

Welcome to Year 4



The Year 4 team:



Mr Healey



Mrs Deepa



Mrs Talpur



Miss Smyton



Mr Holtom



Mrs Keshvala



Mrs Simms

Other staff:

Mr Evans (outdoor P.E.)

Mr Berridge (P.E. support)

Madame Bryan (French)

P.E. information:

Our day for indoor PE is
Tuesday.

Autumn term swimming

Our day for outdoor PE is Friday.

Homework and Spellings

Homework will be set on a Monday and will be due in on the following Monday.

Spellings will also be set on a Monday and will be tested on the following Monday.

Reading Diaries

Children are encouraged to read at least three times a week with an adult at home. Teachers will check reading diaries weekly in order to check that children are reading regularly.



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Year 4

Welcome to our Year 4 page. We will keep this page updated with key news and information on our curriculum.

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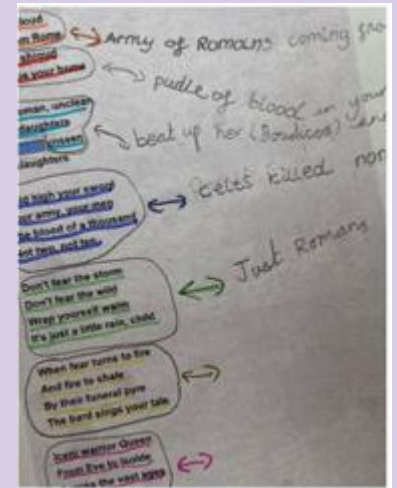
Year 4 Long Term Plan

Woodland Grange Primary School

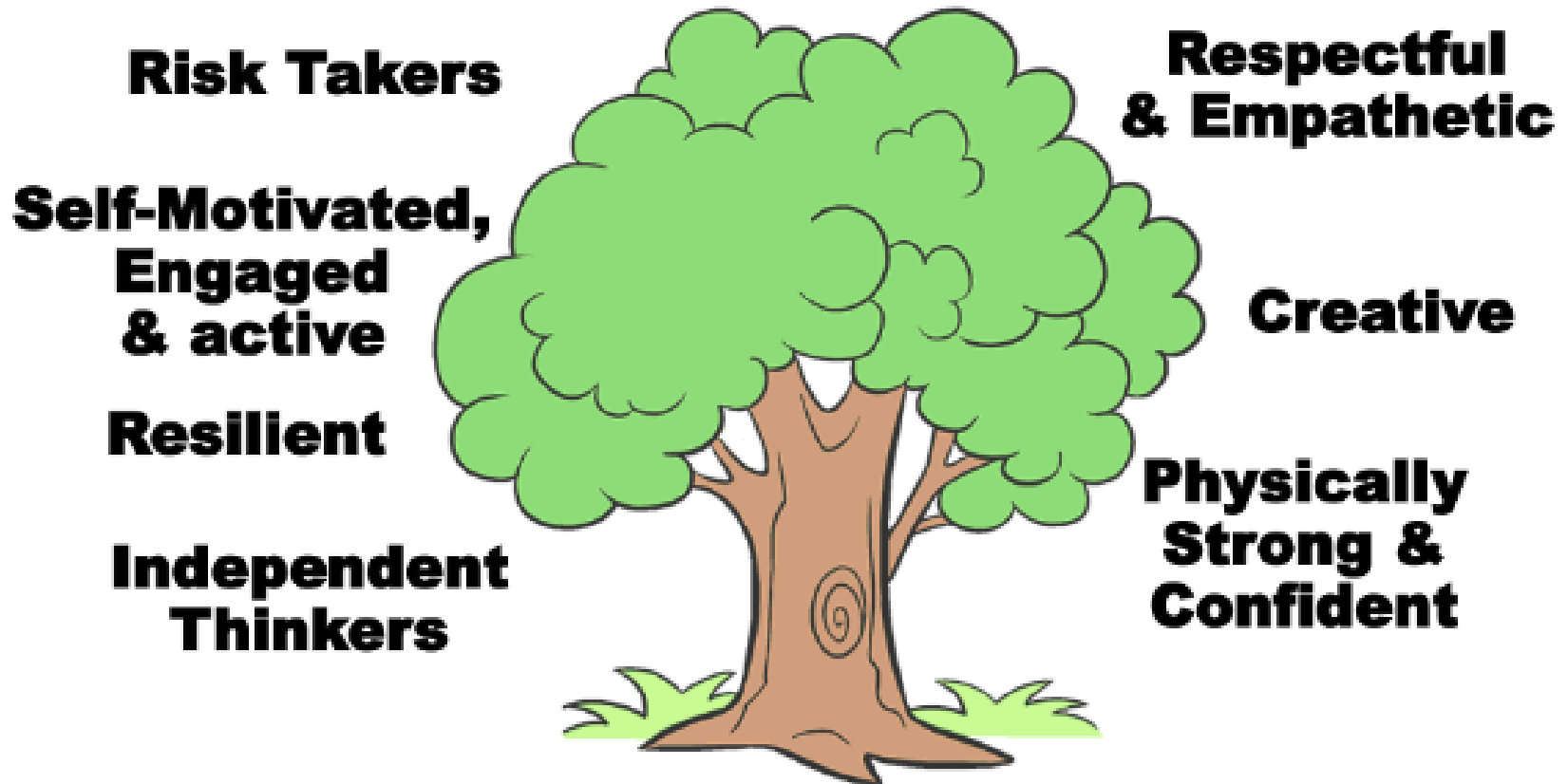
2022/2023	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Science Fiction (15 lessons) To use questions to open a story Identifying language choices and impact Imagery Narrative Monologue Narrative Poetry Discusses and debate themes</p> <p>Non-chronological report (10 lessons) Identify features of a non-chronological report Write a non-chronological report</p> <p>Free Verse (10 lessons) Explore figurative language simile & metaphor Analyse poetry organisational devices, similes and metaphors, themes</p>	<p>Visual Literacy (6 lessons) Character Exploration and Description Dialogue Plan play script</p> <p>Diverse Wellbeing Narrative (10 lessons) Character Profile Comic strip Character Study Letter Writing Poem</p> <p>Fiction -Adventure (10 lessons) Exploring viewpoint (diary entry, letter writing) Letter Writing Setting Description Write Persuasive Advert</p> <p>Nonsense (10 lessons) Explore how language contributes to meaning Word choice for effect Figurative language Plan and write own poem on theme of food</p>	<p>Adventure Narrative (15 lessons) Enjoy a story and express an opinion Explore authorial devices to engage reader Figurative Language Narrative of Journey Illustrative devices to convey meaning and engage reader</p>	<p>Non-Fiction – Explanation Text (10 lessons) Ask questions Letter writing Plan and write Informal and Formal Explanations</p> <p>Haiku, Tanka and cinquains (10 lessons) Structure of a haiku Write their own haiku Structure tanka and haiku Personification for effect Write a tanka and cinquain</p>	<p>Historical Narrative (20 lessons) Setting description Opening Editing and improving Contrasting Vocabulary - attitudes of characters change Description of dramatic event Witness statement Newspaper report</p> <p>Free Verse (4 lessons) Role of punctuation in a poem Consider language choices Write a free verse Perform</p>	<p>Picture Book (15 lessons) write opening Exploring characters motives Dialogue between characters Diary Radio broadcast Explore emotions Poem Narrative-alternative ending event</p> <p>Calligram (5 lessons?) Explore calligram structure Explore language, letter shape for calligrams Create own calligram linked to natural disasters</p>
Maths (White Rose maths)	Place value, Addition and subtraction	Perimeter, Multiplication and division	Multiplication and division, area	Fractions, decimals	Decimals, money, time	Statistics, properties of shape, position and direction
Science (Snap Collins Connect science)	Digestion (where does all that food go?)	Sound (source, amplitude and pitch)	Classification-vertebrates and invertebrates.	Human impact	States of matter	Electricity



