



Year 4
Flamingo Class
Mr. Toby



Information Booklet
(2016 – 2017)

Welcome to Year 4!



I am really pleased to be able to welcome you and your children to Year 4 – ‘Flamingo Class’! I hope you have all had a wonderful summer, and that you are excited for the new school year!

My wife, son and I return to Provo Primary for our fifth year. I have been really looking forward to seeing many of you again and I look forward to meeting those who have joined our school community more recently. Having started my teaching at Provo Primary in Year 4, I have spent the summer excited to be returning to my old classroom. I have been planning and preparing a hat-full of fantastic learning for your children!

Throughout the year, I hope you will feel welcome to ask about anything you’d like to know or, maybe, even join us in class!






This booklet allows me the opportunity to give some important information about our class. Please take the time to read about the routines and expectations of everyone in Flamingo Class. There will be a test at the end!

I have also included some introductory information regarding our curriculum topics for the year.

I look forward to an inspiring, fun-filled and challenging year of learning together.

Mr. Toby

STRUCTURE of the DAY:

-  School day begins at 8.15am. (students may come into school from 8.00 am. but must remain in the walkway and be supervised by a parent until they have access to their class at 8.15am.). This is an important part of the day and it is essential that every effort is made to be here on time. Children will be marked late in the register if they arrive after 8:30am.
-  Morning break is from 9.55 to 10.25am. For a snack, we encourage the students to bring fresh fruit as it helps give energy and focus for the rest of the morning. I encourage all children to bring plenty of water to drink throughout the day. Being well hydrated is an essential ingredient for having a healthy and happy mind!
-  Lunchtime is from 12.30 to 1.15pm. A varied and healthy menu of cooked lunch is offered or students may bring their own packed lunch. Please try to keep lunch healthy and nutritious. Again, water comes with our highest recommendation!
-  School day ends at 3.00pm. (unless clubs are being attended). Students should be collected on time – after 15 minutes, a ‘late fee’ may be charged as teachers have other responsibilities from 3.15pm.
-  Should anyone other than a parent be collecting your child at the end of the morning, please make sure you let us know in advance. We will not allow a child to leave school with anyone other than a parent unless we have the necessary permission.

UNIFORM:

Provo Primary School uniform is a turquoise T-shirt (available from the Office), khaki shorts, trousers, skirts or skirt and 'suitable' shoes. Shoes should enclose the whole foot so that recess activities are safe – 'flip-flops', heeled sandals etc. are not suitable. Socks should be white. Hats are a necessity on our island – we have hats as part of our uniform.

No jewellery should be worn – although watches and small stud ear-rings are permitted. Nail varnish should be removed before coming to school. Long hair should be tied back off the face, to ensure safety in P.E. and other curriculum areas.

P.E. Kit:






Our P.E. kit is a white, Provo Primary School T-shirt, navy shorts and trainers/sneakers. It is essential that all children in Key Stage 2 have a hat on PE days.

In Year 4 we have two P.E. sessions each week. Our P.E. days are Tuesday and Thursday mornings. On these days, children should come to school in P.E. kit and bring their uniform to change into afterwards. Extra water is needed on these days.

When swimming, a one-piece swimsuit should be worn, although UV shirts can be worn on top. Children will need their own towel.

GENERAL EXPECTATIONS:



Respect, kindness and positive behaviour and attitude towards school life and those around us are the normal expectations at Provo Primary School. In order that everyone knows what is expected of them and others around them, we have golden rules, which are:

-  Care for myself and others
-  Be honest
-  Work hard
-  Listen
-  Look after property







Our school logo is a flamingo. It is made from a handprint. The fingers and thumb help us to remember our five golden rules.

Behaviour & Attitude

-  As some of the older members of our school, Year 4 are expected to be our ambassadors and be exemplary role models to the younger children.
-  We have a lot of work to do, so students are expected to be ready to work and fully engaged in all aspects of their lessons.

Effort and Achievement

-  As individuals, students are encouraged to achieve their full potential. However, we realize that all students have different strengths and weaknesses, so their rate of progress is judged accordingly. Alongside this, every student is expected to give consistent and significant effort to their work in school. Effort – and attitude – is rewarded by Golden Time each Friday, stars and purple diamonds for special, increased effort.
-  Numeracy, Reading and/or Writing are assessed regularly in class – usually at the end of a topic and definitely at the end of each half term. The results of some of these assessments will be included in written reports that I will send home to parents. These will also be discussed at Parent-Teacher Consultations and used to create targets.
-  Parent-teacher Consultation Meetings are held each term. Parents are invited to come to the school and confer with their child’s teacher at a scheduled time. A parent or teacher may also request a conference at any time during the school year.
-  Written reports are produced and sent home in January and June.

