

Welcome to Year 4 2022-2023

Meet the Team

Creativity - Excellence - Resilience

Who's Who



Alice Harvey-Maw
Class Teacher



Julia Perfect
Class Teacher



Samantha Kay-Bradley
Teaching Assistant



James Perfect
Class Teacher



Clare Pearson
HLTA



Nik Corrall
Teaching Assistant



Tai Creaven
Teaching Assistant



Cally Smith
Art Teacher



Stewart Bristow
Tennis Coach



Matt Miles
Music Teacher

Key Dates of Year4

Geography walks around Bridge

Monday 11th September

Monday 25th September

Monday 2nd October

Geography walks around Canterbury

Monday 9th October

Multiplication Times table Check

Monday 3rd June 2024

Creed Outdoor Activity Day

Birch - Monday 25th September

Hazel - Wednesday 27th September

Other trips are yet to
be confirmed but are
in the pipe line.

Curriculum

English:

The Iron Man, Weslandia, Tar Beach, Escape from Pompeii, Ada's Violin, The Jungle Book

History:

The Mayans & the Roman invasion of Britain.

Geography

Field work, Settlements and South America

Computing:

Online Safety, Coding, spreadsheets, Effective Searching

Design & Technology:

Baking, Mayan masks and making a birdfeeder.

RE

Christianity and Hinduism

Art

Puppets, Textiles and self portraits /colour

Music:

Ukulele – calypso & pop

PSHE , French

Year 4 Overview (2023-24)

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Geography – Local Bridge and Canterbury	Mayans	Settlements	Romans	South America	Rainforests
Trips/Visits/ Experiences	Creed Outdoor Centre Fieldwork trip					
Parent Sharing Opportunities	Iron Man Puppet Cat-Walk			Roman Museum Trip Poetry Slam		
Core Texts	Iron Man Creed Activity Centre Leaflet (Creative Leaflet)	Weslandia (Adventure) Example Non-Chronological Report	Tar Beach	Escape from Pompeii (Roman Poem) Poem Boudica? Acrostic Haiku Kenning (Children's poetry archive)	Ada's Violin	Jungle Book? Overheard - Poem Tin Forest
English Genres (Writing)	Narrative Writing – The Iron Woman (Re-write) Persuasive Leaflet for Creed Activity Centre	Balanced argument – Should Walsey allow other children in? Non-Chron - Mayans	Biography of Faith Ringgold Narrative – Flying over Canterbury (Re-write)	Narrative Writing – Predictive Chapter Poem	Newspaper Reports Narrative Writing – Whole Story	Letter of persuasion – 'Trust in me' Poetry
Maths	Place Value Addition and Subtraction	Multiplication & Division Measurement - Area	Fractions Time	Decimals Measurement Money Roman Numerals	Measures – Perimeter & Length Geometry – Angles, Position & direction	Statistics Measurement - Perimeter

