



Orleans Primary School

Year 4 Curriculum Booklet

“A love of learning, for life, for all’ is not only the motto but the beating heart of this school. OFSTED January” 2014





Orleans Primary School

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Dear Parents and Carers

Welcome to your Year Four Curriculum Handbook.

We hope that you find the information useful in answering many of your questions about the next academic year. Any of the Year 4 team will be pleased to help you with any questions it may raise.

As your child progresses from one year to the next, there are many aspects of school life which are the same and many aspects which will be new. What remains constant is the value we place on each child, the team and communication which ensures that they enjoy the school life, work hard and develop self-confidence, self-motivation and self-discipline.

We are a caring school. We are all proud of the friendly and welcoming atmosphere in our school and the standards we achieve, but we always strive to improve.

We have very high expectations of the children and aim to provide the best learning for them, in order to help us to cherish and challenge every child to fulfil their potential.

Although this handbook is an important part of our communication with you, it cannot replace the regular contact between parents and staff. We believe that a positive partnership based on an open friendly relationship is essential to every child's education.

I am sure that you join with us in looking forward to an exciting and successful school year in 2020—2021.

Yours sincerely

Jane Evans
Headteacher



Richmond upon Thames
Children and Young People's Trust



Meet the Governor

I am writing to introduce myself as Chair of Governors at Orleans Primary. The governing body is proud of the academic, musical, sporting and cultural achievements of the pupils at Orleans Primary, and feel the school does an outstanding job in preparing our pupils for secondary school and life beyond education.

As a board, we welcome communication from parents, and invite any views and suggestions you would like governors to consider.

Please note that the school has a complaints procedure which can be found on the website. I can be contacted on aaxiom@orleans.richmond.sch.uk.

Thank you.



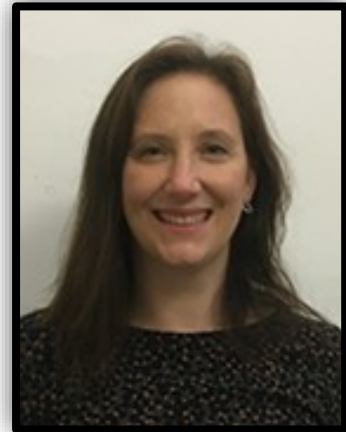
Meet the Year 4 Team



Miss Brown
Leman Class



Miss Hedges & Miss Hill
Arnold Class



Miss Cottle
Teaching Assistant



Mrs Malone
Teaching Assistant

What is life in Year 4 like?

In Year 4, children are expected to continue being independent learners and take ownership of their learning. We plan to adopt a very creative and enthusiastic approach to our curriculum. From day one, it is expected that Year 4 children begin to take on more responsibilities within the school and set an example for younger children. For instance, in how they conduct themselves around school and talk to others, with the aim that these qualities will be embedded for life.

Which staff are in Year 4 this year?

There are two classes in our year group.

Class Name	Teacher	Teaching Assistant
Arnold Class	Miss Hedges (Mon-Weds) & Miss Hill (Thurs—Fri)	Mrs Malone
Leman Class	Miss Brown Miss Cottle (trainee teacher)	

The children will continue to have specialist teachers for French (Mr Dare) and Music (Mrs Ricketts). Mrs Owen will also continue to teach R.E. each week.



A typical day in Year 4

What does a typical week in Year 4 look like?

- Every day consists of a Spelling, English, Maths and Guided Reading.
- All other subjects are taught once or twice during the week.
- We will do Physical Education (P.E.) twice a week. Children will continue to come dressed in their PE kits on their PE days.
- Class P.E. days are on **Tuesday** and **Wednesday** (this is subject to change depending on time of the year and topics being covered—this will be communicated to parents ahead of time). Please ensure that your child has a water bottle at school. In the summer, sun tan lotion should be applied to protect them from the sun. You can apply this before school and your child can also bring this to school with them.



9.05 Start of Day

9.10 Spellings

9.30 Lesson 1 - usually English

10.15 Assembly

10.30 Break - *children are required to bring in their own fruit*

10.45 Lesson 2 - usually Maths

11.45 Guided Reading & Maths Meeting/Times Table Rockstars

12.45 Lunch

Afternoon

1.30 Lesson 3 - Foundation subject

2.30 Lesson 4 - Foundation subject

3.20 End of the school day



Uniform and Appearance

At Orleans Primary we set high standards for all our pupils and this includes their appearance.

All children must wear the school uniform as detailed below.

