

# Year 4 Newsletter



Mrs Lyons, Mrs Basharat, Mr Suman, Mr Yusuf and Ms Hussain

Friday 22nd October 2021

**'If we want to teach real peace in this world,  
we should start educating children.'**

***Mahatma Gandhi***

**Never stop learning because  
life never stops teaching...**

It has been magnificent to see how quickly our children have adapted, settled and work hard this half-term. They have settled in to routines and are consistently displaying our high expectations. Children have continually shown our HEAR values and continue to learn through diversity.

Pupils have been exploring and learning a great deal, which we have tried to capture in our Year newsletter.

A few headlines include:

- \* A celebration of our Maths and English outcomes for Autumn 1
- \* Our topic highlights
- \* Trip to the New Art Gallery, Walsall
- \* Year 4 MTC workshop
- \* Our next terms Maths and English

Pupils are understanding how hard teaching staff are working to provide engaging, exciting and enjoyable learning experiences. produced.



We are delighted with the 100% effort our pupils are putting into these hands-on activities and are very pleased with the outcomes being

However, we would like to urge parents to ensure children have amazing attendance and make sure they are always on time as every second, minute, hour and day count!

It has been an eventful half-term where all staff have worked extremely hard to embed robust routines so children can maximise their learning experience and we hope to continue this.

Thank you to all parents for your continued support with this and we hope you have a restful half-term.

Y4 Team

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# 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.

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

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

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

School Target	97%
Primary Phase Attendance	Autumn 1
	94%
Key Stage 2 Winning Attendance	5C with 96.9%
4A Attendance	91.6%
4B Attendance	93.5%
4C Attendance	96.8%

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

# Our Year 4 Newsletter



## Waverley School uniform




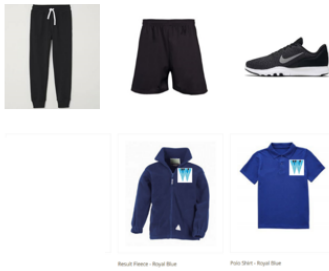
**'Dress for success. Image is very important.' - Brian Tracy**

School uniform plays a valuable role in contributing to the ethos of our schools and sets an appropriate tone. It instils pride; supports positive behaviour; encourages students to identify with the school and ensures that students of all races and backgrounds feel welcome. Uniform helps ensure equity between pupils, creates a sense of pride, aspiration and professional identity for our learners and for the school. Furthermore, it supports effective teaching and learning.

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. expectations.

Please use the holiday break to ensure your child has the correct uniform for the start of Autumn two. Your support in this matter is greatly appreciated.

				
White Polo Shirt	White School Shirt	Blue Summer Dress	Black Headscarf, Black Skirts, Pinafore, Trousers or Shorts	Jumper or Cardigan
For Reception pupils only	For Year 1 – Year 6 Pupils	For all pupils Reception – Year 6	Headscarves can be purchased from school and paid via parent pay	Reception – Year 6

			
Black Blazer	Black/White Socks Sensible Black Shoes	School Tie (Black with blue stripes and Waverley logo)	P.E Kit
Black Blazer must be worn by pupils from Year 3 – 6	Trainers/Plimsols Book Bag & PE Bag	Ties to be worn from Year 1 These can be purchased from school for £3.50 each and paid via parent pay	Black Jogging Bottoms, Shorts and Trainers. Waverley branded blue polo t-shirt/fleece available from <a href="https://myclothing.com">https://myclothing.com</a>

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# Learning Through Diversity

# Our Year 4 Newsletter



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



**Napoleon Hill**

## Curriculum Targets

To ensure all our pupils achieve the best possible outcomes, pupils are set and made aware of their curriculum targets each half-term. In doing so, pupils remain on track according to their flight-path to make expected or better than expected progress by the end of KS2. Setting curriculum targets allows pupils to take ownership of their learning and for teaching to be tailored to the needs of the pupils.


At the beginning of each half-term, attainment targets are set for all pupils in Reading, Writing and Mathematics. Attainment targets are set based on prior attainment using on entry to EYFS data, at the end of either EYFS or Key Stage 1 and pupil achievement.