Learning in year 4



Our Aspiration Tree



Woodland Grange
Primary School



Our School Rules

Our school is a happy place because:

- We are kind, sensible, polite and respectful at all times.
- We listen to adults and each other.
- We follow instructions immediately.
- We always work hard and do our best.
- We are responsible and look after school, our own and other people's equipment.

Woodland Grange
Primary School



Our Sanctions

If we don't follow our school rules:

- We will be given a warning.
- We will have a time out in class.
- We will have a time out in another part of the school (another classroom, area of the hall or playground)
- We will be sent to Mrs Brown, and she may contact our parents.

The wider curriculum:

<p>Science (Snap Collins Connect science)</p>	<p>Digestion (where does all that food go?)</p>	<p>Sound (source, amplitude and pitch)</p>	<p>Classification- vertebrates and invertebrates.</p>	<p>Human impact</p>	<p>States of matter</p>	<p>Electricity</p>
<p>Computing (Teach computing, National Centre for Computing education, Raspberry Pi scheme)</p>	<p>Internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content</p> <p><i>Other skills covered:</i> <i>Word processing:</i> <i>choose text styles, Use</i> <i>both hands/2 fingers</i> <i>to type.</i> <i>ICT covered through</i> <i>topic work on Romans:</i> <i>Use of Ipads- Thinglink</i> <i>and popplet to create</i> <i>interactive timeline.</i> <i>Chromavid for</i> <i>greenscreen use.</i></p>	<p>Audio editing Capturing and editing audio to produce a podcast, ensuring that copyright is considered</p>	<p>Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p>	<p>Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p>Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.</p>	<p>Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>

<p>History</p>	<p>Ancient Romans - timeline and background, story of Rome, Roman Invasion</p>	<p>Roman Britain -Boudicca's rebellion How the Romans were able to keep control over such a vast empire. -How the empire came to an end -How our lives today are impacted by the Romans that lived here 2000 year ago.</p>	<p>Anglo- Saxons - Why did the Anglo=Saxons invade and how can we know where they settled? - What does the evidence tell us about Saxon Britain?</p>	<p>Anglo- Saxons -How did peoples' lives change when Christianity came to Britain and <u>how can we be sure?</u> -How were the Saxons able to see off the Viking threat? -Just how great was King Alfred, really? How dark were the dark ages, really? (Saxon crime and punishment).</p>		
<p>Geography</p>	<p>Using maps to locate countries in Europe (through expansion of Roman empire)</p>	<p>Study of Italy Comparison of Italy and UK Pompeii</p>			<p>The shape of the land Natural disasters and their impact</p> <p>Enquiry questions: How are landscapes different? What are features of a mountain environment? What are the features of a river environment? What is a volcano like? What is it like to live near Mount Vesuvius? How does volcanic activity affect people around the world?</p>	<p>The shape of the land Natural disasters and their impact</p> <p>Enquiry questions: Where do earthquakes happen and why? What causes earthquakes and tsunamis? How are people affected by earthquakes?</p>

DT		MECHANICAL SYSTEMS (Levers and linkages) Moving Roman soldier		STRUCTURES (Shell structures & shell structures using CAD) Creating a box for an explorer survival kit		ELECTRICAL SYSTEMS (Simple circuits and switches). Making a working torch.
Art	Sketching a human face. Sculpting a head using joining of thumb pots techniques		Anglo Saxons- Illuminated letters. Artist study- Book of Kells.		Art inspired by natural disasters (fire and water). Artist study: Deyanira Harris	
PE	Class 1- Swimming Class 2- Gymnastics Outdoor (both classes) = Tennis	Class 1- Swimming Class 2-Handball Outdoor (both classes) = Netball	Class 2- Swimming Class 1-Gymnastics Outdoor (both classes) = Hockey	Class 2- Swimming Class 1-Handball Outdoor (both classes) = Orienteering	Indoor - Dance Outdoor- Cricket	Indoor- Yoga Outdoor-Athletics
RE	What 'Trinity' is and why it is important to Christians.	What Hindus believe their God is like.	What it means to be a Hindu in Britain today.	Why Christians call the day Jesus died 'Good Friday'. Sikhism- Vaisakhi	The impact of Pentecost (when Jesus left)	How and why do people mark the significant events of life. (Christianity, Hinduism, Sikhism and non religious)
Food for Life		Cooking: exploring tradition Italian ingredients to make				
		and bake different flavoured bread.				
British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance for Diversity	Encouraging Diversity	

PSHE	Health and well being: thinking positive	Health and well being: taking responsibility for your own safety.	Living in the wider world: respecting rights	Living in the wider world: one world	Relationships: be yourself	Relationships: VIPS
Music	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)
Languages (French)	<ul style="list-style-type: none"> - Family - Prepositions Unit 5 La Famille	<ul style="list-style-type: none"> - Months of the year - Birthdays - Christmas End of unit assessments (Numbers 21-60) Unit 6 Bon Anniversaire	Food & drink & Opinions Unit 11 On Mange	<ul style="list-style-type: none"> - Telling the time - Poisson d'Avril/ Easter End of unit assessments Unit 8 Quelle heure est-il ?	Describing someone Unit 7 Encore!	<ul style="list-style-type: none"> - Places and Directions - Weather - Bastille Day End of unit assessments Unit 10 Où vas-tu?

