



Bordesley Green Primary School



We care, we create, we champion.
Individually we succeed, together we
excel.





Bordesley Green Primary School



Leadership Team

Headteacher – Mr Holmes

Deputy Headteacher – Miss Burgess

Year 4's Assistant Headteacher – Miss Pennington





Your Child's Team



The Year 4 Team

Mrs Azeem

Mrs Kausir

Mrs Weatherill

Mrs Mahmood

Mrs Heer

Mrs Islam


Mrs Rauf

Mrs Gulapala






Parents



We want to support you as parents too. We recognise that some families have faced many added challenges due to the pandemic. Thank you for supporting your children in the best way that you can with home learning-the children have benefitted from this greatly. If you would like to talk someone about any worries you may have, or need more information on services that can support you in these difficult times, please see our Parent Ambassador, or email:



thehub@bordsgrn.bham.sch.uk

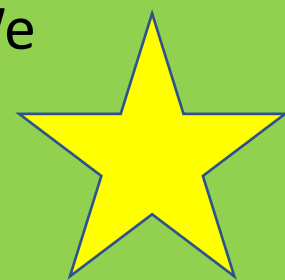




The Recovery Curriculum



We have thoroughly enjoyed welcoming the children back to school. We have adapted our curriculum to meet the needs of our school community.



We recognise that all our children will have had very different experiences during the time of lockdown and with the ongoing pandemic and we have carefully thought through how we can support all children on their return to school, both emotionally and with their learning.





Recovery Curriculum

In order to help the recovery process at Bordesley Green Primary, we will have a clear focus on the following areas:



Building Relationships

Managing Feelings and Emotions

Engagement with Learning

Identifying and Addressing Gaps in Learning

Wellbeing





Our School Values



- Resilience
- Empathy
- Self-control
- Perseverance
- Equality
- Courage
- Teamwork

RESPECT

One child per class who has shown our school values in their good behaviour will be picked each week to receive an award from Mr Holmes





Our School Rules

All children have the right to develop their potential and be safe and so must take on the responsibility of following our school rules.

We will:

Use kind hands, feet and words to everyone

Be honest

Respect our equipment, school and grounds

Listen carefully and follow instructions

Work hard and help others to work hard too

Demonstrate self-control

Show empathy towards others

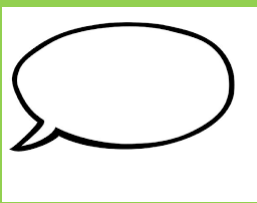


Our Positive Behaviour System

In keeping with our school motto, “Being Great Produces Stars”, children are rewarded with stars for following the school rules and for demonstrating positive learning behaviour in school.

In every classroom, we have a “Good to be Green” display, on which every child has a card and an aim to keep it showing “Good to be Green” at all times. This represents meeting behaviour expectations. At the end of each week, 5 stars are awarded to every child who has maintained this green through the week.








Consequences



Staff will use the following process when dealing with inappropriate behaviours:

1. A verbal reminder of appropriate behaviour is given.
2. A blue card is given: children will miss 5 minutes of their playtime.
3. A yellow card is given : children spend 15 minutes in Time Out. (Children can work towards moving back to a green card from both a yellow and blue, by improving their behaviour choices and hence earn back their breaktime.)
4. Children can move onto a red card if their behaviour does not improve. A red card may be given straight away for the following incidents: violent behaviour, stealing, bullying, racism, deliberately damaging school property and equipment and persistent refusal to follow instructions given by an adult.
5. A red card will result in children missing 30 minutes of their lunch time in Time Out.
6. Parents will be spoken to by the class teacher regarding their child's behaviour after their first red card.
7. Further red cards will lead to more formal meetings between parents and class teacher, followed by members of the Leadership Team meeting with parents. By the fourth red card, children are put on a behaviour report card with the Headteacher.








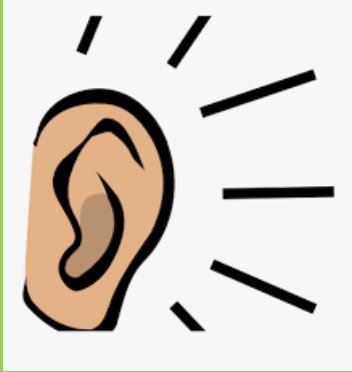
Our Curriculum: broad, balanced and full of cultural legacy



At Bordesley Green Primary, we recognise that every child is on their own learning journey and we will strive to ensure that the children are supported to do the very best they can. As part of our recovery curriculum, we are looking forward to immersing the children in a **broad and balanced curriculum that reflects their cultural heritage.**

We will continue to deliver creative, engaging topics so that the learning is fun and purposeful. We will also weave relevant English or Maths objectives.

