

Year 4 Newsletter



Miss Hussain, Mr Suman, Mrs Begum, Mrs Kausar, Mr Youaf,
Miss Bashir and Mrs Pitt

'Wisdom comes not from age, but from education and learning.' Anton Chekhov

What We Learn Becomes A Part of Who We Are

Returning to school this half-term has been one of excitement as the world returns to normal and also one of complete determination. Our staff are dedicated to ensuring pupils are back in school and are accessing learning that allows each and every pupil to make good progress.

Well done to our pupils for quickly settling back into routines and for ensuring that they have only the highest aspirations for the rest of this academic year.

It has been a very productive term and I would like to share some highlights with you, but please do ask your son or daughter to provide you with further details. We have many success stories to share and good news items to celebrate together.

A few headlines include:

- A celebration of the Sikh new year– Baisakhi in assembly.
- Talking telephones being made in Year 4 Science lessons!
- Justice Week and the Big Legal Lesson being taught across school to help pupils understand more about the legal system, their rights and the world they are part.
- Lessons on Holi- the colourful Hindu festival of spring, life and love– being taught across the Primary Phase.
- Mr Hanif turning 50!
- Dragon training in Year 4!

Wednesday 26th May 2021



- Year 3 pupils fighting for the future of rivers, by campaigning in the style of Greta Thunberg to prevent pollution.
- Smoothie making while following instructions in Year 3.
- The reflective period of Ramadan being observed by many of our pupils.
- Special Eid parties being celebrated in pupils' own clothes, including an Eid lunch.
- Understanding through assembly that Shavout marks the time when Jews received the Torah on Mount Sinai.

Pupils have understood how hard teaching staff are working to provide engaging, exciting and enjoyable learning experiences. We are delighted with the effort that our pupils are putting into hands-on activities and are very pleased with the outcomes being produced.

Children are showing that they are thankful for their education and don't want to waste another moment now that they are properly back in school! Lessons in Lower Key Stage 2 are memorable experiences that pupils can build on year after year. Pupils know they can not afford to miss even one day.

Mrs Pitt

Website:

www.waverley.bham.sch.uk

Phone:

0121 566 6600

Email:

enquiry@waverley.bham.sc.uk

Learning Through Diversity

'What we learn becomes part of who we are.'
Come to school, on time, every day, ready to learn!



School Target	97%		Primary Phase Start Times	
Primary Phase Attendance	Spring 2	Summer 1	Reception and Year 6	8.30 am
	89.1%	87.1%	Year 1 and Year 2	8.35 am
Key Stage 2 Winning	3C: 95.2%	6C: 91.2%	Year 3 and Year 4	8.40 am
4A Attendance	94.9%	89.2%	Year 5	8.45 am
4B Attendance	88.3%	87.8%		
4C Attendance	87.9%	85.8%		

Attendance during Autumn 1 for the whole of the Primary Phase was **90%**. Attendance during Autumn 2 rose slightly to **94.8%** but then dipped to **under 90%** during Spring 2. This half term, attendance for the whole of the Primary Phase was **87.1%**. We are on the way to getting our attendance to where it needs to be after lockdown– but are not there yet!

Attendance for each pupil should be a **minimum of 97%**. Anything less than this is not at the school target and needs to be improved, to do this we need all families on board and all pupils in lessons learning. At the start of the year, expectations were shared and all pupils and parents are aware that attending school daily is a requirement.

The attendance target for each pupil is more important now than ever. With months of learning lost due to COVID-19, pupils are working hard to meet the age related expectations for their year group and missing even a day puts each child behind. Each day new learning is shared with pupils. Every day that your child misses from school results in them missing out on education and essentially falling behind. It is every parent and carers responsibility to ensure that all pupils are in school, every day and on time.

Please take note of the start times for all pupils. The time listed is the time that the register is taken and that learning begins. Any pupil not in school when the register is taken is marked as late (L), which is recorded on the register and negatively impacts on your child's attendance percentage.

Primary doors and gates open at least 5 minutes before the official start time ready for registration. This allows pupils enough time to get to their class, take off their coat and bag and be sat at their desk ready for learning to commence at the times listed. The school has a dedicated absence line and if your child is absent for any reason please call on **0121 566 6600, using the pupil absence line** and leave a message.

All **Year 4 pupils** should be in school and seated for **8.40 am**. The register is taken at this time. Any pupil not in school at this time is marked late, which is recorded on the register and negatively impacts on your child's attendance percentage. Primary doors and gates open 5 minutes before the official start time ready for registration. This allows pupils enough time to get to their class, take off their coat and bag and be sat at their desk ready for **learning to commence at 8.45 am**. The school has a dedicated absence line and if your child is absent for any reason please call on **0121 566 6600, using the pupil absence line** and leave a message. Medical and dental appointments should be arranged outside of the school day to ensure that pupils are in school and are learning. If however, an appointment can only be obtained at a certain time, for example hospital appointments, an appointment card must be presented to authorise your child's appointment.

Learning Through Diversity

Traffic Light Letters



Although traffic letters are provided termly, we would like to share these with our families at the end of this half-term as well so that you are kept informed about your child's attendance.

The third national lockdown has not impacted on your son/ daughter's attendance. Pupils who were supposed to attend school during this period, were informed and know about this. The attendance figures take into account punctuality as regular lateness impacts significantly on pupils' learning.

Were you aware that being late on a daily basis leads to days worth of lost teaching time?

Late minutes per day during the school year	Equivalent to lost teaching time per year
5 minutes	3.4 days
10 minutes	6.9 days
15 minutes	10.3 days
20 minutes	13.8 days
30 minutes	20.7 days

The traffic light colour coded letter contains invaluable information and should be a source of celebration for parents and pupils.

The colour of the letter received will indicate your son or daughter's level of attendance from the start of the academic year until the end of Summer 1.



Gold letter: 100% attendance.

This is perfect attendance and a fantastic achievement for parents and pupils!



