Welcome to Year 4

Class Name	Maple
Teacher	Michelle Wilson
Support Staff	Mrs Keen Mrs Brown Miss Griggs

Year 4 expectations and my focus this year…

- Independence
- Raised expectations
- Tough love!
- Celebration of everybody
- To ensure children are being the best version of themselves that they can be!



As you will be aware we introduced our updated vision and values for Newlands in the Spring Term. This vision is aspirational and we are continuing to develop his culture across the school.

The vision for Newlands is built on belonging, where everyone is accepted for who they are and welcomed, where children feel safe and part of our community. This belonging gives the children the strong roots they need to begin their learning journey with us.

Throughout their time with us, the children grow and learn, becoming stronger and taller just like the trunk of the tree. Learning is not always easy and, just like the twists and bends in this trunk, there are challenges to overcome, but through our shared belonging community and core values we support each other through this journey.

The foliage of the tree represents the future and our children flourishing both academically and emotionally because of the strong foundations they have built during their time with us.

Our core values, **Kindness, Respect, Safety, Responsibility, Resilience** and **Teamwork** are embedded in all areas of the curriculum and our day-to-day practice, coming together to support our vision.

Together we belong, together we grow, together we achieve.

Newlands Primary School Home School Agreement

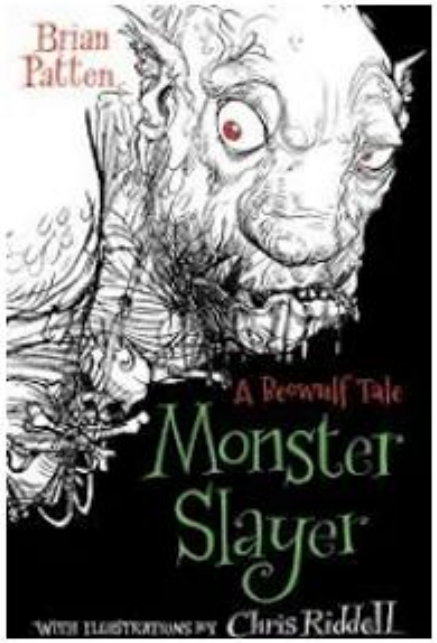
School	Parent	Child
The school will do its best to: • Provide a secure, happy and stimulating learning environment. • Provide a broad and balanced curriculum which meets the needs of your child's well-being, mental health and academic needs. • Encourage your child to show friendship and respect for others and to abide by the school behaviour policy, ensuring a safe and caring environment for all. • Teach your child to develop a positive attitude towards one another, regardless of gender, race, culture, belief, age or need. • Keep you informed termly about your child's progress and behaviour, as well as their yearly curriculum. • Set regular and appropriate home learning for your child. • Make you feel welcome whenever you visit the school and respond to your questions or concerns. • Allow children safe and secure use of the Internet through a combination of site filtering, supervision and by fostering a responsible attitude in all pupils, in partnership with parents. (Refer to E-Safety Policy) • Communicate promptly in the event of an emergency or other cause for concern • Keep you informed about school events, activities, through monthly newsletters, emails and school website. • Encourage your child to become an active member within our community and help them see that they can have an impact on the world around them. • Encourage your child to feel proud of their achievements and enjoy being a valued member of our school community	**All parents and guardians will:** • Accept the school's aims and values, positively supporting the school. • Ensure that your child attends school punctually every day during term time, arriving in their classroom between 8.30-8.45am. • Follow the protocols for safe parking on and outside the school site. • Notify the school by letter or telephone in the event of absence by 8.50am on the day of absence. • Support the school's policies and guidelines on learning, behaviour uniform and dress code, both in school and at home. • Attend parent/teacher meetings to discuss your child's progress. • Support your child with home learning that is set, including mental maths, spellings, daily reading and keeping the reading record up to date. • Keep us informed of any changes to parent / carer and emergency contact details. • Promptly inform the school of any concerns or problems. • Support the school in the teaching of safe, secure and age appropriate internet use at home. • Respectfully follow good practices when using social media to discuss school matters and use formal channels as appropriate. • Follow the school photo policy when sharing pictures on social media. • Do not take family holidays during term time	**I will do my best to:** • Be a friend to others to help us succeed together as a team • Be determined to do all classwork and home learning as well as I can, asking questions when I don't understand. • Be respectful towards other people's culture, race, feelings and beliefs • Accept responsibility for the things I do. • Make sure I behave in a way that keeps myself and others safe. • Wear my school uniform and look smart. • Take care of the building, equipment and grounds. • Be kind, helpful and forgiving and honest. • Use the Internet safely as I have been taught in class.