MON	M W	Assembly/ Reading diary check	Literacy	K	Maths		Story and word of the day (word awareness)	RE	Ukulele
TUES	M W	Literacy		A	Maths	U	Story and word of the day (word awareness)	PE (Indoor)	ICT
WED	M W	Literacy	Times table	E	Maths	Z	Story and word of the day (word awareness)	History/Geography	PHSE
THURS	M W	Science	French (Madame Bryan)	R	Maths	D	Story and word of the day (word awareness)	GAPS	Art/DT
FRI	M W	Assembly	Literacy	B	Maths	J	Story and word of the day (word awareness)	PE	New spellings handwriting

Grouping:

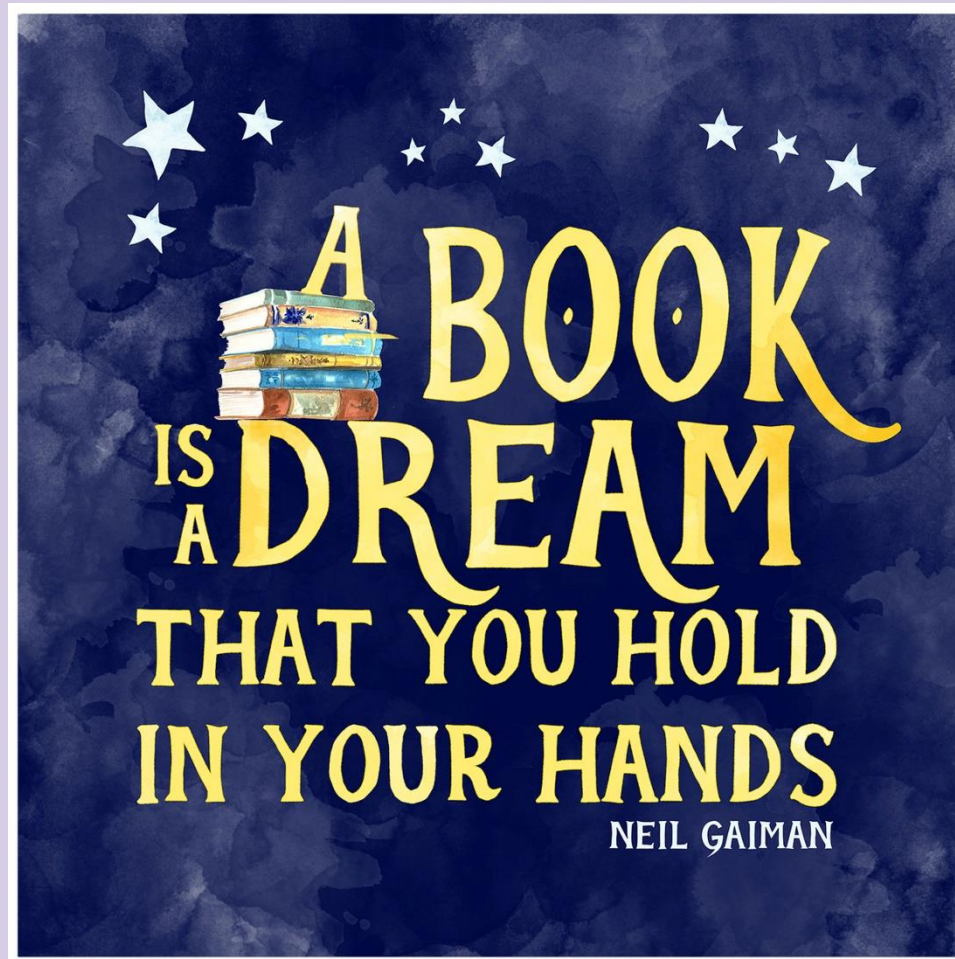
The children sit in mixed ability groupings at their tables. They work within these mixed ability groups at their own level.

Throughout the year, small intervention groups are provided to support children who would benefit from a little extra input.

Literacy:

- Overview of the literacy curriculum
- Reading
- Writing
- Spelling/handwriting

Reading



Types of reading:

Reading to improve

Books to share and love

To find the right level of challenge, children should be reading a book that they can decode confidently and fluently 95% of the time. If children are struggling to decode the texts they read, they will find it difficult to understand and answer questions about what they are reading.

Children progress with reading at different paces:

Some continue to work their way through the Oxford reading tree levels. If this is the case, they will have guidance choosing books from the scheme and will be assessed regularly to check the suitability of their current level.

Once children have progressed to ‘free readers’, they can choose which books they would like to read independently. However, guidance will still be given to ensure that children are supported to choose enjoyable and manageable texts.



Reading Vipers

Vocabulary

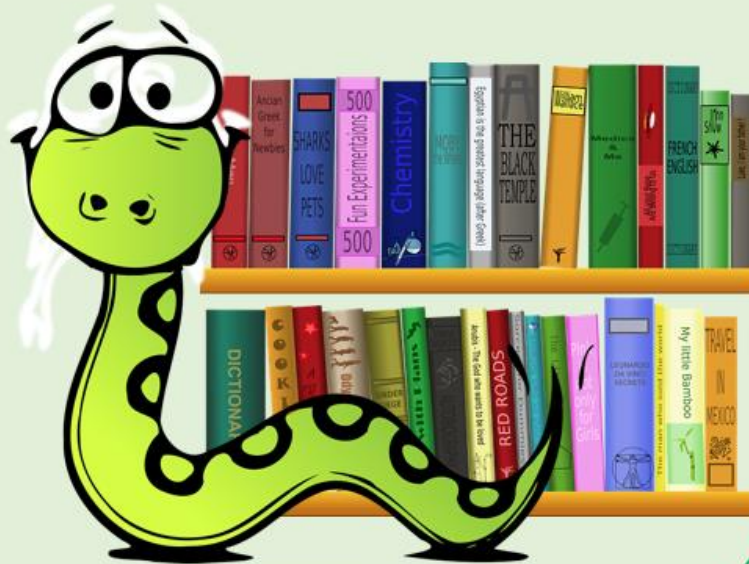
Infer

Predict

Explain

Retrieve

Sequence or Summarise



VIPERS guide for parents:

[Woodland Grange Primary School - Year 4](http://WoodlandGrangePrimarySchool-Year4.woodlandwideweb.org.uk)
woodlandwideweb.org.uk

VIPERS – The Iron Man (Chapter 2)



'Now they reckoned the Iron Man would come over the top of the cliff.' – Give the meaning of the word 'reckoned' in this sentence.



Why did the farmers approach the hole carefully? What did they expect to see? (P. 17)



Do you think Hogarth will leave the Iron Man buried in the pit? Explain your answer.



The author has described the sea using onomatopoeia (Hush, said the sea. And again. Hush. Hush. Hush). What does this tell the reader about the sea?



Why was Hogarth unsuccessful when fishing that evening? (P.11)



In 3-4 bullet points, explain the farmers' plan to trap the Iron Man.

Recommended reading:

[Woodland Grange Primary School - Curriculum \(woodlandwideweb.org.uk\)](http://woodlandwideweb.org.uk)



Types of reading:

Reading to improve

Reading for pleasure

Ultimately, we want children to read for enjoyment. Regular reading will help children to develop their reading skills and their vocabulary but it can also have a notable impact on wellbeing.

“READING
IS A WAY
FOR ME TO
EXPAND MY
MIND, **open**
MY EYES,
AND **fill up**
MY **heart.**”

Oprah Winfrey

Developing reading at home:

comfy

quiet



Having a designated reading time can really help children who find it tricky to organise their own reading schedule.

Books to share and love:

Sharing books with your child that they really enjoy can develop their pleasure for reading. These books don't have to be at the child's independent reading level. The key part is that the children enjoy the stories that they are sharing.



Writing



We understand that writing can be challenging for children, as the process of writing has lots of elements for children to remember.

