



# St John's Church of England Academy

## Year 4 Parent Information 2023 - 2024

What can you and your child expect from  
this year?



# St John's C of E Academy- Our Vision, Mission and Motto

Our vision is to be an excellent school, embedded in Christian values, that develops children into confident, happy citizens and provides a platform to flourish in local, global and Christian communities, both today and in the future.

Our vision is founded on Matthew 5:16 "***Let your light shine before others, that they may see your good deeds and glorify your father in heaven.***"

Our mission as a school is to provide high quality teaching, learning and reflection from the teachings and values of Christianity to serve our community and beyond.

To fulfil our mission as a whole school community, we strive to live out the vision through our child-friendly motto of "I will shine!" intertwined with our school values of:

- Identity
- Drive
- Excellence
- Character
- Teamwork
- Stewardship



# Behaviour Policy

## **St John's Primary School Golden Rules:**

### **Respect**

(Matthew 7:12 – “So in everything, do to others what you would have them do to you.”)

### **Kindness**

(Ephesians 4:32 – “Be kind and compassionate to one another, forgiving each other, just as in Christ God has forgiven you.”)

### **Perseverance**

(Luke 1:37 – “For nothing will be impossible with God.”)

# The St. John's Learning Ethos

***'Reflection' is an important part of teaching and learning at St. John's. We actively provide children with several opportunities to reflect on their learning as well as their personal wellbeing.***

**1. Time to Reflect:** During lessons, children are given 'time to reflect'. Teachers include a range of questions on their flipchart. These questions allow children to self-regulate their learning. Time to Reflect prompt mats are also on used by children daily. They include questions to prompt self-reflection and regulation.

**2. Shine Time:** Shine Time gives adults working in school the opportunity to provide regular, high quality feedback to all children in their class- both within and outside of lessons. This may be 1:1, in small groups or as a class and the focus will be either to *address misconceptions* or *provide further challenge*.

**3. Learning Partners:** Learning Partners' help to foster a culture of collaboration within school. It is also an important part of building relationships.



The moment  
is **NOW.**  
NOT tomorrow, OR  
yesterday  
or **SOMEDAY.**  
Right here. Right now.  
THIS is YOUR moment to  
**SHINE.**

## St. John's Church of England Academy

### Our Curriculum Vision: *The St John's Way*



**Discover**

**Captivate**

**Excite**

**Challenge**

**Flourish**

At St John's Church of England Academy, we will excite, engage and inspire pupils with a relevant, inclusive and memorable curriculum that makes learning irresistible. We will ignite children's curiosity, instilling a passion for lifelong learning. At the heart of their learning, children at our school will develop an understanding the core values we've developed as a community, the core values that we believe make our school special, the core values that will allow our children to shine and grow into respectful, global citizens.

Our core values are:

- Identity
- Drive
- Excellence
- Character
- Teamwork
- Stewardship

Alongside our core values, we will be relentless in our desire for all pupils to become independent self-regulating learners and we will provide regular 'WOW' moments for our children to have fun, encounter challenges and develop problem-solving strategies whilst planning, monitoring and evaluating their own learning. Children will leave St John's equipped with a range of strategies that will enable them to access future learning in a variety of ways - overcoming barriers to learning through resilience and perseverance, and achieving great success. Children will know how to live a healthy lifestyle, both physically and mentally.

Our 'Topic' curriculum will cover statutory objectives from the National Curriculum with the key knowledge, skills and understanding carefully mapped out and built upon over time. Children will be encouraged to re-visit prior learning and then delve even deeper, building on the skills and knowledge taught progressively each year. We are confident that this will lead all children at our school to flourish— both academically and personally, throughout our curriculum, within their school life and beyond.

# Website, Twitter, Facebook

## Website

<http://www.stjohns.covmat.org/>



## Twitter

@Stjohnscoventry



## Facebook

@stjohnscoventry



You do not need a Twitter account to look at learning on the @Stjohnscoventry page. Just type @Stjohnscoventry twitter into Google.

