



Welcome to Year Four's Curriculum Evening Presentation

Assistant Headteacher – Years 4, 5 & 6

Mr Beckwith

Phase Leader

Mrs Kambo

Teachers

Pearl Class- Miss Kilinc

Ruby Class- Mrs Sawle (Year group leader)

Topaz Class- Mr Khalfi (Ms Day – Student Teacher)

Support Staff

Mrs Cole, Mrs Piggot, Mrs Reidman, Mrs Wani, Mrs Kotadia, Mrs Dabral, Mrs Shouler, Ms Noor, Ms Maja

Mrs Cale, Mrs Rackham, Mrs Dabral, Mrs Richardson, Mr Irwin and Mr Jefferson also teach some lessons in Year 4



Vision

At West Lodge each child finds the spark within them. The light continues to grow, igniting the spark in others -creating ripples throughout the world. It all starts with understanding and acceptance....





This year, the children will be continuing their journey on the MindUP curriculum during their PSHE lessons.

The purpose of the 15 lessons is to help children develop a better understanding of self and also further develop their abilities to self-regulate. The children will be continuing to take part in a minimum of 3 brain breaks throughout each school day.

The curriculum is based on four key pillars:



Unit I: Getting Focused
Lesson 1 : How Our Brains Work
Lesson 2 : Mindful Awareness
Lesson 3 : Focused Awareness: The Core Practice
Unit II: Sharpening Your Senses
Lesson 4 : Mindful Listening
Lesson 5 : Mindful Seeing
Lesson 6 : Mindful Smelling
Lesson 7 : Mindful Tasting
Lesson 8 : Mindful Movement I
Lesson 9 : Mindful Movement II
Unit III: It's All About Attitude
Lesson 10 : Perspective Taking
Lesson 11 : Choosing Optimism
Lesson 12 : Appreciating Happy Experiences
Unit IV: Taking Action Mindfully.....
Lesson 13 : Expressing Gratitude
Lesson 14 : Performing Acts of Kindness
Lesson 15 : Taking Mindful Action in the World.....

Growth Mindset

We are continuing to promote a Growth mindset rather than a Fixed mindset across the school. Please try and support this with encouragement of independence at home.

We are encouraging children not to say:
"I can't do it"

But instead say:

"I can't do it yet."

Fixed MINDSET	Growth MINDSET
	
Instead of this...	Try this!
If I fail, I'm no good!	I will keep trying!
I can't do this!	I can't do this YET!
I don't know how to do this!	I can learn how to do it!
This is too hard!	I want to challenge myself!
I made a mistake, I give up!	My mistakes help me grow!



We are a Rights Respecting School



As a whole school we have created a Class Charter to reflect the West Lodge Way.

Highlighting our rules: **READY RESPECTFUL** and **SAFE**

It reflects the rights and responsibilities of the children and the adults that go with them



Routines

Below are the timings for the start and end of the day for Year 4, please adhere to these timings.

School Soft Start: 8.40am-8.50am Finish time: 3.30pm

Within their 10 minute arrival slot, children come into the classroom and get ready for the day. They will have a morning activity to do, this could be, finishing work off, complete a consolidating activity, reading etc.

Children should be at school, in class by 8.50am.



Presentation

We want children to take pride in their work and be proud of their achievements:

All written work should:

- be recorded in pencil
- be written using Nelson script
- be edited with the use of a rubber
- include the date/Learning Intention



Learning Intentions

Learning Intentions are made clear to children and are written at the beginning of each lesson, this outlines their learning.

Steps to Success

The success criteria are referred to as being specific steps to success and are used to support children in their learning. They also help them to self assess their work.

Flexible groupings in Year 4

In Year 4 we use flexible groupings.

Children sit in mixed attaining groups.

Learning groups are used in Maths and English lessons, for children who benefit from working in smaller groups with an adult, they will cover the same Learning Intention at their level.

