Curriculum Mornings

Year 4

1.10.24

Whittingham Primary Academy

Year 4 Team

Staff Member	Role	Class
Ms Weekes	Class Teacher	Zephaniah Class
Miss Prince	Class Teacher	Mian Class

Key Stage Phase Lead

Staff Member	Role
Ms Dasgupta	Interim Co-head of School Years 4, 5 and 6 Lead

School Values

Character and values are an essential of our schools' hidden curriculum. Each week we focus on a different value that is explicitly taught and modelled to pupils so that they can see, learn and then demonstrate these values in their everyday experience.

This will support pupils to use these values during their time at school but also going beyond the primary school experience .

- Creativity
- Ambition
- Determination
- Respect
- Enthusiasm
- Confidence

Schemes used to support Teaching and Learning.

Subject	Scheme
English, Science, History, Geography, Art & Design, DT, RE	United Learning Curriculum
Maths	White Rose Curriculum
Computing	Purple Mash
Music	Charanga
PE	Get set 4 education
PHSE and RSE	1Decision
MFL	Language Angels

To get the most value from the any of the teaching schemes of work, we recommend to adhering to the sequencing and teaching and the content of the lessons but adapting the way the and the lessons are delivered to meet the needs of our pupils.

Science

	N3–4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	**It's getting cold outside / Bears** Weather where we live, habitats where bears live		**BIOLOGY** **Plants** Identifying and naming common plants and describing basic structures	**BIOLOGY** **Plant growth** Plants grow from seeds, and require water, light and a suitable temperature	**CHEMISTRY** **Rocks** Comparisons of types of rocks and how fossils are formed	**BIOLOGY** **Classifying organisms** Introduction to classifying animals and their environment	**CHEMISTRY** **Separating mixtures** Identifying and separating mixtures; reversible and non-reversible changes	**PHYSICS** **Electricity** Investigating variations in series and parallel circuits, and how electricity is generated
Autumn 2	**Polar express / Special days** Melting and freezing; natural and artificial materials		**BIOLOGY / PHYSICS** **Seasonal changes** Observing changes across four seasons and describing associated weather	**BIOLOGY** **Needs of animals** Animals need water, food and air to survive and to have offspring	**PHYSICS** **Light** Relationship between light and how we see; the formation of shadows	**BIOLOGY** **Food & digestion** The human digestive system and food relationships in ecosystems	**BIO / CHEM / PHYSICS** **Energy** Introducing the concept of energy stores and energy transfers; relate this to prior knowledge	**BIOLOGY** **Evolution** Fossils; introduction to the idea that adaptation may lead to evolution
Spring 1	**On the Move / Toys** Exploring pushes, pulls and magnets		**CHEMISTRY** **Everyday materials** Distinguishing objects from their material, and describing simple properties	**CHEMISTRY** **Uses of materials** Comparisons of an object's material with its use; impact of bending, twisting on solid objects	**BIOLOGY** **Organisms** The role of muscles and skeletons; the importance of nutrients	**CHEMISTRY** **Particle model and states of matter** States of matter in relation to particle arrangement	**BIOLOGY** **Life cycles** Life cycles of a mammal, amphibian, insect, bird, and some reproduction processes	**PHYSICS** **Light** How light travels and is reflected, and how this allows us to see
Spring 2	**On the Farm / Food Glorious Food** Life cycles of farm animals and plants	**Spring in our step** Wildlife and weather in spring and winter; habitats around our school	**Consolidation and review**	**BIOLOGY** **Living things & habitats** Introduction to habitats, micro-habitats, and simple food chains	**BIOLOGY** **Plants** Features of flowering plants and what they need to survive	**PHYSICS** **Sounds** Relationship between strength of vibrations and volume of sound	**BIOLOGY** **Human development** Human development to old age	**BIOLOGY** **Further classification** Further classification of organisms based on characteristics
Summer 1	**Once upon a time 1 / 2** Properties of materials and exploring mixtures		**BIOLOGY** **Animals** Naming reptiles, fish, amphibians, birds and mammals; carnivores, herbivores, omnivores	**CHEMISTRY** **Solids, liquids and gases** How the same substances can exist as solids, liquids and gases	**PHYSICS** **Forces & motion** Introducing pushes and pulls; opposing forces, and balanced forces	**PHYSICS** **Electricity** Simple series circuits	**PHYSICS** **Forces** Gravity, air and water resistance and friction; introduction to pulleys	**BIOLOGY** **Functions of the human body** Human circulatory system; transport of nutrients within the body
Summer 2	**All creatures great and small 1 / 2** Life cycles of animals in trop. rainforests, sea, and grasslands	**Science detectives** Properties of materials and habitats around the world	**BIOLOGY** **Humans** Human body parts and senses	**Consolidation and review**	**PHYSICS** **Magnetism** Contact and non-contact forces, including friction and magnetism	**CHEMISTRY** **Properties of materials** Considering physical and chemical properties	**PHYSICS** **Earth and space** Movements of planets and the Moon, and relationship to day and night	**CHEMISTRY** **Physical and chemical changes** Identifying physical and chemical changes

