



Welcome to Year 4!



Relationships and Health Education (RHE)



Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.



From September 2020, it has become a statutory requirement that Children are taught Relationships and Health Education.

Here is some background information for you to read, published by the Department for Education.

For further guidance, please refer to :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/907638/RSE_primary_schools_guide_for_parents.pdf

As a Catholic School, we teach RHE from a faith perspective, using an approved Scheme called 'Life to the Full' which is produced by Ten Ten Resources.

When your child starts school, we will inform you of the lesson focus for each week and you will be given access to a Parent Portal that will provide you with further information.



The entire teaching is underpinned with a Christian faith understanding that our deepest identity is as a child of God – created, chosen and loved by God. The programme is fully inclusive of all pupils and their families.





Catholic Life and Our School Mission Statement

The Catholic Life of our school is at the heart of everything we do.

Our school mission statement is our prayer.



‘Lead us Lord,
To Act Justly,
To Love Tenderly,
And to Walk humbly.
Amen.’



We ask the Lord to lead us in our relationships with one another and to lead us in all our work at school.

We are proud to form part of Our Lady Star of the Sea Parish and work closely with our Parish Priest and the Parish Deacons.

Our Catholic Life encompasses our work in RE and also the Worship Life of our school.



Classroom Routines



Year 4 Timetable Autumn 1	<u>8.40-9.00</u>	<u>9.00-9.20</u>	<u>9.20-10.30</u>	<u>10.30-10.45</u>	<u>10.45-11</u>	<u>11-12</u>	<u>12-1.00</u>	<u>1-1.15</u>	<u>1.15-2.00</u>	<u>2.00-3.00</u>	<u>3.00-3.15</u>
<u>Monday</u>	Early bird	Whole School Liturgy	English	B	Guided reading	Maths	L	TenTen Meditation	History	RE	S
<u>Tuesday</u>	Early bird	Music (samba)	Guided reading	R	10.45-11.30 Maths	RE (chapel)	U	TenTen meditation	Science	RE	T
<u>Wednesday</u>	Early bird	Guided reading	English	E	X tables	Maths	N	TenTen meditation	PE with Julian	French 2.30 Sing and Praise	O
<u>Thursday</u>	Early bird	Guided reading	English	A	X tables	Maths	C	TenTen meditation	Geography	Computing	R
<u>Friday</u>	Early bird	Guided reading	English	K	10.45-11.45 PE	X tables	H	TenTen meditation	Art	PSHE /RHE 2.30 Celebration assembly	Y



Classroom Routines-PE



As shown on the timetable, the children will have PE on Wednesdays and Fridays.

On Wednesday afternoons we have a PE session with our sports coach Julian.

We will send the kits home to be washed at the end of each half term.
As mentioned before, we ask that all items of clothing are named and that PE shoes are well fitting.
Thank you.



Classroom Routines-Reading

We have a vocabulary challenge in KS2. Every word your child notes down in their reading record accompanied by its definition will earn them a point. At 30 words, 60 words, 100 words and 150 words your child will receive a special badge.

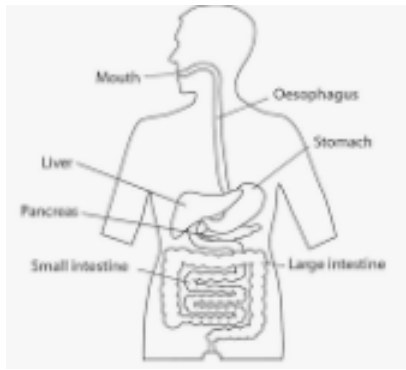


We encourage children to independently change their books as they finish them, on any day of the week. We will be moving towards Accelerated Reader, which is a quizzing reading program tailored to children's individual needs but this is not up and running for the moment.

The children will participate in daily guided reading at school as well as sometimes reading individually with a member of the Year 4 team.

Any child who has not changed their book at least once during the week will read with an adult on a Friday and change their book then.

Settlers and Invaders



This half term, Year 4 are learning about the Roman Empire and its invasion of Britain.

We have lots of exciting things planned, including:

- Diving into scenes from Horrid Histories.
- Creating roman mosaics
- Learning all about Roman legends.

