

Welcome to Year 4







Each of you should use whatever gift you have received to serve others, as faithful stewards of God's grace in its various forms

1 Peter 4:10

Rooted in our Christian foundation, we are an aspirational community loving and serving God. We seek to recognise and develop our unique gifts in accordance with the biblical principles of inclusiveness, tolerance and love, preparing children to be educated citizens in a global world.

School Development Priority



*To enable our **aspirational community** to flourish with an increased sense of belonging and connectedness to one another, our local community and the wider world*

Governor's Maintenance Fund

The Senior Team

**Katie
Tramoni**

Headteacher



**Geraldine
Valentin**

Deputy
Headteacher
Grove site



**Su
Larson**

Deputy
Headteacher
Broadway site



**Shavonne
Rajaratnam**

Assistant
Headteacher
Nursery & Reception



**Diane
Harris**

Assistant
Headteacher
Years 3 & 4



**Eve
Goodman**

Assistant
Headteacher
Years 5 & 6



**Rose
Norris**

Assistant
Headteacher
Years 1 & 2



**Tanya
Gallagher**

Acting
SENCO



The Year 4 Team



Mr Taylor (HoY)
Miss Yates
Mr Lawrence
Miss Gold



Mrs Rice
Miss Stephens
Miss Faulds

Timings of the Day



School gates open at 8.30

Register at 8.45

Lessons starts at 8.50

Breaktime is at 10.10 and 11.50

Lunch is 11.55 – 12.40

School finishes at 3.00

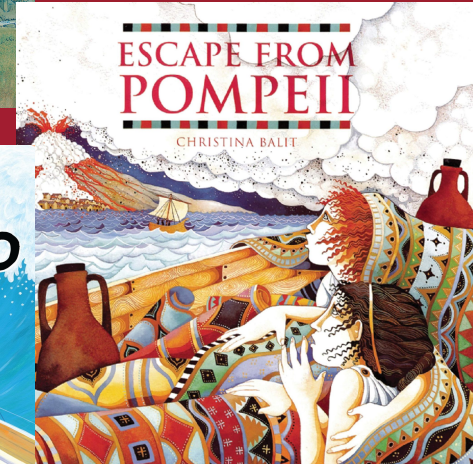
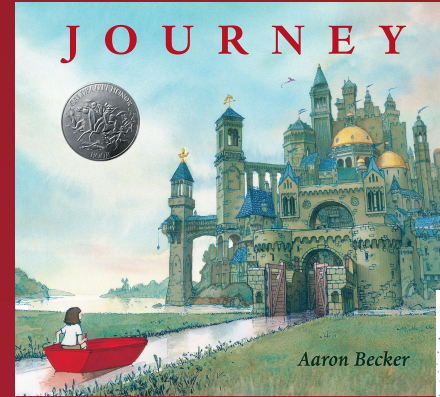
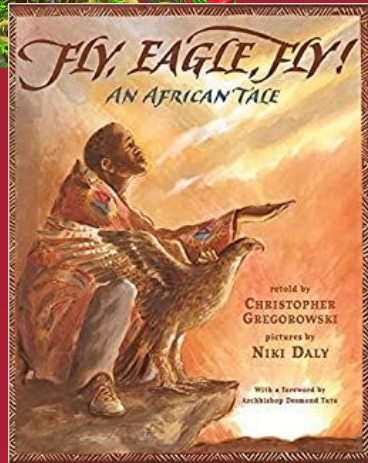
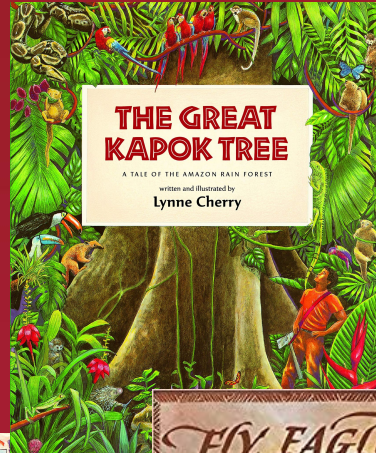
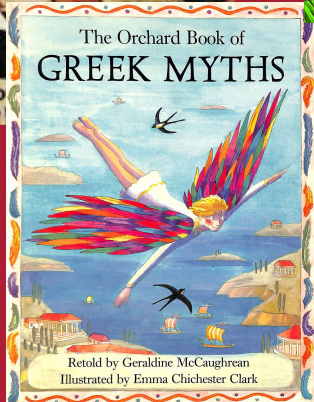
Year 4 Curriculum