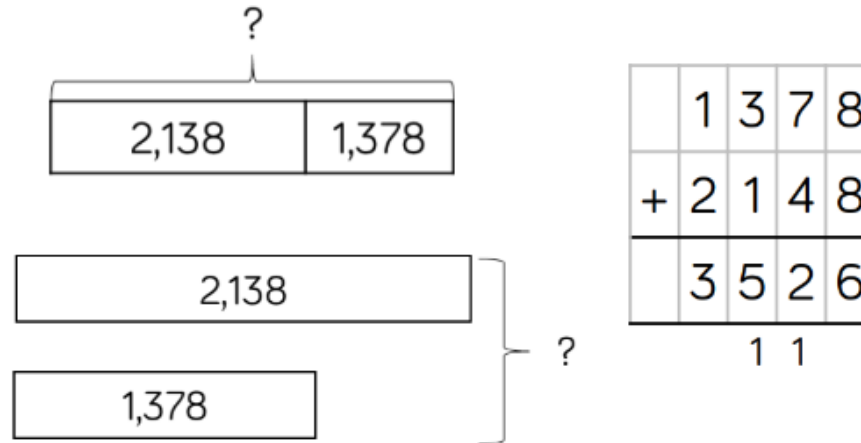
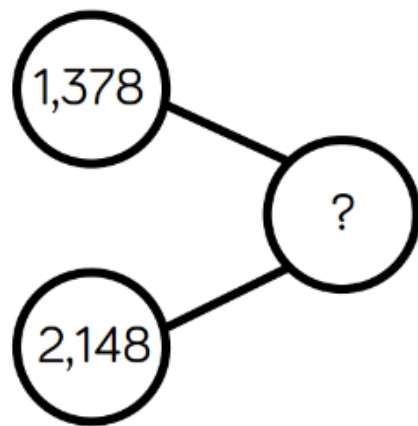
Geography	Fieldwork Graph & Digital		Human Geography Settlement		South America	South America? (rainforest)
History		Mayans		Romans (2)		
Science	States of Matter	States of Matter	Animals including humans	Sound	Electricity	All Living Things & Living Things and their habitats
Computing	Online Safety Effective Searching		Coding			Spreadsheets
Art			Textiles – Class Quilt (2)		Freida Kahlo – Self-portrait & colour (2)	
DT	Puppets (2)	Mayan Masks (2)		Savoury Food (Baking) (2)		Bird Feeders
Music	Calypso Ukulele	Pop Ukulele	Singing	Classical composers (melodica)	Stomp/Junk Band	Notation and Melody Writing
Other		Forest School (2) weekly Fri am		Forest School (linked to DT) alt Thurs/Fri pm		

PE	Tennis	Gymnastics (Indoor)	Dance (Indoor)	Forest School in lieu of PE	Swimming (2)	Swimming (2)
PE	Outdoor Adventurous Activities	Forest School in lieu of PE	Touch Rugby	Tri-Golf	Rounders	Athletics
RE	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity?	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'?	HINDU DHARMA What does it mean to be a Hindu in Britain today?	HINDU DHARMA What does it mean to be a Hindu in Britain today?
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL	School & Travel	School & Travel	Phrases	Daily Life	The 4 Friends	Animals

Creativity - Excellence - Resilience







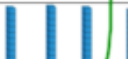

Skill: Add numbers with up to 4 digits









Year: 4



	1	3	7	8
+	2	1	4	8
	3	5	2	6
		1	1	

$$1,378 + 2,148 = 3,526$$

Thousands	Hundreds	Tens	Ones
			
			

Thousands	Hundreds	Tens	Ones
			
			

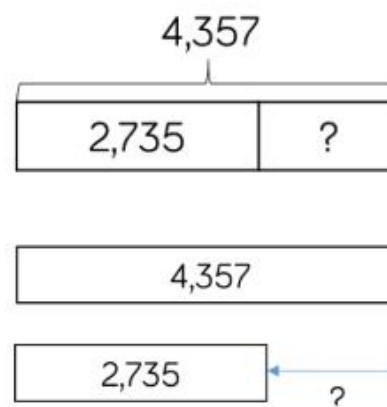
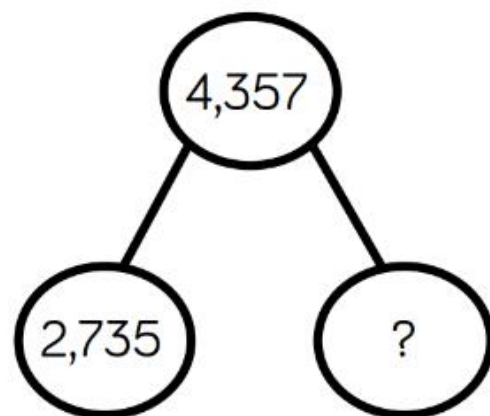
Base 10 and place value counters are the most effective manipulatives when adding numbers with up to 4 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

