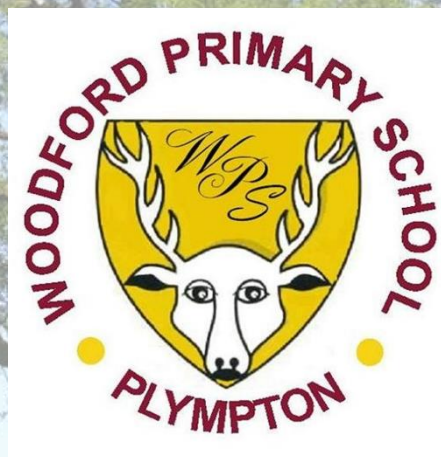
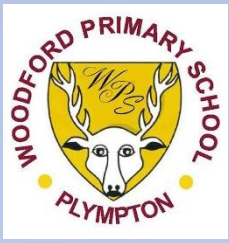


# Getting to know Year 4

Cedar and Cherry Class  
2023 / 2024





**Welcome**



## A Message from Mrs Patrick...

Welcome to the new academic year. Starting school this September, our number one priority is ensuring that the children build strong connections with their new teaching team so that they feel safe, respectful and ready to learn in their new environments. The first days and week have been centred around oracy learning, giving children the opportunity to build confidence in their talk, value collaboration and promote a love of learning and personal wellbeing. These priorities will remain as we move to our more formal, structured curriculum and curriculum delivery. Our aim for all children is to grow their potential to enable them to achieve high personal performance through our knowledge-rich curriculum. The curriculum is supported by our strong ethos of wellbeing and care; our STRIVE values; promotion of mental wealth and having high expectations for all our children to succeed.

Please do message me on class dojo or email [woodford.primary.school@plymouth.gov.uk](mailto:woodford.primary.school@plymouth.gov.uk) should you wish to get in touch. Alternatively, I am at the main entrance in the mornings to welcome the children into school.

We look forward to working positively in partnership to achieve the very best for your child.



## Meet the Year 4 Team



Miss Ritchie  
Cedar Class  
Teacher



Mrs Avey  
Cedar Class  
Teacher



Mrs Lockley  
Cherry Class  
Teacher



Mrs White Year 4  
Teaching  
Assistant



Mrs Walmsley  
Teaching  
Assistant

**This half term, our teacher planning, preparation and assessment time will be covered by Mrs Eames, who will be teaching Art, and Mrs Jenkins, who will be teaching Music.**





## Meet the Leadership Team



Mrs Patrick  
Headteacher



Mrs Rose  
Deputy  
Headteacher



Miss Ritchie  
Assistant  
Headteacher and  
SENCo



Mr Bennett  
EYFS/KS1 Phase  
Leader





## Meet the Safeguarding Team



Mrs Patrick  
Headteacher



Miss Ritchie  
Assistant  
Headteacher  
and SENCo



Mr Bennett  
EYFS/KS1 Phase  
Leader



Mrs Milbourn  
PSA



Mrs Latham  
Attendance  
Officer

Should you have any concerns about a child, please talk to a member of staff or alternatively email [safeguarding@wps.Plymouth.sch.uk](mailto:safeguarding@wps.Plymouth.sch.uk).

**Safeguarding a child is everyone's responsibility.**



## Meet the Wellbeing Team



Miss Ritchie



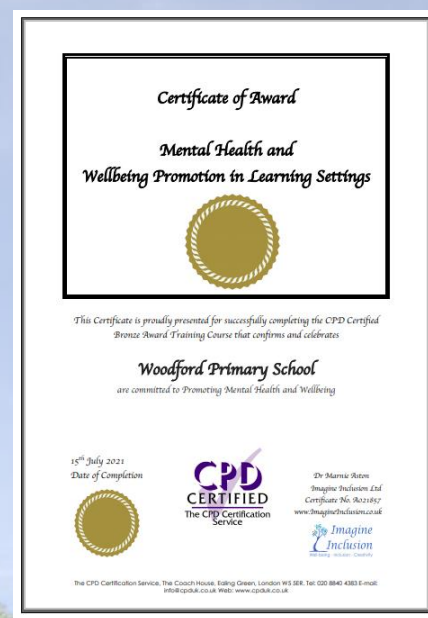
Mr Howarth



Mrs Milbourn



Mrs Eames



We recognise the importance of promoting **positive wellbeing** for all and have a dedicated team to support this in school. Please feel free to make contact if you feel there is any support you require.

Our school website also has a dedicated wellbeing page which has many support links that you may find useful. [Woodford Primary School - Mental Health and Wellbeing](#)





# STRIVE for Success



These are our values in school that help us to be responsible and informed citizens who have a positive impact on the world that we live in.

