




Year 4 @ SML

Our vision is for all children to:


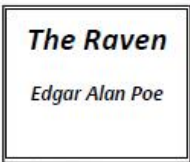

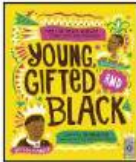
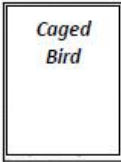

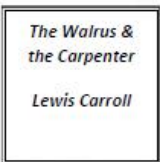
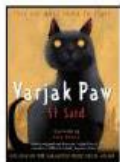
	be knowledgeable, confident communicators;		grow in kindness and empathy;		be inspired, creative learners.
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Our core values are:

	Resilience		Kindness and empathy		Creativity
<p>In year 4, this means not giving up when things are tough. I can't do it ... yet! Making mistakes is part of learning. Collaborate Accept who you are. Be kind to yourself. Take one step at a time. Share your worries. Be the best that you can be.</p>		<p>In year 4, we build on our learning about kindness and develop our understanding of empathy: How will my actions make that person feel? How could I make things better? Putting themselves 'in the shoes of others'</p>		<p>In year 4, this means sharing your ideas and trying new things; solving problems both with learning and relationships.</p>	

Our curriculum:

English


Reading	<p>We use the CUSP reading curriculum and we use our literature spine (and related supplementary texts) to ensure our children are exposed to a wide range of stories, poems and non-fiction regularly.</p> <p>Our Literature Reading Spine:</p> <div>         </div>
Handwriting	<p>Handwriting</p> <p>We use a programme called Letterjoin for our handwriting. It's really useful for parents and carers to see how children learn letter formation using the app or desktop website. Children can also practise using a tablet at home.</p> <p>In Year 4, most children are writing fluently using joins. However some children still require some extra practice.</p>



Desktop log-in

Username: dw8700


Password: home



Tablet log-in

Username: dw8700

Swipecode:



Letter-join 

.....

Handwriting

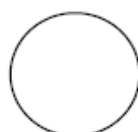
at home for parents and pupils

You can have a parent user manual as well. Just ask your teacher and we can give you a copy.

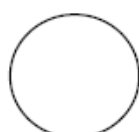
We encourage children to take care with their handwriting and use a simple motivation chart, which is stuck in the front of the writing books and teachers stamp each half-term. We have a special assembly each half-term to celebrate progress!

Letters are formed and joined correctly.

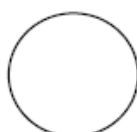
horizontal vo wo ru wa oc ro wr ve re oe
 diagonal an co di ei hu im ki li na mp ui
 from descenders pr qu ya go fl jo



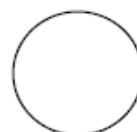
Some -
BRONZE



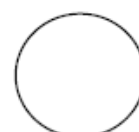
Most -
SILVER



Almost all -
GOLD



Maintained -
PLATINUM



Maintained -
DIAMOND

Spelling

We teach spelling in Y4 primarily through the CUSP spelling programme. Below is an overview of the teaching sequence:

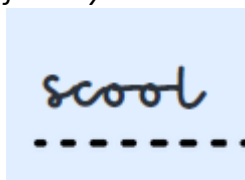
Year 4 Overview

Block 1 Concept: Homophones revisited Etymology: div	Block 2 Concept: The suffix -ly revisited Etymology: mono	Block 3 Concept: Statutory word list Etymology: poly	Block 4 Concept: Prefixes -dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto- Etymology: pro
Block 5 Concept: Adding suffixes revisited Etymology: sign	Block 6 Concept: Statutory word list Etymology: nym	Block 7 Concept: Words with endings sounding like /ʒə/ or /tʃə/ Etymology: circ(um)	Block 8 Concept: Words with endings sounding like /ʒən/ Etymology: arch
Block 9 Concept: Homophones Etymology: struct	Block 10 Concept: Words with endings sounding like /ʃən/, spelt -tion, -sion, -ssion, -cian Etymology: port	Block 11 Concept: The suffix -ous Etymology: vert	Block 12 Concept: Statutory word list Etymology: lat
Block 13 Concept: Words with the /k/ sound spelt ch Words with the /j/ sound spelt ch Etymology: aero	Block 14 Concept: Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que Etymology: hydr	Block 15 Concept: Words with the /s/ sound spelt sc Etymology: aud	Block 16 Concept: Words with the /ei/ sound spelt ei, eigh, or ey Etymology: ex

Alongside explicit spelling lessons, we also practise spelling the **Y3&4 statutory words**. To help us practise these in a fun and effective way, we make regular use of an app called Squeebles Spelling. We strongly recommend it for use at home, though it costs £4.99!



