



The Year 4 Team



Miss M Boulton Orion Class



Miss L Andrews Phoenix Class



Miss M Huish & Mrs L Laird Aquila Class



Mr J Barker Pegasus Class

Our focus of inquiry: Environmental Action

Through this inquiry, we will:

Inspired by the stories of world-renown environmentalists, such as broadcaster David Attenborough and campaigner Greta Thunberg, the children in Year Four will be launching their own environmental campaign, aimed at reducing the harmful impacts of pollution and climate-change within our local area. In order to make decisions that will have a positive impact, the children will need to research the science behind the issue thoroughly, exploring the impact of climate change on a wide range of biomes and habitats across the natural world. You will be hearing more about the campaign from the children soon, so watch this space!



That's Entertainment







Through this inquiry, we will:

In the role of filmmakers working for the BBC, the children will produce and star in a documentary film following the past, present, and future of technology. The children will use historical sources to explore how technological advances changed leisure activities throughout the 20th century, they will explore advances in living memory through discussions with older generations, and will use historical artefacts (in the form of outdated technology) to gain an understanding of how technology has shaped the world we live in today.

I Ruler Through this inquiry, we will:

It is AD 185. Despite some earlier resistance from the Celts, the Roman Empire finally has a stronghold over the United Kingdom. A new governor of Britain, Piblius Helvius Pertinax, has just been selected, but his harsh ruling is not making him popular with the locals. There are plans to overthrow him and elect a new governor, but who? The children will split into 2 teams and run a campaign to select a new governor. These teams will run opposing campaigns. Team Republic are advocates for peace and tranquillity between the Britons and the Romans that rule over them. They would lower taxes and introduce fairer systems for solving disputes. Team Empire are loyal to Rome and believe that Britain exists to serve the Emperor. They follow Pertinax's view that the riches of Britain should be exploited and the locals ruled over with an iron











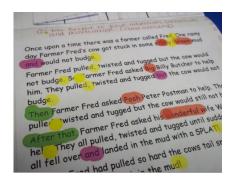


Everyone can achieve.

Everyone can learn. Everyone belongs.

English





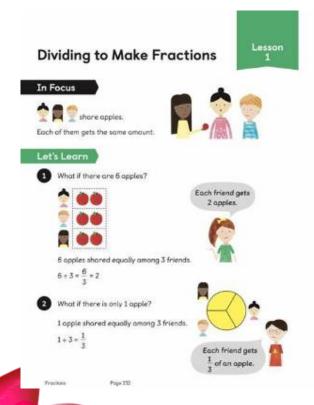
The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.



ABHPS underpin our English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. Imaginative units of work have been developed to create a whole-school plan that has been refined over the years.







At the heart of the Maths — No Problem! A programme is written to meet the requirements of schools teaching the 2014 English National Curriculum.

We aim to teach children mastery of their maths knowledge. When taught to master maths, children develop their mathematical fluency without resorting to rote learning and are able to solve non-routine maths problems without having to memorise procedures.

YEAR 4 MULTIPLICATION TABLES CHECK



- The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June). The purpose of the MTC is to make sure the times tables knowledge is at the expected level. In the 2021/2022 academic year, the multiplication tables check (MTC) is statutory for primary schools.
- The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question you have 6 seconds to answer and in between the questions there is a 3-second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.

How to prepare:

 A good way to prepare is start early and build a daily routine practising the times tables. With regular practise you will learn all the questions and gain confidence. We suggest practising 10 to 15 minutes a day for optimal results.

