



Welcome to Year 4

MISS FIELD – CLASS TEACHER

MRS FOSTER – TEACHING ASSISTANT

MRS CARROLL – TRAINEE TEACHER



- ▶ Year 4 Curriculum
- ▶ Classroom Routines
- ▶ Homework
- ▶ How you can help
- ▶ Dates for your diary
- ▶ Ways to get in touch

Curriculum and Assessment



- ▶ We follow a broad and balanced curriculum based on the 2014 National Curriculum
- ▶ This is a programme of study that all children must cover
- ▶ Our curriculum is designed to ensure children build upon their knowledge year on year. This helps the children to know more and remember more in each of their subjects.
- ▶ Encouraging children to discuss their learning with you at home will help them to further secure and consolidate their knowledge and understanding across a range of topics.
- ▶ Children's progress will be monitored and assessed throughout the year
- ▶ Children will receive support and extension as necessary
- ▶ The aim is that the vast majority of children will achieve Year 4 expectations by the end of Year 4

Year 4 Curriculum Overview

	English	Maths	Science	History & Geography	Art/DT	PE/Games	Religion and Worldviews	Computing	PSHE	Music	MFL
Autumn 1	<i>Gorilla</i> by Anthony Browne <i>A World Full of Animal Stories</i> by Angela McAllister <u>Writing Focus</u> Narratives	Units 1 & 2 Number Geometry	Digestion and Food	Why are rainforests important to us? (Geography)	<u>Art</u> Sculpture & 3D	Gymnastics Tag Rugby/ Hockey	How might your worldview lead you to do hard things for good reasons?	Unpacking Hardware and Software	Being Me in My World	Body and Tuned Percussion (Theme: Rainforests)	Welcome to School
Autumn 2	<i>Leon & The Place Between</i> by Grahame Baker Smith & Angela McAllister <i>The Train to Impossible Places</i> By P.G.Bell <u>Writing Focus</u> Diary Entries	Units 3 & 4 Number Measurement	Electricity and Circuits	Why did the Romans settle in Britain? (History)	<u>DT</u> Mechanical Systems <i>Slingshot cars</i>	<i>Fundamentals</i> Tag Rugby/ Hockey		Animation Logo	Celebrating Difference	Adapting and Transposing Motifs (Theme: Romans)	My local area, your local area
Spring 1	<i>Escape from Pompeii</i> by Christina Balit <i>DK Find Out! Volcanoes</i> by Maria Gill <u>Writing Focus</u> Historical narrative from a character's point of view	Units 5 & 6 Number Geometry Measurement	States of Matter	Where does our food come from? (Geography)	<u>Art</u> Painting and Mixed Media	Yoga Ball Skills	Who or what is God and how is the divine understood in theistic worldviews?	Sound Stories	Dreams and Goals	Rock and Roll	Family Tree and Faces
Spring 2	<i>When the Giant Stirred</i> by Celia Godkin <i>Ariki and the Island of Wonders</i> by Nicola Davies <u>Writing Focus</u> Adventure narrative	Units 7 & 8 Number Measurement Statistics	Sound and Vibrations	What changed in Britain after the Anglo-Saxon invasion? (History)	<u>DT</u> Structures <i>Pavilions</i>	<i>Dance</i> Dodgeball		Effective Searching	Healthy Me	Samba and Carnival Sounds and Instruments	Celebrating Carnival Body Parts
Summer 1	<i>Where the Forest Meets the Sea</i> by Jeannie Baker <i>Fantastically Great Women Who Saved the Planet</i> By Kate Pankhurst <u>Writing Focus</u> Non-chronological Report	Units 9 & 10 Number Geometry Measurement	Classification and Changing Habitats	What are rivers and how are they used? (Geography)	<u>Art</u> Craft and Design	<i>Athletics</i> Golf	Do you have to be part of a faith community to express an organised worldview?	Coding	Relationships	Changes in Pitch, Tempo and Dynamics (Theme: Rivers)	Feeling Unwell Jungle Animals
Summer 2	<i>Blue John</i> By Bertie Doherty <i>A Myth-Hunter's Travel Guide</i> by The Literacy Company <u>Writing Focus</u> Letters	Units 11 & 12 Number Geometry Statistics	How does the flow of liquids compare?	How did the achievements of the Maya civilisation influence their society and beyond? (History)	<u>DT</u> Electrical Systems <i>Torches</i>	<i>Rounders</i> Tennis		Composing Beats Intro to AI	Changing Me	Haiku Music and Performance (Theme: Hanami)	Summer Time

- 1 – 3 'Working Towards'
- 4 – 6 'Expected Standard'
- 7 – 9 'Greater Depth'

Expectations for Year 4
are incredibly high so
achieving an expected
level is a great achievement.

