



# **Welcome Parents**



## **Parents' Information Session 2022-2023**

### **Wednesday 21<sup>st</sup> September 2022**



# **Year 4 Team**

**Assistant Head –Kelly Grove**

**Year Group Leader – Ceri Carpenter**

**Rowan–Emamul Hussain**

**Willow –Kitty Clairmont**

**Poplar – Ceri Carpenter and Anhural Haider**

**Yew – Guy Mulvaney**

**Spindle– Lizzy Mokone**

BETTER THAN A THOUSAND DAYS  
OF DILIGENT STUDY IS ONE DAY  
WITH A GREAT TEACHER.



# School Day



**8.00:** Breakfast Club

**8.30 - 8.45:** Gates Open, children can start school between this time.

**8.30 - 8.45:** Early Morning Work

**8.45:** Registration is taken

**3.15pm** The end of the day is:

# School Uniform



Lathom Junior School has a school uniform for both the classroom and children are expected to wear school uniform to school each day. All clothing should be labelled with your child's name.

## **Girls School Uniform:**

White polo shirt or blouse  
Grey skirt or trousers  
Navy blue jumper – Lathom logo  
Black shoes  
White t-shirt (PE)  
Black shorts or jogging pants (PE)  
Trainers (PE)

## **Boys School Uniform:**

White polo shirt or shirt  
Grey trousers  
Navy blue jumper – Lathom logo  
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# Behaviour



We have high expectations of our children outside of school. All children are expected:

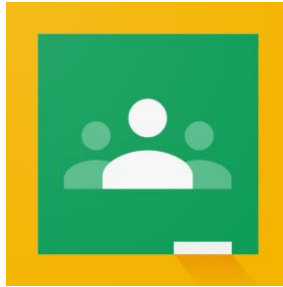
- To listen carefully and engage in learning
- To walk sensibly and quietly around the school
- To speak respectfully to each other
- We expect all children to try their best and attempt tasks independently before asking for help
- To always respect school property and others around the school

# Homework

Homework			
Reading	Spelling	Maths	Topic
<p><b>Reading:</b> Read for at least 20 minutes every night and complete your Reading Record entry.</p> <p>If you find unfamiliar words, use a dictionary to find the definition.</p> <p><b>Reading:</b></p> <p><a href="https://www.activelearnprimary.co.uk/login?c=0">https://www.activelearnprimary.co.uk/login?c=0</a></p> <p>Alongside your chosen home reading book, spend some time on Bug club reading a chosen online book.</p>	<p><b>Spellings:</b> <a href="https://www.spellingshed.com/en-gb">https://www.spellingshed.com/en-gb</a></p> <p>Each week you must complete the games assigned to you to learn your weekly spellings.</p>	<p><b>Times Tables Rockstars</b> Spend 15 minutes each day on TT Rockstars.</p> <p><b>My Maths</b> An educational online resource to support learning in maths. <a href="https://www.mymaths.co.uk/">https://www.mymaths.co.uk/</a></p>	<p>Each half-term complete a topic project.</p>
<p><b>Acknowledgement and Celebration of Work</b></p> <ul style="list-style-type: none"> <li>The purpose of home learning is to consolidate new learning and practice key skills.</li> <li>Mymaths, Bugclub and Spellingshed will be automatically corrected.</li> <li>Reading Records will be monitored daily.</li> <li>Writing and Topic that has been submitted will be acknowledged with a short comment.</li> <li>Over the half-term, key pieces of homework will be celebrated.</li> </ul>			

