

Hurworth  
Primary School



Year 4

# Information Meeting

# Staff

**Miss Vayro**  
Class Teacher



**Mrs Dryden**  
Teaching Assistant



**Mrs Maddison**  
Head Teacher



**Mrs Lennon**  
Deputy Head Teacher



# The School Day

The gates open at 8:45 and the children can come straight to the Year 4 classroom. They come in through the gate towards the field and turn right. The Year 4 classroom is the third on the right.

There are pegs in the classroom for their coats and lockers are outside the classroom for them to store their bags. They share a locker with 1 or 2 others. Packed lunches are stored on a trolley in the street/hall. Then they are put on their lockers after lunch, ready to go home.

The school day ends at 3:20. Children should be collected from the school gate.

# Daily Routines

## Mornings

- Timestable practise
- Reading
- Maths
- English

## Afternoons

- Spellings
- Timestables practise
- Wider curriculum (Science, RE, PSHE, PE, Art, D&T, Computing, Geography, History, Music, French)

## Playtimes

- 10:30 – 10:45 with Yr3, Yr5, Yr6
- One day on the MUGA
- Can bring own snack (fruit and veg only)
- Water bottle everyday (no Air Ups please)

## Lunchtimes

- 12:00 – 1:00 (Yr2, Yr3)
- 12:00 – 12:30 playground or field
- 12:30 – 1:00 lunch hall
- May change due to swimming

# PE

- Details of PE days will be confirmed later in the term.
- Children should come to school in their PE kit.
- They will need appropriate clothing for the weather (sunhats for warm weather, waterproof coats and hats for cold weather).
- All jewellery must be removed before PE. If your child is wearing earrings, please ensure that they can remove their own or you provide plasters to cover them.
- Please make sure that all hoodies are labelled with your child's name.



White T-shirt  
(available with school logo)



Royal blue shorts



Royal blue hooded sweatshirt (available with school logo)



Long, plain jogging bottoms or leggings



Trainers

# National Curriculum

- English (writing, reading, spelling/phonics, handwriting)
- Maths
- Science
- Computing
- Music
- PE

- PSHE
- RE
- Science
- Geography
- History
- Art
- Design Technology
- French

# Writing Expectations



## Every Piece, Every Time

In Year 4, our writing must always...



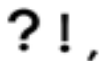
Have **clear, joined handwriting**.



Have **capital letters** and full stops.



Have **capital letters** for names and the pronoun I.



Use **question marks, exclamation marks** and **commas** correctly.



Use **apostrophes** for **contraction** and **possession**.



Be written in the correct **tense**.



Be written in **paragraphs**.

The key expectations are:

- Writing has a clear structure
- Paragraphs are used to organise ideas around a theme or event
- Write simple sentences from memory, dictated by the teacher which include words and punctuation taught so far
- Writing is of consistent size and is neat
- Uses fronted adverbials (start with time adverbs and follow with a comma)
- Spell Year 1/2 and 3/4 statutory words correctly

# Reading Expectations

There are whole class reading session, class novels and reading groups

The key expectations are:

- Read fluently the word identified on Year 3/4 word list
- Make accurate inference regarding feelings, thoughts and motives using evidence from the text
- Make predictions from what has been stated in the text
- Identify words and phrases the author has chosen, explain how it adds meaning and why
- Can identify the effects of different words and phrases to create different images or atmosphere (e.g. powerful verbs, descriptive adjectives, adverbs)



# Maths Expectations

The key expectations are:

- Recall multiplication and division facts up to  $12 \times 12$
- Recognise the place value of each digit in a four-digit number
- Order and compare numbers beyond 1000
- Recognise and show families of common equivalent fractions and know decimal equivalents of tenths, hundredths, quarter, half and three-quarters
- Multiply two-digit and three-digit numbers by a one-digit number using a formal method

$$\begin{array}{r} \overset{3}{4} \overset{1}{3} 57 \\ - 2735 \\ \hline 1622 \end{array}$$