Teachers assess pupils against statutory requirements of the National Curriculum in all subjects through Target Tracker. Attainment in Reading, Writing and Mathematics is measured against age-related expectations set out in the statutory requirements of the National Curriculum.

Teachers use key performance indicators (KPIs) based on these statements to make an assessment of whether a pupil is on track to meet the expected standard by the end of the key stage. Teachers assess during and after every lesson. This short-term formative assessment informs future planning and ensures that assessment is being used to enhance learning.

You will find more information related to curriculum targets by clicking on the following link <https://www.youtube.com/watch?v=q8JR0ERDzOY> which will take you to a video explaining rationale, expectations and how you can support your child at home in more detail.

In all other subjects, pupils will be regularly assessed against key skills and knowledge linked to the



### Curriculum Targets

Pupil name: \_\_\_\_\_ Subject: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

	My targets	Evaluation of previous targets	Initial
6+			
6+			
6+			

**How I will meet these targets (success criteria):**

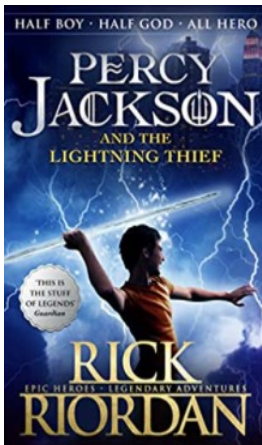
Pupil sign: \_\_\_\_\_ Teacher sign: \_\_\_\_\_

*Learning through Diversity*

# Learning Through Diversity



## English



This half-term Year 4 pupils have enjoyed reading Percy Jackson and the Lightning Thief by Rick Riordan. As part of their learning process, pupils have analysed and explored a range of stories that raise an issue or dilemma, with a key focus on the language features commenting upon the purpose and impact on the reader. Pupils have enjoyed discussing the text and expressing their views clearly as part of class and group discussions to improve their understanding. As a result, pupils have produced high-quality outcomes including their own Greek myths and alternative endings for a known story. Here is a great example:

### Emily and Her Lightning Bolt



In the ancient city of Naxos, lived a gold-digger and wretched king named Madata. This unpleasant king had more gold than any other being in the world! However, all he cared about was a precious diamond, which was located in the highest tower, in the furthest city. To climb this tower, you would have to be brave and as strong as a bull. King Madata knew the perfect person for this challenge, so he commanded his soldiers to search for...

Emily. She was brave, unstoppable and never gave up.

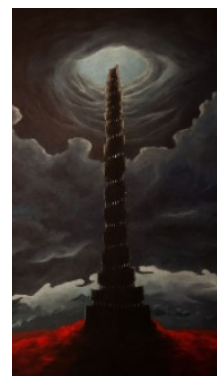
The king's soldiers presented brave Emily to King Madata, who welcomed her with food and gifts as he was excited about getting his hands on the precious diamond. He was pure greedy. King Madata, explained to Emily why she was called and exclaimed, "If you return with my precious diamond, you will be rewarded generously!"

Instantly, Emily packed her things and set sail on a long, exhausting journey to the high tower. As she got closer to the island, a group of people walked towards her, which scared her. They were



actually nice and explained to Emily how she could climb the tower and where she could find the precious diamond. They also exclaimed, "It is very dangerous, lots of people have died trying to get this precious diamond. You should go home little girl." Emily was having none of it, she carried on with her mission. Before she left them, they gave a magical lightning bolt, for extra help.

As she started climbing the tower, she was attacked by a creepy, horrifying Cerberus, a slithery hydra and a terrifying gorgon! Emily fought for her life. It was not easy but she had something special. It was the lightning bolt. She used it to destroy these evil beasts. After the battle, Emily stepped in to the dark tower and there it was...





**'Mathematics is the most beautiful and most powerful creation of the human spirit'**  
**Stefan Banach**



## Mathematics

We believe that mathematics equips pupils with a uniquely powerful set of tools, through developing an ability to calculate, reason and solve problems. It enables children to understand and appreciate relationships and patterns in both number and space in their everyday lives.

This half-term, children have been learning about place value, roman numerals and rounding to at least the nearest hundred. Children have developed strong fluency skills, which they have been able to apply to reasoning and problem solving challenges. We have started to focus on column addition and subtraction using various concrete and pictorial representations.

