

Meet the teacher - Year 4

Mrs Lock and Mr Hutchinson

Year 4 staff



Mr Hutchinson



Mrs Lock



Mrs Lorryman



Mrs Webb



Mr Babij



Mrs Eastwood

Subjects this year

Autumn	Science - Electricity Science - States of Matter Geography - Map Skills and Symbols Geography - North America/ USA Art - Drawing - Georgia O Keefe DT - Electrical Systems
Spring	Science - Sound History -The Romans Science - Sound Art - Print DT - Textiles
Summer	Science - Living Things Science: Animals including humans; Life Cycles/ Puberty History- The Victorians in Yorkshire Art - Sculpture DT - Food

Possible Trips

- ▶ Spring Term - The Romans in History - Trip to Leeds Discovery Centre/ Royal Armouries
- ▶ Living Things in science - Trip to Rodley Nature Reserve.
- ▶ Summer Term - The Victorians in History- Trip to Armley Mills or Bradford Industrial Museum (experience life at a Victorian school)

Year 4 Owlcotes Elements



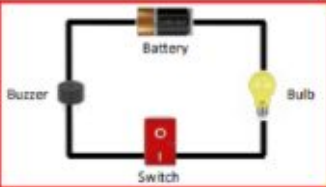
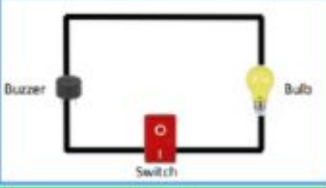
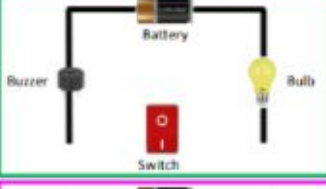
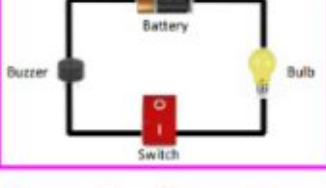

	Sporting Spirit	Musicality
	Owlcotes Cup	Experience live music
Community Spirit	Healthy mind and body	A Sense of adventure
Rodley Nature Reserve	Attend a live sporting event	West Leeds Activity Centre
An Investigative mind	A way with words	An Appreciation of Art
Money management with a bank	Publish a book	Artist visit
Confidence to perform	Yorkshire Pride	Civic Pride
Pudsey Big Sing.	City study (Leeds/Bradford)	Industrial Museum trip

Other subject information

- ▶ Reading: Three core story books are studied this year: (Charlotte's Web, The Lion, the Witch and the Wardrobe and Varjak Paw) with focused comprehension questions. We also enjoy reading other books, stories and poems for pleasure throughout the year but these are not studied in lessons.
- ▶ Maths: place value, four operations, geometry, measurement, fractions and decimals, statistics. Times table test in June 2024.
- ▶ RE: sacred places, inspirational people and the journey of life.
- ▶ Spanish: conversational phrases, my body, the zoo, my family and my hobbies.

Knowledge Organisers

To understand that some common appliances run on electricity, with a focus on circuits, conductors and insulators.