ASSESSMENT POSITION	POINTS ALLOCATED	DESCRIPTORS	LEVEL
A pupil will be deemed to be at working Above the National Standard when in addition to the statements set out for meeting the expectation (higher) they meet further expectations EXCEEDING	9	For pupils exceptionally confident in all of the exceeding expectations, highly effective in using and applying these in investigational tasks, and showing exceptional ability for their age: Exceeding the expectations	 ABOVE NATIONAL EXPECTATIONS 
	8	At this stage, a pupil is not only confident in their understanding of most of the exceeding expectations, but is able to use and apply the concepts involved. Exceeding the expectations	
	7	If a pupil is generally meeting more than half of exceeding expectations they will be deemed to be at: Exceeding the expectations	
A pupil will be deemed to be at the National Standard only if they can satisfy their teacher that they meet all the expectations for their age EXPECTED	6	At this point, the pupil is not only confidently meeting all of the expectations and using and applying the concepts, but is also meeting at least 25% of the exceeding statements Meeting the expectation	 MEETING NATIONAL EXPECTATIONS 
	5	At this stage, a pupil is generally confident in their understanding of all of the expectations Meeting the expectations	
	4	If a pupil is generally confident in more of the expectations than they are considered to be: Meeting the expectations	
A pupil will be deemed to be Working towards the National Standard if they do not meet all of the statements outlined for that year group EMERGING	3	If they consistently meet between 60% and 80% of the expectations but not all then they will be described as: Emerging towards the expectations	 TOWARDS NATIONAL EXPECTATIONS 
	2	If they meet between 40% and 60% of the expectations then they will be described as: Emerging towards expectations	
	1	If they are meeting 20 - 40% of the expectations pupils will be described as: Emerging towards expectations	

Curriculum and Assessment



- ▶ All Year 4 children will sit the **Multiplication Tables Check (MTC)**. This is a statutory test for all Year 4 pupils.
- ▶ This is a short online test that will assess the children's fluency of times table facts
- ▶ Children will be asked a selection of 25 questions from the 1-12 times tables
- ▶ They will have 6 seconds to answer each question
- ▶ The assessment will take place at the beginning of June (w/c 7th June 2027)
- ▶ We will be practising our times tables regularly in school through various activities
- ▶ TTRS practise is also set as part of the children's homework.
- ▶ Please encourage and support your children to practise every day at home, especially any tables that they might be finding tricky. Helping your child to secure their multiplication facts will enable them to access the Year 4 maths curriculum with greater ease.

Curriculum and Assessment



- ▶ We will continue to focus on **reading** as a high priority in Year 4 and as a school.
- ▶ Reading is a core skill and underpins success in every area of school life and beyond.
- ▶ We will support reading in school through regular guided reading sessions that will cover a wide range of texts and genres and will help children to develop their skills across the reading domains. Children will also have independent reading time each day and the opportunity to quiz and change books when they have finished.
- ▶ We ask for your support in listening to your child read regularly, discussing what they have read and recording this in their reading records each day. Reading records will be checked and signed by school each morning.
- ▶ Reading aloud to an adult continues to be vitally important in Year 4, not only to continue to support reading fluency but also because children will be reading books with increasingly challenging vocabulary. Discussing new and unfamiliar words with an adult helps to build valuable skills. It also reinforces children's understanding of punctuation, ensuring they pause and use intonation and expression appropriately as they begin to read increasingly challenging texts.

Curriculum and Assessment



- ▶ Each week, we spend time focusing on topical issues discussed in **Picture News**
- ▶ This is an opportunity to raise children's awareness of current events and engage them in high quality discussions that link directly with the British Values we promote on a daily basis at school:
 - ▶ Tolerance and respect
 - ▶ The rule of law
 - ▶ Individual liberty
 - ▶ Democracy
- ▶ Picture News topics are shared in the newsletter each week and we appreciate your support in continuing these valuable discussions at home.

Year 3 & 4 Statutory Spelling Words

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

School Day



- ▶ Children come in and organise themselves for the day. There will always be a task for them to complete and an opportunity to quiz on reading books.
- ▶ Children walk themselves from the gates to the classroom door where the teacher will greet them. Please ensure your child arrives **between 08.45 and 08.55**. This is key to ensuring they are settled and ready for the day ahead.
- ▶ Children will be asked where they are going at the end of the day. If there is a change to your child's usual arrangements, please let your child know **and** send a note or contact the office.
- ▶ Children can come to school in their P.E. kits on **Tuesdays**. Children should come to school in their school uniform every other day and bring their forest school kit (Wednesday) and PE kit (Friday) on the relevant day. Please ensure they have everything they need.
- ▶ Please make sure children have a book bag, water bottle (sports cap to avoid spillages), a fruit snack and packed lunch if needed. They should bring their reading book, reading record/homework diary to school every day. Please ensure snacks do not contain nuts.
- ▶ If it is raining, please send them to school in a waterproof coat and wellies if needed so their clothes stay dry. They can change into their school shoes when they get to school.
- ▶ Please also ensure your child's uniform is named, especially jumpers and cardigans. If it is named, it is more likely to find its way back to the correct classroom!

