



Buckingham Park

Church of England Primary School

Excellence, through God who strengthens us

Welcome to Year 4

A handbook for parents

2016 - 2017

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 the school. 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. 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,



Headteacher

Our School Vision and Mission

'Excellence, through God who strengthens us'. We want to be a school that pursues excellence in everything that we do. We want to fix our minds and our energy on everything which is true, noble, 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 be outstanding and remain outstanding.

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 for.

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.

The school expects every member of the school community to behave in a considerate way towards others.



This special behaviour code is displayed throughout the school and we spend time talking to the children about each aspect. They are also reflected on through our curriculum and through our acts of collective worship.

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.

Important Adults in Year 4

Miss Watson	Class teacher (Lower KS2 Phase Leader)
Mrs Walker	Class teacher
Mrs Campbell	Deputy Headteacher
Mrs Johnson	Teaching Assistant
Mrs Chuard	Teaching Assistant
Mrs Goddard	Teaching Assistant

Times

We register the children at 08.40am each morning. Any child arriving after this time will be marked late. Children can come into the playground, with his or her parent, from 08.30am, and into the class, with their teacher, shortly after. At the end of the school day, 3.15pm, children are brought onto the playground by their class teacher.

School Meals, Milk and Fruit Snacks

Our school dinners, cooked by Chef Fraser at the Blueprint Hub Kitchen, are a delicious and healthy option for all children (and staff!)

We would encourage all our children to try our hot meals – why not try the meals for a month and enjoy the full range of the menu? Meals should be paid for using ParentPay. If you think your child may be eligible for a free school meal, please let us know.

At playtime, children are allowed 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').

Your child should bring a clear water bottle, with a non-spill cap, which they can use throughout the day.

Equipment

Each day your child will need to bring:

- A named water bottle (clear plastic with a non-spill lid)
- A book bag (we will provide your child with a reading book and reading diary)
- A PE Kit (see next page)

Helping in class

We are always delighted to have an extra pair of hands! If you would like to help on a regular basis in class, please do speak to a member of staff.

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 (strictly 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
- Navy blue track suit (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, scrunchy or alic band in school colours (jade green or navy blue). Hair should be worn in a style appropriate for the varied activities of the school day and coloured hair should be avoided.

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 9.30 am on the day of the absence and send in written confirmation of the reason for the absence on your child's return. If you arrive late, please escort your child to the main entrance where he or she will be signed in.

The School does not support holiday and extended leave during term time as this disrupts children's education and has an adverse affect 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 informed of any circumstances that might assist us. For example: a change in family circumstance, illness or bereavement. Staff are always available at the end of the school day to discuss any concerns you may have – if they are busy with the class, you can pop into the office and make an appointment.

Parent-teacher interviews 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 interview is available if you wish.

In general, the school will keep you well informed through our newsletters, briefing papers, 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 walking, cycling or scootering route to school. This reduces congestion around the school and improves safety for all.

If you need to drive to school, please consider finding a safe place to park and then complete your journey to school on foot.

Parent Teacher Association (PTA)

We have an association of parents, governors, staff and friends of the school which is a charity that exists to support the school's work. The Association, led by a committee, organises community events, raises additional funds for the school, and provides support in very practical ways.

The Use of Photographs

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

- To record and assess progress
- To celebrate achievement
- For publication in school documents and local press
- For publication 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

We want to make good use of ICT in school across the full range of the curriculum. Increasingly we make use of the internet. We use an internet service provider which specializes in provision for schools and local authorities. This provides a very effective barrier from children accessing inappropriate materials, unregulated chat, un-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.

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.

If you wish to discuss the matter with the headteacher, then please contact the school office to make an appointment to see him. As long as the headteacher is in school, he tries to see people on the same day he is contacted.

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.

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 would 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 remain very important and 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, Computing, Design & Technology, Foreign Languages (Year 3 upwards), Geography, History, Music, and Physical Education. For these foundation subjects, the details in the curriculum are significantly briefer: we have much more flexibility regarding what we cover in these subjects.

Much of the publicity about the changes to the curriculum has focussed on 'higher expectations' in various subjects, and it is certainly the case that in some areas the content of the new primary curriculum is significantly more demanding than in the past. For example, in mathematics there is now much greater focus on the skills of arithmetic and also on working with fractions. In science, a new unit of work on evolution is introduced for Year 6; work which would have previously been studied in secondary school. In English lessons there will now be more attention paid to the study of grammar and spelling.

