

Year 4

Curriculum Evening

Miss Rundle & Mrs
O'Donnell

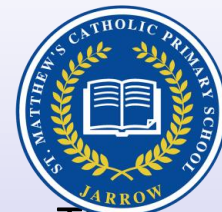


St Matthew's Mission Statement



Mission Statement:

“Welcome to our happy school, where everyone is valued and given the opportunity to ‘let their light shine.’ With Jesus in our hearts, we encourage love and respect for all. We strive to reach our goals, as we learn, and grow, in a safe and enjoyable environment.”



Communication

We understand the importance of respectful and timely communication. This year, we have a new Communication Policy for Parents.

If you have a matter you would like to discuss, please contact the office to make an appointment with myself as Class Teacher.

For all email queries, please email the office on TMAOffice@stmatthewsjarrow.co.uk and this will be triaged to the relevant member of staff.

For any safeguarding concerns, please call the office and ask to speak to a Designated Safeguarding Lead (DSLs). Mrs Alderson, Miss Wiblin and Miss Shawcross are our DSLs.

For any SEND queries, please make an appointment with Miss Shawcross, our SENDCo. Miss Shawcross is available during her SEND time on Tuesday afternoons.

Please note that all queries will be responded to within our working hours and within 72 hours of receiving them.



Social Media

Using Facebook, Twitter, WhatsApp and other social networking sites is not the correct forum to raise any issues or concerns about the school, staff, other parents or students. Please always contact us directly if you have any concerns.

Any negative remarks on these sites can be seen as defamation of character, harassment or slander. This means that you could be prosecuted by the police.

Before posting about school matters or events, we ask you to pause and consider: *Is this respectful? Is this necessary? Is this safe?*

Please never post any photos of any other pupils on social media for safeguarding purposes.

The Daily Routine



9.00am	Registration
9.00am – 9.15am	Daily Tasks/ Celebration of the Word
9:15am- 9:30am	Handwriting
9.30am - 10.30am	1st lesson Maths/English
10.30am – 10.55am	BREAK
10.55am - 12.00pm	2nd lesson Maths/English
12.00pm – 1.00pm	LUNCH
1.00pm – 2.10pm	3rd lesson Foundation
2.20pm - 3.20pm	4th lesson Foundation
3.30pm	HOMETIME

Water Bottles



- Please ensure your child has a water bottle with a spill proof lid. Water bottles are filled with fresh water and we encourage children to have a drink after playtime/ lunchtime.
- Children can also access their bottles for a drink during lessons.
- They are encouraged to take them home each night to wash them and refill them.



Playtime Snack/Milk



Fruit snacks are provided when available.

If children receive milk at school they have this at morning break.





Homework in Year 4

- Homework is always consolidation of the activities your child has been working on in class.
- Homework should be completed independently or with adult support when necessary.

Day	Subject	To be handed in
Friday	New spellings go out.	The following week
Various days	Reading books will be changed/ checked depending on your child's reading day.	Books changed when children are finished/ if not finished just checked for progress.
Monday	Online platforms to be used to set maths homework and SPAG/ spelling rules homework.	Activities to close Friday of the same week.