Skill: Subtract numbers with up to 4 digits

Year: 4



$$\begin{array}{r} 3 1 \\ \cancel{4}357 \\ - 2735 \\ \hline 1622 \end{array}$$

$$4,357 - 2,735 = 1,622$$

Thousands	Hundreds	Tens	Ones

Thousands	Hundreds	Tens	Ones

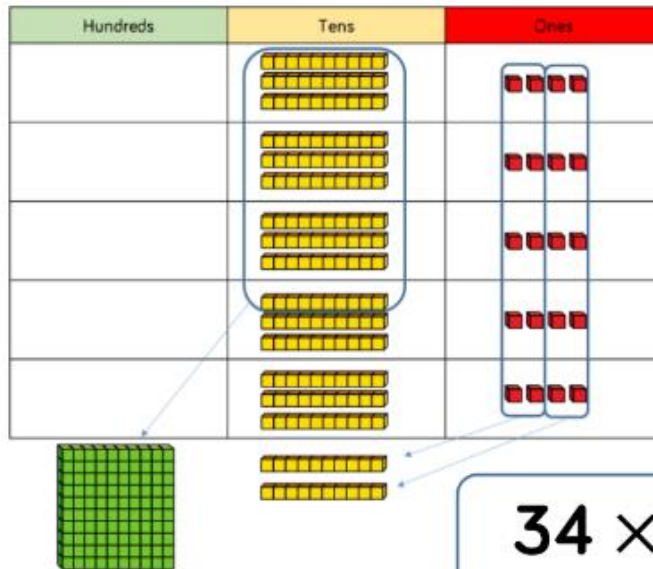
Base 10 and place value counters are the most effective manipulatives when subtracting numbers with up to 4 digits.

Ensure children write out their calculation alongside any concrete resources so they can see the links to the written column method.

Plain counters on a place value grid can also be used to support learning.

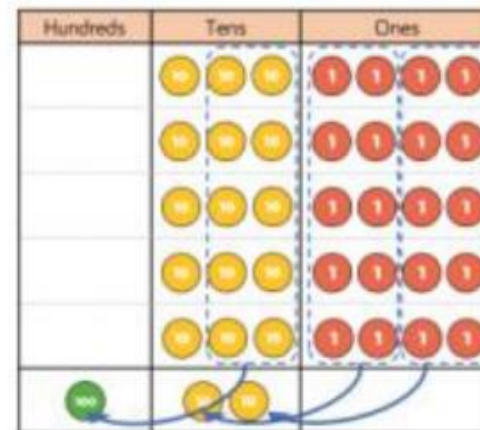
Skill: Multiply 2-digit numbers by 1-digit numbers

Year: 3/4



	H	T	O	
		3	4	
\times			5	
		2	0	(5×4)
$+$	1	5	0	(5×30)
	1	7	0	

	H	T	O
		3	4
\times			5
	1	7	0
	1	2	

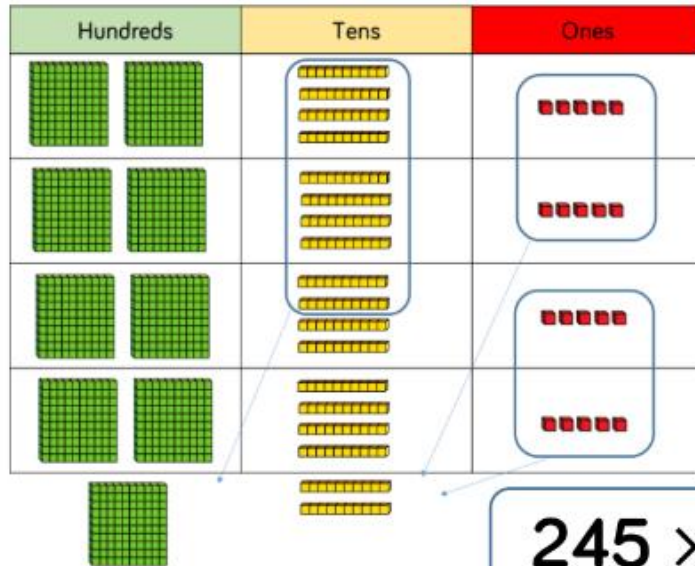


Informal methods and the expanded method are used in Year 3 before moving on to the short multiplication method in Year 4.