WEEKLY TIMETABLE:

Our curriculum is broad and balanced, giving our students the opportunity to learn and practise skills needed, not only within individual subjects but also in areas that will help them become independent learners.

	8.15-8:45	8:45 – 9:55			10:25 – 11:25	11:30 – 12:30		1:15 – 2:05	2:05 – 3:00	
M	Handwriting	Circle time/ Class Assembly	Topic (Science, Art & Design, Social Studies, RE)	Morning Break	Literacy	Numeracy	Lunch	Guided Reading	Spellings & Grammar	
T	Spelling	PE			Literacy	Numeracy		Guided Reading	Computing	
W	KS2 Assembly	Topic (Science, Art & Design, Social Studies, RE)			Literacy	Numeracy		Theatre Arts/Music	Spanish (Miss Cara)	
T	Grammar	PE			Literacy	Numeracy		Spanish Immersion (Mrs. Yorke)	Art & Design Technology (Mrs. Yorke)	
F	Mental Maths	Science			Literacy	Numeracy		Celebration Assembly	Finishing off time	Golden Time

SPECIALIST TEACHERS:

We are fortunate at Provo Primary that we can have specialist teacher to further enrich our children’s learning. This year they include:

Miss Cara/Mrs. Yorke – Spanish
 Mrs. Niki & Ms. Shara – Theatre Arts/Dance
 Ms. Alison - Music

CURRICULUM:

Literacy:

In Literacy, we group children within each class and use resources specific to the level of each student. Literacy units will always be taught in line with the Topic / Theme being taught in class. By embedding our literacy work in larger topics, children's writing becomes more purposeful, informed and imaginative. Students are able to draw on knowledge and experiences gained across the curriculum to add detail to their work. We will be covering the following units of work during the year:

Narrative, plays and scripts	<u>Unit 1</u> Stories with historical settings	<u>Unit 2</u> Stories set in imaginary worlds	<u>Unit 3</u> Stories from other cultures	<u>Unit 4</u> Stories which raise issues/dilemmas	<u>Unit 5</u> Plays
Non Fiction	<u>Unit 1</u> Recounts: newspapers and magazines	<u>Unit 2</u> Information texts	<u>Unit 3</u> Explanation texts	<u>Unit 4</u> Persuasive texts	
Poetry	<u>Unit 1</u> Creating images			<u>Unit 2</u> Exploring form	

Numeracy:

In Numeracy lessons, children are also grouped with others of similar ability. This allows the teacher to provide appropriate levels of challenge to all students while encouraging partner discussions and group work. Sometimes the school will take the decision to group children across classes, in order to better meet the needs of all students. If this is the case with your child's class, we will inform you of our plans in advance. We cover a variety of topics falling under the main Primary Strategy headings of using and applying Numeracy skills, counting and understanding number, knowing and using number facts, calculating, understanding shape, measuring and handling data. Topics are approached more than once over the year in order to gradually consolidate and make progress.

Year 4 Numeracy Key Objectives:

- Count backwards through zero to include negative numbers
- Recognise the place value of each digit in a four-digit number
- Round any number to the nearest 10, 100 or 1000
- Recall multiplication and division facts for multiplication tables up to 12×12
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Round decimals with one decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to two decimal places
- Convert between different units of measure; estimate, compare and calculate different measures, including money in pounds and pence
- Find the area of rectilinear shapes by counting squares
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on properties and sizes
- Complete a simple symmetric figure with respect to a specific line of symmetry.
- Describe positions on a 2-D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs



Other curriculum areas:

In Flamingo Class, we will be approaching our topics through a 'creative curriculum'. By centring learning on one topic area, children are able to apply their newly acquired skills in a meaningful and purposeful way across the curriculum. Children will learn to adopt a multi-disciplined approach to their work in order to research, investigate, reason and inquire. Brief overviews of the topics covered are outlined below, with the linked subjects highlighted:

	Spring 2	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	World Exploration	Let's Celebrate!	Moving & Growing	The Romans	Habitats and Conservation	Industries: Past & Present
Literacy	<ul style="list-style-type: none"> • Poetry – Short bust creative writing • Stories set in imaginary worlds. 	<ul style="list-style-type: none"> • Information texts • Exploring form 	<ul style="list-style-type: none"> • Explanation texts. 	<ul style="list-style-type: none"> • Stories with Historical Settings. • Stories from other Cultures • Recounts ~ Newspapers & magazines. 	<ul style="list-style-type: none"> • Plays • Persuasive texts 	<ul style="list-style-type: none"> • Poetry – Creating Images • Stories that raise Issues / Dilemmas
Numeracy	Alongside daily Math teaching, Topic-related work will focus on: <ul style="list-style-type: none"> • Directional language, compass points, measure (distance). 	Alongside daily Math teaching, Topic-related work will focus on: <ul style="list-style-type: none"> • Estimation, properties of shape: tessellation and translation. 	Alongside daily Math teaching, Topic-related work will focus on: <ul style="list-style-type: none"> • Data handling, problem solving and pattern seeking, 	Alongside daily Math teaching, Topic-related work will focus on: <ul style="list-style-type: none"> • Roman numerals, positive and negative numbers (dates), 	Alongside daily Math teaching, Topic-related work will focus on: <ul style="list-style-type: none"> • Money, real life money problems & scenarios, time. 	Alongside daily Math teaching, Topic-related work will focus on: <ul style="list-style-type: none"> • Money, real life money problems & scenarios, time.
Science	<ul style="list-style-type: none"> • Keeping warm & Staying cool 	<ul style="list-style-type: none"> • Circuits and conductors 	<ul style="list-style-type: none"> • Moving and growing 	<ul style="list-style-type: none"> • Friction • Circuits and conductors (link with Design) 	<ul style="list-style-type: none"> • Habitats 	<ul style="list-style-type: none"> • Solids, liquids and how they can be separated
Social Studies	<ul style="list-style-type: none"> • Comparison of 2 locations. A settler's experience travelling from the 'Old World' to the 'New World'. 			<ul style="list-style-type: none"> • How do historians know how people lived in the past? • The legacy of a civilization. 	<ul style="list-style-type: none"> • My Country • Improving the environment 	<ul style="list-style-type: none"> • Our Industries
Computing	<ul style="list-style-type: none"> • Technology in our lives • E-Safety - Cyber bullying 		<ul style="list-style-type: none"> • Multimedia • E-safety 		<ul style="list-style-type: none"> • Data handling • E-safety • Programming 	
Art & Design / Design Technology/ Technology/	<ul style="list-style-type: none"> • Tone and shade: Great American Landscapes • Design: Designing and making jewelry out of native materials. 	<ul style="list-style-type: none"> • D & T: Storybooks (link with ICT) • The Christmas Play – props, costumes & stage 	<ul style="list-style-type: none"> • Art: The human body. • D & T: Clay modeling. 	<ul style="list-style-type: none"> • Art: Architecture and real-world landscapes. • Design: Alarms (designing and building burglar alarms) 	<ul style="list-style-type: none"> • Mixing colours: contrasting scenes using watercolour 	<ul style="list-style-type: none"> • D & T: Creating a business – designing a product.
P.E. (Physical Education)	<ul style="list-style-type: none"> • Athletics 	<ul style="list-style-type: none"> • Yoga • Tennis • Striking & Fielding (Cricket & Rounders) 	<ul style="list-style-type: none"> • Handball • Volleyball • Gymnastics 		<ul style="list-style-type: none"> • Swimming • Dance • Outdoor & Adventurous activities 	
P.S.H.C.E. / MindUp (Personal, Social, health and Citizenship Education)	<ul style="list-style-type: none"> • New beginnings 	<ul style="list-style-type: none"> • Getting on and falling out • 'Say no to bullying' 	<ul style="list-style-type: none"> • Going for goals! 	<ul style="list-style-type: none"> • It's good to be me 	<ul style="list-style-type: none"> • Relationships 	<ul style="list-style-type: none"> • Changes
As we work towards introducing our new Personal, Social, Health and Economics (P.S.H.E) /MindUp Curriculum over the next 2 years, more topics will be introduced in Term 3 this year.						
R.E. (Religious Education)		<ul style="list-style-type: none"> • Celebrations: Christmas journeys • The Hajj as a religious pilgrimage 		<ul style="list-style-type: none"> • Origins of Easter Story. • Why is Easter important to Christians? 		<ul style="list-style-type: none"> • What religions are represented in our neighbourhood?

N.B. Music, Theatre Arts and Spanish programmes will also be delivered in accordance with curriculum expectations for children working at a Year 4 level.

ASSESSMENT - MARKING & FEEDBACK:

-  Our 'Marking and Feedback' policy based on 'success and improvement'. It is designed to clearly show how children have achieved against the learning objective and to identify ways in which they can improve.
-  Ways in which teachers mark are standardised across the school.