History

	N3–4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	**Marvellous Me & Look at Me** [Aut1] Talking about family members and family routines, and exploring how children have changed since they were babies	**Me and my world** [Aut1] Talking about different family members and their roles in more depth **My heroes** [Aut1] Comparing heroic characters from the past and present	**My family history** [Aut 2] An introduction to the past with my family tree, and how schools, toys and the way we communicate have changed in living memory	**Local history** Using primary and secondary sources to learn how our local community has changed over time.	**European history: Prehistoric Britain** [Aut 2] How settlements, food, communities and beliefs changed across the Palaeolithic, Mesolithic, Neolithic, Bronze Age and Iron Age	**North American history: Ancient Maya** [Aut 2] Understanding life for the Ancient Maya, and comparing this with that of the Ancient Greeks and Ancient Egyptians	**European history: Ancient Rome** [Aut2] The development of the Roman Empire, how it changed over time, and how these changes affected people differently	**European history: Anglo-Saxons** [Aut 1] Using artefacts identified at Sutton Hoo to explore what life was like for Anglo-Saxons
Spring	**On the move** [Spr1] Exploring occupations related to transport **On the farm** [Spr2] Exploring occupations related to farming	**Castles, knights and dragons** [Spr1] Learning about historical figures in castles and comparing images of Queen Elizabeth II with that of historical queens	**History of transport** The development of transport by land, sea, air and space and the roles of key individuals	**Great Fire of London** [Spr 2] Life in London 1660s, and the causes and effects of the Great Fire of London	**African history: Ancient Egypt** The role of the pharaoh in Ancient Egypt, and examining pyramids, mummification and conquest in the Egyptian empire	**Asian history: Early Islamic Civilisation** [Spr1] The establishment of Baghdad and the contributions Islamic scholars in the House of Wisdom made to science, maths, medicine and technology	**European history: Roman Empire in Britain** The Roman conquest of Britain, and how the Romans maintained power in Britannia	**European history: Viking age** [Spr 2] Understanding who the Vikings were and how their reputation has changed over time; making arguments as to whether they deserve a violent reputation
Summer		**Where we live** [Sum1] Learning about familiar aspects of our locality from the past, using historic photographs and memories of older adults	**Homes through time** How homes looked different in the past, using pictures and videos	**Explorers** The similarities and differences between the lives of Sacagawea and Michael Collins	**European history: Ancient Greece** [Sum 2] The contributions made by the city-states of Ancient Greece, and how these influence our lives today	**European history: Local History** Why is **[X]** famous today? How has **[local feature]** been important in our community? How has migration shaped our community?	**Global history: Quest for knowledge** [Sum 2] An exploration of a range of civilisations across the world and across time, and how they developed and shared knowledge	**Global history: Power, empire and democracy** A short introduction to the rise and fall British Empire, and its legacy in Britain from the 1960s to today