CURRICULUM MAP 2021-22

YEAR 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Friendship and Endurance	Love and Peace	Hope and Wisdom	Justice and Service	Trust and Humility	Creation and Thankfulness
Global Learning	Deforestation		Religious Diversity		Inspirational Individual: Boudicca	
	Discussion and debate of current affairs					
English	The True Story of the Three Little Pigs by Jon Scieszka	The Great Kapok Tree by Lynne Cherry	Journey	Kensuke's Kingdom	Escape from Pompeii	Fly Eagle Fly
	The Orchard Book of Greek Myths		by Aaron Becker	by Michael Morpurgo	by Christina Balit	by Christopher Gregorowski
	Writing: spelling and handwriting, vocabulary, punctuation and grammar, composition, editing and performing Reading: word reading, making inferences, comprehension, language and effect					
Maths	Number	Measurement:	Number	Number	Number	Geometry
	Place Value	Length and Perimeter	Multiplication and Division	Fractions	Decimals	Shape
	Addition	Number	Measurement	Decimals	Measurement	Position and Direction
	Subtraction	Multiplication and Division	Area		Time, Money, Statistics	
Science	Arithmetic and Number Facts: Times Tables up to x12					
	Biology	Physics	Chemistry	Biology	Physics	Biology
	Living Things	Electricity	States of Matter	Animals Including Humans	Sound	Animals Including Humans
Religious Education	How can you distinguish between living things?	How and why does electricity work or not?	How are solids, liquids and gases linked?	How do animals eat? (teeth, digestion, food chains)	How does sound reach our ear?	How do animals change throughout their lifetime?
	The Bible	Trust in God	Islam	Jesus, Teacher and Saviour	The Mission of the Church	The Anglican Church
	Why is the Bible important to Christians?	What does it mean to trust in God?	What does it mean to be a Muslim?	Why did Jesus die on the cross?	Why do God's followers sometimes go through difficult times?	What should church be like?
Humanities	Ancient Greece: What impact have the Ancient Greeks had on our lives today?			The Roman Empire: What impact did the Roman Empire have on Britain?		
	South America: How do the geographical features and climate of South America impact the way the people live there?			Volcanoes: How are volcanoes formed and how do they impact the environment?		
PSHE	Health and Wellbeing		Living in the Wider World		Relationships	
	Keeping our Bodies Healthy	Staying Safe	Money	Critical Thinking Skills	Healthy Relationships	Getting Older
	What nutrients keep me healthy and what risks do some foods and substances pose to my body?	How do we stay safe online? How can we take an anti-bullying stance?	What are the benefits of saving? How can we raise money for charity?	How can we challenge stereotypes?	What rights and responsibilities do we have in friendships?	How does your mind and body change as you get older?
Physical Education	Net and Wall	Invasion Games	Gymnastics	Invasion Games	Athletics	Striking and Fielding
Art	Kinetic Mini Beasts Greek Vases		Aztec Sun Stone Paintings Roman Mosaics		Quilling Zentangle Volcanoes	
Computing	Software Developers		Musicians		Co-authors	
	How are educational games built?		How can you mix multiple instrument recordings together to make music?		Is Wikipedia a good course of information?	
Design & Technology	Pop up Story Books: mechanisms, levers and linkages		Aqueducts and Bridges: Strengthening & reinforcing structures		Building an Alarm Systems: Electrical systems	
French	Les Quatre Amis!	Ça Pousse!	On y Va!		Raconte-moi une histoire	
	Animals, colours and verbs	Vegetables, likes and dislikes	French speaking countries and the weather		Using adjectives in story telling, numbers up to 100	
Music	World Music	Glockenspiel 3	Reading Music	Making Music 3	Painting with Sound	Elements of Music
	Exploring music from Africa, the Caribbean and Japan	Developing skills at playing tuned percussion	Understanding Musical Notation	Learning to hold a part in an ensemble performance	Using music to describe an atmosphere, place or emotion	Exploring the elements of music through music from the UK, USA and Africa

English Texts



English Writing

Best version put into writing portfolios

Tuesday 14th September 2021

To write a Persuasive speech

Success Criteria	Writing a Speech	Achieved
SC1	To have a clear structure (introduction, main text, conclusion)	
SC2	To use adjectives for description	
SC3	To include clear Persuasive techniques (PEARL)	

Achieve One of Success Criteria - C
Achieve Two of Success Criteria - B
Achieve Three of Success Criteria - A
Produce a piece of writing that goes above and beyond - A+

② smart Thank you for appearing today, wonderful jury. My name is Mr Alexander Wolf, and I am here to tell you why I am innocent. Today, I will explain to you what happened on the very unfortunate day I hope you enjoy listening my side of the story.