Tests your child will take

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. However, at certain stages of schooling there are also national tests which must be taken by all children in state schools. Often informally known as 'SATs', the National Curriculum Tests are compulsory for children at the end of Year 2 and Year 6. Children in these year groups will undertake tests in Reading, Mathematics, and Grammar, Punctuation & Spelling. The test results will be reported to schools and parents at the end of the year.

High Achievers

If your child is achieving well, we'll look at the following year group's expectations but we'll also 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.

Mathematics in Year 4

By the end of Year 4, children will be expected to know all of their times tables up to 12×12 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.

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 9×7 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

Graphs and Data

- 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.

Science in Year 4

During Year 4, children begin to use more scientific vocabulary to describe objects and processes, such as describing solids, liquids and gases, or erosion.

Vocabulary is a key part of any area of study, and particularly in science. Learning new words – and their spellings – can often be fun when they relate to experiments and science investigations.

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

Living Things and their Habitats

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

A common example of classification is the grouping of vertebrates into fish, amphibians, reptiles, mammals and birds.

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

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 (The water cycle is the process of water being evaporated from the Earth's surface, and then condensing to form clouds and rain before falling back to Earth)

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

Parent Tip

Children may make simple musical instruments in school to explore sound. You could also make some at home using elastic bands stretched over an open box, seeds or grains in a sealed box, or even a simple drum from a saucepan!

English in Years 4

In lower Key Stage 2, your child will build on their work from the infants 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

English in Years 4 (continued)

Writing skills (cont.)

- 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:

A 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 apposed 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.

The Foundation Subjects in Year 4

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 eight of 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

We have chosen an approach to Art which is based on exploring a range of techniques. In Year 4, children will study the following units of work: Drawing, Painting, Printing, Sculpture, Collage and Textiles, and Digital Media.

Children will explore a range of different techniques and 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. The full detail of skills progression can be viewed in our art policy.

Computing

There are three main strands of the new Computing curriculum: information technology, digital literacy and computer science.

In Year 4 children will undertake the following units of work:

Unit Name	Brief Summary	Aspect of Computing Curriculum
We are software developers	Developing a simple educational game	Programming
We are toy designers	Prototyping an interactive toy	Computational thinking
We are musicians	Producing digital music	Creativity
We are HTML editors	Editing and writing HTML	Computer networks
We are co-authors	Producing a wiki	Communication/Collaboration
We are meteorologists	Presenting the weather	Productivity

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 cooking, including children finding out about a healthy diet and preparing simple meals. It also includes the more traditional design elements in which children will design, make and evaluate products while learning to use a range of tools and techniques for construction. There is also some cross-over with Science here as children incorporate levers, pulleys or electrical circuits into their designs for finished products.

The year 4 units are:

Unit 1	Mechanical Systems (Levers and linkages)
Unit 2	Electrical Systems (Simple circuits and switches)
Unit 3	Food Healthy and varied diet <i>(including cooking and nutrition requirements for KS2)</i>

Geography and History

In Geography and history, children will follow these units of work:

History: The Romans	Children will study all aspects of Roman life, but in particular the impact on Britain
Geography: Italy	Children will learn about physical and human geography of Italy (link with volcanoes and earthquakes, industry eg food)
History: The Anglo Saxons	Children will study aspects of Anglo Saxon settlement of Britain

Music

Over the course of primary school, children will listen to and perform a range of music. In the first years of schooling this will often include singing songs and rhymes, and playing untuned instruments such as tambourines or rainmaker sticks.

We use a fabulous on-line resource to support our music teaching which includes a range of musical genres from Abba to Benjamin Britten!

In year 4, children follow the following units:

Autumn 1	Mamma Mia	ABBA	Music and styles of the 70s and 80s, analysing performance, Sweden as a country.
Autumn 2	Five Gold Rings	General Christmas	
Spring 1	Glockenspiel Stage 3	Learning basic instrumental skills by playing tunes in varying styles	Introduction to the language of music, theory and composition.
Spring 2	Benjamin Britten - Cuckoo!	Benjamin Britten (Western Classical music), Folk, Big Band Jazz	The historical context of Jazz and Folk music.
Summer 1	Lean On Me	Gospel	Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance.
Summer 2	Reflect, Rewind and Replay	Western Classical music and recap on previous units	Listening to some Western Classical music and place the music from the units we have worked through in their correct time and space. Consolidating the foundations of the language of music.

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.

Generally, children will have two PE lessons each week.

In Year 4, children undertake four gymnastics units, four games units, two dance units, and two athletics units. Detailed unit plans are available to parents on request.