How can I help my child with this topic:

Ask them to tell you what they have done at school – have discussions about their learning.

Look up activities about the Romans, discuss their clothing – read together, watch clips!

Talk to your child about an artist that you really like and look at some of their work together.

Practice times tables together, make games out of it.

Take part in some of the topic grid homework tasks – this can be found on Google Classrooms.

English - KEY VOCABULARY

Spelling Key Vocabulary -

Compound Word - A word that contains two or more root words e.g. news+paper, ice+cream

Key Word/Common Exception Word - A word which can't be phonetically decoded

Prefix - A prefix is added at the beginning of a word in order to turn it into another word e.g. disappear

Suffix - Suffix A suffix is an 'ending', used at the end of one word to turn it into another word e.g. teacher

Homophone - Two different words are homophones if they sound exactly the same when pronounced e.g. hear/here

Grammar key vocabulary -

Pronoun - Word that takes the place of a noun e.g. it, he, she

Possessive Pronoun - Words that demonstrate ownership e.g. His, her

Verb - Verbs are sometimes called 'doing words' because many verbs name an action that someone does e.g. run, cook

Modal Verb - An auxiliary verb that expresses necessity or possibility e.g. might, should, will, must

Auxiliary Verb - A verb that helps make sense e.g. They have been swimming

Adverb - These modifying the verb e.g. quickly, happily

Adverbial - Linking ideas across paragraphs using adverbials of time [e.g. later], place [e.g. nearby] and number [e.g. secondly] or tense choices [e.g. he had seen her before]

Fronted Adverbial - Words or phrases at the beginning of a sentence, used to describe the action that follows e.g. Later that day, I heard the bad news

Question - Asks something e.g.: Why aren't you my friend?

Statement - States a fact or something that has happened. **E.g. You are my friend.**

Command - Something you have to do. **E.g. Be my friend!**

Exclamation - When something is exclaimed- start with 'what' or 'how'. **E.g. What a good friend you are!**

English

Grammar

Noun Phrase - A phrase where an adjective is used before a noun to describe it e.g. blue table, fierce fox

Tense - Shows whether you are writing about the past, present or future

Relative Clause - Clauses that begin with who, which, where, when, whose, that, or an omitted relative pronoun

Subordinate Clause - Typically introduced by a conjunction, that forms part of and is dependent on a main clause (e.g. 'when it rang' in 'she answered the phone when it rang').

Direct Speech - The part being spoken e.g. Rachel shouted loudly "Watch out!"

Indirect / Reported Speech - Summarising what has been said e.g. He said they'd already eaten when he'd arrived.

Speech Marks - Punctuation used around the part being spoken e.g. The conductor shouted, "Sit down!"

HOW TO HELP – Writing

- Discuss descriptive techniques when reading.
- Discuss how authors develop the plot in their stories.
- Look at dialogue and how it moves a story on.
- Encourage your child to write as much as possible for as many different purposes as you can.

SPELLING

- Words with a /shun/ sound, spelt with 'sion'
- Words with a /shun/ sound spelt with 'ssion'
- Words with a /shun/ sound spelt with 'tion'
- Words with a /shun/ sound spelt with 'cian'
- Words with 'ough' to make a long /o/, /oo/ or /or/ sound
- Year 3 and 4 CEW challenge.

READING Key vocabulary

Word meaning - Explaining the meaning of words in context and explaining how word choice enhances meaning.

Retrieval - Finding details and information from a text.

Prediction - Saying what will happen next or as a result of something.

Comprehension – understanding the text and how content is related to the meaning as a whole.

Inference - reaching a conclusion which you can explain and justify with evidence from the text.

Deduction - Using evidence in a text to support an idea.

HOW TO HELP - Reading

- Read with your child (lots)
- Discuss vocabulary and develop understanding of new words
- Visit local libraries
- Read comics/magazines/newspapers
- Let your child see you read
- Make reading enjoyable- not a battle
- Let children read what interests them

Spelling Y3 & 4 Common Exception words

Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe	Ff	heard	learn	occasion	possible	remember	thought
address	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
answer	caught	disappear	February	history	Mm	opposite	probably	separate	various
appear	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
arrive	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
believe	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	

Help your child to practice spelling and using these words.

