



# Year 4 Curriculum Evening



A guide to Year 4  
and how you can help your child.

WORKING TOGETHER



# Meet the Year 4 Team



Year Leader - Mr Sewell

4S

Mr Sewell

TA

Mrs Haines

4P

Miss Muir  
Mrs Lasrado

TA

Mrs Gale

4J

Miss Baldock

TA

Mrs Nandula

Rotation: Mrs Pullen (R.E), Mrs De Brunner (French), Mr Jackson (SMS - Music)

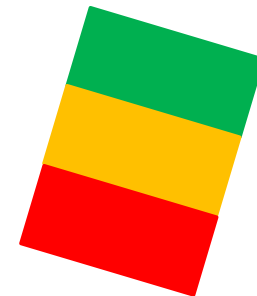


# What will be the same?

- \* PE days - children come to school in their kits (Tuesdays and Thursday) (Spare trainers no longer needed in school. We will let you know if we need spare shoes on particular days!)
- \* Values of the month; kindness, tolerance ...
- \* Merit points/Sunshine points
- \* Daily reading and TT Rockstars
- \* Optional Projects
- \* Behaviour systems - Traffic Lights in class

## PLAYTIMES:

- \* Yellow Card = reflection
- \* Red Card = formal detention



# What will be different from Year 3?



- \* Timetable and topics
- \* Homework expectations
- \* Expectations in class
- \* Greater independence
- \* Whole Class Instrumental Tuition
- \* Swimming (Spring Term)





# Curriculum Overview

## Year 4 Curriculum Overview

Stanley Park Junior School



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class Text</b>	James and the Giant Peach - Roald Dahl	The Journey - Aaron Becker	The day the crayons quit - Drew Daywalt	Iron man - Ted Hughes	The Lion, the witch and the wardrobe - C S Lewis	
<b>Class Poetry</b>	Don't - Michael Rosen		Mr Mackie said (from Cloud Busting) - Malorie Blackman			The Jabberwocky - C. S. Lewis
<b>Writing Focus</b>	Initial assessment Diary writing (approx. 2 weeks) Character descriptions (approx. 2 weeks) News articles (approx. 3 weeks)	Quest stories (approx. 4 weeks) Play scripts (approx. 2 weeks)	Informal persuasive letters (Approx. 2 weeks) Formal persuasive letters about deforestation (Approx. 4 weeks)	Reading focus (Approx. 2 weeks) Non-chronological reports (Approx. 2 weeks)	Character and setting descriptions (Approx. 2 weeks) Settings (Approx. 2 weeks) Wardrobe stories (Approx. 3 weeks)	Jabberwocky - C. S. Lewis Personal reflections Explanations - Recipes (Approx. 3 weeks) and How to Catch a Dragon
<b>Maths</b>	Place Value Addition and Subtraction	Measurement - Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
<b>Science</b>	Animals including humans	Electricity	Sound	Living things	Living things States of Matter	States of Matter
<b>Computing</b>	E-safety/email	Programming - sequencing and events (Scratch)	Data logging	Computer systems and networks - The internet	Programming - repetition in games (Scratch)	Photo editing
<b>PSHCE</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing me
<b>Geography</b>	North America		South America			Mountains
<b>History</b>		The Maya		The Romans	Anglo-Saxons	
<b>Art</b>	Architecture - Christopher Wren and Zaha Hadid		Rainforest art - Oenone Hammersley	3D junk model - Rodney McCoubrey		
<b>DT</b>		Light boxes	Fruit-based desserts	Fruit-based desserts	Puppets	
<b>PE</b>	Dance - The Samba	Gymnastics Unit 1 Jumping and vault	Swimming	Swimming	Gymnastics Unit 2 Hand apparatus	Dance - Scottish Highland Fling
<b>Games</b>	Basketball	Hockey	Tag rugby	Cricket	Athletics	Skills revisited
<b>RE</b>	Introduction to Judaism/ Sukkot/Harvest	Festivals of light/Hanukkah/ St. Andrew/Christmas	Naming ceremonies/ Baptism	Important Jewish stories/ Passover/Easter	Important Jewish people: Moses, Abraham and Noah	Jewish festivals and practices
<b>French</b>	Parts of Body	Zoo animals	Family	Pets	Hobbies	Weather Date
<b>Music</b>	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele	Ukulele
<b>Visits/Visitors</b>		Theatre Visit	No Sound Day	British Wildlife Centre		Instrumental festival