Place value counters should be used to support the understanding of the method rather than supporting the multiplication, as children should use times table knowledge.

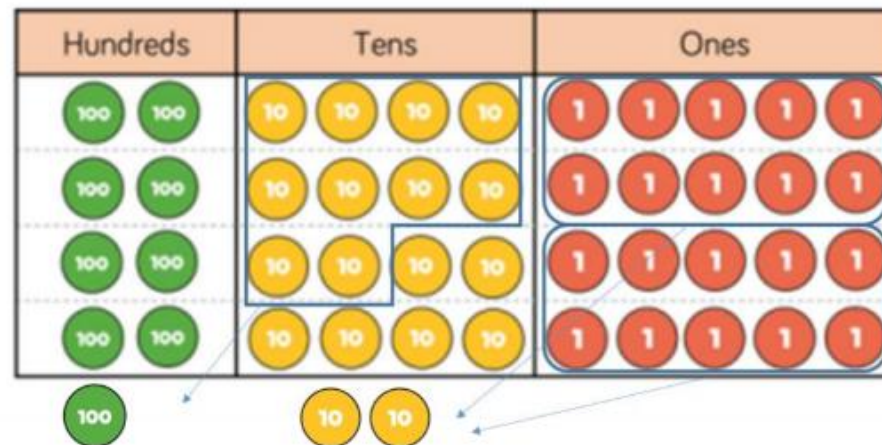
Skill: Multiply 3-digit numbers by 1-digit numbers

Year: 4



	H	T	O
	2	4	5
×			4
	9	8	0
	1	2	

$$245 \times 4 = 980$$

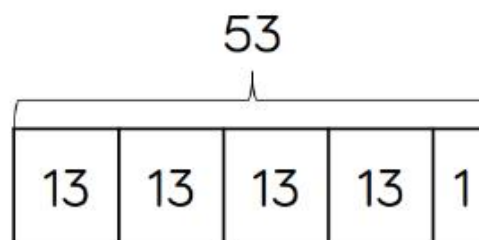
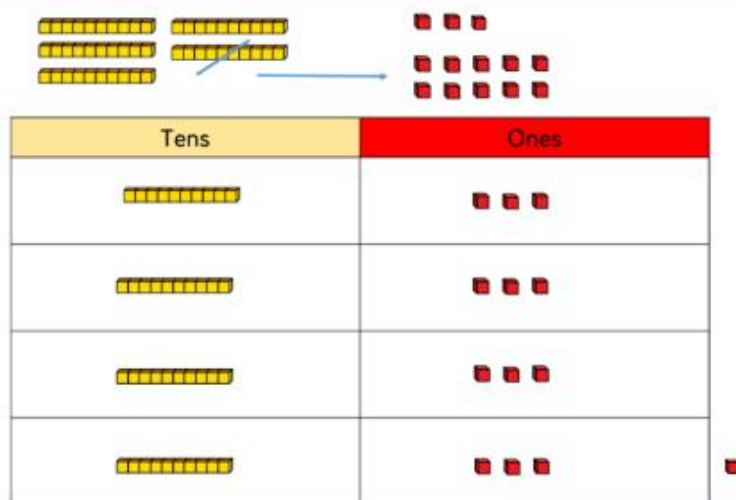


When moving to 3-digit by 1-digit multiplication, encourage children to move towards the short, formal written method.

