



Mr R Bridge

Year 4

Welcome to Year 4

YEAR 4 TEAM

- Mr Bridge - Class teacher
- Mrs Brown - Teaching Assistant
- Mrs Warrington - Teaching Assistant
(two afternoons per week)



Your new classroom



Your new classroom



Your new classroom



Your new classroom



All about Mr Bridge



Mr Bridge likes to play football on a Saturday afternoon - he has played for Leek Town in the past!

Mr Bridge supports Manchester City - the best team in the World! Mr Bridge also likes to play golf in his spare time!



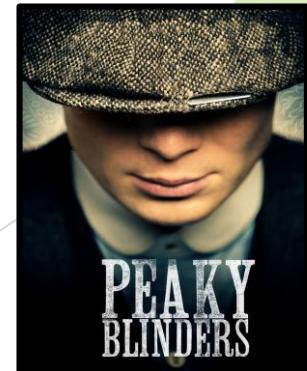
Mr Bridge LOVES food; his favourite things to eat are: steak, fajitas, pizza and Thai curry! YUM!

His favourite chocolate is Cadburys Twirl!



Mr Bridge enjoys listening to music, particularly when he is driving! His favorite band is Oasis.

To relax, Mr Bridge enjoys watching TV; his favourite programme is Hunted and his favourite series are Peaky Blinders and Power.



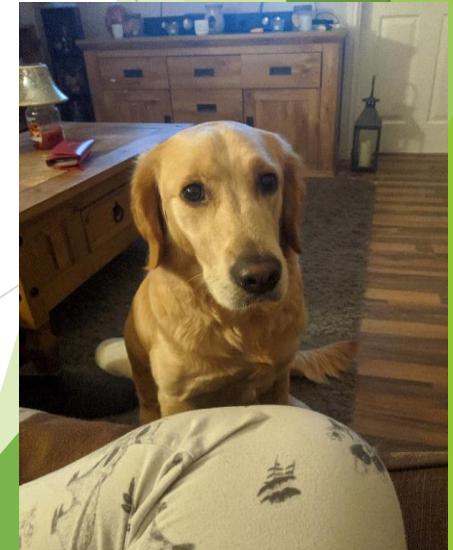
Mr Bridge lives with his girlfriend and his little sausage dog, Nala.

He enjoys taking Nala on walks in the evenings and at the weekends!

All about Mrs Brown



- Mrs Brown loves watching Peaky Blinders.
- Mrs Brown loves her family and spending time with her best friend.
- Mrs Brown has two dogs called Jess and Freya and they love going out on the bikes for a good run.



All about Mrs Warrington



This is Mrs Warrington's daughter who is a professional dancer. Mrs Warrington enjoys watching her perform.



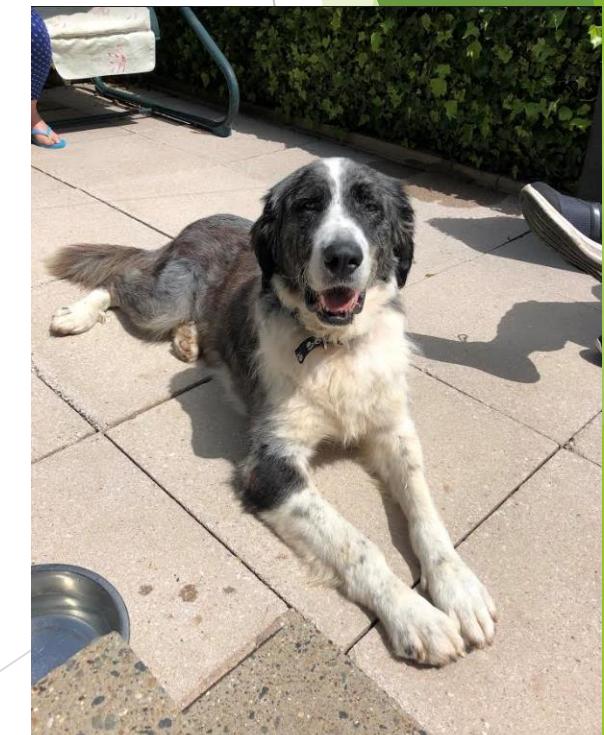
Mrs Warrington Loves family holidays in Cornwall and the Lake District. She enjoys exploring the areas with her family and dogs.



This is Mrs Warrington's son who has followed in her footsteps in education and is now a HLTA.



