

**Welcome to Year 4
Curriculum Evening**

**4 Jemison
Mrs Young and Mrs Welch**

**4 Attenborough
Miss Thompson**

Other Teachers

Miss Nolan, Mrs Wheeler, Mrs Reynolds
and Mrs Hughes- Teaching Assistant

Mr. Collingwood - PE and PPA (planning,
preparation and assessment) cover

Madame Crompton - French teacher



Curriculum Map

This gives you the yearly coverage of the topics taught in across the school and in Year 4.

ST. CUTHBERT MAYNE SCHOOL CURRICULUM MAP 2020/2021

SUBJECT	TERM	YEAR 3	YEAR 4	YEAR 5	YEAR 6
 RE	AUTUMN	Homes, Promises, Visitors, Judaism	People, Call of, Gift, Islam	Ourselves, Life Choices, Hope, Sikhism	Living, Vocation & Commitment, Expectations, Hinduism
	SPRING	Journeys, Listening & Sharing, Giving All	Community, Giving & Receiving, Self-Discipline	Mission, Memorial Sacrifice, Sacrifice	Sources, Unity, Death & New Life
	SUMMER	Energy, Choices, Special Places, Judaism	New Life, Building Bridges, God's People, Judaism	Transformation, Freedom & Responsibility, Stewardship, Judaism	Witnesses, Healing, Common Good, Judaism
 SCIENCE	AUTUMN	Rocks, Forces & Magnets	Living Things & Habitats, Health Education	Earth & Space, Properties & Changes of Materials	Light, Electricity
	SPRING	Animals Including Humans, Health Education	Animals Including Humans, Sound	Forces, Living Things & their Habitats	Evolution & Inheritance, Living Things & their Habitats
	SUMMER	Plants, Light	Electricity, States of Matter	Animals Including Humans, Health Education	Animals, Including Humans, Health Education
 COMPUTING	AUTUMN	Word Processing	Word Processing	Internet Research	Film making
	SPRING	Internet Research and Communication	Programming	Radio	Kodu programming/Scratch Animated stories
	SUMMER	Presentation Skills	Animation	3D Modelling	Information Models-spreadsheets
 TOPIC	AUTUMN	European Study: France	Ecuador & The Americas	Rivers	Local Area
	SPRING	Greeks	Ancient Egypt	Vikings & Anglo-Saxons	Local Area, Coastal Study: Isle of Wight
	SUMMER	Britain: Stone Age to Romans	Anglo-Saxons & Scots	Post 1066 Study: Victorian Britain	Coastal Studies: Isle of Wight, Ancient Basin, West Africa
 PSHCE	AUTUMN	Anti-Bullying/ Feeling Good week	Anti-Bullying/ Feeling Good week	Anti-Bullying/ Feeling Good week	Anti-Bullying/ Feeling Good week
	SPRING	Mental Health week	Mental Health week	Mental Health week	Mental Health week
	SUMMER	Journey in Love	Journey in love	Journey in love	Journey in Love
 DT	AUTUMN	Photo Frames	Textiles	Mechanisms: Story Books	Shelters
	SPRING	Smoothies	Medical Instruments	Moving Toys	Fairgrounds
	SUMMER	Moving Monsters	Electrical Circuits	Bread-Making	Textiles
 ART	AUTUMN	Drawing	Painting	Drawing	Painting
	SPRING	3D Form	Textiles	Print-Making	Collage
	SUMMER	Print-Making	Collage	3D Form	Textiles
 MUSIC	AUTUMN	Recorder, (rhythm, reading music, playing)	Ostinato & Pentatonic Scales	Rhythm and Pulse	Lyrics and Melody
	SPRING		Sound Colours	Exploring Rounds	Performing Together & Ronds
	SUMMER		Singing Games	Sound Sources	Exploring Musical Processes
 PE	AUTUMN	Dance, Gymnastics, Invasion Games, Netball	Gymnastics, Cross Country, Netball	Gymnastics, Dance, Netball	Dance, Basketball, Cross Country
	SPRING	Gymnastics, Dance, Tag Rugby, Football	Dance, Outdoor Adventurous Activity, Tag Rugby, Football	Gymnastics, Outdoor Adventurous Activity, Hockey	Gymnastics, Outdoor Adventurous Activity, Tag Rugby, Volleyball
	SUMMER	Outdoor Adventurous Activity, Swimming, Athletics, Tennis	Rounders, Swimming, Athletics, Tennis	Rounders, Swimming, Athletics, Tennis	Rounders, Swimming, Athletics, Tennis