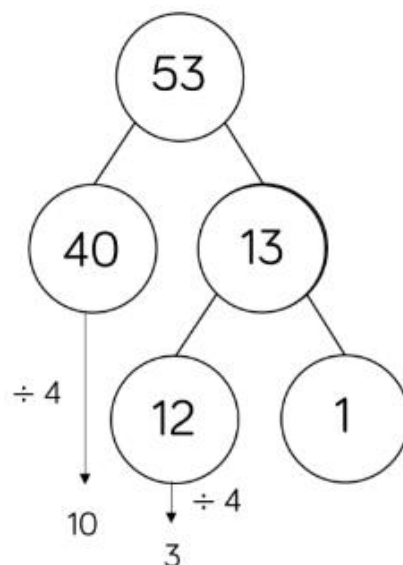
Base 10 and place value counters continue to support the understanding of the written method. Limit the number of exchanges needed in the questions and move children away from resources when multiplying larger numbers.

Skill: Divide 2-digits by 1-digit (sharing with remainders)

Year: 3/4



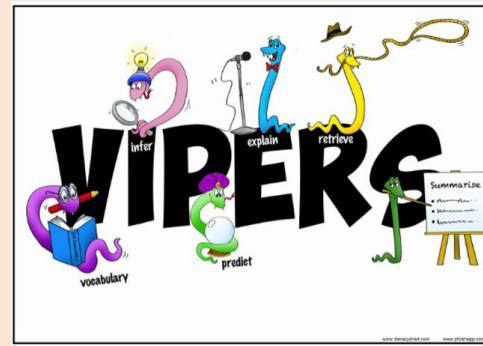
$$53 \div 4 = 13 \text{ r}1$$



When dividing numbers with remainders, children can use Base 10 and place value counters to exchange one ten for ten ones.

Starting with the equipment outside the place value grid will highlight remainders, as they will be left outside the grid once the equal groups have been made.

Flexible partitioning in a part-whole model supports this method.



At Bridge and Patrixbourne, children are taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS.

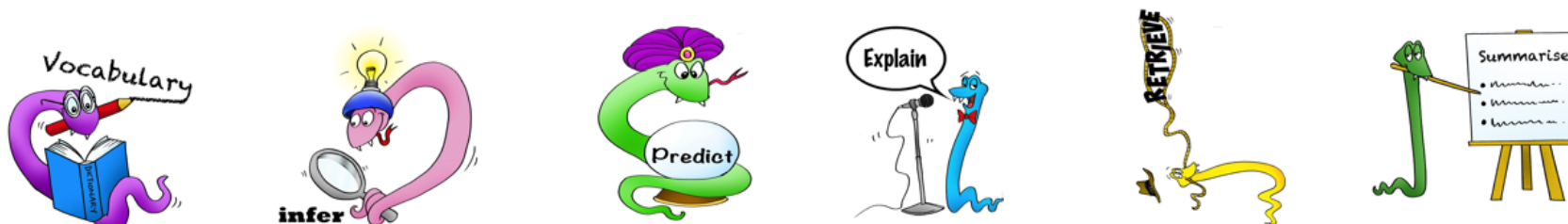
The Reading Vipers are used by both KS1 and KS2 with a little adaption. The main difference being in the **S**.

Sequence – KS1

Summarise – KS2

What are Vipers?

VIPERS is an anagram to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.



VIPERS stands for:

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise



These 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc.

VIPERS *is not a reading scheme* but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions and recognise which reading skill they are using.

They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Key Stage 2

In Key Stage Two, children's reading skills are taught and practised using VIPERS during whole class, individual and guided reading sessions.

KS2 Content Domain Reference [VIPER]

2a Give/explain the meaning of words in context **[Vocabulary]**

2b retrieve and record information/ identify key details from fiction and non/fiction **[Retrieve]**

2c summarise main ideas from more than one paragraph **[Summarise]**

2d make inferences from the text/ explain and justify inferences with evidence from the text **[Infer]**

2e predict what might happen from details stated or implied **[Predict]**

2f identify/explain how information/ narrative content is related and contributes to meaning as a whole **[Explain]**

2g identify/explain how meaning is enhanced through choice of words and phrases **[Explain]**

2h make comparisons within a text **[Explain]**

Home-Learning

Reading

Children may read to an adult, with an adult or read to themselves, in the presence of an adult. The story and characters should be talked about and new words discussed. Older children need a clear understanding of the text, which sometimes will go. The children will then complete an (AR) quiz at school.