Year 4 Rewards

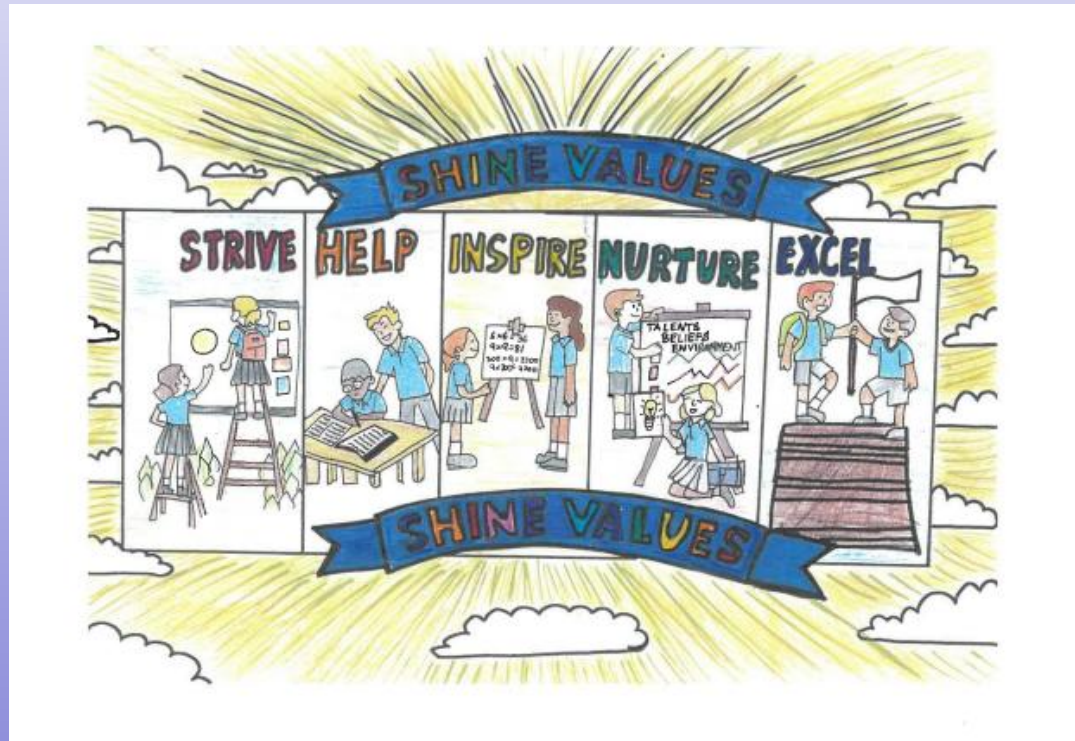


- House points
- Good to be Green/Privilege Cards
- Wall of Fame (Mathletics, TTRS certificates)
- Values Assembly awards





Our SHINE Values



Strive, Help, Inspire, Nurture, Excel –
together, we SHINE!

Year 4 Curriculum

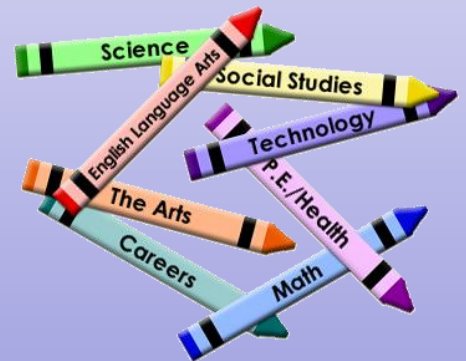


* Core Subjects

- English
- Maths
- Science
- Computing
- RE

* Foundation Subjects

- History
- Geography
- Art
- Design & Technology
- Music
- French
- Physical Education



Lessons in Year 4



Children are taught in structured lessons,

which consists of 4 main parts:

- **Sharing of Learning Objective**
- **Whole class teaching** (whiteboards/ powerpoints / practical and interactive)
- **Independent work** (individual / paired / small group)
- **Plenary** (summary of lesson) Assessment is continuous and tracked to ensure that each child's unique needs are catered for. There will also be an assessment week in the Autumn, Spring and Summer term for reading, maths, SPAG, writing



Talk for Writing

The purpose of Talk for Writing is that we learn to write like we are authors and from the perspective of readers.

The scheme does this through a process of looking at a good example of the story genre we are focusing on.

We then focus on word work and sentence level work and look at what the author has done very well.

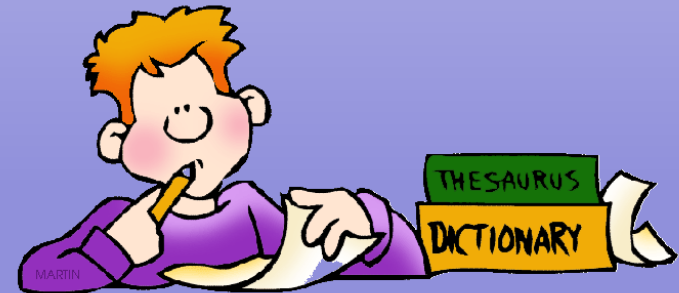
We then innovate these key features which is where we change certain things to create our own version- this could be good examples of grammatical features or certain types of sentence.

We then move on to looking at the key features of that particular style of writing genre by 'boxing it up' to see the set format and make it easier for us to invent our own text using what we have learned.