Throughout school, we want children to apply their spelling knowledge in their independent writing. However, we also don't want worry about spelling to prevent them from writing fluently. We teach them to 'dotty underline' a word if they are unsure of the spelling and an adult can help them when they are free.



If you do any writing at home, try the same approach. If your child says, "How do you spell ...?", encourage them to say think about patterns / root words they have learned, as well as breaking the word down into syllables as they write, then dotty underline. Praise a good attempt and then correct them!

Writing

We use the CUSP writing curriculum.

Below is an overview of the genres taught throughout the year:

3 rd person adventure stories	News reports 1 st person diary entries	Persuasive writing (adverts) Critical analysis of narrative poetry	Explanatory texts Stories from other cultures	Third person adventure stories First person diary entries	Critical analysis of narrative poetry News reports Explanatory texts
Persuasive writing (adverts)	Stories from other cultures				

Capital letter at the start and full stop at the end. ●
Today's learning! ●
Dotty line under unsure spelling



Some -
BRONZE



Most -
SILVER



All -
GOLD



Maintained -
PLATINUM



Maintained -
DIAMOND

We use a motivation chart stuck in the front of the books, focusing on presentation, handwriting and proofreading. Teachers stamp each half-term and we have a special assembly each half-term to celebrate progress!

If your child does any writing at home, get them to proofread for punctuation! It's a really important habit.

Maths

We use a maths scheme called **White Rose Maths**. Learning is blocked by topic and each lesson is broken down into small steps and led by the teacher using the interactive tools.

All children have a **workbook** for the independent phase of the lesson and each lesson usually has 4 or 5 sections, which get progressively more challenging. Not all children complete each section every lesson, which is ok.

We also do something called a **maths review**, where we revise all the key knowledge that has been taught. If you would like a copy of this to work on at home, please ask your class teacher. Fluency in the maths review really helps. Sometimes your child may get a **personalised learning worksheet** for homework if they have found a concept in class difficult and would benefit from some extra practice.

We also do a **maths investigation** each week, which is often open-ended and a good challenge for our more confident mathematicians!

This is the coverage timetable for the year with White Rose:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW				Number Addition and subtraction VIEW			Measurement Area VIEW	Number Multiplication and division A VIEW			Consolidation
Spring term	Number Multiplication and division B VIEW			Measurement Length and perimeter VIEW		Number Fractions VIEW				Number Decimals A VIEW		
Summer term	Number Decimals B VIEW		Measurement Money VIEW		Measurement Time VIEW		Consolidation	Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW	

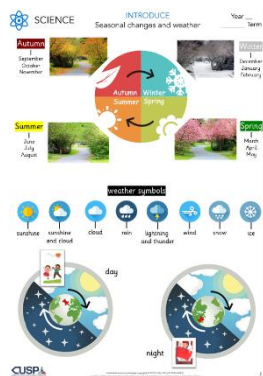


We also use an app called TTRockstars. It's an online times table practice tool that has several motivational features. The teacher can track progress and identify misconceptions using the teacher dashboard, as well as track time spent practising!

We expect children to use this at home regularly. Your teacher will have provided you with a login/password. Please ask if you need a reminder!

In June, all pupils in year 4 sit an online multiplications check. This is a DfE statutory assessment.

Science,
Geography,
History &
Art

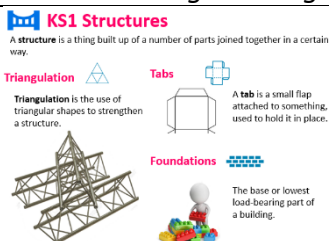


We use the CUSP curriculum for these subjects and a useful resource that we have for parents and carers is what is called a **knowledge organiser** for each subject.

Essentially they show all the things the children are learning in each subject across the year. It's really useful for a dinner time conversation! You could ask each other questions to test your child's (and your) knowledge! Due to copyright, we can't publish these on our website. However, you can get a pack from your class teacher or from the school office.