- Spelling rules
- Letter formation
- Remembering what they want to write
- Thinking about the correct order of words
- Homophones
- Punctuation

We hope to develop children's enthusiasm for writing throughout the year by combining the teaching of skills and genres with a classroom culture that celebrates the sharing of ideas and a desire to edit and improve.

We want children to not be afraid to make mistakes with their writing. Self-assessment and editing is a really important part of the writing process.

Inspire ideas



Deconstruct steps



Model



Independent



What could the Iron Man **see** in the pit?



Adjectives:

What could the Iron Man **hear** in the pit?



Adjectives:

What could the Iron Man **touch** in the pit?



Adjectives:

Fronted adverbials:

How was he feeling?	How did it happen?	Where did it happen?	When did it happen?
Feeling confused...	Suddenly...	Up above him...	Moments later,
Feeling exhausted...		All around him...	

Feeling confused, the Iron Man looked up from the bottom of a giant pit. Up above him, he could see the sky and the flashing lights of large metal machines. Suddenly, huge lumps of soil began to fall on top of his head! The Iron Man roared in anger and fear. All around him, he could hear the deafening rumble of wheels and the creaking of machines. His fingers began to claw at the muddy walls but they were too sheer and he couldn't climb out. The mud felt cold and soggy on his iron fingers. Feeling exhausted, the Iron Man finally gave up. Moments later, it was completely dark and silent. Would the Iron Man ever escape?

Success criteria:

- Capital letters
- Full stops
- Written in the third person
- Adjectives
- Included the senses of sight, hearing and touch
- Emotions
- Deeper thinking: Included fronted adverbials.

Examples of writing genres in Year 4:

Narratives

Explanation text

Letter writing

Poetry

Diary entry

Non-chronological report

Children will have the opportunity to explore a wide range of genres and enjoy applying their core writing skills to the different text types.

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Much of our writing curriculum is based on books. Each sequence of learning will take the children on a journey through the books, thinking about the sequence, purpose and the techniques that the author uses to engage the reader.

Throughout each unit, children will continue to be taught grammar and punctuation skills and continue to develop their vocabularies.

Please note: We will not be sharing the titles of key texts in advance so as to avoid children pre-reading or reading ahead in class.

Things to consider when editing:

- Does this sentence flow and make sense?
- Does it say what I want it to say?
- Is it properly punctuated?
- Is it clear and well presented?
- Have I made careful choices about vocabulary and grammatical techniques?
- Have I checked against the success criteria checklist to ensure I have done every skill that has been asked of me?

Spelling and handwriting

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

New Curriculum Spelling Lists Years 1 and 2

the
a
do
to
today
of
said
says
your
they
be
he
me
she
we
no

come
some
one
once
ask
friend
school
put
are
were
was
is
his
has
I
you

go
so
by
my
here
there
where
love
push
pull
full
house
our
door
poor
find

mind
floor
because
kind
behind
whole
any
child
wild
most
both
children
climb
only
old
many

clothes
cold
gold
hold
told
every
great
break
steak
busy
people
pretty
beautiful
after
fast
last

past
father
class
water
again
grass
pass
plant
path
bath
hour
move
prove
half
money
improve

sugar
could
would
sure
eye
should
who
Mr
Mrs
parents
Christmas
everybody
even

Learning spellings at school:

Children are allocated 10 spellings weekly to learn.

These are grouped based upon common spelling rules.

Week 1

Words with /aw/ spelt
'augh' and 'au'

caught	naughty
taught	daughter
autumn	clause
cause	astronaut
applaud	author

We want children to be able to identify where these rules are present in the spellings they're learning and to be able to apply them.

Aarshi

* not heard
* Sorry if to right

Words with /aw/ spelt 'augh' and 'au'

Excellent! 2/20

Practise your weekly spelling words using cursive handwriting.

caught caught caught caught

naughty naughty naughty naughty

taught taught taught taught

daughter daughter daughter

autumn autumn autumn autumn

clause clause clause clause

cause cause cause cause

astronaut astronaut astronaut

applaud applaud applaud

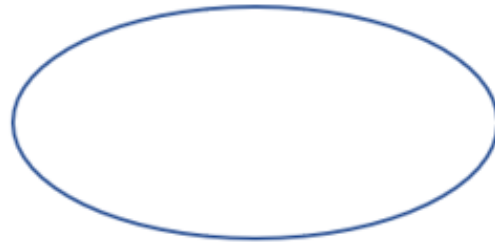
author author author author

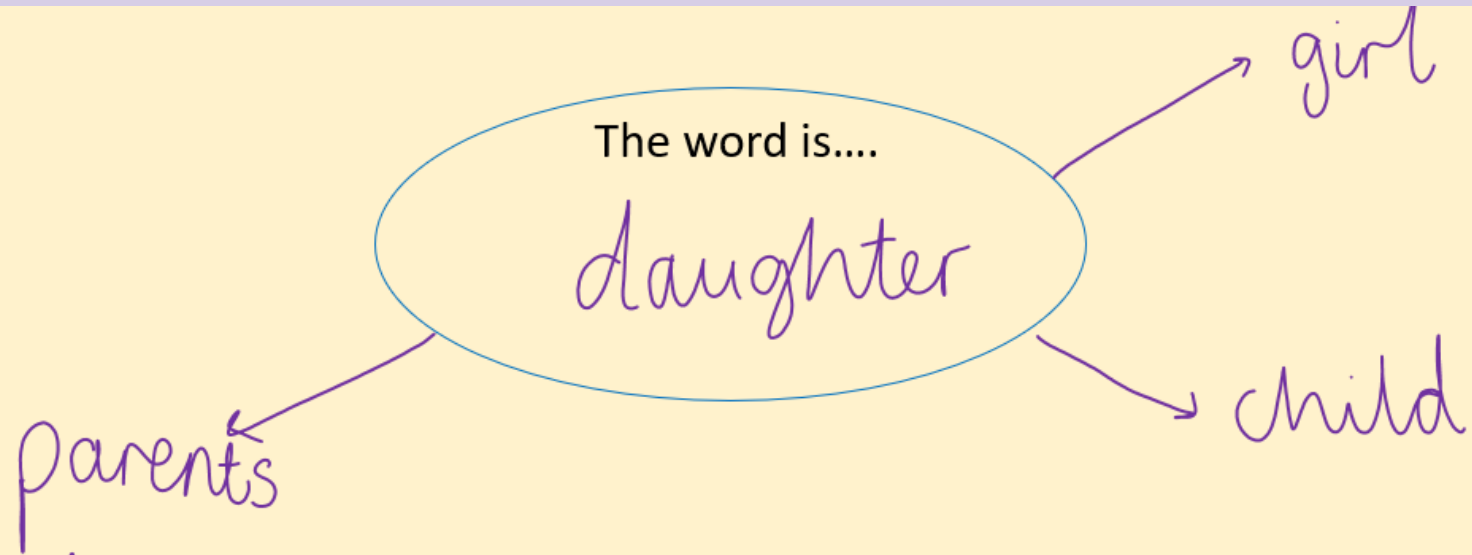
However, we also see spelling as an opportunity to improve vocabulary.