## Self-motivation

- Set goals and take positive risks.
- Be brave and believe!
- STRIVE to achieve the end goal.

## Resilience

- Persevere and make mistakes to learn.
- Self-reflect to improve performance.
- Listen and act on feedback.

## Valued Contribution

- Negotiate, listen carefully and learn to compromise.
- Build and maintain healthy relationships.
- Contribute to team learning.

S

T

R

I

V

E

## Thinking

- Ask questions.
- Experiment with own and others' ideas.
- Articulate, reflect and respectfully challenge attitudes and viewpoints.

## Independence

- Attend and be punctual.
- Be ready for learning.
- Identify opportunities, organise and plan.

## Empathy

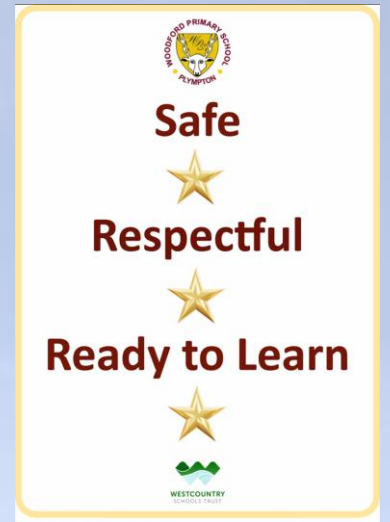
- Be self-aware with feelings, emotions and actions.
- Show compassion.
- Understand and feel with others.

# Behaviour in School

Woodford Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Positive relationships and behaviour make our school a safe, respectful environment to enable effective learning to take place.



## How we celebrate positive behaviours.



Praise  
Stickers



Dojo points  
Merits

Star of the day

Headteacher Awards

Whole class dojo awards

Positive verbal feedback

Messages home

Woodford Wonders

Steps to Behaviour Recovery			
1 Reminder			An adult will remind you of the 'on-task' behaviour that is expected so that you can focus on learning. Show the expected behaviour.
2 Time out			You have not made a good choice to show the expected behaviour and will need time to talk about the behaviour with an adult during break or lunch time. A 'Needs Work' Dojo will be added to let your carers know.
3 Reflect			An adult will help you to recover the behaviour and talk through the behaviour changes that are expected to be demonstrated during break or lunch time.

This are the steps used when children are not demonstrating a safe, respectful and ready to learn attitude. They are consistent across the whole school.

How we respond to behaviours that do not meet our school expectations, teaching responsibility for actions and choices.

Reminder  
Messages home  
Time out - time with an adult during break or lunch  
3 time outs - discussion with key stage phase leader  
Parent and school meetings  
Meeting with external agencies  
Internal seclusion  
Suspensions  
Permanent exclusions

We hold boundaries, limits and expectations firmly but are gentle and relational with the child.



# Technology in School - Our Rules

Woodford Primary School is committed to creating a positive learning environment - in class and online.

I know that I can only take photos with **permission** from an adult and any people I am taking photos of.

I know that I can only use an iPad if there is an **adult** in the room.

We are iPad PALS  
**Permission**  
**Adults**  
**Learning**  
**Safe**

Your story is rubbish...

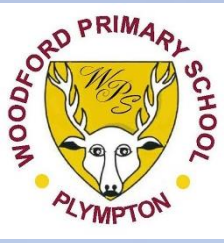
I know that I only use the iPad to support my **learning**.

I know that I can only watch videos or visit websites an **adult** has asked me to use.

I know that I can only write **safe** and respectful comments or messages.



We will all make safe, respectful choices when we are online.



## English

Book Writes and  
Re-Think Reading

## Maths

Power Maths  
TT Rockstars

## Our Curriculum

We use the National Curriculum and the following resources support the curriculum planning and learning:



## Computing

Purple Mash

## Reading

Read Write Inc  
Accelerated Reader  
Re-Think Reading

## Grammar and Spelling

No Nonsense Spelling and  
Grammar

## PE

iMoves and Real PE

## French

Rachel Hawkes  
Scheme

## RE

Opening Worlds

## ART and Design

Kapow

## Handwriting

Letterjoin

## PSHE

Jigsaw

## Music

Charanga

## History/Geography

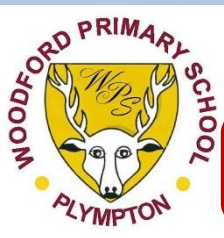
Opening Worlds

## Design

## Technology

Project on a Page








# Our Learning this term








Each term, you will receive a parent overview of the curriculum. This helps support the learning partnership.



