



# **Buckingham Park**

Church of England Primary School

Excellence, through God who strengthens us

## **Welcome to Year 4**

A handbook for parents

## A Welcome from the Headteacher

Welcome, or welcome back, to Buckingham Park Church of England Primary School.

This information is intended to help you and your child settle easily into their new school year. We aim to work closely with our families to enable each child to be the very best young person that they can be – developing intellectually, physically, emotionally, socially and spiritually. Our vision, below, encapsulates this in the strapline with the word 'Excellence'. Excellence means being excellent academically, excellent in terms of sports, music, performance and simply, to become the most excellent version of ourselves that we can be. I hope you will find this booklet informative and we look forward to welcoming your child.

If you need any further information, please do not hesitate to contact me or another member of staff.

Best wishes,



Daniel Fell

## Our School Vision and Mission

Our school vision strapline is 'Excellence, through God who strengthens us', which indicates our desire to be a school that pursues excellence in everything that we do. We want to focus our minds and our energy on everything which is true, right, admirable, excellent and praiseworthy. As a school based on Christian values, we trust that God will help and strengthen us as we strive to become, and remain, outstanding.

Our full vision is 'We aim to provide the highest quality all round education, for each and every child, in partnership with parents, and within the context of a Christian community.'

## Our Values

We adopt the following Christian Values as guiding principles:

- We are kind, helpful and polite
- We do our best
- We are honest
- We share
- We are peacemakers
- We forgive others
- We take care of everything, and everyone

Whilst these are Christian values, we recognize these as being universal human values that all our families, whether Christian, from another faith background, or from no faith background, will want to support us in growing in our school, in our staff, and in each of the young people we have the privilege to teach and care

## Our Aims

**To be a learning community where:**

- Each child is significant; noticed, valued, respected and cherished.
- Children are safe, enthusiastic, happy, engaged, courteous, and interdependent.

- As a result of outstanding, motivating and inspirational staff and teaching, each child makes sustained progress.
- The teaching of reading, writing, communication and mathematics is exceptional and each child makes excellent progress.
- Teachers plan challenging and enjoyable tasks based on accurate assessment of pupils' prior skills, knowledge and understanding – supported by an outstanding, creative curriculum.
- Learning across the entire curriculum is highly valued and each subject and area of learning is treated as significant.

**To be a Christian community where:**

- Christian values are at the heart of school life.
- There is a strong link with the local Church and the wider Christian community.
- Spiritual development, as well as cultural, moral and social development, are integral to the learning experience in the school.
- All children and families - those of the Christian faith, those from other faith backgrounds, and those with no faith background - may understand more about our Christian values and faith whilst being free to make their own choices.

**To be a local community where:**

- The school is at the heart of the wider community, served by that community, and serving that community.
- The school is fully inclusive, welcoming all sections of the wider community, including those families who do not have a natural connection to the school, so that all will view the school as an active and open part of the wider community.
- Effective partnerships with other community organisations are formed and have a positive impact on the life of the school.
- Everyone is a learner – providing opportunities for life-long learning.

## Promoting Positive Behaviour

Right from the start the children, are encouraged to have a sense of belonging and respect for the school and community. Our behaviour code will help all those involved in school life to work together for the benefit of all.

We believe that it is important that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, built on Christian values, and these are reflected in the way that we promote good behaviour through the school. We want an environment where everyone feels happy, safe and secure.

Our Behaviour Code is at the heart of our expectations of behaviour and our strategies for promoting positive behaviour. They are not a set of 'rules' but a set of values based on Jesus' Sermon on the mount. Our behaviour policy and approaches to promoting positive behaviour are underpinned by the code.

We are kind, helpful and polite

We do our best

We are honest

We share

We are peacemakers

We forgive others

We take care of everything, and everyone

The school rewards good behaviour, because we believe that this will develop an ethos of kindness and co-operation. All our efforts are to promote good behaviour, rather than focus on poor behaviour.

We will not tolerate bullying of any kind and we have a separate Anti-Bullying Policy. Both policies can be found on the school web site.

## Times

Children can come into school from 8.30am until 8.50am. The entrance for Year 4 children is through the double doors to the right-hand side of the school building (around the side of the vegetable patch). Registration takes place at 9.00am each morning. Any child arriving after this time will be marked late.

At the end of the school day, 3.15pm, children are brought out through the same double doors to the right-hand side of the school building by their class or PPA teacher.