School Uniform

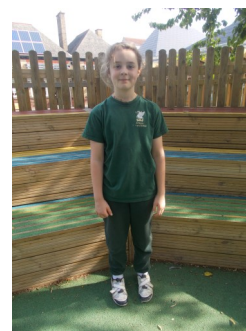
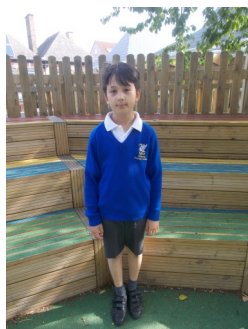
- White Polo Shirt
- Royal Knitted V-neck Jumper or Cardigan
- Grey Trousers / Shorts or Grey Skirt / Pinafore
- Black shoes—**NOT TRAINERS** - no open-toed sandals

P.E. Uniform

- PE - House Colour T-Shirt
- House Colour Shorts / Joggers (NO LEGGINGS OR SHORT SHORTS)
- Trainers

Children should not wear jewellery, make up or nail varnish. Patterns, signs and symbols cut into hair are not permitted and hair which is longer than shoulder length should be tied up so that it minimises the spread of head-lice and is less distracting.

Using the school uniform helps to create the community of Orleans Primary School and children are able to focus on learning and developing.



Orleans Primary Schools' uniform supplier is Stevenson's. Stevenson's have a store in Heath Road in Twickenham where pupils and parents can visit to sample sizes and purchase in store. Additionally, parents can order uniform online at www.stevensons.co.uk and by telephone on 01727 815 700.

Timings and Routines

Morning Routine

From September, we will have staggered start and finish times for each year group with the continuation of our current one-way entry and exist system. In Year 4, children will need to arrive at 9:05. This is the allotted time for our staggered start so it is important that children arrive on time. Arriving late on a regular basis can also have a negative impact on your child's learning and make for an unsettling start to the day.

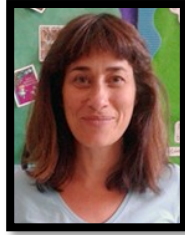
The school day will finish for Year 4 at the usual time of 3:20. Please ensure that only one adult is accompanying your child for pick-up and drop-off during this period of restriction as we aim to make the one-way system as efficient and safe as possible.

Please make sure your child has their bag every day as letters, reading books and other information can soon get lost. Please also be reminded that your child is now required to bring in their own stationary, as detailed in the recent parent letter about arrangements for the return to school in September.

Timings of the day

9.05	School starts
10.30 — 10.45	Morning break
12.45 — 1.30	Lunch
3.20	End of school day

Music in Year 4 at Orleans Primary School



In addition to Mrs Ricketts teaching music to the pupils in Year 4 on a weekly basis, Richmond Music Trust will continue to offer opportunities to expand the children's knowledge and skills in this area.

Already in place within the school is the Wider Opportunities String Programme. Pupils who have started tuition in strings and wish to continue in Year 4 will be offered standard group tuition. This will involve purchasing the string instrument your child has been playing. This will allow your child to further their skills and expertise, taking their learning forward into Secondary. Applications for standard group tuition can be obtained from the school, or the Trust directly via their website: <http://www.richmondmusictrust.org.uk/>.

Orchestra

If permissible, the orchestra will continue next year, running on Monday mornings from 8.15 until 8.55am in the main school hall. All string, woodwind and brass players are very welcome - we have parts for all abilities. Please contact Julia Gaster directly (jules_gaster@yahoo.co.uk) for more information.



Instrumental tuition at Orleans Primary School

Richmond Music Trust continue to offer tuition for children within school hours. The list below outlines the instruments available. Please contact them directly regarding information on any of these opportunities.

From Year 2 (through to Year 6)

Recorder lessons are available from Year 2. This is standard Richmond Music Trust tuition, paid for by parents. To apply for lessons go to www.richmondmusictrust.org.uk/applynow

Piano/Keyboard lessons are available from Year 2. This is standard Richmond Music Trust tuition, paid for by parents. To apply for lessons go to www.richmondmusictrust.org.uk/

How does reading work in Year 4?

Our aim in Year 4 is to hear every child read at least once a week. This will usually be during Guided Reading sessions which are carried out in small groups. During this session, teachers will make notes on your child's reading for their own records and also record in their reading diary every 2 weeks. When parent readers hear your child read, they will also make a short comment in the diary. The reading diary is also used as a form of communication, so please check it regularly.

Our expectation is that children read every day at home, this may be on their own or with an adult. Comments on reading should be made at least once every week but preferably more. This can be done by an adult or child.

How many books can my child borrow?

Each child can take two reading books home at a time from their colour band. In addition to this, they may also take a book from the library. It is the child's responsibility to take good care of the library book borrowed. If this is misplaced or lost you will be asked to pay the full cost of the book. Please note that this process may need to be amended in light of the current restrictions. Any changes or updates will be communicated to you in September.

What do the numbers mean in the colour bands?

Nothing, they are merely used as a sorting system. Therefore, your child may choose from any number **within** their colour band.

When can my child change their books?

They may change their books independently as and when they need to. If you would like to change your child's book with them, please do so before the morning bell at 8.55am. It is very important that children read across a range of books and genres, rather than simply moving through levels within one genre.