Miss Hanson - Class Teacher  
Mrs Orr – Teaching Assistant








Miss Hanson



Mrs Orr

# Year Group Timetable- flexible!

KS2 Timetable – Year 4

			8.45 to 9.45	9.30 to 10.30	10.30 to 10.45	10.45 to 11.00	11.00 to 12.00	12.00 to 12.30	12.30 to 1.30	1.30 to 2.00	2.00 to 3.00	3.00 to 3.15	3.30
<b>Monday</b>	Morning Work	WORSHIP		PE	B	Spellings	11.00-11.30 French 11.30-12.00 Times Tables	SpEQ	LUNCH TIME 	Reading VIPERS 2	RE	Story Time	HOME TIME
<b>Tuesday</b>	Reading for Pleasure	WORSHIP	Maths 1		R	Spellings	English 1	RHE	LUNCH TIME 	Handwriting	Topic	Story Time	
<b>Wednesday</b>	Handwriting Practice	WORSHIP	Maths 2		E	Spellings	English 2	Reading for Pleasure	LUNCH TIME 	Reading VIPERS 3	2.00-2.30 French	2.30-3.15 Music	
<b>Thursday</b>	Reading for Pleasure		Maths 3		A	English 3		Learning Forum	LUNCH TIME 	Computing	Science	Story Time	
<b>Friday</b>	Morning Work	WORSHIP	Maths 4		K	English 4		Reading VIPERS 1	LUNCH TIME 	Topic	2.30 – 3.30 Outdoor Learning		

Drop-offs (8:45am-9:00am)

End of day: 3:30pm (gates open at 3.25pm)

# English Coverage

Year 4: Detail of content to be introduced (statutory requirement)	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name</i> , <i>the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

## What's coming up in the Autumn term?

Contemporary Stories

Classic Stories

Information Texts

Picture Books

# Maths Coverage

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Place value 1			Addition and subtraction			Multiplication and division			Money	Time 1	
Spring	Fractions 1			Decimals		Geometry: Shape and symmetry		Geometry: Angles	Measures (Converting units)		Measures (Area, perimeter and length)	
Summer	Place value 2		Fractions and decimals 2		Statistics	Time 2	Geometry: Position and direction		Revise measures and money (embed written methods) 2		Consolidate and assess	

# Topic-based learning for the Year

Year 4 – Autumn Term

White Water Adventure



Water is the most precious resource we have. The children will explore the importance of water around the world and learn how rivers, mountains and seas play a part in the water cycle. They will also examine how climate change affects sea levels. Through careful consideration, the children will begin to debate ways in which they could improve the water provision locally and around the world.

# Themes for the year...

## One Minute to Midnight

*How is climate change affecting our world and what can I do to make a difference?*

We recognise and value the importance of the our world. Children will develop their knowledge and understanding of climate change, and how it affects us and our environment. They will be investigating the impact of deforestation, global warming and plastic pollution, and considering how we can make a positive difference to help look after our world. Are you hungry to discover more?

## Under Attack!



Driver- History

What did the Romans do for us?

Children will begin this topic by learning about what life was like for the Romans. They will find out about important inventions and how they link to life in Coventry and the U.K. today. As part of their Roman experience, they will become Roman soldiers, learning about their life and preparing for battle, following the orders of their leaders. "Semper Optimum!"



# Knowledge Organisers

## Year 4 – Autumn Term White Water Adventure Knowledge Organiser



These were emailed home on Friday 8<sup>th</sup> September

**Geography Knowledge**

**The Water Cycle**

The **water cycle** follows the journey of water from oceans to clouds to rain to streams to rivers and back to the oceans. The water cycle involves the scientific processes of evaporation and condensation which is also known as the hydrologic cycle (hydro is Greek for water).