Writing Focus - SPAG



- **Vocabulary** – adjectives, similes, descriptive phrases, interesting and ambitious words, verbs and adverbs
- **Connectives** – and, but, so, then, because, if when, although, however, as well as,
- **Openings** – First, Just then, Next, Finally, After a while, Also, Immediately,
- **Varying sentence openings** – start with an adverb (ly), a questions, in the middle of action
- **Punctuation** - . , ! , ? “ ”
- **Spelling** – List of words for Y3/Y4
- **Grammar** – knowing terms (verb, adjective, adverb, pronoun)





Reading



Children have access to daily reading sessions

Reading comprehension sessions – teacher led – focus on vocabulary, inference and deduction, being a reading detective, finding evidence from the text for written answers. Specific reading skills focus each half term.



Reading Comprehension

The Key Strategies for Comprehending are:



Inference- Being a reading detective, looking for clues that don't stand out.



Visualising- What pictures are the children seeing in their heads whilst reading?



Predicting, questioning and wondering- What questions are springing up? What do certain words make them think of?



Background Knowledge- What information do they children already possess that will help them more clearly understand what they are reading?



Break down and repair- Getting the children to understand when they have a meaning breakdown.



Independent Reading



Children are given a home reader, and are encouraged to pick a range of fiction and non-fiction texts.

They should be aiming to be able to read this fluently but with some challenging words. (check meanings of unfamiliar words)

EVERY CHILD – READ EVERY NIGHT (at least 5 minutes!)

Not necessary to hear every word but please encourage children to talk about what they have read.

Comment in reading record is their responsibility!

Handwriting – Letter Formation



Children will have regular handwriting practice

Focus on joined handwriting, fluency, control, neat presentation.

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz



Spellings

- The focus in Year 4 is to learn the spelling rules that can be applied to any word. To understand the meaning and use this in a sentence.
- We practice the spelling rule through our talk for writing sessions. Children can also do this at home and in school using [Twinklspelling.com/Spellingframe/Online](https://www.twinkl.com/spelling) games

Key Maths Skills for Year 4

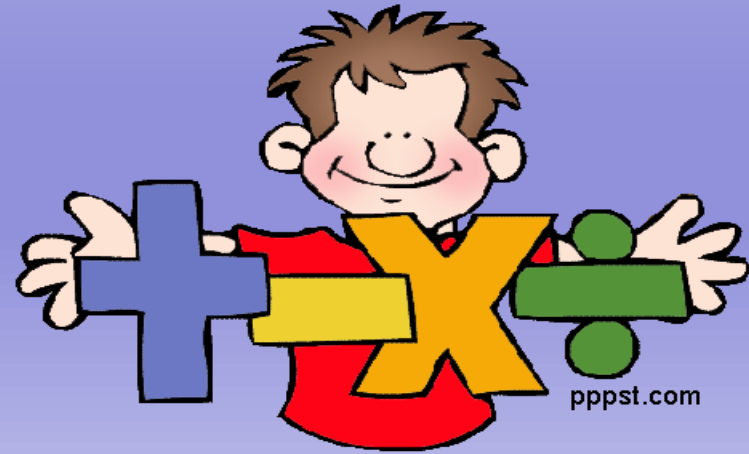


Our Maths lessons now focus on
MATHS MASTERY.

