

A decorative graphic on the left side of the slide, consisting of a network of light blue lines and small circles, resembling a circuit board or a stylized tree structure.

**WELCOME
TO
YEAR 4**

AIMS FOR THE YEAR:



- To meet the emotional needs of the children as well as their academic needs – children begin to mature into young adults at this age.
- Meet the children at each individual level, consolidating learning from Year 3 and addressing any gaps in order to prepare them for Upper KeyStage 2 next year.
- Organise interesting subjects and stimuli and deliver a broad curriculum – there will be assessment points throughout the year and more formal end-of-year assessments in the Summer.
- Within a broad curriculum, have specific focus for Maths, Reading and Writing in particular. To also deliver the statutory RHSE curriculum (relationship, health and sex education) which is mandatory, alongside our PSHE (personal, social and health education) programme.
- Develop expertise and learn from experienced members of staff over the year – e.g Miss Georgina for Dance lessons, and Mrs Amison for Music.
- Develop children's skills, confidence and independence in a supportive, fair manner.
- Recognise and celebrate children's talents and effort.
- To have the opportunity for class trips to exciting locations throughout the year, to expand our learning beyond the classroom.

MERITS, REWARDS AND BEHAVIOUR MANAGEMENT:

For many years, our children in Key Stage 2 have taken ownership of their own behaviour system, and are proud of their achievements, celebrating the great work that we all do.

Weekly certificates are awarded in our success assemblies – Effort with subjects across the curriculum are acknowledged as well as our Catholic Virtues and a star of the week. Children understand that they are expected to show fantastic effort in their work and attitude to learning.

Class rules agreed upon by the children. They are very fair when it comes to what should happen if rules are broken – this can include missing some breaktime to stay and reflect upon their behaviour with a teacher, or reporting to and explaining themselves to a senior leader.





MEDICAL RECORDS AND GENERAL INFORMATION

Each year there are children in our care whose needs change mid-term. For example, their medication or medical requirements may alter. It is imperative that school is kept up to date with any changes and that medication kept within school (such as inhalers for asthma) is within date.

If children develop allergies or food intolerances, please inform us immediately. There are times throughout the year where the children may taste food, so it is important we know their allergies.

Similarly, if family circumstances change, e.g. moved house, please let us know. If the family suffer bereavements, it is useful to let school staff know, so we can be appreciative of the emotional levels the children are experiencing.

Personal data is kept securely on our school systems. Please update the office with changes to mobile phone numbers, work contact details, email addresses, etc.



