

Year 4

Rush Common School

2023 - 2024

Mr Meredith and Mrs Ramm

Miss Orford

Slides will be sent out later in the week.



Meet the Teachers and TAs:

- ▶ Mr Meredith
- ▶ Mrs Ramm
- ▶ Miss Orford
- ▶ Miss Guiver- Music
- ▶ Laoshi Yin- Mandarin



School Uniform:

- ▶ Regular school uniform is expected to be worn everyday. On the day that your child has PE, they should wear PE kit. PE days are Mondays and Thursdays.
- ▶ At times, you may need spare shoes for outdoor PE if the weather is muddy. We will inform you when you will need these via our weekly in touch.
- ▶ Please check clothing is labelled each half term as they fade or fall off. Lost property is located in the ramped area.

Additional reminders:

- ▶ No extreme hairstyles please - unnatural colours, shaved styles, etc.
- ▶ PE shorts should be a sensible length (i.e. football shorts or cycling shorts. Gym shorts are not appropriate.)
- ▶ Long hair should be tied back using a scrunchie, hair band, clip or ribbon that is black, brown or green.
- ▶ Hair gel should not be used to style hair.
- ▶ Minimal jewellery should be worn for practical, health and safety reasons.
- ▶ A wristwatch and/or single stud earring in each ear lobe are permitted (on non PE days).
- ▶ All jewellery should be removed for PE and games.
- ▶ Nail varnish and make-up are not permitted.



Communication:

- ▶ Please ensure that any communication with teachers is sent through the school office (office@rushcommon.school).
- ▶ Weekly Updates for your year group will be sent out about what your child has learnt in school that week as well as what they will be learning in the upcoming week. This will be through the My Child At School (MCAS) app.
- ▶ Weekly Updates will also share important dates and reminders throughout the year.
- ▶ There is a fortnightly newsletter for all parents from Mr Fawcett.



Communication:

- ▶ Any whole-school event or communication will be sent from the office via ParentMail (i.e. Sports Day, class photos).
- ▶ All trip information and payments will also continue through ParentMail.
- ▶ Parents' evenings occur at the end of T1a and T2b. More information about sign-ups will happen closer to the time.
- ▶ End-of-year reports are sent out in July.



The School Day:

	AM				PM				
	8:30-8:50	8:55-9:30	9:30-10:30		10:50-12:00		1:00-2:00	2:00-3:00	2:50-3:00
M O N	Register, morning tasks	Guided Reading	English	handwashing, break time 10.30- 10.50	Maths	Lunchtime 12-1pm	PE Outdoor PSHE 1-2:30	Assembly 2:30- 3	Handwashing, home time routine
T U E S	Register, morning tasks	Guided Reading	<i>Spelling Test</i> English		Maths		History	Computing	
W E D	Register, morning tasks	Guided Reading	<i>New Spellings Input</i> English		<i>X tables test</i> Maths		2.00 Music (CG) 2.30 Mandarin (TY)	Art/DT (AO)	
T H U R	Register, morning tasks	Guided Reading	English		Maths		PE indoor	RE	
F R I	Register, morning tasks	Reading	English		Maths		Science Library 2-2:30	Assembly 2:30	



Lunch arrangements:

- ▶ School meals are available to order through ParentMail.
- ▶ School dinners for KS2 are £2.60.
- ▶ Reception eat at 11:45; Y1-Y2 eat at 12:00; Y3-Y6 eat at 12:30.
- ▶ YR - Y2 have playtime at 12:30; Y3-Y6 have playtime at 12:00.