① and not guilty. I would like to start by making a point that wolves need to eat meat. You may think it is nasty and disgusting, but it is respectful to have eaten 20 pigs but not 1. It's my nature. I am a carnivore, I need to survive. You really don't think it's a crime to eat meat, do you?

② the well, what would you have done with the pigs? They would rot if I didn't eat them. You could even say I did a favour by eating them. If now, you also favour might think I blew the house down! But no! It was a sneeze not a huff. Believe me please, my heart hopes you do!

③ To all you smart people know, sneezing is not a crime. The first house was made out of straw, and it triggered my hayfever. As honest Doc has already told you I have a big sneeze! In my opinion houses should be sneeze proof. Blame the pig! I'm sure you have sneezed many times before.

this case you would know how it feels when a big sneeze comes along and you just can't stop it! The situation was the same for me! I did not want to sneeze specifically/specifically at the house! It was an accident! I know you will make the right decision in the end and choose me! Believe me please, my heart hopes you do.

Everyone around me was pigs. The police were pigs. The reporters were pigs. My neighbours were pigs! I have pointy ears and sharp teeth. Of course pigs think I'm scary! Do you think it would be a different story if everyone was not pigs? I would like to point out that the 3rd pig was extremely rude. He insulted my grandmother and called the police for no reason! He was just rude, rude, rude! If the animals around me were anything but pigs, do you think it would be a different story? Believe me please, my heart hopes you do.

You all may think I'm bad, but look deeply in your heart, I'm innocent. Did you know 94% of wolves are sent to prison wrongly? As you have heard, all of this is a big misunderstanding. I do not want to be here. I should be at home celebrating my dear granny's birthday. Instead I am here. Why? If I was a bad wolf I would just steal the sugar. If I was a bad wolf I would not be making a birthday cake for my granny. If I was bad, would I? Also, who would look after my sick grandmother if I stay in jail? Please let me free, I am innocent. Believe me please, my heart hopes you do.

Super speech Any lots of persuasive techniques.
Now - check pointed adverbials and use of plural words were

