

St Joseph's Catholic Primary School Exmouth



Year 4

Parent Curriculum Information Booklet

Welcome to Year 4

During this year at school, your children will be continuing to develop independence in their learning. We aim to encourage them to have a love of learning for life.

Year 4 is an action packed time, with many opportunities for the children to immerse themselves in learning, whilst building upon those essential skills developed in previous years. We believe that by the end of their time at St Joseph's your child will have much to celebrate and reflect on, not just academically but personally too.

In this booklet we aim to outline some of the core skills your child will be taught. We have included objectives they are expected to meet and examples so you can support them.

We also hope you will join us in the events and parent sessions that are offered throughout the year and feel free to make an appointment with your child's class teacher if you have any questions or concerns about your child's progress.

Reading



Key Skills

The National Curriculum sets out key skills that children should learn in Year 4. We teach key reading skills at school through shared reading in English, guided reading sessions and independent reading. The main key skills for children to develop can be found in this booklet and on the school's website where the national curriculum expectations for year groups are available. If you have any questions please come and see your child's class teacher.

How you can help your child develop key reading skills.



To enable your child to progress with their reading they need to read to an adult every day. Please note this within their reading record book.

- ✓ Most important of all; make reading with you as enjoyable as possible.
- ✓ Remember you are a reading role model so let your child see you enjoying reading and remember to still relish opportunities to read to your child.
- ✓ Simple unknown words can be sounded out.
- ✓ Look at the first and last letters/sounds of unknown words and make a sensible guess – does it make sense?
- ✓ Miss out the unknown word, read on then go back and work out the missing word. Read the whole sentence again to check it makes sense.
- ✓ Look for 2 letters which make one sound e.g. sh /ch /th.
- ✓ Look out for words they already know in longer words.
- ✓ Remind children to think about how speech might be said to encourage them to read with expression.
- ✓ When reading a new book, talk about the front and back cover. Ask questions such as; who is the author and what clues does the title and picture give you about the book?
- ✓ Encourage your child to read a variety of different types of book; storybooks, information books, magazines and newspapers.

To help develop your child's reading you might want to consider some of the following questions.

- Can they read with expression?
- Do they know most of the words?
- Can they sound out unknown words?
- Are they able to explain the story so far?
- Can they recall the important parts of the piece they have just read?
- Can they summarise the key events of the story?
- Are they able to predict what will happen next?
- Can they discuss the characters involved in the story?
- Can they say whether they like the story or not and give clear reasons?
- When reading non-fiction can they use an index or contents to locate information?
- When reading non-fiction can they say how the text is organised?

Reading Stages

Book Band	Year Group
Lilac Wordless Pictures Books	Age 4-5 Foundation
Pink (1)	Age 4-5 Foundation
Red (2)	Age 4-5 Foundation
Yellow (3)	Age 5-6 Foundation/Year 1
Blue (4)	Age 5-6 Year 1
Green (5)	Age 5-6 Year 1
Orange (6)	Age 5-7 Year 1
Turquoise (7)	Age 6-7 Year 1
Purple (8)	Age 6-7 Year 2
Gold (9)	Age 6-7 Year 2
White (10)	Age 6-7 Year 2
At this point the children will begin the AR system	Age 6-8 Year 2/3

This chart can only give a rough idea of the right level for your child. There will be a wide range of reading abilities in any school year.

As a rough guide, children should be able to read at least 90% of the words on the page without any problem. They should also demonstrate good understanding of the text they read through comprehension questions. If the book is too easy, they can become bored. If it's too difficult, they can become frustrated, and may have to concentrate so hard on reading the words that they lose the enjoyment of understanding the story.

Writing

Reading and writing skills are taught through sequences of English lessons. Each English Teaching Sequence begins with reading a text and completing activities to ensure children have a secure understanding of the text and can talk about its features. The children will complete some spoken language and drama activities about the text before they gather ideas to plan and write a new text. They will also experience modelled writing.

Composition: Skills and processes that are needed for writing.