Spelling rule: Words with the prefix 'il' before a root word starting with 'l' and words with the prefix 'ir' before a root word starting with 'r'.

Create definition webs for the words below. Then, see if you can use the words in a sentence.

Words: irresponsible, irresistible, illogical





My mum's friend has a daughter
who is the same age as me.

Linking spelling and handwriting:

Words with the Prefix 'im-' before a Root Word Starting with 'm' or 'p'

Practise your weekly spelling words using cursive handwriting.

immature

immeasurable

impossible

immortal

imperfect

impatient

immovable

impolite

important

improper

Muscle memory can help to learn spellings.

Developing fine motor skills:

Developing children's fine motor skills and strengthening the muscles in their hands can help to improve handwriting.



Maths:

- Overview of the maths curriculum
- Reasoning
- Times tables

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15		
Autumn	Number Place value Number					Number Addition and subtraction			Measurement Area	Number Multiplication and division A				Consolidation			
Spring	Number Multiplication and division B			Measurement Length and Perimeter		Number Fractions				Number Decimals A							
Summer	Number Decimals B		Measurement Money		Measurement Time		Consolidation	Geometry Shape			Statistics	Geometry Shape and direction					

White rose and **NCETM** (national centre for excellence in teaching of mathematics)

Home learning

- **White rose parent resources**

Year 4 maths:

- Develop mathematical thinking skills
- Improving mental methods
- Making mathematical connections (between topics)
- Working efficiently and precisely
- Building on learned skills
- Celebrating mistakes – progress over perfection!

Recap steps:

1) Find number on grid

81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110
111	112	113	114	115	116	117	118	119	120
121	122	123	124	125	126	127	128	129	130
131	132	133	134	135	136	137	138	139	140
141	142	143	144	145	146	147	148	149	150
151	152	153	154	155	156	157	158	159	160
161	162	163	164	165	166	167	168	169	170
171	172	173	174	175	176	177	178	179	180
181	182	183	184	185	186	187	188	189	190
191	192	193	194	195	196	197	198	199	200
201	202	203	204	205	206	207	208	209	210
211	212	213	214	215	216	217	218	219	220

2) Identify multiple of **100** that comes before and after

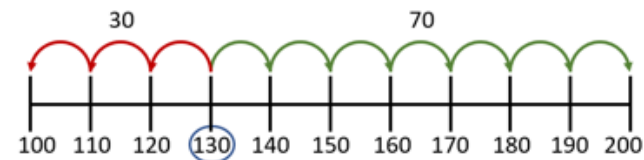
3) Put multiples on either side of scale

4) Fill out scale (going up in 10s)

5) Label where the number would go on the scale

6) Find out which multiple of 100 it is closer to

Round 130 to the nearest 100



130 is closer to **100** than **200**

130 rounded to the nearest 100 is 100

Making connections, working efficiently...

hour 0	minutes	fraction	percentage	decimals	out of 100	out of 1000	0 in a full turn
15 _m		$\frac{1}{4}$	25%	0.25	25	250	90°
30 _m		$\frac{1}{2}$	50%	0.50	50	500	180°
45 _m		$\frac{3}{4}$	75%	0.75	75	750	270°
60 _m		1	100%	1.00	100	1000	360°

Maths teaching:

- We ensure that our maths lessons have a balance of teaching input, supported working and independent work in every lesson.
- Through this, children will learn essential maths skills and have an opportunity to use these skills practically.

Maths- presentation:

1 digit per square, organised working out

Handwritten math notes on grid paper showing number partitioning exercises. The notes are organized into three rows of calculations, each with a checkmark indicating a correct result.

Row 1: $1) 389,223 + 1,000 = 390,223 \checkmark$ $b = 4276 + 1000 = 5276 \checkmark$

Row 2: $c = 778 + 1 = 779 \checkmark$ $2) a = 413,850 \checkmark, 233,850 \checkmark, 215,850 \checkmark$
 $214,050 \checkmark, 213,880 \checkmark$

Row 3: Partitioning numbers 1,000,000 11.09.2023

Row 4: $1) 3,524 \checkmark$ $2) 10 \checkmark, 20 \checkmark, 40 \checkmark, 42 \checkmark, 420 \checkmark$

Row 5: $1) 200,000 + 30,000 + 400 + 60 + 5, 300,000 + 50,000 + 200 + 10 + 2$

Maths- problem solving and reasoning

1) 60, 70, 70, 80 2) 50, 550, 250, 1750

3) 1500, 1600, 1500, 1600 4) 1,000, 3-
-000, 9,000, 2000

Extension - NO I don't agree because if you round to the nearest thousand you look 1 column to the right which is 9 it's more than 5 so it should be rounded to 9,000. ✓

Are the statements always true, sometimes true or never true?

When you find 100 more or less than a number, the tens column changes.

When you find 10 more or less than a number, the tens column changes.

When you find 1 more or less than a number, the thousands column changes.

Explain your reasoning.

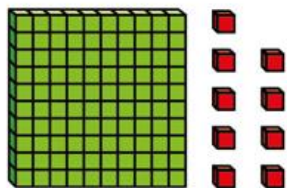


To the nearest 100, there are 600 people at a football match.

What is the smallest number of people that could be at the football match?

What is the greatest number of people that could be at the football match?

How would your answers change if the number of people at the football match was 600 when rounded to the nearest 10?



This is the number 19

What mistake has Ron made?

What is the number?



I am thinking of a 4-digit number.

Use the clues to work out Tommy's number.

- The thousands digit is 3 greater than the tens digit.
- The total sum of digits is 16
- The 4-digit number is odd.
- The tens digit is 2
- The hundreds digit is double the ones digit.

Think of another 4-digit number and challenge a partner to work out your number from clues.

Times Tables

$1 \times 1 = 1$
 $1 \times 2 = 2$
 $1 \times 3 = 3$
 $1 \times 4 = 4$
 $1 \times 5 = 5$
 $1 \times 6 = 6$
 $1 \times 7 = 7$
 $1 \times 8 = 8$
 $1 \times 9 = 9$
 $1 \times 10 = 10$

$2 \times 1 = 2$
 $2 \times 2 = 4$
 $2 \times 3 = 6$
 $2 \times 4 = 8$
 $2 \times 5 = 10$
 $2 \times 6 = 12$
 $2 \times 7 = 14$
 $2 \times 8 = 16$
 $2 \times 9 = 18$
 $2 \times 10 = 20$

$3 \times 1 = 3$
 $3 \times 2 = 6$
 $3 \times 3 = 9$
 $3 \times 4 = 12$
 $3 \times 5 = 15$
 $3 \times 6 = 18$
 $3 \times 7 = 21$
 $3 \times 8 = 24$
 $3 \times 9 = 27$
 $3 \times 10 = 30$

$4 \times 1 = 4$
 $4 \times 2 = 8$
 $4 \times 3 = 12$
 $4 \times 4 = 16$
 $4 \times 5 = 20$
 $4 \times 6 = 24$
 $4 \times 7 = 28$
 $4 \times 8 = 32$
 $4 \times 9 = 36$
 $4 \times 10 = 40$

