

Curriculum Evening

Year 4

Meet the team:



Miss Burton
(Teacher and
Sustainability lead)



Miss Thornton
(Teacher and PSHE &
Zones of Regulation lead)

Mrs Beck
(LSA)

Miss Jones
(LSA)

Mrs Page
(LSA)

Mrs Kaur
(LSA)

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:
Setting description
of Narnia

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:
Earthquakes, Mountains and
Volcanoes
Shipley Showcase

PSHE:
You, Me and PSHE
RSE

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

What's new?

Spelling:

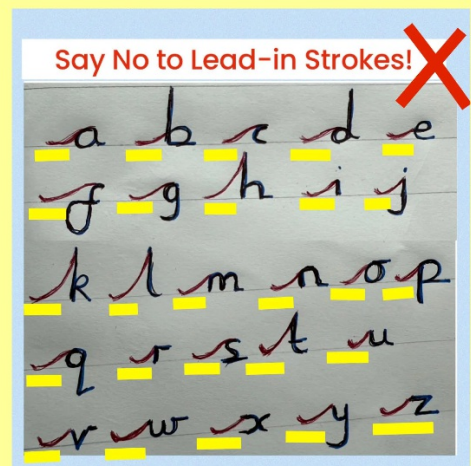
This year we are using a new spelling scheme from Read, Write, Inc (our current phonics scheme). Spelling will look different this year as the scheme strips spelling right to the start and builds on from there using a phonics approach. Children will get spellings sent home but this will begin once the new scheme is embedded.

Read Write Inc.
Phonics

Handwriting:

This year we are also using a new handwriting scheme. Handwriting will be explicitly taught twice per week and then handwriting expectations will be modelled for all subjects.

Letter-join 



Scrapshed:

Your children may have already told you about a 'scrapshed' session that they took part in last week.

ScrapShed

Real materials. Endless possibilities.

Create
Explore
Collaborate
Learn

What is ScrapShed?

ScrapShed is a school-based outdoor play space filled with recycled or reusable materials such as cardboard tubes, crates, tyres, pipes, reels and fabric.

Instead of having one fixed purpose, children decide what to build or create with them.



How it benefits children



Encourages creativity and imagination

Children invent their own games, structures and stories.



Builds teamwork and communication

Children work together and negotiate how to use the materials.



Develops problem-solving

They experiment with ideas and work out how to make things.



Supports sustainability

Materials that might otherwise become waste are reused.



Improves playtime and wellbeing

Schools report greater engagement, confidence and, in some cases, improved behaviour.



Can support classroom learning

Teachers can use the materials for practical, creative learning activities.



In short...

ScrapShed turns everyday recycled materials into opportunities for children to create, explore, collaborate and learn through play.



Good for children.
Good for the planet.

Positive Regard:

The **positive regard approach** to behaviour in schools means **treating pupils with respect and focusing on the positive things they do**, rather than only pointing out bad behaviour.

In simple terms:

- **Notice good behaviour** – praise students when they behave well.
- **Build positive relationships** – show students that you care about them.
- **Stay calm and respectful** – avoid shouting or embarrassing students.
- **Focus on the behaviour, not the person** – say *“That behaviour isn’t appropriate”* rather than *“You’re a bad student.”*
- **Encourage improvement** – help students understand what they can do differently next time.

Example:

If a student keeps interrupting, instead of immediately punishing them, a teacher might calmly explain why interrupting is a problem and then praise them when they wait their turn.

