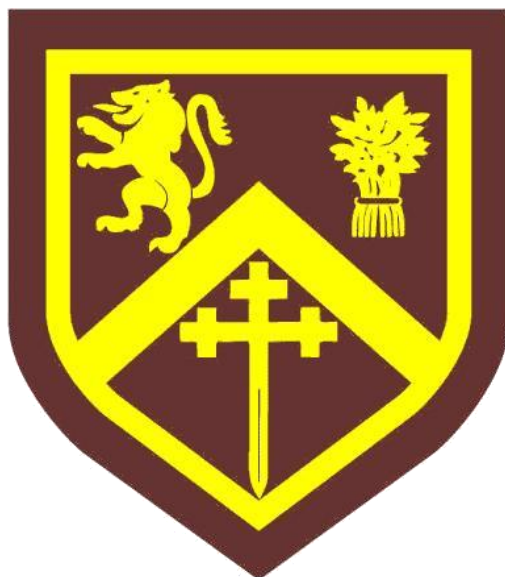


# POWNALL GREEN PRIMARY SCHOOL

## INFORMATION FOR PARENTS

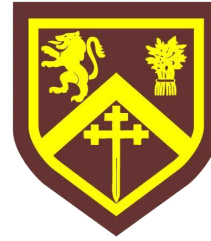


*Love Learning, Love Life!*

## YEAR FOUR CURRICULUM

### **Class Teachers**

Miss H. Franks and Mrs S. Riley (4FR)  
Mrs A. Kirkham and Mrs M. Rishworth (4KR)



Dear Parents

At Pownall Green we believe in creating the foundations on which children can build their futures. A love for learning starts early and our innovative approach captures this and enables our children to grow into confident, independent, successful and happy individuals.

Our creative curriculum equips children with the knowledge, understanding and basic skills they will need as they continue their learning journey through primary school and beyond. We place great emphasis on the parallel development of children's Personal, Learning and Thinking Skills, firmly believing that these are fundamental in enabling them to achieve success in all aspects of their future lives in our rapidly changing world.

We provide a creative and stimulating learning environment within which we expect our learners to aim for and achieve the highest possible standards in all they do. Ours is a happy, vibrant and successful school community.

The purpose of this booklet is to give you a summary of the curriculum that your child will follow throughout this year as well as outlining some of the day-to-day arrangements for the year group.

There will be a Parents' Evenings and Open Morning in Autumn and Spring Terms and a Parents' Transition Meeting at the end of the Summer term. We have recently introduced termly reports so that you are kept informed about your child's progress. In addition, the school operates an 'Open Door' policy. Should you at any time throughout the year wish to speak to your child's class teacher or to me, you can easily contact us by telephone, letter or by 'popping- in' to arrange a mutually convenient appointment.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'J. Kersh'.

Mrs Julie Kersh M.Ed,B. Ed(Hons)Dip.Ed (SEN)  
headteacher@pownallgreen.stockport.sch.uk  
Tel: (0161) 439 1105  
Fax: (0161) 439 5472

## **AIMS OF THE SCHOOL**

- To provide a secure, happy and stimulating environment in which children are well motivated to learn.
- To value each child in their own right irrespective of ability, gender or background and to provide them with opportunities of access to curriculum, and give each the confidence and motivation to meet challenges at work and leisure.
- To develop and foster their self esteem to enable them to take their place in society.
- To enable children to make informed decisions concerning the quality of their life and well-being in a world of increasing opportunities and dangers.
- To equip children with the skills to learn; encouraging increasing independence, self reliance and confidence.
- To provide a broad and balanced curriculum which meets the needs of all children, providing opportunities to think logically, critically and creatively, and where they are enabled to work independently and co-operatively to fulfill their potential.
- To demonstrate and foster a positive attitude towards work and to recognise and respect their own and each other's achievements.
- To value and respect each person's contribution to our school and to work together to achieve excellence.
- To teach and foster self discipline and respect for people, property and animals in order to achieve and maintain high standards of behaviour and good relationships.
- To prepare children to live in a multi-cultural society and to enable them to understand, respect and value the beliefs and values of our own and other cultures.
- To nurture their spiritual development, providing opportunities to acquire and discuss personal values and beliefs.
- To work with parents forming a partnership based on trust and mutual understanding in the best interests of the children; to form and foster links with the local and wider community.
- To make the best use of all available resources to achieve the best possible outcomes.