During lessons, children are able to choose a suitable level of challenge and teachers will guide this where necessary. Children will adjust the level of their challenge depending on the task.



Feedback

There is regular dialogue between pupils and adults (written and verbal, including conferencing)

Written marking refers to the Learning Intention and Steps to Success

Pupils have are encouraged to evaluate their work and reflect on their learning.

Pupils have time to respond to the marking, by responding to the given EBIs

Pupils regularly self assess and peer assess their work.



WWW

EBI

Black Biro

Year 4 Curriculum Map

West Lodge Primary School Curriculum Overview- Year 4 2022-2023

Curriculum Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy Links	Poetry – Rap and Kennings	Invasion- Non-fiction Biographies Fiction and non-fiction Persuasion Newspaper report	Christopher's Story- Class novel Stories from other cultures	Dilemma Stories Instructions - mummification and D&T	Space Explorers – 'A huge first step'. Recount Exploring Poetic Language- Grace Nicholls/James Carter	Spiderwick Chronicles- Class novel
Text Genres/task	The Ghost Thief-Class novel Stories from history Invasion –Class novel Fiction					
Science	Plants	Animals including Humans	Materials	Electricity	Sounds	Space and the Solar System
History	The Viking & Anglo-Saxon Struggle for the Kingdom of England up to 1066 (Battling Britain)		Ancient Egypt		Explorers (Oceans & Stars)	
Geography	Land Biomes		River Nile Study – Trade links; physical features etc...		Map making – understanding the Globe	
RE	How do faiths define themselves?	What common themes bring us together? What does worship mean?	What do we mean by commitment?	How is Humanism the same as and different to a religion?	What is a pilgrimage?	What is Judaism?
MFL	Phonetics 1,2 &3 Presenting Myself	Family	My Home	At the Cafe	Goldilocks	Clothes
Music	Expressing Sounds	Time – rhythms and beat	Around the World		Ancient Worlds	
PE	Swimming/Football	Swimming/ Hockey	Basketball/ Swimming	Swimming/Tennis	Athletics Dance	Gymnastics Rounders
Art	Drawing Still life/Cubism		Egyptian Art/Textiles		Crafts	
DT		Levers and linkages		Simple circuits and switches		Stem challenges
Computing	Coding Introduction to Variables	We are Computational Thinkers - Chess	We are Musicians	Creating media – Photo editing	Computing systems and networks – The Internet	We are co-authors
PSHE/Mind Up	Jigsaw - Being Me No Outsiders Mind Up – The Brain & Mindful Awareness	Jigsaw - Celebrating Difference No Outsiders Mind Up – Mindful listening & seeing	Jigsaw - Dreams & Goals No Outsiders Mind Up – Mindful smelling & tasting	Jigsaw - Healthy Me No Outsiders Mind Up – Mindful balancing & moving	Jigsaw - Changing Me No Outsiders Mind Up – Perspective & Optimism	Jigsaw - No Outsiders Relationships
Green Schools Project	Explore Climate Change	Investigate Climate Change	Act on Climate Change	Inspire others about Climate Change	Project work	Project work
Enrichment Opportunities	Viking Day	Theatre Trip	Art Trip	British Museum	Gordon Brown	Place of Worship

Knowledge Organisers

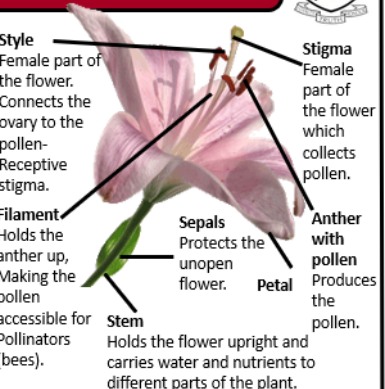
Children receive Knowledge Organisers at the beginning of each Science and Humanities topic, it outlines the main concepts and vocabulary which will be taught within the topic. At the beginning of each lesson there will be an activity to recall a part of the learning from the KO. An outline of the areas the quizzes will focus on will be given. The Knowledge Organisers can be found on Teams. Please support your child in revising the knowledge.