Geography

	N3-4	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	**Marvellous Me / Look at Me** The house and street I live on **It's getting cold / Bears** Weather and habitats around the world **Polar express / Special days** Polar habitats		**Here I am** [Aut 1] Locating our school in our local area, and identifying local physical and human features on a map and during fieldwork	**Mini Mappers** Studying the human and physical geography of the local area with an introduction to scale and fieldwork	**United Kingdom** [Aut 1] Locating the UK, Great Britain and the British Isles, and regions and counties; identifying physical features and regeneration of one region.	**Looking at South America and Brazil** Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements in Rio De Janeiro.	**Investigating world trade** [Aut1] Understanding the distribution of the world's natural resources and these are traded between places across the world	**Improving the environment** [Aut 2] Recognising the importance of renewable energy through investigating wind power. Reducing waste, and the actions that humans can take to improve the environment.
Spring		**Spring in our step** Weather and wildlife in winter and spring	**Where we are** Locating our local area in the UK; identifying the four countries of the UK; some key human and physical features	**Hot and cold deserts** [Spr 1] Locating hot and cold deserts, and identifying common physical and human features	**Volcanoes** Understanding the structure of the Earth; how volcanoes are formed; and the impacts they can have on human settlement using case studies of Etna and La Soufriere	**Tropical rainforests** [Spr 2] Understanding the key features of a rainforest ecosystem, the contributions they make to the world and threats they face (using Amazon Rainforest)	**Looking at North America and Water** Understanding the water cycle and the distribution of the world's water; examining the physical and human geography around rivers in North America.	**On the move** [Spr 1] Understanding push and pull factors in migration from the Northern Triangle to the USA, and Syria to countries in Europe; understanding the benefits of migration to the UK.
Summer	**All creatures great and small 1 / 2** Animals that live in grassland and tropical rainforest habitats, and locating these on a globe	**Where we live** Picture maps and plan views, simple human and physical features **Science detectives** Comparing our community with settlements in Kenya	**There you are** Understanding where we live on the global scale; locating continents and comparing the human and physical features of an area in the UK with an area in Kenya	**Rivers, seas and oceans** Locating the seas around the UK and oceans of the world. Identifying physical and human features around rivers and coastal areas	**Looking at Europe and Tourism** [Sum 1] Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas	**Earthquakes and human settlements** Understanding why earthquakes take place and what effects they had in Haiti and Japan	**Climate across the world** [Sum 1] Understanding climate zones, biomes, and vegetation belts, and the effects of global warming on vulnerable biomes.	**I am a geographer** Posing questions, completing fieldwork and presenting a geographical investigation

Art

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	**I Am An Artist** **[Aut1]** Introducing sketchbooks, experimenting with mark-making and learning about primary colours. **Paul Klee** **Piet Mondrian** **Wassily Kandinksy**	**Our School** **[Aut1]** Looking at architecture and urban landscapes through photography and recording surface textures. Producing a collaborative outcome with printmaking. **Zaha Hadid** **The Boyle Family**	**Why Do We Make Art?** **[Aut2]** Exploring the purpose of art through the study of cave paintings from Lascaux. Using continuous line and considering the use of perspective. **Satoshi Kitamura** **Pablo Picasso** History	**Pattern & Pumpkins** **[Aut1]** Making 3D pumpkins from clay. Exploring texture and pattern by printmaking using bubble wrap. **Yayoi Kusama**	**Illustration & Narrative Art** **[Aut1]** Developing a visual response to a text, creating digital art. **Raphael, Leonardo, Michelangelo** **Marjane Satrapi, Mel Tregonning** English	**Recycled Materials Installation** **[Aut2]** Using plastic waste to create an installation. **Ifeoma Anyaeji** **Serge Attukwei Clottey** **Veronika Richterová** **Katharine Harvey** Geography, Science
Spring	**Paper Sculpture** Further exploration of mark making. Creating a sculpture by folding and twisting paper and gluing onto a base. Photography of shadow and light. **Charles McGee**	**Colour and Tone** **[Spr1]** Looking at tints, tones and shades in *The King Who Banned the Dark* and Picasso's paintings from his Blue Period. **Emily Haworth-Booth** **Pablo Picasso** English	**Clay Fairy Tales** Using clay to produce a collaborative visual representation of a fairy tale crime. **Anthony Browne** **Quentin Blake** English	**Watercolour Tropical Rainforest** Exploring use of watercolours to create a collaged response to the work of artists studied. **Abel Rodriguez** **Henri Rousseau** **Henri Matisse** Geography	**Journeys** **[Spr1]** Looking at *Shackleton's Journey* and how artists have portrayed journeys. Collage, printmaking and mixed-media outcomes. **Richard Long, Frida Kahlo, Lubaina Himid** English	**Displacement / Challenges** **[Spr2]** Looking at the work of artists who have been refugees or have produced art in different circumstances. **Pissarro, Wiltshire, Schwitters, Kerr** Geography
Summer	**The Natural World** Drawing from observation, printmaking using leaves and introducing secondary colours. **Leonardo Da Vinci** **Claude Monet** **Frances Hatch**	**Painting Water** Using wax resist and watercolour to create water textures. Exploring collage to create an outcome using suspended fish paintings. **Katsushika Hokusai** **David Hockney** **Claude Monet** Geography	**Mythology** **[Sum2]** Representations of myths by artists from different eras. Introduction of key terms: traditional, modern, contemporary. **Raphael** **Van Gogh** **Frank Auerbach, Chris Ofili** History	**My Favourite Things** **[Sum1]** Looking at objects from the British Museum using *This or That* by Goodhart. Drawing a still life based on personal possessions. **Pippa Goodhart** **Joseph Cornell** English	**Pattern & Sculpture** Using origami to create bird sculptures out of printed designs exploring pattern and the natural world. **Mark Hearld** **Jackie Morris**	**Art & Identity** **[Sum2]** Considering the impact of the British Empire on art and how our art can reflect our identity. Drawing the face and creating a shared exhibition. **Yinka Shonibare** **Sonia Boyce** [History]

