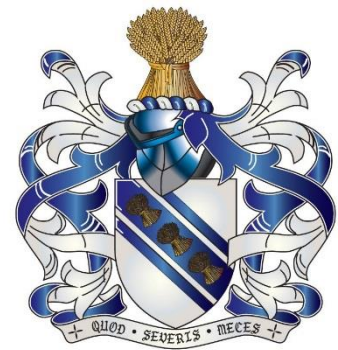


New School Year

2023-24



ABC

Staffing

- Monday, Tuesday and Wednesday

Mrs Byrne and Mrs East (Tues/Weds)

- Thursday and Friday

Mrs Sharp with Mrs East



Mrs Byrne



Mrs Sharp



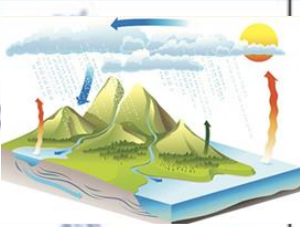





Mrs East

Class 4 Curriculum

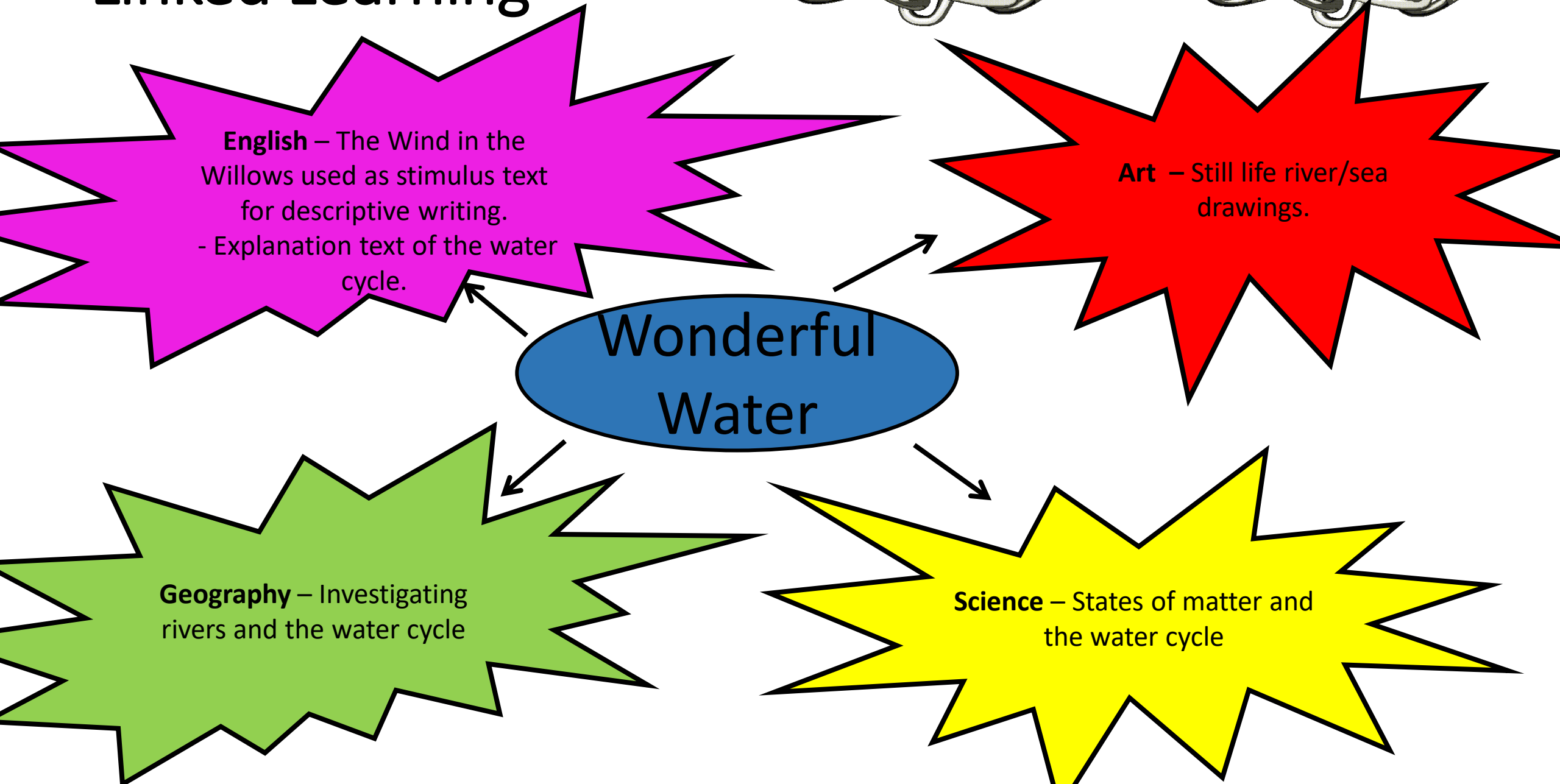
At The Bliss Charity School, we believe that children learn best when lessons are fun, enjoyable and relevant.

