



ACHIEVEMENT, AMBITION AND PROGRESS FOR ALL...



John Ball Primary School Information Newsletter Year 4 — 2018/2019

This newsletter gives you information about what your child will be learning this year and how you will be able to support them.

Please visit our website for further information:
www.johnball.lewisham.sch.uk

The Year 4 group team

Annette Gordon - agordon19.209@lgflmail.org

Krystl Francis — kfrancis24.209@lgflmail.org

Donna Cooper (Phase Leader) - dkarpel.209@lgflmail.org

Support Staff in Year 4

Deborah Mann, Tasha Brown and Sam Smith.

Please note, the preferred method of contact for individual teachers is through the class dojo messaging service. Contact your class teacher if you require support in accessing this. Please remember that during the school day it may be hard for us to reply to you; any urgent messages should go via the School Office.

PLEASE NOTE: the curriculum information on the following pages may change as the year progresses; this is a live document which is reviewed regularly and tailored to class interests/needs.

Maths

As with reading and writing, by Year 4 most children have a good grasp of the basic maths skills and their mental maths recall is becoming more automatic. **It's important that the children have a good knowledge of their times tables up to 12 by the end of Year 4.**

This year, the children will be starting to develop their own ideas of how to solve maths problems, and how to check that their calculations are correct. Calculators may be introduced in this year, and your teacher will show the children how to use them correctly. Maths is still taught daily through a mix of oral, practical and written work, and the children are given plenty of opportunities to see how maths links to other areas of the curriculum, and real-life situations.

The national curriculum for maths can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

English and Big Reading

Through 'Big Reading', children will apply their growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words they meet. They will read a range of fiction, poetry, plays and non-fiction texts. They will re-tell stories orally, perform poems and play scripts, showing understanding through intonation and action. They will also infer characters' feelings through their actions, justifying their inference with evidence.

In writing, children will understand how to spell words with a variety of prefixes and suffixes, use the possessive apostrophe in words with regular plurals use a wider range of connectives (when, before, after, while, so, because). They will start using inverted commas to punctuate speech, use fronted adverbials with commas (for example: Cautiously, she opened the door...). They will become more confident in joining their handwriting, increasing its legibility and quality. Children will create settings, characters and plot in narratives using a range of descriptive language. They will also use paragraphs to organise ideas around a theme, assess and improve their writing

The national curriculum for English can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

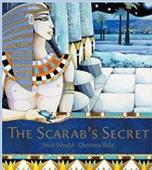
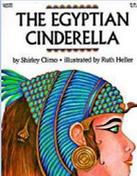
Science

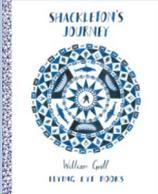
This year, children will build on their previous knowledge and learn about the following 5 topics through the school year:

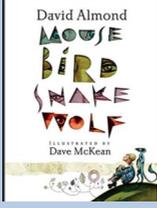
- Living things and their habitats
- Animals, including humans
- States of matter
- Sound
- Electricity

The national curriculum for Science can be found at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

y e a r 4	Autumn 1	Autumn 2
	Topic Title: Ancient Civilisations	Topic Title: Ancient Civilisations
	The Big Picture: Throughout this term we will be exploring and comparing the ancient civilisations of Egypt and Mesopotamia.	The Big Picture: Throughout this term we will be exploring and comparing the ancient civilisations of Egypt and Mesopotamia.
	PSHCE: Rights and Responsibilities of children	PSHCE: Rights and Responsibilities of children
	PE: Outdoor PE—handball and Dodgeball Indoor—Yoga and physical movement	RE: Christianity
	PE: Basketball/Gym	PE: Basketball/Gym
French: All About Me! Conversational French	French: My Family Animals	
Music: Using Rhythm, develop a sense of working as a unit whilst responding to instruction.	Music: An understanding of musical notation, note lengths and pitch	
Humanities: Ancient Egypt	Humanities: Ancient Egypt and Mesopotamia	
Art/DT: Sketching skills, creating a habitat	Art/DT: Pencil, chalk and charcoal, Egyptian jewellery and artefacts, Egyptian portraits	
Computing: ESafety	Computing: Espresso Coding	
Educational visits	Educational visits The Horniman Museum Greenwich Park Food chain study	
Core Texts:	Core Texts:	
		