	1	3	7	8
+	2	1	4	8
		1	1	
	3	5	2	6

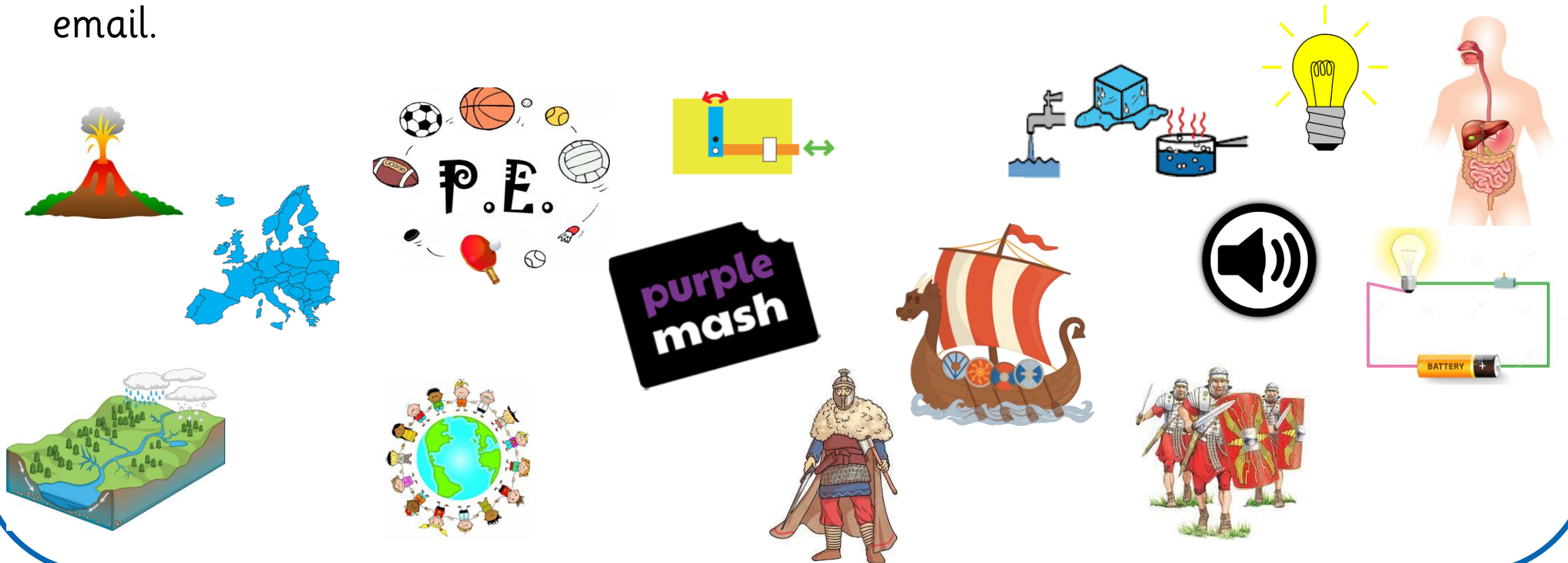
	H	T	O
	2	4	5
$\times$	1	2	4
	9	8	0

$$53 \div 4 = 13 \text{ r}1$$



# The Wider Curriculum

Here are some of the topics we will be covering across the year. A more detailed overview will be added to the school website each term and will be sent out via email.



# Statutory Assessment

## **Multiplication Tables Check**

The purpose of the check is to determine whether your child can fluently recall their times tables **up to 12x12** which is essential for future success in mathematics. It will also help your us to identify if your child may need additional support.

It is an on-screen check consisting of **25 times table questions**. Your child will be able to answer 3 practice questions before taking the actual check. They will then have **6 seconds** to answer each question.

From March, schools can use the check to try it out with children so that they become familiar with it. Soundcheck on TT Rockstars and Multiplication Check are replicas of the Multiplication Tables Check.

In June, there will be a window for schools to complete the check.

There is no pass mark.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer term
Year 4  <b>MTC weekly scores</b>	<b>MTC Baseline Mixed 3, 4 and 8 assessment</b> Consolidate 6x and 7 x (including division facts)	9 x (3 weeks) 9 ÷ (3 weeks)	11 x (3 weeks) 11 ÷ (3 weeks)	12 x (3 weeks) 12 ÷ (3 weeks)	Consolidate all times tables up to 12 x 12 (including division facts)




# Homework

Homework is to be handed out and collected on **Monday**.

Maths homework – linked to times tables learning. Practise 3 times a week on Times Table Rockstars.

Reading homework – More information on the next slide

Spelling homework – sent out on **Monday**. Spelling quiz on Friday which includes 4 words from the list, 2 using the same spelling pattern, 2 of the year group words and 2 words from previous weeks. Practise in whichever way you choose. Spellings will also be on **Spelling Shed** 

Children should be capable of completing their homework independently but may need a check in or know that they can ask for help if they need it.

Children should be fully responsible for their own homework including packing it away in their own bag ready to hand it in.

