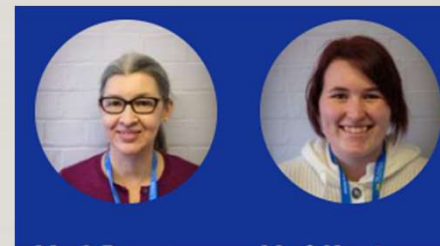
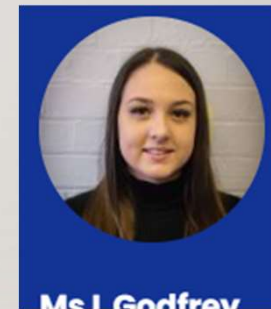


WELCOME TO YEAR 4'S CURRICULUM OVERVIEW

MISS SMITH AND MISS HAYCOCK

KEY STAFF

- Miss L Smith – class teacher
- Miss A Haycock- class teacher
- Miss Riva & Miss Libby- teaching assistants
- Miss Kent – PPA cover
- Miss Agnes- PPA cover
- Mrs Burge – Spanish teacher



	8:30-8:45	8:45-9:15	9:15-10:30	10:30-10:45	10:45-12:10		12:10-1.00	1:00-2:00		2:00-3:00	3:00-3:05
Monday	Registration	Assembly	English	Break	Music	WCR	Lunch	Library	Maths		Home
Tuesday	Registration	WCR	English	Break	Maths		Lunch	History/ Geography		Art	Home
Wednesday	Registration	WCR	Spanish 4S English 4H	Break	Spanish 4H Maths 4S		Lunch	English – 4S Maths- 4H		Computing	Home
Thursday	Registration	WCR	English	Break	Maths		Lunch	Science		PSHE	Home
Friday	Registration	WCR / Assembly	English	Break	Maths		Lunch	WCR / Assembly	RE	PE	Home

WHOLE CLASS READING (WCR) AND HOME READING

- Our expectations here at Abbey are for the children to read at least 4 times a week at home.
- Here at school, we have whole class reading 4 times a week in the morning, before we start any core subject.
- 4H- Stitch head.
- 4S- Overheard in a tower block.

OTHER BOOKS WE WILL BE READING...

4	Core Text: Stitch Head	Core Text: Overheard in A Tower Block	Core Text: The Boy Who Biked the World	Core Text: Firework Maker's Daughter	Core text: The green planet	Core Text: Kensuke's Kingdom
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HOMEWORK

- 4x a week reading for at least 15 minutes per session.
 - Spellings – given out on Monday due in on Friday
 - English- given out Wednesday due Friday
 - Maths- given out Wednesday due Friday
 - Foundation- given out Friday due Monday
-
- If you can practice of times tables will also really benefit the children. Some useful websites are:
 - Top marks- daily ten
 - [Multiplication Tables Check - 2023 - Timestables.co.uk](https://www.timestables.co.uk/)
 - Times table rockstars

HERE ARE THREE PRODUCTIVE WAYS TO HELP YOUR CHILD WITH THEIR HOMEWORK:

- 1) Be supportive
 - We learn from our mistakes. Rather than simply giving them the answer, it is more beneficial to offer support by guiding them through their work. Providing them with the opportunity to figure out the answers for themselves helps to develop their problem-solving skills and gives them the confidence to persevere.
- 2) Establish a study routine
 - Some children prefer to do homework straight after school, whereas others have after school commitments or prefer to 'unwind' first. Establish a suitable time and place for completing homework, ideally somewhere with no interruptions and when distractions are at a minimum. Encourage them to stick to this routine, as making study a consistent part of their daily lives is a great way to develop health homework habits.

HERE ARE THREE PRODUCTIVE WAYS TO HELP YOUR CHILD WITH THEIR HOMEWORK:

- 3) Strike a balance between schoolwork and leisure
- All children need leisure time, and so it is essential to find a balance between studying and engaging in activities that interest them outside of their school curriculum. Pinpoint how much homework they are given and determine how much time should be allocated to completing homework. Ensure that the recommended time is not exceeded so that they get it done efficiently and homework does not become a daunting experience.