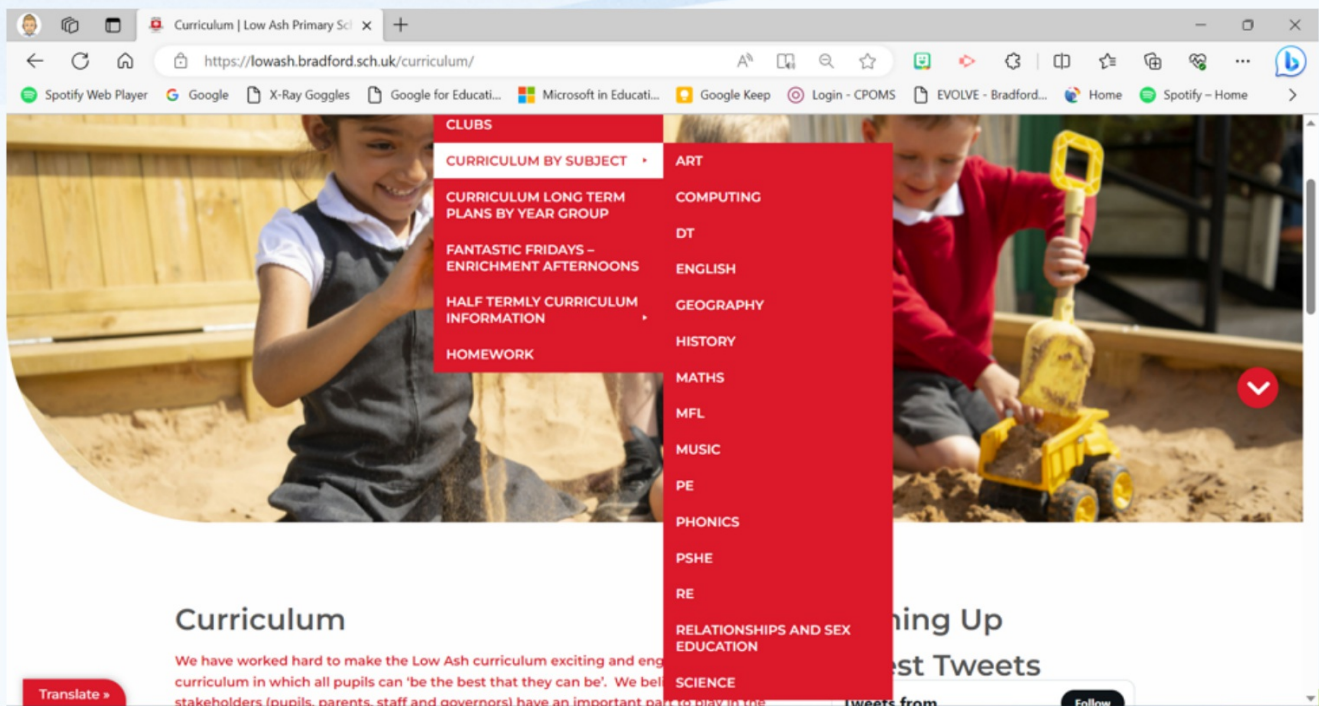
Overall: The idea is that **students are more likely to behave positively when they feel respected, valued and supported.**

ables:

ay / ime	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	2:50 - 3:10
on	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Music	Lunch	Science	2:10 - 2:40 Handwriting	SLT led assembly
ue	Register & Morning work	English	PE	Break	Spelling	Reading / Phonics	Handwriting	Lunch	Maths	2:00-3:00 Science RE	Class led assembly
ed	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Book Club	Lunch	PPA - 1:00 - 1:20 - Library (Mandy) 1:20 - 1:40 - Class text (Mandy) 1410 - 2:10 - Spanish (Mandy) 2:10-3:00 - PE (Karl)		
hurs	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Sketchbook	Lunch	1:00-2:00 History	2:00-2:50 Enrichment	2:50-3:10 Singing assembly
ri	Register & Morning work	9:00-9:30 Achievement assembly	9:30- 10:30 English/ Spelling	Break	10:45 - 11:30 Maths		11:30 - 12:10 PSHE	Lunch	1:20 - 2:15 Computing	2:15 - 3:00 Geography	3:00 - 3:10 Marvellous Me

ty / me	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	13:20-14:10	14:10 - 15:00	15:00-15:25
2n	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Music	Lunch	Science	14:10 - 14:40 Handwriting	SLT led Assembly
ie	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Handwriting	Lunch	13:00-14:00 History	14:00-15:00 Science RE	Class led assembly
ed	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Book Club	Lunch	PPA 13:00 - 13:50 - Swimming (Karl, Beccie) 13:50 - 14:10 - Library (Beccie) 14:10 - 14:40 - Spanish (Mandy) 14:40-15:10 - Class text		
urs	Register & Morning work	English	Maths	Break	Spelling	Reading / Phonics	Sketchbook	Lunch	13:00 - 13:45 PE	14:00 - 14:50 Enrichment	14:50 - 15:10 Singing assembly
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Our Curriculum



The screenshot shows a web browser window displaying the curriculum page of Low Ash Primary School. The URL in the address bar is <https://lowash.bradford.sch.uk/curriculum/>. The page features a large background image of two children playing in a sandpit. A red navigation menu is overlaid on the page, listing various curriculum categories. The menu includes a 'CLUBS' section, a 'CURRICULUM BY SUBJECT' section with a dropdown arrow, and a list of subjects: ART, COMPUTING, DT, ENGLISH, GEOGRAPHY, HISTORY, MATHS, MFL, MUSIC, PE, PHONICS, PSHE, RE, RELATIONSHIPS AND SEX EDUCATION, and SCIENCE. Below the menu, the word 'Curriculum' is visible, followed by a paragraph of text that is partially obscured. At the bottom of the page, there is a 'Translate' button and a section titled 'Best Tweets'.

