

# Welcome to the Year 4 Curriculum Chat



# The Team

The Year 4 team this year is:

**4O** – Bethan Risby

**4P** – Laura Bosworth and Kirstie Henry

**4R** – Maddy Keefe

**4B** – Selin Akyildiz (Year Team Leader)



- Emma Rose (Tues - Fri)
- Bob Houghton (Mon - Fri)
- Rachel Lambert (Mon)
- Gregor Beeby will also spend part of Tuesday and Thursday afternoons supporting the children in Year 4.

Also working with Year 4 this year will be **Gemma Curtis** (art), **Sarah Crawford** (art), **Jason Bichri** (computing) and **Mario Vitrano** (PE).

# Structure of the Day



- Doors open 8:50 and close at 8:55.
- Pick up is at 3:25 but we stagger our release times slightly due to the over crowding. As year 4 pick-up is a very busy space, we ask Year 4 parents and carers to stand closer to the climbing frame to wait for the children. Year 4 classes will be dismissed in the following places:  
MUGA      4O      4B      4P      4R      steps
- If your child is absent due to illness, please let the office know **before 9am**. You can email ([admin@coleridgeprimary.net](mailto:admin@coleridgeprimary.net)), send a message on Parent Hub or leave a message on the school answering machine.

# Structure of the Day



- Mornings are usually maths & English and also reading, spelling or times tables practice.
- English** lessons take place four times per week.
- We have nine **maths** lessons over the two weeks.
- During the afternoons, we teach the wider curriculum subjects. Religion & Worldviews and D&T will be taught on one day every half term.
- Wet play** – We will only ever do wet play if it is heavy rain. Children will still play outside in the rain and must have appropriate clothing for this.

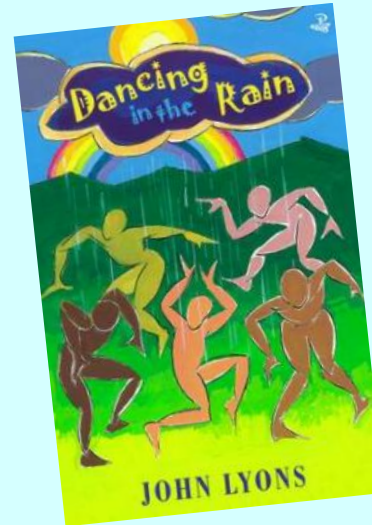
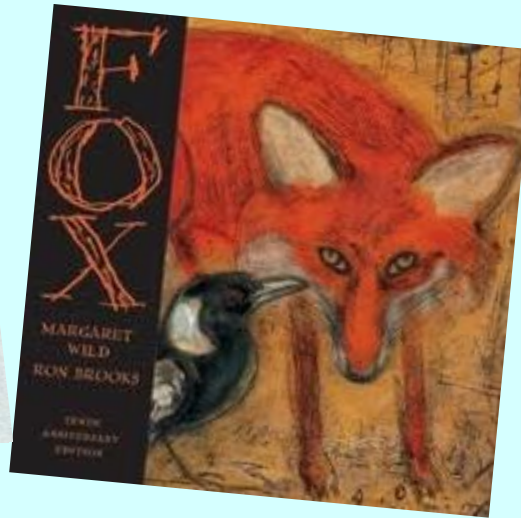
WEEK 1	Monday	Tuesday	Wednesday	Thursday	Friday	
9.00am – 9.15am	MATHS	SPELLINGS (TEST)	MATHS	GUIDED READING	MATHS	
9.15am – 9.30am						
9.30am – 9.45am						
9.45am – 10.00am						
10.00am – 10.15am						
10.15am – 10.30am	SINGING ASSEMBLY	MATHS	SPELLINGS (PRACTISE)	MATHS	TIMES TABLES	
10.30am – 11am	BREAK TIME					
11.00am – 11.15pm	ENGLISH	ENGLISH	ENGLISH	ENGLISH	GEOGRAPHY	
11.15am – 11.30am						
11.30am – 11.45am						
11.45am – 12.00pm						
12pm – 1pm						
LUNCH TIME						
1.00pm – 1.15pm	INDEPENDENT READING	HANDWRITING	INDEPENDENT READING	HANDWRITING	Independent reading	
1.15pm – 1.30pm	PE	HISTORY	PE and COMPUTING (Mario and Jason)	SCIENCE	READING (library)	
1.30pm – 1.45pm						
1.45pm – 2.00pm						
2.00pm – 2.15pm	PSHE	GUIDED READING		CLASS SINGING	GUIDED READING	
2.15pm – 2.30pm						
2.30pm – 2.45pm						
2.45pm – 3.00pm	SLT ASSEMBLY	STORY TIME		STORY TIME	GOLDEN TIME	
3.00pm – 3.25pm						
3.25pm						