When can my child move up a reading level?

As well as summative assessments, each class teacher will also use the guided reading sessions to conduct formative assessments of every child's progress in reading. They will use these assessments to decide when a child is ready to move up a colour band. Only **class teachers** make this decision and they will inform you of any changes in your child's reading diary.

Suggested Reading List for Year 4

This list is intended to be a guide to books suitable for children in Year 4. The list, covering a range of genres, is drawn from a number of sources including teachers own recommendations; reading lists suggested by other schools and the National Literacy Trust's website. Some of the texts are more difficult to read than others and care should be taken when choosing those which your child might enjoy. Please discuss the books your child reads with him/her and remember that even in Year 4, although a book might be difficult for your child to read, he/ she will probably still enjoy having it read by an adult.

Beowulf Kevin Crossley-Holland
The Firework-Maker's Daughter Philip Pullman
The Dragon's Child Jenny Nimmo
The Ghost Blades Anthony Masters
The Reluctant Dragon Kenneth Grahame
Dragon Poems John Foster & Korky Paul
The Crazy Shoe Shuffle Gillian Cross
The Sea Piper Helen Cresswell
The Clothes Horse Allan Ahlberg
It Was A Dark and Stormy Night Allan Ahlberg
The Dancing Bear Michael Morpurgo
The Demon Headmaster Gillian Cross
Emil and the Detectives Erich Kastner
The Iron Man Ted Hughes
The Lion, The Witch and The Wardrobe C S Lewis
Little House on the Prairie Laura Ingalls Wilder
Mrs Frisby and the Rats of Nimh Robert C O'Brien
Stig of the Dump Clive King
Swallows and Amazons Arthur Ransome
A Child's Garden of Verse Robert Louis Stevenson
Greek Myths for Young Children Marcia Williams
The Orchard Book of Creation Stories Margaret Mayo & Louise Brierley

This is not a list of books that children have to read over the summer or throughout the year, merely a suggestion of stories and different genres that would interest and allow children to further develop their love of reading. The local library should have copies of these books and children can borrow them for free and use them towards the Mythical Maze challenge that they are running over the summer holidays.

Please note: It is not an expectation that parents will buy these. The library in Twickenham do have copies. We would to see as many children as possible being a member of the local library. It is a brilliant way of developing a child's love of reading.

Reading

Book discussion is one of the best ways to know the level of, and to support, your child's reading. The analytical skills used in discussion are what your child needs to succeed in school and in life. Here are some tips on how to start and sustain a book discussion with your child. The questions are different types of questions and tend to be more thought provoking as you reach the latter questions.

Recall questions

Where does the story take place?
When did the story take place?
What did s/he/it look like?
Who was s/he/it?
Where did s/he/it live?
Who are the key characters in the book?

Comprehension questions

Describe ..., e.g. the giant
What do you think is happening here?
What happened in the story?
What might this mean? e.g. proudly
Through whose eyes is the story told?
Which words/phrases tell you that ... e.g. the setting is spooky
Which part tells you ..., e.g. they were annoyed that Goldilocks was in their house
Why do ...? e.g. why do people need to look after their teeth?

Application questions

Do you know any other story which has a similar theme, e.g. good over evil, weak over strong, wise over foolish?
Can you think of another story which deals with the same issues, e.g. social, cultural, moral, issues?
Can you think of another author who handles time in this way? e.g. flashbacks, dreams
Which stories have openings like this?

Analytical questions

How does the layout help ...? e.g. paragraphs, sub-headings, font
What words give you that impression?
Can you explain why?
Do you agree with ...'s opinion?
I wonder what the writer intended?
I wonder what was in the author's mind here?
What do you think these words mean and why do you think the writer chose them?
How has the author used, e.g. adjectives, to make this character funny?
Why do you think the author chose this setting?
What evidence is there to support your view?
Does this remind you of any other books you have read and how? e.g. story structure, settings,
Does the author like ...? How do you know?

Questions continued.

Synthesis Questions

What does the author think about ...? e.g. looking after the countryside

What is your opinion? What evidence do you have to support your view?

Using evidence from the text can you tell me what you feel about ...?

Based on what you have read, what do you think about, e.g. global warming?

What would this character think about ...? (possibly a present day issue)

Look at the descriptions of 3 people. Who is most likely to buy this book?

In what ways is ... like ...? e.g. Pingu like a toddler

Give two pieces of evidence that this is a modern/old/multicultural story?

How did you know ...? e.g. The story began "Once upon a time". How did you know there was likely to be a happy ending?

What is it about ... that tells you ...? e.g. what is it about the language choice that tells you it was written a long time ago?

What else might make ... the character sad/angry/frustrated etc?

Evaluation questions

What makes this a successful text? What evidence do you have to justify your opinion?

Does it work?

Could it be better? Is it as good as ...?