Look for them in books.

Can they write them in their homework?

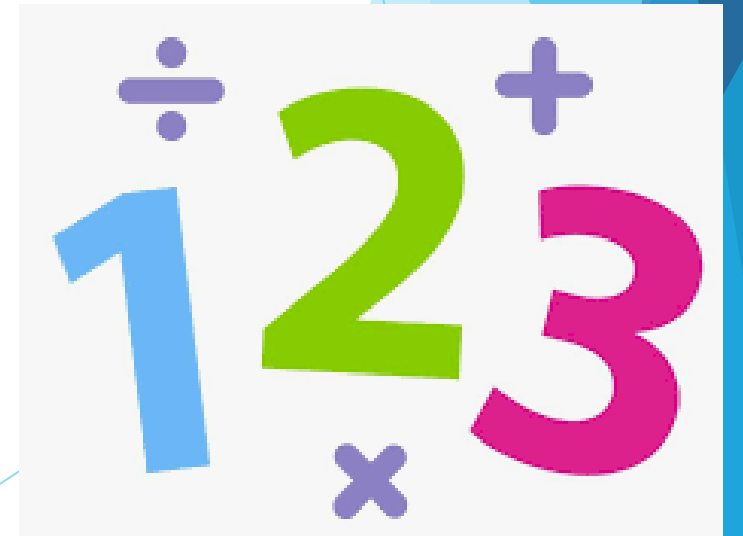
Maths – KEY VOCABULARY

Fluency, Reasoning and Problem Solving Key Vocabulary -

Fluency - Using number and calculation skills accurately and efficiently

Reasoning - Following a line of enquiry, justifying and proving their answers

Problem Solving - Solving real life and logical problems using mathematical understanding



Maths – Times tables

This half term we are learning about : Place value.

TIMES TABLES – Are a vital part of school learning. Please support your child as much as possible with learning all their times tables. At the end of this academic year, the children will be assessed on their knowledge of times tables.

HOW TO HELP

Mental arithmetic games – e.g. Countdown.

Regularly revisit times tables facts up to 12×12 .

Use maths in daily life – cooking, measures, shopping etc.

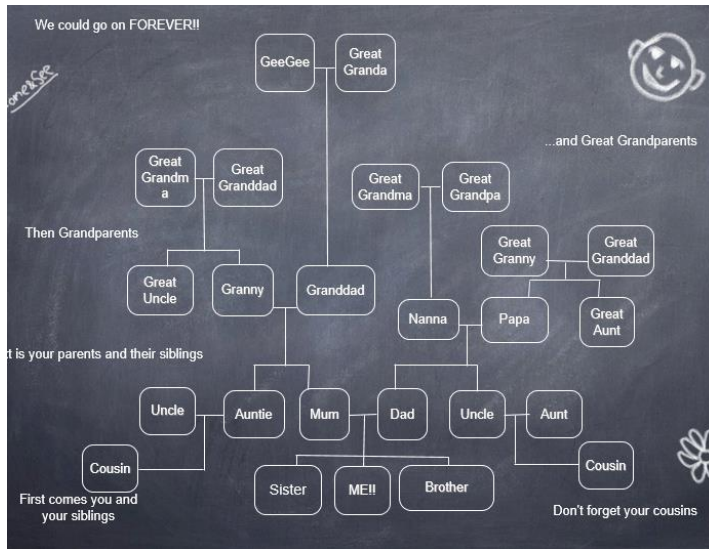
Be positive about maths at home!

Embrace struggle! Teach your child that it's good to get stuck! This is how we learn best. Allow time for resilience building.

