

Curriculum Evening

Year 4

Meet the team:

Miss Briggs
(Teacher and RE lead)

Miss T
(LSA)

Miss Thornton
(Teacher and PSHE,
Zones & MHM lead)

Our aim in Year 4 is ...

To give every child the best opportunity to learn in a way that is best suited to them and from their own individual starting point. Through a rich and carefully planned curriculum children will explore, build upon prior knowledge and learn to be independent, inquisitive and resilient learners. Hands on experiences will bring learning to life and spark in all children a desire to achieve and be the best that they can be. Underpinning all learning opportunities, will be important social skills. We will nurture and encourage all pupils to be kind, thoughtful and empathetic friends.

Our Curriculum



Maths

Place value, calculation, fractions*

English

Persuasive Letters

Non-chronological report based on York

Class novel

The Lion, The Witch & The Wardrobe

Science
Sound

History

Where did the Romans come from?
What was the legacy of the Romans in Britain?

Geography

Spatial Sense- maps skills etc

PSHE

My Happy Mind and Zones of Regulation

MFL - Spanish
Introductions

RE

Inspirational leaders

Music

Kapow

Computing

Coding

Art & DT

Textiles- pencil cases

PE

Running & Tag Rugby

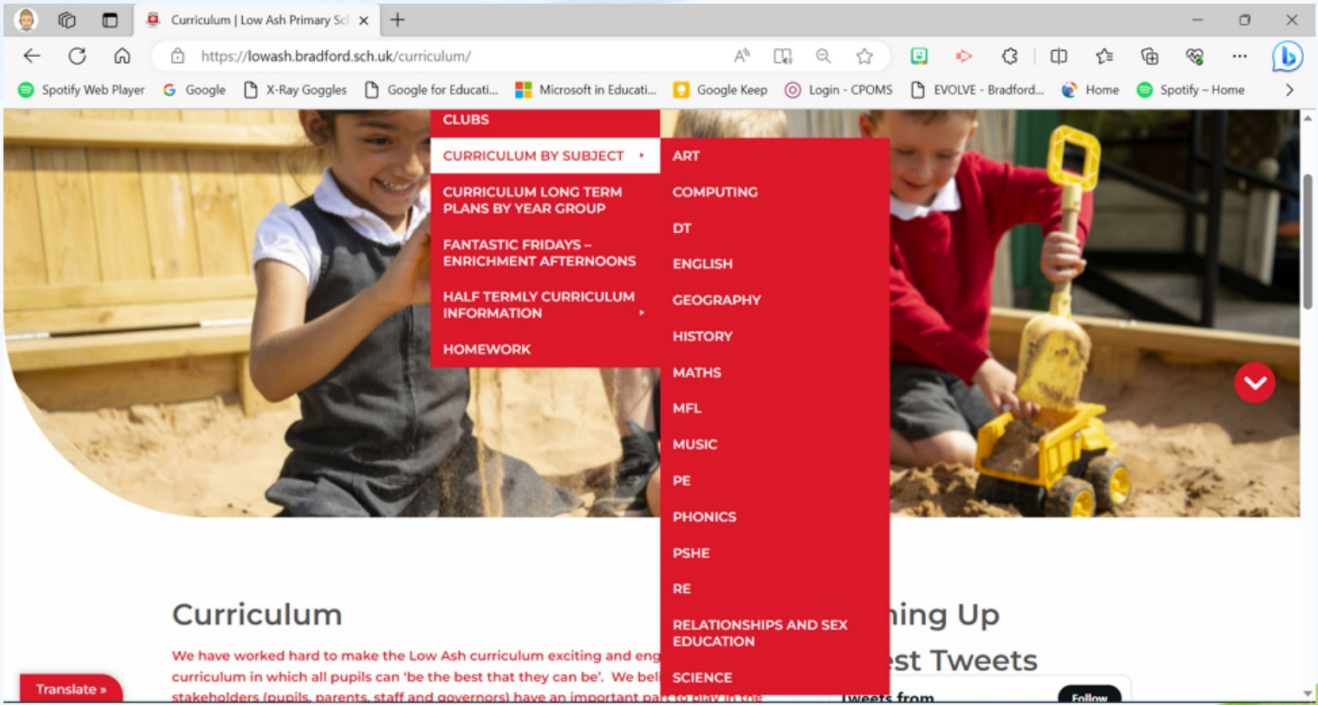
*initial coverage of shape and direction in first few days

ables:

Day / Time	8:45-9:00	9:00-9:45	9:40-10:30	10:30-10:45	10:45-11:00	11:00-11:40	11:40-12:15	12:15-1:00	1:20-2:10	2:10-3:00	3:00-3:25
Mon	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Spanish	Lunch	PPA 4T 1:00-1:50 - Helen / Sarah - Computing 1:50-2:50 - Karl - PE 2:50-3:00 - Class text		SLT led Assembly
Tue	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Music	Lunch	1:00-2:00 Class text History	2:00-3:00 Terrific Tuesday Enrichment Forest School - Beccie & Sadie Cooking First aid	KS2 Assembly Old hall
Wed	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Book Club	Lunch	Class text Science	PE	Singing Assembly Old hall
Thurs	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Sketchbook	Lunch	1:00-1:50 Class text Handwriting	1:50 - 2:40 Science	2.40-3.25 RE - including Year Group RE online assembly
Fri	Register & Morning work	9:00-9:30 Achievement assembly	9:30-10:30 English Spelling	Break	10:45 - 11:30 Maths		My Happy Mind / Zones	Lunch	Geography		Library / Marvellous me

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Mon	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Spanish	Lunch	PPA 4B 1:00-1:50 - Karl - Swimming 1:50 - 2:50 - Helen / Sarah - Computing 2:50-3:00 - Class text		SLT led Assembly
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Our Curriculum



The screenshot shows a web browser window with the URL <https://lowash.bradford.sch.uk/curriculum/>. The page features a red navigation menu with the following items:

- CLUBS
- CURRICULUM BY SUBJECT
- CURRICULUM LONG TERM PLANS BY YEAR GROUP
- FANTASTIC FRIDAYS – ENRICHMENT AFTERNOONS
- HALF TERMLY CURRICULUM INFORMATION
- HOMEWORK
- ART
- COMPUTING
- DT
- ENGLISH
- GEOGRAPHY
- HISTORY
- MATHS
- MFL
- MUSIC
- PE
- PHONICS
- PSHE
- RE
- RELATIONSHIPS AND SEX EDUCATION
- SCIENCE

The background image shows two children in a sandpit. The child on the left is a girl in a school uniform, and the child on the right is a boy in a red sweater, both playing with a yellow toy digger. Below the image, the text "Curriculum" is visible, followed by a paragraph: "We have worked hard to make the Low Ash curriculum exciting and engaging...". A "Translate" button is located in the bottom left corner.

PE:

Uniform



Class 4B

Class 4T

*Monday – Swimming
Tuesday*

*Monday
Wednesday*

- Pupils come to school in PE kit.
- School uniform
- Swimming to alternate

- Plain white T Shirt or with school logo
- Black or navy shorts OR black or navy tracksuit bottoms (plain blue or black may also be worn)
- Leotards may be worn for indoor PE if preferred
- Black, navy or red sweatshirt (plain or with school logo)
- Trainers
- All items should be plain. Football kits etc. are not acceptable.
- Long hair must be tied up for PE and no jewellery should be worn. If you wear earrings (only small studs allowed), please make sure your child can remember that they are not worn on PE days.



Uniform



- Grey trousers, skirt or dress
- White polo shirt
- Red cardigan or jumper, with the Low Ash logo

Homework in Year 4

Subject	Task	Day set/ due
Maths	Weekly Maths tasks linked to in-class learning	Friday
Spellings	Weekly spellings appropriate to attainment	Friday
Reading	3 x a week reading Reading book	Friday

(House tokens as reward)

Homework in Year 4

Homework Diary:

- Record reading
- Can also be used by teachers and parents to communicate
- Please sign each week




Expectations, behaviour and attitude:







- Year 4 Role Models - Termly
- Consistent approach, following the school behaviour policy
- Positive praise and rewards
- We aim to foster a 'can do' attitude, which in turn encourages children to be the best that they can possibly be
- We regularly celebrate success







Behaviour




- Independence, maturity and proactivity.
- Restorative Practice

Has someone been hurt? YES NO


How was the 'hurt' caused?   

What are the details of this?      

How do the people involved feel?      








What needs to happen to resolve this?   

At Low Ash when we have resolved our problems it is finished.

We know we can ask for help if we need to. 

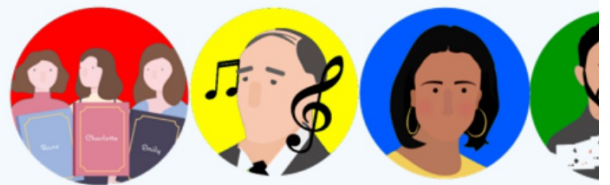
Behaviour

- Whole-school Behaviour Ladder
- Parent, governor, pupil and staff consultation.
- Consistency and fairness are key.