Would the bulb light up?		Important facts:											
	<p>Will the bulb light?</p> <p>Yes</p> <p>Why?</p> <p>The circuit has a battery and a bulb and is complete.</p>	<p>What is electricity?</p> <p>Created by generators, powered by gas, coal, oil, wind or solar. Electrical energy can be converted into light, heat, movement or sound energy.</p> <p>What is an electrical circuit?</p> <p>Electricity flows through components in a complete circuit. It needs a power source (battery) with wires. Other components are; bulbs, buzzers or motors. A switch can create a gap in the circuit to switch it on (closed) or off (open).</p> <p>What is a conductor and insulator?</p> <p>Conductors let electricity pass through them and metals (iron, copper, steel) are good conductors. Insulators do not allow electricity to pass through them and wood, glass, plastic and rubber are good insulators.</p>											
	<p>Will the bulb light?</p> <p>No</p> <p>Why?</p> <p>The circuit has no battery to provide the electrical power.</p>												
	<p>Will the bulb light?</p> <p>No</p> <p>Why?</p> <p>The circuit is not complete.</p>												
	<p>Will the bulb light?</p> <p>No</p> <p>Why?</p> <p>The switch is in the off (O) position.</p>												
		<p>Tier 2 Vocabulary</p> <p>light, movement, sound, energy, complete, bright, machine, heat, through, metal, iron, copper, steel, power</p> <p>Tier 3 Vocabulary</p> <table border="1"> <tr> <td>generator = a machine that makes electrical energy</td> <td>current = the flow of electrical charge</td> </tr> <tr> <td>component = needs electricity to work (e.g. a part of a circuit)</td> <td>connected = something that is joined or linked</td> </tr> <tr> <td>circuit = a path through which an electric current flows</td> <td>battery (cell) = stores and provides energy</td> </tr> <tr> <td>wire = thin strips of metal that conduct electricity</td> <td>bulb = component that creates light</td> </tr> <tr> <td>switch = component that switches circuits on and off</td> <td>buzzer = component that creates sound</td> </tr> </table> <p>What we will be learning:</p> <p>To understand that some common appliances run on electricity, with a focus on circuits, conductors and insulators.</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors. 		generator = a machine that makes electrical energy	current = the flow of electrical charge	component = needs electricity to work (e.g. a part of a circuit)	connected = something that is joined or linked	circuit = a path through which an electric current flows	battery (cell) = stores and provides energy	wire = thin strips of metal that conduct electricity	bulb = component that creates light	switch = component that switches circuits on and off	buzzer = component that creates sound
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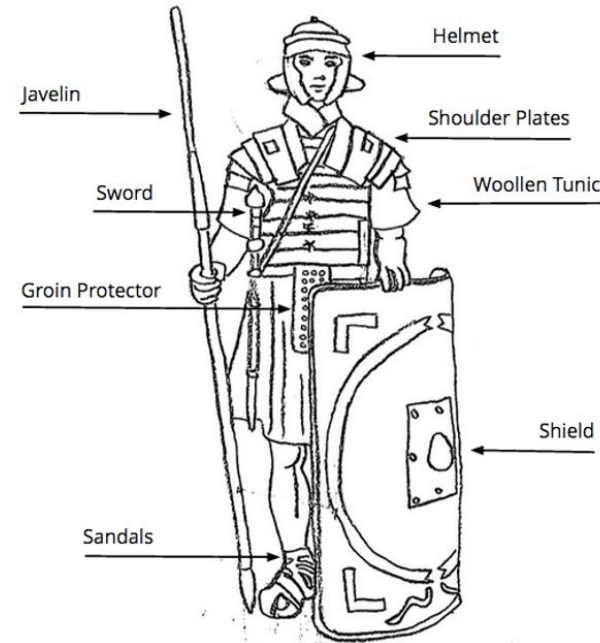


Year 4

Romans Knowledge Organiser

Timeline of Romans in Britain

55 BC The first raid	Julius Caesar heads first Roman Invasion but Celts fought back and they withdrew
54 BC The second raid	Julius Caesar tries to take over again, with bigger and stronger legions. Some success forcing tribes to pay tributes
43 AD Invasion and conquest	With Claudius as emperor, the Romans successfully invade Britain and it becomes part of the Roman Empire
61 AD	Boudicca leads the Iceni in revolt against the Romans
70 AD	The Romans conquer Wales and the North
76 AD	The Emperor Hadrian is born
80 AD	The Colosseum of Rome is built
122-128 AD	Emperor Hadrian builds a wall on the Scottish border
401 – 410 AD	The Romans withdraw from Britain: Anglo-Saxon migrants begin to settle



Vocabulary

centurion	An officer commanding 80 legions
emperor	Leader of an empire.
legion	A large unit of the Roman army.
Invasion	One country attacking another to take over.
Senate	The Roman government
Roman Numerals	Roman system for counting based on symbols (IVXLCDM)
Celt or Briton	People living in Britain.
Hadrian's Wall	Built near the border of Scotland and England
Caledonia	Name used for Scotland
Tribute	Wealth given as a sign of respect
Conquer	Overcome by force
Settle	To stay and live in a new place