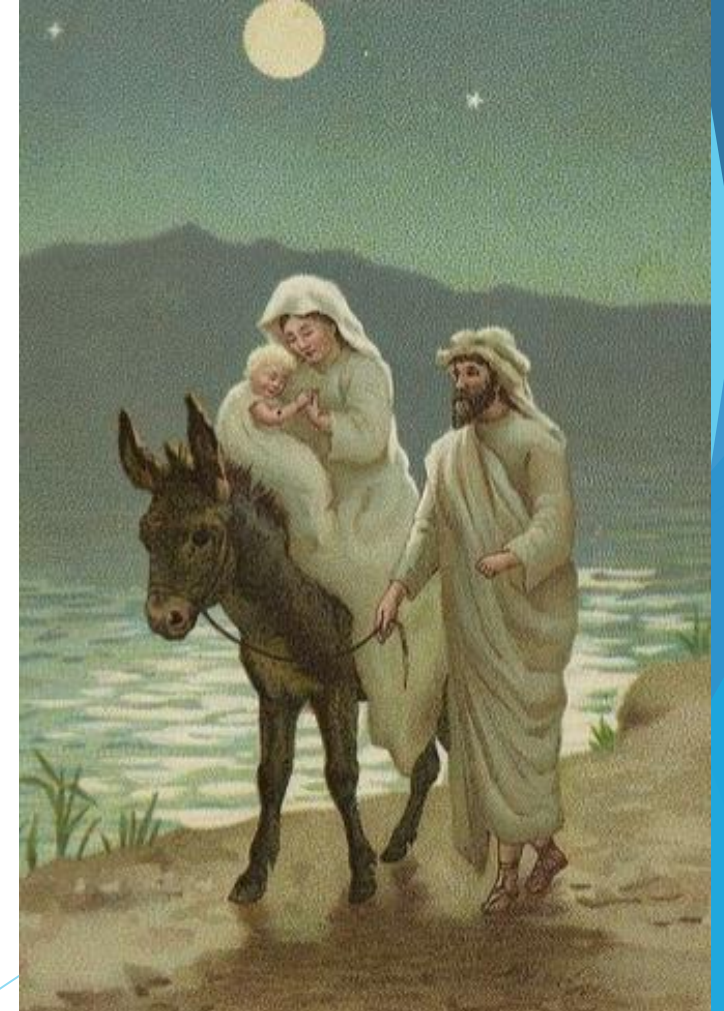
IXL / TT Rockstars

Religious Education

People - Our family/Baptism



- In which ways did characters in the bible lived out their lives?
- What choices did certain believers such as Ruth do in their lives?
- What are the roots of Jesus' human family?
- What do Christians believe about how God leads and guides people?

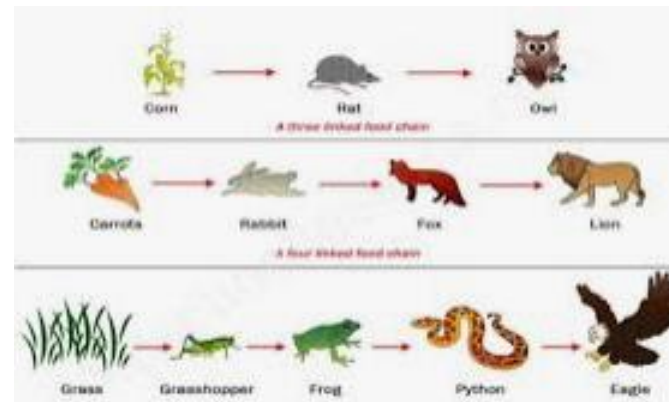
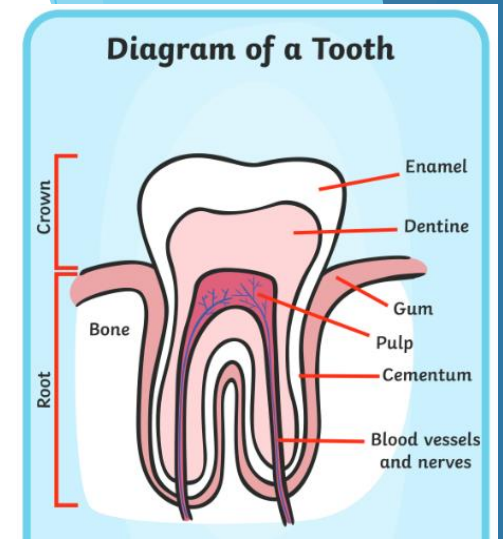
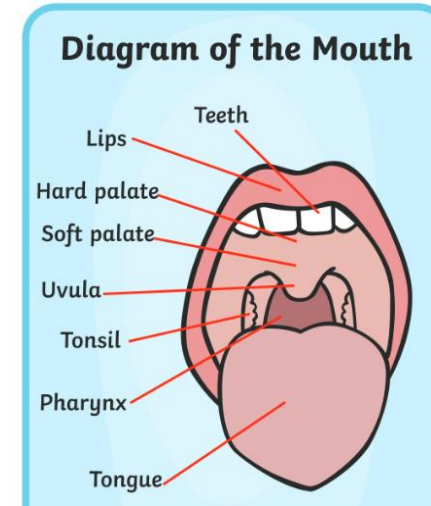
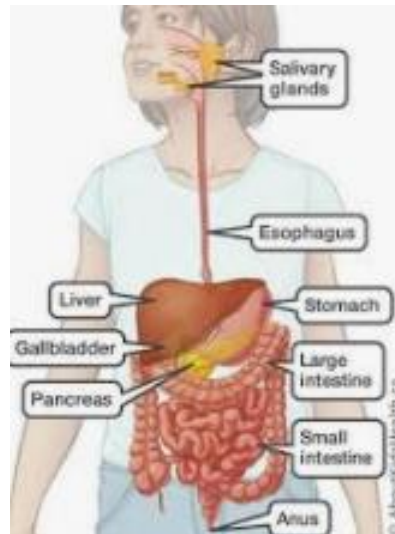