Our creative, topic-driven curriculum is carefully planned to ensure knowledge and skills are built on in a sequential way and will deepen pupils understanding as they progress through the school.

Our curriculum is topic-based, with subject-specific content and objectives from the national curriculum threaded together into termly topics. While there is some discrete subject-based teaching, most learning is linked together through the topics for each term.

Class 4	Wonderful Water	It's Electric!	Here come the Invaders!	The Vikings!	Rainforests	We are Conservationists
						

Linked Learning





CLASS 4's TIME-TABLE 2023-2024



MON	REGISTER & MORNING WORK/ASSEMBLIES (MON/TUES/FRI)	Maths	BREAK	Reading English	LUNCH BREAK	REGISTER	P.E. R.E.
TUES		Maths		Reading English			Handwriting/Spellings Science
WEDS		Maths		Reading English			Handwriting/Spellings Music PSHE
THURS		Maths		SPAG English			Handwriting/Spellings Geography/History P.E.
FRI		Maths		French English (RWI/Spellings)			Art Computing (library time)

Expectations in Year 4

- Fostering Independence (e.g. handing in reading journals, making sure correct P.E. kit is worn and completing homework etc.)
- Creating resilient learners – classroom ethos enables pupils to feel safe in their learning and understand that making mistakes is okay!
- Following our class rules at all times.
- Speaking to an adult to resolve issues straight away.

Reading



- Guided reading sessions 3 times each week – focus on developing fluency, expression and comprehension skills.

- Encouraging pupils to be reading detectives (e.g. etymology and morphology)

bio – life	biology	biographical	autobiography	biopsy	biodegradable
geo – earth	geologist	geography	geometry	geology	geode

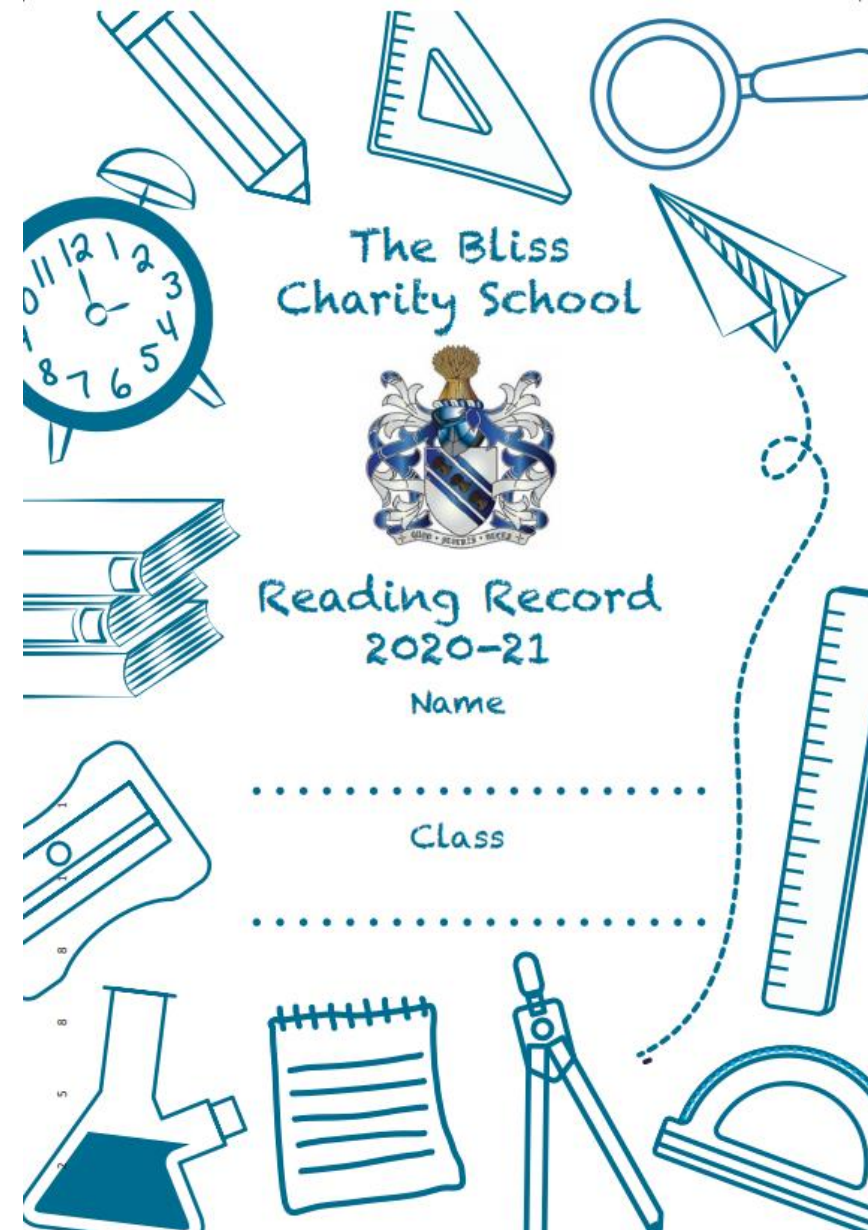
- Continue to read with your child and also read to your child.
- Discuss new vocabulary together (model, child to repeat and discuss)
- Encourage your child to read widely