Religious Education



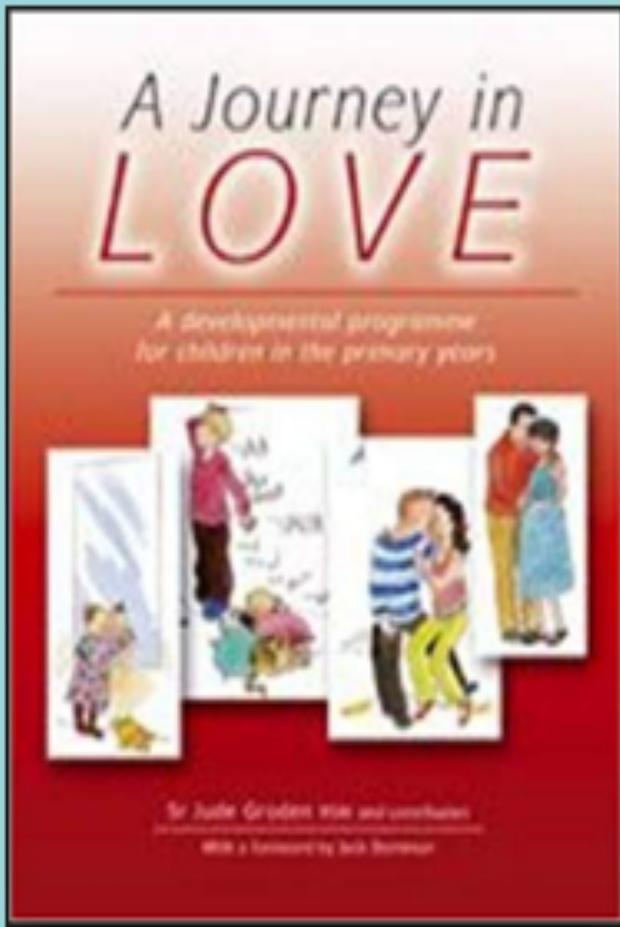
Come and See - this is the scheme of work we follow in class. It is favoured scheme by the diocese due to the balance of the Church's teaching in the Bishops' Directory and helping children to live their faith.

Judaism and Islam are taught as our other faiths units of work.

RE is central to all the work we do in school and including morning and end of day prayers, grace at lunchtime, class worship, assemblies, Liturgies and Mass.

PSCHE: Journey in Love

We follow a scheme called **A Journey in Love**.



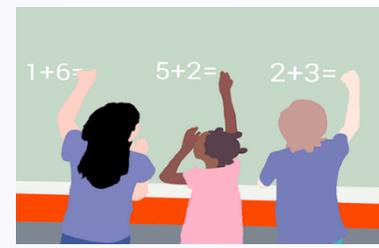
This in line with SRE government and Diocesan guidelines.

A steady but developmental approach from Year 3 to Year 6 to talk about different loving relationships.

We believe that this is an excellent programme which develops as the children mature. Introducing age relevant aspects.



Maths



In Year 4 there is a focus on building on the number knowledge from Year 3 and developing confidence in broadening maths understanding, fluency and reasoning skills.

Details of the Maths Curriculum can be found on the school website in curriculum – Mathematics.

In class we have teach daily maths lessons and including a weekly arithmetic lesson and times tables tests.

Tasks are differentiated into *, **, *** levelled work and children are challenged with Smashing Smarties tasks.

Marking is graded E, R and M and children respond with a green editing pens.

E – Extension work, when the child has achieved the learning objective

R – Reinforcement/Revisit, when the child is giving the chance to consolidate their understanding of the lesson

M- Misconceptions, when the child will need some extra support

Multiplication Tables Check MTC

In June 2021 the children will be taking the governments statutory Multiplication Tables Check (MTC). We will be sending more information home about this test which covers all the times tables up to 12 x 12.

We do teach times tables as part of our maths lessons and children will take weekly times tables tests. A copy of a class test is below.

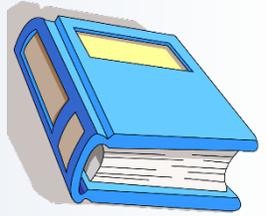
Useful tools you can use at home to help prepare your child are:

1. T i m e s T a b l e C h e c k e r
<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>
2. Times Tables Rock Stars - <https://ttrockstars.com> (children's logon details in the back of their home school diaries)
3. H i t t h e B u t t o n -
<https://www.topmarks.co.uk/maths-games/hit-the-button>

Silver Squad Assessment

3x	4x	9x	11x
5x9=			2x9=
8x9=			10x4=
11x4=			6x9=
4x4=			9x9=
6x3=			11x3=
9x3=			3x10=
8x11=			6x4=
4x7=			4x5=
3x12=			3x3=
9x7=			8x3=
12x11=			7x11=
2x4=			12x9=
9x11=			11x6=
10x11=			4x1=
4x9=			11x11=

English



Books: Below are a list of books that we hope to cover this year.