Termly Key Knowledge & Skills

At the beginning of each term, teachers send home an information leaflet detailing key mathematical and grammatical concepts as well as spellings that the parents could use to support their learning at home. These can also be found on the Class Pages of our school website.

Reading

Most of our library books have a zpd number and are on and AR book finder list.

If you would like to find out the zpd code for a book that you have at home you can search on AR Bookinder.

[Accelerated Reader Bookfinder UK & Ireland - Welcome \(arbookfind.co.uk\)](https://www.arbookfind.co.uk)

https://www.arbookfind.co.uk/UserType.aspx?RedirectURL=%2fdefault.aspx

RENAISSANCE

Welcome


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Accelerated Reader Bookfinder™

United Kingdom & Ireland

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Accelerated Reader Bookfinder™



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 **AR BookBag™**

Enter Keycode

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

Refine Your Search


Interest Level
[Lower Years \(70\)](#)
[Middle Years \(40\)](#)
[Upper Years \(14\)](#)
[Middle Years Plus \(5\)](#)
[Middle Grades \(1\)](#)

Fiction/Non-fiction
[Fiction \(125\)](#)
[Non-fiction \(5\)](#)

Language

Search Results

Titles 1 - 20 of 130

 [Print](#)

« Previous Page 1 of 7 [Next »](#) Go to Page

Sort By [Relevance](#) ▼



Flat Stanley Goes Camping
Houran, Lori Haskins
AR Quiz No. 230735 EN Fiction
IL: LY - BL: 2.4 - AR Pts: 0.5
AR Quiz Types: RP, VP
Rating: ★★★★★
Stanley and the Lambchop family take a trip to the woods, but things gets a little scary when Stanley and his brother, Arthur, run away from a skunk and straight towards the edge of a cliff. Based on characters created by Jeff Brown.

Home-Learning (Maths)

Times table
assessment in
Term 6

Your child is
either set to
automatic or
2,5,10 and 3
times.
If they are
struggling or
need more of a
challenge please
tell us.

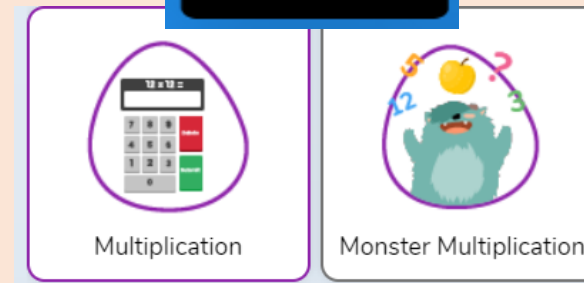
Mathematics Key Learning Facts

Key aim: To know multiplication facts for the 6, 7 and 9 times tables

Children should be able to work out and then instantly recall the following facts:

<p>This term's home learning will focus on multiplication facts for the 6, 7 and 9 times tables.</p> <p>On the right are some examples of questions to challenge your child further.</p>	<p><u>Missing number:</u></p> <p>$7 \times \bigcirc = 28$</p> <p>$\bigcirc \div 6 = 7$</p> <p>$9 \times 4 = \bigcirc$</p>	<p><u>Associated number facts:</u></p> <p>$70 \times 4 = 280$</p> <p>$180 = 2 \times 90$</p> <p>$180 = 3 \times 60$</p>	<p><u>Key Vocabulary</u></p> <p>What <u>is</u> 6 multiplied by 11?</p> <p>What <u>is</u> 10 times 9?</p> <p>What is 49 divided by 7?</p>
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By the end of the Year 5, children should know all multiplication and division facts up to 12×12 . They should be able to answer times table questions in any order, including missing number questions.