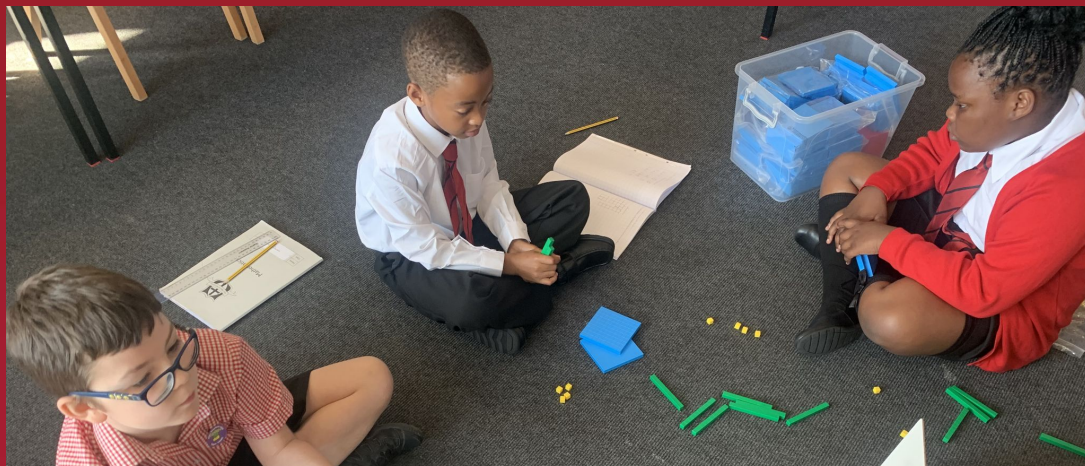
Maths



Fluency

Problem Solving

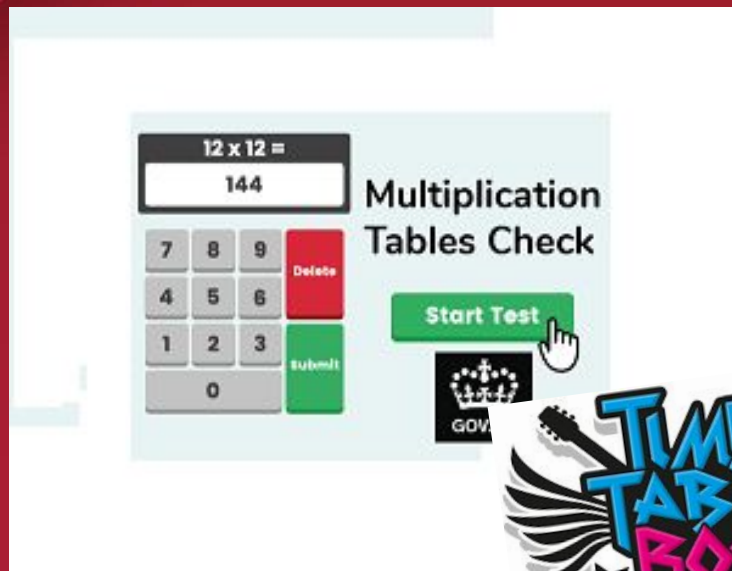
Reasoning



We aim to provide our pupils with a varied, exciting and engaging mathematics education which establishes a foundation for understanding the world around them. Pupils will build fluency through frequent practice and application. Mathematical reasoning and the use of accurate vocabulary to explain and justify are integral to developing depth of understanding and form a key part of teaching and learning culture. Problem solving provides pupils the opportunity to use and apply their understanding of mathematical concepts and build resilience and perseverance.

Year 4 MTC (Multiplication Times Table Check)

June 2022



How to help:

Support children at home in gaining instant recall of their times tables

Times Tables Rock Stars

www.ttrockstars.com

Year 4 MTC (Multiplication Times Table Check)

Statutory Test on all times tables

Children need instant recall

On-screen check consisting of 25 times tables questions.

6 seconds to answer each question.

Science



6 units:

- Living Things x2
- Electricity
- States of Matter
- Sound
- Animal Including Humans

Possible venues: Science museum, Natural History museum, local park - wildlife walks,

Humanities



Ancient
Greece



South
America



The Romans in
Britain

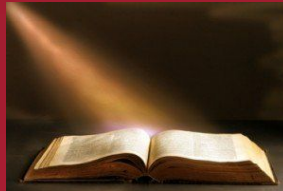


Volcanoes

RE



Believing



Thinking



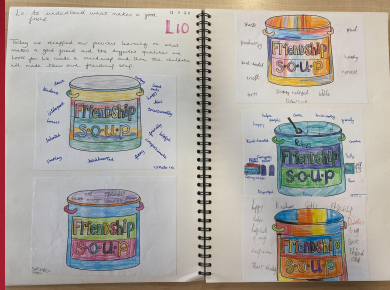
Living



<p><u>The Bible</u> THE PEOPLE OF GOD <i>Why is the Bible important to Christians?</i></p>	<p><u>Trust in God</u> INCARNATION <i>What does it mean to trust in God?</i></p>	<p><u>Islam</u> <i>What does it mean to be a Muslim?</i></p>	<p><u>Jesus, Teacher and Saviour</u> SALVATION <i>Why did Jesus die on the cross?</i></p>	<p><u>The Mission of the Church</u> THE KINGDOM OF GOD <i>Why do God's followers sometimes go through difficult times?</i></p>	<p><u>The Anglican Church</u> THE KINGDOM OF GOD <i>What should church be like?</i></p>
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Topics

PSHE



Autumn -

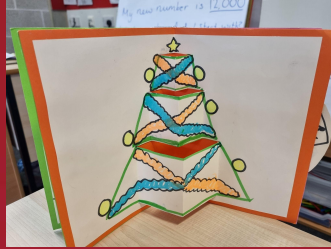
Keeping our bodies healthy
Staying safe

Spring -
Money

Critical thinking skills

Summer -
Healthy relationships
Growing up

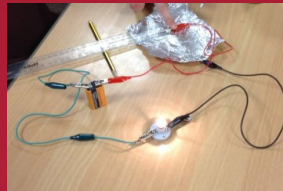
Design and Technology Pop-up Books



Aqueducts



Alarm Systems



ICT

Software Developers

Building an educational game
(Scratch)

Musicians

Creating digital music
(Bandlab)

Co-Authors

Creating a blog
(Google Sites)



Reading Records

Intent: At the heart of our curriculum, we aim for children to have a deep love of reading and a passion to explore a wide range of vocabulary and stories. Through enjoying literature, our children develop efficient skills which equip them for the next stage of their lives beyond Christ the Saviour.