Important people

Emperor Claudius	First Roman emperor to successfully invade Britain.
Julius Caesar	Famous Roman leader who attempted to invade Britain.
Boudicca	Saxon queen who fought the Romans
Romulus and Remus	Mythical twin brothers who founded Rome

Maths in Year 4

- ▶ We work from the White Rose Maths scheme.
- ▶ We have handouts for you to take away about the way we teach maths in year 4.
- ▶ Children work through these methods as we move on throughout the year.
- ▶ We also use different representations so that children recognise different approaches and they can use what they feel most comfortable with.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW			Number Addition and subtraction VIEW			Measurement Area VIEW	Number Multiplication and division A VIEW			Consolidation	
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW	Number Fractions VIEW			Number Decimals A VIEW					
Summer term	Number Decimals B VIEW	Measurement Money VIEW	Measurement Time VIEW	Consolidation	Geometry Shape VIEW	Statistics VIEW	Geometry Position and direction VIEW					

Th	H	T	O
1	5	5	4
+	4	2	3
<hr/>			
			1

Th	H	T	O
1	5	5	4
+	4	2	3
<hr/>			
		9	1

Th	H	T	O
1	5	5	4
+	4	2	3
<hr/>			
	7	9	1

Th	H	T	O
1	5	5	4
+	4	2	3
<hr/>			
5	7	9	1

Addition

Children learn to add numbers with 4 digits using **column addition**.

When we need to **exchange** (for example 10 ones becomes 1 ten in the first calculation), we record this underneath the calculation.

In column addition and subtraction, we always start calculating with the **ones column** first.

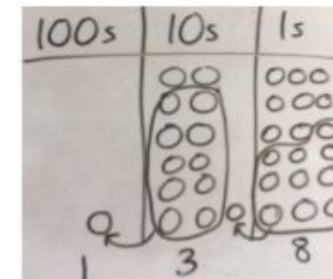
The calculation here shows how we add one column at a time and record

Multiplication

We progress to multiplying 2-digit and 3-digit numbers by 1-digit. We use **column multiplication**.

We record **exchanges** underneath the calculation in the same way that we do when using column addition and subtraction.

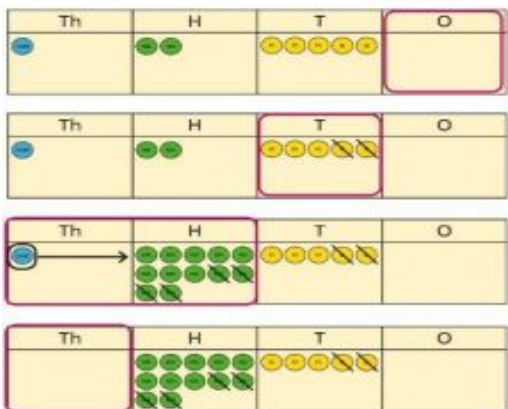
The picture on the right demonstrates how we might demonstrate the multiplication with its exchanges using a diagram.



$$6 \times 23 =$$

$$\begin{array}{r} 23 \\ \times 6 \\ \hline 138 \\ 11 \end{array}$$

Calculation Methods: Year 4



Th	H	T	O
1	2	5	0
-	4	2	0
<hr/>			
			0

Th	H	T	O
1	2	5	0
-	4	2	0
<hr/>			
		3	0

Th	H	T	O
1	2	5	0
-	4	2	0
<hr/>			
8	3	0	

Th	H	T	O
1	2	5	0
-	4	2	0
<hr/>			
8	3	0	

Subtraction

Children learn to subtract numbers with 4 digits using **column subtraction**.

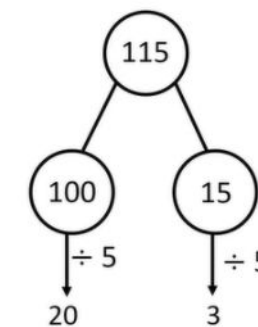
We use diagrams, and occasionally place value counters, such as this one, to show children when we need to make **exchanges** in our subtraction calculations.

