



# Year 4 Curriculum Evening

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Our aims, expectations and overview of the year ahead!

# Who's Who In Year 4...



Ms Katie Richmond  
4Severn  
Year Lead



Mr Maurice Harley-Preller  
and Mrs Katarzyna Sim  
4Avon



Miss Casey Jones  
4Teme

# Who's Who In Year 4

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Mrs Sarah Martin



Mrs Mel Judge



Mrs Sally Keogh



Mr Aaron Evans-Harriott

At Bengeworth Academy we...



Are *respectful* to all members of our school community.

*Persevere* with all aspects of school life.

Show that we can be a good *friend* to everyone.

Are *responsible* for our resources, school, environment,  
and behaviour.

Can be *trusted*.

*Forgive* each other and ourselves.

We show **LOVE** through all of our  
Christian values.

# Our Values

Respect

Perseverance

Friendship

Responsibility

Trust

Forgiveness



# Our Vision...

*Bengeworth CE Academy*

*Dream, Believe, Achieve*

*Genesis 9 v16: "When the rainbow appears in the clouds... I will remember the promise that continues forever. It is between me and every living thing on the earth."*

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*At Bengeworth, we live out a promise to continually learn, improve our world and better ourselves by applying Christian values through our actions each and every day. Our values guide our choices as we learn and prepare us for the journey beyond our school, into our future.*

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*'Be a rainbow in someone else's cloud'  
Maya Angelou*





# Behaviour

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1. Explicit, regular teaching of behaviour and emotional well-being.
  1. Focus on the positive – meaningful rewards decided in collaboration with children to build intrinsic motivation.
  1. A relationship based policy which takes an individual approach to behaviour.
  1. Class promises to link the vision and behaviour policy.
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# Pupil Leadership

This year we are delighted to be working with children to develop their sense of leadership and encourage them to see themselves as leaders in their own right, whether in key school groups or not!

This is planned for with time every other week dedicated to pupil leadership and is also linked to year group specific inspirational figures!



*Nelson  
Mandela*

# Inclusion at Bengeworth

Open and  
honest  
communication

Appropriate and  
effective  
teaching and  
learning

A Partnership  
approach



Miss Lane - SENCo. She works with children, teachers, parents and agencies to ensure that our pupils' needs are met.

We always encourage you to talk to your child's class teacher in the first instance. Calling to make a phone appointment is currently the best way to do this.

# Global Themes

Our curriculum will now utilise the following Global Themes to bring relevance to our curriculum and encourage children to consider themselves as a global citizen and consider the part they play in the wider world.



Power and Governance



Peace and Conflict



Human Rights



Sustainable Development



Identity and Diversity



Social Justice and Equity

Our Global Theme this half term is Sustainable Development

Our big question is 'Does our food need to travel so far?'

# Topics This Year

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Autumn 1:



Autumn 2:



Spring 1:



Spring 2:



Summer 1:



Summer 2:

# COOLtime Expectations

(Carry on our learning)

## Reading

Reading each night - please record and sign in reading books/diaries

## Spelling Shed

Spellings are issued on a Friday and tested the following Friday. Please practise every night.

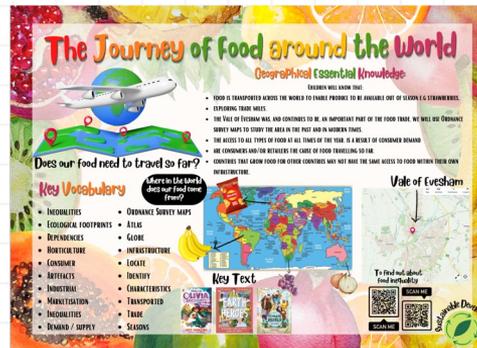
## TTRS

Fluency based activities, levels change when they are fluent in the skills. 10 mins each night or blocked time specific to your household.

## Hinterland

Will be set each half term to allow children to broaden their knowledge about the topic.

## Topic Warmers



Encourage your child to engage with their topic warmer to support them in understanding the essential knowledge and vocabulary for their topic.

These are shared on SeeSaw before each new topic.



# Home Learning



SeeSaw is an online platform which will aid remote learning in the event of school closure/isolation but will also be used to support COOLtime at home.

We will also be using it in school too!