Table Places & Grouping



- ▶ Children sit in mixed groups of differing abilities.
- ▶ Children are encouraged to use “talk partners” to discuss ideas.
- ▶ Children are encouraged to take on challenges and not give up. Mistakes are part of the learning process.
- ▶ We will move places in the classroom from time to time so that children have a chance to work with different people.

Home Time Arrangements



- ▶ The school day finishes at 3.25pm.
- ▶ It is important that your child knows who will be collecting them from school, whether they are going to a club or going home on the bus. Please tell your child before they enter school where they are going at the end of the day.
- ▶ Please let us know if there is a change from a usual routine or an adult who is unfamiliar to us is due to be collecting your child. Please send a note in with your child regarding any changes to end of day arrangements or contact the school office.

Homework



- ▶ Maths will be set every Monday. Children should complete one page each week (the page they need to complete will be noted in their homework diary) in addition to **daily times tables** practice using TTRS.
- ▶ Spelling will be set every Monday. Children should complete one task per week.
- ▶ Maths and Spelling homework is to be handed in every Monday.
- ▶ Children are encouraged to independently and to an adult every day. This should be recorded in their reading record. You can help by listening to them read and asking questions about what they have read.
- ▶ Reading books can be changed on any day. Children are responsible for quizzing and changing books independently.
- ▶ Occasionally, topic related homework might be set.
- ▶ Please sign your child's homework diary each week.

How can you help?



- ▶ Arrive at school on time every day and encourage good attendance throughout the year.
School attendance is vital in ensuring your child feels settled in school and able to achieve their full potential. Children are expected to attend school every day unless there is an illness that prevents them from attending or exceptional circumstances that have been discussed and agreed with the headteacher.
- ▶ Remind children to bring their reading book, reading record and homework diary every day.
- ▶ Send your child into school with a water bottle (sports cap) and a healthy snack for break time.
- ▶ Ensure your child knows where they are going at the end of the day.
- ▶ Please ensure that your child has completed their homework and that they bring it to school every Monday.
- ▶ Please sign and date homework diaries every week (the children receive house points if their diary is signed!)
- ▶ Read with your child regularly and record this in their reading record.
- ▶ Find a quiet place for your child to complete their homework.
- ▶ Encourage your child to be an independent learner.
- ▶ Encourage enthusiasm and discussion about your child's learning and Picture News topics.
- ▶ Please read the newsletter, it has all the relevant information that you will need.

Adventures at Welford Booklets



- ▶ Children will continue to bring home their Adventures at Welford booklets each term.
- ▶ This is a lovely opportunity for them to record their experiences during their time at Welford and it is great keepsake for when they finish primary school.
- ▶ Books will be sent home for two weeks each term.
- ▶ Review the activities together and tick off anything that has been completed.
- ▶ Please keep the books safe and return them to school as soon as updates are complete.

Adventures at Welford books to be sent home	Monday 2 nd November
Adventures at Welford books to be sent back to school	Monday 16 th November

Dates for your diary



► Here are some of the upcoming dates for Year 4 events in Autumn Term:

Date	Event
Thursday 8 th October	Year 4 Heart of England visit
Thursday 15 th October	Year 3 and 4 Harvest Assembly
Monday 2 nd and Monday 9 th November	Parents' Evening
Thursday 12 th November	Year 4 Wright House Assembly
Thursday 19 th November	Year 4 visit to Chedworth Roman Villa
Date TBC (second half of autumn term)	Year 4 Roman Theme Day
Tuesday 8 th December	Year 3 and 4 Christmas Concert
Monday 14 th December	Open Evening
Thursday 17 th December	Year 3 and 4 visit to Cidermill Theatre

Emotional Wellbeing and Mental Health Support



The emotional wellbeing and mental health of our whole school community is of great importance to us.

We will continue:

- ▶ to support families who are experiencing difficulties or facing challenges
- ▶ provide school based mentors for children to talk to
- ▶ have 'I'd like to talk' boxes in class and regularly discuss how we are feeling
- ▶ deliver regular PHSE lessons and Safer Internet learning through computing curriculum
- ▶ to work with the Mental Health Schools Team
- ▶ work with the Family Information Services

There is more information available on the school website and in our weekly newsletters but if you have any concerns at all, however big or small, please do get in touch. We are here to help.

Keeping in Touch



- ▶ If you ever have any questions or concerns, please feel free to contact me.
- ▶ You can get in touch about anything at all, however small it may seem!
- ▶ I am always available to have calls or arrange meetings after school.
- ▶ As a school, we will always endeavour to support you in any way we can.
- ▶ Please let me know if you would like me to get in touch by:
 - ▶ Sending a note with your child
 - ▶ Contacting the school office
 - ▶ Please do not send messages via Teams or direct email. These channels are not regularly monitored and your message might be missed.

Thank you!
Miss Field and the Year 4 Team.