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

Curriculum

We have worked hard to make the Low Ash curriculum exciting and engaging, ensuring that all pupils can 'be the best that they can be'. We believe that all stakeholders (pupils, parents, staff and governors) have an important part to play in the curriculum.

[Translate »](#)

Best Tweets

[Follow](#)

PE:

4T: Tuesday & Wednesday

4B: Wednesday (Swimming) & Thursday

4T will take part in swimming in the second half of the academic year.

- 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)
- 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 your child wears earrings (only small studs allowed), please make sure your child can remove them 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		
Maths	TTRS for multiplication check - ongoing year group competitions	
Spellings	Weekly spellings appropriate to attainment (once the new spelling scheme is embedded)	Friday
Reading	3 x a week reading Reading book	Friday

Week :

Now

(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
- Consistent approach, following the school behaviour policy and positive regard
- 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 verbally and using Marvellous Me

Role Models

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

Chosen in Aut 2

Behaviour

Whole-school
behaviour Ladder

Parent, governor, pupil
and staff consultation.

Consistency and
firmness are key.

Behaviour Ladder- Pupil Guide (update 28.08.23)

The Stage 1: Ladder of Expectations

1	Follow the rules of the school	Low level disruption Following the rules of the school but not following the instructions of the teacher
2	Be happy, smiling and well behaved	Continuing low level disruption Following the rules of the school but not following the instructions of the teacher
3	Be happy, smiling and well behaved	Disruptive behaviour or language that may be considered inappropriate Following the rules of the school but not following the instructions of the teacher
4	Be happy, smiling and well behaved	Low level physical contact Following the rules of the school but not following the instructions of the teacher
5	Be happy, smiling and well behaved	Disruptive behaviour or language that may be considered inappropriate Following the rules of the school but not following the instructions of the teacher
6	Be happy, smiling and well behaved	Physical contact that may be considered inappropriate Following the rules of the school but not following the instructions of the teacher
7	Be happy, smiling and well behaved	Disruptive behaviour or language that may be considered inappropriate Following the rules of the school but not following the instructions of the teacher
8	Be happy, smiling and well behaved	Physical contact that may be considered inappropriate Following the rules of the school but not following the instructions of the teacher
9	Be happy, smiling and well behaved	Disruptive behaviour or language that may be considered inappropriate Following the rules of the school but not following the instructions of the teacher
10	Be happy, smiling and well behaved	Physical contact that may be considered inappropriate Following the rules of the school but not following the instructions of the teacher



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?

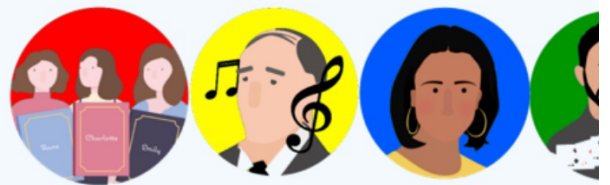
At Low Ash when we have resolved our problems it is finished.

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

Alongside our new roll out of Positive Regard we will continue using our behaviour ladder system with restorative practice.

Behaviour

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



Merits/Shout outs:

We will continue to use Marvellous Me to alert you when your child has recieved merits.

Mr Hurst is currently on with setting this up for this academic year. Children will also recieve shout outs for their achievements. Parents can respond with a 'thumbs up' and this is shared with the children on a Friday.



Our Golden Rules:



Be ready

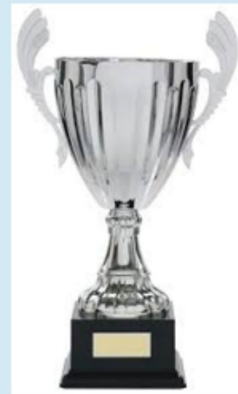


Be respectful



Be safe

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:

Rodley Nature Reserve Aut 1

We will be visiting Rodley Nature Reserve this half term. This trips give children the opportunity to engage in the natural environment.

Roberts Park Aut 1 Rodley Nature Reserve Aut 1

For this trip we will be exploring natural and physical features of Saltaire. We will compare the features of Saltaire to those which we saw in Rodley. This links to our Shipley Showcase.

Bible Exhibition at Wrose Chapel Aut 2

Links to our learning around Christianity in RE.

York Residential - Spr 1

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.

Bolling Hall Museum Sum 1

Links to History - Medieval period

Links to Sketchbook

York payment:

Deposit deadline 3rd July - £30

Full payment deadline 4th January -
£180 (minus deposit)

Thrilling Thursday:

Each Thursday the children will take part in an enrichment afternoon. This has replaced Fantastic Friday and will be consistent through school. The activities in Year 4 will cover Forest School, Cooking, Commando Joe and First Aid.

Multiplication Check:

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.