Work will be set and shared to your child's login (which will be set up in school) and children can access this and complete tasks remotely set by your child's class teacher.

Please speak to your child's class teacher if you encounter any problems with SeeSaw or have questions!





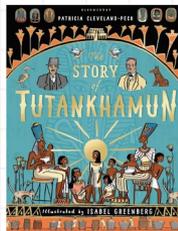
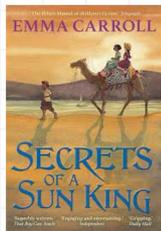
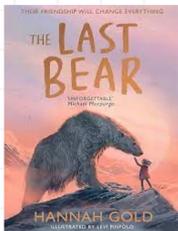
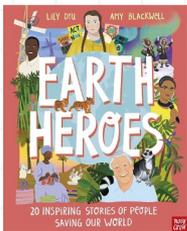
# Reading

## Our aims:

- For children to enjoy reading and see it as a pleasurable activity as well as a means of following instructions and finding things out.
- To have the reading skills necessary to read a range of text types for pleasure and for information
- To be confident, competent readers. (Fluency / Automaticity)
- To have access to a range of reading experiences.
- Regular reading out loud to others at home and at school.

Our across curriculum from Nursery to Year 5, we use rich diverse texts known as our Super Six to enhance and enrich our children's learning.

Each Year Group has specifically chosen their Super Six, which can be found on our school website.





# Phonics / Spelling Shed

# Spelling Shed



As part of our new whole school approach, every child's progression within phonics is now tracked from Reception to Year 5.

This is so we can identify any misconceptions within your children's phonetic knowledge or spellings rules. Alongside your child's main reading book, you may find a phonetically decodable book to ensure these gaps are closed.

Alongside our new phonics tracker we have also implemented a new spelling approach using Spelling Shed. Here we teach spelling discreetly every Friday and set new spellings from those we have taught in the lesson. These will be tested on the following Friday. Expectation is that evidence of this is uploaded to Seesaw.





# My child is a good reader, what happens next?

- It is vitally important to still have an understanding of what your child is reading as well as the skills they are using to read new and unfamiliar words. Although they very often want to read in their head, **once fluent it is still important to hear them read out loud.**
- In Year 4 our books bands enable children to read a range of texts, we are incredibly lucky and have a range of books. We aim to read with every child each week and will monitor and review your child's reading books accordingly.
- Listening to your able reader is important for their **confidence and automaticity**. Equally, questioning your child to deepen their understanding of texts is really important. You will find support to do this inside their reading record.



## My child won't read, how can I help?

- Read TO your child as much as possible, modelling yourself as a reader.
- Don't force them to read huge amounts - **little and often!**
- Discuss any concerns with the class teacher - there may be interventions which can help.
- Encourage your child to read lots of different text types of their choice!

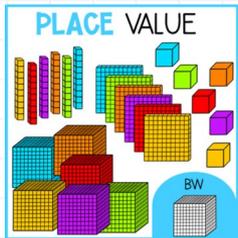


# Maths



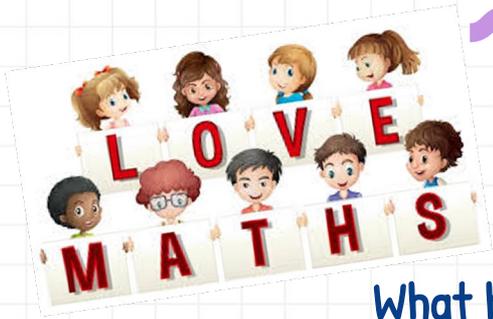
## What happening this term?

- A focus on number and place value.
- In Year 4, this includes reading and writing numbers to 10000s, ordering and comparing these numbers, Roman numerals and negative numbers. We then move into calculation such as addition, subtraction and multiplication.



Engage with your child as much as possible, be positive about maths learning, use technology where available (such as TTRS/Numbots, 1-minute White Rose app). If you show children how maths is everywhere, they will come to accept and become passionate about it

This is looked at through a variety of activities, using concrete and pictorial resources, with a view to increasing fluency and understanding of each concept. This is supplemented by problem solving and reasoning tasks that give depth to children's knowledge.



MTC

What happening this year?