$5 \times 1 = 5$
 $5 \times 2 = 10$
 $5 \times 3 = 15$
 $5 \times 4 = 20$
 $5 \times 5 = 25$
 $5 \times 6 = 30$
 $5 \times 7 = 35$
 $5 \times 8 = 40$
 $5 \times 9 = 45$
 $5 \times 10 = 50$

$6 \times 1 = 6$
 $6 \times 2 = 12$
 $6 \times 3 = 18$
 $6 \times 4 = 24$
 $6 \times 5 = 30$
 $6 \times 6 = 36$
 $6 \times 7 = 42$
 $6 \times 8 = 48$
 $6 \times 9 = 54$
 $6 \times 10 = 60$

$7 \times 1 = 7$
 $7 \times 2 = 14$
 $7 \times 3 = 21$
 $7 \times 4 = 28$
 $7 \times 5 = 35$
 $7 \times 6 = 42$
 $7 \times 7 = 49$
 $7 \times 8 = 56$
 $7 \times 9 = 63$
 $7 \times 10 = 70$

$8 \times 1 = 8$
 $8 \times 2 = 16$
 $8 \times 3 = 24$
 $8 \times 4 = 32$
 $8 \times 5 = 40$
 $8 \times 6 = 48$
 $8 \times 7 = 56$
 $8 \times 8 = 64$
 $8 \times 9 = 72$
 $8 \times 10 = 80$

$9 \times 1 = 9$
 $9 \times 2 = 18$
 $9 \times 3 = 27$
 $9 \times 4 = 36$
 $9 \times 5 = 45$
 $9 \times 6 = 54$
 $9 \times 7 = 63$
 $9 \times 8 = 72$
 $9 \times 9 = 81$
 $9 \times 10 = 90$

$10 \times 1 = 10$
 $10 \times 2 = 20$
 $10 \times 3 = 30$
 $10 \times 4 = 40$
 $10 \times 5 = 50$
 $10 \times 6 = 60$
 $10 \times 7 = 70$
 $10 \times 8 = 80$
 $10 \times 9 = 90$
 $10 \times 10 = 100$

Multiplication Tables Check:

From the government website:

The multiplication tables check (MTC) is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies (including free schools) in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

The basics:

- 25 Questions
- 6 seconds to answer each question
- 3 second pause between questions
- A random selection of multiplication questions from the 2-12 times tables.

x	5	10	2	4	8	3	6	9	7	x
5										5
10										10
2										2
4										4
8										8
3										3
6										6
9										9
7										7

Name: _____
Time: _____
Date: _____
To practise: _____

x	5	10	2	4	0
5					
10					
2					
4					
8					
3					
6					
9					
7					

Name: _____
Time: _____
To practise: _____

x	5	3	2	9	8	10	6	4	7	x
4										4
6										6
7										7
5										5
8										8
3										3
2										2
9										9
10										10

Name: _____
Time: _____

See Pupil's Book page 9
Decode a message:
1-a 4-d 7-g 10-j 13-m 16-p 19-s 22-v 25-y
2-b 5-e 8-h 11-k 14-n 17-q 20-t 23-w 26-z
3-c 6-f 9-i 12-l 15-o 18-r 21-u 24-x
Complete the number pattern below.
Decode the answers to read the message!

x	3	9	8	6	4	7	x
4							4
6							6
7							7
8							8
3							3
9							9

Name: _____
Time: _____
Date: _____
To practise: _____

5	(x2)	10	(=5)	2	→ b
8	(÷8)		(x3)		→
	(=5)		(÷7)		→
	(-6)		(x5)		→
	(=8)		(x15)		→
	(-4)		(x2)		→
	(=3)		(=13)		→
2	(x7)		(x4)		→
54	(-9)		(x5)		→
72	(÷12)		(x9)		→
120	(÷15)		(x15)		→
9	(x6)		(x2)		→
15	(x5)		(x2)		→
21	(x3)		(x3)		→
18	(x4)		(x3)		→

72 + 9 =
36 + 6 =
63 + 7 =
49 + 7 =
56 + 8 =
48 + 6 =
56 + 7 =
64 + 8 =
42 + 7 =
81 + 9 =
54 + 9 =
48 + 8 =
72 + 8 =
42 + 6 =
63 + 9 =
54 + 6 =

8x9 =
6x6 =
9x7 =
7x8 =
8x6 =
8x7 =
8x8 =
6x7 =
9x9 =
9x6 =
6x8 =
9x8 =
7x6 =
7x9 =
6x9 =

Be very afraid!

TIMES TABLES

ROCK STARS



WHAT'S YOUR ROCK STATUS?



Rock Hero
Under 1 second



Rock Legend
Under 2 seconds



Rock Star
Under 3 seconds



Headliner
Under 4 seconds



Support Act
Under 5 seconds



Breakthrough Artist
Under 6 seconds



Unsigned Act
Under 7 seconds



Gigger
Under 8 seconds



Busker
Under 9 seconds



Garage Rocker
Under 10 seconds



Wannabe
Over 10 seconds

Tournaments and certificates:

New Battle

In play

Coming up

1

Completed

16th September - 23rd September 2022

Finishes in 2 days



4BS

1415

4DH

741

Info

Class Results

Pupil Results

Edit

Class Average Correct

Class Total Correct



1

4BS

1,415

2

4DH

741

Heatmaps for fluency:

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

TIMES TABLES ROCK STARS

SINGLE PLAYER



MULTIPLAYER



[Times Tables Rock Stars: Play \(ttrockstars.com\)](http://ttrockstars.com)

Any other business:



Pencil cases:



Plimsolls:





Provisional parents evening dates:

Wednesday 2nd Oct 3:30 – 6:00

Thursday 3rd Oct 3:30 – 5:00

Monday 7th Oct 3:30 – 6:00



FRONTIERS



We will be implemented 1:1 devices for all pupils from year 1 to 6. You will have received information at the end of the summer term.

The devices will be used to support and enhance teaching and learning in the classroom.

Pupils will still be taught in the usual way. The iPad will be used in place of a shared text or resource that would have been used in a lesson.

Children will still use exercise books in the same way as before.

Apps will be used to set share resources, assignments and quizzes. Devices will also make learning more accessible for all pupils.

There is no charge to parents and devices will remain in school.





PUPIL PREMIUM

Pupil Premium was introduced to help schools to offer additional support the children. It is an annual amount (£1,455 per child) paid directly to school. We use the money to support the education of your child in many ways, including:

- Additional, personalised tuition
- Paying for school trips or clubs
- Paying for school uniform

There is no stigma attached to applying for this funding, we encourage and support any family wishing to apply. A child may be eligible for free school meals (FSM) and therefore pupil premium, if families are in any of the following categories:

- Income based Government support (e.g. Job seekers allowance)
- They have children in the care of the local authority
- They are in the armed forces

If you think your child is entitled to pupil premium, email freeschoolmeals@leics.gov.uk or call 0116 3056588 or 0116 3057093



SCHOOL TRIPS & VISITS

We are delighted that school trips are organised across the school. They add memorable experiences and enhance the learning in the curriculum. They are carefully chosen by staff, building a cohesive offer for the children as they move through the school. Some trips are outside of school, some in school visits.