**Rivers and Mountains of the World**  
Knowledge of the location of: UK, Russia, Italy, Switzerland, France and Spain

**Tropic of Cancer and the Tropic of Capricorn**

**Vocabulary**

<b>Water cycle</b>	The journey of water from oceans to clouds to rivers and streams and back to the ocean.
<b>Evaporation</b>	The change of a state of matter – from liquid to gas
<b>Condensation</b>	The change of a state of matter – from gas to liquid
<b>Precipitation</b>	Forms of water that fall through the sky e.g. rain, sleet, snow etc.
<b>Transpiration</b>	The process of water movement through a plant
<b>Rivers</b>	A large stream of flowing water that usually ends at the sea
<b>Source</b>	The beginning (original) part of a river
<b>Mouth</b>	Where a river meets the sea
<b>Estuary</b>	The tidal mouth of a large river
<b>Tropic of Cancer</b>	Sometimes referred to as the Northern Tropic.
<b>Tropic of Capricorn</b>	Sometimes known referred to as the Southern Tropic
<b>Latitude</b>	The distance North or South of the Earth's equator
<b>Longitude</b>	The distance of a place East or West of Greenwich meridian
<b>4 figure grid reference</b>	Contains 2, 2-digit numbers. The first two numbers are called the easting, which is the number you would look for at the bottom of the map. The second two digit number is called the northing and represent the numbers you would look for on the side of the map.
<b>Climate change</b>	A change in global or regional climate patterns
<b>Valley</b>	A low area of land between hills or mountains, typically with a river or stream flowing through it
<b>Mountains</b>	A large landform that rises above the surrounding land

**Art Knowledge**

**Claude Monet**

Claude Monet was a French painter who was one of the greatest painters of the Impressionist times. He was born in 1840 on the 14<sup>th</sup> November in Paris, France. His family owned a grocery business and naturally, they expected their clever son to work for them as he became older. Monet had other ideas and he chose to follow his dreams of becoming an artist. He often painted outside, creating colourful and bright pictures using the *petit touche* method.

**Impressionist Painting**

Impressionism is a type of art that was started by a group of French painters who decided to discard the old ways of doing art. Lines were replaced by rounded shapes or tiny dots. Dark shadows became colourful and bright. These painters often enjoyed painting outside.

**Vocabulary**

<b>Petit-touche</b>	An art technique developed by French impressionist painters which translates to a 'little touch'.
<b>Claude Monet</b>	A founder of French impressionist painting
<b>Impressionist</b>	Someone who designs things before making them.
<b>Watercolours</b>	Paints which can be thinned by water to give a transparent effect
<b>architect</b>	A person who designs buildings, bridges and other structures

**Design and Technology Knowledge**

**Evaluation**

There are many different types of bridges, we are going to focus on the suspension bridge, beam bridge and arch bridge.

James Finlay invented Suspension Bridge in the Western World, these are effective because they are less rigid meaning they can withstand earthquakes. They are also incredibly strong due to the steel ropes hung from a tower at each end of the bridge. Isambard Kingdom Brunel, famous architect and engineer, used this idea to design suspension bridges in the UK - a famous one being the Clifton Suspension Bridge which was built in 1831.

**Design and Make**

There are lots of different materials that can be joined together to make a bridge. Glue and reinforcing card triangles can hold joints together. A hammer and nails can be used to join sections of wood together to create a framework for the bridge. A junior hacksaw can be used to cut wood. This is called sawing. When sawing, bench hooks help us to be safe.

**Evaluate**


When evaluating a product, it is important to evaluate it against your design criteria. This helps us to see what went well, what went wrong and why. This helps us to say how it could be improved next








**Vocabulary**

<b>Suspension Bridge</b>	A bridge in which the weight of the deck is supported by vertical cables suspended from further cables that run between towers and are anchored in abutments at each end.	<b>deck</b>	The surface of a bridge
<b>Arch Bridge</b>	A bridge with abutments at each end and shaped as a curved arch.	<b>struts</b>	A piece of wood or metal which holds the weight of other pieces in a structure
<b>Beam Bridge</b>	The simplest structural form for a bridge, it is supported by an abutment or pier at each end.	<b>abutment</b>	The structure at the end of a bridge span
		<b>towers</b>	A support on a bridge
		<b>cables</b>	Provide support and structure

Your child will be assessed on their understanding of this knowledge. Any help you can provide them with will be gratefully received.