TIMES TABLE ROCK STARS HEAT MAP

	2	3	4	5	6	7	8	9	10	11	12
2	2×2	2×3	2 × 4	2 × 5	2 × 6	2×7	2 × 8	2 × 9	2 × 10	2 × 11	2 × 12
3	3 × 2	3 × 3	3 × 4	3 × 5	3 × 6	3 × 7	3 × 8	3 × 9	3 × 10	3 × 11	3 × 12
4	4×2	4 × 3	4 × 4	4 × 5	4 × 6	4 × 7	4 × 8	4 × 9	4 × 10	4 × 11	4 × 12
5	5 × 2	5 × 3	5 × 4	5 × 5	5 × 6	5 × 7	5 × 8	5 × 9	5 × 10	5 × 11	5 × 12
6	6 × 2	6 × 3	6 × 4	6 × 5	6 × 6	6 × 7	6 × 8	6 × 9	6 × 10	6 × 11	6 × 12
7	7 × 2	7 × 3	7 × 4	7 × 5	7 × 6	7×7	7 × 8	7 × 9	7 × 10	7 × 11	7 × 12
8	8 × 2	8 × 3	8 × 4	8 × 5	8 × 6	8×7	8 × 8	8 × 9	8 × 10	8 × 11	8 × 12
9	9 × 2	9 × 3	9 × 4	9 × 5	9 × 6	9×7	9 × 8	9 × 9	9 × 10	9 × 11	9 × 12
10	10 × 2	10 × 3	10 × 4	10 × 5	10 × 6	10 × 7	10 × 8	10 × 9	10 × 10	10 × 11	10 × 12
11	11 × 2	11 × 3	11 × 4	11 × 5	11 × 6	11 × 7	11 × 8	11 × 9	11 × 10	11 × 11	11 × 12
12	12 × 2	12 × 3	12 × 4	12 × 5	12 × 6	12 × 7	12 × 8	12 × 9	12 × 10	12 × 11	12 × 12

- Your child will be bringing home their times tables heatmap. The heatmap shows the average time your child takes to answer each multiplication fact.
- The quicker their response time, the more green the box will be, and the slower their response time, the more red it will be.
- This shows which individual times table facts your child needs to practise.

The Times Table Rock Stars programme will automatically include more of the red facts into your child's practice, and these are the times table facts your child will benefit from practising at home.

HOMEWORK

- Children need to read 3 times over the week for at least 15 minutes.
- Spelling words need to be learnt and will be tested weekly- these have been emailed out, the children have also been given a paper copy.
- Regular practise of times tables. The children must know up 12 x 12!

Orion:

Indoor: Tuesday

Outdoor: Thursday

Phoenix:

Indoor: Thursday

Outdoor: Monday

Aquila:

Indoor: Tuesday

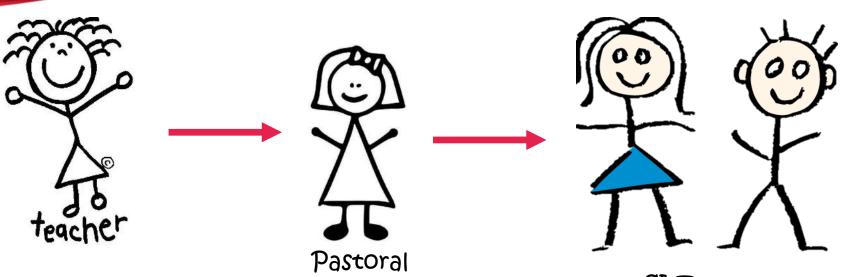
Outdoor: Thursday

Pegasus

Indoor: Thursday Outdoor: Monday



COMMUNICATION



Pastoral Leader/ Academic Leader

SLT: Mr Browse Ms Liley Mrs Knight





Miss Andrews (Phoenix Y4)

OFFINE SAFETY INFORMATION FOR PARENTS









• 34% of pupils have a mobile phone 52% pupils say they spend most of their time online in their bedroom 14% report being supervised when they are online



SOCIAL MEDIA - 14

- 91% have a social media account
- 98% WhatsApp
- 39% TikTok
- 27% SnapChat

Social media - Y4

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- 98% WhatsApp
- 39% TikTok
- 27% SnapChat













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Balloon Hill School

- 23% of pupils in Y3 have their real name on their account
- 28% have their real photo
- 66% do not have private settings (uniform, houses, names, strangers as followers)
- 44% have seen or experienced unsafe, unkind or disrespectful behaviour online
- 45% have reported to a trusted adult
- 13% would be happy for a parent or teacher to see all of their online behaviour

COMMON ISSUES



- Unkindness on game chat (e.g. Xbox live)
- SnapChat messages, group chats, inappropriate language, stories, location)
- TikTok fake account, multiple accounts (with minimal security) and leaving unkind comments.
- WhatsApp group chats starting lots of chats, excluding people, adding people when they don't to be, being unkind to people who are/aren't present

Types of unkindness include name calling, racist remarks, sexual references, misogynistic remarks and threats of violence.

We will use our behaviour policy in our response.

ADVICE.



- Having conversations without judgement
- Check their devices
- Social media
- Reassuring your child
- Don't panic
- Speak to school



You now have time to go into your child's classroom, see their space, and ask any questions that are related to your child.