Break time for Year 4 is 10.40am until 11:05am. This includes 10 minutes of active time where children take part in organized skipping, walking or running activities.

Lunch is 12.45 am until 1.45pm. The children will be out on the playground for the first part of their lunch break and will be taken into the hall to eat their lunch at 12.45pm. When the children have finished their lunch, they are able to return to the playground.

## School Meals, Milk and Fruit Snacks

We serve delicious and healthy hot meals cooked by the team at the AIP (Alliance in Partnership) and delivered to us fresh, hot and ready to serve. Meal times are an enjoyable part of the day with children having a choice of meal from our counter service. In a change from previous years, all parents, whether eligible for free school meals or paid meals, will need to book and reserve their children's meals each week. This must be complete each Wednesday by midnight for the following week. Further information can be found on our social media posts or via the school office. The current menu for the children at school is available to all parents on Parent Pay.

At playtime, children are able to have a piece of fruit or vegetable. This should be brought in from home. We only accept fruit or vegetables (no dried fruit or fruit based products such as 'fruit flakes').

The Buckingham Park School Breakfast Club provides breakfast in a safe, secure and relaxed environment together with a range of activities for the children before school. The children are encouraged to be responsible and grow as individuals with guidance from qualified, experienced school staff. Breakfast Club is not funded by the school. A small charge is made to parents are intended to cover the cost of staffing, food and resources. If you are interested in your child attending please contact the school office.

## Equipment

Each day your child will need to bring:

- A water bottle (**bottles should contain water only juice or flavoured water is not permitted. Drinking water is available in school should bottles need topping up**)
- A book bag or small rucksack
- A PE Kit (see below)
- Reading book and record (these are provided by the school and should be brought into school even if your child has not read)

**All items should be clearly named.**

## School Uniform

It is expected that all children will wear full school uniform.

- Traditional, grey school skirt, trousers or shorts
- Navy blue polo shirt with school logo
- Jade green sweatshirt or cardigan with school logo
- Grey socks or tights
- Black school style shoes (no trainers, boots or slip-ons)
- Baseball cap or sun hat (available with school logo)
- Navy blue zipped reversible fleece coat with school logo or a dark coloured school coat
- In the summer term, girls may wear a one piece navy and white gingham dress

P.E. and Games:

- White T-shirt with school logo
- Navy blue shorts
- Traditional black plimsolls or trainers
- Navy blue track suit bottoms, joggers or leggings (optional, but recommended for winter PE lessons)
- Drawstring bag for PE kit (available with school logo)

Jewellery is unsuitable for school wear as it is easily lost or damaged and can cause injury to wearers and others. Earrings, of any kind, should not be worn. No exception will be made for recently pierced ears.

No make-up or nail varnish should be worn.

Long hair should always be tied back neatly with a simple bobble, scrunchie or Alice band in school colours (jade green or navy blue).

A navy or dark blue, plain headscarf (hijab) in the short fitted children's style (with no pins) may be worn.

## Attendance

We expect every child to be punctual, and to attend school every day. If your child is unable to attend school, please telephone before 9.30am on the day of the absence. If you arrive late, your child should be brought to the main entrance where he or she will be signed in and taken to class.

The school does not support holiday and extended leave during term time as this disrupts children's education and has an adverse effect on their progress. Leave of absence will only be granted in exceptional circumstances.

All children are expected to maintain an attendance rate of at least 95% as this is the national average for children of primary school age. As a school we aim to be above average and, therefore, the vast majority of children will have an attendance between 96% and 100%.

Our full Attendance Policy is available to download from the school website.

## Communications

We like to keep you informed about what is happening in school and we hope that you will keep us posted on any information that might assist us to support your children. For example: a change in family circumstance, illness or bereavement. Staff are available to discuss any concerns you may have. In the morning, messages

may be passed on to teachers via our communication point or by contacting the school office. If you would like to speak directly to your child's teacher please email the office to make an appointment for a meeting. If you need to speak to teachers urgently they are often available at the end of the school day.

Parent-teacher meetings are held in the Autumn and Spring terms. A written report based upon observations of your child's progress is sent home at the end of the Summer term and a further parent-teacher meeting is available if you wish.

In general, the school will keep you well informed through our newsletters, Weekend Words, information sessions, and website. Please make sure you keep your information up to date in the office, remembering to tell us about any changes to your telephone numbers or email addresses.

## School Travel

Children's safety is our first priority. We would encourage all our pupils to find a safe route to school whether that is by walking, cycling or using a scooter. This reduces congestion around the school and improves safety for all.