Which is better and why?

Which text do you think is more/most effective?

Which text is giving the writer's own opinion? How do you know?

How you can help your child at home

Home Learning is given out on a **Tuesday** with the expectation that it will be returned the following **Monday**. Please understand that if Home Learning is not returned by this day, it is unlikely that it will be marked until the following week.

Home Learning in Year 4 consists of Spellings to learn for a test, English/Grammar activity and a Maths activity.

Our Home Learning is always linked to the learning that has taken place during the week which gives your child the opportunity to consolidate their learning.

Home learning is handed out each week as a paper copy but is also uploaded onto the Year 4 page of the school website. From September however, we are planning on moving to Google Classroom for both setting and submitting Home Learning each week.

Times tables

In Year 4, it is a national expectation that children know all their times tables and division facts up to 12×12 . This knowledge will then add them with mental calculations and support in all other areas of Maths. We ask that parents support us in teaching these basic skills regularly to assist their child's learning.

Times Table Rock Stars

When it comes to times tables, speed AND accuracy are important – the more facts your child remembers, the easier it is for them to do harder calculations. Times Table Rock Stars is a fun and challenging programme designed to help pupils master the times tables. This programme can be accessed online here: <https://trockstars.com/login> using your child's personalised login details. You may also download an App for the iPhone/Ipad or Android App through which your child may practice.

Key Instant Recall Facts

In line with the National Curriculum, we want to ensure that our children are confident and rapid in their recall of key basic facts. Each half term, we will send home a key skill that children will need to know and recall at speed, by the end of term. For example, 'know number bonds to 100'. This fact will of course be practised in class, but it is vital that regular time is spent at home on these too. The facts are also on the school website so you can see at a glance, what is expected of your child throughout the year.

Handwriting

In Year 4, children will continue to practise and refine their cursive (joined) handwriting. When your child is producing joined handwriting of a consistent size and correct formation in all written work, they will be awarded a 'handwriting licence' and pen. This pen should be kept at school and used in all lessons apart from Maths and Art.

Extra Curricular Sporting Opportunities

(Subject to restrictions—more information to follow in September)

At Orleans, we provide a number of different sporting opportunities in addition to PE Curricular time. Some of the events we take part in are run by us and others through the borough. We will be offering a range of competitive and non-competitive opportunities for our pupils. While we aim to offer children sporting opportunities for competitive events that we attend; trials will be held to ensure we select the best possible children to represent our school.

Below you will find information on how the selection process for different events is carried out.

Borough Sports

Borough sports is an annual event held to celebrate the boroughs Athletics skills. It is organised by members of the borough team. It enables schools to compete against each other in a range of track and field events. Next year, children in year 4 will have an opportunity to take part in trials to be selected for the school team. In previous years, the events have included 50m sprints, 400m run, relays, vortex throw and standing long jump.

The organisers of Borough sports can be contacted on the following email:

boroughsports@st-edmunds.richmond.sch.uk

Swimming Gala

The Richmond swimming gala is a yearly event held at Pools on the park to enable schools to compete against other schools in the borough in both individual and team events. This is a competitive event and in order to select the fastest swimmers we run trials. The fastest boy and girl in year 4 will be selected from the trial event; times cannot be taken into consideration for children to who do not attend. Trials will take place at the end of the autumn term, further information will be sent out to parents nearer the time.

Clubs

Throughout the year there will be a range of different sporting clubs available to pupils to attend before and after school. These range from longer running clubs like Samba Soccer to smaller taster, half termly clubs like multi-sports. These are open to a range of different age groups and require no previous experience. Information about these clubs will be sent out via ParentMail at the end of every term.

Other Opportunities

This year the children have taken part in fantastic drama workshops and been on school trips every half term. They also had the opportunity to take part in many borough competitions, including athletics, swimming and gymnastics competition. Members of the choir took part in 'Voice in a Million' at Wembley Stadium and other events more locally. Children have also had the opportunity to work with talented artists to help develop their own skills and appreciation of art. The children will also take part in the year 4 'Sleepover' in the final term where they will stay overnight at the school. These are just a few examples of the ways in which your child is provided with rich and varied experiences whilst in Year 4.

Steering Group for Rights Respecting

There will be two representatives from year groups 1 - 6 who will form part of the steering group that guides and champions Rights Respecting in Orleans Primary School.

Autumn Term Curriculum for Year 4

English

In the Autumn term, the children will study a film unit based on 'The Dream Giver' which has a fantasy narrative. The film begins with a group of orphans sleep in an orphanage. Quietly, the window shutters open and in crawls a mysterious creature. He doesn't look too friendly at first but we soon see what his plan is.

This is the Dreamgiver and by cracking his dream eggs he makes sure the childrens' nights are pleasurable. He creates the dreams by cracking the eggs onto stories, posters and ballet shoes. We consider what might happen if an egg is accidentally spilt on something not so nice... surely the egg is going to turn into a nightmare for one of the unlucky children?!