Mrs Warrington welcomed her newest member to the family recently. This is Mattie, a rescue dog who is keeping Mrs Warrington busy with his training.



Home/School Planners

On the first day of the new academic year, each child in school will have their own home/school planner to aid communication between teachers and parents.

The planners will also:

- ✓ detail children's school reading books
- ✓ a reading record for when children are reading at home
- ✓ outline weekly homework tasks
- ✓ inform parents of targets in reading, writing and maths
- ✓ weekly spellings will be written in
- ✓ notes from home e.g. if your child is being collected by someone else
- ✓ timetable - PE, swimming
- ✓ information pages regarding phonics, maths strategies and spellings for each year group.



Uniform

Please ensure your child comes to school in full, turquoise school uniform every day, including school shoes.

School Uniform:

Jade green cardigan or jumper with Woodcroft logo
White polo shirt/ jade green Woodcroft logo polo shirt
Grey trousers or shorts
Grey skirt or pinafore dress
Green gingham summer dress/playsuit
Black shoes
Black, grey or white plain socks
Grey or black tights



PE kit - jade green logo PE t-shirt, black shorts, black tracksuit bottoms and a black hoodie with/without the Woodcroft logo for colder days. Children will need pumps and trainers as they have both indoor and outdoor PE each week.

Our school uniform stockist is: Supersports in Leek.

If you have any questions regarding school uniform, please ask at the school office.

It's Good to be Green

Behaviour System

The 'Good to be Green' behaviour system is already underway in each classroom. Children are rewarded for positive behaviour and the aim is for each child to end the day/week on a green card.

Warnings, yellow and red cards are given to those children who do not follow the 6 golden rules:

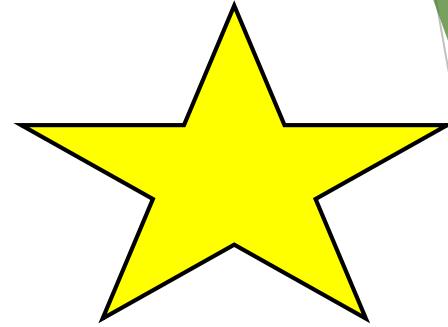
1. We are honest
2. We are kind and helpful
3. We are gentle
4. We look after property
5. We listen
6. We work hard.



At the end of each week, children will enjoy a 30-minute golden time session - 5-minutes is deducted from this allocated time for each yellow card received. If a child has received a red card then they will receive no golden time that week. There are also bigger activities arranged at the end of each term to reward good behaviour - yellow and red cards for the whole term count towards this.



Star Learners



During every lesson at Woodcroft Academy, we identify ‘star learners’ who have tried hard to show one or more of our ‘behaviour for learning’ non-negotiables. These include:

- We sit properly
- We join in the lesson by sharing ideas and listening well to others
- We are brave risk takers
- We know when to work independently and when to work with others
- We know when to ask for help
- We can focus on our learning without being distracted
- We are thinkers!

Children are rewarded for showing these learning behaviours and their names are added to the star learner chart in the classroom for everyone to see! You will also receive 5 raffle tickets, which you can add to our raffle box for the chance to win a prize at the end of each week.

Safeguarding

Mrs H Hewitt - Head of School - Designated Child Protection Officer



Mr R Bridge - KS2 Lead - Deputy Child Protection Officer

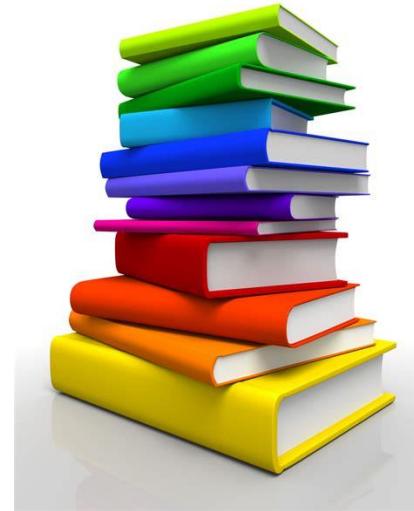


If you have any concerns, worries or questions regarding safeguarding of any children please talk to any member of staff in school, who will be able to advise you. All our staff have their Level 1 Safeguarding qualification.



English

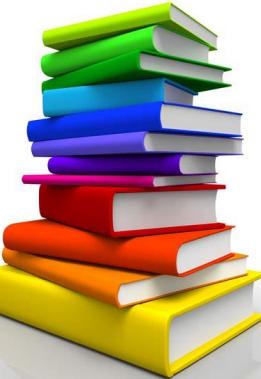
There will be an increased focus on reading next year. During the English curriculum, children will be focusing on a different fiction and non-fiction text each half term. The children will also be doing daily guided reading, independent reading, paired reading and each classroom will have their own class library.