If you do need to drive to school, please ensure that you find a safe place to park and then complete your journey to school on foot. Parking is available in Jubilee Square. Please do not park in the school car park, Buckingham Lodge Care Home's car park or in Culpepper Close itself.

## Parent Teacher Association (PTA)

The PTA is an association of parents, governors, staff and friends of the school which exists to support the school's work. Our main role is to raise funds for the children of Buckingham Park. We work closely with the school to decide what the priorities are for fund-raising... and with a growing school there are many! We've helped to buy phonics reading books, an outdoor library, girls and boys football kits, music lessons, African drumming lessons and Pantomime every Christmas. This summer the school play equipment is being replaced with a generous donation from the PTA.

The PTA committee and its volunteers have raised funds by organising School Discos, Film nights, Christmas and Summer Fayres, and not forgetting a very successful Colour Run.

We believe a vital role of a PTA is to help build a community within the school that's more than just dropping off and picking up your children each day; it's also about getting to know each other and enjoying events outside the school day.

If you wish to get involved, make new friends and help create some fun activities for all the children to enjoy please do get in contact with us [pta@buckinghampark.org](mailto:pta@buckinghampark.org)

## The Use of Photographs

We use photographs in school for a number of different purposes:

- To record and assess progress
- To celebrate achievement in our newsletters
- For publication in school documents and local press
- For publication in on the school website (subject to compliance with the school's website policy)

As part of your Admission form, we asked that you give us your consent to photograph your child for these purposes. This saves us from asking you each time we want to publish a photograph in this way.

## Use of email and the Internet

Increasingly we make use of the internet, using it across the full range of the curriculum and for programmes such as Emile and Times Tables Rock Stars. We use an internet service provider which specialises in provision for schools and local authorities. This provides a very effective barrier from children accessing inappropriate materials, unregulated chat, non-educational games, email accounts etc.

We also have a code which governs the use of the internet in school which is introduced to the children in ways which are appropriate to their age and understanding.

As part of your Admission form, we asked that you give us your consent for your child to have access to the internet and, in time, be given his or her own email address. Our full policy for Network and Internet Access which includes our website policy is available from the school's website.

## School visits and activities

We value the learning that can take place by children making visits out of school and by having special visitors in to school. Over the coming years, your child will have many opportunities to participate in these types of activities.

We will ask you for your general consent for these types of activities but we will also inform you before each event. Some visits or events may require the payment of a voluntary contribution. If so, this will be clearly explained in a letter with details of how payment should be made.

## What to do if things go wrong

We want do our very best to educate and care for your children properly, but part of our commitment is to work to improve our standards. If you think that we have not met our best standards, or if your child has a problem at school, we want you to tell us so that together we can put it right.

If you have a concern or complaint, please contact your child's own teacher in the first instance. It is usually better to see them at the end of the day than at the beginning. There may be times that an alternative meeting time will need to be arranged.

Each key stage has a Phase Leader who are also able to deal with any questions, queries or complaints.

If you wish to discuss the matter with the deputy headteacher or headteacher, then please contact the school office to make an appointment. Someone will get back to you as soon as possible.

We will agree with you a course of action and aim to solve your complaint to your complete satisfaction as quickly as possible.

If, after further discussion with the staff of the school, you still feel that your complaint has not been dealt with properly, you should contact the Chairman of Governors, whose name and address can be found in the

school office. A full copy of the arrangements for the consideration of complaints is available from the school website.

There is further guidance in the Parent and Carers Code of Conduct which can be found at the end of this document.

## The Curriculum in Year 4

This guide is intended to help parents understand what will be taught during this school year. Obviously it would be impossible to set out in detail everything your child will learn, but by providing an outline of typical content and some background information about how the curriculum and assessment works, hopefully it will help you support your children in making the most of their education.

English, Maths and Science are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art and Design; Computing; Design and Technology; Geography; History; Music; French; and Physical Education. For these foundation subjects, we have much more flexibility regarding what we cover in these subjects and how we plan and teach them.

As a Church of England school, we believe that Religious Education plays a central role in a broad and balanced curriculum that we offer enabling our pupils to participate fully in life in modern Britain and the wider world. Whilst a greater emphasis is placed upon the Christian faith in RE, we believe that it is important for young people to learn about a wide range of faiths as well. The Church of England Vision for Education (2016) points out that education should be 'hospitable to diversity, respects freedom of religion and belief, and encourages others to contribute from the depths of their own traditions and understandings.'