Here is an outline of the main points of our policy:

At Provo Primary School, we believe that students should receive quality feedback on their work. This may be given in a variety of ways including marking, rewards, oral and body language (smiles, thumbs up, eye contact etc). Research shows that oral feedback is the most natural and effective for children. Feedback, in whatever form is powerful and must focus on success **and** improvement.

Literacy and written work:

The following symbols will be used consistently across the school:

- sp* In margin to highlight incorrect spelling somewhere on that line. Student locates and corrects it.
- ^ Omission
- // New paragraph or new line in poetry
- Circle non-existent or incorrectly placed punctuation, including capitals.

Numeracy:

The purpose of marking is primarily diagnostic. It will communicate whether the child is successful and should act as a motivator. Comments made should encourage the child to feel safe when tackling problems and will encourage further development.

- ✓ correct answer in Numeracy
- incorrect answer in Numeracy
- ⦿ incorrect work now corrected

As part of the plenary at the end of lessons or when completing units of work, children will be encouraged to self-assess using a range of written or visual means.

We will also be using a variety of self and peer assessments allowing the children to take more ownership of their learning.

HOMEWORK:

Homework contributes toward building responsibility, self-discipline and lifelong learning habits. It is our intention to assign relevant, challenging and meaningful homework assignments that reinforce classroom

learning objectives. Homework will provide students with the opportunity to apply information they have learned, complete unfinished class assignments, and develop their ability to work independently. Homework is modified to suit the individual needs of each student.

Homework can have several purposes:

- **practice** exercises to reinforce or embed learning in class
- **preview** assignments to prepare for subsequent lessons
- **extension** activities to transfer learned skills or concepts to new situations
- **creative** activities to integrate many skills toward the production of a response or product

By Year 4, the quantity of homework has increased and the expectation is that students begin to manage their time in order to submit pieces on time. All homework will link to classwork and therefore most of it should be able to be done independently. In Year 4, homework diaries will be collected on Monday morning to check the children are using them effectively to help their organisation skills.




Our homework this year is as follows:

Subject:	Set:	Due:
Spellings	Monday	Following Monday
Literacy or Topic related work	Thursday	Following Wednesday
Numeracy	Thursday	Following Wednesday
Guided Reading	After guided reading session in class	Due date will be recorded in Guided Reading book (normally 5 days approx.)
Home Learning Project (independent project linked to the class Topic)	Early in a Topic. This is usually a larger piece of work, giving the children greater independence and choice in their learning.	A period of 4-5 weeks is given for a Home Learning Project. A clear due date will be given, when we will have a scheduled 'show & tell' celebration morning.

AFTER-SCHOOL CLUBS:

After school clubs are offered to all age groups. The focus of our clubs ranges widely, covering such areas as Sports, Art, Computers, Drama and Music. We also offer a Homework Club. After-school tutoring is also available, enquire for pricing at the office and speak with the teacher you would wish to tutor your child to discuss timings.

HOW CAN YOU HELP?

-  Encourage your child to read regularly and complete Guided Reading homework thoroughly.
-  Discuss homework with your child and encourage them to do their best and provide a suitable space and time for homework to be completed.
-  Encourage and help with the regular practice of spellings and times tables.

- ✋ Talk to your child positively about their day.
- ✋ Read and respond to assessment information and reports shared with you about your child's progress.
- ✋ Provide healthy snacks and lunches.
- ✋ Label all clothes and equipment, especially lunch boxes and P.E. kits.
- ✋ Remind your child to wear P.E. kit in on Tuesday and Thursday and bring their uniform.
- ✋ Please send a letter / note regarding any absence from school.
- ✋ Provide enough water for daily needs (more on P.E. days & after-school clubs).
- ✋ Check email regularly for updates on school information and events.

COMMUNICATION:

- ✋ I will provide a termly or half-termly newsletter detailing the work being covered in that time. It will also include information relevant to that class, detail of visits / visitors and special events taking place. This not only gives you an overview of your child's work, but also allows you to add resources, expertise or experiences you (or a friend / family member / associate) may have access to.
- ✋ There may be trips organised throughout the year – Information such as times and costs will be given as early as possible.
- ✋ Parent helpers in classrooms: any offer of help - whether regularly or for specific events – will be gratefully received. Please come to speak with me about when & how you would be able to help. It is especially valuable to have parents support for a particular project, such as science, art & design.
- ✋ Open door policy: if you have any questions / problems / issues, PLEASE come and speak to me. The end of the day is easiest for me and if it requires longer, I am willing to make an appointment to meet with you at a mutually convenient time.

AND FINALLY. . .

I thank you in advance for your help and support over the year; it's going to be a great one!

Mr. Toby