Curriculum:

Year 4
Medium Term Curriculum Plan 2021-2022



Term - 1a	Topic – Tudors						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Enrichment Activities							
Reading Text/s	The Devil and His Boy	The Devil and His Boy Excerpts from Horrid Henry	The Devil and His Boy	The Devil and His Boy	The Devil and his Boy Excerpts from Macbeth,	The Devil and his Boy Excerpts from Macbeth,	The Devil and his Boy
Reading	I can retrieve and record information	I can define words in context. I can summarise a piece of text.	I can make inferences about a story. I can define words in context.	I can make comparisons within a text. I can summarise a text.			
English	Character description in a historical setting	Character description in a historical setting	Character description in a historical setting	2 Scenes of a play script in the style of Shakespeare	2 Scenes of a play script in the style of Shakespeare	2 Scenes of a play script in the style of Shakespeare	
Mathematics	Number – Place value I can Represent numbers to 1000. Recognise place value in numbers to 1000. Represent numbers on a number line to 1000. Round to the nearest 10. Round to the nearest 100.	Number – Place value I can Count in 1000s. Represent numbers to 1000. Recognise place value in numbers to 10000. Partition numbers to 10000. Represent numbers on a number line to 10000.	Number – Place value I can Find 1, 10, 100 more or less. Find 1000 more or less. Compare 4 digit numbers. Order numbers. Round to the nearest 1000. <i>I can use pattern spotting to solve a range of problems.</i>	Number – Place value I can Count in 25s. Understand and use negative numbers. Understand and use Roman Numerals.	Number: Addition and subtraction I can Add and subtract 1s, 10s, 100s and 1000s. Add two 3 digit numbers not crossing 10 or 100. Add two 4 digit numbers – no exchange. Add two 3 digit numbers crossing 10 or 100. Add two 4 digit numbers – one exchange.	Number: Addition and subtraction I can Add two 4 digit numbers – more than one exchange. Subtract a 3-digit number from a 3 digit number – no exchange. Subtract two 4 digit numbers – no exchange. Subtract a 3-digit number from a 3 digit number – exchange. Subtract two 4 digit numbers – one exchange.	Number: Addition and subtraction I can Subtract two 4 digit numbers – more than one exchange Use efficient methods for subtraction. Estimate answers. Use checking strategies. <i>I can work backwards and use the inverse to solve problems.</i>
Science	I can make and check predictions about circuits. <i>(Setting up simple practical enquiries, comparative/ fair tests)</i>	I can make and check predictions about circuits. <i>Making systematic and careful observations reporting on findings from enquiries.)</i>	I can identify different electrical appliances and what supplies them with electricity. <i>(Using straightforward scientific evidence)</i>	I can recognise dangers that are associated with electricity. <i>(Using straightforward scientific evidence)</i>	I can use scientific method to identify conductors and insulators of electricity. <i>(Asking relevant questions setting up simple practical enquiries,</i>	I can use scientific method to identify conductors and insulators of electricity. <i>(Setting up simple practical enquiries, use results to draw simple conclusions/report findings)</i>	Electricity end of unit assessment.
Computing	I can explain how to protect my online reputation (Be Internet Legends p52.)	I can plan a short story with speech bubbles to show how to protect my online reputation	I can plan a short story with speech bubbles to show how to protect my online reputation	I can import background and characters and speech bubbles to create my Online Safety story using Google Slides	I can animate the text in my presentation	I can publish my work to the web to share with others	I can evaluate my work and that of others.



Curriculum:

History	I can understand and create timelines.	I can explain the significance of the Tudor Rose.	I can infer information about Henry VIII from paintings.	I can investigate a primary source about Henry VIII.	I can investigate the roles of Black Tudors.	I can use my work from across the term to make or judge an argument about Tudor kings.	I can use my work from across the term to make or judge an argument about Tudor kings.
Mandarin	I can learn about some key Chinese festivals.	I can learn how to say the dates of other popular festivals.	I can review how to describe my birthday.	I can learn how to ask the date in Chinese and write the character 日.	I can sing happy birthday in Chinese and say the date of one's birthday.	I can learn how to write the character 生. Be able to write a birthday card using the characters learned.	
Art & Design	I can begin to experiment with different tools of line drawing to tone and shade. Tudor portraits	I can begin to experiment with different tools of line drawing to tone and shade. Tudor portraits	I can begin to experiment with different tools of line drawing to tone and shade. Draw in the style of Tudor portraits	I can begin to experiment with different tools of line drawing to tone and shade. Draw in the style of Tudor portraits	I can mix tertiary colours, browns, neutrals, flesh to introduce tints and stains to paint work. Paint in the style of Tudor portraits	I can mix tertiary colours, browns, neutrals, flesh to introduce tints and stains to paint work. Paint in the style of Tudor portraits	
DT							
PE	Circuits I can use the correct technique in a variety of circuit exercises. Cross Country I can set a personal best from running/walking for a timed period	I understand the core muscles of the body and their importance I can improve on my personal best by showing determination to improve my run/walk ratio	I understand the muscles in the arms and legs and their importance I can understand the importance of pacing	I can use the correct technique in a variety of circuit exercises and improve on previous results I can run for a set time each week. I can compete in a team /house group cross-country race and encourage teamwork.	I understand the importance of cardiovascular training I am showing an increase in my cardiovascular fitness, and I understand the term Cardio (heart) Vascular (Vessels).	I can use the correct technique in a variety of circuit exercises and improve on previous results I have increased confidence in my ability to run for a 15-20 min time period without stopping	
PSHE	I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal	I understand who is in my school community, the roles they play and how I fit in	I understand how democracy works through the School Council	I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them	I understand how groups come together to make decisions	I understand how democracy and having a voice benefits the school community	
RE	I can recall the names and purposes of the religious texts	I understand why stories are important to Christians	I know a story from the Old Testament	I know a story from the New Testament			
Music	I can understand the context in which Tudor music/songs were written.	I can identify some Tudor instruments in Tudor music and say how they are similar/different to today's instruments.	I can identify the recorder in some Tudor music and say what effect/role it plays in the music.	I can understand what duration is in music.	I can listen to a Tudor piece of music and discuss what effect duration has.	I can listen to a piece of music and say what effect tempo has on it.	I can listen to two pieces of Tudor music and discuss the similarities and differences



Weekly times tables and spelling tests:

- ▶ Each week, the children will do a times tables test of 60 questions and a spelling test.
- ▶ These will be sent home on a Friday.
- ▶ Please can you practise your child's times tables as much as possible.
- ▶ In June, all Year 4 children will take part in the online Multiplication Times Tables Check.



Curriculum and enrichment:

- ▶ Abingdon Science Partnership- October- no cost
- ▶ Ufton Court- 4-6th December- Payment information has been sent about this
- ▶ Nature walk- Summer term- no cost
- ▶ Year 4 Swimming lessons- Dates and costs to be confirmed
- ▶ Other trips to be confirmed

- ▶ Book fair week- beginning 9th October
- ▶ Christmas jumper day- 7th December
- ▶ Christmas dinner day- 13th December
- ▶ M&M Jack and the Beanstalk production- 2nd February
- ▶ Book fair week- beginning 4th March
- ▶ World book day- 7th March
- ▶ Class photos- 23rd May
- ▶ Sports day- To be confirmed



Curriculum and teaching methods:

- ▶ Reading- reading each term is focused on a different text with secondary texts to support. The class reads as a group and independently to ensure a range of practice types.
- ▶ English- Throughout the year, we will explore and produce a range of text types in writing, covering different features and styles to appeal to everyone. <https://www.bbc.co.uk/bitesize/subjects/zv48q6f>
- ▶ Maths- Maths lessons explore a variety of aspects of mathematical learning, ranging from number skills, spatial reasoning, statistics, geometry and measurement, and incorporate fluency, reasoning and problem solving. <https://mathsbot.com/manipulativeMenu>
- ▶ Wider curriculum- We aim to build on skills and knowledge from previous years to explore subjects such as History, Music, Computing, Mandarin, Science and more
- ▶ Please also refer to the calculation policy on the school website.