Green letter: 97% attendance and above.

This gives the children the best chances of success. This is good attendance.



Amber letter: attendance below 97%.

This is a cause for concern and there needs to be an improvement. Attendance will be monitored and meetings maybe scheduled to discuss ways to improve attendance and provide support.



Red letter: attendance below 90%.

This is poor attendance with serious concern. Persistent absence can have a huge impact on children's learning. Meetings will be arranged with parents or carers to discuss ways to improve attendance and provide support. An improvement in attendance is essential.

We really appreciate your support in making sure pupils are at school, enjoying learning every day. As we move towards the second half-term for this school year, it is essential that all pupils come to school, on time, every day and are ready to learn.

Learning Through Diversity

'Set your target and keep trying until you reach it.'

Napoleon Hill

Curriculum Targets

At Waverley School we recognise the importance and value of providing a curriculum that is balanced ensuring that the teaching and learning is tailored to best support the individual needs of our pupils, and focused on developing knowledge and skills.

In order to provide a curriculum which will meet the needs of each pupil in our school, we have implemented curriculum targets.

Curriculum targets have been introduced to set deliberately challenging and ambitious goals. Each pupil has been given three personalised targets: one for Mathematics, Reading and Writing.

WE LEARN...

10% OF WHAT WE READ
20% OF WHAT WE HEAR
30% OF WHAT WE SEE
50% OF WHAT WE SEE AND HEAR
70% OF WHAT WE DISCUSS
80% OF WHAT WE EXPERIENCE
95% OF WHAT WE TEACH OTHERS

William Glasser

These targets are:

- **Comprehensive**

Covering a wide range of National Curriculum skills

- **Developmental**

To prepare all pupils for the next steps and stages in their education

- **Flexible**

Individualised and personal; adapted to meet the needs of our unique pupils

- **Manageable**

Fun and engaging to foster a love of learning

- **Meaningful**

Relevant and enriching

Why do we set targets?

- To improve standards
- To focus the teaching staff's attention and effort on clearly defined priorities for learning and progress
- For effective self-reflection
- To help pupils to have a clear idea of what they need to do to improve their work and achieve high personal standards
- To support peer reviews
- To highly motivate pupils
- To help parents understand how to support their child

Most importantly, curriculum targets allow pupils to take ownership of their learning and for teaching to be tailored to the needs of pupils.

Pupils are aware that at the beginning of each half-term, their curriculum targets will be set to focus learning for the new half-term.

Targets set are based on pupils' prior attainment and our high expectations for each child. This will support each pupil to achieve the best possible outcomes. Targets are shared with pupils and each child is expected to work towards these aspirational goals in their learning.

Pupils will be supported in their learning journeys each half-term in a more focused method allowing for targets to be tracked and monitored on an ongoing basis. A formal review will take place at the end of each half term.

Please ask your child about their targets and encourage them to discuss and work towards these goals on a regular basis.

Learning Through Diversity

Dress for success. Image is very important.'

Brian Tracy

Uniform

Waverley's uniform is an important part of the culture and ethos of our school. Uniform helps ensure equity between pupils, creates a sense of pride, aspiration and professional identity for our learners and for the school.

'High standards of dress are expected at all times. Pupils must come to school every day in neat, clean uniform as an indication that they take pride in belonging to Waverley School's community.

We fully expect families to support the school in these high expectations. Please use the holiday break to ensure your child has the correct uniform for the start of Spring Term. Your support in this matter is greatly appreciated.

Key Stage 2 Uniform



- Pupils in Key Stage 2 (Years 3, 4, 5 and 6) are expected to wear a black blazer with the Waverley logo, a white shirt and tie.
- All pupils should either wear black trousers or a black skirt, with black socks or tights.
- School shoes should be worn through out the day. School shoes must be black.
 - Trainers are not permitted (except for in PE lessons).
- If pupils choose to wear a head scarf, it must be plain black and should be removed during PE.

'I like to wear my uniform as I feel very comfortable in it, also it represents that I am a part of Waverley school, and shows I am smart and ready to learn.'

Yanis, 4B

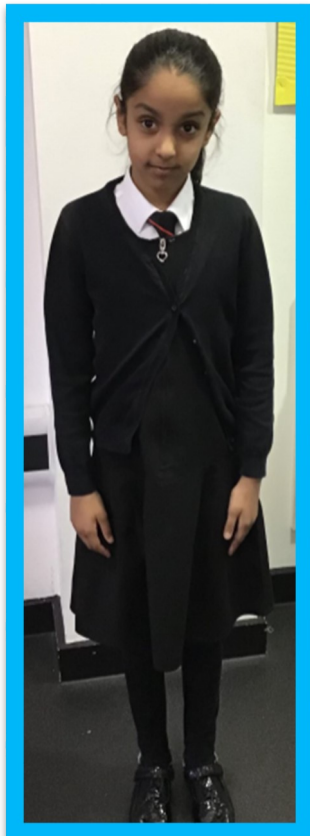


Ties

Ties be purchased through the Primary Admin Office.

Please send in £3.10 in a sealed envelope with your son/ daughter's name on to the class teacher, who will liaise with the admin team to provide pupils with ties.

Learning Through Diversity



'I like to wear my uniform
as I feel very comfortable
in it and makes me feel a
part of the school.'

Zara, 4B

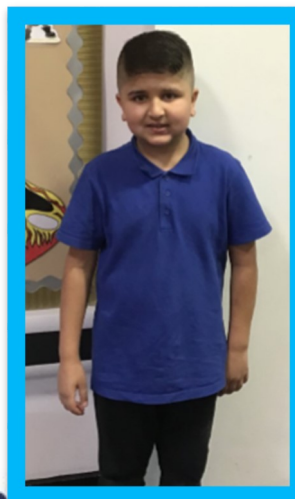


Embroidered Uniform and PE Kits

Embroidered uniforms with the Waverley logo can be bought from:

<https://myclothing.com>

The PE kit consists of Waverley branded: royal blue polo t-shirt, jumper/fleece/raincoat, black jogging bottoms/shorts and trainers. Rain coats and fleeces are now available to be purchased online. Most pupils now have the Waverley branded PE kit, thank you to parents for supporting with this. If you still require certain items, you can purchase kit online, by visiting



Booster Club

Some of our pupils have been invited to attend an afterschool booster club to target their individual gaps in learning. This term we have started our Writing Booster Clubs. During the sessions, pupils have looked at different persuasive texts and identified techniques used within the text. This will support pupils when planning their own persuasive pieces of writing.