This unit will give the children an opportunity to effectively describe settings and characters and learn how to build tension when writing a fantasy story of their own. We focus on expanded noun phrases, adjectives, fronted adverbials and similes and metaphors to add descriptive detail.

During this unit, the children will be undertaking a variety of written experiences, including recounts, newspaper reports, descriptive writing and performances of their pieces, including a recording of them performing their news report. This unit links with our Art topic on 'Dreams'.

Maths

To begin with, the children will be focusing on Counting, Place Value and Calculating. They will look at different methods for addition and subtraction and begin to apply these in a range of contexts.

Science

The children will be learning about 'Sound' which will include looking at how sounds are produced by vibrations and that these vibrations travel from the source through a variety of materials. Musical instruments will be used to illustrate the range of ways of producing sounds and how pitch and loudness can be altered. We will then focus on 'States of Matter'. Children will find out about the properties of the three different states of matter: solid, liquid and gas. They will learn how to use thermometers and set up enquiries about matter changing from one state to another.

Computing

In Computing children will be developing their understanding of sound recording and using this to support their English and Geography work by recording a piece linked to sustainability. Computing will also strengthen our English topic as we will be learning how to use different features of Microsoft Word to create a newspaper style document. Children will be encouraged to consider the impact that different styles and layouts have on the reader.

P.E.

In P.E. the children will be taking part in Outdoor Adventure Activities (OAA), learning how to work effectively as a team to achieve a goal. Alongside developing their physical skills, this will also enhance their problem solving abilities.

Our dance unit links to our Science Topic of 'Living Things and their Habitat' which focuses on how we could use movement to represent a variety of animals. During this dance unit, we consider space, dynamics (speed), actions (turn, stillness, travel, gesture, jump) and relationships (solo, duet, trio, quartet and quintet).

Music

Music is taught by our specialist music teacher, Mrs Ricketts. The children will be exploring composition, tuned and untuned percussion and take part in group performances. They will also be exploring rhythm patterns through rhythm games, rap and song. Richmond Music Trust will also be coming in once a week to work with the children, either to practise playing an instrument or working on their singing.

History

In History, building upon their Year 3 knowledge, they will study an aspect of the Iron Age. Through this enquiry, pupils will identify the common features of hill forts and then investigate their likely function, not only as a defensive structure but also as a trading, meeting and ceremonial place.

Geography

In Geography, they will focus on the issue of sustainability. The main objective of this enquiry is for the pupils to understand, through the use of a number of examples, what sustainability entails and how they might approach applying those principles to their own lives.

Spiritual, Moral, Social and Cultural Development (SMSC)

Within SMSC children will work on understanding the various types of relationships within their lives. This includes exploring different types of family, friendships and romantic relationships through the use of stories and inclusive mature discussions where children can share their personal experiences. They will also learn how to keep safe online and within other cyber spaces.

Art and Design Technology

We will begin this year in Art by looking at dreams and dream landscapes, experimenting with the use of colour and printmaking to represent to express the fantastic realms we explore during sleep.

In Design Technology, children will be creating their own cards with moving parts. They will research the content of the book and design and make a their own that is finished to a high standard. Their books will incorporate moving parts, including linkages and levers.

YEAR 4 Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	We will be doing a media/film study	We will be studying a quest story	We will be studying a modern classic	We will be studying poetry	We will be studying a picture book	We will be studying a traditional tale
	<p>At Orleans Primary School, we follow the Power of Reading teaching sequences in order to deliver our English curriculum. Heavy emphasis is placed on discovery of the text and it is for this reason that we are not itemising which texts are studied each term. It is important that the children have little exposure to the texts before embarking on the teaching sequences. We have indicated the genres that will be covered across the teaching sequences and encourage you to frequently ask your children about the texts that they are studying in school and what they have been discovering during their learning.</p> <p>For the academic year 2020-2021, we will also be following a recovery curriculum unit at the start of the year. It is a unit devised by the CLPE (creators of the Power of Reading) that will be used school-wide, allowing us to focus on the same text and foster a sense of learning community throughout the school.</p>					
Maths	Number + Place Value Addition + Subtraction	Multiplication + Division Discrete + Continuous Data	Securing Multiplication Facts Fractions Time	Decimals Area + Perimeter	Solving Measures + Money Problems Shape + Symmetry	Position + Direction Reasoning with Patterns + Sequences 3-D Shape
Science	Sound	States of Matter	Living Things and their Habitats	Electricity	Animals including Humans	
Computing	Online Safety Podcasts	Animation - programming	E-safety and Email	Kodu - programming	E-safety and your digital footprint- blogging	Data Logging
History		Who were the Anglo-Saxons and how do we know what was important to them?		How do artefacts help us understand the lives of people in Iron Age Britain?	What did the Vikings want and how did Alfred help to stop them getting it?	
Geography	Sustainability: how can we live more sustainably?		Earthquakes: why do some earthquakes cause more damage than others?			Beyond the Magic Kingdom: what is the Sunshine State really like?
D&T		Story Books – construction	Seasonal Food - cooking		Money Containers - construction	
Art	Viewpoints – drawing/colour			Famous Buildings – sketching/colour		Journeys – drawing/colour/pattern
PSHE	Growing up	Who are these People? Relationships	Taking More Control & Anti-bullying Week	Work and Money	Being a responsible Citizen – the environment	Health & Wellbeing – helping others to keep safe
PE	OAA Dance (Animals)	Basketball Gymnastics	Rounders Yoga	Athletics Gymnastics	Athletics Dance – Twinkl unit extreme earth?	Athletics Badminton