In year 4, we will be reading and unpicking the following fiction texts during our English lessons. The non-fiction texts will link to the books below:

Year 4	Text: <i>Farther</i> – Grahame Baker-Smith		Text: <i>Bill's new frock</i> – Anne Fine		Text: <i>The Butterfly Lion</i> – Michael Morpugo		Text: <i>Friend or Foe</i> – Michael Morpugo		Text: <i>Tom's Midnight Garden</i> – Philippa Pearce		Text: <i>Tom's Midnight Garden</i> – Philippa Pearce	
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Guided Reading



Guided reading is carried out daily as a discrete session and focuses on the key reading domains.

Define	Retrieve	Summarise	Infer	Predict	Relate	Explore	Compare
2e: Give/explain the meaning of words in context.	2b: Retrieve and record information/identify key details from fiction and non-fiction.	2c: Summarise main ideas from more than one paragraph.	2d: Make inferences from the text/explain and justify inferences with evidence from the text.	2e: Predict what might happen from details stated and implied.	2f: Identify/explain how information/narrative content is related and contributes to meaning as a whole.	2g: Identify/explain how meaning is enhanced through choice of words and phrases.	2h: Make comparisons within the text.

In year 4, we will be reading and unpicking the following fiction texts during our Guided Reading session. The non-fiction texts will link to the books below:

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Mathematics

Power Maths is a whole-class mastery programme, recommended by the Department for Education, with a growth mindset and problem solving approach that is designed to spark curiosity and excitement, help to nurture confidence in Maths, and supports children with deeper conceptual understanding.

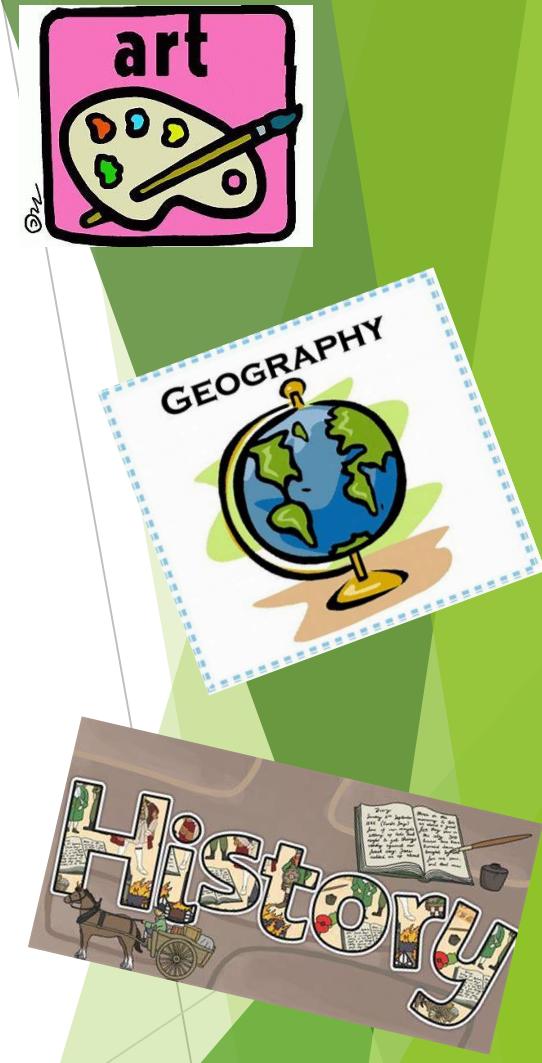
In year 4, we will be studying the following areas:

Textbook	Strand	Unit	
Textbook A / Practice Book A (Term 1)	Number – number and place value	1	Place value – 4-digit numbers (1)
	Number – number and place value	2	Place value – 4-digit numbers (2)
	Number – addition and subtraction	3	Addition and subtraction
	Measurement	4	Measure – perimeter
	Number – multiplication and division	5	Multiplication and division (1)
Textbook B / Practice Book B (Term 2)	Number – multiplication and division	6	Multiplication and division (2)
	Measurement	7	Measure – area
	Number – fractions (including decimals)	8	Fractions (1)
	Number – fractions (including decimals)	9	Fractions (2)
	Number – fractions (including decimals)	10	Decimals (1)
Textbook C / Practice Book C (Term 3)	Number – fractions (including decimals)	11	Decimals (2)
	Measurement	12	Money
	Measurement	13	Time
	Statistics	14	Statistics
	Geometry – properties of shapes	15	Geometry – angles and 2D shapes
	Geometry – position and direction	16	Geometry – position and direction

