



Meet the Teacher

September 2024

Excellence with Compassion



Mrs Schroer



Ms Dublin



Ms Pacarana



Years 4 & 5 Team

Excellence with Compassion

Timetable



Years 4 & 5 Timetable



	8.45-9.05	9.05-9.30	9.30-10.00	10.00-11.00	11.00-11.15	11.15-12.15	12.15-12.30	12.30-1.30	1.30-2.20	2.20-3.15	3.10-3.25	3.25-3.30
MONDAY	S O F T S T A R T	Collective Worship	Guided Reading	English	B	Maths	Doodle Maths	L	Spelling Test, introduce new spellings and rules. Vocabulary work	PE	Class novel	E N D O F D A Y
TUESDAY (Class CW)			English 9.30-10.30	RE input 10.30-11	R	RE 11.15-11.45 PH SE 11.45-12.15	Handwriting	U	Maths 1.30-2.30	Guided Reading 2.30-3.15		
WEDNESDAY			Guided Reading 9.30-10.00	Science 10.30-11.00	E	Music	Doodle Maths	N	English 1.30-2.15	Maths 2.15-3.15		
THURSDAY			Guided Reading	Computing	A	Geography	Handwriting	C	Maths	English		
FRIDAY			Guided Reading	English	K	Maths		H	PE	Art		

Parents' Evenings

- 3x per year (October and February)
- Final one – drop in option to discuss end of year report

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Curriculum

Year 4 & 5 Curriculum Map (2024-2025)

	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
ENGLISH (Literacy Tree)	Mermaid of Zennor + The Iron Man - Information booklets - Retelling from a different perspective - Letters - Tourist guides - Dialogue - Character descriptions - Formal letters	Farther + Tar Beach - Retellings - Recounts (postcards) - Character and setting descriptions - Diary entries - Instructions - Short news reports - Letters of advice - Poetry	Winter's Child + Cinnamon - Formal and informal letters - Dialogue - Setting descriptions as letters - Retellings - Diaries - Limericks and other poetic forms	The Lion and the Unicorn + Westlandia - Letters - Diaries - Character and setting descriptions - Non-chronological reports - Narrative recounts - Short explanations	Odd and Frost Giant + Shackleton's Journey - Character and setting description - Informative posters - Persuasive leaflets - Explanations - Narrative recount - Interviews - Diaries & Letters - Newspaper report	Jabberwocky + The Selfish Giant - Performance poetry - Explanatory descriptions - Poems - Eyewitness reports - Writing in role
MATHS (White Rose Maths)	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division Measurement: Length, Perimeter and Area	Number: Multiplication and Division Number: Fractions	Number: Fractions Number: Decimals (including Year 5 Percentages)	Number: Decimals (including Year 4 Money) Measurement: Time Geometry: (properties of shape)	Geometry: (Position and Direction) Year 5: Converting Units & Volume Years 4&5: Consolidation
SCIENCE	Group and Classify Living Things	States of Matter	Sound	Electricity	Habitats	The Digestive System/ Food Chains
HISTORY		Local area (the history of Marylebone)		Empires and civilisations (The Romans)		Early invaders and settlers (The Vikings)
GEOGRAPHY	Campania Region (Italy)		Coastal Comparisons (Norfolk)		Changing Climates (Valencia)	
RE (LDBS)	Miracles What do the miracles tell us about Jesus?	Christianity Is the Christmas message of peace still relevant for today's world?	Hinduism How do Hindus worship?	Christianity What is Holy Communion and how does it build a Christian Community?	Hinduism What does it mean to live as a Hindu?	Liturgy Why is liturgy important to many Christians?
COMPUTING Every term to start with internet safety	What is the internet? Design a Poster Internet scenario	Game creation with Scratch Stop! Check!	Let's design in 3D Simply Delicious	Can you finish my story? My sustainable house	Logo shapes and patterns	I can make an animation
DT		Shell structures: Make a cardboard structure		Levers & Linkages: Make a greetings card		Textiles: 2D shape to 3D product (make a bendy bag/mask)
ART	200th Year Celebration		Collage & painting		Printing	