Trips have to be funded otherwise they cannot go ahead. We rely on all payments being made as otherwise this impacts our wider school budget, prevents us from being able to provide other opportunities for the children and can result in the trip being cancelled.

We will look to schedule trips as early as we can, so there is plenty of time for payments. We will always support those families in receipt of Pupil Premium (paying 50% of the overall cost). Payment plans are also available, contact the school office for more information.



WHOLE SCHOOL PERFORMANCES

This year we will be organising whole school performances for pupils across the year by covering different faiths and cultures. Christmas is always a busy time in school with many productions requiring rehearsal and performance time in the hall. We also feel that this doesn't reflect the community that our school serves. As a result year groups will use the following festivals as the theme for a production, performance or assembly.

Year 1 – Rosh Hashanah

Year 2 – Vaisakhi

Year 3 – Christmas at the Church (St Peter's in Oadby)

Year 4 - Diwali

Year 5 - Eid

Year 6 - Christmas at the Church (St Peter's in Oadby)



PARKING

We would ask families to make the Grange farm car park as their number one choice when parking at school. It is only a 3 minute walk from school and cuts down the congestion outside of school.

We will continue to issue our 'polite parking reminders' to cars outside of school. Please do not be offended if you find one on your car. We receive emails from local residents about lack of access and there have been instances where the bus is unable to drive along Beaufort Way (this would be the same for any emergency vehicle) due to school traffic.

Please remember the following:

- Do not block road junctions, residents driveways or bus stops
- Do not use the school entrance to perform a U-turn
- The school car park is for staff only (or families that require disabled access)
- Do not Park on the yellow zig zag lines outside school
- Ensure you leave enough room on pavements for pedestrians, pushchairs/prams to pass
- Switch off your engine whilst you are waiting outside school



OTHER MESSAGES

Late arrivals: Please sign in at the school office, do not go straight to the classroom.

Holiday requests: Holidays are not authorised during term time except for exceptional circumstances. Request forms are on the school website. Unauthorised holidays will be referred to Leicestershire County Council who may issue a penalty notice.

Medical appointments: We will ask for evidence of any medical appointment that your child is attending for this to be authorised. Please be aware that such appointments do affect your child's attendance percentage.

School dinners: Should you wish to change your child's dinner requirements please email the school office and not your class teacher. You may still be charged if changing from a hot meal if the office has not been notified. This will be non refundable as the school will have already paid for these meals. Children in Reception and KS1 qualify for the Government Universal Free School Meals, however the catering staff still require a full weeks notice of any changes.

Forgotten Items: Please try and send your child in with everything they need for the day. Forgotten packed lunches, homework, water bottles, instruments and clothing will only be passed across to your child at a convenient time so as not to disrupt the class which we try to keep to a minimum.

Be on time: Please make sure that your child is here for a 8.45am and collected at 3.15pm

Arbor: You can download the Arbor app. Useful for in app messages (e.g. absence).



FOWG

The Friends of Woodland Grange (FOWG) are our parents group. They are a voluntary group, made up from parents and carers across the school. They organise events and raise money on behalf of the school, with every penny going to benefit every pupil at Woodland Grange.

In the past they have raised money for playground equipment, classroom resources and technology in school.

They need your help! Get in touch with your year group Whatsapp rep to find out more.





UNIFORMERLY



FOWG are selling pre-loved uniform.

Purchasing options and donating items can be arranged throughout the year, by contacting us on fowg.uniformerly@gmail.com or contacting your [WhatsApp rep.](#)

Donations to the school reception or to pre-school will not be accepted.

WANTED...

Items with the school logo:

- ✓ School cardigans/ jumpers
- ✓ PE t-shirts
- ✓ PE jumpers
- ✓ Book bags

Other items:

- ✓ Wellies
- ✓ Trainers
- ✓ School boots & shoes

Items need to be
~ clean
~ in good condition
~ size label attached
~ no name labels

reduce, reuse, donate





CULMINGTON MANOR



28th-30thOctober 2024





TEAM BUILDING

SELF ESTEEM

CONFIDENCE

SOCIAL SKILLS



On Site Facilities at Culmington Manor

- 🌳 Heated swimming pool (May - September)
- 🌳 Confidence course
- 🌳 Crate Stacking
- 🌳 High ropes
- 🌳 Indoor rifle range
- 🌳 Indoor climbing wall
- 🌳 Indoor Bouldering
- 🌳 Artificial caving system
- 🌳 Beginner and intermediate climbing walls
- 🌳 Two obstacle courses
- 🌳 Abseil tower
- 🌳 Two archery ranges
- 🌳 Blind Trail
- 🌳 Zip Wire
- 🌳 Sports fields
- 🌳 Woodlands
- 🌳 Wet weather shelters





MEWS

THE MANOR



OUTDOOR PURSUITS AVAILABLE

Abseiling
Archery
Bivouac Building
Canoeing Kayaking
Caving
Climbing
Evening Walk
Fencing
Film Studies / Video
Manor Olympics
Nature Trail

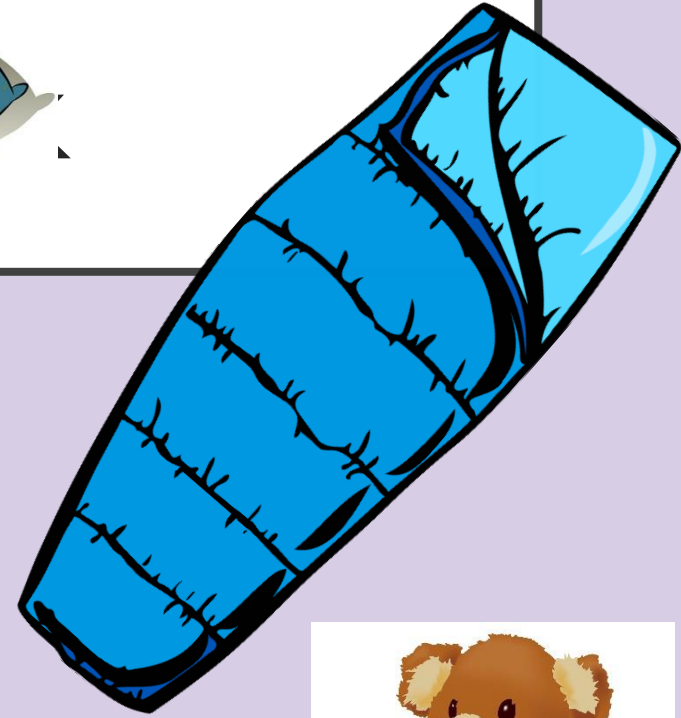
Rifle Shooting
Scavenger Hunt
Volleyball
Wide Games
Zip Wire
Blind Trail
Camp Craft Skills
Compass Work
Hill Walk
Initiative Exercises
Low Ropes
Obstacle Course

