# Welcome to Class 4

**Mrs Fawcett, Mrs Robinson,**
**Mrs King and Mrs Hill**

# How you can help with the transition.

- Independence is encouraged from the outset and children are given responsibilities in school

- It is their responsibility to hand in correspondence when they arrive in the classroom in the morning. They should be asking you to sign slips!

- Please encourage your child to prepare **themselves** for the school day, e.g. ensuring reading book/diary are in their bag, homework is handed in on the specified day and PE kit is in school **at all times**

# Concerns and questions

- We operate an 'open door' policy in school
- If you wish to speak to the class teacher, then please call school between 8am and 8.15am to arrange a short meeting
- If the query is less important, please call between 8am and 12 noon and leave a message and your call will be returned
- Use the homework diary for correspondence of a non-urgent nature and **ask your child to show it to an adult in Class 4**

# Programme of study

- Class 4 follow a two year rolling programme
- Topics work is blocked which helps to meet the requirement of a knowledge rich curriculum - helping children to remember more over time.
- Low stakes assessments (Remember, Reflect, Recall) and quizzes will be undertaken at regular intervals.
- Trips to support and enhance learning will take place as appropriate to the topics

# Enrichment in Class 4

- Mrs Driver is teaching French
- Gerry Harrison and Leah Stubbington are teaching PE
- Wendy Turvey  is teaching music
- The class will experience outdoor and adventurous activities at Humphrey Head
- The class will take part in a Tudor workshop delivered by a group of professional historians.

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|---|---|---|---|---|---|---|---|---|
| Monday | | Maths<br>Mrs Fawcett and Mrs King | Whole school Assembly Mrs Robinson | Play time - 10.30am - 10.45am | English (Spelling test and grammar) Mrs Fawcett and Mrs King | Lunchtime | Science/ History/ Art | French (**Mrs Driver)** |
| Tuesday | Singing practice Mrs Turvey | Maths<br>Mrs Fawcett and Mrs King | | | English<br>Mrs Fawcett and Mrs King | | ICT/ Golden time | PE **(Leah)** |
| Wednesday | | Maths<br>Mrs Fawcett and Mrs King | | | English<br>Mrs Fawcett and Mrs King | | Year group reflection | Science/History / Art |
| Thursday | | Maths<br>Mrs Fawcett and Mrs Robinson | Visitors assembly | | English<br>Mrs Fawcett and Mrs Robinson | | Science/History/ Art | |
| Friday | Lothersdale Legends assembly | Maths<br>Mrs Fawcett and Mrs Robinson | | | English<br>Mrs Fawcett and Mrs Robinson | | Music **(Mrs Turvey)** | PE **(Gerry)** |

# Incentives

- The whole school operates a Team Points system which is used in sporting events - Lions, Tigers, Panthers and Cheetahs
- Class 4 have an additional Team Points system which is specific to our class
- Children work towards Golden Minutes time throughout the course of the week.

# Homework procedures

- Homework is consolidation of work covered in school and is based on the DFE recommendations of30 minutes per night
- It is based on weekly spellings and sentences, reading (including Reading Plus), KIRF, and specific maths and English tasks
- Children note tasks in their homework diary
- Please also use the homework diary to record when your child has read to you, checking and signing it by Friday each week
- Teachers will check that the diaries are being used effectively but they are not intended to be signed by an adult in school each week

# Homework timetable
## Years 5 and 6

**MONDAY**

1. Spelling test/next spelling or grammar homework OUT

**WEDNESDAY**

1. Maths or English homework IN
2. KIRF homework IN

**THURSDAY**

1. Spelling homework IN

**FRIDAY**

1. KIRF check-up
2. KIRF homework OUT
3. Math/English homework out (English one week, maths the next)

# Homework Top Tips

- In preparation for secondary school, help your child to take responsibility for organising and completing their homework, encouraging their concentration, handwriting and presentation

- Develop a homework routine and maintain it

- Don't leave homework tasks until the last minute

- Create a suitable place where your child can do their homework, ideally somewhere with a clear work surface and no interruptions

