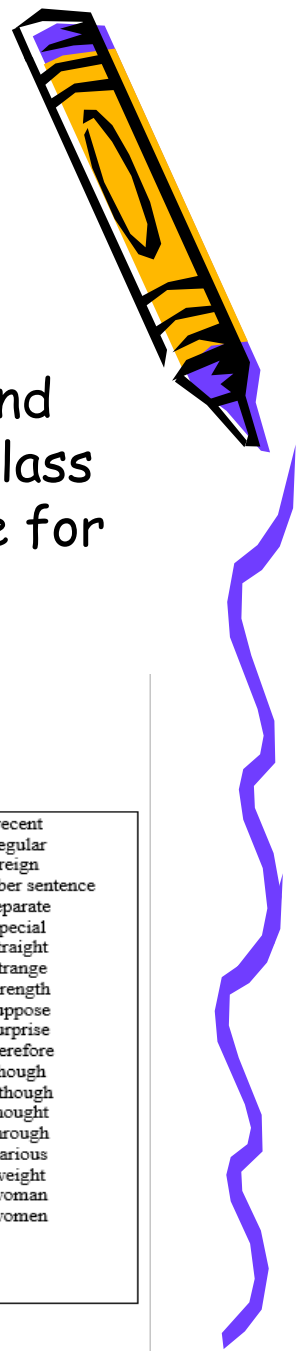
# HANDWRITING



- Cursive script progressing to joined cursive script.
- All children are encouraged to produce a high standard of written work. We encourage children to take time and care with the presentation of their work in all curriculum areas.
- Pen licences only awarded to children who are neat, joined and legible consistently in all pieces of written work.



# Common Exception Words



- These are words that children should be able to read and write by the end of Year 4. We will focus on these in class throughout the year. I will also send these words home for spelling homework.

## Common Exception Words Year 4

accident actual actually address answer appear arrive believe bicycle breath breathe build busy business calendar caught centre century certain circle complete consider	continue decide describe different difficult disappear early earth eight eighth enough exercise experience experiment extreme famous February forward fruit grammar group	guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty	notice occasion occasionally often opposite ordinary particular peculiar perhaps popular position possession possess possible potatoes pressure probably promise purpose quarter question	recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though although thought through various weight woman women
---	---	---	--	--





# Assessments

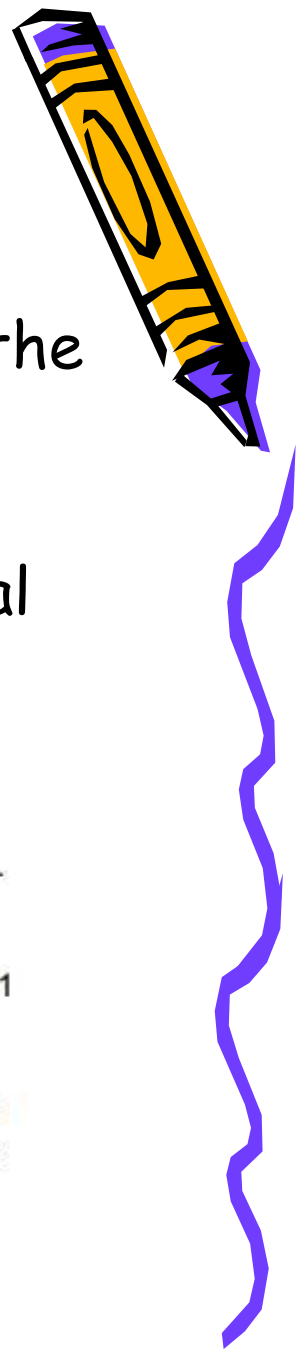
- Assessments take place regularly throughout the year, at least once per term.
- **Year Four statutory times table test**-I have sent a parent pack through dojo with additional information in.