A useful site for helping parents understand approaches to teaching Maths:
<https://whiteroseeducation.com/parent-pupil-resources/maths/maths-with-michael>



Google Classroom:

- ▶ Your child's new class has been set up.
- ▶ Please ensure that you are able to access Google Classroom through your devices at home.



Homework expectations:

- ▶ Homework will be handed out on Google Classroom.
- ▶ You will find each week's homework in the homework folder on Google Classroom.
- ▶ Homework includes:
 - ▶ Maths/English (alternating each week)
 - ▶ Spelling lists
 - ▶ Daily Reading
 - ▶ Open question (Twice per half term).



KS2 Homework

After feedback from parents and discussion in school, there is a slight change to homework this year. We have moved away from Takeaway Menus to ‘Open Questions.’

Twice per half term, a question will go home as part of the homework. The work done to answer the question can be as small or as large as you would like to make it, depending on your child’s interest and the time you have available. Examples include:

- A simple answer with evidence
- An investigation
- Additional research
- A model (or other creative approach) to demonstrate your answer

A photo of larger work completed can be uploaded to your Google Classroom stream.

Was Henry VIII such a nasty man?



Other ways to support your child:

- ▶ Daily reading - listen to your child read, but also read to them. It helps them to hear and understand rhythm and fluency.
- ▶ Conversation - talking about current events, plans, what you or they are reading. This will help build their vocabulary.
- ▶ Practise Maths - mental maths, times tables, adding, baking, shopping, etc.
- ▶ Help them learn social skills by encouraging them to say hello to known people or order their own food.
- ▶ Encourage independence to make simple snacks, pair up socks, tie laces or help around the house.



How you can support the school:

- ▶ Support social and fundraising events.
- ▶ Join Friends of Rush Common (FoRC).
- ▶ Become a Governor.
- ▶ Volunteering your skills and talents - gardening, crafts, resources.
- ▶ Become a reading volunteer or help in forest school.



Follow us on social media and share our news.

Photo permissions:

- ▶ An annual photo permissions form will be sent out at the end of the week via ParentMail to update your preferences for this year.
- ▶ Please ensure this is completed as soon as possible so our records are up-to-date.
- ▶ This is a valuable way for us to share the work we do in school.



Behaviour:

Be Safe, Be Kind, Be Respectful

- ▶ Our behaviour management is based on a restorative approach.
- ▶ We create a positive environment throughout the school and model our three school rules.
- ▶ Recognition of positive behaviour through House Points, Celebration Nominations, Homework Champions and Sporting Champions.



Pupil Welfare:

- ▶ Keep the school up-to-date on any medical conditions. We will need to see a letter from a medical professional.
- ▶ Only prescription medication required more than 3 times daily can be administered. This will need to be signed in by a First Aider. Requests for any exceptions to this must be made to Mr Fawcett.
- ▶ It is parents' and carers' responsibility to ensure medication/inhalers are in date.
- ▶ Please ensure that your child is equipped appropriately for the weather. (i.e. sunscreen/hats in summer, coats in winter and raincoats as necessary).
- ▶ Please communicate any significant bumps or injuries to class teachers.



Pupil Welfare:

- ▶ **Bullying:**
when someone is deliberately hurtful to someone over a period of time.
 - ▶ **At school we:**
 - ▶ have anti-bullying ambassadors
 - ▶ raise awareness through assemblies, presentations, forums, nurture groups, PSHE lessons and pupil leadership.
- ▶ **Online Safety:**
 - ▶ We have regular lessons for pupils throughout the school year.
 - ▶ Follow SMART rules (Safe, Meeting, Accepting, Reliable, Tell) - <https://www.childnet.com/resources/be-smart-online>
 - ▶ **At home:**
 - ▶ Ensure the content they access is age-appropriate.
 - ▶ Set rules and boundaries together.
 - ▶ Don't ban the internet outright. Have an open conversation about it.
 - ▶ Train your child to know what to do if something makes them uncomfortable. Show them the tools to use to report abuse.
 - ▶ Visit <https://www.thinkuknow.co.uk/>.



Questions?