- Children will be given opportunities to write texts similar to those they have read and where possible be given writing tasks for real purposes e.g. writing to an author, provide information for children in another class.
- They will be given opportunities to generate ideas for their writing and create a plan.
- The children will then draft and write sentences for their piece by rehearsing them aloud.
- They will organise paragraphs around a topic or theme.
- In narratives they will create settings, characters and plot.
- In non-fiction they will be expected to use organisational devices such as sub-headings and a clear introduction.
- The children will be taught to evaluate and edit their writing and given opportunities to read their work aloud in class.
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Vocabulary, Grammar and Punctuation:

The children will explore words used in the texts they read in English and be expected to use similar words in their writing. Grammar and punctuation will be taught within the English lesson.

The children in Year 4 will need to:

- Use irregular possessive apostrophes for plurals (The children's coats were muddy)
- Use **correct verb forms**, rather than spoken language e.g. we were instead of we was.
- The children should use appropriate **pronouns** to represent **nouns** e.g. Jack/he. They should avoid repeating nouns and pronouns.
- Use inverted commas and other punctuation to indicate **direct speech**, for example a comma after the reporting clause; end punctuation within inverted commas; *The conductor shouted, "Sit down!"*
- Use **apostrophes** to mark singular and plural possession for example, the girl's name, the girls' names.

Children need to think carefully about the words they use in their writing. They should try to use precise and exciting words to make their writing interesting. During Year 4 children will:

- Use **noun phrases** e.g. instead of *the teacher* a more interesting phrase would be: *the strict maths teacher with curly hair*.
- Use **fronted adverbials** punctuated with a comma e.g. **Later that day**, I heard the bad news.

Transcription: spelling and handwriting

- The children should be using joined handwriting throughout their independent writing.
- During Year 4 the children will be taught spellings that rely less on phonic knowledge and more understanding of word structure, e.g:
 - ✓ prefixes-letters added to the beginning of a word e.g. unhappy
 - ✓ suffixes-letters added to the end of a word e.g. famous
 - ✓ homophones - words which sound the same but are spelt differently e.g. **their/there/they're**
 - ✓ near homophones – words that almost sound the same e.g. **accept/except**
 - ✓ The children will also be given words to learn from the National Curriculum spelling list of commonly misspelt words as well as words from their own personal spelling list to learn at home (please see the statutory list on the following page):

Year 3 and 4 spelling words

These are the spellings which the children will be given for home learning and will be tested on in class.

New Curriculum Spelling List Years 3 and 4



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

Ways of helping your child with spelling:

Sounding out	Sounding words out: breaking the word down into phonemes (e.g. <i>c-a-t</i> , <i>sh-e-ll</i>) – many words cannot be sounded out so other strategies are needed;
Look, say, cover, write, check	<p>Look: first look at the whole word carefully and if there is one part of the word that is difficult, look at that part in more detail.</p> <p>Say: say the word as you look at it, using different ways of pronouncing it if that will make it more memorable.</p> <p>Cover: cover the word.</p> <p>Write: write the word from memory, saying the word as you do so.</p> <p>Check: Have you got it right? If yes, try writing it again and again! If not, start again – look, say, cover, write, check.</p>
Trace, copy and replicate (and then check)	<p>This is a similar learning process to ‘look, say, cover, write, check’ but is about developing automaticity and muscle memory.</p> <p>Write the word out on a sheet of paper ensuring that it is spelt correctly and it is large enough to trace over. Trace over the word and say it at the same time. Move next to the word you have just written and write it out as you say it. Turn the page over and write the word as you say it, and then check that you have spelt it correctly.</p> <p>If this is easy, do the same process for two different words at the same time. Once you have written all your words this way and feel confident, miss out the tracing and copying or the tracing alone and just write the words.</p>
Quickwrite	<p>Writing the words linked to the teaching focus with speed and fluency. The aim is to write as many words as possible within a time constraint.</p> <p>Pupils can write words provided by the teacher or generate their own examples. For example, in two minutes write as many words as possible with the /i:/ phoneme.</p> <p>This can be turned into a variety of competitive games including working in teams and developing relay race approaches.</p>
Pyramid words	<p>This method of learning words forces you to think of each letter separately.</p> <div data-bbox="774 1579 869 1758" style="text-align: center;"> <p>p py pyr pyra pyram pyrami pyramid</p> </div> <p>You can then reverse the process so that you end up with a diamond.</p>

Handwriting

All children will be taught joined cursive handwriting. The style we teach is shown below.

All children from Year 2 upwards are expected to start to become fluent in this style.