# English and Maths

- Our focus in maths and English often changes from week to week. The best way to keep up with our learning goals for each week, and to support learning at home, is to look at the Weekly Overview.
- The Weekly Overview goes out on ParentHub every Friday evening.
- If you have any questions regarding the weekly overview or how to support your child's learning, you are welcome to arrange a time to meet with us.



# English



We cover a variety of units over the year – a mixture of fiction, non-fiction and poetry. All our English units are built around a focus text.

Activities include discussion work, making predictions, and sharing ideas about what we have read or heard. We also have drama opportunities, shared writing as a class, and independent writing in books.



# Maths Mastery

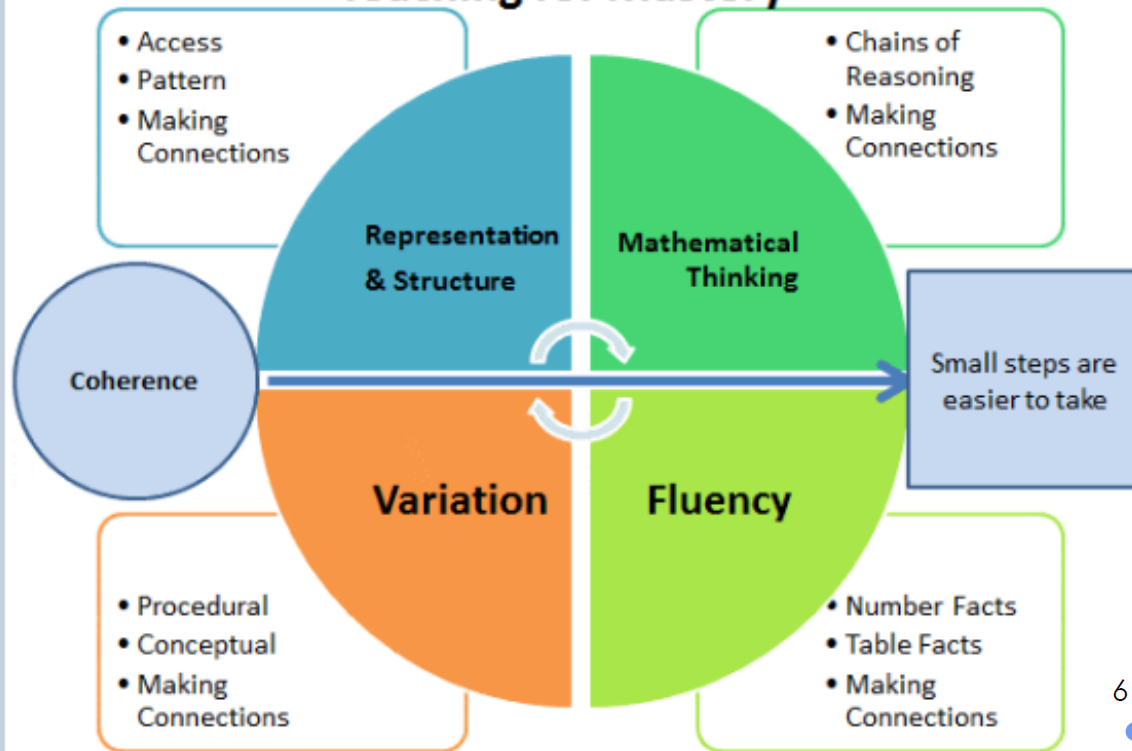
## Missing digits

Fill in the missing digits.

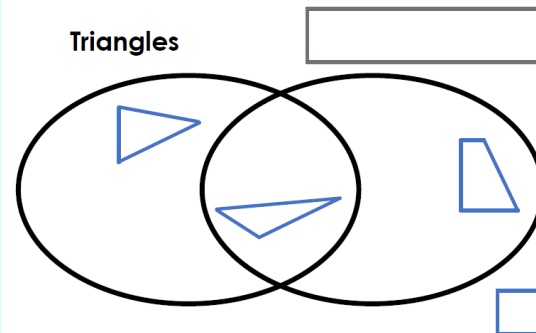
$$3\square + \square 6 = \square\square 6$$

Find different ways.