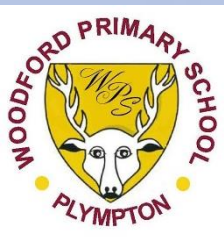
		<b>WOODFORD PRIMARY SCHOOL</b>		<b>Curriculum Overview for Parents 2023-2024</b>		<b>Year: Four</b>		<b>Term: Autumn 1 2023</b>	
<b>Curriculum Areas</b>									
<b>English:</b>  We will be reading a class novel written by a current author during the term. Our whole class reading will explore the text 'Malala's Magic Pencil' by Malala Yousafzai and extracts from the book 'The Right to Learn' by Rebecca Langston-George. We will also be reading poetry about animals: The Penguin in Lost Property.  <b>Stories from a different culture (fiction): Gregory Cool by Caroline Binch</b> The children will explore the story of Gregory who visits his grandparents in Tobago for 4 weeks without his parents. They will look and think about the setting of where his grandparents live and explore the relationships which Gregory builds with his cousin Lennox. They will analyse conflict and resolution between the characters. The children will think about what it is like to be in a new place.  Our other texts for English will follow on from this teaching, reinforcing and moving learning forwards.			<b>Maths:</b>  <b>Place Value (Unit 1)</b>  The children will continue to explore numbers within 1000. They will apply the skills of counting in 10s, 100s and 1000s, and ordering and comparing numbers. Their learning will extend to 4-digit numbers. The children will locate numbers on a number line.  <b>Place Value (Unit 2)</b> The children will continue to build on unit 1. They will explore place value in numbers up to 10,000 and representing 4-digit numbers. They will order and compare numbers up to 10,000.  The learning in Place Value Unit 1 and Unit 2 will prepare the children for tackling addition and subtraction of 4-digit numbers in unit 3.			 <b>Science:</b>  <b>States of Matter</b>  The children will compare and group materials together, according to whether they are solids, liquids or gases. We will observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) We will learn about and identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.			
<b>History:</b>  <b>How much did Ancient Egypt change over time?</b>  The children will learn about the location and settlements around the Nile in ancient times. We will study the hierarchy of power and how this linked to their art, writing and beliefs systems. We will also consider religion, government, great monuments and beliefs about death. The children will consider how Egypt changed through time.		<b>Geography:</b>  <b>How do rivers, people and land affect each other?</b>  The children will study the River Indus, considering its source, course, uses and some of its environmental challenges. We will learn about the water cycle and make links to think about how a river gets its water. We will also explore the River Severn and look at the wildlife living in the river along with considering		<b>Computing:</b>  We will be using Purple Mash for our ICT learning.  <b>Online Safety</b>  The children will explore what being safe online means.			 <b>RE:</b>  <b>What does the story of Rama and Sita mean to Hindu people?</b>  In the unit, the children will read the story of Rama and Sita; they will consider the meanings in the story and how they link to Hindu tradition focusing on Dharma and light. The children will explore the relationships between the characters.		

# Our Learning this term

Each term, you will receive a parent overview of the curriculum. This helps support the learning partnership.

<p><b>PE:</b></p>  <p><b>Outdoor PE (Wednesday): Netball</b></p> <p>The children will learn the skills of throwing, receiving, attacking and defending.</p> <p><b>Indoor PE (Friday): Asymmetry and Symmetry</b></p> <p>The children will explore asymmetrical and symmetrical shapes in gymnastics.</p> <p><b>Music:</b></p>  <p>There will be no music teaching this term.</p>	<p>fishing, agricultural and pollution problems.</p> <p><b>Art:</b></p> <p><b>Drawing: Power Prints</b></p> <p>The children will learn the skills of sketching 3D shapes using pencil tones and different pencil grips. We will use charcoal to explore light and dark in objects.</p> <p>They will develop an awareness of the relative size of the objects they draw. Using cut out images, the children will create their own compositions. The finished piece of art will reflect the children's learning.</p> 	<p><b>French:</b></p> <p><a href="http://rachelhawkes.com">rachelhawkes.com</a></p>  <p>We will continue to explore our MFL teaching programme:</p> <p>The children will learn to describe possessions, explore the stories of Tintin and learn the names of animals in the zoo.</p>	<p><b>PSHE:</b></p>  <p><b>Being me in my World</b></p> <p>The children will learn what it means to be part of a class, a school and a community. They will explore the idea of democracy and how communities work together to make decisions.</p>
<p><b>How I can support my child this term:</b></p> <ul style="list-style-type: none"> <li>Please use the Learning Partnership Planner to record reading and practice at home.</li> <li>Message the class teacher on Class Dojo should you have any issues with curriculum, learning, wellbeing or behaviour.</li> </ul>  	<p><b>My child's timetable:</b></p> <p><b>Outdoor PE – Wednesday</b></p> <p><b>Indoor PE - Friday</b></p>		