Music	Booming Brass; Amazing Arrangements	Christmas Crackers	Rapping Rhythms; Pitch Perfect	Peter and the Wolf	Healthy Hearts	Happy holidays; Singing Spanish
RE	Buddhism KQ: What do Buddhists believe? -Origins -Core beliefs -Festivals & places	Christianity KQ: What do Christians believe? -Origins -Core beliefs -Festivals & places	The Bible KQ: What do Christians believe? -Origins -Core beliefs -Festivals & places	Food and Fasting KQ: What role does food play in different religions? -Food rules within Judaism -Lent -Fasting during Ramadan	People of Faith KQ: How can beliefs help people? -How faith can provide support for some -Key figures (Malala, Dalai Lama, Bear Grylls)	Pilgrimages KQ: What is a pilgrimage? -The role of pilgrimage -Similarities and differences for religions
French	Greetings and instructions recap In this unit pupils revise how to ask questions and introduce ourselves in French and to go over key classroom vocabulary. A revision of important phrases and commands 'Comment dit-on' 'Est-ce que je peux' 'Il faut'	Moi (All about me) In this unit pupils learn how to describe themselves physically and personally (building on personality trait vocabulary) and learn how to use the first person singular pronoun with avoir and être. End activity: Make a monster (mini poster)	Bon appétit, bonne santé! (Healthy eating) In this unit pupils learn names of food and drink related to packed lunches and break time snacks. Pupils revise numbers using the euro. They add to their repertoire of songs and rhymes to help them remember new language. End activity: Make a menu (mini poster)	Les planètes (The planets) In this unit pupils learn to name the planets. They revise opinion verbs in the first person singular and construct sentences using verbs, nouns and adjectives. They add to their repertoire of songs and rhymes to help them remember new language. End activity: complete a chart describing the planets (mini poster)	On y va (All aboard) In this unit pupils learn to name some francophone countries and some towns in France. They revise the days of the week and will learn some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language. End activity: Creating a comic book strip of a holiday	Les contes de fées (Fairy tales) In this unit pupils learn the names of some animals and practise using the present tense with regular verbs, avoir and être in the first and third person to give their opinions, and describe what happens in the story. End activity: Devise and narrate a fairy tale (small group work)
TRIPS	Orienteering – Hyde Park (P.E) Buddhist Temple (R.E)		London Zoo – Living things and their habitats (Science) Smart Cook in-school visit (DT) Metro in-class bank Sessions and Bank visit (PSHE)	London Building Walk + Tate Modern (Art) Local Architect Visit	Viking Role play Workshop (History)	Science: TBC Sleepover

Please note that trips and topics are subject to change, given current situation we are in.

Key Instant Recall Facts

Year 4

Autumn

I know number bonds to 100.
I know the \times and \div facts for the 6x table.

Spring

I know the \times and \div facts for the 9x & 11x tables
I recognise decimal equivalents of fractions.

Summer

I know the \times and \div facts for the 7x table.
I can multiply and divide single-digit numbers by 10 and 100.

Children are expected to be able to mentally recall these facts by the end of Year 4.

Each half term, one instant recall fact will be sent home to practice. Each fact will come with detailed information on what children should be able to do to meet the objective,

Maths Meetings

Maths Meetings are a vital part of the Mathematics Mastery programme. Their purpose is to consolidate key areas of mathematics or introduce new topics. To be most effective, we make sure to include Maths Meetings at least 3 times per week for 10–15 minutes. A Maths Meeting covers several curricular areas, broken down into short segments; each segment taking approximately 2–3 minutes. Each meeting usually starts with a song, rhyme, poem or chant, to ensure full participation and enjoyment. Below is a list of topics covered within the meetings