By the end of this term, pupils will have created their own persuasive writing pieces to convince Mr Hanif that children at Waverley school should be allowed to wear their own clothes (non-uniform) to come to school.

Will school uniform remain? That is the question.



Learning Through Diversity



How to Train Your Dragon

This term Year Four's class text was 'How to Train Your Dragon,' by Cressida Cowell. This is an engaging and humorous story that makes reference to the past, through the life of useless heir to the Hooligan Tribe: Hiccup. Pupils have analysed Cressida Cowell writing style and now understand why she uses certain language features. Pupils have discussed how these techniques influence the readers and the reason behind this.

Discovering the Toothless Dragon

The next freezing, frosty morning, Hiccup checked the dragon under the bed which was his. The devious, death, defying dragon was still asleep.

When Hiccup's mother Vulhallarama asked him at breakfast, "How did initiation go yesterday dear?"

He answered, "oh it was fine, I caught my dragon".

"That's nice dear" she replied vaguely.

Elated, Stoic the Vast looked up briefly from his bowl which was his and boomed, "EXCELLENT, EXCELLENT", before getting back to the important task of shovelling food into his mouth.

After breakfast, Hiccup went to sit on the front step beside his grandfather, who was smoking a pipe. The breezy morning was a beautiful, cold, clear winters morning, with not a breath of wind and sea all around as flat as glass.

The pupils went dragon mad, creating their own dragons, describing the personality and characteristics of these dragons and writing about the setting and Viking warriors. Pupils thoroughly enjoyed writing their narratives with a creative focus. Pupils worked hard to understand dialogue and how it can move a story forwards.

Snotlout

Snotlout was an ignorant, selfish boy who was not yet 13. He had ebony, raven black hair with a few bright hairs clinging to his upper-lip. He had muscly, polished skin with inked tattoos. His metallic bronze sandals were rock-hard and specialized for kicking. He also had a heroic Viking helmet.

Snotlout always acted malicious, but on occasion he could be sort of nice. Constantly, he was brutal and selfish. He always examined the other boys, and bashed them if they snickered at him. Also, he acted rude and brutal, but his leadership skills were impressive.

WANTED

This black devilish onyx night fury is eminently wanted for murdering the best amazing dragon and also needs to be out of Berk island. This mythical disturbing fling serpent is not acceptable.

This mythical being has devilish dark eyes that shines and glows in the dark. He can camouflage even if you had the best vision you wouldn't be able to see him

His magnificent indestructible unbelievable vast wings are too good to be true. His wings can cover up half the world which he can expand. He has ruff strong scales that are spiker than an alligator's teeth. His wings can never be destroyed even if you had the sharpest sword in the world.

You will never see him coming for you in the night time as he haunts you down. His impenetrable indestructible teeth that can cut through metal it is as sharp as a machete and shark like teeth.

Learning Through Diversity



How to get to know your dragon

Smart and brainy, Hiccup was a 12-year-old boy who was an easy target. If you were a big, buff, brattish bully who had an 8 pack, Hiccup would be the perfect boy you would give a knuckle sandwich to right? You would never in your life expect Hiccup the horrendous Haddock the third to even catch the weakest dragon with nothing to protect himself!

A geek and an impractical Viking kid, he was not a heroic Viking leader. More like a mysterious kid with hidden ruby red hair like a gargantuan pool of bubbling, scorching lava!

Steamy and sweltering, the sun had made it to its maximum heat and was sweating buckets that could even be there water supply! "how was it that hot?"

Overwhelmed, terrified and petrified rumours (vicious rumours) had started circulating, spreading explosive news that invisible beast was destroying the Isle of BERK!!! This fire breathing monster is immediately wanted for a devilish act of ripping Stoic the Vast to smithereens! This flying serpent has devoured him head to toe!

Hiccup the hesitant picked up his indestructible golden blade and heroically marched into battle as if he was in the military. (However in the inside he had given up and was killing himself with disappointment). Hiccup stomped into battle and in a minute there was no sign of the malicious, vicious demon.

How to Train Your Dragon

After pupils explored the style in which Cressida Cowell writes, the children created their own fantasy based stories.

Viking style characters from the story went on a new adventure so that pupils could write a new chapter for Toothless, Hiccup and the Hooligan Tribe.

How to slay a dragon

Hiccup is a bag of bones. He is definitely not an average, vicious Viking. Hiccup was a star gazer, intelligent and a book lover. He was kind of a geek as he even dragon watches. As you can tell someone like horrendous hiccup or Foolish Fishlegs, yearned to be more like scary Snoutlout.

Hiccup had Ruby red, vertical and horrific hair. The only Viking like thing about him was that he lived with Vikings and wore a Viking hat, other than that, he would have easily passed as worthless, pathetic slug. Hiccup was really short and compared to brattish, muscular Snoutlout and he had the type of unmemorable face.

Legendary lightning annihilated the hand built wood tough houses. It just rained and snowed all year. It was so breezy it would kill the toughest men today but these are Vikings. The infinite sound of the crashing waves echoed like a voice in a colossal hallway.

Inadequate, worthless and pathetic. Hiccup felt ridiculed and useless. How could he have lead the tribe? How would he have been the chief? Hiccup couldn't even look after his innocent dragon Toothless, let alone the WHOLE Tribe. He was worried. This midnight black jagged and demonic, devilish winged beast is fierce and his boiling fire will burn you and your family.