### **We hope that parents will work towards the school's aims by:**

- ensuring their child attends school regularly and punctually
- avoiding term-time holidays wherever possible
- having due regard for the school's code of behaviour ensuring a supportive attitude
- supporting school policies
- contacting school at the earliest opportunity to share information which may affect their child's learning or wellbeing
- participating in discussions concerning their child's progress and achievements
- understanding and being realistic about their child's abilities, offering encouragement and praise
- giving due importance to homework, encouraging their child's interest in pursuing the learning activities began in school
- allowing and encouraging their child to become more self reliant as he/she progresses through school
- attending parents' information and consultation meetings

## Developing Personal, Learning and Thinking Skills at Pownall Green

We believe that it is important to develop children's personal, learning and thinking skills at the same time as developing their subject knowledge and understanding. Personal, learning and thinking skills, together with the fundamental skills of English, mathematics and ICT are essential to success in learning, life and work. Essentially, personal, learning and thinking skills enable children to learn how to learn. They:

- draw attention to the process of learning and not just the end product;
- engage children in active rather than passive learning;
- enable children to go beyond the mere recall of information and to develop deeper understanding of topics;
- create positive dispositions and habits for learning.

We have grouped the skills into six strands of skills that capture the essential skills:

**Team worker** – skills for working collaboratively

**Independent enquirer** – skills for researching and managing information

**Creative thinker** – skills for exploring and developing ideas

**Reflective learner** – skills for evaluating learning

**Self manager** - skills for managing emotions, time, resources and behaviour

**Effective participator** – skills for being a good citizen

It is these skills that will enable young people to be confident, successful and capable individuals.

### Feedback

Providing children individual feedback is essential if they are to make good progress. Feedback occurs at one of three common stages in the learning process:

1. Immediate feedback – at the point of learning
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of learning

Feedback closest to the point of teaching and learning is likely to be most effective. We place considerable emphasis on immediate feedback that changes the course of the lesson. Summary feedback may take place at the end of the lesson and may involve children self/peer-assessing and editing in purple pen. Review feedback that takes place after the lesson is given in Dedicated Improvement and Reflection Time (DIRT) and replaces traditional marking. During a DIRT, the teacher leads a guided feedback to which the children respond in purple pen, identifying what has gone well and their own next steps. Children may also make improvements their work and deepen their learning through further challenges.

### Achievement and attainment

We have high expectations of your child's educational achievement and personal qualities. The judgements about performance throughout the year are based on teacher assessments, against age-related expectations of the National Curriculum appropriate to the year group your child is in at present. Teacher assessments in all subjects are informed by continuous assessment during the whole year and takes account of evidence from observations, children's work and school based tests and tasks.

## **ENGLISH**

English is taught discreetly in: grammar, spelling, punctuation and handwriting lessons. English skills are also put into practice in activities planned around the half termly topics.

### **Spoken English**

Children are encouraged to be confident speakers, to ask questions and explain their learning. They take part in class performances, discussions and improvisations. They prepare and deliver formal presentations about their learning to the class. Children are taught to listen carefully and respond appropriately to adults and peers. They are encouraged to take an interest in words and extend their spoken vocabulary.

### **Reading**

We promote reading for pleasure in a variety of ways. Children listen to and talk about books at story time. They have the opportunity to borrow books from the library, to read independently, share books with one another and make recommendations. As they become fluent readers, they are encouraged to read silently and to discuss the books they have read. They choose stories and poems from a wider range of genres. They read non-fiction books and conduct independent research. Children learn poetry off by heart to perform to an audience. We have a comprehensive reading scheme and every child takes a reading book home to share each evening. Class teachers listen to children read individually, as well as teaching critical reading skills in groups.

### **Writing**

Children develop and improve their joined handwriting. They learn to spell common irregular words, prefixes, suffixes, contractions and homophones. They learn to use a dictionary efficiently. Children practice composing, writing and improving a range of sentence types. They use a range of punctuation to clarify meaning and extend their writing, using paragraphs to organise their ideas. Children consider the purpose and audience for their writing and become familiar with the features of different non-fiction genres and narratives. They share their writing with their peers and with the school community.

## MATHEMATICS

Mathematics is taught through daily dedicated mathematic lessons but is also reinforced in other curriculum areas. The skills of number, geometry, measurement and statistics are all taught and practised throughout the year. The use and application of mathematics is developed at the same time through investigations, puzzle and problem solving.