- If your child is unable to answer a question, they should make a note next to it, and see a teacher before the work is due in

# English

- The teaching of the statutory English objectives – reading comprehension, writing composition, spelling, punctuation and grammar (SPAG), will be taught creatively through our class texts

- The different genres of writing will be covered at appropriate points in the text, e.g. diary entries, newspaper reports, letter writing and instructional writing

- These genres will be transferred to other subjects across the curriculum, e.g. science, geography and history, high standards in writing being maintained in homework too

# Reading

## Our aim is to foster an enthusiasm for, and love of reading for life.

- Children will read our chosen text to the class as part of the English lesson
- Children should aim to read at home every day, asking the meaning of unfamiliar words. In addition they should complete a minimum of five reads and one vocabulary exercise on Reading Plus each week
- Note any new vocabulary that has been discussed in the homework diary
- Whilst reading, encourage your child to discuss elements of grammar and punctuation

# Spellings

- A spelling pattern will be followed each week with a set of words to learn at home, and in Year 5, sentences will be written containing these words

- Spellings will be tested in school each week and scores written in diaries, along with any words they spelt incorrectly. Children will revisit these, learning to spell them

- In addition, children will be tested on the high frequency words and individual lists will be sent home to learn

# Handwriting

- For the last two years, all classes have been following the continuous cursive handwriting scheme

- Continuous cursive letters flow rhythmically from left to right, aiding the speed and fluidity of writing

- The starting and finishing points for all continuous cursive letters are easier to remember, as they all start on the line, and most finish on the line

# Maths curriculum aims

- To become **fluent** in the fundamentals of mathematics, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** using mathematical knowledge, identifying relationships and generalisations, and developing an argument, justification or proof using mathematical language
- **solve problems** by applying mathematics to a variety of problems with increasing sophistication, including breaking down problems into a series of more simple steps and persevering in seeking solutions

**Write the following words as numbers.**

•Nine million, six hundred and thirty two thousand, nine hundred and seventy two _____

•Eight million, nine hundred and eighty one thousand, four hundred and thirty seven _____

**Write the following numbers as words:**

| | |
|---|---|
| 5, 504, 893 | |
| 4, 857, 308 | |

**What is the value of the underlined digit?**

| Number | Value of the digit |
|---|---|
| 3, 5<u>6</u>2, 806 | |
| 9, 1<u>2</u>6, 295 | |

Use the digit cards and statements to work out my number.

| 0 | 3 | 3 | 5 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|

- The ten thousands and hundreds have the same digit.
- The hundred thousand digit is double the tens digit.
- It is a six-digit number.
- It is less than six hundred and fifty five thousand.

Is this the only option?

**Mrs Fawcett has four cards. On each card is a number as follows:**

59,996 59,943 60,026 62,312

She gives one card to other teachers in the school; they look at their card and give a clue.

Mrs Hill says, "My number is 60, 000 to the nearest 10, 000."
Mrs King says, "My number has exactly 600 hundreds in it."
Mr Craven says, "My number is 59, 900 to the nearest hundred."
Mrs Robinson says, "My number is 60, 000 to the nearest 10."

Can you work out which card each teacher had?

# KIRFS

- KIRF stands for Key Instant Recall Fact - information that children need to learn off by heart to develop mathematical fluency

- Throughout the year, children will learn facts relating to number and other areas of maths

- A task will be sent home each week, and will be tested the following week in school

To calculate decimal doubles to 1 decimal place .

To calculate all decimal bonds to 1

To recall squares of numbers to 12

To be able to calculate doubles and halves mentally of all multiples of 10 to 10,000.

To learn the properties of common 3D shapes e.g. sphere, cube, cuboid, triangular prism and pyramid

# Assessment

- Formative assessment is on-going – low stakes quizzes, check-ups and Remember, Reflect, Recall.

- Every half term formal assessments, using the NFER scheme will take place in reading, maths and spelling and grammar.  Moderation of writing will be take place, both in school and across schools

# Any further questions?