WANTED

This black devilish onyx night fury is eminently wanted for murdering the best amazing dragon and also needs to be out of Berk island. This mythical disturbing fling serpent is not acceptable.

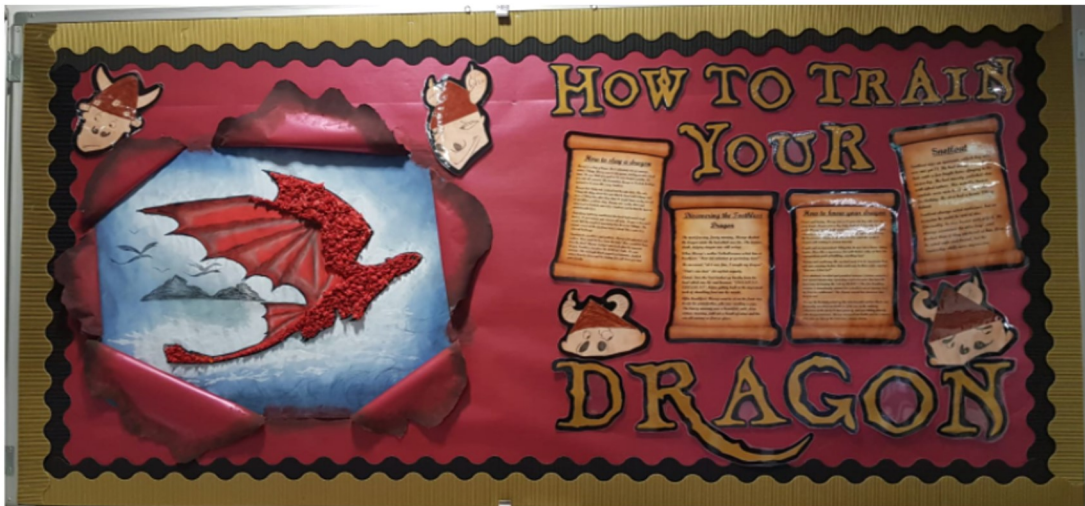
This mythical being has devilish dark eyes that shines and glows in the dark. He can camouflage even if you had the best vision you wouldn't be able to see him

His magnificent indestructible unbelievable vast wings are too good to be true. His wings can cover up half the world which he can expand. He has ruff strong scales that are spiker than an alligator's teeth.

His wings can never be destroyed even if you had the sharpest sword in the world. You all will never see him coming for you in the night time as he haunts you down.

His impenetrable indestructible teeth that can cut through metal it is as sharp as a machete and shark like teeth.

Learning Through Diversity



I feel so proud of our class display because all our hard work is displayed for all the children and visitors to see.

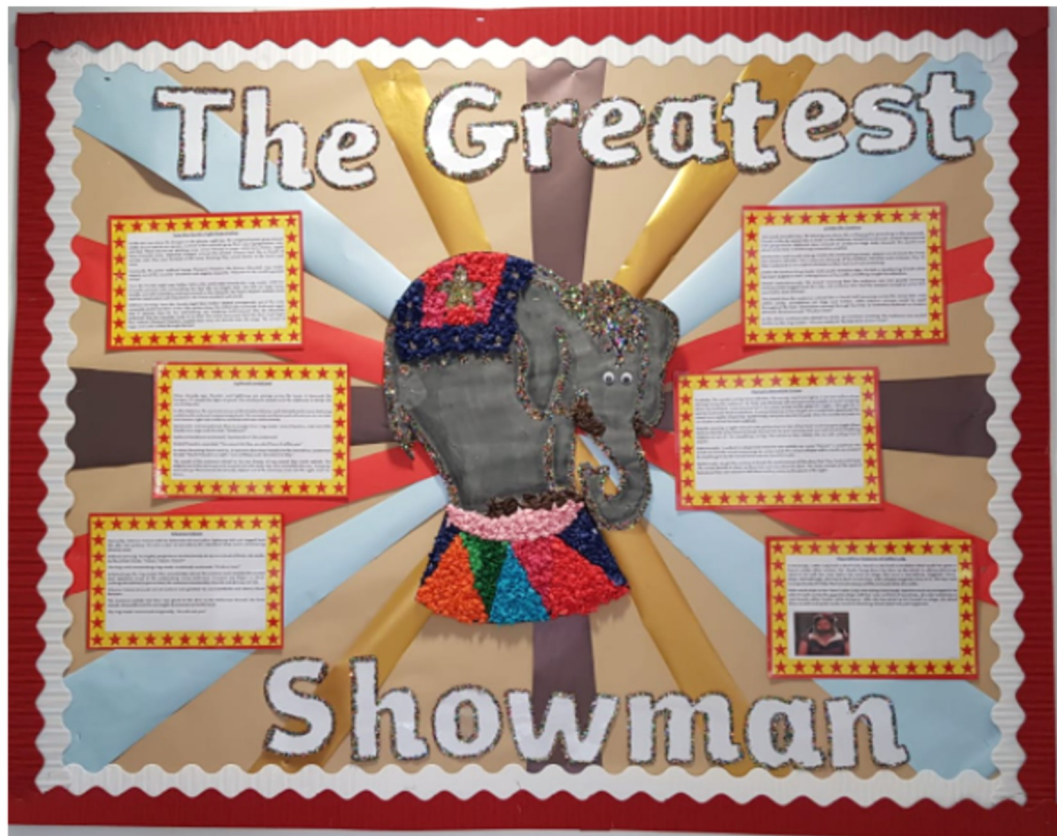
Qasim, 4A



I am so happy with our display because I worked so hard to achieve the spectacular work. This will inspire other pupils to keep on trying hard and achieve their goals too.

Safyaan, 4B

Learning Through Diversity



This is the Greatest Show!