Class Focus Revision in week 1=x3, week 2=x4, week3=x5, week4=x3,4,5, week5=x6, week6=x7 & week7=x6,7

Some children will continue to work on 2,5,10 and 3 fitting in with their provision



Home-Learning (Spellings)



Week2	Week3	Week4	Week5	Week6	Week7
accept	inactive	illegal	interact	calendar	information
except	incorrect	illegible	intercity	appear	sensation
knot	invisible	immature	international	believe	preparation
not	insecure	immortal	interfere	grammar	vibration
peace	inflexible	impossible	interview	increase	decoration
piece	indefinite	impatient	intercept	interest	donation
plain	inelegant	imperfect	intercom	opposite	duration
plane	incurable	irregular	internet	straight	registration
weather	inability	irrelevant	interchange	strength	population
whether	inadequate	irresponsible	interface	women	determination

Alternatively, most of the class are set for the whole year to learn the statutory year 3 and 4 word list. This is not their weekly spellings but supports the statutory requirements for Year 4. If your child has targeted spellings (personal provision) they may use wordshark to support learning their set list.

For most children the spellings have now been set on Spelling Shed for your child to practice at home.

Behaviour & Expectations

As you know our policies are on our website.

In class we have already been through expectations and class/ learning expectations for both pupils and teachers. Our behaviour policy have been explained to the children. And we refer back to it regularly.

Ready, Respectful, Safe

The Restorative Approach

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

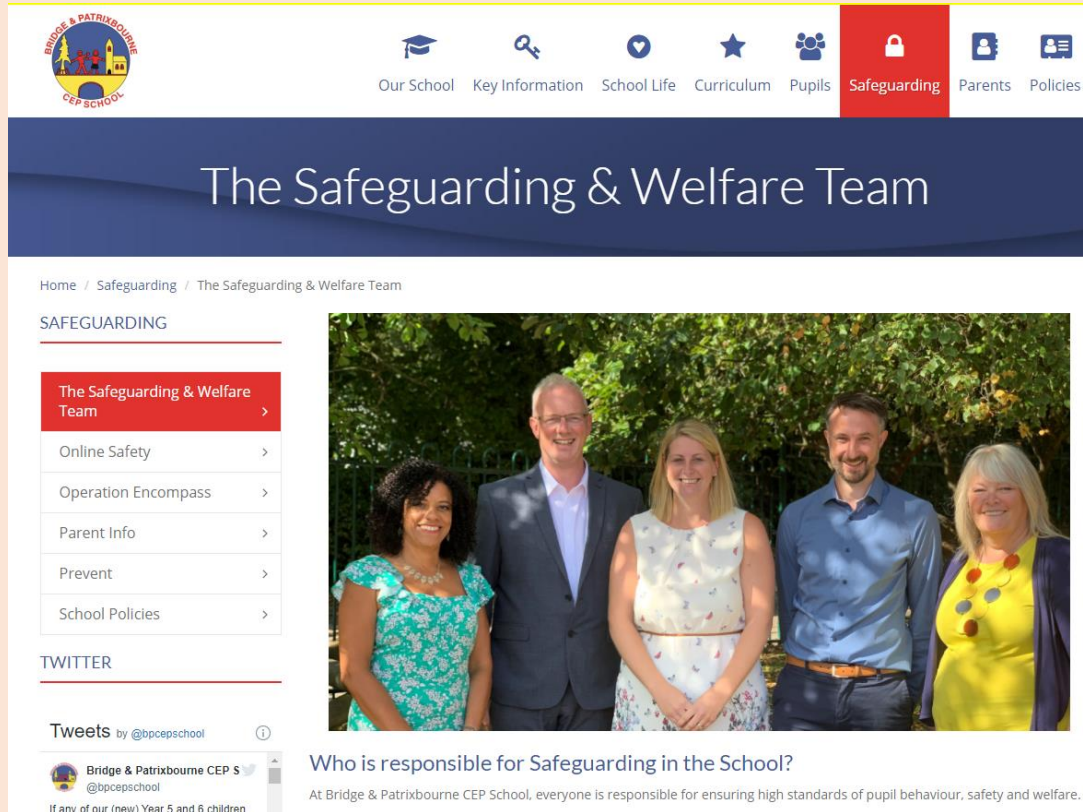
Safeguarding

Our Designated Safeguarding Leads:

- James Tibbles
- Michael Taylor
- Carla Long
- Morny Starling


Please speak to any of Safeguarding Team with any concerns.