We also learn gardening with Mrs Burns on Fridays, taking care of our school green spaces!

Design
technology



We created our own curriculum, which we're proud of! In Year 4, we learn about **textiles** (keyring), **mechanisms** (display) and **systems** (LEGO coding).

We have **knowledge organisers** to share for each topic. It may help if your child wants to do some more designing and making at home!

Computing

We follow the code.org curriculum for our coding sessions. The teacher sets the coding challenge and the children use their iPads to go through a series of problems to solve. In year 4 we also learn how to use Pages, data loggers and follow the Internet Legends online safety curriculum.

French

CUSP French is taught from Years 3 – 6. Each year group has 6 blocks of teaching. Additional weeks are used for consolidation, revisiting or enrichment. French is usually taught in 2 15-20 minute lessons each week.

Year	Block A	Block B	Block C	Block D	Block E	Block F
3	Greetings and the classroom	Colours, emotions and numbers 0 – 10	Introductions and questions	Working together (Following instructions)	Playing together (Asking to play)	Eating together
4	The calendar (Days, months, date)	Colours, emotions and numbers 0 – 20	Items from daily life (Items for a day trip)	Learning together (Subjects and school)	The natural world (Animals and plants)	Celebration (Bastille Day)
5	Local places (Amenities)	Emotions and numbers 0 – 100	Friends and family	Working together	Playing together (Sports and hobbies)	Eating together (Preparing a meal)
6	Where I live (Homes)	Emotions and numbers – beyond 100	Items from daily life (Money and personal effects)	Learning together	The natural world (The environment)	Visiting France (Directions and transport)

KNOWLEDGE ORGANISER: Year 5: Local places

Places	More places	Directions	Places	Compass points
je vais	à la gare	Allez tout droit.	Où vas-tu?	le sud
dans	au supermarché	Tournez à droite.	Tu vas ...	le nord
à la boulangerie	au centre sportif	Tournez à gauche.	à la pharmacie	l'est
à la piscine		d'abord	au restaurant	l'ouest
à l'école		ensuite		s'il vous plaît
au marché		enfin		
dans la cour				
dans la classe				

We have knowledge organisers for each block, also available for home reference!

RE	<i>As a Church of England school, Religious Education is a core subject that children study each week. Our curriculum is designed to enable pupils to gain an increasingly deep understanding of both Christianity and a range of global religions and worldviews. RE at St. Margaret's allows children to engage with challenging questions of meaning and purpose raised by human experience. Children are encouraged to think critically and nurture an appreciation of and respect for the differences, similarities and changes within all the religions and worldviews studied. Lessons contain a variety of learning activities including debate, group work and drama as well as studying Biblical text. They are planned around a key learning question for each half term.</i>
Music	<i>We have music with Mr Brown on Thursdays and some of us are in Rockband, which is on a Mondays. We also learn the ukelele on Fridays.</i>
PE	<i>We have PE on Wednesdays with Mr Park and Dance on Wednesdays with Mrs Burns. However, we are active every day, doing our playground runs every Tuesday and Thursday. On Thursdays, we often go to Manor House Gardens for our park run.</i>

Our long term overview:

Y4

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Writing	3 rd person adventure stories Persuasive writing (adverts)	News reports 1 st person diary entries Stories from other cultures	Persuasive writing (adverts) Critical analysis of narrative poetry	Explanatory texts Stories from other cultures	Third person adventure stories First person diary entries	Critical analysis of narrative poetry News reports Explanatory texts
Reading	The Queen's Nose	Young gifted and black Caged Bird	The Boy at the back of the class	Varjak Paw	The wind and the willows The walrus and the Carpenter	The Raven
Sci	Living things and habitats	States of matter	Animals inc humans		Electricity	Sound
Hist&Geo	Anglo Saxons, Scots (6) Vikings (8)		*to start straight after Vikings* Rivers (2 + Deptford trip) Latitude & Longitude (6)	Egypt (9)		Water cycle (3) Map skills – environmental regions (6)
Art	Drawing		Painting		Printmaking and textiles	3D and collage
DT	Structures - shelters		Food - tacos		Electrical systems	
RE	Religion: Christianity Do people need to go to church to show they are Christians?	Religion: Christianity What is the most significant part of the nativity story for Christians today?	Religion: Buddhism How do Buddhists believe they could reach Nirvana?	Religion: Christianity Is forgiveness always possible?	Religion: Judaism How special is the relationship Jews have with God?	Religion: Christianity P4C Book: Two Monsters
French	The calendar	Colours emotions and numbers	Items from daily life	Learning together	The natural world	Celebration
Computing	Code.org	Number	Internet Legends	Code.org	Code.org	Stop motion
RSHE	Being me in my world	Celebrating Differences	Dreams and Goals	Healthy me	Relationships	Changing me