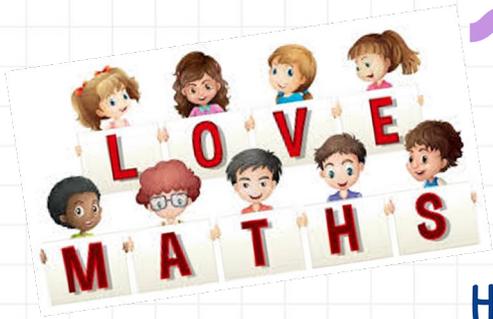
Department  
for Education

The Multiplication Tables Check (MTC) is a statutory key stage two assessment, which tests year 4 pupils' knowledge of the multiplication tables within  $12 \times 12$ . It was introduced in the 2019/2020 academic year. The MTC is in the format of an online test with 25 questions and children are given six seconds to answer each of the questions within the time limit.

It is compulsory for pupils to sit the MTC at the end of year 4. That's because the test measures learning from year 2 to year 4. All eligible year 4 pupils must take the test in June within a three-week window.

So, by the end of year 4, children should know all the multiplication facts within the 1 to 12 times tables.

The MTC aims to check how well children know their times tables. That's important as knowing the multiplication tables gives children the foundational knowledge they need to progress in maths through the years.



MTC

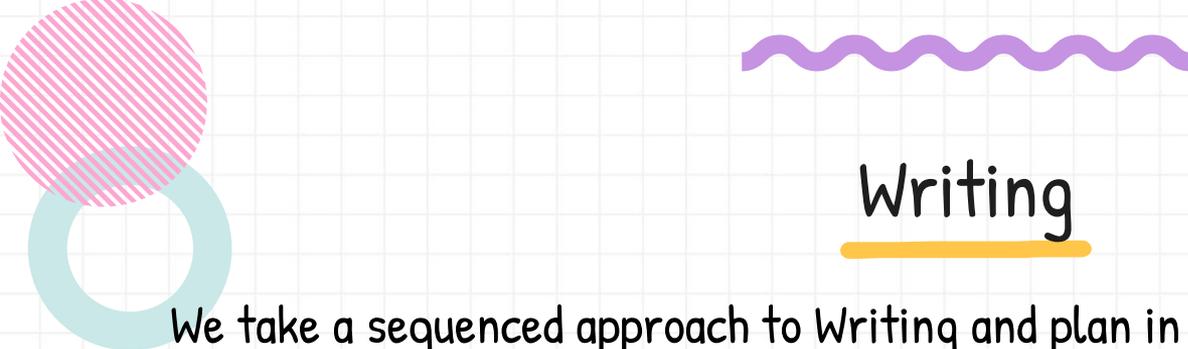
How can we help?



Department  
for Education

At school, we will continue to teach the children the multiplication tables they need to learn in Year 4, while addressing the knowledge they should have already acquired in Year 2 and 3. This will be through a variety of ways, such as games, songs and practical activities. Once all the tables have been completed by the end of the Autumn term, we will then look at where our children stand with an 'unofficial' multiplication check using Times Tables Rock Stars. Focus will be on finding any gaps in the children's knowledge, as well as developing and consolidating what they know already, to ensure the full set of tables are learnt.

At home, the main thing is to encourage children to access their TTRS account regularly, just as reading would be. Small and short sessions build over time and improve children's confidence too! In other situations, such as shopping, ask children questions about their times tables, such as 'If I buy three of these items at 7 pounds, how much will it be?'



# Writing



We take a sequenced approach to Writing and plan in conjunction with the children.

They are assessed three times within a half term - a Cold, Warm and Hot piece of writing.

Children's writing is always given a 'purpose'. In Year 4, that is either 'To entertain', 'To inform' or 'To persuade'.

The Year 4 expectation for handwriting is to use a joined, cursive, legible style using a blue handwriting pen.

# Swimming

We have the Bengeworth Barracuda scheme of swimming lessons and awards at school that are used to focus on building confidence and technique in the water as well as develop an understanding of water safety too.

**Reception** – 5 weeks of swimming lessons in Summer term at Evesham Leisure Centre

**Year 2,3 and 4**– Two weeks of intensive swimming lessons (30 minutes per day) in the 'Pop up Pool' at school

**Year 1 and 5** – 10 weeks of swimming lessons at Evesham Leisure Centre

Information regarding when your child's class will swim can be found in our Curriculum Yearly Overview on our website and a letter will be sent home at least 3 weeks in advance.