Parent advice booklet

Year 4 children are expected to:	To support this, you could say:
apply their knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet	Can you find a word which begins with the prefix <i>dis-</i> ? What does the prefix <i>anti-</i> mean? So what could this new word mean?
develop positive attitudes to reading and an understanding of what they have read	What happened in your story? What kind of text would you like to read next?
listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books	What did you think about...? Shall we go and watch a play about...? Have you ever read a... poem?
use dictionaries to check the meaning of words they have read	I'm not quite sure what it means either - shall we use a dictionary?
increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	What genre is this text? What happens in the story of...? Do you know any myths? Could you tell... a bedtime story?


Reading Records

- Every child has received a new reading record.
- The reading records contain lots of information pages for pupils and parents/carers, including:
 - *A guide to reading with your child*
 - *Questions to ask your child when reading together*
 - *Vocabulary building*
 - *Reading rewards*
 - *Behaviour and anti-bullying guidance*
 - *Metacognition and house points*
 - *School uniform*
 - *Multiplication tables*
 - *Kinetic letters*
 - *Packed lunch guidance*
- Please ensure your child looks after their reading record and it comes with them to school every day. Records will be checked on a Monday or Tuesday.
- A replacement reading record will cost £3.00.



Reading at home

- Children should read independently at least 5 times a week.
- Listen to your child read aloud – this is still really important.
- Children should be encouraged to fill out their own reading record and take ownership of it.

 **My Reading this week**

Week Beginning: _____

	Book & Author	Pages read
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

	Book & Author	Pages read
Saturday		
Sunday		
My comments		
Adult's comments		
Teacher's comments		

-
- A vibrant graphic featuring the words "READ EVERY DAY!" in a playful, bubbly font. Each letter is a different color: R (red), E (blue), A (yellow), D (green), E (pink), V (orange), E (dark blue), R (purple), Y (teal), D (blue), A (light green), Y (orange), and a red exclamation mark. The letters have thick black outlines and are arranged in three rows.

My reading rewards for reading five times or more each week at home

Going for Bronze!									
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your bronze sticker!


Going for Silver!									
11	12	13	14	15	16	17	18	19	20
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your silver sticker!

Going for Gold!									
21	22	23	24	25	26	27	28	29	30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your gold sticker!

Going for the special 40 week prize!									
31	32	33	34	35	36	37	38	39	40
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



You have achieved your special 40 week prize!