Monday

Assembly

Maths

English

GR

PE

RE

Tuesday

Liturgy

Multi

PE

GR

Maths

English

Wednesday

Assembly

English

GR

Maths

Art

History

Thursday

English

GR

Multi

Music

H/W

Hymn

RE

French

Friday

Assembly

Maths

English

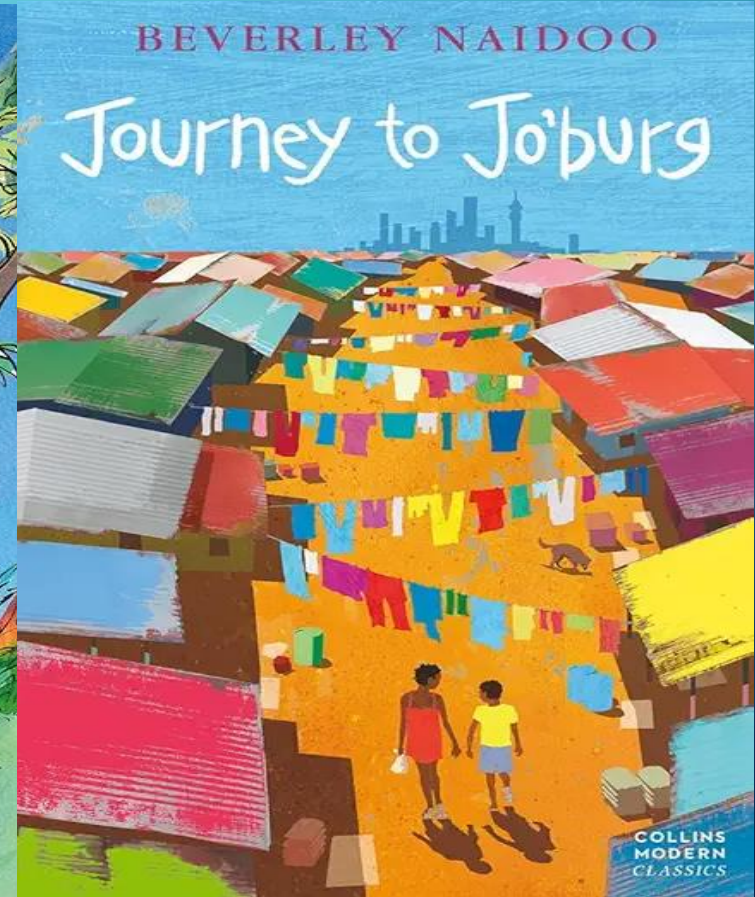
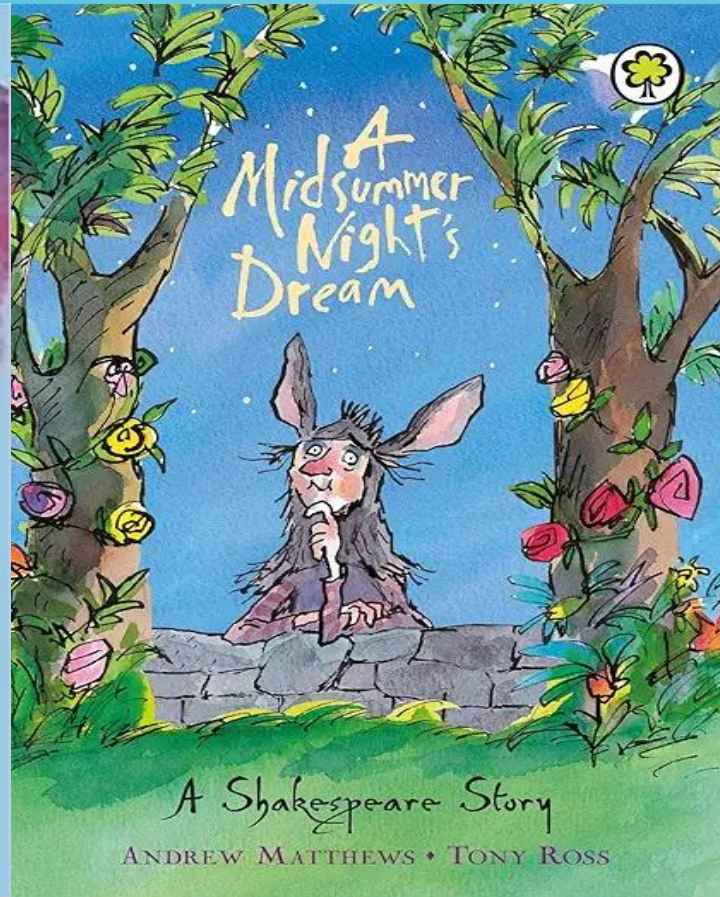
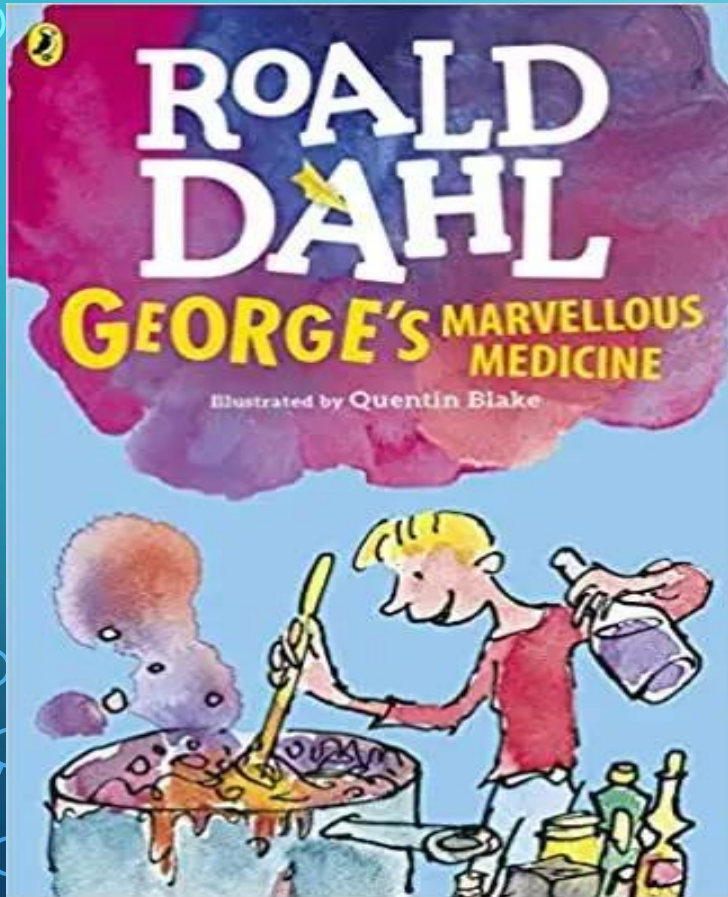
GR