## Topic

This half-term has been very creative during Topic lessons as our wonderfully talented pupils have been focusing on Art & Design. As part of this unit, pupils have critically analysed work of artists, explored a range of patterns and printing techniques linked to other cultures and collected images to develop their own designs. All of this hard work led to pupils creating an original art piece. Our pupils then critically analysed their work as well as the work of others in their class.

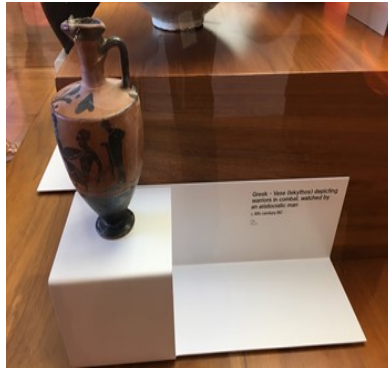


# Our Year 4 Newsletter

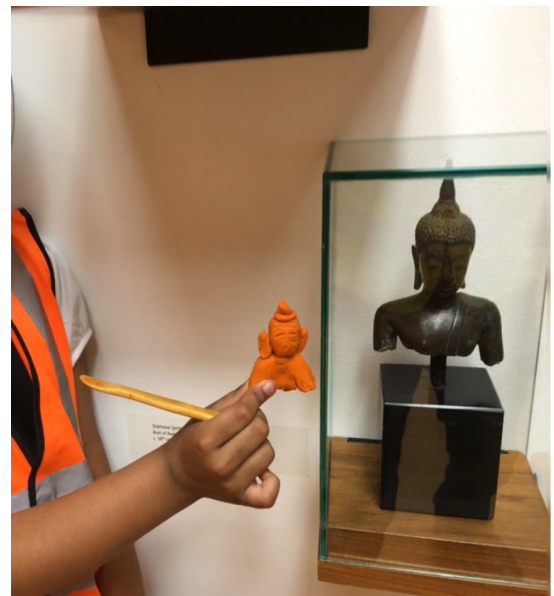


## Year 4 Trip to the New Art Gallery, Walsall

As part of our curriculum enrichment, Year 4 had the exciting opportunity to visit The New Art Gallery in Walsall. The gallery is the home of the prestigious Garman Ryan Collection, gifted to the Borough of Walsall in 1973 by Lady Kathleen Epstein (nee Garman), widow of the great 20th century sculptor Jacob Epstein.



In addition to being taken on a tour of the Garman Ryan collection, our pupils explored paintings and sculpture, as well as Black Country crafts. Pupils were thrilled to go home with a print and clay to showcase their new skills in leather crafting.



# Our Year 4 Newsletter



## English

During Autumn 2, pupils will study the following texts:

- ◆ Dialogue: The Christmas Truce by Carol Ann Duffy
- ◆ Narrative - stories from other cultures: Who Let the Gods Out?
- ◆ Classic Poetry: Homer's Iliad

Students will immerse themselves in to the text through hook activities and a detailed exploration, analysis and comprehension of the texts. Pupils will use their skills and knowledge of the topic to write narratives and poetry using the correct language and structural features.

## Mathematics

During the next half term, children will be exposed to multiplication and division where we will be building on their existing knowledge. Children will be expected to use the following methods to help calculate multiplication and division problems. Please can parents encourage children to learn all their timetables and their corresponding division facts to assist them when calculating these problems.

**M9: Long Multiplication**

$$\begin{array}{r} 43 \\ \times 65 \\ \hline 215 \quad (5 \times 43) \\ + 2580 \quad (60 \times 43) \\ \hline 2795 \end{array}$$

**D10e: Short Division**

$$5978 \div 7 = 854$$

$$\begin{array}{r} 854 \\ 7 \overline{) 5978} \end{array}$$

## Dates for your Diary...

- Friday 22nd October 2021—end of half term
- Monday 1st November 2021—start of Autumn 2
- Tuesday 2nd November 2021 and Wednesday 3rd November 2021—parents evening
- Friday 12th November 2021—Children in Need
- Thursday 18th November 2021—Anti-Bullying Week performances for KS2
- Wednesday 15th December 2021—Pantomime and Christmas lunch



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