# Our Online Subscriptions

- Google Classroom



- My Maths

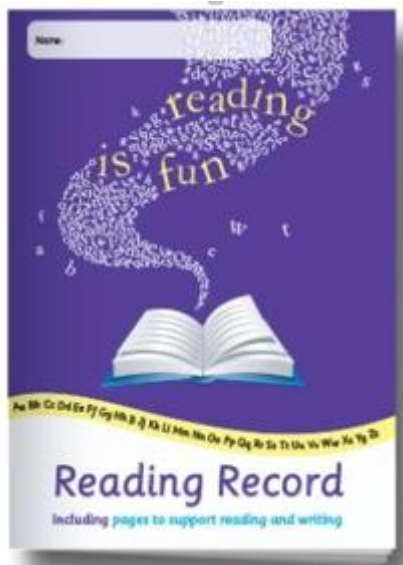


- Bug Club



- TT Rockstars





# Reading Records



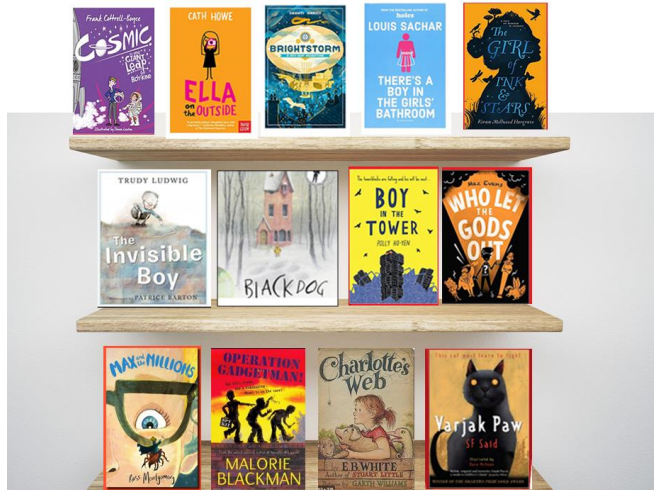
Date, book and the page you read to	Comments Give a score out of 10 to show how much you enjoyed your reading
27/09/20 Hidden Figures Margot Lee Shatterley Chapter 3	The four women <del>which</del> who were mathematicians working they were helping to make the planes more advanced than the Germans. <div style="text-align: right;">10/10</div>
	<div style="text-align: right;">10</div>

- Children read a chapter book each night, for a minimum of 20 minutes.
- They record the date, book title and the page numbers they read in the first box of their reading record book. In the second box they write one summary sentence about the section of the book they have just read.
- **The reading record book must come to school everyday and go home every night.**
- If a child has not read/brought in their reading record for 2 days or more we will contact you on a Friday to let you know and ascertain the reasons for this.

# Guided Reading



## Lathom's Reading Vision



At Lathom we follow a whole text reading approach for guided reading.

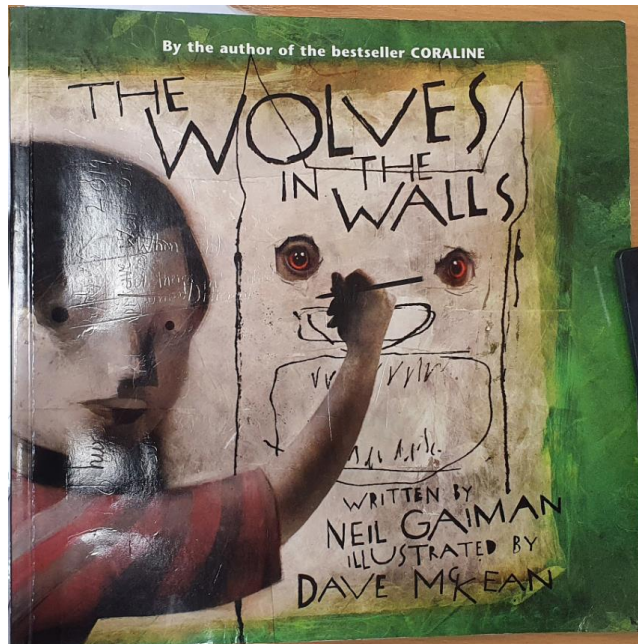
Each lesson focuses on developing children's reading fluency and comprehension skills.

	Year 4
<b>Autumn 1</b>	Max and the Millions by Montgomery Ross
<b>Autumn 2</b>	How to Train a Dragon by Cressida Cowell
<b>Spring 1</b>	Kensuke's Kingdom by Michael Morpurgo
<b>Spring 2</b>	The Island of Adventure by Enid Blyton
<b>Summer 1</b>	The Miraculous Journey of Edward Tulane by Kate DiCamillo
<b>Summer 2</b>	Alice's Adventure in Wonderland by Lewis Carroll

# Writing & Grammar



Our core text for Writing in Autumn 1 is  
**'The Wolves in the Wall'**



- Children will be writing a range of fiction and non-fiction this term including descriptive recounts and non-chronological writing.
- Children will explore the text and characters through drama, role play, hot seating and extended writing.
- Children will also create soundscapes and dive deep into the theme of the book, understanding character behaviour and motive.
- Children will study grammar in depth which include inverted commas, apostrophes and the use of commas after fronted adverbials.

# Mathematics

In Maths, we follow a *mastery approach* to support children in becoming confident mathematicians and to improve their fluency in Maths.