Science

Computing

Year 4 – Reading Texts

This year we will be reading a variety of texts that cover a wide range of genres and writing styles. These books will help model an improved construction of sentences and paragraphs, allowing us to improve our writing throughout the year.



Year Four contains a wonderful curriculum that allows children to explore so many questions and concepts about the world.

History: Ancient Romans, Ancient Egyptians, British Tudor era

Geography: Mountains around the world, Rivers and water cycle, Map work and locational knowledge

Science: Electricity, the physics of sound waves and vibrations, Classifying living beings and animals, Human digestion and teeth

PSHE: Our friendships with other people, Responsibilities in the world, Dreams and goals, Living a healthy life.

RHSE: Our changing bodies, Treating people with respect, Being a part of a community.

French: Colours, Numbers, Greetings, Days of the Week, Animal names, French traditions and songs.

Art: Sculpture, Storytelling narratives through drawings, Using mixed media patterns for impact.

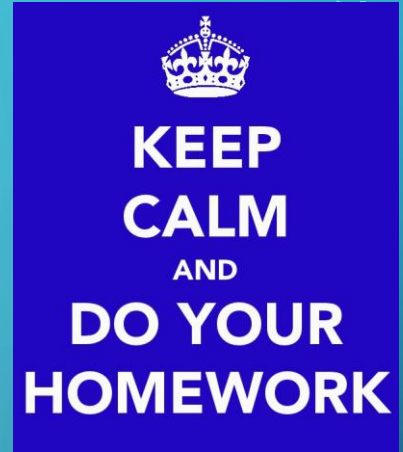
DT: Food preparation and cooking, Creating an electrical circuit, Building structures and supports.

Computing: Online safety, Coding, Typing skills, Animation, Creating music, Spreadsheets.

HOMEWORK

- Each week there will be a set homework project, using their Mathematics, English, or Science learning, or utilise our lessons from our foundation subjects, such as Art, Computing, Music, Geography or History. Homework is given on a Thursday, and expected to be completed and brought back the following Wednesday at the latest. This homework should take a minimum of 30 minutes to complete, in order to demonstrate the effort required for extended thinking and writing tasks.
- Practise times tables daily using their TimesTable RockStars account. For the beginning of the Year4, we recommend a minimum of 10 minutes a week. This practice is invaluable in terms of their multiplication learning, providing a fun and colourful way to improve their speed and automaticity, which is vital for many other mathematical areas
- Weekly spellings will be given out on a Wednesday, and tested the following Wednesday. These consist of ten words drawn from the Lower KeyStage2 statutory spellings list, along with words that follow a similar spelling rule, scheme, or grammatical structure.
- Each day children will be asked to complete 4 mathematical questions ready for the next morning. This can be done at home, and shouldn't take more than five minutes. This enables us to continually revisit previously learnt strategies and processes that must be kept fluent and quick. In addition to this there will be a "word of the day", that children will be required to write a sentence, using the word correctly and in an appropriate context.