READING CURRICULUM REQUIREMENTS

Reading - word reading

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Reading - comprehension

Pupils should be taught to:

- develop positive attitudes to reading, and an understanding of what they read, by:
 - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
 - reading books that are structured in different ways and reading for a range of purposes
 - using dictionaries to check the meaning of words that they have read
 - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
 - identifying themes and conventions in a wide range of books
 - preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
 - discussing words and phrases that capture the reader's interest and imagination
 - recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
 - checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context
 - asking questions to improve their understanding of a text
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
 - predicting what might happen from details stated and implied
 - identifying main ideas drawn from more than 1 paragraph and summarising these
 - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

ENGLISH

HOW ARE WE AS A SCHOOL MEETING THESE REQUIREMENTS?

- As a school we have introduced a new scheme of work for English which devised by Mrs. Ryder to be implemented across the Willow Learning Trust.
- To give you a brief overview of the English scheme of work, we will cover what we will be teaching your children in class.

AUTUMN TERM

- Non-Fiction - Biographies
- Fiction - Suspense 'Marshmallow'
- Poetry 'Please Mrs Butler/ Heard it in the playground'
- Fiction - 'FARThER'
- Non- Fiction – Discursive
- Fiction- Christmas Truce

SPRING TERM

- Fiction - Mystery 'Spiderwick Chronicles'
- Non-Fiction - Explanation text
- Poetry - 'Cloud-Busting'
- Fiction - Historical 'Friend or Foe'
- Non-Fiction - Non-chronological text 'The Matchbox Diary'

SUMMER TERM

- Fiction - KS2 Picture Book 'Wolves in the Wall'
- Fiction - Playscripts 'Tar Beach'
- Non-Fiction - Persuasion 'Tar Beach'
- Non-Fiction - Persuasion 'Thrills and Spills'
- Fiction - Sci - Fi 'The Iron Man'
- Non - Fiction - Newspaper Reports 'The Iron Man'
- Poetry – The Dreadful Menace

MATHS

- In Maths we have adopted a new scheme of work which is proving very enjoyable for students, it is accessible and use concrete forms to solidify their mathematical understanding. Maths – No Problem, is an approach to teaching maths developed in Singapore.

**MATHS
NO
PROBLEM!**

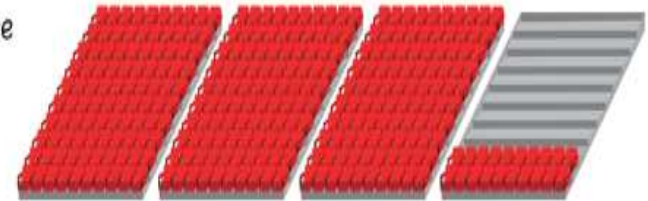
THE FORM OF A “MATHS – NO PROBLEM” LESSON

- Explore – Usually a written and pictorial question which is done as an independent or a class activity led by the teacher.

Explore

Elliott and his dad are going to a concert. They are going to sit in the East Stand.

How many seats are in the East Stand?



Guided Practice

1 Starting with 126 349, count:

(a) in 30s

126 349

(b) in 300s

126 349

(c) in 3000s

126 349

(d) in 30 000s

126 349

(e) in 300 000s

126 349

Carry on to get another 5 numbers.