# Reading at Home

- All children are expected to read at least **three** times per week at home.
- Children choose books from our school library from their level. Books will be available in the classroom for them to choose from when they need to change them. The children may move up a level after discussion with myself or Mrs Dryden.
- There will be some new fluency chapter books in Year 4, for children continuing on Little Wandle. These will be used during the week at school then sent home on a Friday for over the weekend. These will also be put on as eBooks to read during the week.
- Children can record their own reading. Please can an adult check this and sign it off before reading records are checked on **Thursdays**. They can include books they read at home.
- Children will also read in school throughout the week so please ensure their reading book and record are in their bags each day.
- Children who have read **three** times will receive a bookworm treat and their names will be entered into our half-termly raffle to receive a book token.

# Independence

	Pride	Have a Go	Basics	Responsibility	Educational
Year 3	<ul style="list-style-type: none"> <li>To take responsibility for what they need to bring to school, PE kit etc.</li> </ul>	<ul style="list-style-type: none"> <li>If they encounter a problem, try and self-solve this</li> </ul>	<ul style="list-style-type: none"> <li>Be able to clean own glasses (parents to provide wipes/cloth for children to do so)</li> <li>Know their own date of birth</li> <li>Know a contact phone number</li> </ul>	<ul style="list-style-type: none"> <li>Take complete ownership of their homework</li> <li>Ask teacher for homework if they have been absent</li> <li>If homework is a problem, ensure that they request support from the teacher prior to deadlines</li> <li>Change independently for swimming</li> <li>Get new equipment independently e.g. a new glue stick if it runs out</li> </ul>	<ul style="list-style-type: none"> <li>Know the timings of the school day and use an analogue clock to work out how long until the next transition point</li> <li>Sharpen own pencil</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Try a solution before giving up. 'I can't' is not used.</li> </ul>	<ul style="list-style-type: none"> <li>Use a range of strategies before asking teacher for help, e.g. peer support</li> </ul>	<ul style="list-style-type: none"> <li>Follow multistep instructions given by teacher without the need to 'double check'</li> </ul>	<ul style="list-style-type: none"> <li>Bring homework back on time and completed</li> </ul>	<ul style="list-style-type: none"> <li>Check through answers to assessments thoroughly.</li> </ul>

# Trips and Experiences

- To help to encourage the children to become independent, we are going to be providing a variety of clubs and experiences.
- In Year 4, some of our trips will include:
  - River Lab in Croft
  - River Art Lab visit
  - Robinwood
  - Captain Chemistry visit
  - Whole School Pantomime Trip

## Our 'Independence Away From Home' Progression

Reception and Year 1		Year 2	Year 3	Year 4	Year 5	Year 6
An extended day experience	An after-school club	An evening in school	An overnight stay off-site	A multi-day residential (activity centre)	An overnight stay (in a city close to Darlington)	A multi-day residential (in a city further afield)



# Trips and Experiences

## ENRICHMENT

## PSHE & RSE

AS A SCHOOL, WE PROMOTE THE DEVELOPMENT OF THE 'WHOLE CHILD' THROUGH CAREFULLY PLANNED ENRICHMENT OPPORTUNITIES.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Teddy Bears' Picnic	Indoor Fort Building	Enterprise	Theatre Experience	Dance	Trip to the Beach
Year 1	Cheerleading	Lego Building	Arts and Crafts	Enterprise	Trip to the Aquarium	Visit to the Grange
Year 2	Visit to South Park	Hula Hooping	Following a recipe	Science Experiments	Enterprise	Trip to Saltholme
Year 3	Visit to Preston Park	Enterprise	Trip to the Life Centre	Zumba	Orienteering	Music Workshop
Year 4	Trip to Roseberry Topping	Mindfulness Colouring	STEM challenge	Mixed Martial Arts	Enterprise	Trip to Hardwick Park
Year 5	Enterprise	Ice Skating	Pilates/Yoga	Printing	First Aid	Trip to Durham on the train
Year 6	Swimming	Cross-stitch	Board Games	Enterprise	Escape Room	Den Building at Hamsterley Forest

- Following a review of our Team Hurworth stickers, we have decided to change our half-termly 'Treat' to an enrichment opportunity for all children, not linked to their behaviour.
- Linking to our wider curriculum, we are aiming to give the children a range of experiences across their school career that will help them to gain a knowledge of the world.
- As part of our PSHE curriculum, we will be learning about careers, money and enterprise. The children will be running their own enterprise activities to fundraise for one of their experiences in each year group.

# Rewards

- Children receive stamps for positive behaviour, behaviour for learning, good manners and good work.
- When they receive 10 stamps, they get a Steps to Success.
- Steps to Success are also given for big achievements, such as a fantastic piece of work or putting a lot of effort into learning.
- 20 Steps to Success = a certificate
- Certificates are awarded in order of the colours of the rainbow, metallics, gemstones and planets.