Autumn Term

The Butterfly Lion
The Great Kapok Tree
The Shaman's Apprentice
Where the Forest Meets the Sea

Spring Term

Shakespeare
Romans myths

Summer Term

Journey to Jo'burg
Bill's New Frock

In English lessons we try to link work to a whole school theme or a class book. We cover a range of genre in fiction, non fiction and poetry units of work.

We plan for 3 lessons of writing, 1 lesson of grammar and 1 reading lesson a week.

There are also lessons in handwriting and daily spelling lessons.

There is a focus on spelling, grammar and punctuation.

Spelling



In Year 4 we follow a spelling scheme called Read Write Inc Spelling.

The children have daily spelling lessons following a series of activities to support their learning of the new words but also helping with their understanding of spelling rules and patterns.

New spellings are given out on Monday in the children's spelling log books. The spelling logs are a work book and can be used for practice at home. Once your child has practiced please do sign their work as the children are given house points to encourage them in school.

The children are tested on six of the words the following Monday and they will record their scores and any words they got wrong. Please do continue to practice these spellings as well as the new words to help consolidate learning.

Spelling



Date 14.9.2020

The spelling rule we are learning this week is...
Adding the prefix dis- in- un-

Add prefix	1 st	2 nd	3 rd	Orange words	1 st	2 nd	3 rd
dishonest				February			
disagreed				island			
incomplete				strength			
incorrect				length			
unkind				business			
unhappy							

Please circle any letters which your child did not get right. This is the part s/he needs to learn.

Children log in the boxes below any incorrect words from the speed spell.

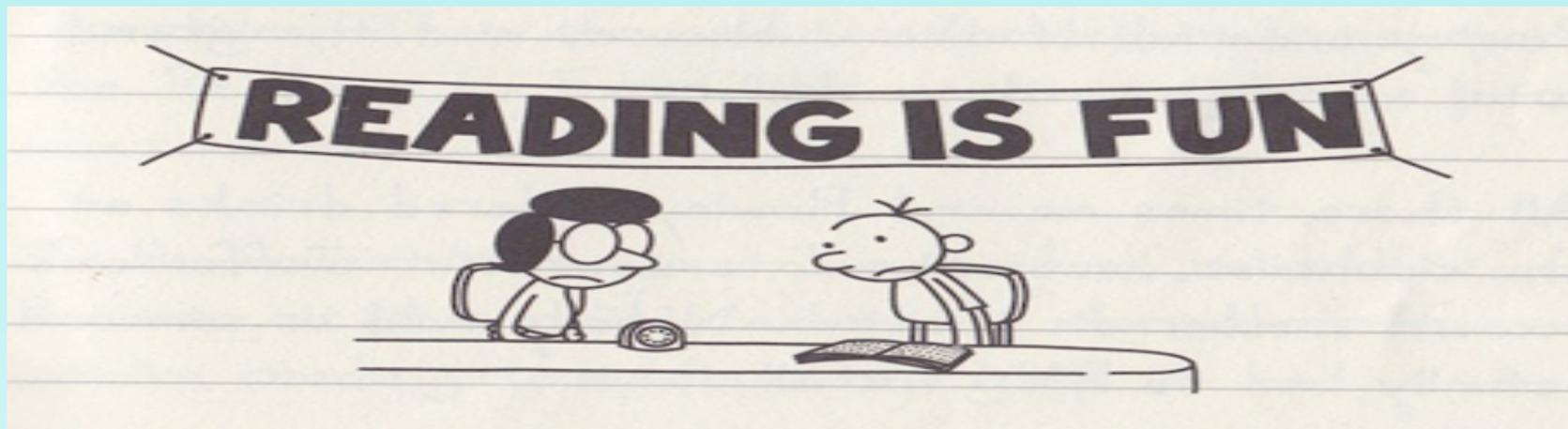
Speed Spell score:			

Here is an example of the spelling sheet that will be sent home on Mondays.

Please do tick and sign when your child has practiced each spelling at least three times.

The orange words are Year 4 special focus words and revision words from earlier years.

At the bottom of the sheet is where you will find the speed spell score and any words the children got wrong.