Knowledge
Organiser

Year 4- Autumn 1: Plants



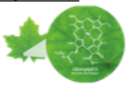
Key Vocabulary	
Word	Meaning
Leaves	The place where photosynthesis takes place.
Petal	The separate leaves that form the outside part of a flower head and usually attract insects.
Seed	Produced the fertilisation ovule, seeds allow a plant to reproduce.
Pollen	The product of a male part of a plant which allows it to produce seeds.
Ovule	The egg cell which joins with pollen to produce seeds and allows plants to reproduce.
Stamen	The male part of a plant. Consists of the anther (produces pollen) and the filament (which holds the anther up).
Pistil	The female part of a plant. Made up of the stigma, style and ovary (which contains the egg cells called ovules).
Nutrient	A substance that provides nourishment for growth. All living things need nutrition.
Pollination	The process by which pollen is transferred to the female parts of the plant which means the plants can make seeds and reproduce
Fertilisation	When pollen joins with the ovule (egg), a new seed is created.
Seed dispersal	The movement or transport of seeds away from the parent plant.
Photosynthesis	The process by which green plants use the sun's energy from sunlight along with water and carbon dioxide to produce their own food in the form of glucose (sugar).



What is needed for Photosynthesis?


Sunlight


Carbon dioxide


Chlorophyll – a green substance Found inside leaves. It is responsible for absorbing light.

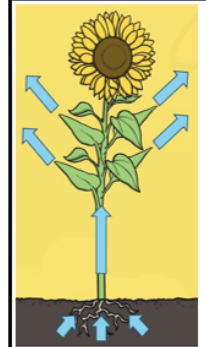

Water

Ignite ♦ Grow ♦ Inspire

Knowledge
Organiser

Year 4- Autumn 1: Plants





How does water travel through a flowering plant?

- The roots absorb water from the soil.
- The stem transports water to the leaves.
- Water evaporates from the leaves.
- This evaporation causes more water to be absorbed by the stem.
- The water is absorbed through the stem, like water being absorbed through a straw.

Life cycle of a flowering plant

- Seed
- Germination Growth of a seed into a young plant.
- Growth
- Pollination
- Reproduction
- Seed dispersal

What are the five methods of seed dispersal?



Burst/Explosion
Some plants have pods full of seeds which burst and are randomly scattered around the area (peas).



Wind
Dandelion clocks have fruits which are adapted to use the wind to carry the seeds away.



Water
Water lilies use the water they live on to disperse their seeds. They produce light seeds which floats away in the water for a while, then sink to the bottom of a pond to grow a new lily.



Shakers
When poppies have produced their seeds and have finished flowering, all that is left is a long stem with a seed pod. These pods have small holes at the top and rely on the wind to shake them to scatter.



Seeds as foods
Eaten by animals, the seed passes through the animal unharmed and out of the end with a ready supply of fertiliser. It ensures the seed is fertilised to help it to grow.

Extending your learning:

- Dissect different flowers and compare their features.
- Visit Kew Gardens/Cambridge Botanical Gardens and discover many historical, fossilised plants.
- Buy seeds and examine its growth in a notebook overtime.
- Create a self-watering plant device (sustainable): <https://exploreit.uk/en/activities/problem-solvers/make-a-plant-self-watering-device>
- Explore videos and quizzes on BBC Bitesize: <https://www.bbc.co.uk/bitesize/articles/z2w3p4j>

Ignite ♦ Grow ♦ Inspire

Multiplication Tables Check

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools will have a 3-week check window in June to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

25 questions - 6 seconds per question

Multiplication tables up to 12 x 12



×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Please support your child in learning their multiplication facts



×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

Homework

Please ensure children are reading 15 minutes everyday and make a note of this in their reading record/homework diaries (title of book, page number and adult's initials).