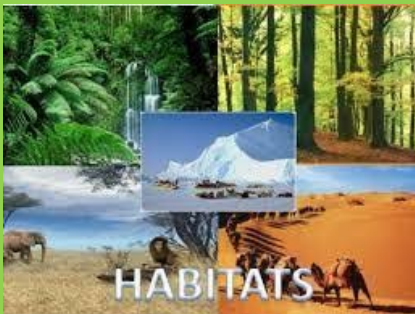




Year 4 Topics



Terrible Tudors
Sound
High Voltage
Weather wise



Meet the Flintstones
Living things and Habitats





English

Our Vision




*Every child will be challenged to reach their full reading and writing potential

*Children to develop a love of literature that will guide them through their education enabling them to have natural curiosity and a thirst for knowledge.





*Reading and writing will be interwoven throughout the curriculum

*All children will have equal access to an English curriculum that is challenging, exciting and personalised





*Children will be exposed to literature that represents who they are and allows them to establish their identity and cultural heritage








Reading



Reading is the foundation to all other learning. We now have an exciting new reading system in school called Reading Eggs. Your child will receive an individual log-in for this and will be able to use this at home. This programme will enable your child to access a huge online library as well as be set specific tasks that are tailored to their age and stage by their teacher. The more your child completes in the programme, the more rewards they will receive.



Ensuring that your child is reading every day is a fantastic way to support their education

Year 4 Writing

	Vocabulary	Grammar	Punctuation	Handwriting		Vocabulary	Grammar	Punctuation	Spelling	Handwriting
Fiction (approx. 3 weeks)	Strolled Rush-hour Gazed Piloted Obligingly Scanned Efficient	Use of prepositions Use of comparative and superlative adjectives Noun phrases expanded through the use of modifying adjectives, nouns and preposition phrases	Uses inverted commas and other punctuation to indicate direct speech Proof reads for spelling and punctuation errors Uses a comma after a fronted adverbial	Unit 5 – Practising joining using a horizontal line Unit 6 – Practising the size and height of letters	Fiction (approx. 3 weeks)	Fruit cake Weary Lurking Bundled Smacking her lips Shrieked Commotion Panting	Secure use of and/or/but/so/for/yes in compound sentences Noun phrases expanded through the use of modifying adjectives, nouns and preposition phrases Use of fronted adverbials	New line for a new speaker Uses a range of punctuation to indicate direct speech Uses a comma to show a clause Proof-reading for spelling and punctuation errors	Week 1 – Homophones and near homophones Week 2 – Homophones and near homophones Week 3 – Nouns ending in -ation	Unit 9 – Practising consistency in forming and joining letters Unit 10 – Practising speedwriting
Non-Fiction (approx. 3 weeks)	Responsible Deliberately Pricey Vital Resources Reckless	Uses repetition to persuade Uses a mixture of nouns and pronouns correctly Uses short and long sentences for effect	Uses a range of punctuation accurately Uses a comma to show a clause Use of apostrophes to show plural possession	Unit 7 – Practising joining from the letter i Unit 8 – Practising joining to and from the letter v		Non-Fiction (approx. 3 weeks)	Howling Assist Camouflage Tiptoe Whiff Temptation Heap	Use of comparative and superlative adjectives Use of prepositions Develop a range of complex sentences (subordination) using a range of subordinating conjunctions Uses repetition to persuade	Uses a range of punctuation accurately Uses a comma after a fronted adverbial Proof reads for spelling and punctuation errors	Week 4 – Nouns ending in -ation Week 5 – Adding the prefixes sub and super Week 6 – Plural possessive apostrophes
	Vocabulary	Grammar	Punctuation	Spelling	Handwriting			Vocabulary	Grammar	Punctuation
Fiction (approx. 3 weeks)	Gladiator Oversleep Net Arena Slave Ferocious Snarled	Develop a range of complex sentences (subordination) Write speech and use adverbs to show how the words are spoken Noun phrases expanded through the use of modifying adjectives, nouns and preposition phrases	Uses a range of punctuation accurately Uses inverted commas and other punctuation to indicate direct speech Uses a comma to show a clause	Week 1 – Words with the s sound spelt 'sc' Week 2 – Words with a soft c spelt 'ce' Week 3 – words with a soft c spelt 'ci'	Unit 13 – Practising joining to and from the letter w Unit 14 – Practising joining to the letter a from the letter w	Fiction (approx. 3 weeks)	Over-run Plague Plea Eagerly Emerged Hypnotised Seething	Use of prepositions Use of fronted adverbial Uses expanded -ing clauses as starters Noun phrases expanded through the use of modifying adjectives, nouns and preposition phrase	Use of apostrophes to mark plural possession Uses a range of punctuation accurately Uses a comma after a fronted adverbial	Unit 17 – Practising drafting and editing Unit 18 – Practising speedwriting
Non-Fiction (approx. 3 weeks)	Litter Breeds Recognisable Leathery Prey Swoop Super-sonic Evolved Dreaded Deafens	Noun phrases expanded through the use of modifying adjectives, nouns and preposition phrases Uses standard English for verb inflections rather than spoken forms Uses a mixture of nouns and pronouns correctly	Proof reads for spelling and punctuation errors Use of apostrophes to mark plural possession Uses a range of punctuation accurately	Week 4 – word families based on common words Week 5 – word families based on common words Week 6 – statutory spelling challenge words	Unit 15 – Practising speedwriting Unit 16 – Practising printing to make captions		Non-Fiction (approx. 3 weeks)	Distant Local Habitats Documentaries Enclosed Purely Surroundings Majority Vital	Use of longer sentences to add information and/or description Develop a range of complex sentences (subordination) using a range of subordinating conjunctions Secure use of and/or/but/so/for/yes in compound sentences	Use of apostrophes to mark plural possession, i.e. zoos' enclosures Uses a range of punctuation accurately Proof reads for spelling and punctuation errors