This term we will be teaching :

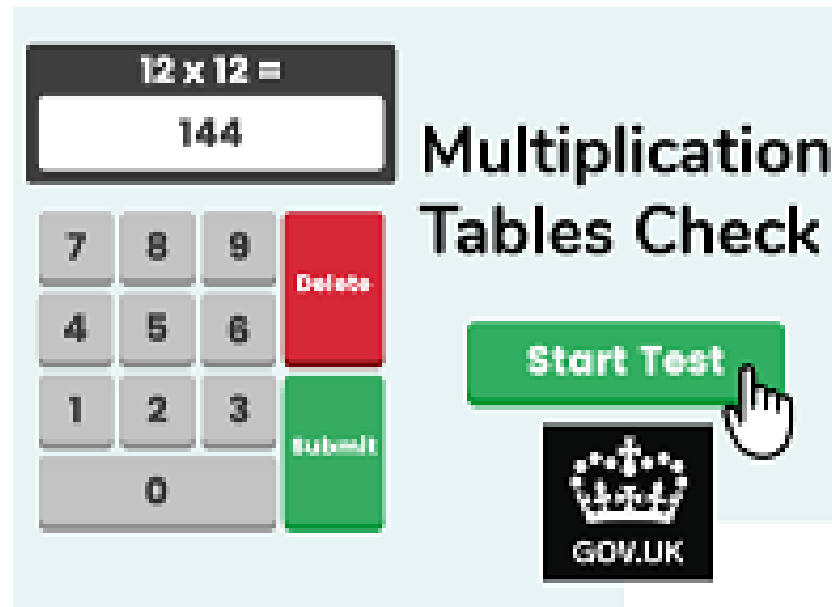
## **Place Value & Addition and Subtraction**

### **Our approach to teaching Maths:**

- The Concrete, Pictorial, Abstract progression – how to use concrete materials and pictorial representation to develop students' understanding of the increasingly abstract ideas they meet in secondary mathematics
- Bar Modelling – how to use this powerful visual tool to represent problems and support their solution
- Mathematical talk and questioning – how simple but effective techniques can be embedded into the maths classroom
- Reasoning and Problem Solving – how teachers can weave these elements of the national curriculum into their everyday teaching so that all learners are challenged and supported
- Thinking Through Variation – how to vary concepts and to design and use questions that leads to intelligent practice, enabling students to have a secure understanding of their learning.

# Mathematics - MTC

Each day we will also focus on times tables, ensuring that these are embedded. This is to support children for when they sit the statutory Multiplication Tables Check (MTC). This is a government test for all Year 4 to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics.



# Science

- This term in Science, children will explore circuits and learn how they are represented in diagrams. They observe and record findings in a variety of ways including tables, diagrams, drawings and bar charts.
- Children will explore circuits by handling wires, batteries and bulbs safely, creating different circuits.
- Children will set up investigations and report on their findings. They will begin to understand relationships in a circuit and also, explore switches and their functions.
- Children will compare and contrast a variety of circuits, make predictions and write conclusions based on their findings.

# Geography



This half term, children will learn how to locate and name the countries and major cities in Europe (including the location of Russia).

Children will be taught how to Identify the geographical similarities and differences through studying the human and physical geography of a small coastal area of the United Kingdom, and of a small area in a contrasting European country.



# DT - Design and Technology



As designers, children are encouraged to think and work creatively. In D&T, they will have opportunities to work independently as well as collaboratively, working with a range of resources.

- Children will explore a range of existing designers and their work will be studied closely.
- Children will research and gather information about their design, which will include planning and creating concepts.
- They will design a light source, using their plans and research, using a range of resources including switches.

# RE - Religious Education

The Big Question we are studying this half-term in RE is:

How and why do Hindu people worship in the home and in the Mandir?

Newham RE Syllabus 2022

RE Knowledge organiser: Autumn term 1

Year 4: How and why do Hindu people worship in the home and in the Mandir?

YEAR GROUP BIG QUESTION: What is important to people in my local community?