Year Four worked relentlessly when we returned to school after the third lockdown on this exciting and engaging unit: The Greatest Showman! The unit allowed pupils to understand how they should never judge a book by its cover or to be prejudice to others, no matter how different they look. Pupils created brilliant character descriptions and made their own circus based stories... Roll up, roll up! Read the best stories to entertain and capture your minds!

Description of Lettie Lutz

Surprisingly, Lettie Lutz had a huge bushy beard as she had a condition that made her grow a beard- unlike other women. Her cheeks hung down her face as she stood in silence planning what to do with her dynamic crew before she appeared on stage. She wore a marvellous, magenta velvety dress. Astonishingly, she had a dark brown hair with colossal magenta bows in it. She also had a large plump pot belly that would always wobble around while she walks.

With much hope in her heart Lettie Lutz was acting vivaciously assertive and encouraged to be able to walk across the gigantic stage with her crew in front of everybody, she also acted like a real female alpha leader while doing so. After she has stood up for herself on stage, she stood there as still and quite as she could be thinking about what had just happened.

Learning Through Diversity

Zimba the Zealous

One vivid, peaceful day, the shining sun shone like a blazing fire spreading in the savannah. Clouds in the sky smiled like a child. In the distance, tamed lions danced, striped tigers purred and gargantuan elephants span around in circles on huge balls. Beneath the scarlet and cloud white tent, a deafening commotion erupted.

Spectacular and breath taking, Zimba the Zealous Ring Master stepped out of Jamal the lovely lion tamer's chamber like a peacock showing off his feathers. Petrified and confused, they bit their nails and in an instant checked on their tent as it was screaming.

Zimba the Zealous Ring Master took small, tentative steps. He took a shuddering breath while his heart skipped a beat. Looking down at his outfit, something caught his attention.

Almost instantaneously, the passed meaning that the audience was now quickly arriving. Zealous Zimba tugged back the ruby, red curtains. How had the moment arrived so soon? How was it show time already?

The sound from the audience echoed like a beach ball bouncing across the circus tent. Pink cotton candy, scrumptious hot dogs and buttery, toffee popcorn aromas could be smelt throughout the tent. Adrenaline coursed through his body as butterflies fluttered in Zimba's stomach. He announced, "It's show time!"

As the cherry curtains were opened as slowly as a tortoise crawling, the audience was excited further by the ring master, "Are you ready for the best show of your lives?"



The Greatest Showman



Philosopher the Greatest Magician

As darkness devoured the light, a huge, large bang deafened the land. It was a glistening, powerful and bright light that seemed to be booming and banging like fireworks exploding. A thunderous numbling sound, started to become louder and louder. There was pink tropical flamingos running around. In the distance, a scary, terrifying lion roared. It had thick silver chains around its neck. There was a ruby red luxurious, cloud like tent pitched in the middle of the quiet forest.

The breath taking and spine chilling Magnificent Millicent led the circus. They emerged from the locked prison cage. Philosopher, the greatest magician in the whole wide world entered the show with a loud bang, a sonic boom and a great big KABOOM! His ears echoed with the thunderous but amazing applause. He was joyful and started to feel like an astonishing artist.

As Philosopher was the Greatest Magician, checked his costume, he took some deep breaths. As he took the deep breaths, his shoulders rose up like the sun. He announced quietly to himself, "I can do this!"

He checked his incredible midnight black costume, that had black raven feathers and luminous golden stars twinkling on the cape. He had secretly hidden rats in his hat, causing lots of commotion!

As many hours passed by, the outstanding magician ripped open the ruby red silky curtains. In his mind he wondered, "Where has the day gone? Is it truly show time already?"



Mythical Maleficent

Many decades ago, thunder and lightning was waving across the land, it devoured the horizon. It caused the tigers to growl, the monkeys to screech and the elephants to stamp like an earthquake.

In the distance, the carnival circus is full of extraordinary and talented performers, featuring unbelievable acts and mesmerising stunts. The animals are fierce and will eat you in one bite, lion tamers, tight rope walkers, acrobats and even wild animals.

Spectacular and sensational, there is a puppy lover ring master name Poseidon, crept out of the beastly lion cage and shouted, "Maleficent!"

Mythical Maleficent exclaimed, "Yes Poseidon?" She questioned.

Perfect Poseidon remarked, "You can not do this, you don't have it within you."

As many daunting hours went by, it was soon show time! Maleficent the marvellous, questioned herself, "Maybe Poseidon is right. I am worthless and I shouldn't do this."

The sound of the audience echoed in her ear drums, at any second they could explode. She stepped out of the darkness and revealed who she really was. How incredible she was...

Amazing! Astonishing! Phenomenal! She proudly stepped out of the darkness and into the light. Into her future.

Amana, 4C

Learning Through Diversity

Zacario the Zodiac Zealot

As the darkness demolished the light, lightning danced across the broody sky and thunder clapped like beating drums. In the distance, wolves in packs often dashed across the immense tent and were followed by fierce lions. Afterwards, they were followed by the giant and gargantuan elephants. The crowd, inside the humongous tent, roared wildly!

The bright, magnificent tent was silent because the mind blowing, astonishing ring master suddenly dashed out of an inescapable tarantula cage! He astonishingly declared, "Hello wonderful audience! I am Zacario the Zodiac, Zealot Ringmaster at the amazing travelling circus!"

Suddenly, another man, wearing giant red shoes and a matching red nose, came out and exclaimed, "I am Calosifo! Let's enjoy the show!" As quick as a flash, the room was crystal clear and deadly silent as the lights stopped dancing and disappeared.

Zacario the Zodiac, Zealot Ringmaster worked hard to form an outstanding, brilliant and talented circus. He jokingly murmured, "I guess now we have a crystal clear circus!"

Without warning, the curtains dashed apart and the room went dark. The spot light dazzled in the centre of the room and acrobats flipped in. they were soon followed by lions and a mysterious man, dressed in a leopard print leotard and carried a whip.

