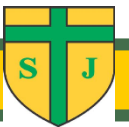


Welcome to the Year 4 Curriculum Evening



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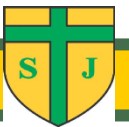
Key Information:

Miss Pope: Monday, Tuesday and Wednesday.

Mrs Tremlett: Thursday and Friday.

Mrs Georghiou: Wednesday afternoon.

Mr Voller: Teaching Assistant.



Key Dates

Autumn Class Mass – 23rd November

Autumn Class Assembly – 13th October

Swimming Week – Tuesday 19th – Friday 22nd December

Class Saint Day – Wednesday 1st February

Skipping Festival – TBC

First Holy Communion – Probably some time in May

Multiplication Tables Check – 3 week period from Monday

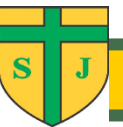
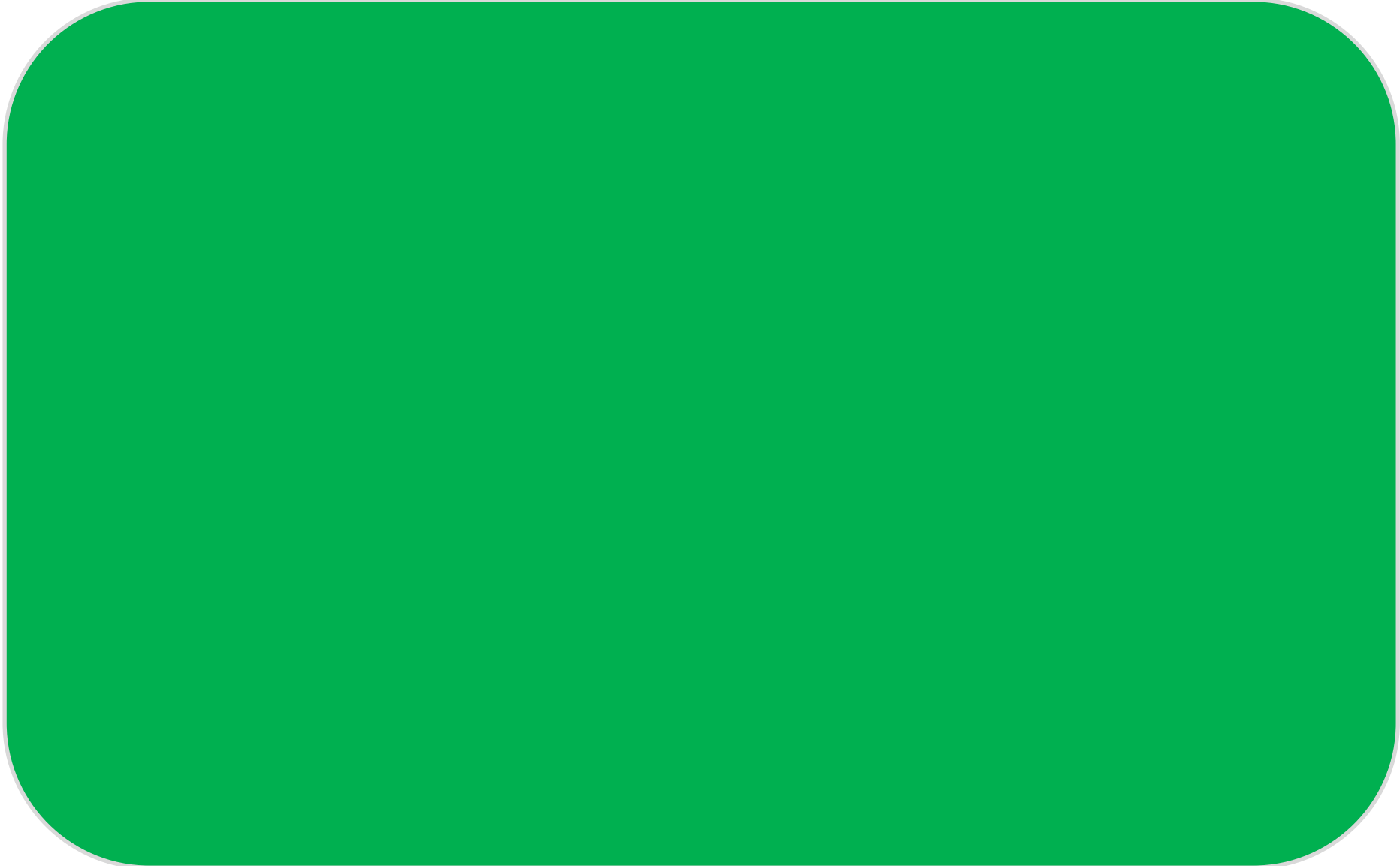
3rd June