	Autumn Term		Spring Term		Summer Term	
English Rich Texts	Monster Slayer (A Beowulf Tale) The Dragon's Hoard Kensuke's Kingdom		Viking Boy The Incredible Ecosystems of Planet Earth Wild World (book of poems)		King Kong (picture book) Anthony Browne picture books (including The Tunnel, Zoo, Gorilla, Hide & Seek, Voices in the Park) We've Travelled So Far & Black Hat	
English Outcomes	Retelling of Beowulf, narrative, non-chronological report, persuasive letter, diary entry		Viking God description (fiction and non-fiction), geographical leaflet, persuasive speech, narrative, formal letter		Narrative, non-chronological report, contrasting character description, balanced argument	
Maths	Place value, Four operations and word problems, Measure, Fractions, Statistics, Geometry		Place value, Four operations and word problems, Measure, Fractions and decimals, Statistics, Geometry		Place value, Four operations and word problems, Measure, Fractions and decimals, Statistics, Geometry	
	Note: For progression from informal to using formal written methods in year 4, refer to Progression of Skills document					
Art & Design	Anglo-Saxon jewellery Illuminated letters		Sketching based on Viking artifacts Viking long boat		Painting & collage focus Create own picture book	
Computing	Programming 1 Coding	Computing systems and networks	Creating media – website design	Programming 2 Computational thinking	Data handling	Online safety
D&T		Create a Christmas stocking		Build wooden clock		Cooking - Salad
Geography		Settlements – locational knowledge/geographical skills across subjects		Why are some countries frozen and some not? Brazil country study		Local study of Yateley Map reading & OS symbols
History	Anglo-Saxons		Vikings		Revise and recap. Place subjects in historical context and use historical enquiry skills	
MFL	Phonics 1 seasons	Phonics 2 vegetables	Presenting myself	My family	In the classroom	What is the weather?
Music	Body and tuned percussion	Rock and Roll	Changes in pitch, tempo & dynamics	Samba and carnival sounds	Haiku, music and performance	Adapting & transposing motifs
PE	Gymnastics Tag Rugby	Gymnastics Football	Dance Tennis	Dance Netball	Handball Cricket /Orienteering	Circuits Athletics
PSHE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
RE	Neighbour (Christianity)	Hanukkah (symbols)	Myth	Judaism Passover	Stones as symbols	Perception of God in different religions
Science	Electricity	Sound	Changing matter	Changing matter	Living things and their habitats	Animals including humans