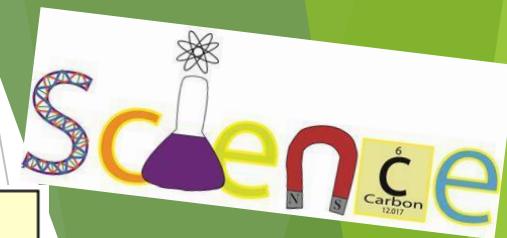
Wider Curriculum

	Autumn		Spring		Summer	
	Geography	History	Geography	History	Geography	History
Year 1	Local area/our school	Toys	Wonderful Weather	Great Explorers	Our country – UK	Great Fire of London
Year 2	Sensational Safari	Travel & Transport (Wright Brothers)	Marvellous mapping	Kings and Queens	Splendid Seaside	Nurses (Significant Individuals)
Year 3	The UK	The Romans	Land Use	Ancient Egyptians	Somewhere to settle	Anglo Saxons
Year 4	Rainforest	Stone Age	Water Cycle	WW2	All Around the World	The Potteries

Each term, Art & Design Technology will link to either the Geography or History topic being studied.



Wider Curriculum



Year 1	Year 2	Year 3	Year 4
Plants	Plants	Plants	Living things and their habitats (classification)
Animals and humans (common animals)	Animals and humans (all about me)	Animals and humans (healthy bones & diet)	Animals and humans (digestion)
Seasonal Changes	Living things and their habitats	Rocks	States of Matter
Everyday Materials	Uses of Everyday Materials	Light	Sound
		Forces and Magnets	Electricity

Homework

The children will receive a small piece of English and Maths homework each week; it is essential that they complete this to consolidate their learning. They will also be expected to learn times tables and spellings each week.

In year 4, children are expected to read at least four times per week with an adult at home and this needs to be recorded in their home/school planner. Reading is vital in helping children to become fluent, independent and reflective readers (both fiction and non-fiction), and also informs their writing.

How we support reading in year 4

- Buddy/Independent Reading Time
- Shared Reading during English
- Daily Guided Reading
- 1-1 reading with TA/teacher
- Reading across all areas of the curriculum
- Class novels/book boards



Transition Activities

As we are unfortunately unable to welcome all children back to Woodcroft for the remainder of the academic year, transition will not work as usual (you should have received a letter explaining the steps that we are taking to ensure that transition runs as smoothly as possible).

On the following slides you will find a number of activities that I would like the children to complete at some point during the 6-weeks holidays, in preparation for September - these activities would usually be completed during our transition week. The work that the children produce will enable me to learn a little bit more about your children prior to September and will be displayed around the classroom for the new academic year. I hope that the children find these activities fun and I look forward to seeing what the children produce! Enjoy!





Figure me out!



- Create your own figure me out maths poster! The sums should equal the answer to the heading above. For example, if you are 8 years old, your sum could be $4 + 4$ or 4×2 , or even $64 / 8$ if you wanted to be super clever about it!
- Take care to do your best presentation as it will be used for display!

Figure Me Out!

My Age: 13×3

My Shoe Sizes: $36 \div 4$

My Birth Month: $77 \div 7$

This is Me:

My Birthdate: $46 \div 2$

The number of people in my family: $14 \div 2$

The number of letters in my name: 3×4

The number of pets I own: $18 \div 9$

The number of sports games I've been to: 2×2

Figure me out!

My Age: $300 \div 10$

My Shoe Size: $6 + 4$

My Birth Month: $45 - 35$

My Birthday:

