



Ely St Mary's C of E Junior School

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Dear Parents and Carers,

WELCOME TO ST MARY'S

We are so excited to welcome your children into Year 4, refreshed and ready for a new beginning. In this, our first termly newsletter, you can find out about the team; the assessment activities taking place over the first few weeks of term; reading books, spelling and homework and the main topic areas for the Autumn term. Of course, we understand that many of you will also start this year with some apprehension and this is understandable. We would like to reassure you that the school has rigorous plans in place to ensure our school community's safety and wellbeing, and together we look forward to adapting and returning to school life.

Our friendly team in Year 4 is comprised of Mrs Gilpin-Davies (Head of Year 4 and teacher of Tree Frogs class), Mrs Wyatt (teacher of Toucans class), Mr Hopper (teacher of Parrots class), Mrs Raven (teacher of Leopards class), and Miss Monteiro (teacher of Tree Frogs and Toucans classes). We will be spending lots of time getting to know your children and helping them to feel happy and comfortable in our school. We appreciate that this year has seen many changes, so we have summarised some key information below to support the beginning of the new school year. In addition, please also refer to the Headteacher's recent parent letter, which will detail the timings and routes around school at the beginning and end of the day, as well as information regarding mobile phones, medicines, communications, uniform, lunches and more.

Returning to school after the summer break and school closure

In the first couple weeks we will be spending time learning about our newly named class animals whilst getting to know each other and establishing new routines in line with guidance. We will aim to strike a balance between introducing school routines and expectations with a supportive approach to understanding and nurturing wellbeing, to ensure that all children are happy and wanting to learn. Naturally, at the beginning of a new school year (and after a period of school closure), our team will want to gauge the children's learning – what can they still remember? What they will need some help with? Over the first few weeks there will be some short assessments to help and guide us with this and in our planning. Please be reassured that this is formative, and the focus will be on the gaps in learning rather than any scores and grades.

PE/Games:

- Tree Frogs and Parrots - PE day will be on a Tuesday
- Toucans and Leopards – PE day will be on a Thursday

This will begin on the second week back. On their PE/Games day all children in that group are expected to come to school already wearing their PE kit. Whilst the children will not be changing during the day, should the weather be unfavourable we would suggest the children bring in a spare jumper etc as required. Please ensure that your child has a clean, named drinks bottle every day in school, not just on PE days.

Year 4 Curriculum

English

Year 4's English work begins with the important issue of Reducing, Reusing and Recycling. The subject is introduced through an engaging picture book called The Paperbag Prince, and the children will have the opportunity to meet with staff from Amey Recycling to find out how they can help play their part in looking after the environment. In our Guided Reading focus, we follow the adventures of One Dog and His Boy, a lovely story focusing on the relationship between a boy and his puppy, and the classic tale of Stig of the Dump. We will also be sharing a range of picture books and short stories relating to our environmental topics.

Maths

In our Maths Mastery approach, we aim to meet the National Curriculum objectives of fluency in the fundamentals of mathematics, the ability to reason mathematically, and the ability to solve problems using their mathematical knowledge and skills. In the first half term, our focus is on reasoning skills and exploring the place value and representation of larger numbers. This will include comparing and ordering of numbers and the exploration of negative numbers.

Science

Our focus for this half term is on Human Impact. This is a fascinating area for study which links really well to our Reduce, Reuse and Recycle topic. We will learn about the impact that humans have on the natural environment and pupils will have the opportunity to plan and conduct their own litter survey. Last year, this generated some interesting discussions about what we could do as a year group to reduce our impact on the environment. This year we hope to work closely with the school council to help pupils implement their ideas.

Reading, spelling and homework

We believe that reading is a wonderful way to explore new worlds, test out ideas and expand your horizons. It is also a fantastic tool for boosting learning power! In order to make the best progress, we suggest that your child should be reading around 3 books each fortnight. We recommend hearing your child read, reading with them or reading to them as often as possible. Please be aware that book selections will be a limited process in the first instance because of the requirements to maintain 'bubbles' of children and resources. We will endeavour for each classroom to have a weekly book selection to make use of for home and school reading, in lieu of drop in visits to the library.

Accelerated Reader has had a huge impact on reading in our school as it can encourage the children to read frequently, widely and accurately. The teachers in Year 4 will talk with the children regularly about their reading habits and progress.

We appreciate that home learning took on a new meaning last term, however, now all children are back in school we would ask for your support with what we consider essential skills that benefit from repeated practice: spelling, reading and times tables. Our aim is for all children to have their new reading books, spelling lists and log ins to online resources, which will all be sent out by your children's class teacher by **Friday 25th September** at the latest.

Class Dojo

All parents should be linked to their new class teacher. If not, please contact the office to resolve and ensure you're linked. Class Dojo is an essential parent / teacher resource for:

- Direct Messaging – checked daily by teacher and responded to within school hours.
- Class Story – receive class/year group updates and view examples of work and activities in school.
- Portfolios – we would like to ask all parents if they could ensure their child has a portfolio set up for them. This enables you to share work/creations from home. Although, we sincerely hope not to, should there be another school closure, this will be the main form of work submission and teacher monitoring. Teachers will send the code within the first few weeks for this to be done and information regarding our approach to blended learning for the year ahead (where pupils cannot be in school) will follow in due course.
- Points – these are used as positive reinforcement to learning and recognition of achievements.

Success and happiness are dependent on children, parents and school working together.

We hope that you enjoy your first term with us! Helping, caring and working together for a positive, successful and happy term.

Mrs Gilpin-Davies, Mrs Wyatt, Mrs Raven, Mr Hopper and Miss Monteiro

YEAR 4 AUTUMN CURRICULUM	AUTUMN 1	AUTUMN 2
	Trash or Treasure?	Rainforests
Real Life Experience	Visit from Amey Recycling Centre	TBC
As a Reader and Writer... (See also year group reading passport)	One Dog and His Boy The Paperbag Prince Persuade Letters – Mrs Wasteful and Entertain Narrative – retelling	Stig of the Dump The Great Kapok Tree Entertain Narrative – rainforest adventure Inform Non-chron – layers of the rainforest
As a Mathematician ...	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Measurement: Length and Perimeter
As a Geographer ...	Study of South America KQ: What is urbanisation? (Focusing on Brazil) KQ: What is special about the physical geography of Brazil? (Exploring the Amazon Basin, the Pantanal Wetlands and the Brazilian Highlands)	KQ: Why are the rainforests such an important ecosystem? (introduction to the layers of the rainforest and the impact of human activity) QK: Why is it important to protect the rainforests?
As a Historian ...		
As a Scientist ...	Human Impact KQ: How does human impact change the environment? KQ: What is pollution and how can it affect our environment? KQ: What happens when a food chain is broken?	Digestive System KQ: Can I identify different types of teeth in humans and animals and explain their functions? KQ: How is food broken down in the digestive system?
As a Technologist	Online Safety Privacy and Security Computing Touch Typing	Online Safety Self-image and identity Computing Microsoft Word
As a Musician ...	Exploring rhythmic patterns	Exploring musical arrangements
As an Artist ...	Direct observational drawing	Rousseau - collage
As a Designer ...		Packaging KQ: Can I design and make a drawstring bag?
As a Linguist ...	French: colours, parts of the body, zoo animals, numbers, use of descriptive sentences	
As a global citizen... RE (See PSHE cycles also)	1.2 Creation Can I understand what Christians believe about God and creation?	2a. People of God Can I recognise the qualities and actions of a follower of God?
As an athlete ...	Premier Sport Coaching	