## How you can help

- Build your child's confidence around water (getting their face wet)
- Take them swimming for fun!
- Celebrate their successes they share from lessons in school!

## National Curriculum

1. Children should swim competently, confidently and proficiently over a distance of at least 25 metres.
2. Use a range of strokes effectively.
3. Perform safe self-rescue in different water-based situations.



# Online Safety



*The best filter is an educated child*

*Children have the right to enjoy childhood online, to access safe online spaces, and to benefit from all the opportunities that a connected world can bring to them, appropriate to their age and stage.*

*As they grow older, it is crucial that they learn to balance the benefits offered by technology with a critical awareness of their own and other's online behaviour and develop effective strategies for staying safe and making a positive contribution online.*

UK Council for Internet Safety

# Online Safety

## At School

- Children will have access to **high quality online safety lessons** with engaging activities such as practical scenarios, role play, digital diaries and games. Their knowledge and understanding will be built upon throughout their school life as their digital understanding develops and matures.
- Safe and responsible use of the internet is at the heart of our school curriculum.
- **Clear expectations** are set through the school's online safety policy and acceptable use agreements.
- **Online safety issues** are taken seriously and are monitored.

## At Home

- **Reinforce the messages** shared through the acceptable use agreements.
- **Monitor what your child is viewing** on the internet and have open discussions about who they are communicating with.
- **Set clear boundaries** regarding who they can communicate with (i.e. only people that they know in the real world) and how much time that they spend on the computer or tablet.

# Key Dates and Costs

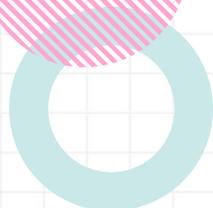
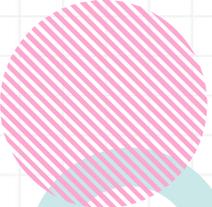
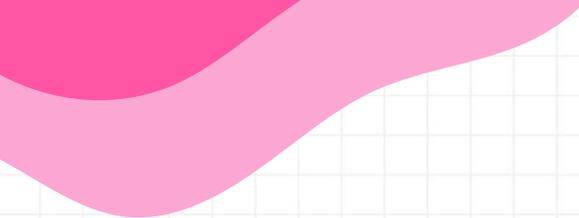
Autumn 1	Autumn 2	Spring 1
Sandfield Farm	Climate Change Workshop £6	VR Experience - £9
Spring 2	Summer 1	Summer 2
Council Chamber £0 (TBC)	All Saints Church Parish -£0	House of Parliament Residential £160-200 Almonry- £3

# Year 4

## Houses of Parliament!

- Toward the end of the year, as part of our topic about Simon de Montfort and the battle for Parliament, we would like to take the children on a 1-night residential, which takes in a visit to the Houses of Parliament.
- In years gone by, we have been to London and visited the National Gallery and waved at the future King of England! We have also been to Bristol and taking part in adventures at The Wild Place Project.
- We will shortly be sending out an Expression of Interest via an online form without commitment so we can get an idea of accomodation and activities.

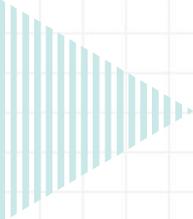


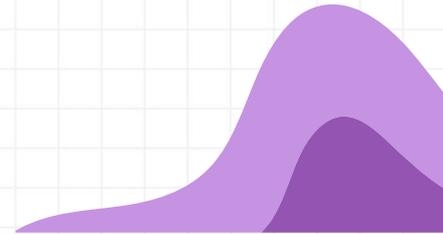


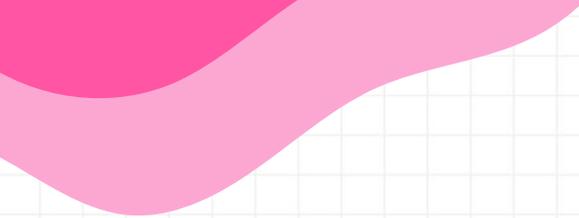
Year 5

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## PGL in France

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- 5 day residential (Monday-Friday)
  - Autumn term
  - £575





THANK YOU!

*thank you!*