Book Band Colour	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 6+
Lilac								
Pink								
Red								
Yellow								
Blue								
Green								
Orange								
Turquoise								
Purple								
Gold								
White								
Lime								
Brown								
Grey								
Dark Blue								
Burgundy								
Black								

Writing

- Cross-curricular topics are used to engage pupils in writing
- We encourage lots of *independent* writing.
- Every time children write, they will follow the process of:
Plan → Draft → Edit & Improve
- Writing skills will be developed across the curriculum.
- See glossary of SPAG terms for Year 4 sheet.



To use a consistent and appropriate structure in non-fiction texts (including genre-specific layout devices).

To write narratives with a clear beginning, middle and end with a clear plot.

To proofread and amend their own and others' writing with growing confidence.

To create more detailed settings, characters and plot in narratives.

To organise their writing into paragraphs around a theme.

To maintain accurate tense throughout a piece of writing.

To use Standard English verb inflections mostly accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.

To use the full range of punctuation from previous year groups.

To use inverted commas at the beginning and end of direct speech.

To use apostrophes for singular possession confidently and begin to use apostrophes for plural possession.

To begin to expand some noun phrases with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.

To begin to choose some nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.

To use some fronted adverbials, e.g. As quick as a flash, Last weekend; with some awareness of commas.

To spell most words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.

To spell most words with suffixes correctly, e.g. usually, poisonous, adoration.

To spell homophones correctly, e.g. which and witch.

To spell many of the Year 3 and 4 statutory spelling words correctly.

To use a neat, joined handwriting style consistently.

Year 4	
Abstract noun	A feeling or concept which cannot be touched, such as love, happiness, education.
Adverbial phrase	A phrase built around an adverb – for example ‘as quickly as possible’, ‘very rudely’.
Article	Words which tell us if a noun is general or specific. ‘The’ is called the ‘definite article’ and refers to specific nouns: ‘The man’s hat is blue’. The ‘indefinite articles’ are ‘a’ and ‘an’, referring to general nouns: ‘A cow eats grass’. See determiner .
Common noun	Describes a class of objects (e.g. dog, man, day) which do not have a capital letter (e.g. Rover, John, Tuesday). See also proper nouns .
Concrete noun	Something you can touch. For example, ‘bed’, ‘pencil’, ‘cat’. Can be common nouns, or proper nouns that need a capital letter . For example, ‘Mr Jones’, ‘Blackpool Tower’.
Determiner	A word that introduces a noun and identifies it in detail. This may be a definite or indefinite article (a, an, the), a demonstrative (this, that), possessive (your, my), a quantifier (some, many) or a number (six, ten, half).
Fronted adverbial	Words or phrases used at the beginning of a sentence , used like adverbs to describe the action that follows. For example, ‘ <u>With a happy smile</u> , she skipped into the room’.
Imperative verb	A verb that stands alone without a subject noun or pronoun in a command .

Vocabulary building

Having a wide vocabulary is an expectation of the National Curriculum for both reading and writing.

It is really important that children begin to build their vocabulary from a young age.



Do you know what that means?
What do you think it might mean?
What do you think the word might mean in that sentence?

Encourage them to make a good guess by reading the sentence again – what might the word mean if it is being used in that way?

If they are not sure, you can explain or look together in a dictionary/ using a dictionary app.

Then why not see if you/ they can use the new word over the next few days?

Spellings

- Read, Write, Inc. spelling programme.
- Please see your termly spelling grid to see which spellings we will focus on each week.
- Spelling test on Friday every fortnight.
- Common exception words (see separate list).



Handwriting

We use the Kinetic Letters handwriting scheme.

Kinetic Letters is a holistic approach to handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall.

Children will practise joining their letters once they are confident with all letter formations.

Kinetic Letters

Helping your child at home with writing

Making bodies stronger

Lie on tummy on the floor to read, write, play on electronic games, watch TV

Sit on the floor to play

Chair push-ups, pull-ups on monkey bars, the plank

Using scissors, knives and forks, playing clapping games

Using playdough and plasticine — rolling, pinching, squeezing using different parts of the hand

Holding the pencil

Practice picking it up

Learn and practice the Pencil Checks

Use optimal sizes and shapes of writing tools (small diameter with triangular cross sections)

Learning the letters and their families

Lower-case letters

Jumper Family	h n m b r p
Abacadabra Family	c a o d s q g
Window Cleaner Family	l t i u
Fisher Family	y j f g
Squirtier	e
Slider family	k v w x z