Science

Year 4 Skills:

Animals including Humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

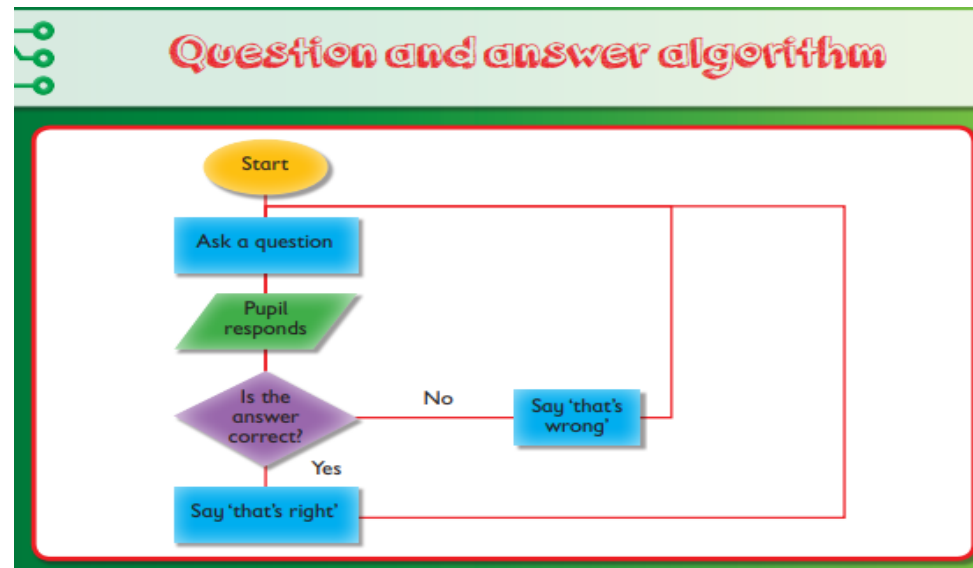
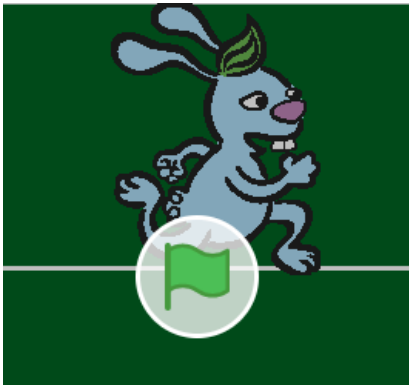


Computer Science -

Rising Stars
We Are Software
Developers

Year 4 Skills:

- Play and analyse educational games - identifying features that make it a success.
- Plan and design a game .
- Make a prototype of the game you have designed.
- Make a prototype and once completed then test it.
- Evaluate your design.



