

Welcome to your new  
class

## Willow

Class teacher: Ms Bado

[alice.bado@greenway.herts.sch.uk](mailto:alice.bado@greenway.herts.sch.uk)

Current learning support: Mrs Hadley, Mrs  
Wardle and Miss O'Brien

PPA teacher: Mrs Adams (Wed














































































# Welcome!

It is lovely to meet you and get to know your children. They are a delight and are settling into Year 4 well. It's great to see how excited they are to learn and are looking forward to the Year 4 topics.

I'm looking forward to working with you to support your child holistically.



# Timetable 2023-2024

| Willow   | 8:50   | 09:05  | 09:35   | 10:35  | 10:55   | 11:15   | 12:15  | 1:15   | 1:20  | 2:05  | 2:15  | 3:05  | 3:15  | 3:20   |
|--|--|--|---|--|---|---|--|--|---|---|---|---|---|--|
|  Monday    |  Morning Task |  Guided Reading |  English       |  Assembly |  Break     |  Maths   |  Lunch |  Reading for pleasure |  History |  Running track |  Art           |  Newsround |  Story |  Home |
|  Tuesday   |  Morning Task |  Guided Reading |  English       |  Assembly |  Break     |  Maths   |  Lunch |  Reading for pleasure |  ICT     |  Break         |  PE            |  Newsround |  Story |  Home |
|  Wednesday |  Morning Task |  Guided Reading |  English       |  Assembly |  Break     |  Maths   |  Lunch |  Reading for pleasure |  Science |  Running Track |  Science       |  Newsround |  Story |  Home |
|  Thursday  |  Morning Task |  Guided Reading |  English       |  Assembly |  Break     |  Maths   |  Lunch |  Reading for pleasure |  RE      |  Break         |  PE            |  Newsround |  Story |  Home |
|  Friday    |  Morning Task |  Assembly       |  French + PSHE |  Break    |  Dictation |  Singing |  Lunch |  Spellings            |  Music   |  Social Time   |  Show and tell |  Newsround |  Story |  Home |

\*Art and DT alternate each half term  
 History and Geography alternate each half term  
 Spelling and handwriting is taught throughout the week



# Willow Curriculum Overview 2023-2024

|                              | <u>Autumn</u>                                     | <u>Spring</u>   | <u>Summer</u>  |
|------------------------------|---|---|--|
| <u>Science</u>               | Electricity<br>Sound and Pitch                    | Solids, Liquids and Gases   | Animals, including humans<br>Habitats  |
| <u>Art</u>                   | Patterns  | Exploring Still Life  | Sculpture, Structure, Inventiveness & Determination – what can we learn from nature? |
| <u>Design and Technology</u> | Shell Structures                                  | Sustainability<br>Weaving   | Healthy and Varied Diet  |
| <u>Computing</u>             | Online Safety<br>Animation<br>Effective Searching | Creating a Document<br>Logo<br>Hardware Investigators<br>Making Music | Coding<br>Spreadsheets   |
| <u>Geography</u>             | How can we live more sustainably?                 | Why do the biggest earthquakes not always cause the most danger?      | Why are jungles so wet and deserts so dry?   |
| <u>French</u>                | The Romans<br>Presenting Myself                   | The Family<br>At the Cafe   | In the Classroom<br>Goldilocks and the Three Bears                                   |



# Willow Curriculum Overview 2023-2024

|                               |  |   |  |
|-------------------------------|--|---|--|
| <u>PE</u>                     | Hockey<br>Gymnastics<br>OAA<br>Dance   | Swimming<br>Table Tennis<br>Rapid Fire Cricket<br>Golf                            | Basketball<br>Cricket<br>Rounders<br>Athletics                       |
| <u>History</u>                | Romans   | Anglo-Saxons  | Vikings  |
| <u>R.E.</u>                   | Buddhism and Christianity  |   | Judaism  |
| <u>Music</u>                  | Beat, rhythm and pitch<br>Exploring descriptive sounds<br>The class orchestra. | Beat, rhythm and pitch<br>Improving and composing<br>Melodic patterns<br>Singing. | Beat, rhythm and pitch<br>Pitch patterns, timbre, music and stories. |
| <u>P.S.H.E/SR</u><br><u>E</u> | Jigsaw PSHE: Being me in my world and celebrating difference.                  | Jigsaw PSHE: Dreams and goals and healthy me.                                     | Jigsaw PSHE: Relationships and changing me.                          |