Anwar, 4A

The Greatest Showman



Volcanic Vulcan

Manically, Volcanic Vulcan with his elaborate red and yellow lightning bolt suit, tugged back the silky red curtains. He wore a pair of marvellous fire retardant boots and a shimmering phoenix mask.

Without warning, his mighty gargantuan torches fiercely lit up in a cloud of thick, red smoke. As the crowd roared, "Vulcan, Vulcan, Vulcan!"

The bossy and commanding ring master confidently exclaimed, "It's show time!"

Godsmacking, the ring master then immediately opened the curtains and revealed the excited and expectant crowd to the outstanding circus performers. Everyone was frozen in shock. Looking like statues frozen in time, the audience immediately cheered and sprung into life.

Volcanic Vulcan pounced out of nowhere and grabbed his uncontrollable and titanic flame throwers.

The audience joyfully had their eyes glued to the show as the ballerinas danced, the lions roared, downs fell and the moonlight shimmered across the land.

The ring master announced congenially, "We will rock you!"

Mohsin, 4C

Inferno!

As darkness descended over the crimson red and creamy like tent, the brave lions and heavy elephants went berserk! A howling to the moon from a lone wolf meant that the animals were unsettled. The powerful lions roared angrily and the heavy elephants stomped in temper.

The bravest ringmaster ever, Thunderous Thor, jumped off a rapidly charging lion and held his black wooden staff. They were in the middle of the circular lit circus tent and they were surrounded by a packed audience. Fire flew behind him and a figure emerged quickly from the darkness.. It was Inferno!

Incredible Inferno the flame fighter is incredibly smart. He wore a black suit and knew how to play with fire. His black spiky hair didn't move in the breeze.

As quick as a flash, Thor exclaimed, "Be quick! They are waiting!"

Inferno freaked out remembering that not everyone was nice. The performers began with acrobats entering the arena first.

Ibraheem, 4A



Learning Through Diversity

Zimba the Zealous



One vivid, peaceful day, the shining sun shone like a blazing fire spreading in the savannah. Clouds in the sky smiled like a child. In the distance, tamed lions danced, striped tigers purred and gargantuan elephants span around in circles on huge balls. Beneath the scarlet and cloud white tent, a deafening commotion erupted.

Spectacular and breath taking, Zimba the Zealous Ring Master stepped out of Jamal the lovely lion tamer's chamber like a peacock showing off his feathers. Petrified and confused, they bit their nails and in an instant checked on their tent as it was screaming.

Zimba the Zealous Ring Master took small, tentative steps. He took a shuddering breath while his heart skipped a beat. Looking down at his outfit, something caught his attention.

Almost instantaneously, the passed meaning that the audience was now quickly arriving. Zealous Zimba tugged back the ruby, red curtains. How had the moment arrived so soon? How was it show time already?

The sound from the audience echoed like a beach ball bouncing across the circus tent. Pink cotton candy, scrumptious hot dogs and buttery, toffee popcorn aromas could be smelt throughout the tent. Adrenaline coursed through his body as butterflies fluttered in Zimba's stomach. He announced, "It's show time!"

As the cherry curtains were opened as slowly as a tortoise crawling, the audience was excited further by the ring master, "Are you ready for the best show of your lives?"

Kousar, 4C



'Music is a piece of art that goes in the ears straight to the heart.'

Unknown.



We Are Musicians

Year Four pupils have been following the BBC scheme of work for composer Edvard Grieg's 'In the Hall of the Mountain King,' from the play "Peer Gynt".

Grieg's music drew on the Norwegian folk tunes of his homeland. He wrote many songs and piano miniatures. He was a leading composer of the Romantic era and brought the music of Norway to an international audience. Grieg's 'Peer Gynt Suite' tells the story of a young boy – Peer Gynt, who falls in love with a girl but is not allowed to marry her. He runs away into the mountains but is captured by trolls who take him to their King. Peer Gynt tries to escape but is chased by the trolls and runs into the troll King but eventually gets away.

Pupils listened to and reflected on a piece of orchestral music; you will know it as the Alton Towers theme tune. Pupils then went on to perform as an ensemble and invent their own musical motifs with great success. Well done Year 4!

IN THE HALL OF THE MOUNTAIN KING

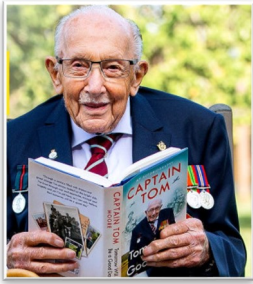
from PEER GYNT

By EDVARD GRIEG
(1845-1907)



Copyright © 2015 by WILLIAMS CORPORATION
www.williams.com/griegspeer

Learning Through Diversity



'The sun will shine on you again and the clouds will go away.' Sir Tom Moore



Royal Mail Stamp Competition

Across the country there has been an exciting competition launched for school pupils. The competition involved children creating a new Royal Mail stamp. The new design should include the pupils' COVID heroes.

Year Three launched the competition by watching the Prime Minister, Boris Johnson, share the importance of taking part in this activity. Just look at how fantastic some of the designs are— and thank you to all of our parents that were key workers throughout the pandemic.



'My heroes during COVID were care workers who helped the elderly because they supported those who couldn't see their grand parents or family members. This put smiles on their faces. I know all the elderly were kept safe and protected by those who were there for them every day. Did you know that some care workers stayed with the elderly and didn't see their own families during lock down? That is why these heroes are so important to the community.' *Ranya, 4B*

'My mum is my COVID hero because she works for the NHS and she helps others.'

Ayaan, 4C

'The NHS staff are all my heroes because they had to continue going to work as key workers and tried as hard as they could to save those suffering with the virus. They were afraid that they might catch it but still carried on.' *Sarah, 4B*

Learning Through Diversity



'One language sets you in a corridor for life. Two languages open every door along the way.' *Frank Smith*



We Are Linguists: Spanish

During this half-term pupils have covered the unit "Mi Clase" (My Class) and pupils have learnt the most common classroom objects as "una goma" or "un sacapuntas" (a rubber or a pencil sharpener). Here are some phrases the pupils have learnt:

"No tengo un lapiz pero tengo un libro." (I do not have a pencil but I have a book.)