Upper-case letters

Straight lined group	I L E F H T
Curved line group	C O S G Q
Lines with Curves group	D P B R J U
Sliding lines group	A M N K W V Z X Y

Using the tree

When practising writing, use a writing line and the tree symbol to give a guide for both where the letters start and their proportions.



www.kineticletters.com

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For more information, please see the Kinetic Letters page on our website:
<https://www.bliss.northants.sch.uk/index.php/pupils/kinetic-letters>

Mathematics

Mathematics

- In class 4 we continue to follow the White Rose maths programme. This will build on the skills and knowledge from last year and introduce some new concepts and aims to give all children the opportunity to achieve mastery in maths.

	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	<div>Number</div> <div>Place value</div> <div>FREE TRIAL</div> <div>VIEW</div>				<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>			<div>Measurement</div> <div>Area</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>			<div>Consolidation</div>
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>		<div>Measurement</div> <div>Length and perimeter</div> <div>VIEW</div>		<div>Number</div> <div>Fractions</div> <div>VIEW</div>			<div>Number</div> <div>Decimals A</div> <div>VIEW</div>				
Summer term	<div>Number</div> <div>Decimals B</div> <div>VIEW</div>	<div>Measurement</div> <div>Money</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>	<div>Consolidation</div>	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>			

Times Tables



Homework

- In class 4 we very much believe that homework should be 'meaningful' and 'manageable'.
- Reading – Please read everyday!
- Times tables will continue to be tested daily using the new TT Rock Stars, alongside arithmetic skills. Please practise x tables and the related division facts at home. These should be automatic! You can access the TT Rock Stars site at home and, once children are up and running, we will provide a copy of their log ins.
- Spellings – You should already have received a termly spelling grid. The grid is split into weekly spelling lists. For most children, there will be a spelling test every TWO WEEKS on a mixture of ten words from across the two weeks.
- Other homework will always be set on a Friday and due in by Wednesday at the latest. This will predominantly be a Learning Log task and is usually shared in class.