### **High Achievers**

If your child is achieving well, we encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

### **Children needing additional support**

If your child is struggling in any area, we will give the additional support needed to ensure he or she makes good progress. If you are concerned about your child's progress just get in touch with us.

At Buckingham Park we follow the Oxford Diocese Scheme of Work. Each unit has a “Big Question” which has been created to allow children to experience a range of theological, philosophical and social elements. The big questions address syllabus questions and topics.

YEAR 4	Key Questions	Faith(s)/Themes
Unit 1 Autumn 1	<b>Do Murtis help Hindus understand God?</b>	<b>Hindu/Art/Symbol/God</b>
<b>Symbolism, Worship</b> What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings? How does worship express different beliefs about God, humans and the world? How does worship help believers in their daily lives?		
Unit 2 Autumn 2	<b>Does the Christmas narrative need Mary?</b>	<b>Christianity/Mary/Worship/Catholic/Protestant</b>
<b>Founders/Prophets, Diversity in religions</b> How do the lives, teachings and example of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives? What do different practices and forms of expression within faiths show about their different beliefs? Given the differences, how can communities learn to live together?		
Unit 3 Spring 1	<b>Is a holy journey necessary for believers?</b>	<b>Hindu/Christianity/Pilgrimage</b>
<b>Pilgrimage, Religion in the Community</b> How does going on pilgrimage not only express beliefs, but also strengthen them for individuals and communities? What difference does going on pilgrimage have on the lives of individuals and communities? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way?		
Unit 4 Spring 2	<b>Should believers give things up?</b>	<b>Christianity/Lent</b>
<b>Diversity in Religions, Founders &amp; Prophets</b> What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way? How do the lives, teachings and example of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives?		
Unit 5 Summer 1	<b>Did Jesus really do miracles?</b>	<b>Christianity/Miracles</b>
<b>Founders &amp; Prophets, Sacred Texts, Symbolism</b> What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy books help believers in their daily lives? What do the religions teach about God? How do language and symbols express deep ideas, beliefs and feelings?		
Unit 6 Summer 2	<b>Does prayer change things?</b>	<b>Christianity/Hindu/Prayer</b>
<b>Worship, Diversity in religions, Religion in the Community</b> How does worship express different beliefs about God, humans and the world? How does worship help believers in their daily lives? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way? What beliefs do the different religions share in common and how are they different? Would it be better if we all believed the same things and lived the same way?		

## English

At Buckingham Park, we use The Talk for Writing approach which enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with teachers using shared and guided teaching to develop the ability in children to write creatively and powerfully.

At Buckingham Park, we underpin our English work by establishing a core reading spine of quality fiction, poetry and non-fiction that all children experience and draw upon. In lower Key Stage 2, your child will build on their work from the year 3 to become more independent in both their reading and their writing. Most children will be confident at decoding most words – or will have extra support to help them to do so – and so now they will be able to use their reading to support their learning about other subjects. They will begin to meet a wider range of writing contexts, including both fiction and non-fiction styles and genres.

### Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Years 3 and 4, some focuses may include:

- Use discussion and conversation to explore and speculate about new ideas
- Begin to recognise the need for standard English in some contexts
- Participation in plays, performances and debates
- Explain thinking and feeling in well-structured statements and responses

### Reading skills

- Extend skills of decoding to tackle more complex words including those with unusual spelling patterns
- Read a wide range of fiction, non-fiction and literary books
- Recognise some different forms of poetry
- Use dictionaries to find the meanings of words
- Become familiar with a range of traditional and fairy stories and be able to retell some orally
- Identify words which have been chosen to interest the reader
- Ask questions about what they have read
- Draw simple inferences about events in a story, such as how a character might be feeling
- Make predictions about what might happen next in a story
- Summarise ideas from several paragraphs of writing
- Find and record information from non-fiction texts
- Take part in discussions about reading and books

### Writing skills

- Write with joined handwriting, making appropriate join choices
- Spell words that include prefixes or suffixes, such as anticlockwise
- Spell some commonly misspelt words from the list for Years 3 and 4
- Use a dictionary to check spellings
- Use possessive apostrophes correctly in regular and irregular plurals, such as children's and boys'
- Use examples of writing to structure their own similar texts
- Plan out sentences orally to select adventurous vocabulary
- Use paragraphs to organise ideas
- Use description and detail to develop characters and settings in stories
- Write interesting narratives in stories
- In non-fiction writing, use features such as bullet points and sub-headings
- Review their own work to make improvements, including editing for spelling errors