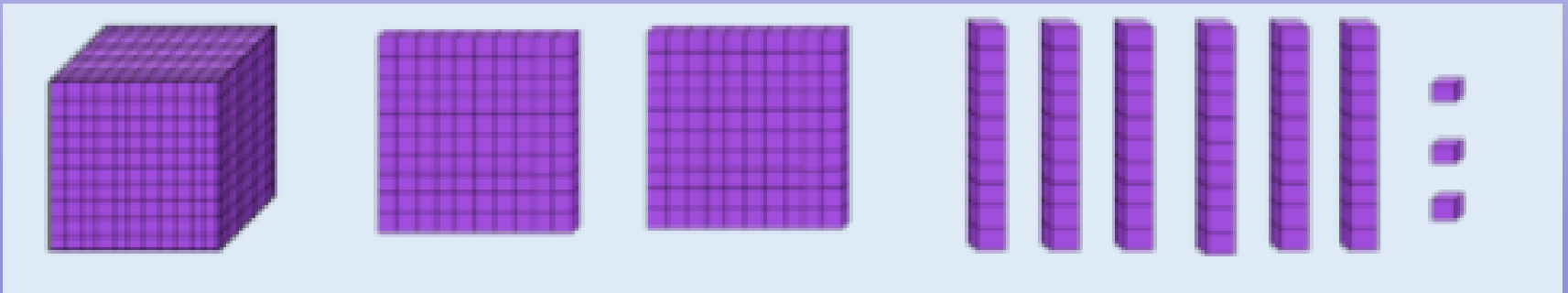
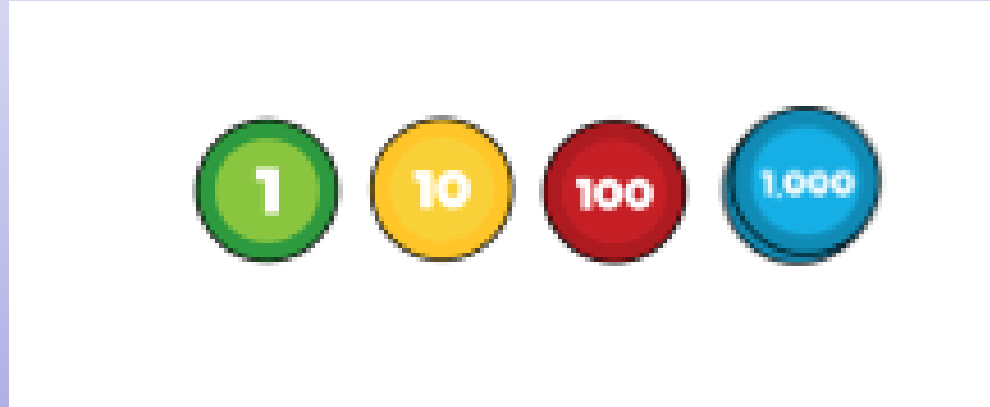
The lessons are split into small steps where I teach, then the children practice, then I teach again and they do more practice throughout the lesson which also involves problem solving, reasoning, investigating.



This encourages the children to think for themselves and apply their knowledge to different contexts.



Concrete, Pictorial, Abstract



Addition Column method - Carrying

$$\begin{array}{r} 174 \\ +325 \\ \hline 499 \end{array}$$

$$\begin{array}{r} 186 \\ +325 \\ \hline 511 \\ \hline \cancel{1} \cancel{1} \end{array}$$

Subtraction Column method - Exchanging

$$165 - 134 =$$

$$\begin{array}{r} 165 \\ - 134 \\ \hline 31 \end{array}$$

$$274 - 46 =$$

$$\begin{array}{r} ^6 ^1 \\ 274 \\ - 46 \\ \hline 228 \end{array}$$

Multiplication – Short method

$$\begin{array}{r} 34 \\ \times 3 \\ \hline 102 \\ \hline 1 \end{array}$$

Short division – Bus stop method

$$155 \div 5 =$$

$$\begin{array}{r} 031 \\ 5 \overline{) 155} \end{array}$$

Times tables test



Children should know all times tables facts to 12×12 by the end of year 4 (including division facts)

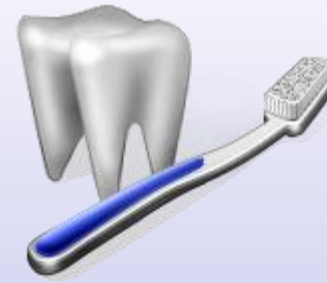
Children will sit an online multiplication tables check which will be timed and last approximately 5 mins.

Children are asked 25 tables questions and have 6 seconds to answer each question.

Children practice on Times Tables Rockstars. I can set tests and track areas for focus.



Science



- Living things
- Materials
- Sound
- Electricity
- Animals and Humans





Computing



The children have access to weekly sessions in the IT Suite and designated IPad time.

- E Safety – How to stay safe on the internet/gaming
- Understanding Networks and the Internet
- Creating Media
- Data and information
- Programming and coding

Religious Education



Religious Education is based on the new 'Religious Education Directory' (RED).

Branch 1- Creation and Covenant

Branch 2- Prophecy and Promise

Branch 3- Galilee to Jerusalem

Branch 4- Desert to Garden

Branch 5- To the Ends of the Earth

Branch 6- Dialogue and Encounter

History/ Geography



TERM	TITLE
AUTUMN 1	The Roman Empire and its impact on Britain
AUTUMN 2	The Roman Empire and its impact on Britain Volcanoes and Earthquakes
SPRING 1	Volcanoes and Earthquakes
SPRING 2	The Ancient Greeks and their achievements
SUMMER 1	The Ancient Greeks and their achievements Coasts
SUMMER 2	Coasts



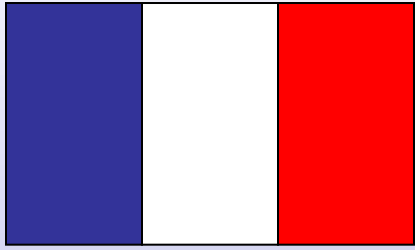
PE lessons take place on a Monday / Friday afternoon

- P.E kit is needed for all PE lessons. Please ensure that all items, including plimsolls, are **labelled** and children come into school dressed in their PE kit.