2 Add mentally.

(a) $143\,125 + 200\,000 =$

143 125

(b) $143\,125 + 50\,000 =$

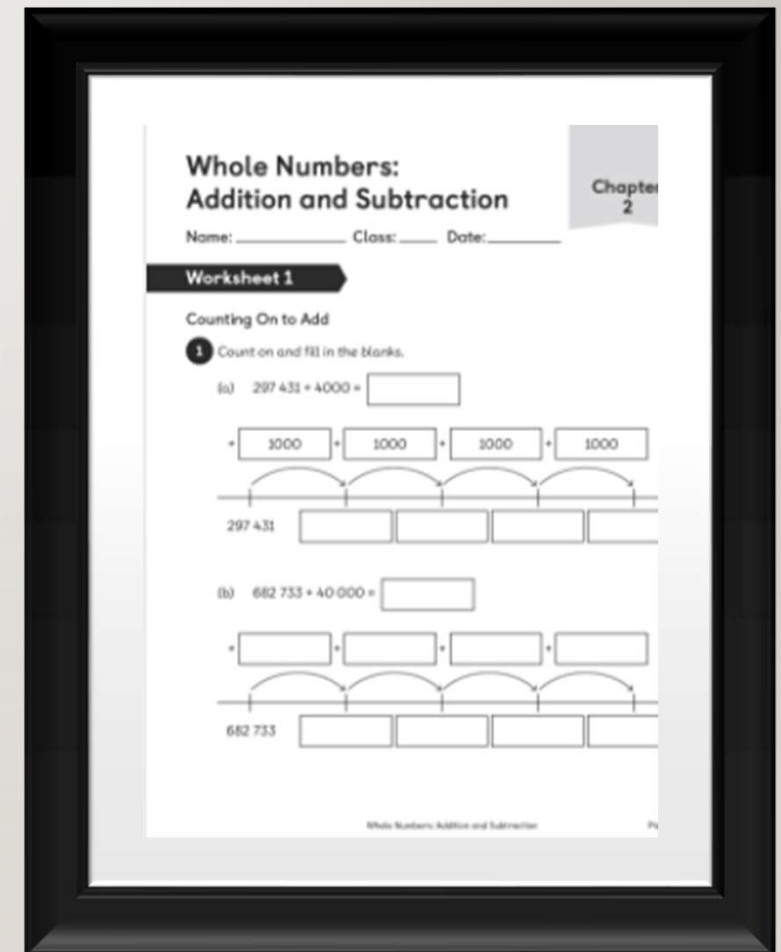
143 125

GUIDED PRACTICE

- Again, depending on the lesson can be done as an independent or class activity where the students put into place all they have learnt in the lesson and during class input.

WORKBOOK

- The children then do the workbook independently, giving them more practice to solidify their understanding and learning.



WORKBOOK 4A

- Chapter 1 - Numbers to 10 000
- Chapter 2 - Addition and Subtraction Within 10 000
- Chapter 3 - Multiplication and Division
- Chapter 4 - Further Multiplication and Division
- Chapter 5 - Graphs
- Chapter 6 - Fractions
- Chapter 7 - Time

WORKBOOK 4B

- Chapter 8 - Decimals
- Chapter 9 - Money
- Chapter 10 - Mass, Volume and Length
- Chapter 11 - Area of Figures
- Chapter 12 - Geometry
- Chapter 13 - Position and Movement
- Chapter 14 - Roman Numerals

SCIENCE

WHAT ARE WE COVERING?

- Now, the children are learning about living things and their habitats.
- Over the next year we will be learning about electricity, sound, states of matter and animals including humans.

HUMANITIES

HISTORY

Autumn 1 & 2

Roman Invasions & Roman Britain

Summer 1

‘Marvellous Mayans’ - The Maya Civilisation



GEOGRAPHY

- Spring 1 & 2
- Amazon: Rivers & Rainforests
- Summer 2
- USA

MUSIC

IN MUSIC WE ARE...

- In music we use a program called Charanga.
- The children will be receiving 30 weeks of Ukulele tuition. Which will end with a concert so that you can see what they have been learning this year.

RE

WHAT WILL WE BE COVERING?