Weekly Timetable

<i>Cycle 1</i>	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 – 9.15	Arithmetic/Spellings	Arithmetic/Spellings	Arithmetic/Spellings	Arithmetic/Spellings	Arithmetic/Spellings
	Worship	Worship	Worship	Worship	Worship
9.15 – 10.30	English	English	Guided Reading	Maths	English
			English	Guided Reading	Guided reading
Break Time					
10.45 – 12.00	Maths	Maths	English	PE	Maths
Lunch Time					
1.05 – 2.05	Computing	French	PE - PHGS	Library (30 minutes)	Music
				Maths	
2.05 – 3.05	Science	History	Art & Design (YG)	RE	RE
3.05 – 3.20	Class Teacher Reading	Class Teacher Reading	Class Teacher Reading	Class Teacher Reading	Class Teacher Reading



Long Term Plan



Autumn 1: The Bible

Autumn 2: Trust in God

Spring 1: Celebrating the Mass

Spring 2: Jesus the Saviour

Summer 1: The Early Christians

Summer 2: The Church

Daily collective worship and prayers. The children will help lead Collective Worship in groups.

- Numbers beyond 1,000.
- Adding and subtracting 4 digit numbers using formal written methods.
- **Know all multiplication facts up to 12 x 12 and related division facts.**
- Begin to use formal methods for multiplication, multiplying by a 1 digit number.
- Recognise factor pairs.
- Interpret different charts and graphs.
- Recognise common equivalent fractions and begin to add/subtract fractions with same denominator.
- 12 hour and 24 hour clocks.

Times Tables

Statutory Multiplication Tables Check in June.

Children should know all multiplication facts up to 12×12 .

Times Tables Rockstars



Please practice at home. Make it fun, make it active. Little and often.

Autumn 1 – Empire’s End, Roman Biographies & I am a Roman Soldier Poem

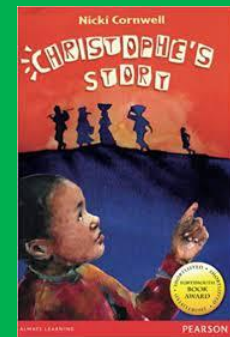
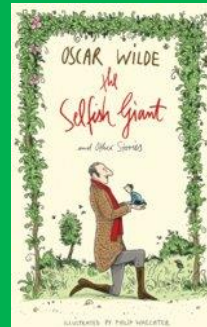
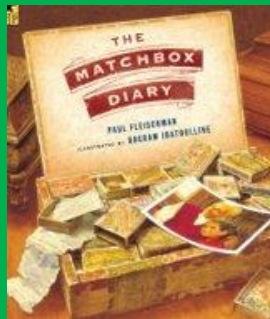
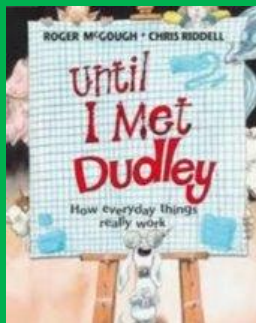
Autumn 2 –The Iron Man & European fact files

Spring 1 – Until I Met Dudley & The Matchbox Diary

Spring 2 – The Rain Player & The Selfish Giant

Summer 1 – Jabberwocky &The Great Kapok Tree

Summer 2 – Christophe’s Story & poetry



Reading for Enjoyment

Autumn 1 – Why the Whales Came- Michael Morpurgo
The Breakfast Club Adventures- Marcus Rashford

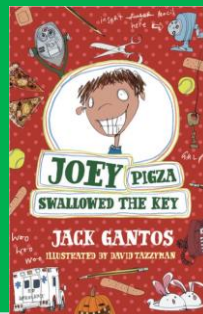
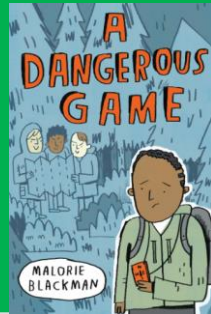
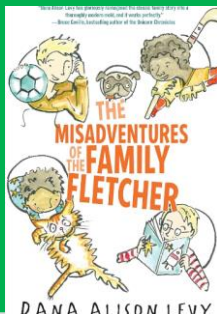
Autumn 2 – A Dangerous Game- Malorie Blackman
A Boy Called Hope- Lara Williamson