Planned and booked trips that we may ask for help with:

Unicorn theatre - The Odyssey – Tues 19th March 11am

Tate Modern – Wed 8th November 9am -1pm

School journey

Year 4 go for a two night residential trip to Carroty Wood from Wed 13th-Fri 15th March 2024. There will be an information meeting on Friday 19th January at 3:40pm

Dates for our class performances:

Thursday 1st Dec 10am/7pm – Nativity play

Friday 3rd May 2024

Our weekly timetable:

**this is our normal routine, but sometimes timings may change*

<i>M</i> (Mrs Bracken)	<i>Tu</i> (Mrs Bracken)	<i>W</i> (Mrs Bracken)	<i>Th</i> (Mrs McGregor)	<i>Fr</i> (Mrs McGregor)
<i>Maths / TTRS</i> <i>Assembly</i> <i>Maths</i> <i>Reading</i> <i>Writing</i> <i>Spelling</i> <i>RE</i>	<i>Maths</i> <i>Handwriting</i> <i>Fitness</i> <i>Maths</i> <i>Reading</i> <i>Writing</i> <i>French</i> <i>Science</i> <i>Computing</i>	<i>Maths / TTRS</i> <i>Assembly</i> <i>Maths</i> <i>Reading</i> <i>Writing</i> <i>Spelling</i> <i>PE</i> <i>Dance</i> <i>Music</i>	<i>Fitness</i> <i>Maths</i> <i>Reading</i> <i>Writing</i> <i>French</i> <i>Art /DT</i> <i>History /</i> <i>Geography</i>	<i>RSHE</i> <i>Maths</i> <i>Reading</i> <i>Writing</i> <i>Spelling</i> <i>Music</i> <i>Gardening</i> <i>Flashback</i> <i>Assembly</i> <i>Golden time</i>

Our home learning guide:

Subject	Frequency / time	We recommend
<i>Reading (both independently and with an adult)</i>	<i>Daily 10 mins</i>	<i>Listening to your child reading the story and asking them questions (there are suggestions in the PACT book) is also a good way to check comprehension.</i>
<i>Spelling</i>	<i>2 times a week / 5 mins</i>	<i>Using the Squeebles Spelling app: Y3&4 statutory words</i>
<i>Maths</i>	<i>TTRockstars 5-10 mins</i>	<i>Take an interest and do some together rather than just leaving them on their own. Also, use guided access if your child is likely to stray onto something else!</i>
<i>Science, History or Geography</i>	<i>5 mins a week</i>	<i>Using the knowledge organisers provided by the teacher, which explain clearly what the children are learning, ask some questions at the dinner table (or get your child to use the knowledge organiser to ask you questions!)</i>
<i>Bedtime story (adult reading to child)</i>	<i>Daily 5-10mins</i>	<i>Use the book your child has chosen from the class library or a favourite book from home.</i>
<i>Personalised learning</i>	<i>10-20 mins</i>	<i>Sometimes children receive personalised practice of something they found tricky in class and could do with some extra practice with. Personalised learning will be sent home in red folders on a Thursday – check bags on Thursdays -and needs to be returned to school on Monday or Tuesday.</i>

A suggested timetable for you to use or adapt. Remember routine is good!

Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Reading book	Reading book	Reading book	Reading book	Reading book	Reading book
					Science/ History/ Geography quiz Personalised learning
Bedtime story	Bedtime story	Bedtime story	Bedtime story	Bedtime story	Bedtime story

Important things to remember in Year 4:

	Record reading at home in the Reading Record Book.
	Only brief messages at drop-off. We want the teacher in class with the children once the bell has rung! If you need to speak to the teacher for a bit longer, wait until pick-up, send an email via info@stmargaretslee.lewisham.sch.uk or arrange a meeting with the teacher.
	Trainers everyday please, no hoop ear rings and keep long hair tied back