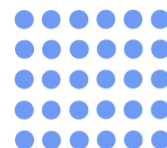
## Teaching for Mastery



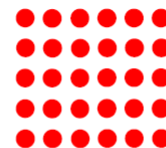
Write the missing heading for the Venn diagram.  
Add shapes to each section.



$6 \times 5$  is the same as:



\_\_  $\times$  \_\_ + \_\_  $\times$  \_\_



\_\_  $\times$  \_\_ + \_\_  $\times$  \_\_



\_\_  $\times$  \_\_ + \_\_  $\times$  \_\_

# Times Tables

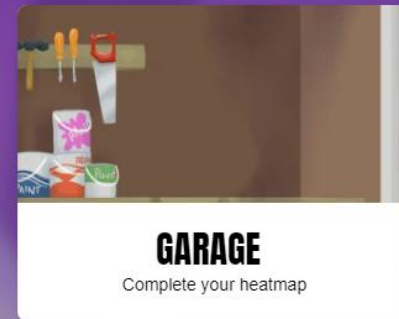
In Year 4, we have a 'Multiplication Tables Check' which will take place in June.

- Children will be given a times table to learn each week. They will learn this times table: in order, not in order, and with the related division facts, over a three week period.
- Children are expected to learn the corresponding division fact, e.g.  $7 \times 3 = 21$ , therefore  $21 \div 3 = 7$ .
- Times tables tests will take place every Friday in class.
- We will also practise times tables during maths lessons but we recommend weekly use of TTRockstars at home.





# TT Rockstars



# Curriculum Coverage

Our **history** topics this year are:

Roman Republic/Roman Empire

Roman Britain/Christianity in Three Empires

Ancient Arabia/Islamic Civilisations



Our **geography** topics are:

The Rhine /Populations

Coasts/Tourism

Earthquakes/Deserts



Our **science** topics this year are:

States of matter, Animals including humans,

Sound, All living Things, Electricity.

Our **religion & world views** topics this year are:

The life of Jesus Christ, What we can learn about Christianity, How should we live our lives.



# Forest School



# Reading

Reading is an integral part of our school day and we provide many opportunities for children to read throughout the day.

Children are given lots of opportunities to **read independently** and as part of lessons. Some children read 1:1 with an adult to develop word recognition.

Children can bring in their own reading books for independent reading or choose one from the library or book corner. We may send some children home with a book selected with their reading level in mind.

We want to really stress the importance of each child reading every day at home. This will help your child progress with their reading fluency as well as help to develop their inference and language. Frequent practice at home (ideally daily) will have a pronounced effect on their progress.





# Spelling

- There will be two spelling lists sent home to all children each week. Group 1 spellings are recap words from the '**Next 200 High-Frequency Words**' list. Group 2 spellings are **statutory Year 4 spellings**. Please support your child to select the most appropriate list for them.
- We have two spelling sessions a week. One of those sessions will be for teaching a KS2 spelling rule e.g. words with an 'igh' sound, and one of these will be for the test (Mondays). We also make time for independent spelling practice at school.
- Children will need to bring their yellow spelling book to school everyday and spellings will also be posted on Parent Hub on Monday evenings.