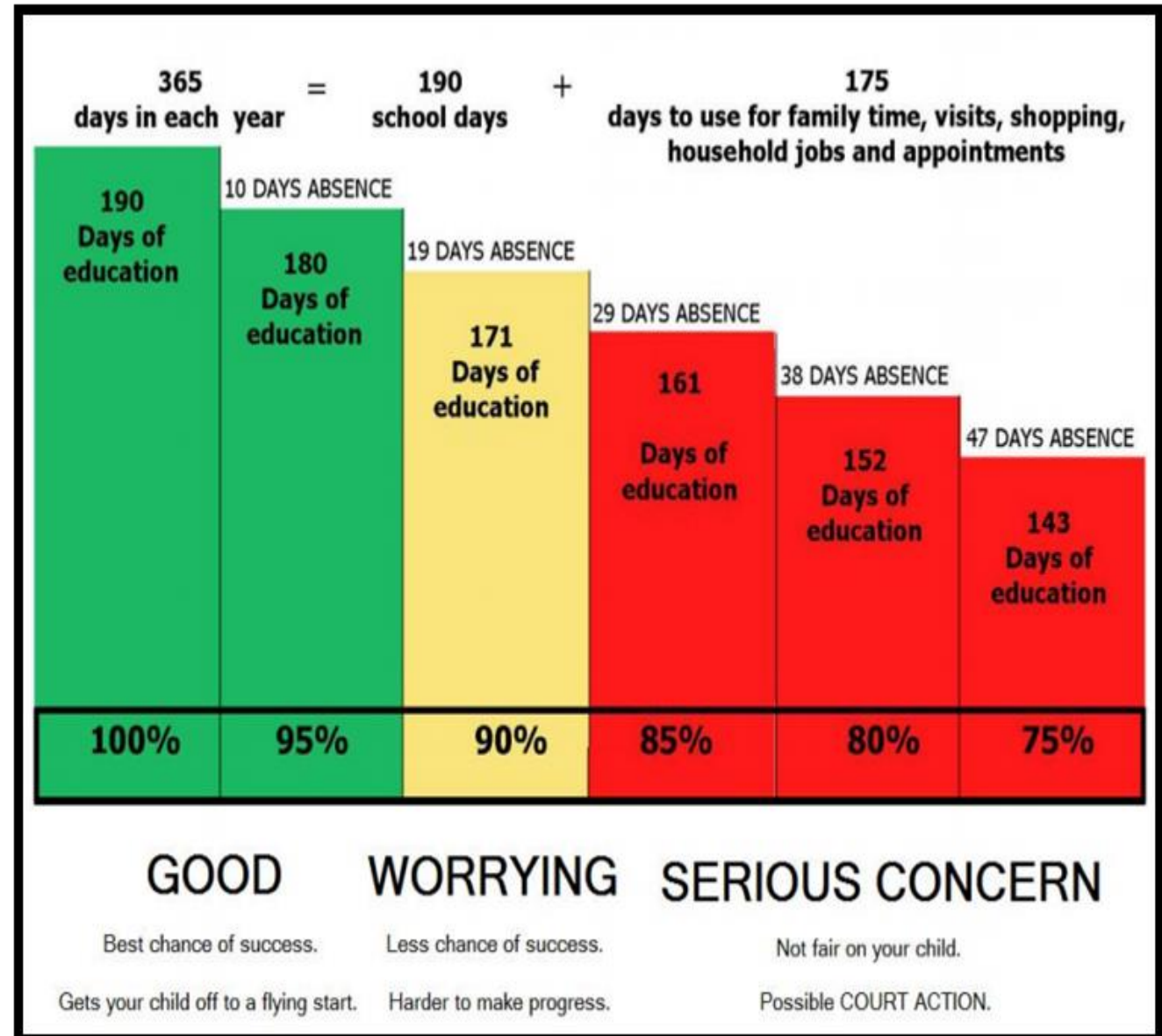
Walk-in Wednesday

- Once every term, parents will be invited into class to spend some time with your child. **The first one is this Wednesday 12th September.**
- This will run from 8.45-9.05am.
- It is an opportunity to do one or more of the following activities:
 - enjoy sharing work
 - work together on short topic related task
 - playing a game together (e.g. times tables)
 - read a book or text based on your child's learning
- Lessons will start straight after so we will need to keep to the timings above.

Attendance

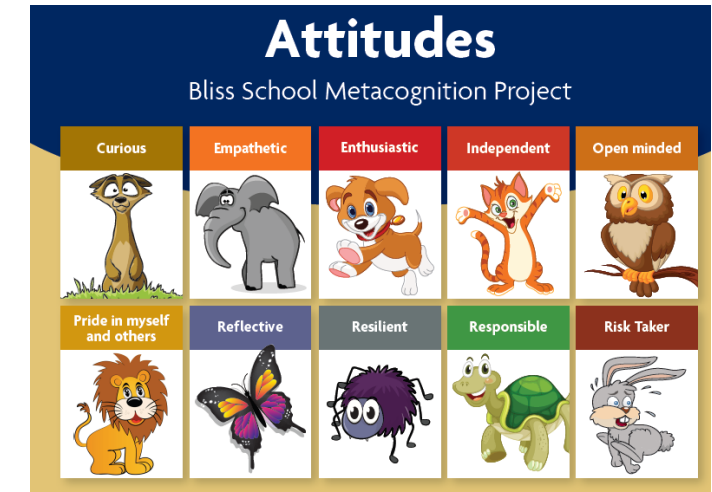
Children with high attendance achieve more. This is because they can build on their learning progressively.

Whilst children do sometimes have to be off of school because of illness, please do not book holidays during term-time. Holidays will not be authorised.



Metacognition

- “Thinking about thinking” – developing children’s skills and attitudes as learners so they can problem solve, be independent and feel equipped to tackle challenges.
- Encouraging them to take responsibility for their own learning and to become more self-motivated as a result.
- Children will be awarded a token when they display a skill or attitude in the classroom, in their work or around the school/ on the playground.
- 3 tokens awarded for one skill/attitude = sticker on certificate and celebrated in assembly.



House points



- 1 will be given when you show respect of:
 - Yourself
 - Each other
 - Our School
 - Our community
 - The World
-
- A trophy is awarded to the winning house each term with a chance to win the house shield at the end of the year!

Communication

Email c.byrne@bliss.northants.sch.uk
m.sharp@bliss.northants.sch.uk

We will check e-mails during the day and respond as soon as possible.

It is really important that you send