DT

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Food [Aut2] **Eat a Rainbow** Preparing a colourful fruit salad and crudites.	**Food** [Aut2] **Salads** Preparing healthy, balanced salads that include proteins.	**Structures** [Aut1] **Picture Frames** Picture frames that would be made and sold in a commercial context.	**Food** [Aut2] **Soups** Cooking vegetables and grains and combining into healthy soups.	**Programming** [Aut2] **Interactive Display** Interactive information display for a context decided by pupils.	**Textiles** [Aut1] **Head Coverings** Made to measure hats and head coverings for a context decided by pupils.
Mechanisms **Moving Pictures** Using simple linkages (levers) to make a moving picture for someone at home.	**Mechanisms** [Spr1] **Wheels & Axles** An engineering project to design a buggy that rolls straight and smoothly.	**Textiles** **Keeping it Contained** A solution for users who struggle to keep possessions safe in their bag.	**Structures** **Flat Pack** Designing a flat pack toy or model that can be sold for construction by users.	**Food** **Sauces** Building foundational cooking skills with a range of staple sauces.	**Systems** [Spr1] **Sustainable Systems** Identifying a need and designing a sustainable solution at a system level.
Structures **Outdoor Space** Designing an outdoor space and creating a 3D model to share the design.	**Textiles** **Glove Puppets** Creating props to tell a story to children in EYFS.	**Food** [Sum1] **Sandwiches and Packed Lunches** Making sandwiches with a balance of proteins fats & carbohydrates.	**Structures & Programming** [Sum2] **Mood Lighting** Using nets and circuits to programme lighting.	**Mechanisms** [Sum2] **Pulleys** Using pulleys and levers to create a video that shares a message.	**Food** [Sum1] **Savoury Snacks** Cooking and baking filled pastries and other balanced picnic snacks.

Physical Education

- Mian has PE on Monday and Wednesday and Zephaniah has PE on Monday and Thursday.
- Sessions take place outside or in the large hall.

