



Welcome to our Y4 Curriculum Induction Evening

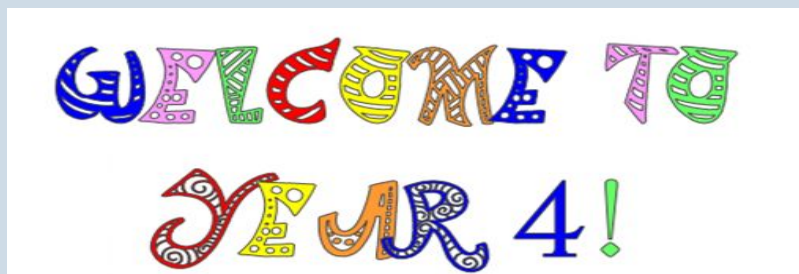


Housekeeping

- All participants should have been muted on entry.
- Please add questions in the comments - these will be collated and a 'frequently asked questions' along with a copy of this presentation shared after the session.



unicef 
for every child



Miss Silva
Y4 Lead
4S

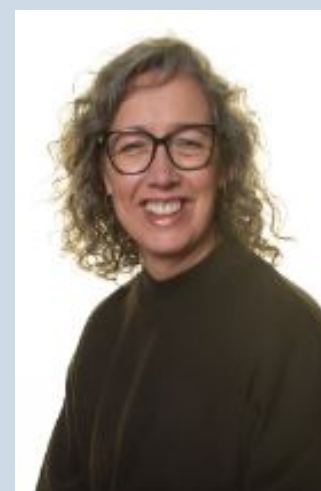
Mr Gordon
4G

Mrs Jeacock
4TJ

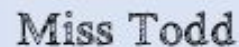
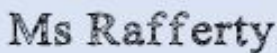
Miss Toolan-Kerr
4TJ

Miss Humphries
4H

Miss Judd
4J



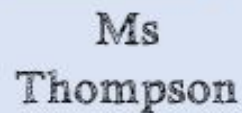
Click [here](#) for the Year 4 class page



Y4 Support Team



Miss Hopkins





Moving from First School to Junior School...





Beaver Road's School and Family Agreement

Our School and Family Agreement is a statement explaining the School's Aims, Values, Policies and Procedures, its responsibilities towards its pupils, the responsibilities of the pupil's parents and carers, and what's expected of pupils.

By accepting the offer of your place at Beaver Road Primary School, we expect you to agree to our School and Family agreement and the expectations set out below. However, any parents who would like to discuss the contents of our School and Family Agreement further should speak with their child's class teacher in the first instance.

As a school we will:

1. Ensure the United Nations Convention on the Rights of the Child (UNCRC) are taught, understood and lived. Here is a link to the UNCRC [UN Convention on Rights of a Child](#)
2. Promote the School's Vision and Values and adhere to all the school's policies and procedures. Here is a link to the school's policies and procedures on our website [Policies and Procedures](#)
3. Provide a safe and secure learning environment including implementing a whole-school approach to online safety by fostering a responsible and informed attitude in all pupils.
4. Provide an inclusive curriculum of the highest quality, which is responsive to and representative of every pupil and challenges them to achieve their full potential.
5. Have a clear and consistent approach to behaviour management and relationships with pupils, as set out in the school's Behaviour for Learning Policy.

As a Parent/ Carer I will:

1. Support my child to understand and realise the United Nations Convention on the Rights of the Child (UNCRC) Here is a link to the UNCRC [UN Convention on Rights of a Child](#)
2. Positively support the School's Vision and Values and adhere to all the school's policies and procedures. Here is a link to the school's policies and procedures on our website [Policies and Procedures](#)
3. Support the school by encouraging my child to respect the school learning environment and by teaching safe and secure internet use at home.
4. Support my child with their home learning, including reading regularly with my child for at least three times a week.
5. To work in collaboration with the school and actively engage with the school to deliver the behaviour for learning policy.
6. Ensure my child attends school on time every day unless their absence is authorised and notify the school in the event of any absence.



Beaver Road's School and Family Agreement

As a pupil I will:

1. Understand the importance of the United Nations Convention on the Rights of the Child (UNCRC) and treat everyone in school with respect, dignity and kindness.
2. Act in accordance with the school's Vision and Values at all times.
3. Respect the school learning environment and use the internet safely.
4. Try my best in every lesson and with my home learning including reading regularly at home at least three times a week.
5. Behave in line with the school's Behaviour for Learning policy at all times to maintain the safety of myself and others.
6. I will do my best to come to school every day on time unless I am unwell or agreed otherwise with school.