- Read others' writing and suggest improvements
- Read aloud their writing to be clearly understood
- Extend sentences using a wider range of conjunctions, including subordinating
- Use the present perfect verb tense
- Use nouns and pronouns with care to avoid repetition
- Use conjunctions, adverbs and prepositions to add detail about time or cause
- Use fronted adverbials
- Use direct speech, with correct punctuation

### Grammar Help

For many parents, the grammatical terminology used in schools may not be familiar. Here are some useful reminders of some of the terms used:

Present perfect verb tense:

A tense formed using 'have' or 'has' followed by a verb, to indicate that an action has been completed at an unspecified time, e.g. The girl has eaten her ice-cream

Fronted adverbial:

An adverbial word or phrase which describes the time, place or manner of an action, which is placed at the start of the sentence, e.g. "Before breakfast,..." or "Carrying a heavy bag,..."

Direct speech:

Words quoted directly using inverted commas, as opposed to being reported in a sentence.

#### Parent Tip

When children are writing outside of school – or when you are looking at school work with them – why not discuss their choices of vocabulary? Some common words, such as 'went' and 'said' can often be replaced by more specific words that give a sense of the action, such as 'raced' or 'yelled'. You can also take opportunities to look at words like this that crop up in books you read with your child, considering how the choice of word affects your understanding of a story.

## Mathematics

Buckingham Park Primary School teaches mathematics using a 'mastery' approach. At the heart of our teaching of mathematics is the belief that all children can achieve. We teach a structured, whole class interactive session that allows children to build a deep understanding of concepts and develop confidence in their mathematics ability. Each child has access to a range of rich and quality tasks, most of which are set in a real-life context and provide a coherent structure through the curriculum to support children on their journey towards a deeper mathematical understanding.

To further support a deep understanding of mathematical ideas and concepts, we have adopted the concrete, pictorial and abstract (CPA) approach to every mathematical concept taught. The CPA approach involves using real life objects to explore a mathematical concept before progressing onto using pictorial representations of the object and then abstract symbols. This approach helps children learn new ideas and build on existing knowledge by introducing abstract concepts in a familiar, more tangible way.

### Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1,000

- Count backwards, including using negative numbers
- Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)
- Put larger numbers in order, including those greater than 1,000
- Round any number to the nearest 10, 100 or 1,000
- Read Roman numbers up to 100

#### Roman Numerals' Basics:

I = 1; V = 5 ; X = 10 ; L = 50 ; C = 100

Letters can be combined to make larger numbers. If a smaller value appears in front of a larger one then it is subtracted, e.g. IV (5 – 1) means 4. If the larger value appears first then they are added, e.g. VI (5 + 1) means 6.

#### Calculations

- Use the standard method of column addition and subtraction for values up to four digits
- Solve two-step problems involving addition and subtraction
- Know the multiplication and division facts up to  $12 \times 12 = 144$
- Use knowledge of place value, and multiplication and division facts to solve larger calculations
- Use factor pairs to solve mental calculations, e.g. knowing that  $9 \times 7$  is the same as  $3 \times 3 \times 7$
- Use the standard short multiplication method to multiply three-digit numbers by two-digit numbers

#### Fractions

- Use hundredths, including counting in hundredths
- Add and subtract fractions with the same denominator, e.g.  $\frac{4}{7} + \frac{2}{7} = \frac{6}{7}$
- Find the decimal value of any number of tenths or hundredths, for example  $\frac{7}{100}$  is 0.07
- Recognise the decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{3}{4}$
- Divide one- or two-digit numbers by 10 or 100 to give decimal answers
- Round decimals to the nearest whole number
- Compare the size of numbers with up to two decimal places

#### Measurements

- Convert between different measures, such as kilometres to metres or hours to minutes
- Calculate the perimeter of shapes made of squares and rectangles
- Find the area of rectangular shapes by counting squares
- Read, write and convert times between analogue and digital clocks, including 24-hour clocks
- Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and months

#### Shape and Position

- Classify groups of shapes according to the properties, such as sides and angles
- Identify acute and obtuse angles
- Complete a simple symmetrical figure by drawing the reflected shape
- Use coordinates to describe the position of something on a standard grid
- Begin to describe movements on a grid by using left/right and up/down measures

#### Statistics

- Construct and understand simple graphs using discrete and continuous data (Discrete data is data which is made up of separate values, such as eye colour or shoe size. Continuous data is that which appears on a range, such as height or temperature.)