	08:30	08:45	0:900	09:25	10:00	10:30	10:45	11:45	12:00	12:55	1:10	14:10	15:10
Monday 14	spellings	Register	Whole school Assembly	English Read chapter 5. Build new vocabulary to Further describe the Character of Grendel – Eyes of Beowulf		Break	Maths Counting in 6's To place 3 digits numbers on a number line	Respond to Reading	Lunch	Register & Quiet Reading	PE To learn invasion games skills	Music To use body percussion to create a composition	
Tuesday 15	Times Table Rock Starts		Singing Assembly	English Use subordinating conjunctions to extend sentences			Maths Multiples of 100 Place four digit numbers on a number line with a variety of scales	Respond to Reading			Science To draw a simple Circuit and explain How it works	RE Parable of the Good Samaritan	
Wednesday 16	Punct & Grammar		English To alternate nouns and pronouns to support cohesion		Assembly		Maths Multiples of 1000 Place four digit numbers on a number line with a variety of scales	Respond to Reading			PSHE What is a positive Relationship?	PE Gymnastics Creating a sequence	
Thursday 17	Spelling Word-search		Year 3, 4 & 5 Assembly	English To use singular and Plural possessive Apostrophes.			Maths 4, 5 times tables Compare and order numbers beyond 1000	Respond to Reading			Computing Times Tables Rock Stars	History Where did the Anglo-Saxons Come from? Label a map	
Friday 18	Mindful Colouring		Celebration Assembly	English To plan the character description through the eyes of Beowulf			Maths Find 10 & 100 more or less than a number	Respond to Reading			Spelling check	Art To make their Anglo-Saxon piece of jewellery -Carve design	Reflection Friday Recap of Learning from the week

English

Autumn 1			Autumn 2		
Monster Slayer by Brian Patten 		The Dragon's Hoard 	Kensuke's Kingdom 		
Outcome: Write character descriptions of the monster Grendel through the eyes of Beowulf and the Sea Hag lifting language from the text	**Outcome:** Write a graphic and detailed recount of the fight scene between Grendel and Beowulf in the Meade hall playing with perspective and viewpoint	**Outcome:** Write a saga about Beowulf in the style of the book	**Outcome:** Write a ships log entry/diary in role as Michael	**Outcome:** Persuasive speech to Michael's conscience about sending the letter in the bottle or not (chapter 8)	**Outcome:** Produce a survival guide drawing on Michael's experiences on how to survive on a desert island

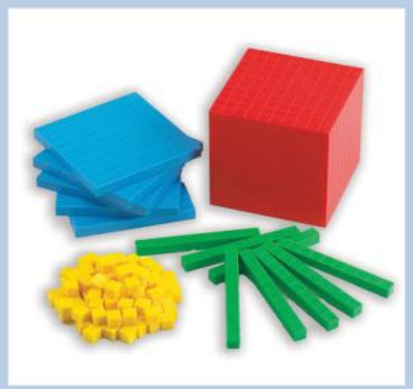
Maple Class Autumn 1
Text Driver: 
Outcome: To write character descriptions of the monster Grendel through Beowulf's eyes To write a graphic and detailed recount of the fight scene between Beowulf and Grendel **Audience**: Children who are learning about Anglo-Saxons
Vocabulary: Beowulf, Grendel, monster, adventure, brave, vicious, slay, warrior, legend, creature, sword, Great Hall, King, Hag,

	Week 1 2/9/24	Week 2 9/9/24	Week 3 16/9/24	Week 4 23/9/24	Week 5 30/9/24	Week 6 7/10/24	Week 7 14/10/24	Week 8 21/10/24	Week 9 4/11/24	Week 10 11/11/24	Week 11 18/11/24	Week 12 25/11/24	Week 13 2/12/24	Week 14 9/12/24
Autumn Term	4.1 Number and Place Value Addition and Subtraction			4.2 Multiplication and Division with measurement		4.3 Multiplication and Division		4.4 Fractions	4.4 Fractions	4.4 Geometry	4.5 Measurement		Assess-ment Week	4.5 Time
	Measurement: TIME: Utilise everyday opportunities to tell the time from an analogue clock and a 24hr clock. Estimate and read time with increasing accuracy to the nearest minute. Convert from hours to minutes, minutes to seconds, years to months and weeks to days.													

