

Welcome to Year 4

Class Teacher: Mrs Horton



The main teaching assistant will be: Miss Farley

Learning and growing together to be the best that we can be

Our Learning Values



Our School Rules



Our Christian Values



Home reading expectations

The children will be given a book each week and are expected to read every day and have their reading records signed. Children are celebrated in assembly for reading regularly.

Other homework expectations

Homework will come in a variety of ways:

TT Rockstars (children should complete a minimum of 5 garage and 5 studio sessions); spellings—10 spellings will be sent home each week to learn for a test the following week; and an English and Maths activity each week.

Other class routines

The children come in via the main playground and put their coats and lunchboxes in the classroom. All children should come dressed in their P.E kits when it is P.E day

To support my learning in Maths, I should be able to....

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- compare and order numbers up to 1000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1000 in numerals and in words
- add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; and a three-digit number and hundreds
- add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- to use columnar addition to add numbers up to three digits with renaming
- to use column subtraction to subtract numbers up to three digits with renaming
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- to understand the relationship between multiplying and dividing
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods without regrouping

To support my learning in Writing, I should be able to....

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
- use of the forms a or an according to whether the next word begins with a consonant or a vowel (for example, a rock, an open box)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- introduction to inverted commas to punctuate direct speech
- place the possessive apostrophe accurately in words with regular plurals
- spell further homophones and spell words that are often misspelt. Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)

To support my learning in Reading, I should be able to....

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- develop positive attitudes to reading and understanding of what they read by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; asking questions to improve their understanding of a text; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and predicting what might happen from details stated and implied

Mrs Horton



Qualifications:

BA (Hons) in Primary Education

PGCE with QTS

Years working in Education:

18

Years working at All Saints:

4 (3 as an inclusion support TA), 1 as a Teacher Apprentice

Specialist subjects: Supporting children with Special Educational Needs

Favourite subjects to teach:

I enjoy teaching reading and science.

Favourite children's book:

Charlotte's Web

The Railway Children

Favourite children's film:

Beauty and the Beast

Inspirational figures:

David Attenborough

Emmeline Pankhurst

My Husband

Favourite place:

At home or on holiday with my family. We particularly like travelling around Europe and discovering new hidden gems.

Proudest moment:

Becoming a mum to my two beautiful children.

Completing my degree and becoming a teacher.

Favourite foods:

I love burger and chips.

Favourite quote:

"Why fit in when you were born to stand out!"

School values I think are the most important:

Service, Respect, Courage and Challenge Yourself

Hobbies:

I love gardening, cooking and visiting zoos with my family (we have visited A LOT!)