English homework is set on Monday – due on Wednesday – CGP Books
To be marked at home.

Maths homework is set on Wednesday – due on Friday – MyMaths website
(Log ins the same as last year and can be found in homework diaries)

Topic homework is set on Friday – due on Monday

Spellings are given every Thursday – due Monday
Children will select their level of challenge to learn.

Learning Platforms

We use many learning platforms to support teaching and learning, the main one being Teams where children will find most of their homework and they can submit their homework.

Please also write these down somewhere safe.



My Maths

Login: westlodge

password: addition

LOGIN

PASSWORD

GO

 **MyMaths.co.uk**
Bringing Maths Alive

LATEST NEWS: **Welcome Back** : Welcome back! We hope you had a great summer break. We've got exciting news about...[more](#)

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MyMaths learners are independent.



Our simple online portal puts learners in control.

Welcome to MyMaths.co.uk

MyMaths is a subscription website for schools...across the world. Although we're based in the UK, MyMaths is used in about 70 countries and by around four million students a year. We've provided access to a range of ready-made lessons and Online Homework tasks for over ten years and we're proud that our resources have been proven to raise standards of achievement.

”What a fantastic service you are offering, I am so pleased. My students and parents have taken to it really well.”

MELANIE HOMEWOOD,
St Clements High School, NORFOLK

WelcomePrimarySecondaryPost 16Special

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- All children have access to My Maths at any time. Homework may be set on My Maths
- Each activity has a lesson and a homework activity.
- Generic login

Times Table Rock Stars



Sign in

Your school or organisation
Select Some Options

Username Or Email

Password

- All children have access to TT Rockstars at any time
- Please encourage your child to practise their multiplication facts. We may use this platform in school
- Children have their own logins