Term	Detail:
Autumn	<p><u>Number:</u></p> <ul style="list-style-type: none"> • Counting in tenths and hundredths forwards and backwards • Using the multiplication tables up to 12×12 • Roman numerals to 100 (I to C) • Add and subtract 3-digit numbers using a range of calculation strategies • Compare and order fractions <p><u>Shape and Pattern:</u></p> <ul style="list-style-type: none"> • Recognise 3-D shapes in different orientations and describe their properties • Identify right angles and compare angles as greater or less than a right angle, introducing terms 'acute' and 'obtuse' • Identify lines of symmetry in the surrounding environment and regular 2-D shapes <p><u>Time:</u></p> <ul style="list-style-type: none"> • Tell and write the time from an analogue clock, including Roman numerals from I to XII and 12-hour and 24-hour clocks <p><u>Money:</u></p> <ul style="list-style-type: none"> • Add and subtract money, including mixed units, and give change in practical contexts
Spring	<p><u>Number:</u></p> <ul style="list-style-type: none"> • Divide by ten and 100 to get a decimal fraction • Use the number line to show fractions, numbers and measures • Recognise and use factor pairs and commutativity in mental calculations <p><u>Geometry and shape:</u></p> <ul style="list-style-type: none"> • Calculate the perimeters of rectilinear 2-D shapes on centimetre grids
Summer	<p><u>Number:</u></p> <ul style="list-style-type: none"> • Identify the place value of the digits in a number with up to two decimal places • Suggest a decimal fraction that is equivalent to a fraction in tenths or hundredths • Round decimals with one decimal place to the nearest whole number • Compare numbers with the same number of decimal places up to two decimal places <p><u>Geometry, Position and Direction:</u></p> <ul style="list-style-type: none"> • Use flags to identify angles, shapes, symmetry, parallel and perpendicular lines • Describe positions on a 2-D grid as coordinates in the first quadrant <p><u>Measures:</u></p> <ul style="list-style-type: none"> • Recognise and write decimal equivalents to one quarter, one half and three quarters in the context of capacity, length and mass <p><u>Money:</u></p> <ul style="list-style-type: none"> • Recognise how many ten pence pieces equal one pound, how many one pence pieces equal one pound and relate them to tenths and hundredths of a pound • Compare amounts of money up to two decimal places

Year 3 and 4 Statutory Spellings

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

End of Year Expectations	Punctuation	Sentence construction	Hand Writing	Phonics and Spellings	Amount
<p>Year 4</p>	<p>I can use punctuation marks to independently and accurately demarcate all sentences.</p> <p>I can use correct speech punctuation e.g. commas, question and exclamation marks etc. before the close of the speech marks.</p> <p>I can secure the use of apostrophes for omission and begin to use the apostrophe to show possession.</p> <p>I am beginning to use commas to separate phrases and clauses within sentences.</p>	<p>I can use conjunctions 'before' 'after' 'as well as' 'if'.</p> <p>I can vary the openings of sentences to avoid repetition.</p> <p>I can use third or first person (he, she, and they/ I).</p> <p>I can write in different tenses - past/ present / future.</p> <p>I can write simple and compound sentences and begin to write complex sentences.</p> <p>I am beginning to write in paragraphs.</p>	<p>I am continuing to develop my writing style, using a cursive script.</p> <p>I can write at speed.</p>	<p>I will complete Year 4 'Support for spelling' program</p> <p>I can spell all of the Yr 3 and 4 word list</p> <ul style="list-style-type: none"> - homophones and plurals - - suffixes - a prefix or suffix - can be attached to a base or root to form a new word e.g. retrieval /darkness -ly, -ation, -ous - apostrophes - Suffixes -ly, -ation, -ous - Prefixes mil, mis, re, sub, inter, anti, auto 	<p>I can write at length ($\frac{1}{4}$ to 1 side of A4 in 45 minutes.)</p>

How can you help?

Parental help is equally as important in Year 4 as it has been throughout your child's time at Orleans. The books children read become increasingly complex as they move through Key Stage 2 and the curriculum becomes more demanding.

We would like to invite parents to assist with the following:

- Readers or group reading support
- Times table testing
- Key Instant Recall Facts
- In class support during special weeks or days
- Trips

It is essential that you are DBS checked when helping in school. In order to start this process early (as it can sometimes take up to 6 weeks), please see the office for a form.

We will also need Class Reps for both classes. Usually, we have two per class and they help the teacher to organise events throughout the year and communicate important information to parents. If you are interested in becoming a Class Rep, please speak to your child's teacher.

*We look forward to an exciting year
full of learning and new experiences!*

Additional information for parents

Holidays in Term-Time

At Orleans, our aim is for each child to achieve excellent attendance each year. We ask parents to plan family holidays for the school holiday times. A child who takes 2 weeks (10 days) holiday in term time will have less than 95% attendance for that year before taking into account any further days lost due to illness. The term dates for 2019 – 2020 and 2020 – 2021 are published on our website. Please do consult them before flights are booked! We do not set work for pupils who are taken out of school on a holiday.

ParentPay

All payments to the school, except those for charity days, are made online via ParentPay. If you have any difficulties accessing this please contact the school office and they will be able to help. If you do not have access to the internet or a computer the office staff are available to support you using a school computer to make payments.