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Curriculum



MUSIC Year 4 & 5	This Little Light of Mine	The Pink Panther Theme Composing with Colour	The doot doot song A whole class woodwind instrumental programme	Fanfare for the common man Spain	Global Pentatonics The horse in motion	Favourite Song
Listening (Music History - Romantic Period)	Wagner – Ride of the Valkeries Chopin – Variations for flute and piano Verdi - Requiem	Tchaikovsky – Nutcracker Suite Chopin – Nocturnes Gipps – Clarinet Sonata	Wagner - Bridal Chorus Mahler - Piano Quartet Baker – Clarinet Sonata	Tchaikovsky – Swan Lake Chopin – Nocturnes Schuman - Carnival	Mahler – Symphony No 2 Samuel Coleridge-Taylor - Deep River Summer is Gone	Tchaikovsky – 1812 Overture Schumann – Piano Concerto
SPANISH	Welcome to our school	My local area, your local area	Family Tree and faces	Celebrating carnival/body parts	Feeling unwell/Jungle animals	Summer Time
PSHE	Mental Health & Wellbeing + Relationships	Being left out + Copying with bullying	Healthy lifestyles + Stereotypes & Diversity	Personal safety + Drugs (legal & illegal)	Media literacy & digital resilience + What makes a democracy?	SRE Working together & aspirations
PE	Invasion Games - Netball Outdoor Adventure – Orienteering	Invasion Games - Netball Health Related Exercise – Strength and Cardio	Gymnastics – Balance + Counterbalance Net and Wall – Tennis	Striking & Fielding – Cricket Net and Wall - Tennis	Dance – The Greeks Invasion Games – Tag Rugby (PT)	Invasion Games – Tag Rugby (PT) Athletics

Reading as a driver to the curriculum

At St Mary's we recognise that a love of reading impacts positively on pupils' learning in all areas of the curriculum, and fosters a lifelong love of learning. We use high quality, whole texts ('core' texts) that take into account the interests and particular needs of our children. We read aloud daily to children to give them access to language of greater richness and complexity than they would otherwise encounter. We give opportunities for children to read texts from a variety of genres, languages and contexts and recognise that these experiences are found in all areas of learning across the curriculum.

Although reading is used throughout the curriculum, it is directly taught in discrete sessions that last 30 minutes. Children are grouped according to individual need and this is assessed by their progression through benchmarked books, and are taught the full range of skills that they require to decode a range of texts as well as respond to the texts with insight.

How can parents/carers help?

You have the ability to influence your child's attitude to reading and ensuring they have a positive attitude to reading. Talking about books and sharing them together is an enjoyable and effective activity. Reading with your child can take many forms and doesn't necessarily have to be limited to a particular genre, or even language. In KS2, the children complete reading diaries which gives them a chance to reflect on their understanding of what they have read.



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St Mary's Bryanston Square CE Primary School

Home School Agreement



'EXCELLENCE WITH COMPASSION'

*'Love the Lord your God with all your heart and with all your soul and with all your mind and with all your strength.
And love your neighbour as yourself.'* (Mark 12:30-31)

**RESPECT | HONESTY | FORGIVENESS
FEELING SAFE | LOVE | CURIOSITY**



End of Year Expectations Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the coming year.

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.



End of Year Expectations Year 5

This booklet provides information for parents and carers on the end of year expectations for children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the coming year.

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.



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National Expectations/Assessments



Year 4 – Multiplication Tables Check – June 2025

Year 4 pupils will be participating in the Statutory Assessment – Multiplication Tables Check - in June next year. The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. Times tables knowledge is vital for quick mental maths calculations and problem solving, as well as for many of the maths topics children learn in Years 5 and 6.

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. On average, the check should take no longer than 5 minutes to complete.

We encourage you to support your child practising their times tables.

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School Website



CURRICULUM

Home > Key Information > Curriculum

The curriculum at St Mary's Bryanston Square CE Primary School is being developed to furnish our pupils with a depth of knowledge and wealth of skills, which will enable them to be successful in the next stages of their life.

Our aspiration for our children is for them to excel in their learning, striving to be the best that they can be. Through our use of our school's Christian values we hope that our children become curious, honest and respectful individuals, who flourish in all aspects of their learning.

We provide opportunities to broaden our children's experiences through activities and experiences that bring subjects to life. These include educational visits, workshops and after-school clubs.

To ensure that everyone at St Mary's is clear about our expectations of learning we have developed a well-planned curriculum map which builds upon children's prior knowledge and previous learning. We teach the majority of our subjects discretely, however we make relevant connections where appropriate.

Subject progression maps include the knowledge, skills and vocabulary intended for all our children to learn each term.