- Children should bring their red reading records to school every day.
- These should be signed 4 times a week by a parent, who has listened to their child read.
- All learning at CtS centres around reading.

Benefits of Reading

- Increases vocabulary, maths, mental health.
- Increases literacy skills more than formal literacy lessons.
- Studies suggest if reading regularly by age 10 gain higher maths scores by age 16.
- 20 minutes a day of reading exposes children to 2 million more words per year.
- Use subtitles on TV.



PE



PLEASE SEE THE PE PAGE OF THE WEBSITE

PE days are Monday and Wednesday.

Children should come to school wearing correct PE uniform on these days.

Teachers:

Mr Hingley

Ms Jolliffe

Mr Chalmers

Coach Bilal

Home Learning

Reading: and recording in red reading diaries

Spelling - set on a Wednesday for a test the following Wednesday

Maths: Activities set on Mathletics every **Monday**, to be completed by **Friday**. Children expected to use TTRS as well.

Science Homework: Bi-weekly, set on a Monday, collected in the following Monday



Expectations - Uniform



PLEASE SEE THE UNIFORM PAGE OF THE WEBSITE

Blazers must be worn every day.

Black, polishable shoes must be worn with school uniform, no trainers.

Any students with long hair must have their hair tied up in a band.

Coats should be plain, either red or black.

School backpacks/book bags only should be brought to school.

Hoodies are not acceptable for any uniform.

ALL UNIFORM AND BELONGINGS MUST BE NAMED



Lunches



CTS MENU AUTUMN/WINTER 2021		Yoghurt, fresh fruit, freshly baked bread and salad bar available daily. All lunches served with fresh seasonal vegetables.
W/C AUG 30 SEP 13, 27 OCT 11, NOV 1, 15, 29 DEC 13 JAN 3, 17, 31		
WEEK 1 GROVE AND BROADWAY COOKED LUNCH		
M	Beef lasagne (v) Veg lasagne (v) Savoury mince wrap and rice (d-f) Roasted veg wrap and rice (g-f)	Vanilla ice cream
TU	Sticky chicken and rice (d-f, g-f) Singapore noodles (v)	Apricot flapjack (d-f) Fruit biscuit (g-f)
W	Roast turkey, potatoes, gravy and cranberry sauce Roasted peppers, onion and cheese quiche with seasoned new potatoes (v) Veg goujons and new potatoes (v; d-f, g-f)	Date and cocoa brownie
TH	Jacket potato with cheese, tuna or beans Butternut squash and spinach curry (v)	Apple and cinnamon crumble and custard Fresh fruit (g-f, d-f)
F	Margherita (v) or pepperoni pizza, chips and beans Caribbean fish and rice Gluten-free or dairy-free pizza	Strawberry jelly and fruit cocktail (g-f, d-f)
W/C SEP 6, 20 OCT 4, 18 NOV 8, 22 DEC 6 JAN 10, 24 FEB 7		
WEEK 2 GROVE AND BROADWAY COOKED LUNCH		
M	Cottage pie (d-f, g-f) Crispy-topped vegetable pie (v; d-f, g-f)	Strawberry frozen yoghurt
TU	Lemon and garlic pepper chicken and rice (d-f, g-f) Veg burrito, salsa and soured cream (v)	Spiced oat cookie and melon Fruit biscuit (g-f)
W	Beef or lamb meatballs in rich tomato sauce with linguine (inc d-f, g-f) Baked veggie-balls in sweet tomato sauce with linguine (v)	Lemon drizzle cake and custard OR yoghurt (g-f) OR fresh fruit (d-f)
TH	Chicken and sweetcorn pie, mash and gravy Seasonal veg casserole and new potatoes (v; d-f, g-f)	Fresh fruit cup and Greek yoghurt
F	Breaded fish fingers, chips, beans or peas (d-f) Jacket potato with cheese and beans (v; g-f)	Orange jelly and mandarins



Be Safe.

Be Kind.

**Be an Active
Learner.**



Be Safe.

- Handwashing
- Lunches and allergies
- Online Safety
 - phones
 - chat apps
 - websites
- Listening
- Moving around school
- Playtime

Online Safety



PLEASE SEE THE ONLINE SAFETY POLICY ON THE WEBSITE

Lockdown has increased children's online exposure exponentially. Please take limit children's online exposure and keep a close eye on what they are looking at and who they are chatting to online.

Check age limits on games, chat sites and apps.

There's a great [article](#) on the school website for further information.