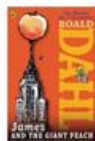


# Our Year 4 Curriculum



## ENGLISH

- James and the Giant Peach by Roald Dahl
- Diary writing
- Character descriptions
- Playscripts
- Newspaper articles
- The Journey by Aaron Becker
- Quest stories



## PHYSICAL EDUCATION

- Basketball
- Hockey
- Dance The Samba
- Gymnastics  
Jumping and vault



## ART/DT

- Buildings/Architecture - Christopher Wren & Zaha Hadid
- Collage - Christmas cards
- Light Boxes - Fairy-light decorations made in time for Christmas

## SCIENCE

- The digestive system
- Types and functions of teeth
- How different drinks cause tooth decay
- Food chains
- Electrical appliances and components
- Creating and debugging circuits
- Investigating conductors and insulators



"On a Journey"  
Autumn Term  
2023

Year 4



## MUSIC

- Whole Class Ensemble Tuition  
Learning to play the ukulele
- Year Group Singing  
Christmas Songs



## COMPUTING

- Computer Systems
- Internet Safety
- Scratch - repetition in games



## PSCHE

- Being me in my word  
Attitudes and actions
- Celebrating differences  
Different people, families and relationships

## CROSS CURRICULAR MATHS

- Population size, distance and scale - Geography
- Time lines - History
- Measures - DT Light boxes

## ENRICHMENT

- Theatre trip



Discrete  
learning in:  
Maths  
Literacy  
Science  
PE/Games  
Computing  
RE

## Optional Half-Term Projects

Term 1: Foods around the world  
Term 2: France

## GEOGRAPHY - North America

Map skills  
Countries in North America  
Physical and human features  
Why did the Maya settle where they did?

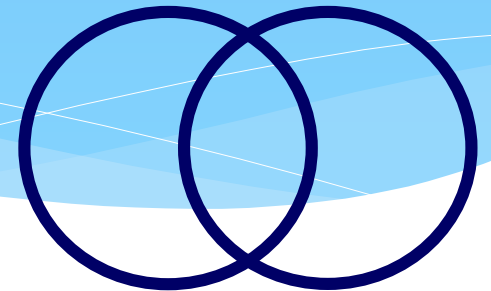
## History - The Maya

- Everyday life - rich and poor
- Achievements
- Ideas, beliefs and attitudes
- Society





**Children are encouraged to make links in their learning e.g. how new learning links with previous learning, future learning and other subjects.**



*How does it link with other subjects?*

*How does it link to last term/year?*

*How does it link to our last/next lesson?*

*Why are we learning this?*

*What are we learning today?*

# Our Year 4 Curriculum



STANLEY PARK JUNIOR SCHOOL

Sense of Duty

NEWS & CALENDAR

PARENTS

AWARDS

CALENDAR

CLASS ASSEMBLIES

GALLERY & CHILDREN'S WORK

LETTERS HOME

FRIDAY UPDATE EMAILS

NOTICEBOARD

NEWSLETTERS






TERM DATES

STAFF VACANCIES

WEEKLY CURRICULUM HEADLINES

**Year 4 SPJS Curriculum Headlines**  
**Week Beginning: 12<sup>th</sup> September 2022**

The children have enjoyed their first week in Y4. They have coped well with any new routines and have enjoyed getting to know each other.