English



Mathematics



Science



Religious
Education



Art



Computing



Design
Technology



Early Years
Foundation Stage



Geography



History

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Home Learning



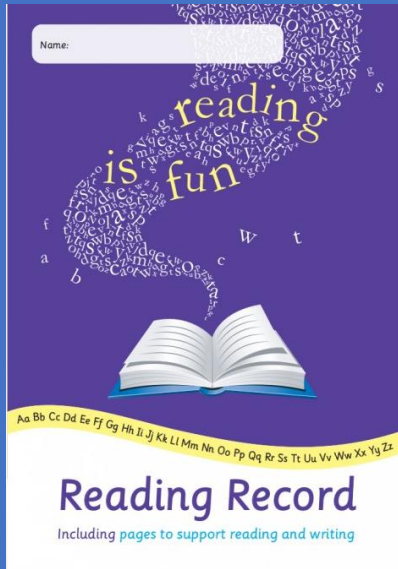
Home Learning will be handed out on Wednesdays/Thursdays. Spelling Tests will be on Mondays and Home Learning must be handed in by Tuesday.

Reading Records must be filled out and returned daily.

1. Talk to your child about what they have learned for that day/week
2. Praise them for all the good things they do
3. Breakfast, bed times, SLEEP, water bottle
4. Make sure you are reading with them daily (and their reading diary is filled in) and completed Home Learning.

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Home Learning



Spelling		
Statutory word list for Years 3 and 4		
accident(ally)	February	possess(ion)
actual(ly)	forward(s)	possible
address	fruit	potatoes
answer	grammar	pressure
appear	group	probably
arrive	guard	promise
believe	guide	quarter
bicycle	heard(h)	question
breath	heart	recent
breathe	height	regular
build	history	reign (h)
busy/business	imagine	remember
calendar	increase	sentence
caught	important	separate
centre	interest	special
century	island	straight
certain	knowledge	strange
circle	learn	strength
complete	length	suppose
consider	library	surprise
continue	material	therefore
decide	medicine	though/although
describe	mention	thought (Phase 5)
different (Phase 5)	minute	through (Phase 5) (h)
difficult	natural	various
disappear	naughty	weight (h)
early	notice	woman/women
earth	occasion(ally)	
eight (h)/eighth	often	
enough	opposite	
exercise	ordinary	
experience	particular	
experiment	peculiar	
extreme	perhaps	
famous	popular	
favourite	position	

Spelling		
Statutory word list for Years 5 and 6		
accommodate	equip (-ped, -ment)	programme
accompany	especially	pronunciation
according	exaggerate	queue
achieve	excellent	recognise
aggressive	existence	recommend
amateur	explanation	restaurant
ancient	familiar	rhyme
apparent	foreign	rhythm
appreciate	forty	sacrifice
attached	frequently	secretary
available	government	shoulder
average	guarantee	signature
awkward	harass	sincere(ly)
bargain	hindrance	soldier
bruise	identity	stomach
category	immediately	sufficient
cemetery	interfere	suggest
committee	interrupt	symbol (h)
communicate	language	system
community	leisure	temperature
competition	lightning (h)	thorough
conscience	marvellous	twelfth
conscious	mischievous	variety
controversy	muscle (h)	vegetable
convenience	necessary	vehicle
correspond	neighbour	yacht
criticise (critic + ise)	nuisance	
curiosity	occupy	
definite	occur	
desperate	opportunity	
determined	parliament	
develop	persuade	
dictionary	physical	
disastrous	prejudice	
embarrass	privilege	
environment	profession	



Daily

Set Wed/Thurs. Spelling Check – Mondays.
Home Learning due Tues.



EAL pupils only

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Uniform and PE kit

We are proud of our **school uniform** and set expectations for pupils within school to be wearing the correct items. These are listed below and all must be **labelled** with your child's name:

School branded items required:

School sweatshirt (with logo) or School cardigan (with logo)
School tie (blue and yellow)

The following branded items are optional:

White polo t-shirt (with logo),
School jacket/coat (with logo)
Book bag (with logo)

The following items can be non-branded and purchased from any appropriate store:

White polo t-shirt or shirt
Black or grey trousers or shorts
Blue and white summer dresses
Children are expected to come to school in black shoes. Children may bring in a pair of trainers to swap for playtimes.



Uniform expectations for PE are as follows:

Plain white t-shirt
Blue or black shorts or jogging bottoms
Black plimsolls or trainers

Jewellery

Children should not be wearing any items of jewellery to school (unless it is for religious observance purposes). Where this is the case, it must be worn in a safe manner and under the clothing.

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Opportunities for questions/concerns



Please speak to Mrs Schroer first and if I am not at the school gates, please speak to Ms Dublin or Ms Pacarana.

Happy to make an appointment to see you to answer questions, via conversation at the end of day or an email to the office.

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