Spring 1 – The Misadventures of the Family Fletcher Dana Alison Levy

Spring 2 – How to Look for a Lost Dog- Ann M Martin

Summer 1 – Joey Pigza Swallowed the Key- Jack Gantos
The Last Firefox- Lee Newbery

Summer 2 – Home Ground- Alan Gibbons



Vocabulary 

Infer 

Predict 

Explain 

Retrieve 

Sequence or summarise 

Creating the right atmosphere

- Make sure your child is not tired. Reading together is positive and enjoyable. The room is quiet and there are no distractions. It should be a time when you are close and comfortable together.
- Make sure you read a mixture of texts including picture books/comics/fiction and non-fiction/magazines/posters/leaflets etc – books your child chooses; books you choose; books from the library; their school reading book.
- Make your home a rich reading environment. Be a good role model to your child. How often do they see you reading? Talk positively about reading and demonstrate its importance – reading a recipe; reading instructions to make models/Lego; when watching TV, put the subtitles on. The need to read at the shops and in day-to-day life.

- **Strategies:** talk about the book – the title, the illustrations, the blurb – make predictions about what they might see/read in the story, the characters; read simultaneously (choral reading); read alternate pages; you read first then ask your child to read the same text – this can help build confidence; make a note of any tricky words you could practise to improve fluency.
- **Scanning and skimming:** When you have read a couple pages, ask your child to find individual words in the text then move to short phrases. Ask them to give you words/phrases to find. This helps your child develop their scanning and skimming skills when looking for key bits of information in the text.
- All children need to read in primary school, as they will be reading more complex books with harder vocabulary. They need to be discussing this with a grown up.
The best gift you can give your child, is the gift of reading. It opens up the whole world!

Punctuation and Grammar

- Use a range of sentences with more than one clause.
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition.
- Use fronted adverbials; Later that day, I went shopping.
- Use expanded noun phrases with adjectives and prepositional phrases; The strict teacher with curly hair.
- Use inverted commas to punctuate direct speech.
- Use other punctuation in direct speech, including a comma after the reporting clause.
- Use apostrophes to mark plural possession.
- Use commas after a fronted adverbial.



Spelling

Spelling is
~~difficult~~
~~challenging~~
hard.

- Words with additional prefixes and suffixes and understand how to add them to root words. For example - form nouns using super, anti, auto.
- Recognise and spell additional homophones. For example - accept and except, whose and who's.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Spell identified commonly misspelt words from Year3 and 4 word lists.

Spelling

Spelling is
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Focus Five

mention	position	possession	question	fiction
<i>mention</i>	<i>position</i>	<i>possession</i>	<i>question</i>	<i>fiction</i>



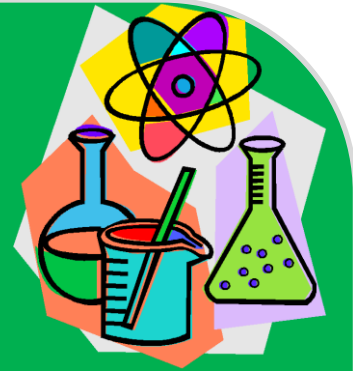


Our topics are:

- States of matter
- Sound
- Electricity
- Digestion, teeth & food chains
- Animal classification & environmental changes

We shall also be developing children's scientific skills.

Scientific Skills	Year 4
Testing	<p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Set up a fair test with more than one variable.</p> <p>Explain to others why a test is fair.</p>
Scientific Questioning	<p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Use key vocabulary from NC.</p>
Measuring	<p>Make systematic and careful observations and where appropriate, take accurate measurements using standard unit, using a range of equipment.</p> <p>E.g. Thermometers, data loggers.</p>
Gathering and Recording	<p>Gather, record, classify and present data in a variety of ways to help answer questions.</p> <p>Drawings, labelled diagrams, keys and bar charts and tables.</p>
Communicating findings	<p>Report on findings from enquiries.</p> <p>Oral and written explanations presenting results and conclusions.</p>
Classifying	<p>Group information according to common factors</p> <p>Venn diagrams, Carroll diagrams.</p> <p>E.g. plants that grow in woodlands/ plants that grow in gardens.</p>
Scientific Research	<p>Use research to find out a range of things.</p>
Concluding and questioning	<p>Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.</p>
Using Scientific Evidence	<p>Use straightforward scientific evidence to answer questions to support their findings.</p>



Athletics, netball, skipping, fitness, gymnastics, swimming, hockey, cricket & Outdoor and Adventurous Activity.

PE this half term will be on Wednesday afternoons with Mrs Fenton Green from PHGS and Thursday mornings.

After half term, it will be Mondays and Thursdays.