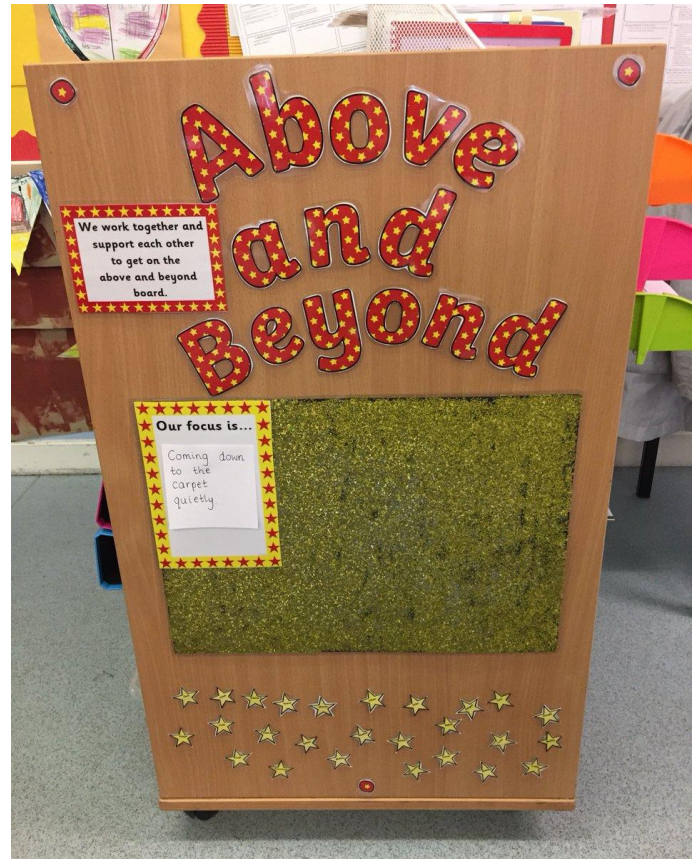
# Rewards

- For children who go 'Above and Beyond' the school expectations and do more than simply follow the rules of the school. Children who stand out at a particular time for doing something special will receive recognition for this in the form of a 'Wow'.
- A Wow text will be sent home with information about what the Wow was for.
- Individual children should not receive several of these each week; they are special and highly regarded.
- These can also be sent to groups of children or whole classes if they have gone 'Above and Beyond'!



# Rewards

- Each class has a recognition board to promote our school motto: 'Consider, Create, Contribute'.
- Each class will have a current focus linked to the needs of the class. It may be an improvement in lining up, transitioning to independent work more quickly, taking responsibility for tidying up their resources etc. We decide on these together.
- When we catch a child doing the right thing, their name is added to the recognition board. Once it is on, it cannot be removed. When all the names are on the board, the class have proven that they can all do it and if they are not, they are choosing not to. There should be a celebratory 'Hip Hip Hooray'. It is a big deal and should be made to feel as such.



# Rewards

- Each week, teachers nominate a Pupil of the Week for demonstrating excellence in relation to any of the school's six core values. This award is earned and given on merit and a child may be awarded it more than once during the year.
- In our weekly celebration assembly, each class teacher gives a small speech explaining why the child has achieved the nomination in relation to one of our six core values or sub-traits. They then receive a certificate and small prize.

Kindness



Respect



Resilience



Fairness



Teamwork



Ambition



# Consequences

- We aim to promote positive behaviour through praise, recognition and rewards.
- Unacceptable behaviour choices are dealt with through our behaviour pathway. Incidents will be recorded on CPOMs if deemed appropriate by the adult dealing with the behaviour.
- More serious behaviour issues, or persistent poor behaviour, will result in SLT being notified, the incident being recorded on CPOMs and parents being informed by an issue slip as well as in person or via a phone call.
- More information about rewards and consequences can be found in our behaviour policy.

## **Behaviour Pathway**

1. Reminder
2. Final warning
3. Time out and Repair



# Keep Up to Date

- You can find out more information about what the children are up to in school through our social media accounts.
- We also add termly information about the children's learning on the class pages on our school website:  
[www.hurworthprimary.com](http://www.hurworthprimary.com)



**Hurworth Primary School**

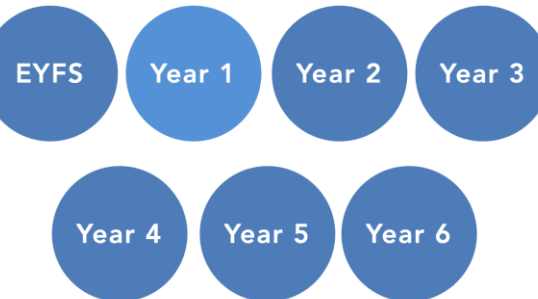
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Curriculum by Year Group





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Any questions?