**Parent Tip**

Playing traditional games, such as battleships or even draughts and chess, is great for exploring coordinates and movements across the coordinate grid.

**Times Tables**

During Year 4, the children will continue to use Times Tables Rock Stars (TTRS). Times tables tests are set 3 times per week. The children will also be issued with their own login to enable them to access TTRS online and take part in inter school competitions.

By the end of Year 4, children will be expected to know all of their times tables up to  $12 \times 12$  by heart. This means not only recalling them in order but also being able to answer any times table question at random, and also knowing the related division facts. For example, in knowing that  $6 \times 8 = 48$ , children can also know the related facts that  $8 \times 6 = 48$  and that  $48 \div 6 = 8$  and  $48 \div 8 = 6$ . This expertise will be particularly useful when solving larger problems and working with fractions.

**Science**

During Key Stage 2 (Years 3 to 6), the strands of science begin to become more recognisable as biology, chemistry and physics, although they will usually be grouped together in primary school. Children will continue to carry out their own experiments to find out about the world around them, and to test their own hypotheses about how things work.

**Scientific Investigation**

Investigation work should form part of the broader science curriculum. During Year 4, some of the skills your child might focus on include:

- Carry out fair tests, using control tests where appropriate
- Take accurate measurements using a range of scientific equipment, including thermometers
- Organise and present data to help answer scientific questions
- Record findings using scientific vocabulary, diagrams, charts and tables
- Report on findings using oral and written explanations of results and conclusions

**Animals including Humans**

- Describe the basic functions of the parts of the digestive system, such as mouth, oesophagus, stomach and intestines
- Identify the different types of teeth in humans, and their functions
- Construct a variety of food chains to show producers, predators and prey

**Electricity**

- Construct a simple electrical circuit using cells, wires, bulbs and switches
- Understand that a complete circuit is needed to power a lamp or buzzer
- Recognise some common conductors and insulators

**States of Matter**

- Group materials as solids, liquids and gases
- Observe that some materials change state when heated or cooled
- Know the part of evaporation and condensation in the water cycle

**Sound**

- Identify how sounds are made
- Find patterns between the pitch and volume of sound

- Recognise that sound gets fainter as it goes away

### **Living Things and their Habitats**

- Use classification keys to group, identify and name a variety of living things
- Recognise that environments can change

## **The Foundation Subjects**

At primary school, English, Maths and Science are the core subjects which make up the bulk of the timetable. That said, the other foundation subjects play a key part in providing a broad and balanced curriculum. All these subjects are a compulsory part of the National Curriculum. In addition, we teach Religious Education based on a syllabus agreed locally.

Here is a very brief outline of what will be covered in the foundation subjects during primary school. A breakdown of the units of work is included later on in this booklet.

### **Art and Design**

We have chosen an approach to Art based on exploring a range of techniques using the Kapow Scheme of Work. Children will use a variety of materials, from pencil and paint to charcoal and clay, to create their own art pieces. In addition, children will study the works of some great artists, architects and designers from history. Please see the Yearly Overview below for more information about the areas of learning we cover in Year 4.

### **Computing**

We use the Rising Stars Switched on Computing programme to teach the three main strands of the Computing curriculum: information technology, digital literacy and computer science.

Information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology. Digital literacy is about the safe and responsible use of technology, including recognising its advantages for collaboration or communication. Finally, computer science will introduce children of all ages to understanding how computers and networks work. It will also give all children the opportunity to learn basic computer programming, from simple floor robots in Years 1 and 2, right up to creating on-screen computer games and programmes by Year 6.

We include regular teaching of e-safety to ensure that children feel confident and safe when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable.

### **Design and Technology**

This subject includes the traditional design elements in which children will design, make and evaluate products while learning to use a range of tools and techniques for construction. It also includes cooking and preparing simple meals as well as finding out about a healthy diet. As with Art and Design we follow the Kapow scheme of work. Please see the Yearly Overview below for more information about the areas of learning we cover in Year 4.

### **Geography and History**

Throughout the year, children will learn about a range of historical events as well as study different geographical locations, both local and worldwide. Please see the Yearly Overview below for more information about the areas of learning we cover in Year 4.