Be Kind.

- Friendships
- Being polite
- Kind words
- Our Christian
Ethos
- Listening
- Sharing

- Listening
- Following instructions
- Partaking in discussions
- Hands Up
- Correct uniform
- Being on task
- Effort



**Be an Active
Learner.**

School Website

[ABOUT](#)[NEWS](#)[CURRICULUM](#)[YEAR GROUPS](#)[PARENTS](#)[CONTACT](#)

TEACHING & LEARNING

[Curriculum Intent & Implementation](#)[Our School Day](#)[Global Learning](#)[Home Learning](#)[Remote Learning](#)[Online Safety](#)[Google Classroom](#)[Spellings](#)

CORE SUBJECTS

[Phonics](#)[Reading](#)[Writing](#)[Mathematics](#)[Religious Education](#)[Science](#)

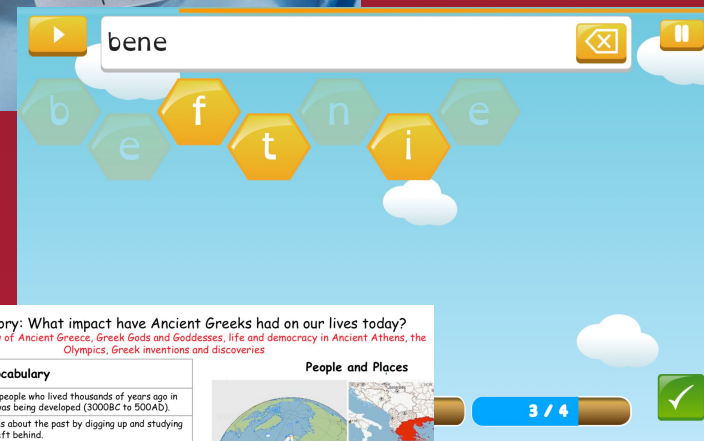
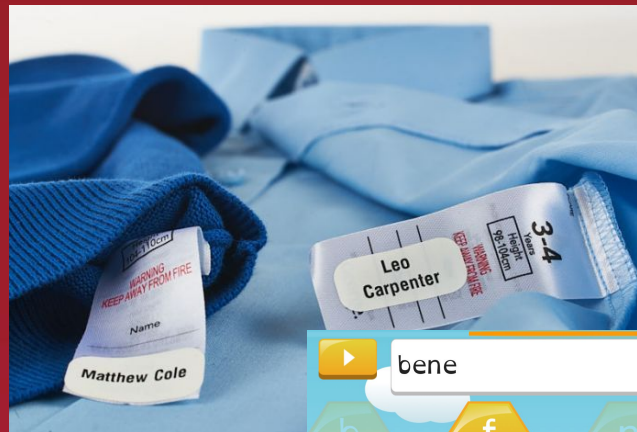
FOUNDATION SUBJECTS

[Art](#)[Design Technology](#)[Geography](#)[History](#)[Computing](#)[PSHE](#)[Music](#)[Physical Education](#)[Languages](#)

EXTENDED SCHOOL

[Our Offer](#)[School Clubs](#)

Ways to Help



Year 4 History: What impact have Ancient Greeks had on our lives today?
 Key Topics: Overview of Ancient Greece, Greek Gods and Goddesses, Life and democracy in Ancient Athens, the Olympics, Greek inventions and discoveries

Key Vocabulary	
ancient history	This is the history of people who lived thousands of years ago in places where writing was being developed (3000BC to 500AD).
archaeologist	An archaeologist learns about the past by digging up and studying remains and objects left behind.
architecture	This is the art of design and making buildings.
artefact	A man-made object left behind by the past.
BCE	This stands for 'Before the Common Era'. It is a non-Christian way of referring to BC (Before Christ).
CE	This stands for the 'Common Era' and is a non-Christian way of referring to everything that has happened after the birth of Jesus (AD).
cartography	This is the science of making maps.
civilisation	A large, well organised group of people united by shared laws, trade, culture and values.
city state	A city state is a city which has its own ruler and government that rules the city and the surrounding countryside. Some of the most important city states in Ancient Greece were Athens, Sparta, Corinth and Thebes.
democracy	This literally means 'rule by the people'. In a democracy the ordinary people have some say in how the government is run e.g. by voting.

People and Places

The area we call **Ancient Greece** is similar to the modern Greece covers today. Modern Greece is in a long coastline in the Mediterranean Sea.

Other Useful Information



- Parent Pay