**The key learning objectives for Year 4 are to:-**

- Count backwards through zero, including negative numbers
- Recognise place value in four-digit numbers (thousands, hundreds, tens and units)
- Round any number to the nearest 10, 100 or 1000
- Know multiplication tables up to  $12 \times 12$
- Use place value and number facts to carry out mental calculations
- Use short multiplication method
- Recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$
- Divide one- or two-digit numbers by 10 and 100, using tenths and hundredths
- Round decimals with one decimal place to the nearest whole number
- Compare numbers up to two decimal places
- Convert between different units of metric measurement, including money
- Find the area of shapes by counting squares
- Solve problems by converting units of time
- Compare and classify shapes, including quadrilaterals and triangles
- Describe positions on a 2-D grid using co-ordinates
- Interpret and present discrete and continuous data on graphs

TOPIC CONTEXT OVERVIEW: YEAR FOUR						
	Autumn		Spring		Summer	
<b>History</b>			How are the Greeks Heroes today? Ancient Greeks		What did the Romans do for us?	
<b>Geography</b>	Rivers and The Water Cycle		Europe		Europe	
<b>Science</b>	Living things and their habitats	Animals' including humans: Teeth, digestion, food chains	Sound	Electricity	States of matter	Scientists and Inventors
<b>DT</b>	Mechanical Posters		Battery Operated Lights		Edible Garden	
<b>Art</b>	Land art: sculpture Sketching using different media		Clay: 2D Greek pots		Roman Mosaics	
<b>PSCHE</b>	Rights and Responsibilities Rules and Laws	Healthy Lifestyles	SRE: How did we get here?	Relationships	Bullying, racism and aggressive behaviour	Staying Safe
<b>RE</b>	Why do some people think life is like a journey and what significant experiences mark this?		Why is Jesus inspiring to some people?		What can we learn from religions about deciding what is right or wrong?	
<b>PE</b>	Gymnastics Invasion Games		Dance Games		Athletics Tennis Swimming	
<b>Forest School</b>	Forest School- links with Science					
<b>Computing</b>	Children will use a range of software and hardware to cover the following aspects of computing. E-safety - protection from online harm Programming - to use a variety of tools to create a programme, exploring Hopscotch app Multimedia – to create a comic using Comic Life app Technology in our Lives - reliability of information on the World Wide Web					
<b>MUSIC</b>	Each year children will be playing and singing by ear from signs and notations. They will compose, arrange, improvise and learn to control sounds. Children will perform individually and with others, refining, recording and communicating their ideas. They will listen to and appraise live and recorded music. At Key Stage 2 children will learn about the history of music, its composers and traditions.					
<b>FRENCH</b>	In addition to speaking and listening skills, children learn about French culture and develop transferable language learning strategies.					

## SUPPORTING YOUR CHILD'S LEARNING

We greatly value a strong home/school partnership at Pownall Green and we would like to take this opportunity to thank you for your continued support. As always, if at any time you would like to discuss your child's progress please make an appointment to see the relevant class/set teacher.

Establishing routines for reading, spellings, practising number facts, multiplication tables and homework is advisable and helps your child to learn valuable study skills for life.

### **Reading**

Please make time in your busy schedules to read with your child. Children of all ages, from Reception to Year 6, benefit greatly from reading and discussing books with an adult. Children should read as much as possible and should be encouraged to read a wide range of high quality literature from a range of authors.

### **Spellings**

Your involvement in helping your child learn their weekly spelling lists is also of great benefit to your child. Spelling lists are best learnt in regular short bursts over the week and should not be 'crammed' the night before the test!

### **Number bonds and multiplication tables**

It is essential that all children regularly practise rapid recall of addition and subtraction facts and multiplication tables in order to keep their skills sharp. Children rarely learn number facts once and for all. Without regular practice at recalling number facts, the once seemingly 'learnt' number facts can quickly fade and recall can become slow and inaccurate. This is often a common barrier to learning in mathematics. It is therefore essential that all children keep practising the rapid recall of such number facts throughout the school from Reception to Year 6, Children will take a "Fast 50" timed multiplication activity each week.

### **Practical Mathematics Activities**

Involving children in everyday activities that require the real-life application of mathematics can really help children deepen their understanding of mathematical concepts. Activities such as baking, shopping, measuring, planning journeys and holidays as time keeping can all be meaningful real-life applications of mathematics that the you and your child can enjoy together.

### **Homework**

When children are given homework, encourage them to complete it independently but at the same time please oversee their work and encourage them to produce work of the highest standard of content and presentation.