A typical day in Year 4




8:25– 8:40 Drop off - TA available to pass on messages
8:40 – 8:50 Registration and Morning P4C challenge
8:50 – 10:00 Maths
10:00 – 10:15 Break
10:15 – 10:30 Deliberate Practice - spellings/handwriting
10:30 – 11:30 English
11:30 – 12:30 Lunch
12:30 – 12:45 Reading for pleasure/Lexia
12:45 – 1:15 Whole class Reading
1:15 – 2:45 Topic (broad and balanced curriculum subjects)
2:45 – 2:55 Class story and tidy up time
3:00 – 3:10 Pick up



Article 31: Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

Please order school lunches at home to save time in school.

10 minutes a day = 50 minutes a week =
Over 3 hours a month of time not teaching!



Order Meals

Food

Account

Order Meals

Log Out

Full menu

Orders list

Update allergens

Show Fat

Next Week

Thursday, 21 Sep

Order placed

☐ S/S Fresh From The Deli Week 3 Thursday

☒ S/S Chef Specials Thursday (Week 3)

☐ Jacket potato with a choice of fillings

Friday, 22 Sep

No order

☐ S/S Fresh From The Deli Week 2 Tuesday

☐ Harvest Menu 23

☐ Jacket potato with a choice of fillings

☐ Harvest Allergen Specials



Junior portions 4

-1

+1

+5

+10

Ingredients

Metric

Imperial

Linked Recipes (fillings etc)