# Our Timetable



## Year 4 Timetable September 2023

(Broad and balanced curriculum entitlement)

### KS2

	8:40	8:50	9:00	9:30	10:30	10:45	11:00	12:00		1:00	2:00	3:00
Monday	FB4 Meet & greet	Registration	Reading	Maths	Assembly	Break	English	Lunch	Meet and greet/Registration	History ICT	History ICT	Class Story
Tuesday	FB4 Meet & greet	Registration	Reading	Maths	Picture News		English			PPA Art	PPA Music	Class Story
Wednesday	FB4 Meet & greet	Registration	Reading	Maths	Singing		English			Geography Outdoor PE	Geography Outdoor PE	Class Story
Thursday	FB4 Meet & greet	Registration	English (Spelling Handwriting)	RE			Maths			Science MFL	Science MFL	Class Story
Friday	FB4 Meet & greet	Registration	Reading	Maths	imoves Mindfulness		English			Jigsaw Indoor PE	Jigsaw Indoor PE	Celebration

# Year 4 Standards

This document shows you what your children will be aiming to achieve by the end of year 4 in reading, writing and mathematics.  
These are available on our school website.

## Reading

- continue to apply phonic knowledge and skills until reading is fluent
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,
- re-read these books to build up their fluency and confidence in word reading.


### WHAT I CAN DO TO HELP MY CHILD:

- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction
- discussing the sequence of events in books and how items of information are related
- being introduced to non-fiction books that are structured in different ways
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- continuing to build up a repertoire of poems learnt by heart,
- checking that the text makes sense to them as they read and correct inaccurate reading
- making inferences on the basis of what is being said and done
- explain and discuss their understanding of their books, poems and other material, both those that they listen to and those that they read for themselves.

**Read books with your child and talk about the story, the poems or the information in them. What parts of the book have they enjoyed the most and why?**

**Allow your child to read at their own pace and encourage them to re-read their favourite stories. This will help to begin recognising familiar letters, words and develop fluency.**

**Make use of our online resources to support your child's learning.**



## Maths


- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- identify, represent and estimate numbers using different representations, including the number line
- compare and order numbers from 0 up to 100; use <, > and = signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems.
- solve problems with addition and subtraction:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

### WHAT I CAN DO TO HELP MY CHILD:

Talk about maths when cooking, working out change, counting how many cars you can see.

Help your child to count on and back from any number. Help them to recite their times tables.—2, 5 & 10.

**Make use of our online resources to support your child's learning.**



## Writing


- Write narratives about personal experiences (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- planning or saying out loud what they are going to write about
- incorporating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing
- re-reading to check that their writing makes sense and that verbs are used correctly and consistently
- proofreading to check for errors in spelling, grammar and punctuation
- read aloud what they have written with appropriate intonation to clear.

### WHAT I CAN DO TO HELP MY CHILD:

Encourage your child to want to write. Let them use crayons, pencils, felt-tips & paints to make patterns and pictures.

Write down a story your child tells you—they will see. Get them to suggest words and phrases.

**Make use of our online resources to support your child's learning.**







At Woodford we use a scheme called *Letterjoin*.  
This is the letter formation your child is expected to  
use in their writing:

Handwriting...

Cursive Lower Case Letters

a b c d e  
f g h i j k  
l m n o p  
q r s t u  
v w x y z

Capital Letters

A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z



## Reading

Learning to read is the most important thing your child will learn at our school. Everything else depends on it, so we put as much energy as we possibly can into making sure that every single child learns to read as quickly as possible.

We want your child to love reading – and to want to read for themselves. This is why we put our efforts into making sure they develop a love of books as well as simply learning to read. Parent's support with regular reading at home can really make a difference!



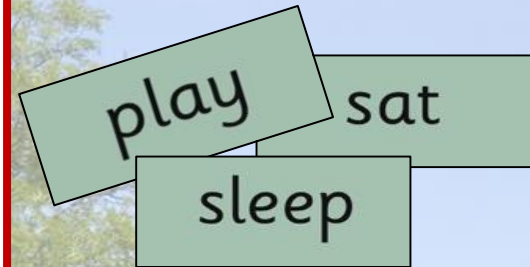




**Read Write Inc**



Read Write Inc (RWI) is a rigorous phonics programme which helps all children learn to read fluently and at speed. In their RWI session, children will learn different sounds and will read words containing these sounds. They then will move onto reading decodable books containing sounds and words they can read independently. They read each storybook three times at school and a matching book bag book to read with you at home will be sent home on a Friday. On each reading, children's fluency increases and they have a better understanding of what the story is about. Children are assessed and re-grouped every half term. Extra intervention is given to some children to ensure they keep up.