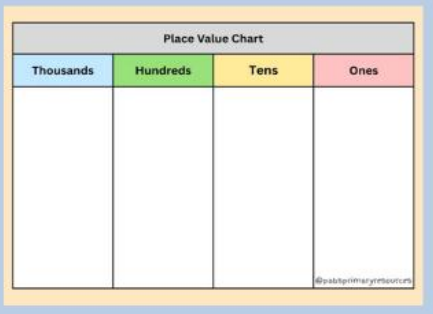
	Week 1 6/1/25	Week 2 13/1/25	Week 3 20/1/25	Week 4 27/1/25	Week 5 3/2/25	Week 6 10/2/25	Week 7 24/2/25	Week 8 3/3/25	Week 9 10/3/25	Week 10 17/3/25	Week 11 24/3/25	Week 12 31/2/25
Spring Term	4.6 Fractions		4.6 Geometry	4.7 Number and PV Addition and Subtraction			4.8 Measure-ment: Time	4.9 Multiplication and Division		4.9 Fractions	Assess-ment Week	4.10 PV, Addition and Subtraction with Statistics
	Measurement: TIME: Utilise everyday opportunities to tell the time, including on a clock face with Roman numerals. Convert to 12-hour and 24-hour time. Read Roman numerals to 100 (C). Practise counting in multiples of 25 and 1000 from zero.											

	Week 1 21/4/25	Week 2 28/4/25	Week 3 5/5/25	Week 4 12/5/25	Week 5 19/5/25	Week 6 2/6/25	Week 7 9/6/25	Week 8 16/6/25	Week 9 23/6/25	Week 10 30/6/25	Week 11 7/7/25	Week 12 14/7/25
Summer Term	4.11 Multiplication and Division			4.12 Geometry		4.13 Addition and Subtraction and Statistics	4.14 Multiplication and Division	4.14 Fractions	Assess-ment Week	4.15 Measurement: Money and Time		Measure-ment: length

Resources that we use:





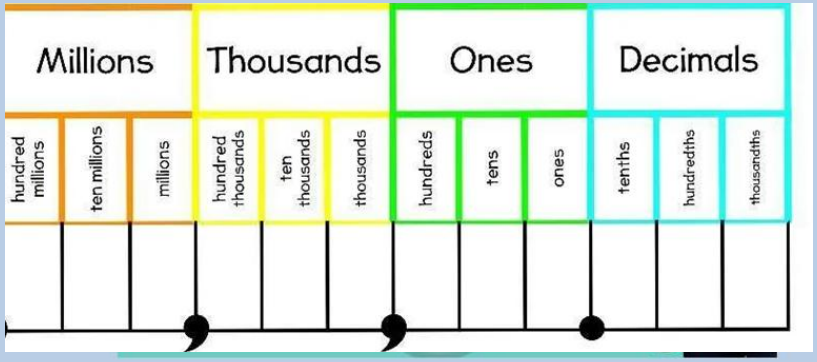
















Reasoning – Using and applying what we now…

There are 6058 people attending a music gig. During the interval, 329 people leave. Just before the final song, 1289 people leave. How many people are left after the final song?

1) Is Bartek's statement correct?
How do you know?



Bartek

15 minutes is a shorter period of time than 540 seconds.

I know this because 540 is a greater number than 15.

Explain the mistake Elias has made.



Elias

I can calculate the answer to 46 × 8 by adding together the answers to 4 × 8 and 6 × 8.

Would you rather...? $\frac{1}{4}$ of £4 $\frac{1}{2}$ of £8 $\frac{1}{3}$ of £6

Assessments

- On going in class
- Termly Test base – Reading
  Selling, punctuation & grammar
  Arithmatic
  Reasoning
- Year 4 Multiplication check in June

Other events…



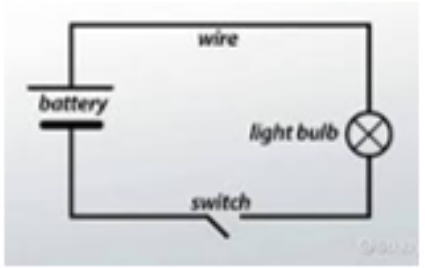


- Minstead 24-26 Feb
- Local study walk
- Workshop/themed day during Viking topic

…and a few other fun bits in between!