BR Beef Lasagne Verdi

View Recipe

Vegetable Lasagne Verdi

View Recipe

BR Gluten Free Beef Lasagne

View Recipe

BR Gluten Free Vegetable Lasagne

View Recipe

BR Dairy Free Beef Lasagne

View Recipe

BR Dairy Free Vegetable Lasagne

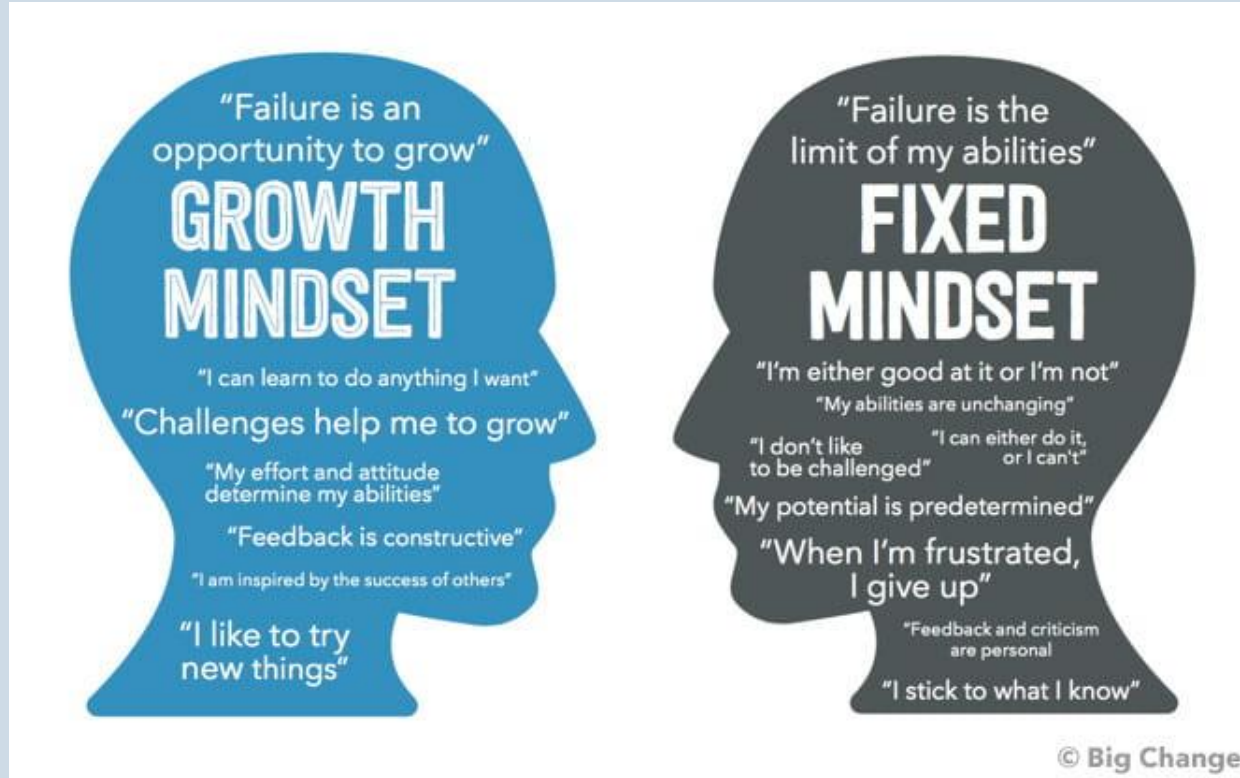
View Recipe

Allergens

There are no allergens in ingredients for this recipe according to information provided by the suppliers.

This information was correct to the best of our knowledge at the time of publishing. It may be subject to change, and should only be used as a guide.

Ready to learn...



Big push on being ready to learn.

Having a 'can do' growth mindset.

The right behaviour for learning

Class Charters - display what pupil will do, what duty bearers will do.



Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Everyone can
learn maths to
the highest level

Maths

MATHS
NO PROBLEM! 

 **MathsHUBS**
White Rose

Working with
National Centre
for Excellence in the
Teaching of Mathematics 

In Maths lessons, we use practical resources to support children's understanding of Mathematical concepts. We also use strategies from the Maths No Problem scheme in accordance with National Curriculum requirements. Please support children with basic number skills at home by regularly practising counting, doubling, number-bonds, multiplication and division facts and telling the time.

Our key principles:

- All children can learn to do Maths.
- Fluency, Reasoning and problem solving are embedded within each of our units across all year groups.
- Children are supported in their understanding through the use of the concrete, pictorial and abstract approach.

Mistakes grow
your brain

Examples of maths journaling

27.09.22

Evaluative Journal

Explore

These are the heights of some of the mountains in the world.

Mountain	Height (m)
Mount Everest	8848 m
Denali	6190 m
K12	7428 m
Aoraki	3724 m
Mount Saskatchewan	3342 m
Mount Logan	5959 m
Mount Kitchener	3500 m
Jongsong Peak	7462 m
Mount Minto	4165 m

Mount Logan is about 5000 m high.

Is Holly correct? no

because...

T	H	T	O
5	9	5	9
0	0	0	1
6	0	0	0

$5959 + 1 = 6000$. She said "It's about 5000?"

Number line

1000 2000 3000 4000 5000 6000 7000 8000

4165 is 5165 when rounded to the nearest 1000 wrong

23.9.22

Creative Journal

How can I compare and order 4 digit numbers?

The distance between Auckland to Sydney is less than the distance between Vancouver to San Diego.

Sydney: 2152

San Diego: 2250

The distance between London to New York is greater than the distance between Auckland to Sydney.

London: 5710

Auckland to Sydney: 2150 km

Vancouver to San Diego: 2250 km

London: 5710

Sydney: 2152

San Diego: 2250

✓ Lovely journaling, well done.

Maths

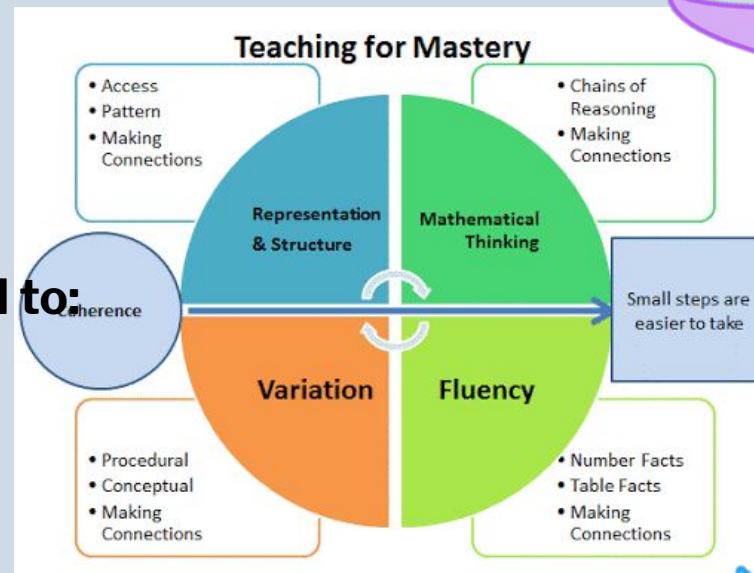
Children are encouraged to enjoy Mathematics and become enthusiastic and curious Mathematicians by developing their skills, knowledge and understanding through practical experiences which have relevance and purpose in everyday situations.