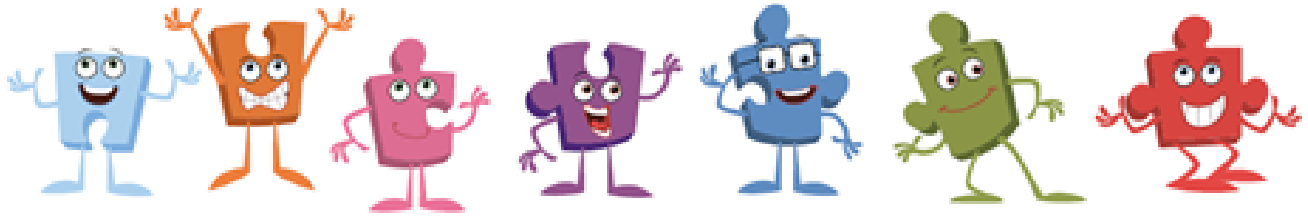
Spanish

- In KS2 (years 3-6) Spanish will be taught by Mrs Torner who is a qualified teacher and a native Spanish speaker with pupils will receive weekly lessons.
- The four key language learning skills; listening, speaking, reading and writing will be taught with all necessary grammar covered in an age-appropriate way across the primary phase

KS2 Unit Planner

	Year 3	Year 4	Year 5	Year 6
Autumn Term				
Half Term 1	Phonetics lesson 1 (C) & I'm Learning spanish (E)	Phonetics lesson 2 (C) & Presenting Myself (I)	Phonetics lesson 3 (C) & Do You Have A Pet? (I)	Phonetics lesson 4 (C) & At School (P)
Half Term 2	Seasons (E)	Family (I)	What Is The Date? (I)	Regular Verbs (P)
Spring Term				
Half Term 1	Musical Instruments (E)	Goldilocks or Tudors (I)	The Weather (I)	The Weekend (P)
Half Term 2	Fruits or Vegetables (E)	Habitats (I)	Habitats or Romans (I)	World War II, Habitats or Planets (P)
Summer Term				
Half Term 1	Ice-Creams (E)	Classroom (I)	Olympics (I)	The Vikings (P)
Half Term 2	Little Red Riding Hood or Ancient Britain (E)	My Home (I)	Clothes (I)	Me In The World (P)

SRE in Year 4



1decision resource	Keeping/Staying Safe		Keeping/Staying Healthy		Growing and Changing		Being Responsible		Feelings and Emotions		Computer Safety		The Working World		A World Without Judgement	
Great teaching	Assessment Baseline	Cycle Safety	Assessment Baseline	Healthy Living	Assessment Baseline	Appropriate Touch / Relationships	Assessment Baseline	Coming Home on Time	Assessment Baseline	Jealousy	Assessment Baseline	Online Bullying	Assessment Baseline	Chores at Home	Assessment Baseline	Breaking Down Barriers
Great learning	What do we need to keep safe from? How do we keep safe?	Be able to identify strategies to keep ourselves and others safe. Be able to identify a risky choice	What is a healthy lifestyle choice? Do you make healthy lifestyle choices?	Know and understand that too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older	Do we all grow and change in the same way? Do we all grow and change at the same rate? Complete baseline activity	Know that relationships change as we grow. Be able to identify how relationships can be healthy and unhealthy. Learn strategies for asking for help if needed	How can we be responsible at home, at school, in the community? How can children and young people be irresponsible?	Understand the importance of being responsible in a range of situations. Be able to discuss a range of situations when being on time is important.	How many feelings and emotions do you know? How do feelings and emotions drive us to behave in different ways?	Understand how we can support others who feel lonely, jealous or upset. Learn and use a range of strategies for managing unpleasant emotions caused by feelings of jealousy	What are the positive and negatives of using computers and being online? Share with the class and consider what we have already learnt about this topic in earlier years.	Be able to identify cyberbullying and its consequences. Be able to develop coping strategies to use if we or someone we know is being bullied online. Know how to ask for	Where does the money come from to pay for all of the services that keep us healthy, safe and educated. What is Tax? What is VAT?	Know and understand who pays for their services that keep us healthy and safe. Be able to identify ways in which we can help those who look after us. Be able to identify who	What does a World without judgement look like? Do we really understand the word judgement? How does it feel when we are judged?	How can we focus on positive attributes in others? Know and understand that being different is okay. Know and understand how our judgements and opinion can affect

Maths

Number & Place Value

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.

Addition & Subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Maths

Multiplication & Division

- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Maths

Fractions (including decimals)

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to ¼; ½; ¾
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places.