Inaaya, 4A

"Tengo un estuche pero no tengo una regla." (I have got a pencil case but I do not have a ruler.)

Taha, 4A

"Tengo un sacapuntas pero no tengo unas Tijeras." (I have a pencil sharpener but I do not have a pair of scissors.)

Zara, 4B

"No tengo un sacapuntas pero tengo una barra de pegamento." (I do not have a pencil sharpener but I have a glue stick.)

Zackariyah, 4B

"No tengo un boligrafo. Tengo un estuche." (I do not have a pen. I have got a pencil case.)

Waresha, 4C

"En mi estuche tengo una regla, un sacapuntas y un boligrafo." (In my pencil case I have got a ruler, a pencil sharpener and a pen.)

Mohsin, 4C

In the next half-term, pupils will cover a creative reading unit called "Ricitos de Oro" (Goldilocks) and will allow children to practice reading skills in Spanish and retain vocabulary from the story.

Reviewing
<https://www.languageangels.com/schools/>

LOGIN →

LOGIN PUPILS GAME →

Username	waverley
Password	1234

USE THE LOGIN DETAILS GIVEN TO YOU BY YOUR SCHOOL TO ACCESS EXCITING INTERACTIVE FOREIGN LANGUAGE GAMES.

LOGIN

TEACHER AREA

OR

LOGIN PUPIL GAMES

LOGIN HOME SCHOOL

Learning Through Diversity

Maths Manipulatives

At Waverley School, we follow the mastery approach when teaching Mathematics to our children, ensuring they acquire a solid enough understanding of the Maths that is been taught before our children to move on to more advanced material.

In order to do this successfully, we use the concrete, pictorial and abstract (CPA) approach across the Primary Year groups. Children often need visual and physical hooks to enable them to grasp and understand new concepts in Maths. Using concrete manipulatives allows children to make sense of the problem by touching them, playing with them, exploring the patterns and relationships which make a huge difference between understanding for depth or just for procedure.

In Lower Key Stage 2 this involves using fraction walls and fraction pies whilst learning about fractions. This allows our children to physically experiment and compare fractions with one another to see which is larger or smaller as well as having the ability to recognise equivalent fractions. Through the use of these physical manipulatives children were able to transfer what they had learnt pictorially into their books.

Whilst looking at time this half-term, children were provided with individual clocks which allowed pupils to physically manipulate the minute hand, whilst noting the effect it had on the hour hand. This was an invaluable resource as the children are beginning to deepen their understanding in telling the time from an analogue format.

When teaching money, children were given a variety of coins and paper notes to develop their fluency and deepen their understanding of money. This is an invaluable tool as it prepares our children for the real life problems may come across in the wider world.



'Once I had learnt my 12 times table, it was downhill all the way.' Fred Hoyle

Year 4 TTRS Rock Star Super Stars

Here are the 3 best performers in each of the Lower Key Stage 2 classes.

Did your child make it onto the list? Will they make it onto next half-term's top spot?

Headliner – Under 4 seconds

Abbas 3A– 3.08 seconds

Aman 3A– 3.87 seconds

Ibraheem 3A– 4 seconds

Rock Star – Under 3 seconds

Azka 3C– 2.47 seconds

Jabron 3C– 2.82 seconds

Rock Legend – Under 2 seconds

Hadiyah 3B– 1.39 seconds

Ayan 3B– 1.40 seconds

Zaina 3B– 1.55 seconds

Imaan 3C– 1.85 seconds

Yaeesh 4A– 1.13 seconds

Absar 4A– 1.34 seconds

Kuhzaima 4A– 1.37 seconds

Yannis 4B– 1.13 seconds

Rock Hero – Under 1 second

Zakariyah 4B– 0.93 seconds

Mohammed 4B– 0.97 seconds

Sumsam 4C– 0.83 seconds

Aakash 4C– 0.85 seconds

Kousar 4C– 0.85 seconds

Learning Through Diversity

Half-term Homework



Canals

What you need

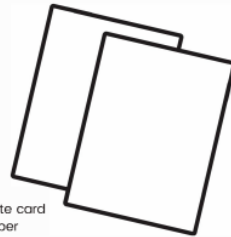


Model narrowboat template sheet

Glue stick



Scissors with rounded ends



A4 thin white card or thick paper

Top Tips

Score the dashed and dotted lines, using the rounded end of the scissors along the edge of a ruler, before folding the card or paper. Fold and glue the cabin before pinching together the bow and stern.



In preparation for future learning, Year Four pupils are asked to research the new unit of 'Canals'. Therefore, it would be lovely to see children create their own customised 3D boats. The more colour the better!

The Year Four team cannot wait to see what our talented and creative children come up with.

Completed projects should be brought to school to be showcased during the first week of the second half-term.

To support all pupils in completing this task a paper model will be provided– we are not limiting pupils to using this however.

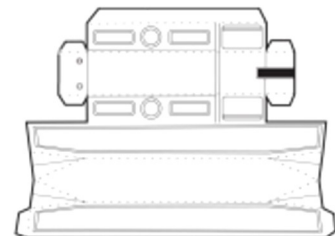
Please feel free to look into other options too.

Colour in the narrowboat template. You might like to decorate it with traditional 'roses and castles' designs. Don't forget to name it!



1

To make the boat more robust you could stick the template to a piece of thin card or thick paper. Then cut out the template carefully.



2

Fold along the dashed and dotted lines and tease the narrowboat into shape. Cut along the lines underneath the boat near the bow and stern, fold the remaining flap and pinch together the bow and stern.



3

Finally, put glue on the tabs and stick the boat together. Congratulations, you've made a boat!