For more information about ways to stay safe online please look at the school website which includes lots of information and practical advice.



The screenshot shows the website for Bridge & Patribourne CEP School. The top navigation bar includes links for 'Our School', 'Key Information', 'School Life', 'Curriculum', 'Pupils', 'Safeguarding' (highlighted in red), 'Parents', and 'Policies'. Below this is a blue banner with the text 'The Safeguarding & Welfare Team'. The main content area features a breadcrumb trail 'Home / Safeguarding / The Safeguarding & Welfare Team' and a sidebar with a 'SAFEGUARDING' menu. The menu items are: 'The Safeguarding & Welfare Team' (selected), 'Online Safety', 'Operation Encompass', 'Parent Info', 'Prevent', and 'School Policies'. A Twitter feed is also visible, showing a tweet from @bpcepschool. The main content area displays a photo of the five members of the Safeguarding & Welfare Team standing outdoors. Below the photo, the text reads: 'Who is responsible for Safeguarding in the School? At Bridge & Patribourne CEP School, everyone is responsible for ensuring high standards of pupil behaviour, safety and welfare.'

Safeguarding (Online Safety)



[Our School](#)[Key Information](#)[School Life](#)[Curriculum](#)[Pupils](#)[Safeguarding](#)[Parents](#)[Policies](#)

Online Safety

[Home](#) / [Safeguarding](#) / [Online Safety](#)

SAFEGUARDING

The Safeguarding & Welfare Team >

Online Safety >

Operation Encompass >


Parent Info >

Prevent >

School Policies >

TWITTER

Tweets by @bpcepschool




Bridge & Patribourne CEP S
@bpcepschool

If any of our (new) Year 5 and 6 children
















Are you worried about the way someone has been communicating with you or your child online?

You can make a report to one of CEOP's Child Protection Advisors.



Our children are growing up in an increasingly online world and the risks that they will come across and have to deal with are very different to the risks that we would have learnt to deal with. Parents can, rightly, be very concerned about online behaviour and conduct and so we have provided some factsheets below about the most common risks that children will face. These factsheets and other resources can also be found on the **Parent Resource Hub** of the Safeguarding Training Centre.

Online Safety Documents

 Child Safety on Fortnite - Parent Factsheet	Updated: 20/11/2019	329 KB		
 Child Safety on Instagram - Parent Factsheet	Updated: 20/11/2019	245 KB		
 Child Safety on Snapchat - Parent Factsheet	Updated: 20/11/2019	221 KB		
 Child Safety on Tiktok - Parent Factsheet	Updated: 20/11/2019	316 KB		
 Child Safety on WhatsApp - Parent Factsheet	Updated: 20/11/2019	213 KB		

Creativity - Excellence - Resilience

School/Parent Partnership

We pride ourselves on our open relationships with parents and together we:

- Respect and support our school's values
- Encourage children to challenge themselves and provide the support and environment to maximize their academic potential
- Encourage our child to take as full and active part in school life as possible
- Support each other, especially regarding attendance, behaviour, online safety and home learning
- Work together to safeguard pupils and support their physical, mental and emotional wellbeing.
- Ensure that any concerns or issues are directly and promptly addressed through direct contact, telephone or email.

Key Information

- PE days – Tuesday (Tennis) & Friday (OAA)
- Reading books can be changed at the School library on Tuesday.
- Parent Consultations – Weeks beginning 2nd/9th October

