
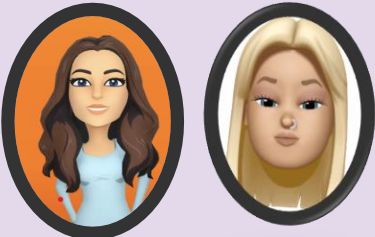





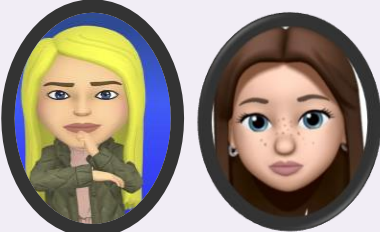
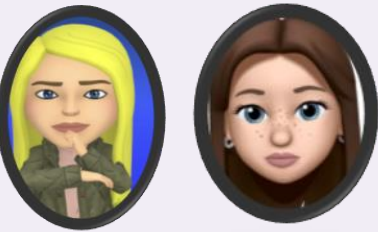
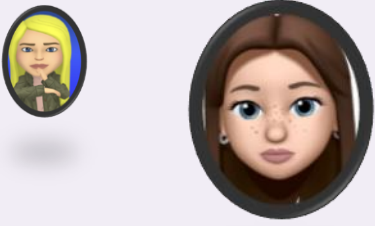




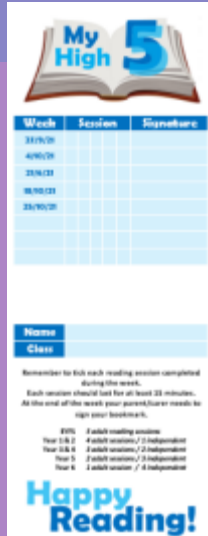
Welcome to Year 4



Staff

	Monday	Tuesday	Wednesday	Thursday	Friday
	 <p>Miss Bissett and Miss Lockwood</p>	 <p>Miss Bissett and Miss Lockwood</p>	 <p>Miss Bissett and Miss Lockwood</p>	 <p>Mrs Maher and Miss Lockwood</p>	 <p>Miss Bissett and Miss Lockwood</p>
	 <p>Mrs Randall and Miss Cocks</p>	 <p>Mrs Randall and Miss Cocks</p>	 <p>Mrs Randall (Week A), Mrs Wing (Week B) and Miss Cocks</p>	 <p>Mrs Randall and Miss Cocks</p>	 <p>Mrs Randall and Miss Cocks</p>

Home Learning – Learning Journals need to be in EVERY MONDAY AND THURSDAY!



Reading – My5High5 – In Year 4 the children change their own books based on their reading ability. Every **Monday** we will be recording how often they have read to an adult. Please aim to read with your child at **least 5 times a week**.

Spellings: There are 3 spelling groups. Spellings are practised in class at least once a week before the **test on Thursday**. They are tested in a mixed order.

Times Table Tests – Term 1 and 2 : 1 times table a week. Terms 3 & onwards – personalised. Tested on **Thursday**

TTR or Sumdog – For your child's progress we recommend this is completed for at least **20 minutes** a week.

To ensure effective communication, please do not leave messages in these books, contact details will be given in the next few slides.

Snacks and Lunch

SNACK: 1030-1035

For health, intolerances and allergies please ensure your child only brings **fruit, cheese or vegetables**. We appreciate if this is packed separately to their lunchboxes.

LUNCH: 1215-1315

All together in Keeler Hall.

Children can sit with who they wish.

WATER BOTTLE:

Learning is thirsty work. Please make sure that your child brings in a water bottle EVERY

DAY.



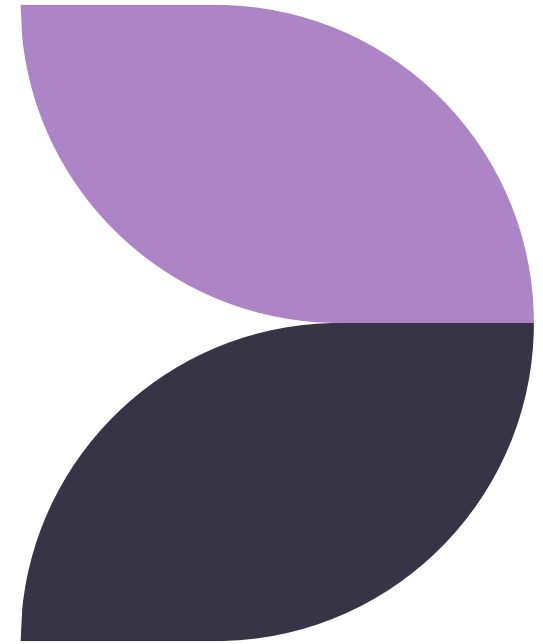
P.E

Days – Monday afternoon and Friday morning.