## **Music**

At Buckingham Park we use The Charanga Musical School Scheme which is an integrated, practical, exploratory and child-led approach to musical learning. By the end of the Year 4 unit, children will understand and appreciate a variety of musical styles from different times and traditions. They will recognise the sound of musical instruments and basic features of key musical styles and be able to discuss their opinions using more accurate musical language.

## **Physical Education**

Physical Education lessons include a range of individual disciplines such as dance, gymnastics and athletics, with team sports and games. Through these sports, children will learn the skills of both cooperation and competition. We use The PE Hub Scheme of Work

Generally, children will have two PE lessons each week, one indoor and one outside weather permitting. Please ensure your child has an appropriate outdoor PE kit for all seasons.

## **Languages**

Over the course of their four years in Key Stage 2, children will be expected to make good progress in French; learning to ask and answer questions, present ideas to an audience both in speaking and writing, read a range of words, phrases and sentences, and write simple phrases, sentences and descriptions. Children will also learn about the appropriate intonation and pronunciation of the language.

Please see the Yearly Overview below for more information about the areas of learning we cover in Year 4.

## Personal, Social, Health and Citizenship Education (PSHE)

At Buckingham Park School we teach PSHE through a scheme called Jigsaw.



### What is Jigsaw?

Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development. It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age- and stage-appropriate way so that they meet children's needs.

### What will Jigsaw teach my child?

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

**Being Me In My World** covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

**Celebrating Difference** focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.

**Dreams and Goals** aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

**Healthy Me** covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

**Relationships** starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

**Changing Me** deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups at the school's discretion.

# The Year 4 Curriculum Overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>English Class texts and Writing Progression</b>	Character Descriptions	Persuasive Writing	Non-Chronological Report	Finding/Losing Plot	Newspaper	Traditional Tale
<b>Whole Class Reading Texts</b>	Varjak Paw		Escape from Pompeii	Wolves	How to train your Dragon	
<b>Maths</b>	Place Value Addition and Subtraction (1)	Addition and Subtraction Multiplication and division (1)	Multiplication and division (2) Length and Perimeter	Fractions (1) Mass and Capacity	Fractions (2) Money Time	Time Shape Statistics
<b>Science</b>	<b>Animals including humans</b> What happens to your food when you eat it?		<b>Electricity</b> How does electricity work?	<b>States of Matter</b> Does matter, matter?	<b>Sound</b> Are vibrations necessary?	<b>Living things and their habitats</b> How do we group living things?
<b>History</b>	<b>The ancient Greeks</b> What is the legacy of Ancient Greece?		<b>The Romans</b> What was the impact of the Roman Empire on Britain?			
<b>Geography</b>					<b>Italy</b> How does Italy compare, geographically, to England?	
<b>Art &amp; Design</b>	Drawing: Power Prints		Painting and Mixed Media		Sculpture and 3D	Crafts and design
<b>DT</b>	Food Healthy and varied diet		Electrical Systems		Mechanical Systems	
<b>Computing</b>	We are software developers	We are makers	We are meteorologists	We are musicians	We are bloggers	We are artists
<b>RE</b>	Do Murtis help Hindus understand God?	Does the Christmas narrative need Mary?	Is a holy journey necessary for believers?	Should believers give things up?	Did Jesus really do miracles?	Does prayer change things?
<b>Music</b>	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
<b>French</b>	Portraits	Clothes	Numbers, calendars and birthdays	Weather	Food	French and the Eurovision Song Contest
<b>PSHE</b>	Being me in my world	Celebrating differences	Dreams and goals	Healthy me	Relationships	Changing Me
<b>PE</b>	Fitness / Outdoor Adventurous Activities Swimming		Basketball Swimming	Tag Rugby Swimming	Football Tennis	Athletics Rounders

## Tests and Statutory Assessment at the End of Year 4

We use tests and other assessments at all stages of our work. For the most part, these are part of our normal classroom routine, and support teachers' assessment.

At the end of Year 4, the children will take the Multiplication Tables Check (MTC). The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for the future success in mathematics. It will also help to identify pupils who have not yet mastered their times tables so additional support can be provided. Children will answer 25 questions on the times tables from two to twelve. They are given six seconds per question with three seconds rest between each question. The test should last less than five minutes.

Buckingham Park Church of England Primary School is proud to be a caring school which aims to create a learning environment in which every individual is safe, happy and successful. We aim to provide the highest quality all round education, for each and every child, in partnership with parents, and within the context of a Christian community. Partnership between parents and carers is crucial in this, in a supportive and appropriate manner. This document outlines the school's expectations of its Parents and Carers.