Division

We use the **'bus stop' short division scaffold** to divide multi-digit numbers by a single-digit. We start by looking at the largest digit.

We use place value diagrams and counters to help children to understand how we are **grouping** to help us with the division.

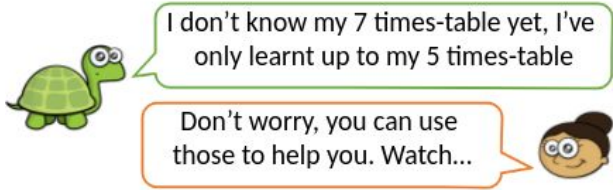
$$115 \div 5 =$$



$$\begin{array}{r} 23 \\ 5 \overline{) 115} \\ \underline{10} \\ 11 \\ \underline{10} \\ 15 \\ \underline{15} \\ 0 \end{array}$$

Learning our Multiplication and Division Facts

In Year 4, we aim to learn all our multiplication and division facts up to the 12 times tables. To help us with this, we learn about the relationships between different multiplication tables.



$5 \times 2 = 10$ $2 \times 2 = 4$ $7 \times 2 = 14$
 $10 + 4 = 14$

It's also important children remember that multiplication is **commutative**.

That means that the calculation gives the same answer no matter in which order the numbers are multiplied. See the example below for a visual representation of this.

$3 \times 4 = 4 \times 3 = 12$

As a further example, this means that if children know that:

$7 \times 2 = 14$ they also know: $2 \times 7 = 14$

Children also learn to derive the associated division facts from their tables, so they also deduce:

$14 \div 2 = 7$ and $14 \div 7 = 2$

Finding Fractions of Quantities

$$\frac{3}{5} \leftarrow \text{numerator}$$

$$\frac{3}{5} \leftarrow \text{denominator}$$

In Year 4, we continue to find fractions of quantities. We always divide our whole number by the **denominator** first. That tells us how large one 'piece' is. For example, if we were finding $\frac{3}{4}$ of 32, we would start by calculating:

$32 \div 4 = 8 = \frac{1}{4}$

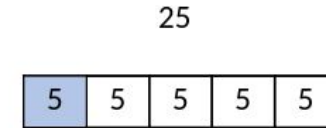
Then we would multiply that value by the **numerator** of the fraction.

$8 \times 3 = 24 = \frac{3}{4}$

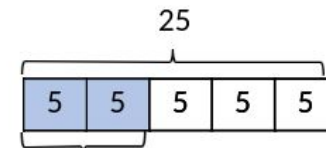
Useful Concepts in Calculation: Year 4

The example and diagrams below demonstrate how we would use our knowledge of $\frac{1}{5}$ of a number to find fraction amounts of a quantity.

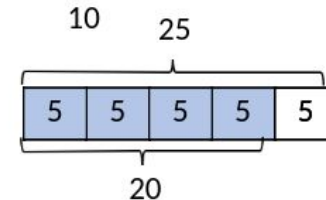
$\frac{1}{5}$ of 25 = 5



$\frac{2}{5}$ of 25 = 10



$\frac{4}{5}$ of 25 = 20



Times Table Test

- ▶ The government has introduced a times table test in which all Year 4 pupils will undertake.
- ▶ This will take place in June 2024.
- ▶ Maths lessons will nearly always begin with a focus on times tables and gaining fluency and understanding in every times table.
- ▶ The test involves pupils answering 25 questions; each pupil has 6 seconds to input an answer before the next question appears.
- ▶ We encourage that pupils practise as much as possible at home throughout the year using Times Table Rockstars. This is initially set in 'Automatic Training Mode'. Please ensure your child has their log in stuck into their planner so that they can access it from home or school.