Purple Mash

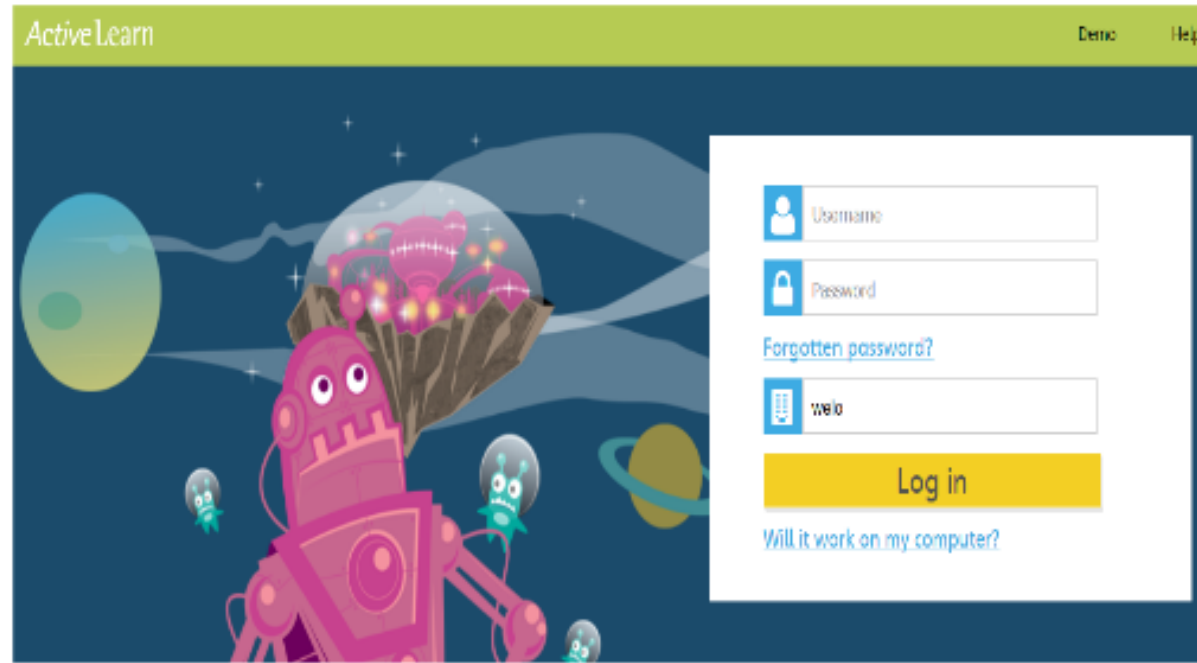


Once logged into Purple Mash, you need to select 'Games' and the 'Maths'. From here there are a variety of useful activities for your child to use.

The mode closest to the replica of the end of year practise is call 'multiplication'. From here, choose the assessment mode. There will be 25 random questions to answer, with 6 seconds for each question.

Bug Club: activelearnprimary.co.uk

School code: [welo](#)



- Online reading programme used by the school to help support the teaching of reading
- E-books assigned by class teacher
- Fun, interactive books with comprehension questions

Reading

In Year 4, children are expected to read at least 5 times a week. This is to be recorded in their reading records, which should include the date, the title, pages/chapters/book read, a short summary or opinion on what they have read and a signature from an adult.

The more children read, the more vocabulary, ideas and facts they are introduced to, which in turn, not only helps with their reading and comprehension at school, but also their writing.

On our school website, there is also a recommended reading list for each year group, which has been put together by all the teachers here at West Lodge and is a great starting place.

We have introduced reading bingo again this year. Please use this as a way to not inspire your child to read, but also as an avenue to spend some fun and quality time with them. Expected to be completed by Christmas.

Finally, it is really important to check your child's understanding when listening to them read. Whether you stop them after each page or a particular section, try to think of questions that they can answer not only by finding the exact answers in the book, but also by inferring what a character's words or actions may actually mean.



Visits and Workshops

We are planning to go on a number of visits this year.
This term we have booked to visit the theatre to see
'The Lion King' (8th November)

Later on in the year the children will go on a residential visit to
The 'Gordon Brown Centre' (First Wednesday back from Easter holidays).

Viking Day 16th October

Other potential visits:

British Museum

Art trip

Visit to a place of worship



Intervention and learning support

During English and Maths lessons a Learning Assistant is present to help support children in their learning. Some children may be offered intervention in Maths and English

Maths:

- Shine Maths Intervention
- Focus groups

English:

- Writing group
- Extra adult support across the year group
- Shine Reading Intervention
- Guided Reading
- Speech and Language
- EAL



SEND Team

What is the SEND Team?

Members of staff whose role is to support children and their families with SEND (Special Education Needs/ Disabilities) needs and concerns.

Who are the SEND Team?

Hilary Haines: SENDco

Michelle Richmond: KS1 Inclusion Leader

Samantha Zara: KS2 Inclusion Leader

Caroline Kinsella: Pastoral and Safeguarding Lead

Maria Duggan & Liezl Stander: Kaleidoscope Leader

Becky Kerl: Mental Health Lead

If you have any SEND related concerns about your child, please get in touch with a member of the SEND team or email them at send@westlodge.harrow.sch.uk.



End of Year Expectations in Reading, Writing and Maths

Over the course of the year, children will cover all aspects of this expectations document. This can be found on the school website.

West Lodge Primary School



End of Year Expectations for Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Mathematics

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication and division facts all tables to 12x12.
- Recognise Place Value of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1 decimal place to nearest whole number.
- Add and subtract:
 - Numbers with up to 4-digits using written column method.
- Multiply:
 - 2-digit by 1-digit
 - 3-digit by 1-digit
- Count up/down in hundredths.
- Recognise and write equivalent fractions
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.