Religious Education

We follow the locally agreed syllabus for RE. Children in Years 3 and 4 learn about, and from, religions. We focus on Christianity and Islam in these year groups.

In Year 4, we follow the following units of work:

Autumn 1	Do Murtis help Hindus understand God?	Symbolism, Places of Worship & Worship What beliefs about God are expressed in different symbols and why are symbols used? How are symbolic pictures, images and language used to convey deep feelings, ideas and beliefs? How do symbols help us make sense of our experience and feelings?
Autumn 2	Should Christians worship Mary?	Founders & Prophets, Traditions & Worship How do worship and rituals express different beliefs about God and the world? How do we express deep feelings, beliefs and attitudes that help us make sense of life? How do the lives, teachings and example of the key religious figures in the different religions influence the lives of individuals and communities?
Spring 1	Is a holy journey necessary for believers?	Pilgrimage, Community, Founders & Prophets How can experience influence what we believe? How can going on pilgrimage affect believers' belief in God? What beliefs do different pilgrimages show about what it means to be human? How can going on pilgrimage affect the lives of individuals and communities?
Spring 2	Should believers give things up?	Festivals, Traditions, Founders & Prophets What qualities and behaviours do different festivals encourage in the participants? What beliefs about how we should behave are expressed through different festivals? How do celebrations and festivals help express meaning and purpose in our lives? How can religion and belief help provide something to live for?
Summer 1	Did Jesus really do miracles?	Founders & Prophets, Sacred Texts & Community What do the lives, teachings and example of the key religious figures in the different religions show about faith in God? How do the lives, teachings and example of the key religious figures in the different religions influence the lives of individuals and communities?
Summer 2	Does prayer change things?	Worship, Traditions & Community What do different religions, beliefs and groups within religions believe about how we should live our lives? How can religion and belief help provide something to live for? Who and what influence my views and opinions?

Personal, Social, Health and Citizenship Education (PSHCE)

Our approach to PSHCE is that it is integrated into our everyday teaching. This will sometimes be a special lesson, or it could be a circle time, a discussion or a visit. We cover two broad areas in our PSHCE teaching: 'Personal Understanding and Health', and 'Mutual Understanding in Local and Wider Community'. We also cover Sex and Relationships Education through our PSHCE.

In Year 4 we follow these units:

Unit 1: The Real Me Unit 2: Difficult Feelings Unit 3: Growing Means Changing	Unit 4: Friendships Unit 5: Money Matters	Unit 6: I am... You are... We can... Unit 7: Who Influences Me?
Buckingham Park Basics ('Our School', behaviour policy, our links with St James and the community) E-Safety, Sex and Relationships Education		

Languages

For the first time, foreign languages is compulsory in schools for children in Key Stage 2 (Years 3 to 6). Schools can choose any language to study – we have chosen French. Over the course of their four years in Key Stage 2, children will be expected to make good progress, 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.

Children will work through 11 modules in Year 4:

Module 1 - Siblings and Numbers to 69

Module 2 - Birthdays

Module 3 - Clothes

Module 4 - Mr Wolf's Week

Module 5 - Christmas

Module 6 – Pets and Family

Module 7 - Monsters

Module 8 - Ice Creams

Module 9 - Adjectives

Module 10 - Music

Module 11 – Little Red Riding Hood

The Foundation Subjects in Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Computing	E-Safety (Continuous Unit – See Separate Policy / Plan)					
	4.1 We are software developers	4.2 We are toy makers	4.3 We are musicians	4.4 We are HTML editors	4.5 We are co-authors	4.6 We are meteorologists
Science	Animals		Electricity States of Matter		Living things and their habitats	
Geography & History	H: Roman impact on Britain		G: Physical and human geography of a region in Italy (link with volcanoes and earthquakes, industry eg food)		H: Anglo Saxon settlement of Britain	
Physical Education	Gymnastics 1 Gymnastics 2 Games 1 Games 2		Gymnastics 3 Dance 1 Games 3 Athletic Activity 1		Gymnastics 4 Dance 2 Games 4 Athletic Activity 2	
Music	Let Your Spirit Fly	Mamma Mia	Glockenspiel Stage 3	Easter Performance	Benjamin Britten - Cuckoo	Reflect, Rewind and Replay
Art	Drawing	Painting	Printing	Sculpture	Collage and Textiles	Digital Media
Design Technology	Mechanical Systems Levers and linkages		Electrical Systems Simple circuits and switches (including programming and control)		Food Healthy and varied diet (including cooking and nutrition requirements for KS2)	
Religious Education	Do Murtis help Hindus understand God?	Should Christians worship Mary?	Is a holy journey necessary for believers?	Should believers give things up?	Did Jesus really do miracles?	Does prayer change things?