Educational visits: Roman museum, amphitheatre and mosaic, Buddhist temple and Phasels Wood residential 25-26<sup>th</sup> June – drop off/pick up



# Class Routines

- School starts at 8:50am and children will walk to line up on the playground
- School ends at 3:20pm and children will be collected from their classrooms
- All children need to bring in a named water bottle every day and a healthy snack (e.g fruit, veg, plain carb – **no sesame, hummus, eggs, avocado or nut products**)
- Children must have a change of shoes for inside and outside
- PE is on Tuesday (outdoor) and Thursday (indoor).
- Cornets – Tuesday pm



# Key Information

- Contributions – please supply a box of tissues for the class each term.
- All admin that needs to go to the office please email [admin@greenway.herts.sch.uk](mailto:admin@greenway.herts.sch.uk)
- If your child has a medical/physical condition of which we are not aware, then please let us know. If they require any medication to be administered then it must be in writing for us to be able to give it to your child with your written consent
- Please ensure that if your child requires an epi-pen or inhaler that we have this in school and it is in date.



# If Your Child Is Unwell

- If your child is unwell please email or phone [admin@greenway.herts.sch.uk](mailto:admin@greenway.herts.sch.uk)
- If they have sickness or diarrhoea, it is a legal requirement for your child to be kept off school for 48 hours following the last occurrence
- If your child requires Calpol/Paracetamol to come to school then they should be at home!
- Antibiotics will only be administered if required 4 times a day, unless attending Waccy
- If your child needs to go to an appointment during the school day then please email [admin@greenway.herts.sch.uk](mailto:admin@greenway.herts.sch.uk). You will then be able to enter the school to collect your child from the office.





# Communication

- Please inform the school of appointments or communicate any issues that arise including a reason for lateness or absence via email to the school office [admin@greenway.herts.sch.uk](mailto:admin@greenway.herts.sch.uk)
- It is very important that you let us know of anything that may affect your child in school. If you should have any situations that arise that could affect the emotional well-being of your child please also inform us. e.g. moving house, illness of close relatives, parent travelling and being away from home.



# Multiplication Tables Check

- This will happen in June.
- Times tables up to 12.
- On-screen check consisting of 25 questions, there are 3 practice questions
- They have 6 seconds to answer each question – fast recall is vital
- Their scores are shared with you when their annual reports are issued.
- Information on the government website



# End of Year Expectations

## Reading

- retrieves information from text where there is competing (distracting) information
- identifies key words and phrases as evidence when making a point
- identifies the way descriptive language and small details are used to build an impression of an unfamiliar place
- identifies figurative and expressive language that builds a fuller picture of a character
- explains and justifies an opinion on the resolution of an issue/whole narrative
- summarises the main ideas of texts, including non-fiction
- identifies techniques used by the author to persuade the reader to feel sympathy or dislike
- justifies opinions of particular characters and/or settings
- distinguishes between fact and opinion
- makes deductions about the motives and feelings that might lay behind characters' words
- evaluates texts for their appeal for the intended audience
- predicts on the basis of mood or atmosphere how a character will behave in a particular setting
- understands how authors use a variety of sentence constructions
- listens to the opinions of others and adjusts own thinking/understanding where appropriate
- reads silently, with good understanding testing out different pronunciations of unfamiliar words with support
- self corrects spontaneously in order to enhance expression, intonation or to reinterpret what has been read



# End of Year Expectations

## Writing

- Write for a range of purposes and audiences
- Create settings, characters and plot in narrative
- Use speech punctuation correctly most of the time
- 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 3/4 spellins
- 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 throughout independent writing.



