



Meet the Teacher



Teacher – Mrs Holdsworth
Teaching Assistant - Mrs Kelly

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Who is who in school...



<https://www.st-patricksrc.notts.sch.uk/>



Communication

Year 4 communication will be via the following:

- Parentmail
- Class email address-
- Year4@st-patricksrc.notts.sch.uk
- School Website-
- <https://www.st-patricksrc.notts.sch.uk>



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Key policies

Behaviour policy

Child protection policy

Attendance policy



Attendance and Punctuality

Our school day timings are 8.30am - 3.20pm

The gates to school will be open until 8.45am, after this you need to report to the main office via the Ling Forest Road entrance, after 8.45am your child will be registered as late.

[Attendance information for parents and carers](#)



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Class Timetable -

	Monday AH JK	Tuesday AH JK	Wednesday AH JK (morning)	Thursday AH JK	Friday AH
8.30am	Arithmetic/TT	Arithmetic/TT	Arithmetic/TT	Arithmetic/TT	Arithmetic/TT
9am	Maths	Maths	Maths	Maths	Maths
10.00am	Handwriting	Handwriting	Handwriting	Handwriting	Handwriting
10.20am - Break					
10.35am	English	Reading and Vocab	English	English	Spelling
11.30am	Reading and Vocab	PE 11-12pm	Comprehension	Comprehension	Comprehension
12pm Lunch					
1pm	RE	Science	PE	Geography	RSE
2pm- break					
2.10pm	Computing	Art	Singing 2-2.30pm French 2.30-3pm	RE	Music
3.10pm	Story	Story	Story	Story	Story
3.20pm Home					



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Topics covered in Year 4



History

Ancient Egyptians
Roman Britain
Crime & Punishment

Geography

North American Study- California
Mountains, earthquakes and volcanoes
Biomes

Science

Living things and their habitats
Animals including humans
States of Matter

Sound
Electricity

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Behaviour expectations and rewards

Our principles are based upon the School's Mission Statement:
'Belonging, caring and sharing, safe in the arms of God's love.'

Rules: In our school we ...

- Are gentle
- Are kind and helpful
- Listen
- Are honest
- Work hard
- Look after property

Our behaviour priorities are:

- First attention for best conduct (using STAR, S- sit up, T- track the speaker, A- ask and answer questions, R- remember what has been said, method)
- Scripted interventions
- Restorative follow-up
- Praise in public, reflect in private
- Clear routines



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Reading books- accelerated reader and STAR assessments Y2-6

- Accelerated reader is a computer program that helps teachers and librarians manage and monitor children's independent reading practice. Your child picks a book at his own level and reads it at his own pace. When finished, your child takes a short quiz on the computer. (Passing the quiz is an indication that your child understood what was read.) Accelerated Reader gives children, teachers, and librarians feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice.
- Children using Accelerated Reader choose their own books to read, rather than having one assigned to them. This makes reading a much more enjoyable experience as they can choose books that are interesting to them.
- Teachers and librarians help your child choose books at an appropriate readability level that are challenging without being frustrating, ensuring that your child can pass the quiz and experience success.
- If your child does not do well on the quiz, the teacher or librarian may help your child: Choose another book that is more appropriate.
Ask more probing questions as your child reads and before your child takes a quiz.
Pair your child with another student, or even have the book read to your child.
- In most cases, children really enjoy taking the quizzes. Since they're reading books at their reading and interest levels, they are likely to be successful. This is satisfying for most children. Best of all, they learn and grow at their own pace.



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Reading books- accelerated reader and STAR assessments Y2-6

Star Reading is a computerized reading assessment that uses computer-adaptive technology. Questions continually adjust to your child's responses. If the child's response is correct, the difficulty level is increased. If the child misses a question, the difficulty level is reduced. The test uses multiple-choice questions and takes approximately 15 minutes

Once your child has completed their STAR assessment this will be sent home so are aware of their progress. On this document will be their ZPD score and reading age.

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STAR Maths assessment Y2-6

Star Assessments are short tests that provide teachers with learning data. Star tests are computer adaptive, which means they adjust to each answer your child provides. This helps teachers get the best data to help your child in the shortest amount of testing time (about one-third of the time other tests take).

Your child may take a Star test for early literacy, math, reading, or other subjects of their teacher's choice



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Y4 multiplication test

- The purpose of the MTC is to determine whether Y4 pupils can recall their multiplication tables fluently.
- It will be taken by children in Y4, in the summer term.
- Children will be tested using an on-line screen check, where they will have to answer multiplication questions against the clock.
- The test will last no longer than 5 minutes.
- Children will have 6 seconds to answer each question in a series of 25.
- Questions will be selected from the 121 number facts that make up the multiplication tables 2 to 12, with a particular focus on the 6, 7, 8, 9 and 12 times tables.



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Support at home Y4-

Times tables

- 10 minutes a day on Times Table Rockstars
- Children need to know up to 12x12 fluently by the end of Y4.
- Children learn times tables in different ways.

key skills

- Reading- this should be done everyday, please make sure you sign your child's diaries.
- Asking questions as the child reads (see next slide)
- Handwriting- by the end of Y4 children should be using cursive handwriting
- Homework will be set on a Friday and handed in on a Wednesday



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Support at home Y4



What has happened in the story so far?
What do you think will happen next?
Who is your favourite character? Why?
Who is the character you like least? Why?
Do you think the author intended you to like / dislike this character? How do you know?
Does your opinion of this character change during the story? How? Why?
Find two things the author wrote about this character that made him / her likeable?
If you met one of the characters from the story, what would you say to him / her?
Which part of the story is your favourite / least favourite? Why?
Would you change any part of the story? How?
Would you change any of the characters? How?
Which part of the story was the funniest/scariest/ saddest/ happiest? Find some evidence in the text to support your opinion.
What is the purpose of this book? How do you know?
Why is this page laid out in this way? Could you improve it?
Pick three favourite words or phrases from this chapter. Can you explain why you chose them?
Did this book make you laugh? Can you explain what was funny and why?
Have you read anything else by this author? Is anything similar?
Does this book remind you of anything else? How?
When do you think this book was written? How do you know? Does it matter? What would it be like if it was written now?
Do you think the title of the book is appropriate? What would you have called it?
What is the genre of the book: sci-fi, mystery, historical, fantasy, adventure, horror, comedy? What are the features that make you think this?
Find two sentences which describe the setting.
Is the plot fast or slow moving? Find some evidence in the text, which supports your view.
If the author had included another paragraph before the story started what do you think it would say?
Would you like to read another book by this author? Why/ why not?



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