		

y e a r 4	Spring 1	Spring 2
	Topic Title: Water World	Topic Title: Water World
	The Big Picture: Ocean adventures, exploring rivers and investigating solids, liquids and gases.	The Big Picture: Ocean adventures, exploring rivers and investigating solids, liquids and gases.
	PSHCE: Circle Time—focussing on feelings and emotions.	PSHCE: Circle Time—focussing on feelings and emotions.
	RE: Hinduism	RE: Buddhism
	PE: Invasion Games/Dance	PE: Advanced Problem Solving/ Dodgeball/Indoor Games
	French: Birthdays and telling the time	French: Food
Music: Music History: A look at the Orchestra: film scores	Music: Music Tech: Develop an understanding of garageband using compositional tools.	
Humanities: Geography: rivers and the Water Cycle	Humanities: Geography: rivers and the Water Cycle	
Art/DT: Antarctic art	Art/DT: Monet's River Thames series	
Computing: Scratch, Probots and Hour of code	Computing: Digital Literacy: Email and Internet	
Educational visits Horton Kirby (to be confirmed) The Science Museum	Educational visits The National Gallery	
Core Texts: 	Core Texts: 	

y e a r 4	Summer 1	Summer 2
	Topic Title: Its Electrifying!	Topic Title: Great journeys and inventions
	The Big Picture: The harnessing of electricity and all its uses.	The Big Picture: The Roman legacy, migration and settlement.
	PSHCE: Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief.	PSHCE: Growing and changing: aspirations and goals; recognising and managing feelings; change, loss and grief.
	RE: Islam	RE: Worldviews including Humanism
	PE: TAG Rugby/Football/Gymnastics	PE: Competitive Games/Physical Development
French: Rigolo: All about me!	French: Rigolo: All about me!	
Music: Further develop the ability to read music through keyboard skills	Music: Music tech: Create music (using garage band) for a book of choice. Recording either the blurb or favourite passage in the book with voice.	
Humanities: Roman Invasion of Britain	Humanities: Roman Invasion of Britain	
Art/DT: Creating a buzzwire game.	Art/DT: Creating Roman sandals, shields and mosaics	
Computing: Digital Literacy: Email and Internet	Computing: Movie Making (iMovie)	
Educational visits The Science Museum—linked to Electricity	Educational visits Crofton Roman Villa	
Core Texts: 	Core Texts: 	

Home Learning

Reading and Spelling	Children are expected to record their reading in their reading record each week. Your child's spelling list will be stuck in their spelling journal on a Friday and expected back by the next Thursday.
MyMaths	Children can reinforce their maths learning with the MyMaths site. Tasks and activities will be assigned with each new topic.
BugClub	Children will have the opportunity to explore electronic games and e-books through the BugClub website throughout the school year.

Home School Agreement

At John Ball School we believe in **Achievement, ambition and progress for all...**

This can only be achieved when the school, the parents and carers, and the children work together in partnership. This agreement sets out what we will do to ensure that all the children who attend John Ball School have the best chance of success.

The School is committed to:

- Creating a happy school and an environment where children, staff and families feel safe and supported
- Providing opportunities for parents and carers, and the local community to take an active and supportive role in the life of the school
- Providing an enriching curriculum which recognises that children develop in different ways and at different rates and encourages them to achieve their full potential
- Provide children with homework activities appropriate to their needs and abilities
- Keep families fully informed of their children's progress through Guardian Consultations, workshops, open evenings and informal meetings
- Keep families up to date with news and events at school through a weekly newsletter (JBuzz), yearly curriculum updates and letters

Continued on the next page...

Home School Agreement

- Actively liaise with the families of children with additional needs
- Deal with any concerns promptly
- Contact families immediately when children have not arrived at school unless a parent or carer has phoned the school to explain absence
- Ensure that all school policies are available for parents to read (online or paper copy if preferred)

The family is committed to ensure:

- That children arrive at school ready to learn (having had breakfast and a good night's sleep)
- The children are in the playground by 8.55 am, ready to go into school when the bell rings at 9.00 am
- The children are suitably dressed for school according to the weather
- The children attend each school session
- They will phone the school on every day of absence when their child is unwell
- They will read and support the school policies found on the school website
- They will hear their children read and sign the Reading Record/Homework Diary at least 4 times a week
- They will try to make time to read to their children regularly
- The children bring their school bag with them every day
- The children complete the homework activities provided by their teachers
- They deal with the school staff calmly and respectfully
- They keep in regular contact with the school and let the school know if there are any problems or major life changes
- They attend all Guardian Consultations.
- They, and any other carer, respect the legal restrictions on parking outside the school

At 'Meet the Teacher' you will have an opportunity to see your child's individual class charter. You will also be asked to sign to say you have read and understood this agreement.