# End of Year Expectations

## Maths

- 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
- converts between different units of measure e.g. hours to minutes
- perimeter, area, volume
- converts different units of measure e.g. km to m
- money
- completes, reads, presents and interprets information presented in bar charts
- properties of shape
- position and direction
- understands and applies the commutative, associative and distributive 'rules' when solving calculations
- uses a range of mental strategies for all four operations appropriate to context and within the fluency focus
- uses mental recall of multiplication facts including all tables up to  $12 \times 12$  and quickly
- adds and subtracts numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- multiplies two-digit and three-digit numbers by a one-digit number using formal written layout
- Fractions, decimals and percentages
- Solving numerical problems
- Algebra

# Swimming Update - Clarification



Year 4 and 5 will not undertake our usual swimming with Everyone Active this academic year. We have taken the decision to not use Everyone Active this year due to a number of reasons; including financial and quality of swimming implications.



Swimming remains a statutory requirement in the national curriculum that must be taught at KS1 or KS2 at some point. This is for schools to decide when to teach.



We have been exploring various alternative options for a number of years and when we have finalised these arrangements, we will share them with you.



Any further questions please contact [head@greenway.herts.sch.uk](mailto:head@greenway.herts.sch.uk) or [kai.lewis@greenway.herts.sch.uk](mailto:kai.lewis@greenway.herts.sch.uk)



# Home Learning

Maths will be set weekly on Fridays at 3pm on Google Classrooms. This needs to be submitted/up loaded to Google Classrooms by 3pm the following Thursday. Your child will complete their Maths home learning in their Maths home learning book, which is to stay at home.

Spellings are set weekly every Friday via Spelling Shed. The class will learn the rule and refer to it throughout the week along with revisiting it. This is to ensure that spellings are applied in writing rather than just learning them for a test.

Please practise with your child using their spelling books (see next slide for examples). The dictation includes words using the same spelling rule.



# Spelling journal examples

early early early  
↑  
rainbow writing strategy

every  
ant  
runs  
through  
hedges  
← Silly  
sentences  
strategies

dis

↑  
the rule

→  
pyramid  
word  
strategy

d.  
di  
dis  
disa  
disap  
disapp  
disappo  
disappoi  
disappoin  
disappoint

disagree

← segmentation  
strategy

disagree  
no! no! no!

← pictorial  
and giving  
meaning to the  
word

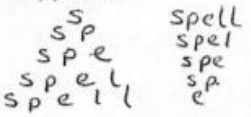




disobey

↑  
word shape strategy





# Spelling journal examples

|  |  |   |  |  |
|--|--|---|--|--|
| <p><b>Upper and Lower</b><br/>Write each of your words out 2 times: the first time in UPPER CASE, the second time in lower case.<br/>Repeat 3 times.</p> <p>SPELLING<br/>spelling</p>  | <p><b>Pyramid writing</b><br/>Write each of your words like a pyramid.<br/>Repeat doing an upside down pyramid!</p> <p>  </p> | <p><b>Blue Vowels</b><br/>Write out each of your words. Go over the vowels in each word using a blue pencil or pen. Repeat 3 times.</p> <p>spelling</p>   | <p><b>Curly Words</b><br/>First write out your words in normal writing. Next, write them again in curly letters.</p> <p>spelling<br/>Spelling</p>          | <p><b>Spelling Flowers</b><br/>Draw a flower for each of your spelling words, writing one letter per petal.</p> <p></p> |
| <p><b>Rainbow Words</b><br/>Write your words out in pencil. Next draw around each letter 3 times using a different coloured pencil each time.</p> <p></p> | <p><b>Crosswords</b><br/>Write your words across and down, sharing the first same letter</p> <p>spelling<br/>down</p>  | <p><b>Backwards</b><br/>Write your words out first forwards and then backwards. Repeat 3 times.</p> <p>spelling<br/>gnilleps</p>  | <p><b>Dot to Dot</b><br/>Write each letter as a series of dots. Complete the word, then join the dots.</p> <p>spell</p>                                    | <p><b>Alphabetical</b><br/>Write your words out in alphabetical order. Repeat in reverse order.</p> <p>can spell<br/>I I<br/>spell can</p>   |
| <p><b>Tell a story</b><br/>Use all your spelling words to tell a short silly story.</p>  | <p><b>Sentences</b><br/>Write as many spelling words as you can in one sentence (with only one conjunction!). How many sentences do you need to include them all?</p>  | <p><b>Spelling Shapes</b><br/>Draw around your words, emphasising the shape of the letters. Repeat 3 times</p> <p></p> | <p><b>Colourful Consonants</b><br/>Write out each word using a pencil. Go over the consonants with a different colour. Repeat 3 times.</p> <p>spelling</p> | <p><b>Rhyme Time</b><br/>Make a short rhyme for each of your words. (the rhyming words doesn't need to follow the spelling pattern!)</p> <p>spelling gets<br/>me yetting!</p>                              |
| <p><b>Spot the Syllables</b><br/>Write out each word in pencil. Choose a different colour for each syllable and go over each. Repeat 3 times.</p> <p>spelling</p>  | <p><b>Graffiti</b><br/>Create a wall of colourful graffiti using all your spelling words.</p> <p></p>                       | <p><b>Other hand!</b><br/>Write out your words. Next to each, have a go at writing each one with the hand you don't usually write with!</p> <p>spelling<br/>spelling</p>                                  | <p><b>Say What?</b><br/>Write each of your words in a question.</p> <p>Are you a<br/>super spelling<br/>star?</p>  | <p><b>Little Words</b><br/>Write each words and spot the little words within each. Write each little word next to the word.</p> <p>spelling spell<br/>in</p>   |