## 2. About the MTC

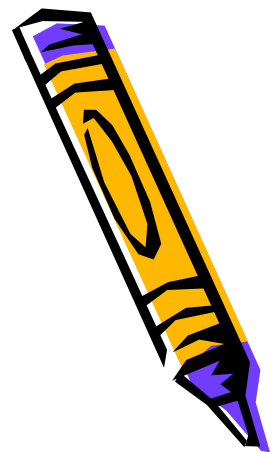
The MTC is a key stage 2 (KS2) assessment to be taken by pupils at the end of year 4.

The MTC is focused on the fluent recall of multiplication facts. This is included in the national curriculum (2014) statutory programme of study for mathematics at key stage 1 (KS1) and KS2.

The MTC will be delivered as an online, on-screen digital assessment. Under standard administration, the check will take each pupil less than 5 minutes to complete. It will be automatically scored, and results will be available to schools once the assessment window closes.



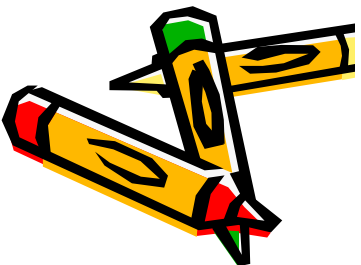
Pupils will have 6 seconds to enter a response to the question. The 6 seconds start as soon as the question appears. Pupils will be able to input their response using the computer keyboard, a mouse (or equivalent) and the on-screen number pad, or a touchscreen device and the on-screen number pad. Once the pupil has input their answer, they can press enter to proceed, or wait until the time expires. Once the question is answered, there will be a 3 second pause before the next question appears.



Multiplication Table	Minimum number of items in each form	Maximum number of items in each form
1	Not applicable	Not applicable
2	0	2
3	1	3
4	1	3
5	1	3
6	2	4
7	2	4
8	2	4
9	2	4
10	0	2
11	1	3
12	2	4

Table 1 shows the upper and lower limits for the number of items from each multiplication table that can be included in each check form.

There is an emphasis on the 6, 7, 8, 9 and 12 multiplication tables because these have been determined to be the most difficult multiplication tables.



# USEFUL TIMES TABLE WEBSITES

## Useful Times Tables Websites:

*Monster Multiplication on Purple Mash (login details can be found in the front of home reading records)*

***Times Table Multiplication Assessment on Purple Mash-Custom or Assessment Mode (Assessment mode-this mirrors the format that the assessment will take at the end of the year)***

*Times Tables Rock Stars (login details can be found in the front of home reading records)*

*<https://www.topmarks.co.uk/maths-games/7-11-years/timestables> (especially Hit the Button)*

*<https://www.timestables.co.uk/> (lots of useful times tables resources including steps to help children learn each times table)*

***<https://www.timestables.co.uk/multiplication-tables-check/> (this mirrors the format that the assessment will take at the end of the year)***

*<https://www.mathschase.com/times-tables/>*

*<http://www.maths-games.org/times-tables-game>*

*If children are practising times tables at home either by chanting them or writing them out can I ask that they use the following format and say/write the question and answer:*

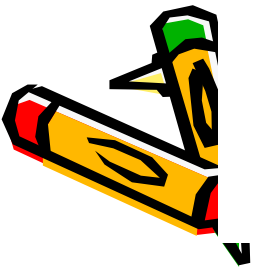
$$1 \times 2 = 2$$

$$2 \times 2 = 4$$

$$3 \times 2 = 6$$

*This will help them recall times tables facts when presented with questions in the assessment. Thank you for your support.*

*Mrs Marsh*





[www.ttrockstars.com](http://www.ttrockstars.com)

[www.whizz.com](http://www.whizz.com)



Maths-Whizz<sup>®</sup>  
by whizz EDUCATION

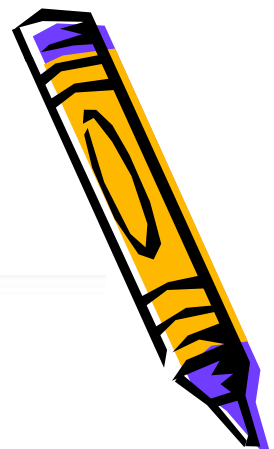


[www.purplemash.com](http://www.purplemash.com)

[www.readingplus.com](http://www.readingplus.com)



All children should have login details for these online learning platforms. These have been stuck in the front of your child's home reading record.