## Accelerated Reader



As children finish the RWI scheme, they will move onto Accelerated Reader. Children will choose a book at the right level for them, which will be determined by a Star Reader test that assesses their reading comprehension. From this, Accelerated Reader will allocate each child a ZPD (Zone of Proximal Development). The ZPD is a numerical range, which gives your child a wide choice of books to choose from that will be at the right level of challenge and help them to progress with their reading. Once children have completed a book, they will then quiz on it and receive a score to see how much of it they have understood. Furthermore, Accelerated Reader provides children with a target to achieve based on how many books they have successfully quizzed on and we hope this will further ignite a love for reading at Woodford. Children will need to pass 3 books attaining 80% or more, to move up through the bands. We will be giving certificates this year for the number of books passed.







## Learning Partnership planners

### Woodford Primary School



#### Learning Partnership Planner

Name	
Class	
Year	

'STRIVE for Success'



Learning Partnership Planners, which every child will have received promote the high value we put on home/school links and continuing school learning at home.

Home learning must be recorded in them each week and planners then shared with the class teacher.

These are to be valued and looked after by children. Replacements will need to be purchased should your child lose or damage them.



Home Learning and Reading		
Week Beginning: 5th September 2022		
The book I am reading this week is...		
	Pages I have read and comments	Signature
Mon		
Tues		
Wed		
Thurs		
Fri		
Additional Reading Comments		

Spelling and Phonics Retrieval				

Maths Facts Retrieval				

Deliberate Practice				

This week I have practised my spellings using:

LSCWC	Speed Write	Boxing Up	Pyramid	Rainbow
-------	-------------	-----------	---------	---------

12
13

Please use the weekly planner pages to record home learning completed.





# Daily Routines

## Year 4 Timetable September 2023

(Broad and balanced curriculum entitlement)

### KS2

	8:40	8:50	9:00	9:30	10:30	10:45	11:00	12:00		1:00	2:00	3:00
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Friday	FB4 Meet & greet	Registration	Reading	Maths	imoves Mindfulness		English			Jigsaw Indoor PE	Jigsaw Indoor PE	Celebration



All children are expected to wear school uniform.  
It consists of the following items:

## School uniform/ PE kit

**In Winter** our uniform is maroon sweatshirts/jumpers/cardigans with school badge and grey skirts/pinafores or trousers. We also encourage children to wear white polo shirts also with the school badge on them.

**In Summer**, children can wear shorts and summer dresses (maroon and white striped or checked).

P.E. kit consists of t-shirt in your child's team colours Red (Plym) Yellow (Tamar) Blue (Dart) Green (Tavy) and black shorts for indoor activities. Foundation Stage children wear white t-shirts with the school logo.

Children do P.E. indoors barefoot but will require plimsolls/velcro trainers for outdoor activities.

Track suits or jogging bottoms can be worn for outdoor P.E sessions during the Autumn and Spring terms.

**PE Kits can be worn to school on class PE days and Wild Tribe days only.**







Our school website is an excellent place to find out key information about the school. We hope you find it helpful.

School website



[Woodford Primary School - Home](#)





## What to bring each day

- A **small** bag or book bag
- A named water bottle
- Packed lunch (if not having a school meal). Please remember to **not** include peanut or nut products
- Fruit snack (FS and KS1 free fruit provided)
- If your child has medication please ensure the correct forms have been completed. These forms can be downloaded from the school website.





## Parent partnership

We are very keen to promote positive parent/school partnership.

Our main form of communication between the classroom and home is through Class Dojo, so please ensure you are signed up to this.

Communication will take place between 8:00 and 6:00 for family and staff wellbeing.



Throughout the year, we will have opportunities to discuss your child and their learning. To do this we use Dojo, Teams, telephone calls and face-to-face meetings.

AUT-Dojo review SPR-mid year learning reviews SUM-annual reports

There will also be opportunities throughout the year for your children to share their learning with you through our learning open afternoons.



## Class Dojo

We will continue to use Class Dojo for showing some of the children's fantastic learning. If you are having difficulty accessing your child's page, please let us know via the school office







**Any questions?**

If you have any further questions please contact the teaching team in the first instance.

Please remember the messaging part of Class Dojo is for learning related matters only.

Thank you 😊