 <b>English</b>	<b>Writing:</b> This week, we begin our class novel, 'James and the Giant Peach' by Roald Dahl. We will explore the features of diaries and begin to plan our own diary entries based upon the first few chapters of this book. <b>Reading:</b> Our reading sessions will develop the children's DEREC skills (Decode, Explain, Retrieve, Interpret, Choose) as we focus on a text called 'The Birthday Party'. <b>Words of the Week:</b> We will have two general words and one topic word each week which we will introduce to the children in class to boost their vocabulary. <b>Single chilli: challenge</b> <b>Double chilli: cascade</b> <b>Topic: observe</b>
 <b>Maths</b>	Our first topic is Place Value. This week, we will learn to count in 1000s from any given number and explore 5-digit numbers in detail. The children will learn to split numbers into their different parts and consider their value by representing them in different ways.
 <b>Foundation Subjects</b>	<b>Music:</b> In Y4 the children learn to play the ukulele with Mr Jackson. Please ask your child how their first lesson went. <b>Computing:</b> We will assess the children's understanding of e-safety before considering what cyber-bullying is and how to address it. Our Home School book provides pupils and parents with guidance on pages 10 to 12. <b>PSHCE:</b> Our topic 'Being Me in My World' will begin with a discussion (and some role-play) on how our attitudes and actions affect our classmates. <b>Geography:</b> We will revise the location of the hemispheres, oceans, equator and tropics then locate the countries in North America. <b>Science:</b> We will begin our Animals including Humans topic by exploring the digestive system and its different parts, in practical and exciting ways.
 <b>Health and Fitness</b>	<b>PE Days: Tuesday (Indoor PE), Thursday (Games)</b> Please ensure your child is wearing their full kit on these days. No earrings should be worn meaning any newly-pierced ears must be taped. <b>Dance:</b> BBC's Strictly Come Dancing begins on Saturday 17 <sup>th</sup> September. At school, the Samba will get us moving and teach us to cooperate in teams. <b>Games (Basketball):</b> We will establish our rules for outside games then learn how to dribble and pivot with the ball.
 <b>Reminders</b>	<ul style="list-style-type: none"><li>- Please read and sign pages 2 - 15 in your child's Home School Book.</li><li>- Please cover your child's Maths and Writing Homework books in clear, sticky-back plastic by the end of the week.</li><li>- Please encourage your child to read and record new vocabulary each day.</li><li>- Please check that jumpers/cards are labelled and ensure your child has a glue, purple pen and whiteboard pen in their pencil case.</li><li>- Please check that jumpers/cards are labelled and ensure your child has a glue, purple pen and whiteboard pen in their pencil case.</li><li>- Formal homework will begin this week: Maths (Tuesday), Written/GC Homework (Thursday) and Spellings (Friday).</li><li>- All extracurricular clubs will begin from Monday 12<sup>th</sup> September</li><li>- Our first optional project guidance will be sent out on Friday 9<sup>th</sup> September and is due on Wednesday 2<sup>nd</sup> November.</li></ul>

Weekly updates are sent via email and are also uploaded onto our website:

- Weekly Curriculum Headlines
- Friday Update Emails
- Letters Home
- Newsletters



# Enrichment Activities (TBC)



- \* Visits offsite: Theatre trip and British Wildlife Centre
- \* Topic Enrichment Days: No Sound Day and DT days
- \* Class Assemblies -
  - \* 4S on Friday 19<sup>th</sup> January
  - \* 4P on Friday 2<sup>nd</sup> February
  - \* 4J on Friday 15<sup>th</sup> March
- \* Outdoor Learning (every 3 weeks)
- \* Ukulele - including end-of-year concerts
- \* Swimming (and Sports events for select pupils)
- \* Extra Curricular Clubs





# Y4 Expectations

- \* Independence - recording own reading, completing homework more independently, taking responsibility for their own learning by contributing and helping themselves
- \* Organisation - children to make sure they have what they need at the right times
- \* Communicating their feelings - letting us know what they need and how we can support (Zones of Regulation)
- \* Reading - greater variety and challenge, better use of class and school library
- \* TT Rockstars - *Making decisions about what they need to practise so they are ready for the Y4 Multiplication Check*





# Home-school Books

Children are responsible for:

- \* Recording their homework each day
- \* Recording their reading (page numbers)
- \* Bringing their HSB to school
- \* Taking their HSB home each day
- \* Recording new vocabulary
- \* Asking an adult to sign each week

Communication Notes:		Vocabulary I've found:

PARENTAL SIGNATURE _____	TEACHER SIGNATURE _____	MERITS AWARDED <table border="1"><tr><td>3</td></tr></table>	3
3			








## Merits awarded for Home-School Book

- Child to record homework each day and neatly
- Recording and reading homework completed at least 4 times a week
- Writing in new vocabulary
- Home-School Books will be seen by the teacher for the previous week



# Homework

## Year 4 Homework

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	Duration
Homework	Reading - Time to enjoy! 					
	Weekly Spelling Practise 					
	TTRockstars 					An average of 5 minutes
	English	Maths 		Written 	Optional project	20 minutes
Where?	Combination of: Written Homework Book OR <u>SpellingShed</u>	Combination of: MyMaths (online)  OR Maths Homework Book		Combination of: Written Homework Book OR On Google Classroom 		
Due?	Wednesday	Thursday		Monday		



# Homework

How can you help your child at home?