# School Website and Facebook Page



- Please refer to the school website for up to date information about school.
- We have a school Facebook page- give us a 'Like' and 'Follow Us'
- Look at out for messages on class/school dojo story for regular updates. This is our main form of communication.





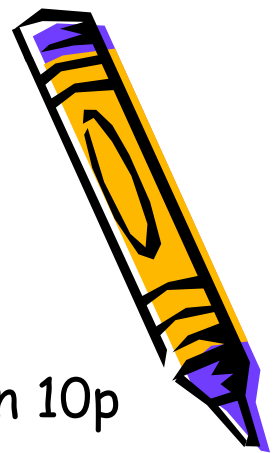
# HAPPY BIRTHDAY !



- Children are permitted to come to school in non-uniform when it is their birthday. If their birthday falls at a weekend or in a holiday, they may come to school in non-uniform on the Friday before or the Monday after.



# TOAST/SNACK



- We are continuing to offer toast/bagels for snack at playtime.
- If you would like your child to have toast, please send in 10p per day/50p per week.
- This should be brought into school by your child each day/week.
- Please ensure the money is in an envelope, clearly labelled with the amount enclosed and your child's name or alternatively, you can pay using Parent pay.
- Please send in a water bottle into school with your child everyday. These should be taken home each day and washed thoroughly.



# Breakfast Club



- Breakfast club is still available this year.
- Opening time: 7:40am
- Cost: £3.00 per day
- If you would like to access this facility, you can drop your child off at the building at the front of school. The children are brought over to the main school building by an adult at 8:45





# IMPORTANT...

- You must inform us if there are any changes to your home circumstances or your child's medical records.
- Please check your emergency contact numbers are up to date. If you have given us a mobile number, please ensure this is on at all times.
- If your child is ill, parents/carers must inform the school office or teacher.



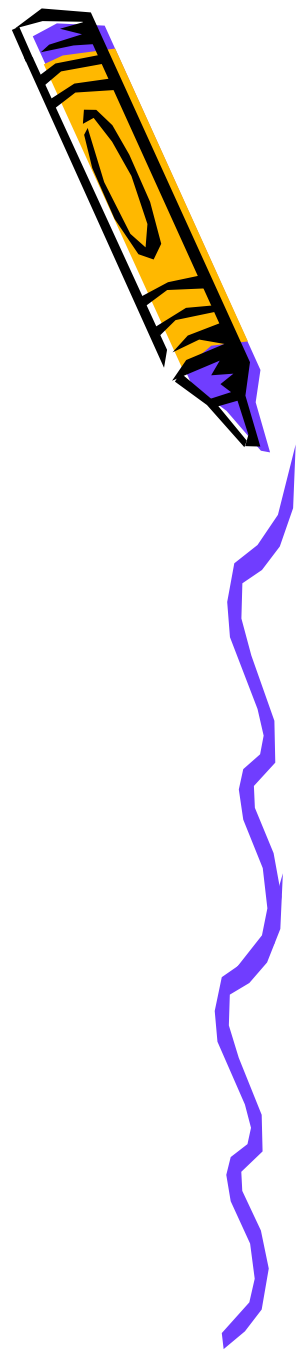
# COVID SYMPTOMS

1. Temperature
2. New continuous cough
3. Loss of taste and smell

Your child must tell someone if they feel unwell.

If they are presenting with the above symptoms: you must get a test, isolate until the test comes back and inform school of the result.

All children are encouraged to wash/sanitize their hands regularly. All year groups now have staggered playtimes, dinnertimes and home times.



This is going to be a fantastic year for all of your superstars. Thank you so much for taking the time to read this information and for continuing to support your child's learning. Please remember I am always happy to help you and your child in anyway I can.