Structure of a lesson:

- In Focus
- Let's Learn
- Guided Practice
- Independent Work

During lessons, children will be expected to:

- Explain their methods
- Use precise and correct vocabulary
- Prove their answers
- Recall key number facts
- See the Maths in different contexts



You could check by...

If... then...

I noticed that...

It must be... because...

<https://www.beaverroad.org.uk/page/maths/58464>

Maths Overview and MTC



AUTUMN TERM	SPRING TERM	SUMMER TERM
Number and Place Value: Numbers to 10 000 LESSON BREAKDOWN	Calculations: Further Multiplication and Division LESSON BREAKDOWN	Measurement: Money LESSON BREAKDOWN
Calculations: Addition and Subtraction within 10 000 LESSON BREAKDOWN	Statistics: Graphs LESSON BREAKDOWN	Measurement: Mass, Volume and Length LESSON BREAKDOWN
	Fractions, Decimals and Percentages: Fractions LESSON BREAKDOWN	Measurement: Area of Figures LESSON BREAKDOWN
Calculations: Multiplication and Division LESSON BREAKDOWN	Measurement: Time LESSON BREAKDOWN	Geometry – Properties of Shapes: Geometry LESSON BREAKDOWN
	Mid-year (A) Tests and Remediation	Geometry – Position and Direction: Position and Movement LESSON BREAKDOWN
Calculations: Further Multiplication and Division LESSON BREAKDOWN	Fractions, Decimals and Percentages: Decimals LESSON BREAKDOWN	Number and Place Value: Roman Numerals LESSON BREAKDOWN
		End-of-year (B) Tests and Remediation

Multiplication Tables Check:

Children in Year 4 will be sitting the National Multiplication Tables Check in June and preparation for this will begin in class in September. More information regarding the check will be sent out nearer the time and parents will be invited to an information evening. It is paramount that children regularly practise their tables at home. Children will be required to know their tables up to 12x12.

Times Tables

Timestables.co.uk

Click [here](https://www.timestables.co.uk) for timestables.co.uk



Step 1b: In sequence

Fill in your answers. Once you have them all right! If you got all the answers

$1 \times 5 =$	<input type="text"/>
$2 \times 5 =$	<input type="text"/>
$3 \times 5 =$	<input type="text"/>
$4 \times 5 =$	<input type="text"/>
$5 \times 5 =$	<input type="text"/>
$6 \times 5 =$	<input type="text"/>



Step 3: Shuffled

Practice the 5 times table sh

$9 \times 5 =$	<input type="text"/>
$7 \times 5 =$	<input type="text"/>
$12 \times 5 =$	<input type="text"/>
$10 \times 5 =$	<input type="text"/>
$11 \times 5 =$	<input type="text"/>
$1 \times 5 =$	<input type="text"/>

Join game

Nickname:

Guest

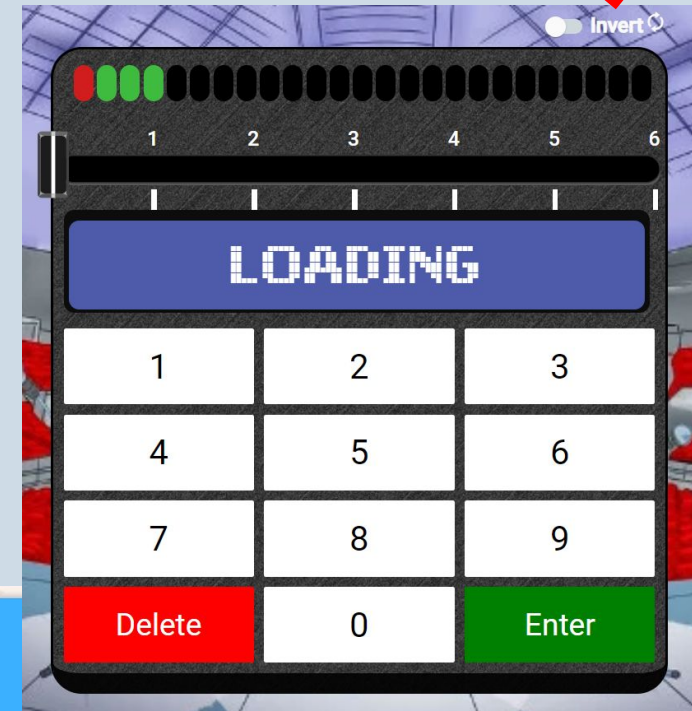
Choose avatar:



All times tables	0	51s	Join
2 times tables	0	51s	Join
3 times tables	0	51s	Join
4 times tables	0	51s	Join



Practice using the Soundcheck on TTRS.
Check that children **don't** invert the keypad.



English

We aim for our pupils to:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



GOLD
RIGHTS RESPECTING

Article 13: Every child must be free to express their thoughts and opinions and to access all kinds of information.

English - Writing



Talk for Writing™

Writing units are introduced to children with an exciting and engaging Hook in which children gauge an understanding of the Intent of the Writing, the Audience and Purpose and the Outcome. A Model Text or a **WAGOLL** (What A Good One Looks Like) is also shared so that all children understand what they are aiming for. Writing Units are taught in the following phases:

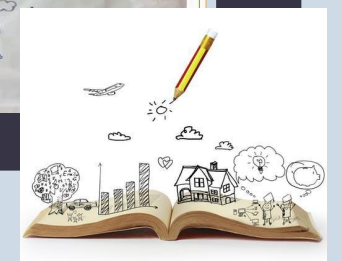
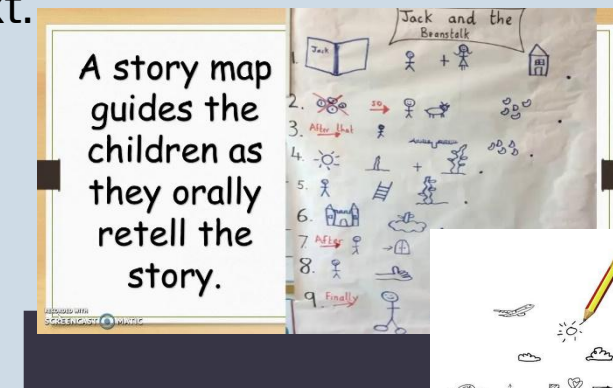
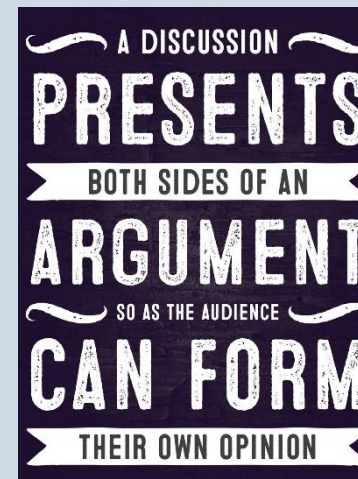
Reading Phase (Imitation): Key features of the Writing genre are identified i.e. children are given a framework, the language pattern becomes internalised.

Toolkit Phase (Innovation): Spelling, Grammar and Terminology i.e. adapting the framework internalised to create something new.

Writing Phase (Independent): Planning, writing, redrafting, editing and publishing i.e. creating something new following the structure of the model text.

Genre Coverage:

Warning Tale	Discussion Text
Instructions	Fantasy
Finding Tale	Recount / Information
Explanation Text	Journey Story
Losing Tale	Recount
	Wishing Tale

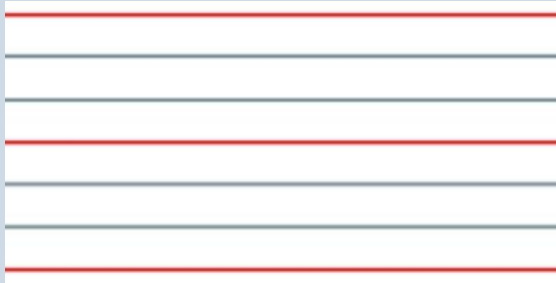


English - Deliberate Practice Review and Respond

A highly responsive activity, the explicit goal of which is to improve performance.


Key focus on:

- **targetted feedback**
- **spelling**
- **punctuation**
- **handwriting**




WEEK 1

TEACHER REVIEW GROUP
Review: Last week's cold task.