## Vocabulary

**Aarti:** Welcoming ceremony in which auspicious articles such as incense, flowers and ghee lamps are offered to the deity/deities. Aarti is part of puja when a flame is passed in front of the deity/deities and then worshipper cup their hands over the flame in order to show their devotion. Sometimes, the word aarti is used as a synonym for puja

**Aum:** The sacred symbol and sound representing the ultimate, the most sacred of Hindu words. This sound (sometimes written as 'Om') is often used in worship and meditation during which it might be chanted. It is usually shown in the form of Sanskrit writing. If you visit a Mandir, you will often find a sign saying 'Aum' inside and outside the temple

**Ganesha:** (Ganesh) The elephant-headed God who is much loved within the Hindu tradition. Most Hindus will have a representation of him on the entrance to their homes because he is believed to remove obstacles and make new pathways easy. He helps to find resolutions, open things up.

**Mandir/Hindu temple:** Place where some Hindu people go daily or weekly for puja/prayers

**Murti:** An icon of the sacred image or deity used as a focus of worship.

**Prasad:** Something material – usually food, but sometimes flowers, water or ash – which has been offered to the deities and which is then received back by worshippers as a symbol of receiving divine blessing

**Puja:** 'Worship', which consists of a series of symbolic actions and devotional words (including singing). General term referring to a variety of practices in the home or Mandir.

**Puja tray:** A metal tray (usually stainless steel) which contains items – such as a small bowl in which ghee (clarified butter) and a wick can be placed to form a lamp) – used during puja

**Deity:** Another word for God

**Incense:** Sweet smelling stick that is burnt as a symbol for prayers going up to God

## Key learning

- Compare and contrast ideas about God
- Explain Hindu god characteristics shown through symbolic pictures
- Compare some of the things that are important to Hindu people in worship

## Symbols/Images/artefacts



## Important people/places/artefacts



## Links to further learning

- Research Hindu deities e.g. Brahma, Vishnu, Krishna, Lakshmi- What do Hindus learn from the deities? How do Hindus show respect to the deities?
- Create a Mandir in the classroom or an area of the school children to 'experts' and guide other pupils around it.

# PSHE



- In PSHE, we will explore how our attitude and behaviour impact those around us. We will explain why being listened to and listening to others is important.
- Children will begin to learn about being democratic and its importance.
- We will look at the important roles played by people in our school and how they can support us.
- Through our school council, we will learn about democracy and how groups come together to make decisions.



# Computing



Children will take the role of a technician and look at the networking system.

- Children will look at how networks connect to other networks physically. They will learn about servers and how emails are sent across the internet.
- Children will explore how network devices make up the internet and how websites can be shared via the world wide web.
- Also, children will look at contents and how they are shared online. They will begin to understand that not everything they read online is true.

# Online Safety



Learning how to make good choices and how to stay safe online is a very important part of growing up in the web-driven world we live in. At Altmere we encourage the responsible use of ICT, and follow agreed policies to minimise potential online safety risks. Children are educated so that they know there are risks associated with the use of technology. They are given strategies and processes to follow should they ever encounter these risks. We encourage and educate children to use technology in a positive and constructive way, treating others with the same care and respect as they would like to be treated themselves. Online safety is taught as part of the computing curriculum.

# Online Safety



As a parent or carer you play a key role in helping your child to stay safe online. You don't need to be an expert on the internet to help keep your child stay safe online. Have ongoing conversations with your children about staying safe online:

- Only allow children to use devices in the same room as an adult
- Carry out spot checks on the devices that your children use, looking at images, videos, and social media
- Be aware of websites and app age limits
- Use safety tools on social networks and other online services, e.g. Facebook privacy settings

# APPS AND THEIR AGE RATINGS

**13+**



Facebook



Snapchat



Instagram



Twitter



TikTok



Kik



YouNow



Yubo



House Party



Monkey

**16+**



WhatsApp

**17+**



Sarahah



YOLO

**18+**



MeetMe



LiveMe

# PE - Physical Education



PE is part of the National Curriculum, therefore it is important that your child brings the correct PE kit to school on the day they have PE.

A PE kit should consist of:

- a white top
- navy-blue joggers
- pair of trainers

PE kits are taken home that evening to be washed.

The term is Athletics.

# Educational Visits



We have booked some really exciting educational visits for our children this year, which will immerse them in our topics and provide great enrichment.

**Autumn 1:** STEM Science workshops

**Spring 1:** Church visit to understand the meaning Christmas  
Geography field trip

**Spring 2:** British museum Sutton Hoo

**Summer 2:** Science museum wonder lab  
Theatre workshop- Mayans

**There is a £5 voluntary contribution for each full term. We ask parents to please pay this to the main office in an envelope with your child's full name and class name.**

# Any Questions



Thank you for attending today's session.  
We hope you found it informative.