

Learning Gems

We place learning at the heart of all we do and we aim to develop children as life-long learners. We need to help our children to become better learners at school and at home. With the use of 'Learning Gems' we aim to create a climate in the classroom and in the school that cultivates habits and attitudes that make learning skills obvious. This will enable our children to become resilient, resourceful and reflective learners who are confident to take risks and develop strong positive relationships to support their own learning.

There are six key learning dispositions that help to develop children's learning and practical ability to apply skills across the curriculum. These are as follows:

- **Ruby** (being kind to someone)
- **Diamond** (solving problems)
- **Emerald** (attempting new challenges)
- **Sapphire** (coping with distractions)
- **Topaz** (sharing ideas and valuing yourself and others)
- **Amethyst** (working as part of a group)

Learning Gem						
Ruby Being kind to someone	School Rules and Shared Partnership Vision, Mission and Core Values					
Diamond Solving problems	Reflectiveness - Planning Working learning out in advance	Reflectiveness - Revising Monitoring and adapting along the way	Reflectiveness - Distilling Drawing out the lessons from experience	Resourcefulness - Reasoning Thinking rigorously and methodically	Resourcefulness - Capitalising Making good use of resources	Resourcefulness - Questioning Getting below the surface; playing with situations
Emerald Attempting new challenges	Resilience - Absorption Flow: the pleasure of being rapt in learning		Resilience - Managing Distractions Recognising and reducing interruptions		Resilience - Noticing Really sensing what's out there	Resourcefulness - Imagining Using the mind's eye as a learning theatre
Sapphire Coping with distractions	Reflectiveness - Meta-learning Understanding learning, and yourself as a learner		Reciprocity - Empathy and Listening Getting inside other's minds		Reciprocity - Imitation Picking up other's habits and values	Reciprocity - Intendependence Balancing self reliance and sociability
Topaz Sharing ideas and valuing yourself and others	Reciprocity - Collaboration The skills of learning with others		Reciprocity - Empathy and Listening Getting inside other's minds		Reciprocity - Imitation Picking up other's habits and values	Amethyst Working as part of a group

Partnership Uniform

Uniform

- Red sweatshirt with a V-neck or red cardigan with a school logo
- White shirt
- Grey trousers, short, skirts or pinafores
- Red gingham summer dresses
- Grey tights
- Black or white socks

Shoes

School shoes should be black and fit securely, with a low heel. Trainers or boots will not be allowed.

PE Kit

- White t-shirt
- Black shorts or tracksuit bottoms
- Trainers

Jewellery

For Health and Safety reasons, we do not allow children to wear jewellery in our schools. The exceptions to this rule are earring studs in pierced ears and small objects of religious significance. We ask children to either remove these items during PE and Games or to cover them with micropore tape to prevent them from causing injury.

Parents' Role

We ask all parents that send their children to our schools to support the 'School Uniform Policy.'

In order to avoid confusion and keep 'Lost Property' to a minimum, all items of clothing, PE kit, bags etc., **must** be clearly named before being brought into school.

The school welcomes children from all backgrounds and faith communities; therefore if there is a reason on religious grounds why parents may want their child to wear clothes that differ from the School Uniform Policy, the school will look sympathetically at the request.

If a child does not wear the correct uniform into school, the child's class teacher may ask the child to remove non-uniform items and discuss the issue with the parents.

Other Equipment needed for School

Stationery

Writing equipment will be provided for your children in class but if your child prefers, they may bring in a pencil case with their own stationery resources. It is always a good idea to label all pens and pencil cases.

Water bottles

We ask that parents provide a named water bottle for their child. Water helps to stimulate the brain for learning and juice and squash are not allowed.

Reading

- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural)
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim & scan to locate information and/or answer a question.



Writing

- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organised ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.



Year 4 Recommended Book List

Fair's Fair by Leon Garfield

The Man Whose Mother Was a Pirate by Margaret Mahy

The Great Hamster Massacre by Katie Davies

Undone, Unbelievable by Paul Jennings

The Three Little Pigs by Jon Scieska

The Hundred Mile an Hour Dog by Jeremy Strong

Pongwiffy series by Kay Umansky

Just So Stories by Shoo Rayner

The Children Who Smelled a Rat by Allan Ahlberg

The Monster Crisp Guzzler by Malorie Blackman

Flat Stanley by Jeff Brown

The Dancing Bear by Michael Morpurgo

Henrietta the Great Gogetter by Martine Murray

Invisible Vinnie by Jenny Nimmo

Princess Mirror-Belle series by Julia Donaldson

Grandpa Chatterji by Jamila Gavin

Freckle Juice by Judy Blume

The Last Wolf by Ann Turnbull

Blessu and Dumpling by Dick King-Smith

The Owl Tree by Jenny Nimmo

Ivan the Terrible by Anne Fine

The Adventures of the Dish and the Spoon by Mini Grey

Raven Boy by Pippa Goodheart

Team Trouble by Sophie Smiley

The Marble Crusher by Michael Morpurgo

**Year 3/4
Spelling List**

century	experiment	interest	peculiar	separate
certain	extreme	island	perhaps	special
accident(ally)	famous	knowledge	popular	straight
actual(ly)	favourite	learn	position	strange
address	February	length	possess(ion)	strength
answer	forward(s)	library	possible	suppose
appear	fruit	material	potatoes	surprise
arrive	grammar	medicine	pressure	therefore
believe	group	mention	probably	though
bicycle	guard	minute	promise	although
breath	guide	natural	purpose	thought
breathe	heard	naughty	quarter	through
build	heart	notice	question	various
busy	height	occasion(ally)	recent	weight
business	history	often	regular	woman
calendar	imagine	opposite	reign	women
caught	increase	ordinary	remember	
centre	important	particular	sentence	

Parsons Down Partnership



End of Year Expectations for Year 4

This booklet provides general information for parents and carers as well as including the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

Foundation Subjects

In KS2, the children will have lessons in foundation subjects that include;

- Science
- History
- Geography
- PSHE
- Music
- Computing
- Art
- Design and Technology
- French
- PE
- RE

These subjects introduce the children to a wide variety of skills and knowledge. At times, there will be thematic links between the subjects and where possible, we try to make the learning creative and interactive.

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living things and their habitats – local study	Electricity and circuits – simple circuits	Geography focus – marvellous maps	States of matter- solids, liquids and gases	Sound – how are sounds made? How do we hear?	Animals including humans – digestive system and teeth
History	Ancient Egyptians				Romans -to know about the Roman Empire its impact on Britain.	
Geography			Physical geography - rivers and water cycle	Locational study – Minstead – map and compass work, residential		

Mathematics

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication and division facts all tables to 12x12.
- Recognise PV of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Add and subtract numbers with up to 4-digits using written columnar method.
- Multiply:
 - 2-digit by 1-digit
 - 3-digit by 1-digit
- Count up/down in hundredths.
- Recognise and write equivalent fractions
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.

Homework

Each week, the children will have a set homework task to complete; either linked to Maths, English or a foundation subject.

In addition to these homework tasks, the children will receive a weekly spellings list. They will be expected to read at home with an adult a minimum of four times a week, recording their reading in their journals. On top of this, children will also need to practise their times tables in preparation for the Multiplication Check test they will sit this year.