GRAMMAR

Add the punctuation to this paragraph.

SPELLING

- accident
- accidentally
- actual
- actually
- address

HANDWRITING


English - Reading

Our aim is to make sure the children's understanding of the text is keeping up with their ability to read fluently. In fiction, we develop their ability to infer, deduce and to speculate on the reasons for authors' character, setting and plot choices. We use new texts as an opportunity to grow a rich spoken vocabulary. We use non-fiction texts to deepen the children's understanding of topic work across the curriculum. Teachers seek to ensure children appreciate that reading helps them to understand the world around them. Again, we aim to use reading as a tool to increase the children's vocabulary across every subject area.

- ❖ Reading for pleasure
- ❖ Reading books
- ❖ Reading corners
- ❖ Whole class reading
- ❖ Reading at home every day

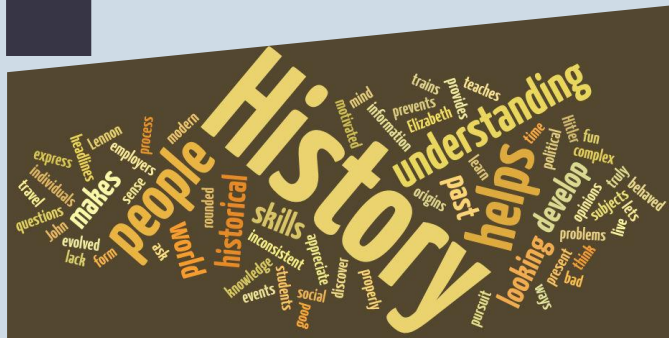


Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Year 4 Topics

- ☐ What did the Ancient Greeks bring to the world?
- ☐ What are the main features of the UK?
- ☐ What happens to the food we eat?
- ☐ What are the main differences between living in the UK and Spain?
- ☐ How did Britain change between the end of the Iron Age and the end of the Roman occupation?
- ☐ How can I make a functional electronic torch?



Ancient Greeks KS2 Knowledge Mat

Subject Specific Vocabulary	
philosophy	Philosophy is a way of thinking about the world, the universe, and society.
Athenians	It is the birth place of democracy and the heart of the Ancient Greek civilisation.
Spartans	The Spartans believed that strict discipline and a tough upbringing was the secret to making the best soldiers.
democracy	Political systems allowing citizens to make their own decisions for their personal lives.
Olympics	The ancient Olympic Games were originally a festival, or celebration of Zeus.
plague	The plague of Athens was an epidemic illness that devastated the city.
truce	A truce is when two fighting sides declare peace or a break in the war.
Zeus	The supreme god of the Olympians. Zeus was the father of Perseus and heroes.
loincloth	A single piece of cloth wrapped round the hips, typically worn by men in some hot countries as their only garment.
Apollo	Apollo was the god of music, truth and prophecy.
sacred truce	A special truce called whilst the Olympics were taking place.
temple	A building devoted to the worship of a god or gods.