Orienteering
Quiz
Survival Skills
Team Games
Indoor Bouldering
Bike Skills

WHAT



CHILDREN NEED TO BRING A
SLEEPING BAG & PILLOW WITH
PILLOWCASE - PLEASE ENSURE
THEY ARE FRESHLY LAUNDERED
PRIOR TO ARRIVAL



Things you need:

- Luggage – please restrict this to one case plus one small rucksack.
- **Freshly laundered Sleeping Bag, PLUS a Pillow & Pillowcase**
- A drink bottle (essential)
- Torch (useful, not essential)
- Toiletries etc (please note deodorants must be roll-on, no aerosols or glass bottles)
- **Old clothes for activity sessions** – (long-sleeved shirts/jumpers, trousers / jogging bottoms (No denim jeans allowed for any activity), T-Shirts and closed-toe shoes are required for nearly all sessions so bring plenty). Clothes, shoes and underwear for other times.
- Clothes for the disco!
- Waterproof clothing (jacket / trousers)
- Large plastic bag for dirty clothes x 2
- Bath towels x 2
- Hat & Gloves as it gets colder when the sun goes down and in the woods
- Pyjamas and slippers



Useful items:

- Books, playing cards and other quiet activities and a teddy bear for night time and chill time



Useful notes:

- No glass containers
- No jewellery, except for stud earrings
- No wellies
- **Please name all clothing**
- Denim jeans are not ideal for outdoor use



Manor Adventure can't accept liability for the loss of any personal property brought to our centres – so please don't bring any valuable items, expensive clothing and footwear, mobile phone, handheld games consoles etc. We're unable to store them and they won't be insured whilst on centre.

WHAT TO WEAR ON SESSIONS

OBSTACLE COURSE AND BLIND TRAIL

- **Wear old clothes and safe shoes/trainers (old trainers are ideal).**
- **Wear long trousers and long sleeves**
- **DO NOT WEAR SHORTS.**
(You will get muddy on these sessions, possibly wet as well).
- **Long hair must be tied back at all times.**

ARCHERY

- **Make sure you are wearing a long sleeved top.**
- **Wear CLOSED footwear.**



Every session you need

- **Small rucksack**
- **Water bottle**
- **Inhalers (if you are prescribed one)**



PARENTAL & MEDICAL CONSENT FORM

This needs to be completed and returned to school by every child who is attending the residential.

Woodland Grange Primary School

PARENTAL & MEDICAL CONSENT FORM

The group leader must take this form (or a copy) on the activity

School/Organisation **WOODLAND GRANGE PRIMARY SCHOOL**

1. Details of Visit:

Visit to: **Culmington Manor, Seifton, Craven Arms SY7 9BY**

From (date & time): **28/10/24** To (date & time): **30/10/24**

I agree to my son / daughter / ward:
Full Name _____

taking part in the above-mentioned visit and agree to his/her participation in the activities. I acknowledge the need for good conduct and responsible behaviour on his/her part.

2. Medical Information about your Child:

(a) Does your son / daughter suffer from any conditions requiring medical treatment, including medication?
YES / NO _____
If yes, please give brief details: _____

(b) If your child needs pain relief, can they have: (please tick all that applies)
This will be administered by staff where they deem necessary
Liquid paracetamol (L) Liquid ibuprofen () None () _____

(c) To the best of your knowledge, has your son/daughter been in contact with any contagious or infectious diseases or suffered from anything in the last four weeks that may be contagious or infectious?
YES / NO _____
If yes, please give brief details: _____

Is your child allergic to any medication?
If details: _____

Has your child ever had a tetanus shot?
Has your child ever had a tetanus booster?
When did your child last receive a tetanus injection? _____

Are there any allergies?
If yes, please list all that apply:
Gluten _____
Eggs _____ Shellfish _____
Others _____

Are you insured?
If yes, please provide details of your insurance cover as soon as possible of any changes in circumstances between now and the commencement of the visit.

Are you insured in respect of legal liabilities (third party liability) but not liability for the visit?
Are you insured in respect of extension of insurance cover is my responsibility unless otherwise stated?
If yes, please provide details of your insurance cover as soon as possible of any changes in circumstances between now and the commencement of the visit.

Emergency contact details (please include phone numbers for the young person):
Work: _____ Mobile: _____
Work: _____ Mobile: _____
Work: _____ Mobile: _____

I am a parent/guardian of the child named above.

Signature of Parent/Guardian: _____
Date: _____

Signature of Group Leader: _____
Date: _____

Small text at bottom: This form is provided for informational purposes only and does not constitute an offer of insurance cover. It is provided in accordance with Articles 6 and 9 of Regulation (EU) 2016/679 (General Data Protection Regulation). Data on this form will be shared with the LA & DfE where necessary. Please see our privacy notice on our school website.

Dietary Information

This form needs to be completed for every child

Child's Name: _____ Class: _____

Signed: _____ Date: _____

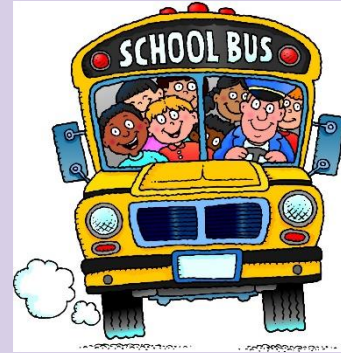
Dietary requirement	Please tick	Details
No nuts/ nut allergy	<input type="checkbox"/>	
Gluten intolerance/ coeliac	<input type="checkbox"/>	
Vegetarian- no meat at all	<input type="checkbox"/>	
Vegan- no animal product at all (including cows' milk or eggs)	<input type="checkbox"/>	
Halal meat	<input type="checkbox"/>	
No eggs (please let us know if your child can eat eggs in cakes etc otherwise we will not be allowed to give them any products containing eggs.)	<input type="checkbox"/>	
No shellfish	<input type="checkbox"/>	
No milk/ cheese/ dairy	<input type="checkbox"/>	
Other- please specify needs not preferences		

What to do when you arrive at school on Monday 28th October

- If it is not raining, luggage (named and with an identifying ribbon or something on it please) to be left against the fence in the playground near the Y4 mobile. If it is raining, luggage will need to go in the hall.
- Children will need to keep their small rucksack with them. The small ruck sack should contain a **packed lunch** for Monday 28th October (in disposable packaging), a **reusable bottle** to use throughout the week and maybe some cards or a book for the coach journey.
- Please make sure all medicine is in a named bag and handed over to Mrs Brown. The form with what to administer and when needs to be completed. This will also need to be completed for any travel medication.
- Any children who needs an inhaler should have this with them in their bag.
- Spending money is not needed. A small amount of sweets may be packed as a treat.
- No mobile phones/smart watches or any electrical gaming devices are to be taken.

Question:

When will your children arrive back at school on Wednesday 30th October?



We are due to leave Culmington Manor between 1:00 – 2:00p.m. The journey on a coach is roughly 3 hours. As we leave, we will let school know our expected arrival. We will update this if we get stuck in traffic!

Any questions?