Mr Bridge

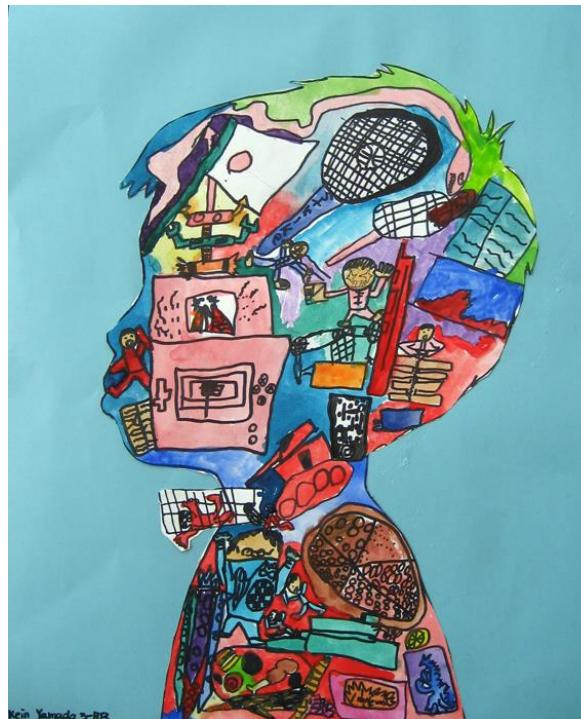
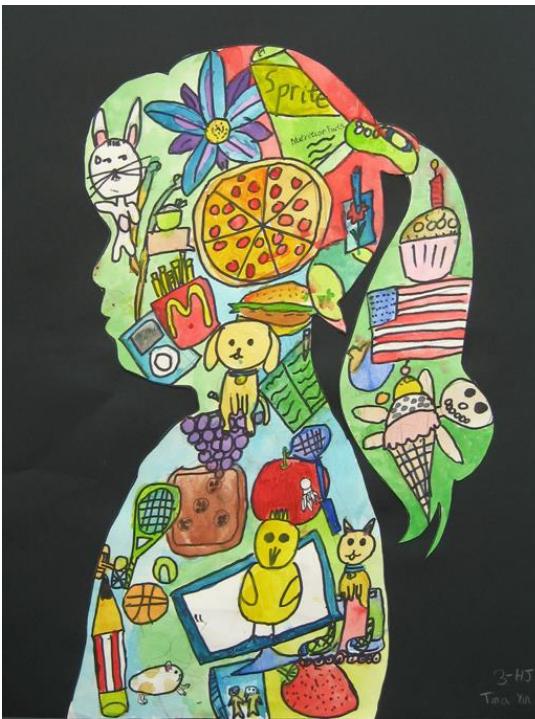
The number of letters in my name: $49 \div 7$

The number of pets I own: $0.5 + 0.5$

The number of sport games I've been to: 40×5

Silhouette Self Portraits

- Silhouette is a really tricky word to say; a silhouette is the outline of the a person or object, usually filled in with solid black.
- However, I would like you to make a silhouette that shows your interests, hobbies and likes by drawing or writing them. You need to think carefully about what you would like your silhouette to show!
- You could overlap your drawings and writing to make it look like a collage of your interests, hobbies and likes.
- I should be able to learn a lot about you just by looking at your finished silhouette.
- Make your silhouette as colorful and vibrant as possible!

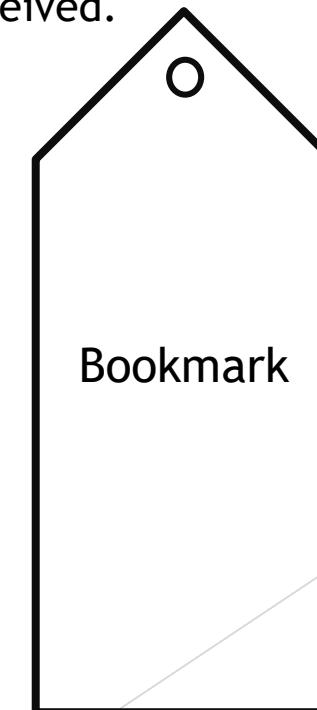


Tray Labels & Bookmark

- Design and decorate a label, with your name on, for your tray. You may wish to do some fancy bubble writing for example.
- In addition, please design and decorate a bookmark to use in September - remember to include your name.
- You can also add pictures of your favourite things (e.g pets, animals, sports, characters, numbers, singers etc) to your label and make it bright and colourful.
- You can either complete these designs by editing the templates on a computer OR by printing the label and drawing your designs by hand.
- We can then laminate these during our first week back in September to protect them.
- Please find the templates via the word documents that you have received.



Tray Label



Five Expectations

- Use a piece of A4 paper (landscape orientation). Draw around each hand children to draw round each of their hands (may need to get a somebody to help with one of them depending on whether you're right or left handed).
- Along the fingers on the left had, write all the things that you expect of yourselves over the next academic year.
- Along the fingers of the right hand, write down what you expect of me as your teacher - think about what makes a good teacher, for example, somebody who listens to my problems etc.