# Assessment



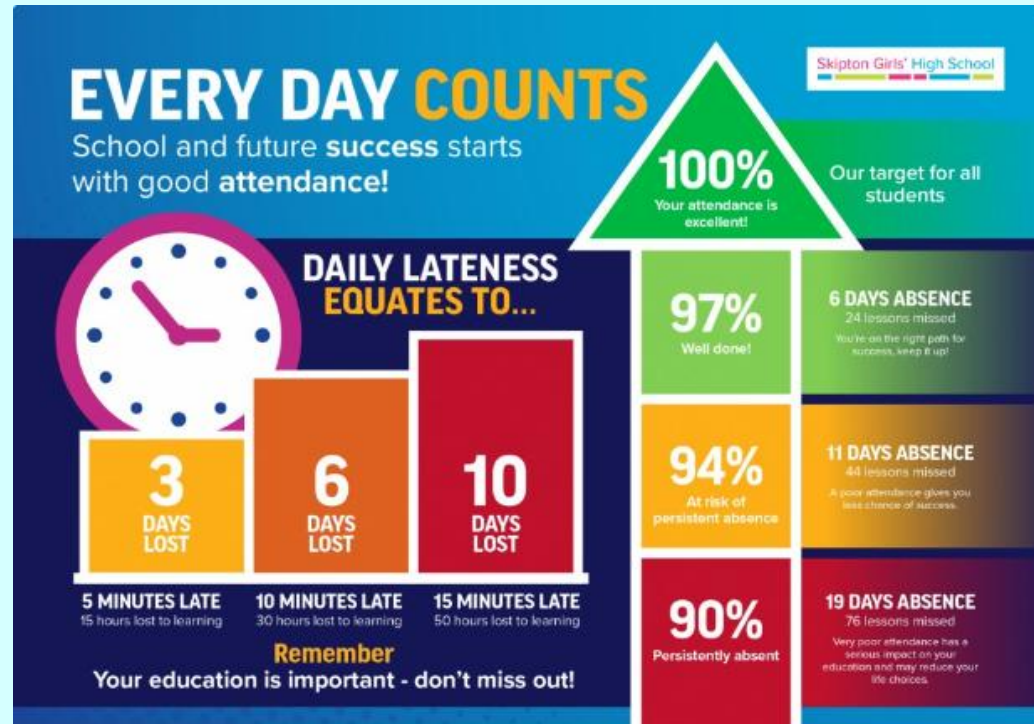
- We assess the children's ability in every lesson and make notes on how they manage an activity and whether or not they have met the learning objective.
- These notes then feed into an individual assessment profile which is completed and updated every term.
- Throughout the year, teachers will complete the profile and will be able to inform you of any areas that your child may need to practise. Your child's class teacher will then keep you updated on their progress.
- You will be informed as to your child's achievement and progress - relative to national expectation - at the end of each year.

# Attendance & Punctuality

Daily attendance at school is vital for your child to achieve their full potential.

Missed days of school, and lateness, can really add up over the course of year and negatively impact your child's learning.

Children can still attend school with minor coughs & colds. The **NHS** have a website page called 'Is my child too ill for school' which outlines if you should send your child to school or not.



## The Importance of Being on Time

- Arriving on time helps your child start the day calmly and confidently.
- Even being just a few minutes late can feel unsettling for a child, as they may walk into a lesson already in progress.
- They risk missing the very start of the lesson, when key instructions or introductions are given.
- Late arrivals disrupt the whole class. The teacher often has to stop & repeat instructions, which takes valuable learning time away from every child.
- A smooth, punctual start ensures the best learning experience for all children.

# Communication

## ParentHub



We really encourage all parents to get the **ParentHub** App. This is the school's main method of communication. Having the App is the best & easiest way of knowing what is going on in your child's year group.



## Parent WhatsApp Groups

- We know parent WhatsApp groups can be useful for sharing reminders and supporting one another.
- However, if you have any concerns about your child or school matters, please contact the school directly rather than raising them in group chats.
- This helps prevent misunderstandings and ensures issues are addressed quickly and accurately.



# Behaviour

At Coleridge, we have five core values. These underpin our behaviour policy and our expectations of children's behaviour at school.

We teach and expect our children to be:

- Caring
- Creative
- Resilient
- Inclusive
- Aspiring



## Rewards

- Golden book
- Marbles



## Reminders

- A 'reminder' is an opportunity to make changes to behaviour.

## Consequences

- Consequences for unacceptable behaviour will be set according to this chart, which is on the website and in every classroom.