Year 4 Writing

	Vocabulary	Grammar	Punctuation	Handwriting
Fiction (approx. 3 weeks)	Stew Unicorn Wisely Healed Dilemma Cradle Newborn	Uses expanded -ing clauses as starters Write speech and use adverbs to show how the words are spoken Secure use of and/or/but/so/for/yet in compound sentences	New line for a new speaker Uses inverted commas and other punctuation to indicate direct speech Uses a comma to show a clause	Check-up focus patterns at end of book Check-up extra patterns at end of book
Non-Fiction (approx. 3 weeks)	Stuff of Legend Mythology Uncovered Mane Distinction Source Poachers Comprised of Herd Calves Honing	Develop a range of complex sentences (subordination) using a range of subordinating conjunctions Use of conditionals e.g. would Uses standard English for verb inflections rather than spoken forms	Use of apostrophes to mark plural possession Uses a comma to show a clause Uses a range of punctuation accurately	Check-up extension patterns at end of book

Year 4 Reading

Vocabulary (2a)

What does this word/phrase/sentence tell you about the character/setting/mood?
By writing..., what effect has the author created?
Do you think they intended to?
What other words/phrases could the author have used here? Why?
How has the author made you feel by writing...? Why

Retrieval (2b)

Where does the story take place? How do you know?
Who are the main characters in the book? How are they described?
Through whose eyes is the story told?
When is the story set? What evidence can you find to show this?

Summarise(2c)

What is the main point in this paragraph? Is it mentioned anywhere else?
Sum up what has happened so far in X words/seconds or less.
Which is the most important point in these paragraphs? Why?
Do any sections/paragraphs deal with the same themes?

Inference (2d)

What do you think.... means? Why do you think that? Could it be anything else?
I think...; do you agree? Why / why not?
How do you think...?
Can you explain why...?
What do these words mean and why do you think that the author chose them?

Prediction (2e)

Using the illustrations, do they give you any clues about what will happen next?
Which stories have openings like this?
Do you think that this story will develop the same way?
Why did the author choose this setting? Will that influence the story?

Connections and Meaning(2f)

Explain why... did that.
Are the chapter titles connected to the text?
Did any of the character's actions surprise you? Why?

Language choice (2g)



What does the word... tell you about...?
How?
Find two ways that the author tells you...
Which words do you think are most important? Why?
Which words do you like the most? Why?
What do you think the author meant by...?
How has the author made you feel happy / sad / angry /frustrated?

Comparisons (2h)




What is similar/different about two characters? Did the author intend that?
Describe different characters' reactions to the same event.
Is this as good as...?
Which is better and why?



Spelling








Spellings are personalised to your child. The children sit an initial test at the start of the year to identify any gaps or the next steps in their spelling knowledge. This forms the spellings they are sent home with. Please ensure you know when your child's spellings will be sent home and when they will be tested so you can support them at home. It is expected that parents actively work with their children to practise the weekly spellings that are sent home. Children will receive rewards for spelling words correctly during the test and in their work.







Maths

Our Vision




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- *All children will reach their individual mathematical potential.
 - *All children will be confident, competent and able to reason.
 - *All children will be able to explain 'how' or 'why' and identify how they could improve.
 - *All teaching staff will teach competently and confidently, with secure mathematical and pedagogical knowledge, in order to maximise progress and attainment.
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Maths



Maths is taught in a cycle. The same topics are covered at different points through each year, with children building gradually within each topic and also increasingly seeing how the different topics link together.