Reading

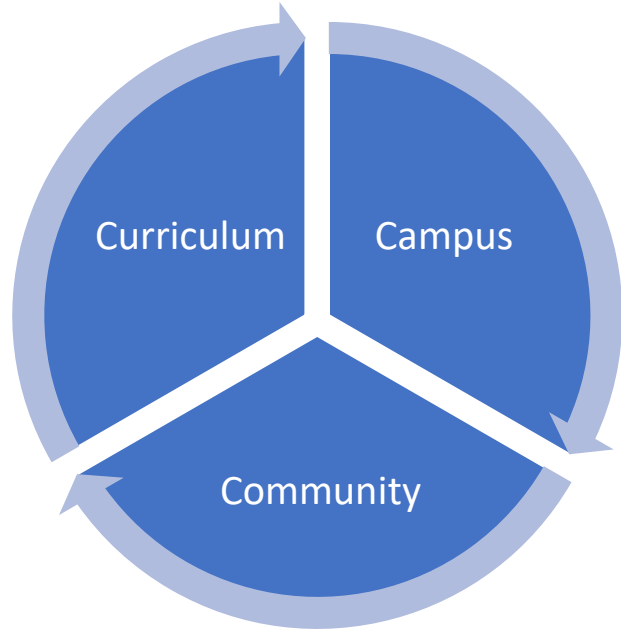
- Give a personal point of view on a text.
- Explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural)
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim and scan to locate information and/or answer a question.



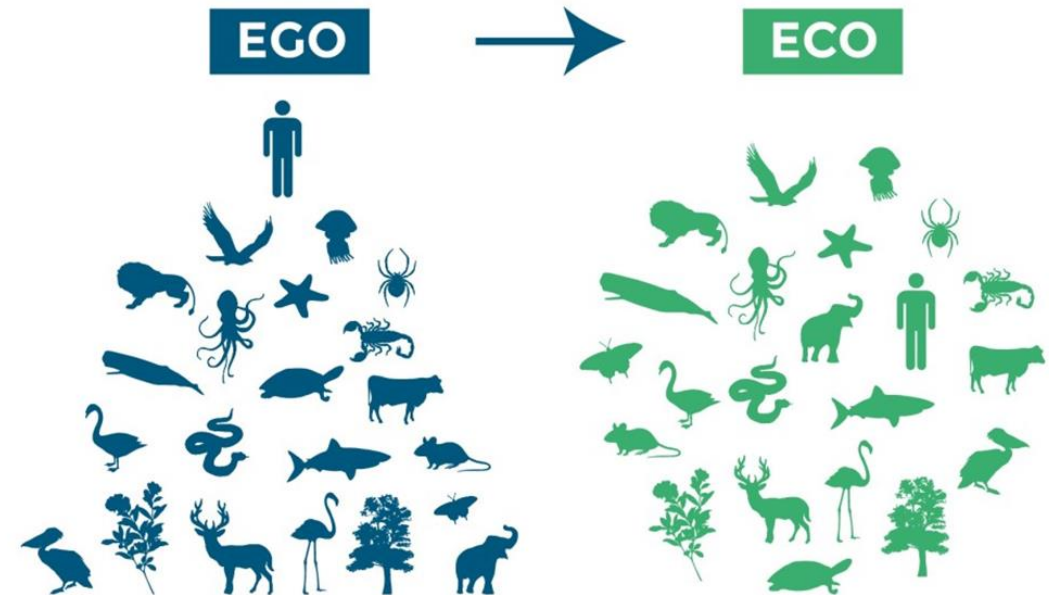
Writing

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.





Sustainability at West Lodge is an approach to education and the running of a school that meets the needs of the current community without compromising the ability of future communities to meet their own needs. It leads to the creation of a socially-just, sustainable and equitable community that acts in an ethical way towards the ecosphere. An outward looking community that thinks globally and acts locally.



Sustainability education is an overarching framework that:

- links across all areas of the curriculum;
- affects how we view and maintain our campus;
- influences how we interact and connect with our community.

Thank you for listening.



Please feel free to get in touch with us via the Year
Group email: 4@westlodge.harrow.sch.uk