Word bank

debug

input

interface

output

program

prototype

repetition

variable

Art

Year 4 Skills

- *Do they use their sketch books to adapt and improve their original ideas?*
- *Do they keep notes about the purpose of their work in their sketch books?*
- *Can they experiment different styles which artists have used?*
- *Can they identify and draw simple objects, and use marks and lines to produce texture?*



Music

Musical focus: Composition

An external music teacher will be providing the children with the opportunity to learn about tempo and rhythm through the use of samba drums. The children will learn about the cultural heritage of the instrument and learn about how rhythm expresses emotion.

Year 4 Skills

Controlling pulse and rhythm

- Recognise rhythmic patterns.
- Perform a repeated pattern to a steady pulse.
- Identify and recall rhythmic and melodic patterns.
- Identify repeated patterns used in a variety of music. (Ostinato).



Key Vocabulary

- Timbre • Texture • Pitch • Dynamics
- Duration • Tempo • Structure



Healthy lifestyles and keeping safe.

Key Questions:

What can we do to lead a healthy lifestyle?

What are some healthy choices we can make?

How can we keep ourselves safe within school?

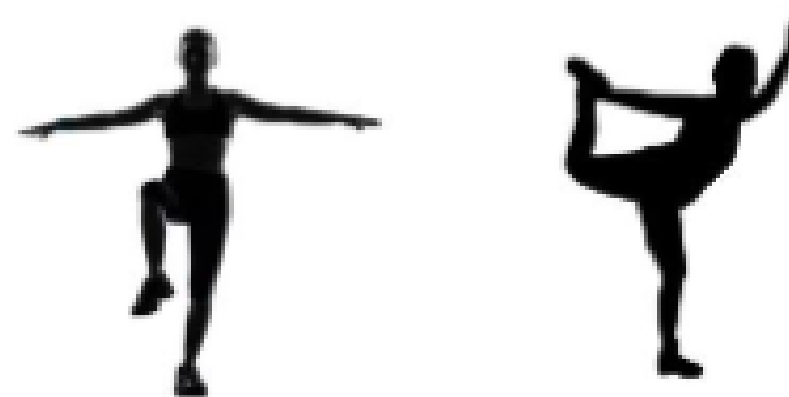
How can we keep ourselves safe when out and about?

Why is it important to read the labels on medicines?

What is the difference between danger, risk and hazard?

Who is responsible for keeping us safe?

How can we manage our feelings in our relationships when feelings change?



PE

Dance

Year 4 Skills

- To perform dances using a range of movement patterns in the context of the Roman Empire.
- Perform skills and actions more accurately and consistently.
- Create dance sequences with actions that represent ideas.
- Use compositional devices when creating their sequences, such as changes in speed or direction.
- Describe their own and others work, making simple judgements about the quality of the performances and suggesting ways they could be improved.

Foundation Subject IMPACT QUESTIONS

Science

What is the function of the different parts of digestive system in humans?

History

What was the impact of the Roman Empire on Britain?

Art

Why were mosaics an indication of wealth during the height of the Roman Empire?

PE

How can choreographed actions communicate ideas and emotions?

Music

Can you compose a piece of music using varying rhythm?

Computing

Can you use basic algorithms and code to generate an online quiz?



Pupil Premium

If you are in receipt of certain benefits, you may be entitled to extra funding for your child in the form of the Pupil Premium. To see if you are eligible, please go to The Dorset For You website by following the link below:

<https://www.dorsetcouncil.gov.uk/education-and-training/schools-and-learning/at-school/pupil-premium>



Medication

If your child needs to receive any form of prescribed medication in school, you must complete a medical administration form which can be obtained from the school office. In the case of inhalers, it is your responsibility to ensure the medication is in date and that when you complete the forms, you are very clear in its administration. Thank you.

Up to Date Information

In order to safeguard your child, it is critical that we have up to date contact information. Any time that you change your phone number or move house, please ensure that the school is fully informed.

Similarly, if there is a change to collection arrangements for your child, ring the school office in advance of the end of the school day to explain the change of arrangements and this way this can be communicated to your child to avoid unnecessary distress.