



Welcome to Class 4

How you can help with the transition.

- Independence is encouraged from the outset - responsibilities - Safety Squad, Sports Leaders, buddies, lunchtimes
- 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 on the days it is needed

Concerns and questions

- We operate an 'open door' policy in school
- If you wish to speak to me, 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 are 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 Kanga Sports are teaching PE
- Wendy Turvey is teaching music
- The class will experience outdoor and adventurous activities at Humphrey Head

| | 9am - 9.15am | 9.15am - 10.30am | | 10.45am - 12.15pm | 12.15pm - 1.15pm | 1.15pm - 3.15pm | |
|-----------|-------------------------|--|--------------------------------|----------------------------|------------------|--|--|
| Monday | Assembly | English (spelling test and teach the next pattern) Grammar work | Playtime | Maths | Lunch | French | Topic e.g. geography, history, science, art etc. |
| Tuesday | Assembly (singing - WT) | Maths | Playtime | English | Lunch | PE | Music |
| Wednesday | Maths or English | | Playtime | Maths or English | Lunch | Class assembly Topic | |
| Thursday | Maths | | Assembly (visitor) Playtime | English | Lunch | Topic e.g. geography, history, science, art etc. | |
| Friday | Assembly (Lothersdale) | Maths KIRF check-up and next week's target | Playtime | Alternate maths or English | Lunch | Reading comprehension session (initial focus on domains) 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 specific to our class - this term's focus is on authors

Homework procedures

- Homework is consolidation of work covered in school and is based on the DFE recommendations of 30 minutes per night
- It is based on weekly spellings and grammar, 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 make sure that diaries are being used effectively

Homework timetable

Year 6

MONDAY

1. Spelling check-up/next spelling/grammar homework OUT

WEDNESDAY

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

THURSDAY

1. Spelling/grammar homework IN

FRIDAY

1. KIRF check-up
2. KIRF homework OUT
3. Maths/English homework OUT

Homework suggestions

- 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 an adult before the work is due in

The science behind learning

Learning can be defined as *an alteration to long term memory* and our approach to learning helps ensure that pupils know and remember the content they have been taught. This is achieved in part by spaced recalls and quizzes across the year – we call these **Arrrghs!** because at Lothersdale we learn Pirate Fashion!

Pirate Fashion is a way to help the children understand why we quiz them on things they learned weeks or even months before. We stress to the children that real learning is when something becomes fixed in their long term memory and they don't have to think hard, using their working memory, to find an answer.

At Lothersdale School, we learn PIRATE fashion.

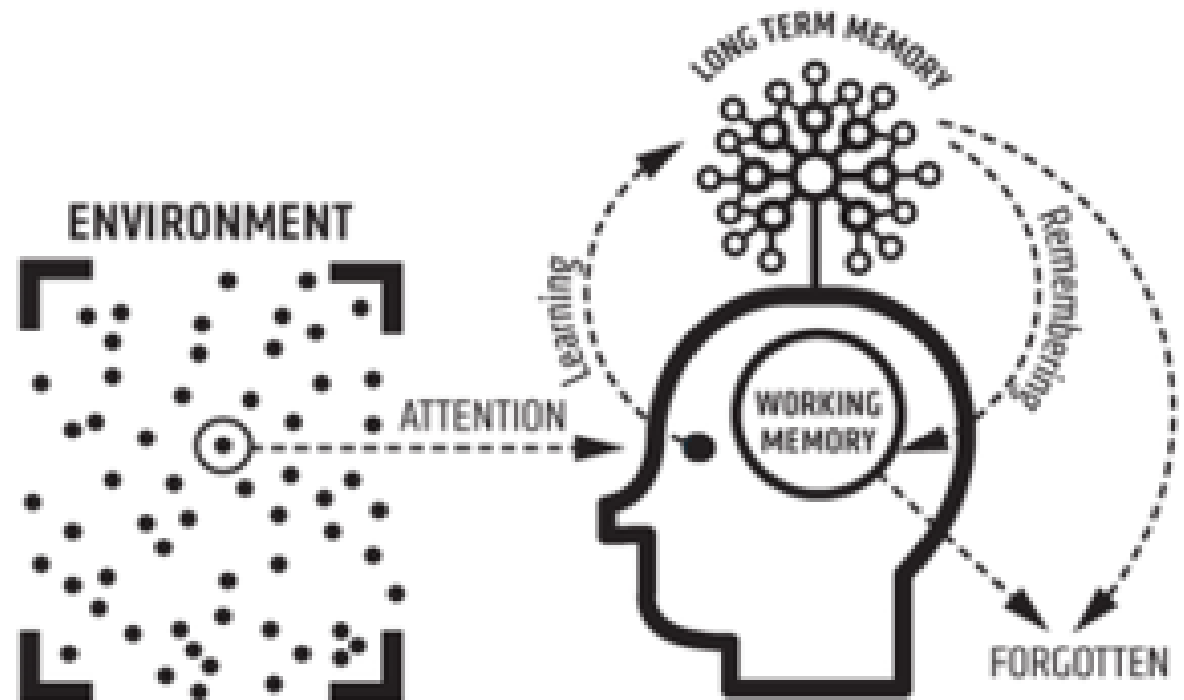
ARRRGH

To **REMEMBER** we **REFLECT** and **RECALL**

It helps us to **KNOW** more, **REMEMBER** more and **DO** more



We stress to the children that the harder or more often they think about something, the greater chance it will become embedded in their long term memory. This frees up their working memory to perform other tasks. Completing Arrrghs! helps embed knowledge in the long term memory. Learning which is not revisited can easily be forgotten.



Sequence of learning

- Pre-unit check-up
- Teach the content
- Regular recall and reflection of what we know
- low stakes check-ups throughout
- Three post-unit check-ups

English

- The teaching of the statutory English objectives - punctuation and grammar (SPAG) and writing composition will be taught creatively through our class texts
- Each objective is taught in a carefully structured unit of work, i.e. a pre-assessment of key and connected knowledge determines the learning journey each child takes

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
- Whilst reading, encourage your child to discuss elements of grammar and punctuation

Reading Plus



Spellings

- A spelling pattern is followed each week with a set of words to learn at home. Consolidation homework is set each week
- Spellings are tested in school on a weekly basis and scores are written in diaries, along with any words spelt incorrectly - children revisit these
- In addition, children have completed a high frequency words check-up and individual lists have been sent home to learn

Handwriting

- All classes follow 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, <u>5</u> 62, 806 | |
| 9, <u>1</u> 26, 295 | |

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



- 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 Binns says, "My number has exactly 600 hundreds in it."

Mr Craven says, "My number is 59,900 to the nearest hundred."

Mr Grogan says, "My number is 60,000 to the nearest 10."

Can you work out which card each adult 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 learn the properties of quadrilaterals

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

Assessment

- Formative assessment is on-going - verbal questioning, 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 takes place across school

Any further questions?