SWIMMING – The week before Christmas, the children will go swimming for an hour every day at Aireborough.

Foundation Subjects

Art

- Plants
- Sonia Delaunay
- Recycled Art & animals

Music - Recorder lessons.

DT

- Christmas stockings
- Seasonal Food
- Making a Mayan Temple

History

The Romans

The Maya

PE – Netball, athletics, skipping, fitness, swimming, gymnastics, hockey, Orienteering & cricket.

Geography

- Europe
- Settlements
- Rainforest

PSHE – Relationships, living in a wider world, health and wellbeing.

Computing – The internet, audio editing, repetition in shapes, data logging, photo editing & repetition in games.

French – Portraits, clothes, French numbers & calendar, weather, food & music.

In the summer term, we shall use the Ten Ten resource to look at:

- What is puberty?
- Changing bodies.

Homework

Sent out FRIDAY, to return WEDNESDAY

Maths – Weekly maths book.

English – Weekly English book alternating between spelling/grammar/punctuation practise or reading comprehensions.

ONGOING: Times table practise & reading.

Zones of Regulation

Today I'm feeling...

Sick

Sad

Miserable

Tired

Bored

Slow



Today I'm feeling...

Happy

Calm

Okay

Focused

Still

Ready to learn



Today I'm feeling...

Frustrated

Worried

Silly

Wiggly

Excited

Losing Control



St Joseph's Zones of Regulation

Today I'm feeling...

Angry

Mean

Loud

Bad Temper

Aggressive

Out of Control



Today I'm feeling...

Confused

Muddled

Stuck

Embarrassed

Overwhelmed

Unfocused



Zones of Regulation - What The Zones Represent

The ZONES of Regulation® Reproducible D Zone Labels

BLUE ZONE

Used to describe a low state of arousal. The Blue Zone is used to describe 'down feelings' when one feels sad, miserable, tired, bored or slow.

GREEN ZONE

Used to describe the ideal state of arousal. A person may be described as happy, calm ok, focused, still and ready to learn. This is the zone where optimal learning occurs.

YELLOW ZONE

Used to describe a heightened state of arousal. A person may be experiencing stress, nervousness, frustration, anxiety, excitement, silliness, or fear when in the Yellow Zone. The child's energy is elevated yet he/she feels some sense of internal control.

RED ZONE

Used to describe a heightened state of arousal. A person may be experiencing anger, rage, explosive behaviour-shouting, throwing, hitting, panic, extreme grief, terror or elation when in the Red Zone and feels a loss of control.

PURPLE ZONE

Used to describe a confused state of arousal. The Purple Zone is used to describe when a child feels confused, muddled, stuck, embarrassed, overwhelmed, unfocused.

Zones of Regulation

The Zones of Regulation is a conceptual framework used to teach students self-regulation.

The Zones of Regulation categorises states of alertness and emotions into five coloured zones:

The Blue Zone

The Green Zone

The Yellow Zone

The Red Zone

The Purple Zone

The Zones help us understand how we are functioning.

- It helps us be able to identify our own feelings, read other people's body language to think about how they are feeling, and relate to others.
- Zones are a way to keep your self-control and handle emotions.
- The Zones give everyone the same language so that we can help each other stay "Green".

Encompasses:

- Self-control
- Resiliency
- Self-management
- Anger management
- Impulse control
- Sensory regulation

Tool box – provides a number of strategies that help the children move between the zones.

Remember – no zone is bad! We all experience a range of emotions. What is important is how we deal with those emotions

Behaviour



Make Good Choices

	Say, 'Hello' and 'Goodbye'		Encourage others
	Walk calmly and silently		Play kindly
	Be ready to learn		Show appreciation
	Listen carefully		Eat calmly
	Try your best		Tidy up

Behaviour



What Happens When I Make Good Choices?



What Happens If I Make Poor Choices?



Level 1: Redirection



Level 2: Reminder



Level 3: Warning



Level 4 and above:
Consequences



Behaviour



How Can I Put Things Right?



- What happened?
- What was I feeling at the time?
- How has it affected others?
- What needs to happen to put things right?
- What could I do differently next time?

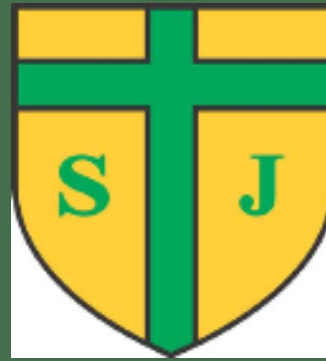
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St Josephs Catholic Primary School



Thank you for listening!
Any questions?