Game Types on TT Rock Stars (Feb 2021)

51

12 x 6

71

7

1

2

3



Copy link

More videos



6:03 / 6:23



YouTube



Reading and Planners

- ▶ Children should read at home regularly, three times a week minimum- daily is best!
- ▶ Reading diaries/ planners need to come into school every day.
- ▶ Please sign your reading record each week.
- ▶ Staff will check reading records weekly.
- ▶ Reading books can generally be changed twice a week.
- ▶ Children will also be able to take home a book of their own choice from the reading corner or school library.

Reading as much as possible at home is the single most beneficial thing you can do to help your child with their academic progress

Tips for reading with your child

Making time

Make a regular time for reading if possible when your child is not too tired. Try to avoid distractions by being away from TVs, tablets, phones or screens if you can.

Check understanding and fluency.

Continue to listen to your child read some or all of their reading book to check they are able to read the book with fluency and understanding.

Discuss the book

Discussing the book after reading is very important. Confident readers may well prefer to read silently to themselves at times but a few quick questions - *what was your book about? Who are the main characters? What do you think will happen next? What happened in the last chapter?* - can still help you ascertain whether they have read with understanding.

Tips for reading with your child

Reading with your child

In Key Stage 2 it is still important to continue to read books together. This can make the process much easier especially for more reluctant readers eg: taking it in turns to read a page each, discussing the text on the way and clarifying the meaning of new words and vocabulary.

Reading to your child

Reading books to your children, regardless of their age, is always a valuable and enjoyable way to spend time together and can really help enthuse them with a love of reading.

Tips for reading with your child

- ▶ Children should have opportunities to read widely from a range of fiction, and non-fiction.
- ▶ Value all your child's reading, whether it is comics, graphic novels, magazines, newspapers, instructions, websites, e-books
- ▶ Visiting libraries and/or bookshops is a great way to introduce your child to a wider range of children's books, selected with expertise. Charity shops are a good way of sourcing books at lower prices.
- ▶ The Recommended Reads section of the school's website has lots of resources for helping find new books and links to useful further websites:
 - ▶ <https://www.pudseywaterloo.co.uk/recommended-reading-lists-and-posters/>
 - ▶

Your child may well bring home two books to read from school:

A 'levelled' reading scheme book.

Your child should be able to read this title largely independently. Less confident readers should always read them aloud with a grown-up however.

Many of the titles are available online on 'Reading Buddy.'

and

A 'reading for pleasure' book of their own choosing, taken from:

Classroom collection of year group appropriate 'core' books

The school library - much wider range of books

Your child may enjoy sharing this book with a grown-up depending on age, ability and the book chosen.

End of Year reading level expectations for Key Stage 1

Oxford Reading Level	End of Year Expectation
Level 1	
Level 1+	
Level 2	
Level 3	Reception
Level 4	
Level 5	
Level 6	Yr 1
Level 7	
Level 8	
Level 9	
Level 10	Yr 2
Level 11	

End of Year reading level expectations for Key Stage 2

Oxford Reading Level	End of Year Expectation
Level 8	
Level 9	
Level 10	
Level 11	
Level 12	
Level 13	Yr 3
Level 14	
Level 15	Yr 4
Level 16	
Level 17	Yr 5 <input type="button" value="v"/>
Level 18	
Level 19	Yr 6
Level 20	

More information on the website here:

<https://primarysite-prod-sorted.s3.amazonaws.com/pudsey-waterloo/UploadedDocument/9a95bbfd-935c-4ddf-aed3-15e17fa28dd3/reading-at-home-guidance-2023-24-1.pdf>

Homework

- ▶ Times Tables need to be practised regularly - Times Table Rockstars is very useful here. Children will initially be taught in Automatic Training Mode which assesses your child's fluency in their times tables and then teaches and practises new facts in a systematic, logical order.
- ▶ Spelling Shed will have one spelling activity set each week: on the spelling rule taught that week in class.
- ▶ Maths Shed will have an assignment set each week for children to complete.
- ▶ Grammar Spelling and Punctuation homework book pages set.
- ▶ It is important children complete homework as it reinforces classroom learning.
- ▶ If, for whatever reason, your child is unable to complete their homework, a homework club is available on Thursday lunchtimes to help them finish it.