### **The Parents Page on the Website [www.pownallgreen.stockport.sch.uk](http://www.pownallgreen.stockport.sch.uk)**

Our website includes information for parents about how we teach children to read and write, recommended reading lists, SATs support and past papers as well as our Steps to Success documents. The Steps to Success documents are particularly useful because they detail how we teach different learning objectives so that you can feel more confident when supporting their child at home without the 'fear' of teaching them the 'wrong' method.

### **The Parents Page on the VLE <http://vle.pownallgreen.stockport.sch.uk>**

Our Parents page on the VLE includes copies of the latest letters, notices, PTA information, uniform information as well as copies of all forms for you to print off and complete at home.



**Class Blogs**

We encourage the children to engage with our class blogs, as it gives a clear purpose and audience for their work.. We share news, celebrate work and successes and invite parents and friends to interact with our posts to become part of our wider classrooms.

## DAY-TO- DAY ARRANGEMENTS

### The School Day

	<b>KS2 (Years 3 to 6)</b>
<b>Morning Session</b>	8.45 - 12.15
<b>Break time</b>	10.30 -10.45
<b>Afternoon session</b>	1.15 - 3.20
<b>Break Time</b>	N/A

### School Uniform

- Grey pinafore dress / skirt
- Classic cut grey trousers
- Summer dress in yellow/white check
- Gold embroidered sweatshirt / cardigan (available from school)
- Short sleeved embroidered yellow polo shirt (available from school)
- Grey tights
- Grey socks (white alternative for girls)
- Brown or black shoes (not trainers)
- A warm outdoor coat (embroidered fleeces and waterproof coats are available from school)
- Jewellery is not permitted at school. Stud earrings are allowed and must be removed during PE lessons. Watches are allowed.
- A book bag is issued to all children on joining the school.

Please ensure all items are named and, if lost, we will endeavour to return them to their owner!

Please contact us for further details (an order form may be downloaded from the Parents' page of the school website)

### **PE uniform** (*kept in a labelled bag in locker*)

- Coloured T-shirt (House colours- Jupiter green, Saturn yellow, Neptune blue, Mars red)
- Black or white shorts
- For indoor use - Lightweight pumps (not trainers)
- For outdoor use - Trainers
- Tracksuits may be worn outdoors in colder weather

**Children should have their PE kit in school everyday.** However for your information P.E. lessons are held on:

**4KR - Wednesday and Thursday**

**4FR - Wednesday and Friday**

### **Homework**

Children will be given homework on a **Thursday** to be returned the following **Tuesday**. They will also have weekly spelling lists to learn. Spelling lists are given out on a half termly basis.

### **Attendance**

If your child is unwell, the best place for him/her is home. Parents are requested to inform school at the earliest opportunity of the reason for their child's absence. The benefit of consistent, regular and punctual attendance is a full access to the curriculum and we seek for a partnership with families to promote a positive attitude to this. Parents are requested to avoid term time holidays in order to cause as little disruption as possible to their child's education. Only in exceptional circumstances may permission be granted for absence during term time.

### **Medicines**

If a child requires medication but is well enough to attend school, parents/carers should bring the medicine, clearly labelled with the child's name and class to the school office. Medicines which are to be given three times per day need not be brought to school since they may be administered before school, after school and before bedtime. Medicines to be given four times per day may be brought to school for a midday dose to be administered. Asthma medication should be carried by children if appropriate to their age or given to the teacher for safe, accessible storage. The Headteacher and classteacher should always be informed when a child has asthma and/or needs to have an inhaler in school to enable an appropriate level of care.

### **Mobile Phones**

Children who travel unaccompanied to and from school may carry a phone in case of emergency but once in school, these must be handed to the class teacher for safekeeping. Phones are returned at the end of the day and should not be switched on until they have left the school campus.

### **Security arrangements**

If anyone other than a parent/carer or their regular, known representative is to collect your child from school, you must advise the classteacher in the morning of the day in question, and prior to collection. Children will not be released to anyone else without such notice.

### **Safeguarding**

At our school safeguarding encompasses child protection, safer recruitment, as well our approach to the Child In Need process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from school and our health and safety procedures. Throughout our work we have a clear commitment to supporting families. In line with the duty placed on us by section 175 of the Education Act 2002, we work well in partnership with parents/carers and any other appropriate agencies to promote the welfare of our children.

## Notes