Sticky Knowledge about Ancient Greece

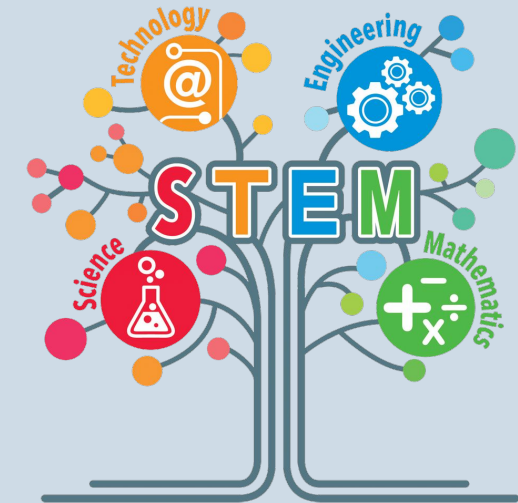
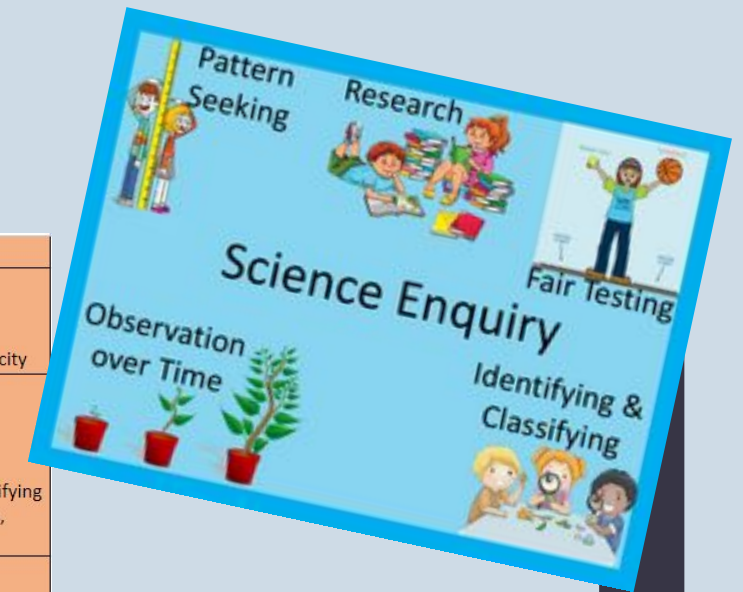
- ❑ The Ancient Greeks invented the theatre because they loved watching plays, and most cities had a theatre.
- ❑ Events at the Greek's Olympics included wrestling, boxing, long jump, javelin, discus and chariot racing.
- ❑ The Ancient Greeks held many festivals in honour of their gods.
- ❑ Most Ancient Greeks wore a chiton, which was a long T-shirt made from one large piece of cotton. The poor slaves, however, had to make do with a loincloth.

Where is Greece?

Exciting Books

Science

Animals, Including Humans	States of Matter	Sound	Electricity
describe the simple functions of the basic parts of the digestive system in humans	compare and group materials together, according to whether they are solids, liquids or gases	identify how sounds are made, associating some of them with something vibrating	identify common appliances that run on electricity
identify the different types of teeth in humans and their simple functions	observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	recognise that vibrations from sounds travel through a medium to the ear	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
construct and interpret a variety of food chains, identifying producers, predators and prey.	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	find patterns between the pitch of a sound and features of the object that produced it	identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
		find patterns between the volume of a sound and the strength of the vibrations that produced it	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
		recognise that sounds get fainter as the distance from the sound source increases.	



13 CLIMATE ACTION



14 LIFE BELOW WATER

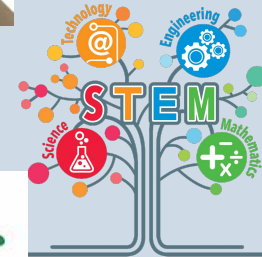


15 LIFE ON LAND



Following our Rights Respecting and Global Goals School ethos, we encourage all our children to explore and discover the world around them. We aim for all learners to have a deeper understanding of the world we live in and most importantly how they can truly make a difference to the future of our planet.

Broad and balanced curriculum



Our school website has a designated curriculum section where you can find out more information and access resources and ideas to help you support learning at home.

<https://www.beaverroad.org.uk/page/curriculum/54204>

Y4 residential 3rd-5th Feb



126 places allocated on a first come first served basis

Cost £230 (minimum 99 places to go ahead)

If your child is entitled to Free School Meals, you will automatically receive a discount of 50%.

PPA/Swimming

Every Wednesday afternoon all Year 4 children will have PE with Mr Robinson and Mr Spencer. They will also be taught Computing and Spanish with other members of the PPA team. Please ensure your child brings their PE kit ready each week.

Swimming Thursday
Autumn: 4S and 4G



Article 29:
Education must
develop every
child's personality
talents and
abilities to the full.

GOLD
RIGHTS RESPECTING

Support learning at home...

<https://www.beaverroad.org.uk/page/curriculum/54204>



Seesaw: the main platform for pupils to share their learning at home and at school. Reading at home to be logged here.



BBC Bitesize: free, online resource with links to a range of objectives across the curriculum



Reading plus: develops fluency and comprehension reading skills



Mangahigh: an online, game-based resource designed to develop learning in maths and coding.



EdShed: a game-based online app where children can access their weekly spellings lists.



Times Tables Rock Star: online app where children can develop quick recall of tables facts and compete against each other.



Support with learning tables with a simple 5-step plan.



Lexia: app for targeted children to develop literacy skills (not accessed by all).



Scratch: free online programming site where children can create your own interactive stories, games and animations.

Click on the image to follow a link to relevant site.



Article 28: Every child has the right to an education.