PE and Swimming -

- ▶ PE and Swimming will take place on a Tuesday with each class having an hour's swimming lesson on alternate weeks.
- ▶ For PE suitable tracksuit top and bottoms (black or dark blue) and trainers are required and children should come dressed in sportswear for school. Plain white vest or shirt. Children are not permitted to wear logos on their PE kit other than Waterloo logo (optional)
- ▶ For swimming each child needs a plastic bag, with a towel and underwear for after the lesson. Children should wear their costume to school under their uniform. Goggles may be worn but not a swimming mask.
- ▶ It is not advisable to send in shampoo and shower gels.
- ▶ Please can children remove earrings and tie up their hair where applicable.
- ▶ We will walk to and from school to the swimming pool and teachers will be at poolside throughout lessons.
- ▶ Please send in a note or let the office know if your child needs to be excused from any swimming lessons.

School Uniform

Our school uniform colour is a combination of royal blue and grey/black. Most items can be bought from High Street shops. Items marked with a * below, some of which have the school logo on, are sold at Whitakers Schoolwear (Farsley).

For girls:

- Grey school skirt/pinafore dress/shorts/trousers or blue and white checked or striped dresses
- White blouse or white/blue polo shirt
- Royal blue sweatshirt* or cardigan*, without a hood, either plain or with the Waterloo logo
- Plain short or knee length socks (not over the knee) or black, navy or grey tights

Please note that skirts should be an appropriate length and of a style which allows girls to sit comfortably on the floor.

When girls wear shorts, even when these are worn over tights, they should also be of an appropriate length.

Three-quarter, calf length, leggings should not be worn.

For boys:

- Grey shorts or trousers not jogging bottoms
- White/blue shirt or polo shirt
- Royal blue jumper, without a hood, either plain or with the Waterloo logo*
- Plain socks

● Footwear for girls and boys should be plain black shoes or trainers. Girls may also wear plain black boots.

● Please name all school uniform.

Jewellery, Hair Ornaments, Makeup and Nail Varnish

- No jewellery
- Can wear studs in pierced ears, and small objects of religious significance. Children are required to remove these during PE lessons
- Teachers are not permitted to remove earrings.
- Hair bands, ribbons/bows or 'scrunchies' should be plain not too big.
- Make up and nail varnish should not be worn to school.
- The use of styling products should be kept to a minimum and children should not have decorative patterns cut into their hair or have hair coloured or dyed.