Maths

Measurement

convert between different units of measure

- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12 and 24-hour clocks
- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Properties of Shape

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

English - Writing

What your child will learn

In Year 4 (age 8–9), your child will be aiming to build upon the goals and expectations they were first set in Year 3. They will be expected to:

- **Plan their writing by:**
  - Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - Discussing and recording their ideas.
- **Draft and write by:**
  - Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
  - Organising paragraphs around a theme
  - In narratives, creating settings, characters and plot
  - In non-narrative material, using simple organisational devices (for example, headings and sub-headings).
- **Evaluate and edit by:**
  - Assessing the effectiveness of their own and others' writing and suggesting improvements
  - Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.

English - Grammar

What your child will learn

Take a look at the National Curriculum expectations for grammar and punctuation in Year 4 (age 8–9):

- Knowing the plural and possessive -s
- Using apostrophes for plural possession
- Using Standard English verb inflections
- Writing noun phrases with modifying adjectives, nouns, and prepositional phrases
- Using fronted adverbials
- Using paragraphs to organise ideas
- Choosing appropriate nouns and pronouns
- Using inverted commas to punctuate speech

Educational Visits

- All year groups have planned their educational visits for each term and are in the process of booking these visits.

Curriculum Weeks – Whittingham Masterchef

- This year, Whittingham will have a cross curricular week where the pupils will learn different skills and eventually be able to cook a meal for themselves. This will incorporate, English, Maths, Science and DT.

Reading Journal Expectations

- To support pupils, it is important that they read to someone every day.

- **Learning to read**
  Teaching our children to read will provide them with the key skills they need to access the rest of the curriculum as well as impact massively on their self-esteem and future life chances.
  Being able to decode a text alone though is not enough. Children need to understand what they are reading and need to be taught key comprehension skills from an early age. We know that good readers question, check and engage with their own understanding and these are some of the skills we seek to develop.

- **Reading at home and reading for pleasure**
  Most importantly of all, in all year groups, we encourage children to be reading at home every night. Sharing a book together with your child gives you the opportunity to escape into another world with your child and can be bonding and relaxing. Reading for pleasure will help develop your child's vocabulary, communication, empathy, imagination and concentration. Whether this is sharing books by reading together (when children are in Nursery, Reception, Years 1, 2 and 3 this is crucial) or beginning to read more independently, we advise that all children read for at least 10 minutes a day. Ideally, 20 minutes a day would be the most beneficial.

- Reading for just 20 minutes a day = 1.8 million words a year!

Reading Journal Expectations

- Once a child is reading independently, they still need to be able to retell their texts coherently and confidently to a parent/carer using book vocabulary and answer questions about what they are reading.

- **Reading records**
  Every child is provided with a reading record to record what they have been reading. It also provides an opportunity for parents/carers to comment on their child's reading. When parents/carers sign that they have listened to their child read, it helps pupils understand that parents and teachers have the same expectations with reading and that the child is ready for new books to be sent home.

	Daily
Nursery	Be read to by an adult at home
Reception	Be read to by an adult at home and Reading for 5 minutes
Year 1	Reading for 10 minutes
Year 2	Reading for 10 minutes
Year 3	Reading for 15 minutes
Year 4	Reading for 20 minutes
Year 5	Reading for 20 minutes everyday
Year 6	Reading for 20 minutes everyday

Social Media

Homework

- In Autumn 2, pupils will receive a grid of homework tasks which will be set every half term. It will include with many opportunities to choose different tasks linked to our school curriculum and each task can be completed weekly. This will be acknowledged by the teacher weekly and is an opportunity for pupils to share with their teacher and class what they have been learning at home and support their learning in school. This can also be used as a way of showcasing and promoting the school values.

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Parental Support

- Partnership with parents and carers is vital.
- Stay and Read
- Coffee Mornings
- MTC meeting
- Parent consulatation

Partnership with Parents

- Key to successful time in school:
- Parent Consultation
- Reports
- Sharing information
- Working together

Expectations

- Attendance- every day matters!
- Children wear correct school uniform and smart school shoes
- Children wear correct PE kit
- Children read for 20 minutes each day at home
- Parents/ children write a comment in reading books
- Children display high standards of behaviour around the school

Question Time…