RE	Beliefs and Practices How special is the relationship Jews have with God? Buddha's teachings Key Question: Is it possible for everyone to be happy?	Christmas What is the most significant part of the nativity story for Christians today?	Passover How important is it for Jewish people to do what God asks them to do? The 8-fold path Can the Buddha's teachings make the world a better place?	Easter Is forgiveness always possible for Christians?	Rites of Passage and good works What is the best way for a Jew to show commitment to God? The 8-fold path What is the best way for a Buddhist to lead a good life?	Prayer and Worship Do people need to go to church to show they are Christians?
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On the 8th December, we are thinking of going to Cheam Baptist Church for a Christmas talk and workshop. More details will follow nearer the time as to the final date and times.

ART

ART

Year 4	Drawing: Power prints		Painting and mixed media: Light and dark		Craft and design: Fabric of nature	
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DESIGN AND TECHNOLOGY

Year 4		Structure: Pavilions STAND ALONE LESSON: Unit: Food: adapting a recipe (Lesson 1)		Mechanical systems: Making a slingshot car		Electrical systems: Torches
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PE

PE

4S going swimming week commencing the 18th March 2023 for two weeks.

4H going swimming week commencing the 13th May 2023 for 2 weeks.

These swimming sessions will be from 2:00pm- 3:00pm.

COMPUTING

COMPUTING



SPANISH

SPANISH

In Spanish this year, the children will:

Repaso Revision of introductions Revision of Estar Revision of numbers up to 20 Revision of numbers up to 31 & months Revision of opinions and colours	En mi tiempo libre Opinions of free time activities (infinitives) Days of the week Conjunctions Adjectives: reasons for opinions Immediate future tense: voy a + infinitives	En mi tiempo libre Sports PRACTICAR (full paradigm) Weather Subordinate clauses	Mi insti School subjects Opinions about school subjects Adjective endings + gender/plurality of nouns: reason for opinions Revision days of the week	Mi insti Adjectives to describe school Negative sentences Places in school Hay/No hay Indefinite articles	Donde vivo Types of houses Descriptions of houses Rooms in the house singular and plural revision Hay/No Hay Me gustaría vivir en...
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PSHE

PSHE

- From 2020, the following subjects became compulsory in applicable schools in England.
- relationship education in primary schools
- health education in state funded primary and secondary schools
- These subjects will support all young people to be happy, healthy and safe. Equipping them for life as an adult in British society.

Autumn		Spring		Summer	
Being me in my world Being part of a class team. Being a school citizen. Rights, responsibilities and democracy (school council). Rewards and consequences. Group decision-making. Having a voice. What motivates behaviour.	Celebrating Differences Challenging assumptions. Judging by appearance. Accepting self and others. Understanding influences. Understanding bullying. Problem-solving. Identifying how special and unique everyone is. First impressions.	Dreams and Goals Hopes and dreams. Overcoming disappointment. Creating new, realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience. Positive attitudes	Healthy Me Healthier friendships. Group dynamics. Smoking. Alcohol. Assertiveness. Peer pressure. Celebrating inner strength.	Relationships Jealousy. Love and loss. Memories of loved ones. Getting on and Falling Out. Girlfriends and boyfriends. Showing appreciation to people and animals.	Changing Me Being unique. Having a baby. Girls and puberty. Confidence in change. Accepting change. Preparing for transition. Environmental change.

ASSESSMENT

At the end of Year 4, the children will be taking part in a times tables test that will be recorded. It will be taking place between the Monday 3 June 2024 and Monday 17th June 2024.

In order to help them with this, please continue to practice them at home.

<https://www.topmarks.co.uk/maths-games/daily10>

<https://mathsframe.co.uk/en/resources/resource/504/Super-Maths-Bowling-Multiplication>



TRIPS

- Roman day (at school)- Friday 10th November 2023
- Cheam Baptist church- 8th December 2023
- High Ashurst- 31st January- 2nd February 2024
- London Zoo- 8th March 2024
- Buddahipia temple- date tbc



Q & A