These two tasks are called the "five-a-day", and must be completed ready for each morning.



HOMEWORK

Famous Artist

In our Art and Design lessons this half term we are looking at how artists have captured the beauty of our world through paintings and photographs of landscapes. We are analysing pictures to identify 8 elements of art within these pictures (line, shape, pattern, colour, value, tone, space, texture) and particularly how colour is used to inspire emotions.

Your homework this week is to research about a famous artist and to explore two or three of their pieces of art. Write notes about how the elements of art are used in their work, and what similarities or differences you can identify within their work. Find out about the artist themselves, such as where and when they lives, and what their most famous painting is.

As an extra idea, try recreating your own version of one of their artworks.

Some people you might like to try researching: Pieter Brueghel the Elder, Camille Pissarro, Paul Cézanne, John Constable, Claude Monet, John Robert Cozens, Caspar David Friedrich, J Turner, Aelbert Cuyp.

HOMEWORK

Powerful Poetry

This half-term we are beginning to look at poetry in our literacy lessons. We will learn about figurative devices (similes, metaphors, alliteration, rhyme, structure, etc) as well as how to dictate poetry aloud (intonation, pace, volume, etc), and how these elements all fit together to create a story.

For this week's homework you should find a poem that you like the sound of. You could use the internet, a library book, or a poem that you remember from English lessons in previous years. Write down a copy your poem using your best handwriting, and explain why you like it underneath.

What emotion do you get when you read it? Is it funny, or sad, or thoughtful?

What images pop into your mind as you are reading it?

Can you spot any figurative devices that you already know?

Who do you think the poem was written for? What was the author's purpose in writing it?

Did the author write any other poems? Are they similar to your one, or different?

HOMEWORK



SPELLINGS

Week 1:

statutory list

accident

accidentally

actual

actually

address

answer

appear

arrive

believe

bicycle

believe

accident

actually

actual

accidentally

address

answer

bicycle

arrive

appear

I believe in God because he gives me love and faith.

The police car drove to the accident.

"I actually quite like fruit and vegetables," said my friend.

I couldn't believe the actual size of the dinosaur bones at the museum

Harry accidentally dropped his lunch.

We should all know our home address and postcode.

"What is the correct answer?" asked Mr Wiggs.

My bicycle is blue and grey, but the wheels are black.

We must arrive at school by ten to nine at the latest.

A fox will sometimes appear in my garden at night.

HOMEWORK 5-A-DAY

Thursday 5-a-day

1) 20×3

2) How many millimetres in a centimetre?

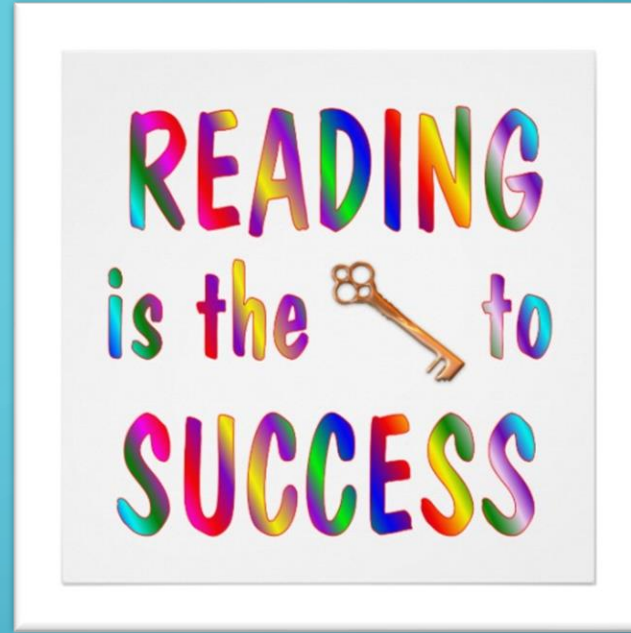
3) $150\text{g} + 200\text{g} + 425\text{g}$

4) What time is 23 minutes after 10:31am?