- \* Practise spellings regularly throughout the week (including on Spelling Shed)
- \* Daily Reading - We recommend that this includes reading WITH your child at least twice a week:
  - \* Read for enjoyment
  - \* Read school book or another book of choice
  - \* Read together, take turns, share etc.
  - \* Model the value of reading in front of your child
  - \* Read a wide range of books
  - \* Discuss vocabulary and record in HSB
  - \* Discuss and question your child on events, character feelings, opinions and predictions
    - Suggestions in HS Books
- \* Any difficulties with homework:
  - \* Encourage children to have a go/attempt the task
  - \* Prompt, if possible, to get started
  - \* Write a note for class teacher if too challenging or taking too long
  - \* Not completed (refused, forgot, misplaced etc. - another day to complete at home or complete at lunchtime)

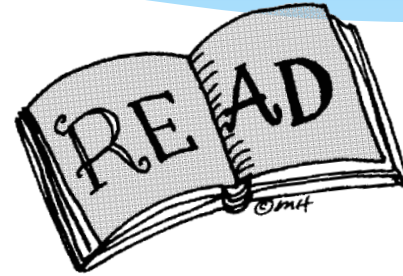
THURSDAY	
Reading Book:	
Pages read	
In school	Independent
At home	To an adult
1. Reading <input type="checkbox"/>	
2. TTRS/DoodleMaths <input type="checkbox"/>	
3.	
Discussion focus/Parental comment	

# English



## \* 6 main areas of focus:

- \* Reading
- \* Writing
- \* Spelling
- \* Punctuation and Grammar
- \* Handwriting
- \* Speaking and Listening



# Whole class reading - Read with Deric



- ✓ Systematic teaching of reading skills.
- ✓ Deep exploration of vocabulary and more challenging texts.
- ✓ Enabling children to use the key skills of reading comprehension decoding/clarifying/ retrieving.
- ✓ Engage children with a variety of texts and genres.
- ✓ Independent application and pace.



**D:** Decoding words



**E:** Explaining new vocabulary



**R:** Retrieving information



**I:** Interpreting information



**C:** Choice (thinking about the choices made by the author/director/artist)

# Writing



A Year 4 writer should be able to use...

	Target	Sept S/L	Autumn			Spring			Summer			
Punctuation	1 Full stops and capital letters											☆
	2 Exclamation marks											☆
	3 Question marks											☆
	4 Commas to separate items in a list											☆
	5 Apostrophes for contracted forms											☆
	6 Apostrophes for possession (singular)											☆
	7 Apostrophes for possession (plural)											☆
	8 Inverted commas to indicate direct speech											☆
	9 Some use of the comma after a fronted adverbial											☆
Composition	10 A rich and varied vocabulary											☆
	11 The creation of settings, characters and plot											☆
	12 Some of the features appropriate to the text (TAP)											☆
	13 Paragraphs to organise information and ideas around a theme											☆
	14 Simple organisational devices (headings/subheadings)											☆
	15 Nouns and noun phrases to expand and develop ideas											☆
	16 Pronouns and nouns to aid cohesion and avoid repetition											☆
	17 Fronted adverbials to vary sentence structure											☆
	18 The present perfect form of verbs											☆
	19 The standard form for verb inflections											☆
	20 A range of adverbs											☆
	21 A range of conjunctions											☆
	22 A range of prepositions											☆
	23 Planning, drafting and editing											☆
	24 Proof reading for spelling and punctuation errors											☆
Spelling	25 Most prefixes and suffixes											☆
	26 Most common homophones											☆
	27 Words that are often misspelt											☆
	28 Diagonal and horizontal joins											☆
	29 Increasingly legible and consistent											☆
Number of objectives: /29												