# Behaviour

Stage	Unacceptable Behaviours	Consequence
1	Calling or shouting out Swinging on chairs Shouting inside, both in classroom and in the corridor Not following simple instructions Continuing to talk after countdown Consistently interrupting others while they are talking Not joining in an activity during learning time Not tidying up Running inside Talking in assembly Being inside without permission at playtime	Dealt with by class teacher or teaching assistant  Child to receive a reminder.  If children are caught running inside they will be asked to go back and walk
2	Persistent Stage 1 behaviours Answering back or arguing with an adult Running or walking away from a teacher Disrupting the learning of others Throwing things in the classroom Leaving the room without permission Refusing to follow instructions Being deliberately unkind to others Cheating or disrupting other children's playground games Swearing	Dealt with by Year Group Leader  After 3 reminders in one session (morning or afternoon), the child will miss 10 minutes of their breaktime, and will be spoken to by the Year Group Leader  If being disruptive in the classroom, the child will be asked to spend 10 minutes in another room, supervised by an adult  If caught cheating 3 times outside in a game, child to receive one week ban from participation in playground games  Teachers or TA on duty need to report to child's class teacher
3	Persistent Stage 2 behaviour Persistent swearing Intentionally damaging school resources or <u>other</u> people's property Stealing Fighting Physical aggression and/or retaliation Persistent refusal to participate Challenging an adult (e.g. persistently answering back or arguing) Being abusive or threatening to others Inappropriate comments made to children or staff	Dealt with by Senior Leadership Team  Child sent to see member of the SLT Child spends 30 minutes of their lunch break in the reflection room Teacher informs parents of incidents via phone conversation Details will be reported to all SLT and Year Group Leader in brief e-mail and logged on <u>MyConcern</u>
4	Persistent Stage 3 behaviour Discriminatory remarks about the race, culture, religion gender or sexuality of others Verbal abuse and/or physical aggression towards an adult Leaving school without permission Bullying others (this is persistently targeting another child either physically or emotionally, and on more than one occasion) Serious physical aggression Serious violence resulting in physical injury Threatening an adult Inappropriate sexualised comments or behaviour towards others	Dealt with by Senior Leadership Team  Internal exclusion – either a morning or afternoon out of class, learning in isolation whilst supervised by a member of the SLT (work to be set by the class teacher)  SLT either call home or arrange meeting with parents
	A serious breach, or persistent breaches, of the school's behaviour policy; or where a child's behaviour means allowing them to remain in school would be detrimental to the education or welfare of the pupil or others in the school.	Dealt with by the Headteacher  Suspension or Permanent Exclusion



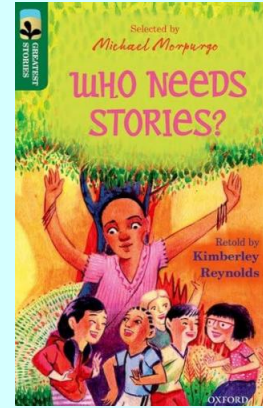
# Social Upsets



# Learning at Home

## Compulsory

- **Reading** – regularly hearing your child read at home (for a minimum of 10 minutes every day).
- **Spellings** – helping your child learn the weekly spellings that are sent home by the school.
- **Times tables** - regular practice with your child to support quick recall.



Year 4 spellings	
Please learn these for <b>Monday 29th September</b>	
Use the: <b>Look, Say, Cover, Write, Check</b> to practice your spellings in your book. Please write the words in sentences in your spelling book.	
List 1	List 2
Next 200 high frequency words	Adding the prefix -im (before a root word starting with m or p)
who	immature
didn't	immeasurable
ran	impossible
know	immortal
how	imperfect
can't	impatient
again	immovable
cat	impolite
	important
	improper

*If you would like to know why some of our learning at home is optional, there is a **rationale** on our website, in the Home Learning section.*



# Learning at Home Optional

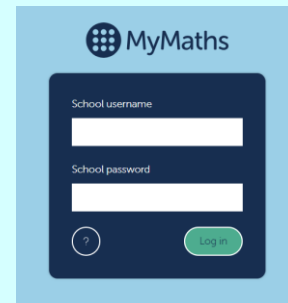
## Home Learning

- Each half term, **Home Learning** documents are posted on the school website and on ParentHub.
- Although Home Learning is **optional**, we strongly encourage your child to complete some of the activities to reinforce the message that learning isn't just confined to the classroom.
- There are Home Learning documents for Maths, English & Wider Curriculum subjects.
- There is a wide range of activities – some are creative, whereas others practise skills learnt in class.



## MyMaths & Weekly Maths Home Learning

- Maths activities are posted on **MyMaths**. You should have login details already.
- Each week, children are encouraged to complete **ten number or calculation fluency questions** (taking about 10–15 minutes), mainly solved mentally, to build confidence and support their wider maths learning. These are posted on ParentHub.





# Communication with Teachers



- As a staff team, we are open to meeting parents to discuss any issues you have. Please arrange a time with your class teacher.
- From 8:50 through till 3:25 our focus is the children, their lessons, and managing the learning environment. We are unable to discuss matters in these times which you would not categorise as urgent or integral to that particular day. **Conversations about general attainment or on-going social issues should be had at a mutually agreed time.**

Thank you for coming!



Georgia Norton will now talk to  
you a little bit about  
Coleridge Families.