# Reading Records

- We invested in a new layout last year!
- In Year 4, children choose their reading books, with guidance!
- Your child will have a reading record for them and yourselves to record their reading diet
- Your child will need to practise reading at home at least 3 times a week – even if your child is a reading raver. Please write a comment about how they have read and sign the reading record once a week ready for us to change books on a Friday
- We will collect Reading Records and books in on a **Thursday**.



# Home Learning - Reading

- To read with your child at least 3 times a week
- To spend time discussing the text
- Asking and answering questions about the text together
- Predicting what might happen next
- Discussing the vocabulary and meaning of the language in the text
- Remember that re-reading a text is important for consolidation, fluency, expression and comprehension
- Please use the school bookmark provided to support reading comprehension
- Reading together for enjoyment!



# Home learning - extra opportunities

- Times tables are a focus this year, use TT Rockstars
- Telling the time – analogue and digital
- How to tie shoelaces
- <https://www.booksfortopics.com/year-4> – recommended reading list
- Bitesize – games
- Newsround – current affairs



# Jigsaw- PSHE scheme

- 'Changing me' is taught in the Summer term
- Main vocabulary- sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods.
- Learning intentions: Unique me, Having a baby, Girls and puberty, Circles of change, accepting change and Looking ahead



# Useful resources

- BBC bitesize

<https://www.bbc.co.uk/bitesize/tags/z7s22sg/year-2-and-p3-lessons>

- Oxford Owl

<https://home.oxfordowl.co.uk/>

- Oak Academy

<https://www.thenational.academy/>

- White Rose

<https://whiterosemaths.com/homelearning/>



# Marking and Feedback At School

- Your child will receive regular verbal feedback
- They will also have their work marked in green pen
- Children can earn house points, stars, stickers and star of the week
- For outstanding achievements children can receive a 'special award' from Mrs Ellwood
- Children can receive postcards home for outstanding effort, behaviour and personal achievements.
- Star in the jar and table points



# Special educational needs/ disabilities SEND

- Greenway School INCO- (Inclusion Co-ordinator) and Autism Lead is Dani Roe- [dani.roe@greenway.herts.sch.uk](mailto:dani.roe@greenway.herts.sch.uk)
- INCO works in partnership with parents/carers, staff and professionals to ensure that pupils with SEND have the appropriate provision and **reasonable adjustments** in place in school
- SEND policy, School offer and Hertfordshire local offer for SEND is on website
- All pupils with SEND will have a One Page Profile. This will be shared and targets reviewed with staff and parents/carers
- If you have concerns regarding your child please email your class teacher and/or INCO.





# Show and Tell

- Children can bring in show and tell- with a focus!
- 5 minute talk about something special to them
- Important life skill to speak to an audience
- Sign up and on Fridays, it happens after Social Time
- Email in photos



# Class Reps...

The position is open, please let me know if you'd like to help!

If you change your mobile phone number or e-mail address then please let the office know (if you have not given either of these to the office please do so asap).



Thank you for listening

Please email me on

[alice.bado@greenway.herts.sch.uk](mailto:alice.bado@greenway.herts.sch.uk)

If you need to contact me.