All children in Year 3 upwards will be using joined handwriting throughout their writing and will be using a blue handwriting pen, provided by the school.

A B C D E F G H I J K L M N O P Q R S T U V
W X Y Z

a b c d e f g h i j k l m n o p q r s t u v w x y z

The quick brown fox jumped over the lazy dog.

The quick brown fox jumped over the lazy dog.

Mathematics

At St Joseph's School, we are dedicated to promoting enthusiasm and enjoyment of mathematics through the provision of a range of experiences which enable all children to achieve and which develop, maintain and stimulate their curiosity and interest. We place great emphasis on encouraging children to talk about their ideas in mathematics and to reason, using a wide range of mathematical vocabulary. Developing the children's confidence and accuracy with their understanding and recall of mathematical facts and knowledge and the application of these skills and concepts to real-life problem. Solving contexts is also at the heart of our teaching and learning.

A typical mathematics lesson

The daily mathematics lesson lasts approximately sixty minutes. There is a great emphasis on children talking about mathematics and on using mathematical vocabulary.

Mathematics resources such as counters are used to provide children with a range of images to help develop their mathematical understanding. Although children learn to record their mathematical learning, some lessons are practical and often take place outside.

It is important to relate learning within mathematics to the real world, including the outside environment, and learning in other subject areas. Therefore, topic work will be included where it usefully supports mathematical investigations or learning in a cross-curricular setting.

How you can help your child's maths learning

One of the most valuable things you can do is talk to your child about their maths learning. Ask them what they have been learning and encourage them to explain. We all use maths in our everyday lives which means that there are plenty of opportunities to help your child with their maths learning by involving them in everyday activities.

1. Count in jumps of the same size such as 6,7,9,25 and 1000. Children should count backwards as well as forwards. Physical activities such as skipping and playing catch can be incorporated to encourage motivation.
2. Help them to understand time, read both digital and analogue clocks. Involve them in dates and diaries, knowing the calendar months, days in a year, family celebrations and appointments.
3. Look for numbers in digits and words in books, on posters, in comics, on buses, cars and road signs and prices and ask children to read them. Children could also photograph them.

4. Talk about the shape of 2D and 3D objects. Try and identify shapes in the world around us.
5. Ask your child to help when you are doing things with money such as paying for items in shops.
How much will these items cost?
How much change will you receive?
6. Ask them to help when you are measuring items such as weighing ingredients or measuring the length or height of an object. Use metric units of measure.
7. Use a magazine or the internet to find out about when a TV programme or film is on and how long it will last.
8. Read bus and train time tables and calendars.
9. Help them to learn their times tables and related division facts (see the following page.)

TIMES TABLES

By the end of year 4, all children should know their multiplication facts and related division facts up to 12 x 12 and be able to demonstrate quick recall of these facts.

Children who are secure with their quick recall of times tables facts make faster progress, as they are able to apply this knowledge to all areas of maths, including mental calculations and problem solving in real-life contexts.

Children should therefore be practicing their tables regularly - 5 minutes a day is much more beneficial than 30 minutes once a week. Each week, your child will be tested on their knowledge of the table they are working on. Cards will be sent home to support this but online games are great too!

In June year 4 children are tested on their ability to quickly recall their times tables out of order up to 12 x 12.

Years 1 to 4

In order to best support the children to learn their times tables, and to become secure with their quick recall and application of times tables facts, each term your child will focus on a particular times table. They will be taught strategies for learning these times tables in school and practise every day in class. For Home Learning, the children will also focus on the specific times tables that they are working on.

At the beginning of each new academic year, the children will revise the times tables learnt during the previous year, before then moving onto a new times table.

The chart below shows the focus areas for each term for each year group:

Year Group	Autumn Term		Spring Term		Summer Term	
Year 1	Number Bonds to 10		Number Bonds to 20		Counting in 2, 10 and 5	
Year 2	2		10	5	Mixed 2, 5, 10	3
Year 3	2, 5, 10 and 3 word problems		4	8	0 and 1 and 11	9
Year 4	Recap 2, 3, 4, 5, 8, 9, 10, 11	6	7	12	Mixed tables from 2-12	

Science in Year 4

Science enables children to discover the world around them. It stimulates curiosity and leads to the development of investigative skills so they can discover how the world around them works. It also enables children to make meaningful links to both the natural and man-made environment they live in.