STANLEY PARK JUNIOR SCHOOL

Sense of Pride

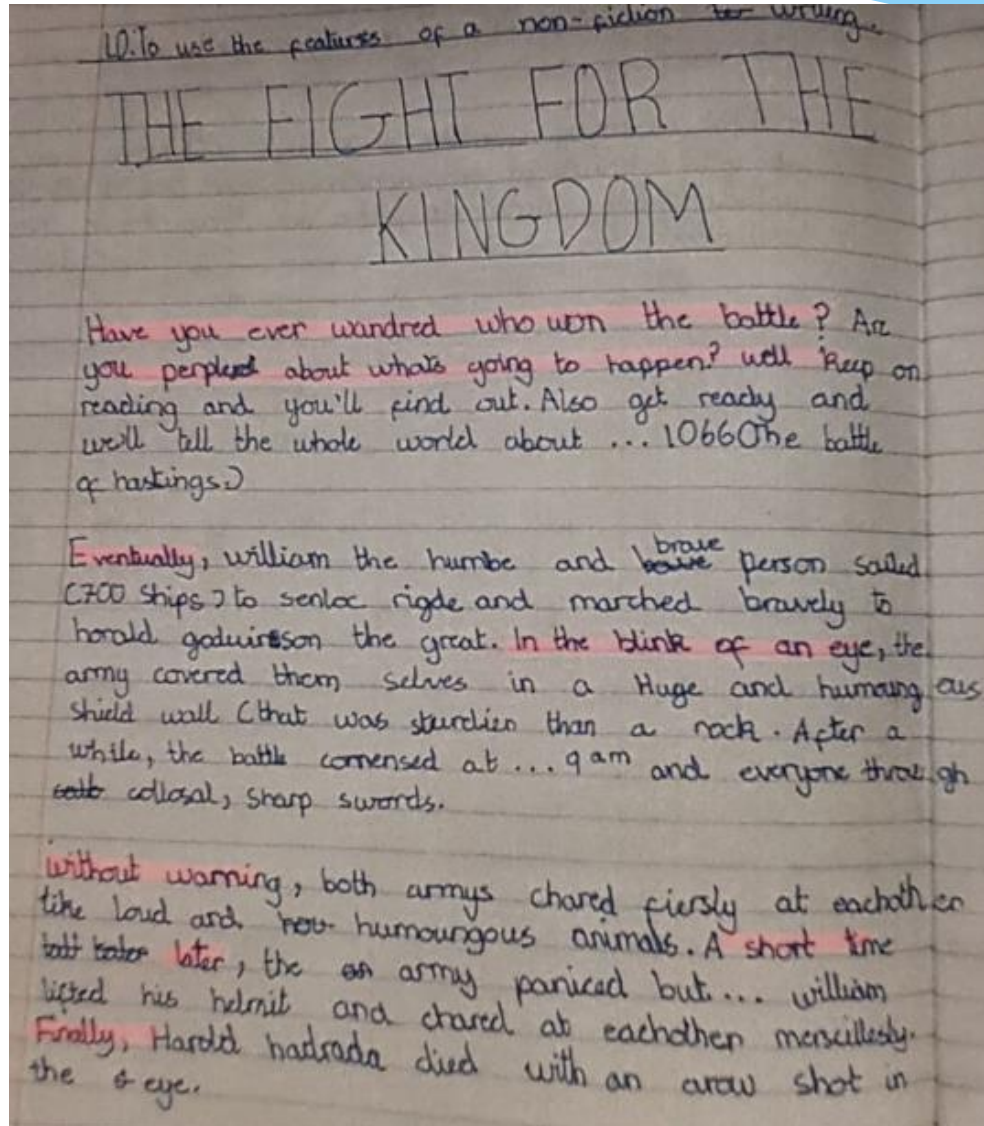
This term my target is number:	Autumn	Spring	Summer

Writing is regularly assessed throughout the year so that we can support children with every objective.

Pupils also refer to our tick sheets in order to assess themselves.



# Writing



An example  
of a good  
piece of Y4  
writing

Others will  
be available  
on our  
website

# Writing



Diary  
Diary,  
Today has been extremely overwhelming. I hardly know where to begin. **Before** anything else happened, I had a secret meeting with the Elder Paw outside in the garden. **As** I was talking to the Elder Paw we ~~had~~ heard a creak in the door but we had no idea ~~of~~ what it was! It was that mystery man again! We hadn't finished the conversation **nor** settled down yet. **If** I had one last thought about this, I would get frustrated or extremely down in the dumps. After that, I was so ~~scared~~ nervous I jumped up and along the wall of the back garden.

① Target: add descriptive vocabulary within your next paragraph

As I walked through the earled trees, I saw something. Something I've always wanted to see. Shocked, I saw a glimpse of freedom. Due to the bricks, it made my soft, clean and warm paws into rough, dirty and cold paws which I didn't mind but new weather wouldn't. Beneath my paws the wall was red and was as rough as sparkles and which made my paws extremely dry (that you couldn't even believe imagining). With a gasp of pardon me, I had no idea of what I was ~~my~~ imagining!