PE kit

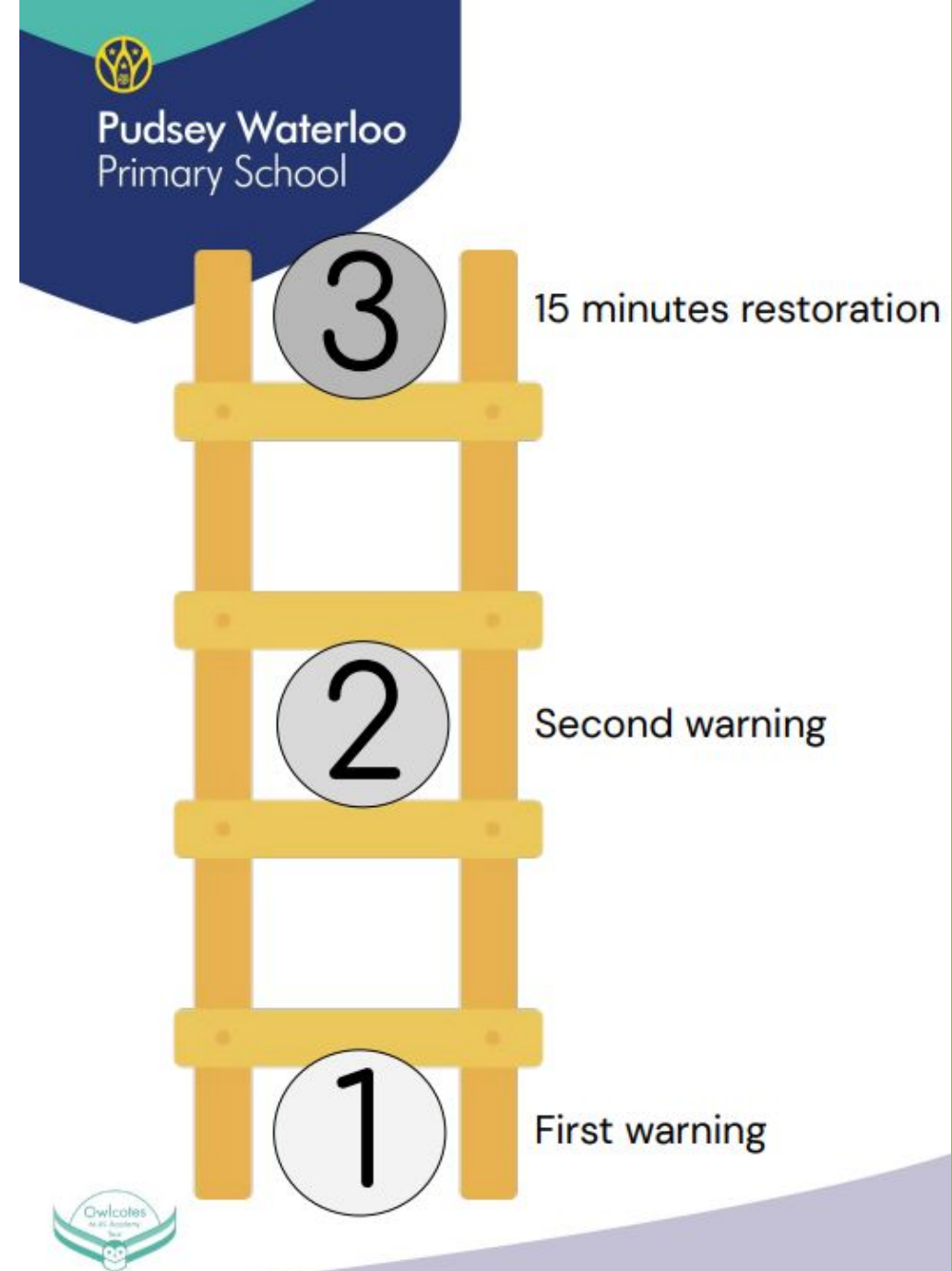
P.E. Kit

Children in school will have a designated PE day for which they will come to school in their games/PE kit.

Children need to wear:

- Plain black/navy tracksuit (or the blue Waterloo branded hoodie)
- Plain white t shirt (or the blue Waterloo branded t.shirt)
- Outdoor trainers
- Plain black/navy shorts of an appropriate length (Summer term)
- Remove earrings on designated PE days - if newly pierced they can be covered (e.g. with plasters or tape) until they are able to be removed. Please do this at home.
- Tie up long hair.
- Please name all PE kit.

- Every child starts off the ladder.
- Verbal reminder prior to moving onto level 1.
- Children kept behind after class to discuss actions and next steps.



School Website

We will regularly update the Year 4 page of the school website with; key dates and information, a curriculum overview, gallery of photos and home learning.

See: parents, class pages, year 4

Please feel free to get in touch if you need anything or have any questions.

Safeguarding Team

We have a pastoral team at Pudsey Waterloo that are based in the Rainbow Room. They are **Sue Yearby, Nikki Jordan and Debbie Webb.**

The Rainbow Room team are all Safeguarding officers. If you have a concern about a child's safety, please contact the school and **ask to speak to a member of the Rainbow Room team.**



Friends of Waterloo

Friends of Waterloo is a PTA group ran by parents and carers who organise fundraising events throughout the year.

Friends of Waterloo meetings are in school on the first Tuesday of the month

If you are interested in being part of Friends of Waterloo or would like more information please see contact the email address below.

Email friendsofwaterloo2020@yahoo.com or find us on Facebook.