How to help at home

- Make sure your children arrive at school: on time, well rested, fed and ready for a day of learning.
- Encourage learning of number bonds and times tables and use real life examples to support this, for example when shopping or preparing meals.
- Talk with your children about their home learning and support them where appropriate encouraging them to take the lead.
- Limit screen time use to support cognitive development and emotional resilience
- Take time to play and relax with your children. We work them hard during the day and time to play and be together is one of most invaluable learning opportunities you can provide.

PSHE	History	Science
You have started a brand-new adventure in **Year 4!** Create a **Year 4 target and goal list** Think about things you would like to: ★ Learn ★ Try ★ Improve ★ Achieve ★ Experience ★ Get better at Try to include at least **5 goals.** 	**Anglo-Saxons** Imagine you are travelling back to the Anglo-Saxons! You can only take **5 modern objects** with you. Create a **list or poster** showing the 5 things you would take. For each object, you could explain: • What you would use it for • What Anglo-Saxon people would have used **instead** • Why your modern object would be useful 	**Electricity and Circuits** Make a list of all the items in your home that rely on electricity to work. OR Design a safety poster, highlighting the dangers of electricity and how we can keep ourselves safe around electricity. OR Draw a circuit, using the correct scientific symbols. Label the circuit, and explain what is needed to make a circuit work. 

General Information, Equipment and Resources

- Ensure that children are wearing the correct school or PE uniform following the policy.
- Bring a water bottles everyday.
- Reading books and records in home folder daily.
- Spelling day: Words go home on a Monday, Test on a Friday
- PE days: Monday & Wednesday*(Please wear full P.E. uniform to school following the policy)*
- Please try to avoid large bags – a book bag should be sufficient.
- Pencil cases are not required as all equipment is provided.
- Class Web pages
- Home Learning
- Items from home

Other Information

- Attendance
- Snack time – should be fresh fruit or vegetables only - nothing in in a wrapper!
- Please no glass water bottles or food containers.
- Please name everything
- We are a nut-free school, please check ingredients lists of food and do not send in items containing nuts.
- Please ensure you have updated the school office with most current details and provided us with medication via the office.
- If children are to be picked up by a different adult, we can only release them with prior notification to the school office.

Keeping your child safe online

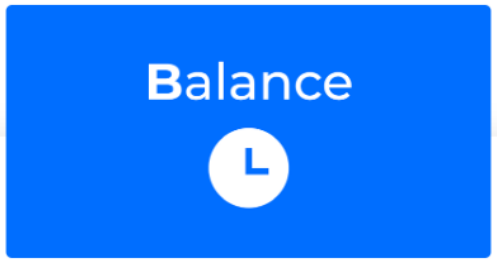
What are the internet safety ABCs?



Activate parental controls

Use the controls and tools available from broadband providers, online platforms and apps to install safe search settings, block inappropriate content and prevent contact from strangers.

FIND A STEP-BY-STEP GUIDE



Balance screen time

Agree a good balance for your children's screen time, taking education and leisure content into account. Encourage active screen time over passive and consider setting limits for the total hours spent online each day.

LEARN ABOUT BALANCE



Check and chat

Check which apps your children use and the relevant age limits for each platform. And talk regularly about online safety and what they might come across so you can work together to manage any risks and keep online experiences positive.

GET ADVICE BY AGE

https://www.newlandsprimary.net/page/?title=Online+Safety&pid=84

How to contact me ☺

- Please contact teachers via the school office either in person, by telephone or email.
- Please provide a short context to the request when emailing the office or leaving a message as this will help me plan out time to contact you, and prepare any information in advance.
- Your response will be acknowledged by the office on receipt and a member of the school team will contact you within 48 hours (M-F term time only)
- 01252 871188 enquiries@newlands.hants.sch.uk

Any questions?

Thank you

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