Greater  
Depth



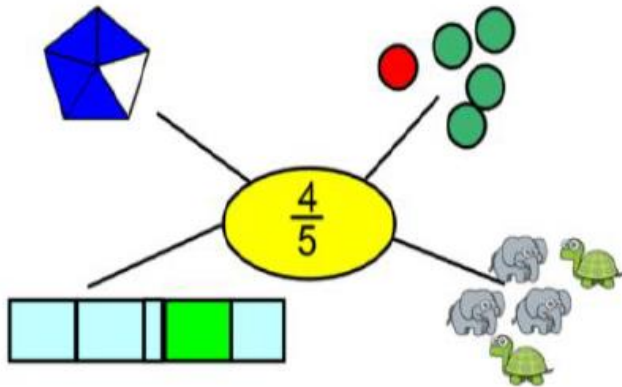
# Mathematics

- \* Taught in groups, including one stretch group and two parallel groups - fluid!
- \* Support and challenge within all groups - shared planning and resources
- \* Arithmetic AND Reasoning covered
- \* Regular Assessments inform planning
- \* Practical sessions to engage different learning styles
- \* Regular times table practise (144 Challenge, Times table grids)

# Maths



Which representations of  $\frac{4}{5}$  are incorrect?



Explain how you know.

Sally leaves school at the time shown.  
She arrives at the swimming pool  
40 minutes later and has a 1 hour  
swimming lesson.  
She arrives home 50 minutes later.  
Show what time Sally gets home in 24  
hour digital format.

Jamal has these digits cards.



He makes a total that is more than three  
pounds but less than six pounds.

How many prices can he make?

Can you order your prices in ascending  
or descending order?

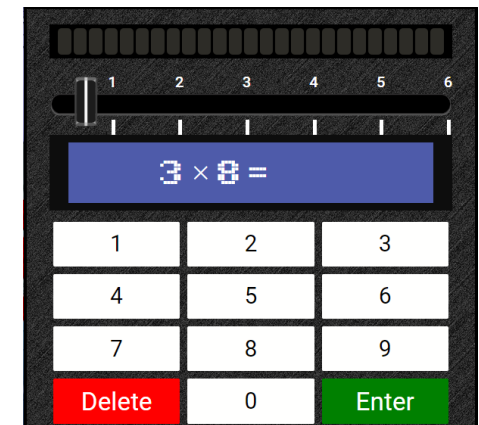




# Times tables



- At the end of Year 4, all pupils must complete a Multiplication Tables Check (MTC)
- An on-screen check of times table knowledge up to  $12 \times 12$
- 25 questions covering all times table facts but mainly 6s, 7s, 8s, 9s, 11s and 12s
- Very similar to a Sound Check on TT Rockstars



# Maths



How can you  
help your child  
at home?

- \* Practical activities such as: cooking, DIY, experience with money (pocket money)
- \* Talking about the time e.g. We're having dinner at ten to 6. How long is it until dinner time?
- \* Little-and-often facts e.g.  $8 \times 7$  several times a day.
- \* Regular times table practise
- \* Slices of banana on toast!

# Maths



How can you  
help your child  
at home?

- \* TT Rockstars



- \* MyMaths





# Inclusion

We want all children to thrive at SPJS. All children's progress is discussed regularly within the year group and the senior leadership team.

To support all learners we provide:

High quality teaching, differentiated for individual pupils in the classroom  
Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.  
Adapting our resources and staffing

Recommended learning aids; such as coloured overlays, visual timetables  
Adapting our teaching, for example, giving longer processing times, reading instructions aloud, methods of recording (e.g. mind-maps) etc.  
Interventions to boost/support learning in small groups

If you have any concerns/ worries about your child's additional needs:  
(learning/ mental health and well being etc.)

1<sup>st</sup> - discuss with the class teacher

2<sup>nd</sup> - organise a meeting with Mrs Quigley if required





# Parent Helpers

Parent Helpers are welcomed in school.  
Please show your availability on the time tables provided.

Daily Reading  
Classroom activities  
Trips and special events  
PTA

- \*All regular parents helpers will need a valid DBS.
- \*If you have been DBS/CRB checked by the Infants, you can bring your paperwork and photo ID in to the office.
- \*One-off helpers do not need a DBS but will be supervised.
- \*Meeting - Thursday 28<sup>th</sup> September at 2:45pm.

# Questions



If you have a question, we will do our best to answer.

If your question is individual to your own child, you are welcome to chat to class teachers at the end.

Thank you!