PE UNIFORM NOT A PE KIT please.

Hair tied back – no earrings

Children will be expected to participate unless school has been notified.



Curriculum

Maths –

White Rose Fluency focus – mastering number KS2

FB4

REVIEWS

Differentiated Purple Pens – problem solving and reasoning.

English –

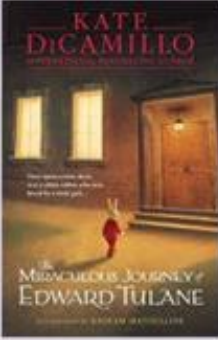
CLASS TEXT – different genres over the year.





Speaking & Listening

Writing

SPaG

Reading - Reading for pleasure & Guided Reading VIPERS

I	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English text	<p>Arthur and the Golden Rope</p> 	<p>The Miraculous Journey of Edward Tulane</p> 	<p>Pugs of the Frozen North</p> 	<p>The Rhythm of the Rain</p> 	<p>Secrets of a Sun King</p> 	<p>Leon and the Place Between</p> 
Writing	<ul style="list-style-type: none"> • Into the vault! • Persuasive letter • Adventure story (using inference) • Direct and reported speech • Newspaper report • Balanced argument • Descriptive writing • Poetry: Kenning 	<ul style="list-style-type: none"> • Character profile (using retrieval and inference) • Alternative ending • Diary entry • Fact page for a constellation • Poetry: cinquain • Instructions • Letter (emotive language) • Adventure story 	<ul style="list-style-type: none"> • Vocabulary detectives • Diary entry • Persuasive text • Race programme (biographies of the racers/history of the race/persuasive advert for a new sled) • Newspaper report • Debate • Book review 	<ul style="list-style-type: none"> • Response to illustration (using inference) • Poetry: expressive • Non-fiction – information text • Non-fiction – explanation text • Persuasive speech (write and perform) • Biography: significant activist 	<ul style="list-style-type: none"> • Script • Fact page on Tutankhamun • Monologue • Telegram • Descriptive writing • Diary entry • Letter • Biography: Howard Carter 	<ul style="list-style-type: none"> • Immersion in the text (circus theme day) • Descriptive writing • Poetry • Drama: Reader's theatre • Persuasive poster • Letter • Adventure story • Biography: Philip Astley • Instructions
SPaG	<ul style="list-style-type: none"> • Sentence types (statement, command, question, exclamation) • Nouns (inc. proper nouns) • Expanded noun phrases • Fronted adverbials • Inverted commas • Reporting clauses • Time conjunctions • Plural and possessive –s 	<ul style="list-style-type: none"> • Adjectives • Verbs • Adverbs • Tense • Pronouns (personal and possessive) • Imperative verbs • Standard English verb inflections • Contractions 	<ul style="list-style-type: none"> • Main and subordinate clauses • Co-ordinating conjunctions • Subordinating conjunctions • Prepositions • Prepositional phrases • Possessive apostrophes (singular) • Inverted commas • Reporting clauses 	<ul style="list-style-type: none"> • Adverbial phrases • Verbs • Tense • Determiners • Possessive apostrophes (plural) • Fronted adverbials • Time conjunctions • Plural and possessive –s 	<ul style="list-style-type: none"> • Adjectives • Verbs • Adverbs • Tense • Pronouns (personal and possessive) • Standard English verb inflections • Possessive apostrophes (singular/plural) • Contractions 	<ul style="list-style-type: none"> • SPaG consolidation: <ul style="list-style-type: none"> ➢ Word classes ➢ Sentence types ➢ Suffices/Prefixes ➢ Clauses ➢ Punctuation ➢ Tense ➢ Standard English ➢ Noun & expanded noun phrases
Guided reading	The Saga of Erik the Viking	The Miraculous Journey of Edward Tulane	Pugs of the Frozen North	Charlie changes into a chicken	Secrets of a Sun King	Escape Room