Science is essentially a practical subject and the children are given opportunities for careful observation and investigation. Children participate in a wide variety of problem solving activities. They are encouraged to devise their own experiments and communicate their findings in a variety of ways.

Forest School

Through careful, joint planning, Mrs Turner, our Forest School teacher, will supplement the science curriculum allowing children to engage within our world. They will get a chance to explore science within the environmental area and pond area. Please ensure your child comes to school equipped with old clothes and wellies for these sessions. You will be advised of the dates in class letters.

At home

Children are naturally inquisitive and interested in the world that surrounds them. Whenever you are together, they are trying to make sense of things that they encounter and develop their understanding. You could:

- * Encourage them to ask questions such as 'How?' 'Why?' and 'What will happen if...?' and decide how they might find answers to them. **Talk** is really important – don't undervalue your answers to the value of **"Why?"** You could use non-fiction books you might have at home, visit the library or use the Internet to help them discover ways of finding the answers they seek.
- * Encourage them to predict what might happen.
- * Help them to recognise when a test or comparison is unfair.
- * Provide opportunities for them to explore, using the senses of sight, hearing, smell, touch and taste as appropriate.
- * Encourage them to communicate what happened through speech, writing, drawing, or ICT.
- * Help them to make simple comparisons e.g. hand spans or shoe sizes in your family and identify simple patterns.
- * Compare what happened with what they expected and try to explain it, drawing on their knowledge and understanding.



Useful websites:

<http://www.bbc.co.uk/bitesize/ks2/science/>
<http://www.woodlands-junior.kent.sch.uk/revision/Science/>
<http://www.primaryscience.ie/activities>

R.E

As we are a Catholic School, we are required to teach a certain amount of Religious Education as it is one of our core subjects.

The 'God Matters' curriculum is split up into ten themes which are revisited and developed each year to support the faith development of the children. In each unit, related aspects of different world faiths are also taught.

Each topic is revisited each year building on the children's knowledge. Therefore, although the unit titles remain the same, pupils' experiences, knowledge and learning all progress.

UNIT	DATE	TEACHING TIME
AUTUMN TERM 2019		
Creation	Start of Term	4 weeks
Prayers Feasts and Saints	07.10.19	2 Weeks
Half term 21.10.19		
Islam	29.10.19	1 Week
Sacraments	04.11.19	4 Weeks
Advent	02.12.19	2 weeks
Christmas	16.12.19	1 week
SPRING TERM 2020		
Feasts of Christmas - Epiphany	Start of Term	2 weeks
Revelation	20.01.20	4 Weeks
Half Term 17.02.20		
Judaism	25.02.20	1 week
Lent	02.03.20	3 weeks
Holy Week	23.03.20	1 week
SUMMER TERM 2020		
Easter	14.04.20	4 weeks
Pentecost and Mission	11.05.20	2 weeks
Half Term 25.05.20		
Pentecost and Mission	02.06.20	2 weeks
Sikhism	15.06.20	1 week
Hinduism	22.06.20	1 week
Big Questions of Faith Project RE	29.06.20	Until End of Term

Computing

Computing prepares children to participate in a rapidly changing world. Children use computing tools to find, explore, analyse, exchange and present information.

At school

Children explore IT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use IT to develop their ideas and record their creative work. They become familiar with hardware and software.

Children are taught to:

- understand that computer programs execute by following precise instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

At home

If you do have a computer at home you could:

- * Gather information from CD-Roms or the Internet to support a topic being studied at school, or something that interest your child. We recommend that any use of the internet is supervised by an adult. You are obviously aware of the potential dangers and inappropriate material you would not want your child to access.
- * When gathering information, please be selective and read the information found with your child. Printing off reams of paper from a website aimed at adults may not make a lot of sense to your child.
- * Encourage your child to save and load work, print a finished piece and shut down the computer safely.
- * Write letters, party invitations etc. and include clip art pictures.
- * Use a paint package to create a masterpiece, experimenting with the use of colour and tools.
- * Play an adventure game together to try things out and explore what happens in real and imaginary situations.
- * Use websites / apps to support learning such as:
<https://trockstars.com/login> (your child has their login). www.letters-and-sounds.com
www.phonicsplay.co.uk
www.ictgames.com
<http://www.topmarks.co.uk/maths-games/7-11-years/times-tables>
www.bbc.co.uk/schools/bitesizeprimary



Please do not feel pressure to buy a computer for use at home as all children at St Joseph's School have access to computers and iPads.