French	<p>Module 1 - Siblings and Numbers to 69 Module 2 - Birthdays Module 3 - Clothes Module 4 - Mr Wolf's Week Module 5 - Christmas Module 6 – Pets and Family</p>	<p>Module 7 - Monsters Module 8 - Ice Creams Module 9 - Adjectives Module 10 - Music Module 11 – Little Red Riding Hood</p>
PSHCE	<p>Unit 1: The Real Me Unit 2: Difficult Feelings Unit 3: Growing Means Changing</p> <p>Unit 4: Friendships Unit 5: Money Matters Unit 6: I am... You are... We can... Unit 7: Who Influences Me?</p>	
	<p>Additional Units: Buckingham Park Basics ('Our School', behaviour policy, our links with St James and the community) E-Safety Sex and Relationships Education</p>	

Home Learning

We set home learning activities because these activities can:

- Support the ‘little and often’ approach that is so key in learning
- Provide opportunities for independent study that extends, enriches or consolidates the work done in the classroom.
- Link learning at school and in the home

We also recognise that children learn in so many other ways – by baking, by playing games, by using the computer, by attending dance, brownies, football or church, by visiting new places, libraries and museums. We want to encourage these types of home learning and we have, therefore, set a level of homework and a time schedule that allows space for these.

Core home learning

At the heart of our home learning approach is the desire to ensure that each child attains the very best in the basic skills of English and mathematics. Home learning supports the learning in class. This is an extremely important part of home learning and some should be undertaken each night. Core activity includes:

- Reading – either aloud with a partner or silently to oneself (both if possible)
- Learning and practising multiplication tables (for ‘Cracking Times Tables’ and number bonds)
- Word level work – learning letter sounds in Reception through to learning the spelling of high frequency words in Key Stages 1 and 2.

Keeping a record

Each child in the school will be given a reading record in which parents should record the daily reading that your child is undertaking. As children get older, they will take more responsibility for completing the record. In Year 4, however, we would still expect to see a regular parental comment in the book, please.

What about spelling?

We believe that spelling is best taught alongside reading and writing activities. When Reception children learn to blend their first few sounds, they are already learning spellings. From this point forward, we will continue to teach spelling alongside reading and writing activities in class.

We will ask parents to help us to support learning in class by sending home sets of high frequency words (those most often used). Once children have mastered these, they will move onto learning the spelling of words with a particular sound or spelling pattern. These will be sent home in the form of a list for learning at home.

'Take Away Learning' at Key Stage 2

Children in Years 3 to 6 will have additional home learning tasks which will support their learning in school.

There is great benefit to be had from learning at home:

- Helps your child to take responsibility for his or her learning
- Enables parents to support their child's learning
- Prepares your child for secondary school

Our approach to home learning is called 'Takeaway Learning'. At the start of a new topic of work and/or term, your child's teacher group will create a list of home learning tasks. The actual number of tasks will vary and will be determined primarily by the length of time the topic/term will run for and by the age of the children, but we would hope that approximately 15 tasks would be available.

The tasks will be differentiated: some will be fairly straightforward to understand and complete and others will be more difficult and require greater consideration or involve more higher-order thinking skills. The tasks will be presented as a 'Takeaway Menu'.

Over the course of the following weeks, whilst the topic is being covered, the children will be entirely free to pick and choose which homework tasks they attempt – with your support.

Depending on the tasks and the age of the children, a suggested expectation of accomplishment will be indicated on the menu. For example, a menu might state that at least two 'medium difficulty' tasks are to be attempted. Another might say that each child should attempt at least one 'difficult challenge task'.

The home learning tasks will be presented as a 'menu' and, where possible, will be linked to the theme of the topic work. The homework menus will be clearly displayed in every class and on the school website.

Each child will be expected to place any completed tasks into the 'Takeaway Learning' tray in his or her classroom.

During the term, your child's teacher will review any learning tasks which have been completed and an overall comment will be made – either in writing or verbally to your child. This will include some recognition of what the child has been particularly successful with, but might also contain suggestions for further actions or make reference to specific pieces giving ideas for further consideration.

At the end of the topic work or term, each class will hold a sharing session where the children can display their completed take-away homework tasks. This will give children in the class the opportunity to look at the work of their peers and have their own work and effort recognised.

Summary – What to expect in Year 4

- Regular reading
- Cracking Times Tables
- Spelling of High Frequency words and spelling patterns
- Takeaway Learning Menu