Maths	Place value Addition & subtraction	Addition & subtraction Area Multiplication & division	Multiplication & division Length & perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position & direction
Science	Food and the Digestive System Producers and consumers; Ecosystems; Food chains and food webs; Changes in ecosystems; Digestive system; <u>Teeth</u> types – incisors, canines, premolars, molars; Teeth health and dental hygiene; Working scientifically – Identifying and classifying, Observing changes over time, Comparative test, Pattern seeking, Research	Sound This project teaches children about sound and how sounds are made and travel as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.	States of matter Classifying solids, <u>liquids</u> and gases; Unusual materials; Particle theory; Change of state; Melting, freezing, evaporation and condensation; States of water; Measuring temperature; Investigating melting; Line graphs; Researching melting and boiling points; Working scientifically – Observing changes over time, Identifying and classifying, Pattern seeking, Comparative test, Research	Grouping and classifying Types of classification; Taxonomy; Understanding and creating classification keys; Animal kingdom; Plant kingdom; Classifying new discoveries; Working scientifically – Identifying and classifying, Pattern seeking, Research	Electrical circuits and conductors What is <u>electricity</u> ?; Renewable/Non-renewable energy; conductive materials; insulators; series circuits; series components; switches; designing and making a head torch for an archaeological dig. 	
Geography	Interconnected World (Geographical skills) Compass points; Four-figure grid references; Six-figure grid references; Tropics of Cancer and Capricorn; North and South America; Contrasting climates		Misty Mountain, Winding River  Mountains; How are mountains <u>formed</u> ?; Human geography; Topography and contour lines; Mountains of the United Kingdom; Mountains of the world; Journey of a river; Changing landscapes; Significant physical features of the United Kingdom; Rivers of the world - Focus: The River Nile; Uses of rivers; Canals of Britain			
History	 Invasion Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, <u>beliefs</u> and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy				 Ancient Civilisations Features of civilisations; Ancient Sumer; Ancient Egypt; Indus Valley civilisation; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient civilisations	
R.E.	What can we learn from religion about what is right and wrong?	Why are festivals important to religious communities?	What does it mean to be a Hindu in Britain today?		Why is Jesus inspiring to some people?	Why do some people think life is a journey?

Art	Contrast and complement This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.		Vista This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.		Statues, statuettes and figurines This project teaches children about the 3-D representation of the human form, including statues, statuettes and figurines. They study examples from ancient civilisations, and use their clay skills to create a Sumer-style figurine.	
D.T.		Fresh food, good food This project teaches children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.		Functional and fancy fabrics This project teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.		Tomb builders This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads.
French	Je me présente (Presenting myself)	Ma famille (My family)	Chez moi (My home)	As-tu un animal? (Do you have a pet?)	Quel temps fait-il? What is the weather?	Au salon de thé (At the tea room)
Computing	We are artists Fusing geometry and art using	We are makers Coding for micro:bit	We are musicians Create a simple piece of music in garage band	We are software developers Develop a simple educational game using scratch	We are meteorologists Presenting the weather	We are bloggers Share experiences and opinions using seesaw
P.E.	Tag Rugby/Gymnastics	Handball/Dance	Hockey/Gymnastics	Tennis/Dance	Cricket/Athletics	Swimming and Team Games.
PSHE	Being Me Becoming a class 'team' Being a school citizen Rights, responsibilities and democracy Rewards and consequences Our learning charter Owning our learning charter	Celebrating Difference Judging by appearances Understanding influences Understanding bullying Problem-solving Special me Celebrating difference: how we look	Dreams and Goals Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it!	Healthy Me My friends and me Group dynamics Smoking Alcohol Healthy friendships Celebrating my inner strength and assertiveness	Relationships Jealousy Love and loss Memories Getting on and falling out Girlfriends and boyfriends Celebrating my relationships with people and animals	Changing Me Unique me Having a baby Girls and puberty Circles of change Accepting change Looking ahead

Assessment:

We use NFER assessment papers to assess the children's ability in reading & Maths in Terms 2, 4 & 6.

MATHS –

Arithmetic

Reasoning 1

Reasoning 2

READING -

Fiction, poetry & non-fiction

SpAG –

40 spellings

Punctuation & Grammar



Formal assessment

MTC – June 2024

What is it?

It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

Preparation:

Personalised times table tests

Support in school – practical

Mastery number programme

Daily TTRockstars



Formal assessment

CAT tests –

Cognitive agility tests

Jan Y5

Reported in PTC's

We also regularly moderate writing against the age-related expected standards.



Celebrations

Weekly Phase Assemblies:

Star of the week

Sumdog – individual and class successes

TTRockstars

Celebrations out of school

Term 2, RE:

We will be looking at the importance of religious festivals. If you or your family celebrate any particular religious festivals, you would be happy to share or talk about with the classes please let us know.

Class Dojos

Awards through term – individual and whole class



Trip: Term 4



Thank you

Who to contact

For Miss Bissett & Mrs Randall, general enquiries and admissions etc. please email:

admin@headcorn.kent.sch.uk

To contact a member of our Senior Leadership Team or for confidential matters please email:

slt@headcorn.kent.sch.uk

To contact a member of our Inclusion Team please email:

inclusion@headcorn.kent.sch.uk