Non Core subjects

Throughout their time in Year four, the children will complete history, geography, art design and technology, music, PSHE, PE and Languages lessons through the topic lessons.

Home Learning in Year 4

At St Joseph's School, we recognise the part the Home learning plays in the education of a child. Learning at home helps to develop good learning attitudes within children as well as helping to build a bridge between school, children and parents. Research shows that home learning can have a positive impact upon learning when used in a focused way.

- Children become enthused when faced with investigative, open ended and practical home activities.
- Parents are able to support where the school clearly links the home learning with school learning.
- Children can rehearse essential skills.
- Children can develop good learning behaviours.

Reading at Home:

- If your child is on Book Band, then they should be reading every day with an adult or older sibling.
- Citron, Ebony, Sapphire and Burgundy are free readers. Children should be reading every day. **Please make a note of their reading in their reading record books, throughout the year, including during the holidays.**
- Class teachers will keep track of how often children are changing their books.
- Enjoy reading at home with your child by; taking turns, having reading competitions, play games based on the text e.g. Can you find a word that means big?', have quizzes where children answer questions about the text e.g. What time did Mark go to the bowling alley?

English Home Learning:

Children in Year 4 complete three different types of English based home learning, which is linked to their learning in class. The time span will vary depending on the activity set but there will always be a due date on the home learning.

Reading - This normally involves the class completing a reading activity linked to a specific piece of text.

Talking - This will involve an activity, which requires the children to talk to you about a

specific area e.g what creatures they find on the beach. This task is used to support their writing in class and allow them to develop knowledge and language. Recording notes or plans is optional.

Writing -This will be a written task and will vary in length and time given depending on the task.

Spelling and grammar – Consolidating the learning that has already been completed in class.

Spelling Home Learning:

As part of their spelling learning, the children will be set individual words from their Year 3/4 spelling list, which they will be tested on weekly in class. They will have a spelling book to complete their spelling activities and tests in, so you can see how they are progressing too.

Maths Home Learning:

Maths home Learning will be set in a variety of formats to support your child with their maths at home. Times tables tests will take place every week. The children are expected to practice their set table during the week and there is a sheet to be dated and signed by a parent/carer.

We encourage you to support your child with their Home Learning and if there are any concerns or queries over it, then please feel free to contact a member of staff. All learning will have due dates specified on them.

Keeping Children Safe

Children walking home from school

Children from foundation upwards should be collected by an adult from the class door. If another adult is collecting your child, please let the class teacher know – even if you have arranged for another parent to collect.

Children in year 3 and 4 will not be allowed to walk home on their own unless you have written us a short note / letter.

Children in year 5/6 frequently walk home on their own, please do let the class teacher know of your wishes.

Internet Safety

Within school we have strict filters on our computers that help block inappropriate sites for the children. The children are frequently reminded of Internet Safety Rules.

We urge parents to keep a close eye on the internet usage that children access at home. Children will not use Social Media sites in school, as primary school children are too young to be accessing them.

Information for Parents can be found at :

CEOP: www.ceop.gov.uk

Think U Know: www.thinkuknow.co.uk

Childnet: www.childnet-int.org

Our website offers more information or links.

Pastoral Support

Many of our teaching assistants are trained to offer pastoral interventions. They will support individuals and small groups when the need arises.

Safeguarding:

Our Senior Designated Person is **Mrs N Taylor-Bashford**

Our Deputy Designated Person is **Mrs S Keeping**

If you have any concerns about the welfare of any of the children within the school, please do speak with us.

When concerns are raised or noticed, we have to make sure that any information is recorded. Parents will be contacted to discuss any concerns as soon as possible. On a few occasions, where there may be serious concerns, the information has to be shared with our partners in the Police, Social Services and in Health first.

Let your child's class teacher know if something has happened that means your child is upset or unhappy; or if there is something you feel we ought to know. This will enable us to support your child.

If you suspect ANY child is being neglected, abused or facing harm, let the school know or alternatively you can contact the MASH team on 0345 155 1071