Permission for Trips

When there is a trip please ensure that you use ParentPay to give permission for your child to go on the trip. We can only finalise our risk assessments when we have the final permission given and, at times, there may be two or three pupils who do not have permission to attend a trip and this holds everything up.

Healthy Snacks

Please remember that pupils in KS2 can bring a piece of fruit or vegetables to have as a snack during playtime. Please do not send anything else other than fruit and vegetables as the children will not be allowed to eat them and this will be confiscated from them.

Medical information about pupils

If your child has medical needs which change during the year you must inform the school via the office. They will give you the appropriate form to complete. This will help us to ensure that your child's medical needs are known and appropriate measures are in place to keep them safe.

Parent Mail

The school uses ParentMail to communicate with parents via email and text message, and all parents need to register for a ParentMail account and download the ParentMail app. If you have not yet been sent a registration email from ParentMail please contact the school office.

School Street

Hartington Road is now a 'School Street' and has a temporary traffic management order prohibiting motor vehicles during drop off and pick up times every day during term time. Only scooters, cyclists and pedestrians are permitted to use the road during these times, to reduce pollution and make the area surrounding the school a safer environment for all. Parents must ensure that they do not drive down Hartington Road between 8.00 - 9.45am, and 2.45 - 3.45pm. Please see <http://schoolstreets.org.uk/> for further details.

School lunches

Children at Orleans Primary School have a choice of having a delicious, freshly cooked hot school lunch, or bringing in a packed lunch from home. All infant age children (Reception to Year 2) are entitled to a free school lunch under the Universal Infant Free School Meal scheme, and we strongly recommend that parents take up this offer. All children in Years Reception to Year 2 are automatically signed up for Universal Infant Free School Meals unless your child has a food allergy or intolerance (see next page for further details).

Additional information for parents

School meals are paid for via ParentPay and we ask that you do not allow your school meals balance to fall into debit. The cost per half term for school lunches will be displayed on the school website if you would rather top up your account for an entire half term. The menu for school lunches will also be displayed on our school website for you to look at with your child. If you would like to change your child from packed lunches to school lunches, or from school lunches to packed lunches mid way through the year you must inform the school office of this in writing via email to [in-fo@orleans.richmond.sch.uk](mailto:info@orleans.richmond.sch.uk) giving at least 5 days notice.

If your child has a food allergy or intolerance, they must bring in a packed lunch until their special menu has been discussed and agreed with the catering contractor and put into place. To get this process started you will need to complete a special diet form which the school office can send to parents upon request. Please contact the school office for further details.

Pupil Premium - Free School Meals

Families who receive some benefits or are on a low income may be entitled to free school meals and the 'pupil premium grant' funding. Please read the government publication within this link and contact the School Business Manager to check your eligibility <https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Orleans Primary School Voluntary Fund

Funding for schools has been under immense pressure for the past few years. Our aim is to provide an excellent education for all pupils that attend our school, however these financial challenges mean we have to make decisions about what we can and cannot continue to provide. Even through careful financial planning, monitoring and making significant cut backs, we are using our reserve funds to prop up our school budget this financial year. This, and the impact the Covid-19 pandemic has had on reducing our lettings income and OPPTA fundraising, means that we are reliant upon parents making regular voluntary donations to our school fund in order to continue to provide them with a fantastic education.

We are hoping that all of our parents who are able to will commit to donating £10 per month to our voluntary fund, which will be used to support teaching and learning across the school. This equates to £840 over your child's school career, which would make a huge impact to the school. A £25 per month donation would equate to £2016 across your child's school career. Regular donations mean the school can use the donations in our financial planning, and means that we can use the money on regular commitments such as staffing costs.

Single or annual donations are also greatly appreciated. Monthly or single donations can be easily set up by visiting the Just Giving OPSF page below.

All contributions are completely confidential and parents should not feel pressured into regular monthly giving.

<https://www.justgiving.com/opsf>

Additional information for parents

Online safety

Remember that your children will often have daily access to the internet via phones, computers, Play Stations, computers and tablets etc. Please ensure that you have set parental controls and monitor your child's activity. The use of social media is prevalent and it is vital that you know what sites your children are using and how they are using them. Please see information on the following page for how to set parental controls and links to websites that give advice and information. There is also a credit card sized card below with QR links to websites that will take you step by step through the process of setting parental controls.



Setting parental restrictions on your child's kit

1. Tap (or click) the icon (Apple, Android, Microsoft Xbox, Nintendo or Sony PlayStation) or scan the QR code with your phone's camera
2. Follow the instructions on the website exactly — in particular, setting the age of the child
3. We recommend that you set the device to not allow **any** apps to be installed without your permission
4. Choose a strong password to protect your new settings — **not** the same as the unlocking code!