Word of the day
(synonym) ensure

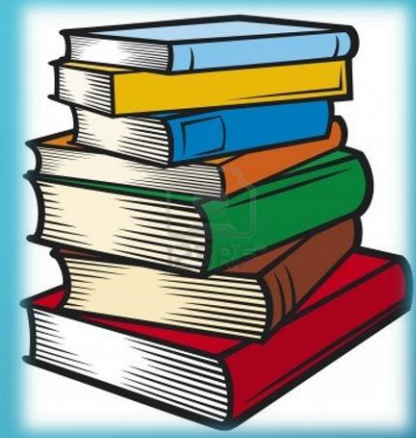
READING

- Please ensure your child reads everyday
- Let them read a variety of genres
- Mostly fiction, but some non-fiction
- Different authors
- Reading with an adult and talking about it to check understanding
- Set fun tasks to check that your child has understood what they have read (eg, pictures of characters, write alternative ending/chapter, what will happen next?)
- Challenging books to be read at appropriate time, reading for pleasure at other times.



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READING RECORD



- To be completed by the children a minimum of 3 x per week
- Records to be brought into school each day
- Parents/Guardians are welcome to comment on child's reading/understanding, but the child themselves must be writing comments on the pages they have read.
- Parents/Guardians welcome to sign when child reads
- Reading records will be checked every Wednesday to ensure children are engaging with their reading sufficiently.

PE

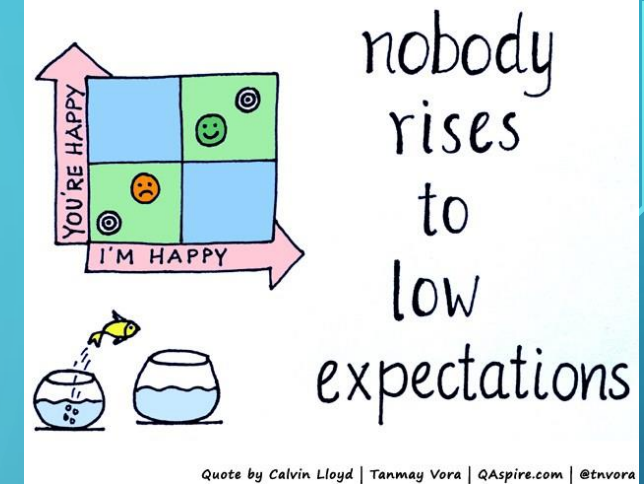
- Monday
- Tuesday



- PE kit: Navy school sports shirt, navy blue shorts or joggers, pumps or trainers.
Long hair tied back, no jewellery (no earrings), school hoodie or tracksuit in cold weather on top of kit, not instead of.
- Children will have the opportunity to represent the school in a range of sporting events in competition against other schools in our collegiate, as well as across the district.
- Year 4 will be provided swimming lessons during the Summer 2027 terms.

HIGH EXPECTATIONS

- At the age of 8 and 9, we expect the children themselves to be more independent and in control of their outcomes. This means they shouldn't be blaming parents for not having the equipment required of them, or for not completing their work.
- Punctual
- Good attendance
- Always strive for their best.
- Behaviour is to be maintained at a high level at all times. Children who begin to make poor choices in terms of their personal behaviour, how they socialise with others, or how they speak/act within school, will face appropriate sanctions. These sanctions should be a chance to reflect and learn from their actions. If a child does not modify their behaviour following the chance to reflect, senior leaders will be asked to address the issue, involving parents and external reporting.



WORRIES OR CONCERNS?

- Please see us at the end of the day if we are available
- If not call 01782 367267 to make an appointment
- Or Email : year4-ks2@stjohnskidsgrove.org.uk



• **THANK YOU FOR YOUR TIME!**