Behaviour Ladder - Pupil Guide (update 28.08.23)		
Pre-Stage 1: Reminder of Expectations		
1	 <p>Verbal Warning No call home</p>	<p>Low-level disruption Swearing on chair, calling out, answering back or disrupting the learning of others Lack of respect for school property</p>
2	 <p>5-minute reflection No call home *KS2 - low behaviour point</p>	<p>Continuing low-level disruption You have not responded to your verbal warning</p>
3	 <p>10-minute reflection We might need to call home</p>	<p>Inappropriate behaviour or language that was unintended Swearing (with no understanding of meaning), any form of discrimination</p> <p>Low-level physical contact Pushing to get somewhere Inappropriate physical contact e.g. hitting someone repeatedly</p> <p>Disrespect shown towards an adult e.g. answering back, not following an adult's instructions etc.</p> <p>Continuation of previous behaviours without improvement</p>
4	 <p>Move to another class for 10 minute reflection Or spend some time with Mr Kellert We will call home</p>	<p>Physical contact but you didn't mean to hurt the other person e.g. Pushing to the front and someone falls over</p> <p>Continuation of previous behaviours without improvement</p>
5	 <p>Visit to Phase Leader* Conversations with Parent/Carer NOTE: minimum sanction is missing of next lesson/hour We will call home</p>	<p>If it's your third consecutive 10-minute reflection</p> <p>Intentional inappropriate behaviour or use of language Swearing or inciting violence</p> <p>Physical violence that intentionally causes harm Pushing, kicking, fighting, push and/or pulling with deliberate force</p> <p>Lasting damage to school building, property or resources IT equipment, windows etc.</p>
6	 <p>Visit to Mr Harst We will call home</p>	<p>After two visits to the Phase Leader</p> <p>Extreme case of physical violence</p> <p>Any form of discrimination</p>
7	 <p>Visit to Headteacher We will call home</p>	<p>Further Stage 5 or 6 incidents even after visiting Mr Harst</p>

Behaviour

- Four Houses: Bronte, Delius, Rani & Dynamo
- House Points are awarded by any staff member for any good behaviour etc around school.





**Be kind and caring
towards others**



**Listen carefully and
follow instructions**

The
'Four Golden Rules'
encapsulate what we
expect to see from
pupils at Low Ash



**Be focused and
committed to learning**

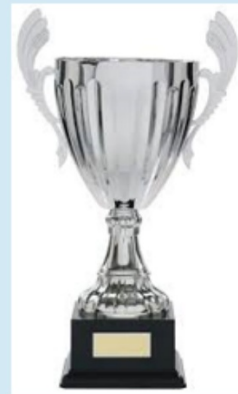


**Be respectful towards
other people and
equipment**

Role Models

- *One or two from each class every half term*
- *Responsibilities include:*
 - *Line leader*
 - *Playground line leader*
 - *Classroom upkeep*
 - *Cloakroom monitors*
 - *Greeting school visitors or guests*

Attendance



Please help by ensuring:

- Your child attends school every day
- Your child is aware of our attendance reward system and is proud of their attendance
- You inform school if your child is sick
- You do not book holidays during term time

Trips:

Ilkley - Week 6

For this trip we will be exploring natural and physical features of Ilkley as well as looking at maps through history. This links with our spatial sense topic in Geography.

York - Spring term - residential

Here we will be visiting the Jorvik Centre, The Dig (archaeological workshop), York Minster and surrounding areas. This trip links to our History topic of the Vikings.

York payment

Terrific Tuesday:

Each Tuesday the children will take part in an enrichment afternoon. This is replacing Fantastic Friday and will be consistent through school. The activities in Year 4 will cover Forest School, Cooking and First Aid.

Multiplication test:

Although timestables are a focus throughout school, children in Year 4 will complete a times table check which is a national requirement of all pupils. This will be taking place in the Summer Term. Times tables will be taught and practised in school throughout the year however, any additional practise at home will be beneficial. All children have access to TTRS where they can practise their times table knowledge.

Encouraging independence:

It is important that we are beginning to embed independence in our children. Each day your child will be expected to be equipped to learn by bringing their:

Homework diary

Spelling book

Reading book / phonics book

These should be taken home each day and brought back the next day. Pencil cases are provided and will be kept in school.

How can you help?

- Attendance and punctuality
- Encourage the use of the homework diary and sign it at the end of every week
- Read at least three times a week
- Encourage but also support and assist with independence and time management.
- Support the restorative practice process; encourage your child to bring issues to their class teacher or teaching assistant if during a lesson. Notify an adult on duty if at lunchtime or breaktime.