### Our Values

We adopt the following Christian Values as guiding principles:

- We are kind, helpful and polite
- We do our best
- We are honest
- We share
- We are peacemakers
- We forgive others
- We take care of everything, and everyone

Whilst these are Christian values, we recognise these as being universal human values that all our families, whether Christian, from another faith background, or from no faith background, will want to support us in growing in our school community. We expect all members of our school community to follow these and instil them in their children.

### Our Code of Conduct

We expect all parents, carers and visitors to our school to:

- Respect and demonstrate the caring ethos of the school and its values
- Understand that parents and teachers need to work together for the benefit of the children and set a good example of communication in their speech, conduct and behaviour.
- Respect the professional judgements of staff members
- Approach the correct school staff to help resolve issues of concern directly following the flow chart in this document.
- Not make contact with our staff, children or other members of the community on social media and respect their own private lives.
- Ensure that children have high levels of attendance and are on time for school each day
- Respect that we are a nut free school and ensure nut products are not sent into school with your children.

In order to promote a peaceful and safe school environment, we are unable to tolerate parents, carers or visitors who:

- Disturb school staff including trying to speak to them when they are supervising children
- Breaching school security – including entering the building without using the intercom when another parent/visitor is entering.
- Any behaviour which causes upset, distress or alarm to children, staff or other parents

- Shouting, loud or offensive language, swearing, cursing or displaying temper
- Threatening behaviour towards staff, governors, other parents or children
- Damaging or destroying school property
- Abusive, persistent or threatening e-mails or text/voicemail/phone messages or other written communication
- Defamatory, offensive or derogatory comments regarding the school or any of the pupil/parents/staff on the school site or on any form of social media. Any concerns you have about the school must be made through the appropriate channels by speaking to relevant staff and allowing this to be dealt with fairly, appropriately and effectively.
- The use of physical aggression towards another adult or child. This includes physically punishing your own child on school premises
- Approaching someone else's child in order to discuss or chastise them because of the actions of this child towards their own child. (Such an approach to a child may be seen to be an assault on that child and may have legal consequences).
- Smoking, or consuming alcohol or drugs on school property
- Bringing dogs on to school premises (except trained assistance dogs)

## Communication with school

We are extremely fortunate to have a supportive and friendly parent body who recognise that educating children effectively is a process that involves collaborative work between parents and carers. We value this strong relationship we have with our parents and this helps us to achieve the very best for the children. For these reasons we continually welcome and encourage parents or carers to participate fully in the life of our school.

Parents are expected to follow the below flowchart if there are any issues which need to be resolved.



## Breaches of the code of conduct

If the school suspects, or becomes aware, that a parent has breached the code of conduct, the school will gather information from those involved and speak to the parent about the incident.

Depending on the nature of the incident, the school may then:

- Send a warning letter to the parent
- Invite the parent in to school to meet with a senior member of staff or the headteacher
- Contact the appropriate authorities (in cases of criminal behaviour)
- Seek advice from the local authority's legal team regarding further action (in cases of conduct that may be libellous or slanderous)
- Ban the parent from the school site

The school will always respond to an incident in a proportional way. The final decision for how to respond to breaches of the code of conduct rests with the headteacher. The headteacher will consult the chair of governors before banning a parent from the school site

## Use of Social Media

Social media websites are being used increasingly to fuel campaigns and complaints against schools or to share inappropriate information, e.g. naming children involved in incidences, sharing confidential information regarding an aspect of school life, making allegations or accusations or sharing false news. Social media should not be used as a medium to air any concerns or grievances. Buckingham Park School considers the use of social media websites or Apps in this way as unacceptable and not in the best interests of the children or the whole school community. Any concerns you may have must be made through the appropriate channels by speaking to the Class Teacher, Phase Leader, Leadership Team or the Headteacher, so they can be dealt with fairly, appropriately and effectively for all concerned.

In the event that any pupil or parent/carer of a child/ren being educated at Buckingham Park School is found to be posting libellous or defamatory comments on Facebook or other social network sites or apps, they will be reported to the appropriate 'report abuse' section of the network site. All social network sites have clear rules about the content which can be posted on the site and they provide robust mechanisms to report contact or activity which breaches this. The school will also expect that any parent/carer or pupil removes such comments immediately. In serious cases the school will also consider its legal options or assistance of the police to deal with any such misuse of social networking and other sites.