4

Learning Through Diversity

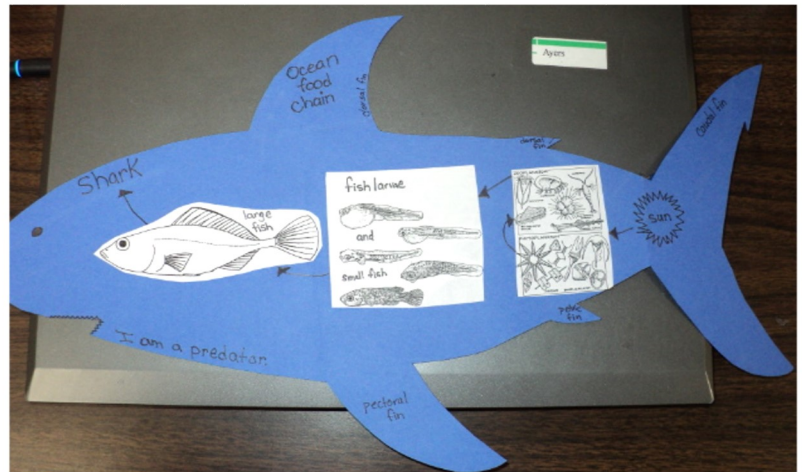
Half-term Homework



Animals and Habitats

Next half term Year Four pupils will be studying Animals and their Habitats.

We are asking pupils to create a fun and colourful food chain poster, using different materials such as cardboard, string and paint to research the unit before we return to school.



Play Scripts

In preparation for the next unit of work on play scripts, Year Four pupils are asked to research this style of writing and act out some simple plays with their family members. Pupils are asked to write a script for the story of the Gingerbread Man.

The Gingerbread Man

Cast List

Narrator
The Gingerbread Man
The Old Woman
The Old Man
Horse
Cow
Ducks
Fox

Scene List

The Kitchen
Fields
The River



Learning Through Diversity

Recognising Features of a Play Script



Read the following extract from the Little Red Riding Hood play script. Use coloured pencils to find examples of the following features in the text:

Narrator	Stage directions	Scene number	Present tense in stage directions
Theatre words	Brackets/parenthesis	Description of setting	Character names on the left

Scene 1 – Mother's Kitchen

Lights up. The narrators, Big Rabbit and Little Rabbit, stand downstage.

Little Rabbit: Big Rabbit, Big Rabbit, is it time for a story?

Big Rabbit: What story would you like?

Little Rabbit: Do you know the story of Little Red Riding Hood?

Big Rabbit: *(excited)* Of course I do! Let me just think how it begins. Ah yes, I remember!

Lights up on a cottage on the outskirts of a great forest. It is a spring day.

Big Rabbit: Once upon a time – and a very fine time it was – a girl called Red lived with her mother, in a cottage on the outskirts of a great forest.

Mother takes a batch of fresh cupcakes from the oven and places them on the table.

Mother: Little Red! *(bangs the rolling pin on the table)* Little Red! Time to get up.

Red: *(offstage)* Coming, Mother!

Mother looks up at the clock (it's noon) and taps her foot angrily. Red enters the kitchen in a red cape. Seeing the cupcakes, she reaches out to take one, but her hand stops as Mother turns to glare.

Red: These smell delicious. *(backing away)* You've been busy, Mother. Who are they for?

Mother: They're for Granny, so keep your mucky fingers off. I didn't raise you to steal from little old ladies. Why, your poor granny lives alone in the forest, surrounded by fearsome creatures. The least I can do is bake her a cupcake or two every now and then.

Red: *(rubbing her tummy)* I wouldn't dream of touching Granny's cupcakes.

Mother piles the cupcakes into a wicker basket, then puts her hands on her hips.

Mother: *(huffing)* Now, you're to take this basket straight to Granny's. No dilly-dallying, keep to the path, and never ever talk to strangers. Do you hear me?

Red: *(sighing)* Yes, Mother.

Red takes the basket and hurries from the kitchen.

Big Rabbit: And with that, Little Red Riding Hood hurried from the kitchen into the glorious spring sunshine.

Lights down.

Learning Through Diversity



4C: Ramadan



Class 4C delivered an assembly about the Holy Month of Ramadan. This is the ninth month of the lunar calendar, which begins and ends with the appearance of the new moon.

During the assembly the children learnt about when the Quran was revealed, why it is important to give to charity, what the five pillars of Islam are and why Muslims fast during the month of Ramadan.

The highlights of the assembly include:

- A role-play of reading the Quran
- A child performing the Azan (the call to prayer),
- Children sitting together to break their fast as a family.

Towards the end one child lead the congregational prayer as an imam, these special prayers involve reading long verses of the Qur'an.

A couple of children eloquently delivered a Ramadan poem each. To conclude the assembly, the children melodiously sang a Ramadan song. It was very enlightening for the children to understand the importance of the Holy month of Ramadan and reflect on how we can improve our characters.



Learning Through Diversity



Arts Fortnight

When we return for Summer 2, children across the school will be taking part in a fortnight of Art! Over these two weeks, the children in Year 4 will be looking at Printing and doing things such as, looking at the two elements of art: texture and pattern; drawing a 'flip' pattern and recreating a famous and ancient geometric pattern.

To conclude the two weeks, pupils will have created a piece of art which is heavily inspired by Frida Kahlo's flower art paintings.



Dates for your Diary...

—
Wednesday 26th May

**3C Class Assembly
Jewish Shavout**

—
Friday 28th May

Last day of half-term

—
Monday 7th June

Pupils due back in school

—
Monday 14th June

Assessment week in the Primary Phase

—
Monday 21st June

**Arts Fortnight
(21/07/21– 02/07/21)**

—
Diversity Day

30th June

—
Monday 5th July

**Primary Class Swap
Introductions in next years' classes**

—
Primary Parents' Evening

Tuesday 13th July

3:15– 6:00
—

Website:

www.waverley.bham.sch.uk

Phone:

0121 566 6600

Email:

enquiry@waverley.bham.sc.uk

Learning Through Diversity