One of the key things we encourage, to help children with their maths, is to learn key facts. This includes facts like number bonds and times tables. If they “know” these without having to think about them, they can then focus their thinking power on more complicated problems and explain ‘how’ and ‘why’ (reasoning and problem solving). For this reason, we really value your support practising these facts at home.

Maths


AB BC MATHS

Year 4							
2020 - 21							
autumn	First two weeks return to school	Number & Place Value	Addition & Subtraction	Multiplication & Division	Measurement	Fractions	Geometry
	No formal maths sessions	Place value, compare & order	Written methods	x & ÷ 10, 100 informal methods	Length & Perimeter	Hundredths Equivalence Calculating	Angles (Christmas)
weeks		3	3	2	1	3	1
spring	Number & Place Value	Addition & Subtraction	Multiplication & Division	Measurement	Fractions & Decimals	Measurement Time	Geometry
	Negative numbers, sequences	Difference Written methods	Mental & written multiplication Scaling	Area	Equivalence Decimal notation Effect of + by 10 / 100	24 hour	2D & symmetry (Easter)
weeks	2	2	2	1	3	1	1
summer	Geometry	Fractions & Decimals	Calculation	Measures & Statistics	Number & Place Value	Calculation	Measurement Time
	Co-ordinates and Movement	Compare, order, position round	Addition & Subtraction Multiplication & Division Money	Reading scales Tables & charts Line graphs	Roman numerals	Division written method	24 hour
weeks	1	3	3	2	<=1	<=1	<=1




Tests and Assessments


Teachers assess children all the time. Listening to their answers, observing them in lessons and marking their independent work all gives us valuable information about the things they can do and what they need to work on next.




However, we do also use more formal testing at times to help build this picture of their achievement:



- At the end of Year 1 (June), children sit the Phonics Check
- In Year 2 and Year 6, children complete statutory national assessments in English and Maths during May
- In June, Year 4 will complete a statutory times tables test




We also use in-school tests at other times in the year for all other year groups to give us an understanding of what children can do independently based on the prior few months of learning.





Working in Partnership-Homework

* Insert individual year group information in table*

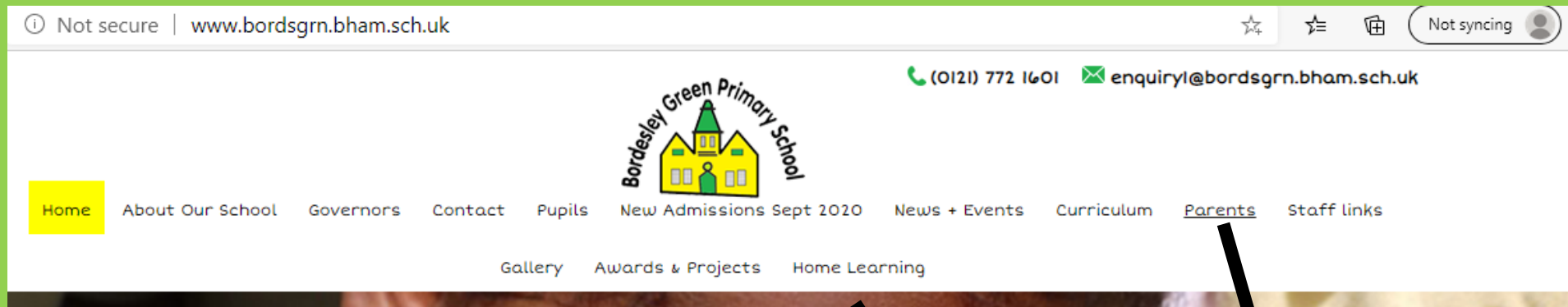


Subject	Day Given Out	Length of Time to Complete	Day to Return
Reading	Friday	7 days	Friday
Maths	Friday	7 days	Friday
Spellings	Friday	7 days	Friday

Ongoing work: Reading, MyMaths, TT Rockstars



Working in Partnership-Our Website



BGPS Storytime Videos
Nursery Home Learning
Year 1 Home Learning
Reception Home Learning
Year 2 Home Learning
Year 3 Home Learning
Year 4 Home Learning
Year 5 Home Learning
Year 6 Home Learning
Useful Websites

COVID-19 Important Information for Parents
Parents Online Safety
Uniform
School App
Parent Survey
Inspire Workshops
Home School Agreement
Parent Information



Key Days in Year 4

Spelling Test – 4M- Monday

4KA- Thursday

4W- Wednesday

PE Days – 4M- Monday

4KA- Wednesday

4W- Tuesday