Reading

- Every child will have a reading lesson and at least two guided reading sessions with an adult per week in school.
- We would like your child to read every day and at least **3 times per week with an adult at home.**
- Each time your child reads please sign the Reading Record as your child is given a book worm point for each day they have read. This also includes reading on Bug Club.
- There are useful questions to ask your child when reading on the school website – learning - English
- Children need to have read 6 Bug Club books before moving book bands and 80% accuracy in their answers and achieved 80% in an assessment which are each half term.
- Bug Club allocations are checked on a Friday.
- If your child is reallocated a Bug Club book it means they got 3 or less questions correct and would benefit from sharing the book with you. Achievement is not how fast you complete books, but how well you answer questions.
- To keep safe, real books can be changed Monday, Wednesday and Friday.



Charlie Small: Chasm of the Killer Bees

Fiction

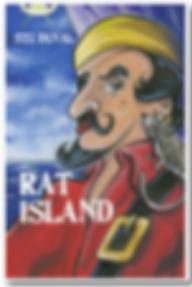
Grey B

INF LIT

TAC TAC LFE RT

LFE INF TAC LIT

INF RT



Rat Island

Fiction

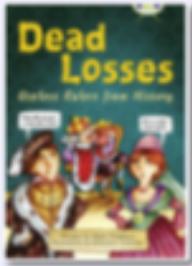
Grey B

TAC LFE LIT INF

LFE LIT LEE INF

RT LFE TAC INF

LIT



Dead Losses

Non-fiction

Grey B

LFE LFE RT TAC

INF LIT TAC LIT

Marking

Teachers mark in purple pens and children respond with their green editing pens.

Work highlighted in pink is called 'Tickled Pink' and indicates to the child good work in their book.

Work highlighted in green is called 'Green for Growth' and some editing needs to be done to correct any mistakes.

Codes are used to help children identify mistakes:

P = punctuation

SP = spelling

ST – sentence structure

T – tenses

U – up-level their work e.g. include adjectives or powerful verbs

VF – Verbal Feedback

Teachers may leave developmental comments and children are asked to respond to these questions.

There is a focus on editing and recrafting and children will be encouraged to edit their first draft of work maybe several times to make progress.

Children also use self assessment by putting faces next to the learning objective indicating how well they have understood the lesson.

Homework

Homework is set twice a week.

Please support your child with it. At least, first 10 mins to start them off, **last 5 mins to check/edit their work together.** Feel free to be "Tickled pink" or "Green for growth" verbal feedback/suggestions to improve or extend is where your child's learning takes place.

Please sign your child's work to affirm your input. Before you start a new piece of homework, check for House Points or "Green for growth" editing.

On **Monday English Homework** will be given to your child which should take **half an hour**. It is to be handed in on **Thursday**.

On **Friday Maths Homework** will be given to your child and should take **half an hour** to complete and should be handed in on **Monday**.

To ease in to new routines one piece will be via a device and one will be recorded.

In each unit of a work a piece of **RE homework** will be set instead of English homework.

Spellings and Times Tables benefit from daily practice of 5/10mins.

If you are looking for extra activities for your child, please encourage the use of My Maths, Hit the Button, Spelling apps and Bug Club. We will be setting homework using Google Classroom.

Results Key

70% to 100%

40% to 69%

0% to 39%

<u>Y1</u>	<div style="width: 0%;"></div>	0 done, <u>22 to do</u>
<u>Y2</u>	<div style="width: 2%;"></div>	1 done, <u>52 to do</u>
<u>Y3</u>	<div style="width: 33%;"></div>	33 done, <u>6 to do</u>
<u>Y4</u>	<div style="width: 3%;"></div>	2 done, <u>56 to do</u>
<u>Y5</u>	<div style="width: 0%;"></div>	0 done, <u>63 to do</u>
<u>Y6</u>	<div style="width: 0%;"></div>	0 done, <u>62 to do</u>

P.E

- P.E kit to be in school at all time – including tracksuit.
- Please name all of your child's kit.
- Trainers for all outdoor P.E.
- **Spare socks** (for girls who wear tights... but also handy in winter when the puddles are bigger).
- PE is on Tuesday and Thursday during the Autumn term. We currently have Premier League Primary Stars teaching the class for a 10 week course.
- If your child wears earrings they need to be taped up for PE lessons or they can bring in a container so when they take them out there is somewhere safe for them to be stored.



Behaviour

We have a whole school Learning Agreement.

The school has a Behaviour policy.

Year 4 we celebrate excellent behaviour both in the classroom and as a whole school.

The school believes in positive behaviour reinforcement and encourages children to have a Growth Mindset and to embrace Flearning.



Zones of Regulation:

School wide initiative that encourages children to:

- consider HOW they are feeling
- how they can improve their awareness of their feelings
- how to communicate this to others
- how to progress their self-management of their feelings.
- Children are encouraged to consider the 'colours' and use these as tools of identification.

What zone am I in?			
Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving Slowly	Happy Calm Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Some Loss of Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