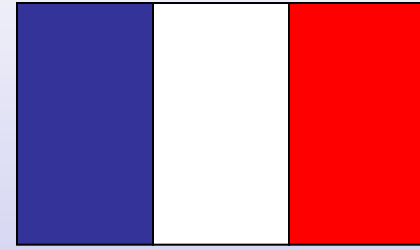
Children will be learning - Hockey skills, Gymnastics, Skipping Skills, Ball Games, Team games, Athletics.

MUSIC

- Mr McNally will teach music to Year 4 this year.
- Music lessons will be an hour long (on a 2 week cycle)
- Mr McNally will teach elements of music, keyboard and percussion skills, composition and singing skills.
- Mrs Bell will be available to teach individual instrument lessons



French



- The children have a French lesson every week
- New BCCET MFL transition units
- Autumn – Myself and others
- Spring – Food and drink
- Body - parts of the face

INDEPENDENCE



Independent skills; tying shoelaces, looking after their own property, hanging coats up, tidying up, packing their own school bag, remembering homework, reading books, swimming kit etc.

Friendship skills; How to make and keep a friendship, how to resolve friendship issues peacefully, recognising signs of bullying, reporting to trusted adults.

Behaviour; Following school rules, playing football for fun, making amends, listening skills and completing work set.



Marking



- All children's work is marked following the school marking policy

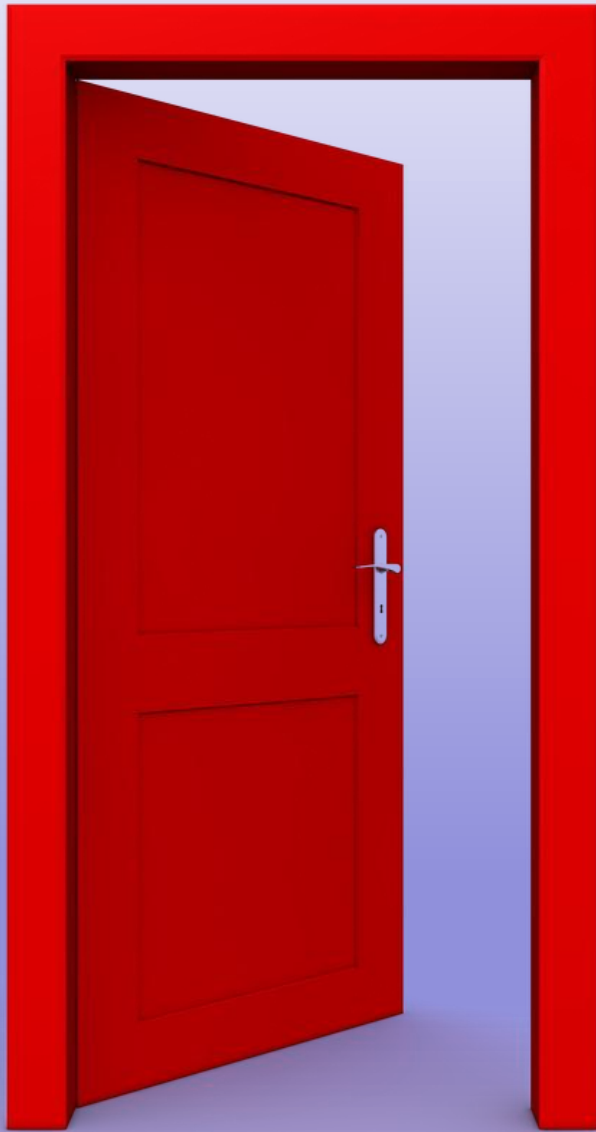


- A challenge / next step/improvement prompt could be identified.

Assessment

The children are assessed against year group expectations and so when assessed they may appear as developing, secure or exceeding.

Year 4 – “An open door”



- Please come and see me about anything that is concerning or worrying you.
- Contact the office to make an appointment and that will be arranged at the soonest possible convenience.