# Learning Logs


**St John's C of E Academy**  
**Tic Tac Toe: Termly Learning Log**  
**Year 4**  
**Autumn Term – White Water Adventure**

<p style="text-align: center;"><b>Poetry</b></p> <p>Use the words <b>WHITE WATER ADVENTURE</b> to create an acrostic poem in your book.</p> <p>Present your writing to your highest standard.</p> <p>Practise reading your poem, ready to perform to the class.</p>	<p style="text-align: center;"><b>Science</b></p> <p>Calculate your water usage for a week (on the chart on the back of this sheet). Then find out how much water each activity uses and find your total water usage for the week.</p> 	<p style="text-align: center;"><b>Story</b></p> <p>Write a story 'water-themed' story with lots of amazing writing features. It could be set by a lake, on a river, by the seaside or wherever your imagination takes you!</p> 
<p style="text-align: center;"><b>Design</b></p> <p>Design an informative poster about being more water wise saving water where we can. Research water usage, look at the example poster and find ways to help people save water.</p> 	<p style="text-align: center;"><b>Value - Identity</b></p> <p>Design a poster which shows the values of <b>Identity</b></p> <p>I know that I am <u>special</u>          I know that God has a plan for <u>me</u>          I can be confident being <u>me</u>          I can give my unique contribution          I can take my place          I know my life matters</p>	<p style="text-align: center;"><b>Art</b></p> <p>Research Claude Monet and his style of artwork. Create your own piece of artwork either in his style or of a victory scene. You could use pencil, pencil crayons or any medium you have at home already.</p> 
<p style="text-align: center;"><b>Geography</b></p> <p>Find out about a river of your choice. Where is its source and where does it travel? Is it important in any way?</p> 	<p style="text-align: center;"><b>Environmental</b></p> <p>Research into charities who help provide people with clean water. Create a poster, presentation or leaflet to explain what they do and how we could help.</p> 	<p style="text-align: center;"><b>Maths</b></p> <p>Times table – use Times Table Rock Stars to practise your times tables. Improve your speed and your knowledge!</p> 

Try to complete at least 3 challenges so that you make a vertical, horizontal or diagonal line, or any three that you like! Try to include the middle square if you can. Colour in each square as you complete that activity.

To be completed no later than **Monday 11<sup>th</sup> December 2025** when we will celebrate and share all your projects. You are welcome to bring in your home learning earlier if you have completed it. Enjoy and have fun!

Year 4 Team – Miss Hanson and Mrs Orr

These were sent (paper copy) and emailed home on Friday 8<sup>th</sup> September

Learning Log home learning is optional. They are provided for your child to explore areas of the curriculum at home. Some children will complete them independently and some will enjoy completing tasks with a parent or sibling. Your child can complete one, three, nine or none – the choice is yours.

All learning is celebrated in class.

Please use recycled materials or items you have at home, there are no expectations that you buy anything. If you think school can help, please ask.

# Other areas of the curriculum

## Computing

<p><b>Year 4</b></p>	<p>Area of Computing: Information Technology (Data and Information) Strand: <b>Data Logging</b> Software: <b>Google Science Journal</b></p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>use technology safely, <u>respectfully</u> and responsibly</li> <li>select, <u>use</u> and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>Use data from a sensor to answer a given question</li> <li>Identify a suitable place and the intervals used to collect data</li> <li>Import and sort a data set</li> <li>Collect and interpret data using a data logger</li> </ul>	<p>Area of Computing: Computer Science (Programming) Strand: <b>Algorithms (loops and debugging)</b> Software:</p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</li> <li>create and debug simple programs</li> <li>use logical reasoning to predict the behaviour of simple programs</li> </ul>	<p>Area of Computing: Information Technology (Media) Strand: <b>Audio Editing</b> Software: <b>Audacity</b></p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>select, <u>use</u> and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,</li> <li>use technology safely, <u>respectfully</u> and responsibly.</li> </ul>	<p>Area of Computing: Information Technology (Networks) Strand: <b>Networks</b> Software: None</p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>are online</li> <li>describe how networks physically connect to other networks</li> <li>Recognise how the content of the WWW is created by people</li> <li>Evaluate the consequences of unreliable content</li> </ul>	<p>Area of Computing: Computer Science (Programming) Strand: <b>Algorithms (loops and debugging)</b> Software: <b>PurpleMash</b></p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>design, write and debug programs that accomplish specific goals, solve problems by decomposing them into smaller parts</li> <li>use sequence, selection, and repetition in <u>programs</u>; work with variables and various forms of input and output</li> <li>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> </ul>	<p>Area of Computing: Information Technology (Media) Strand: <b>Photo Editing</b> Software: <b>paint.net download</b></p> <p><u>National Curriculum and Key Knowledge</u></p> <ul style="list-style-type: none"> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>Select, <u>use</u> and combine a variety of software on a range of digital devices to design and create a range of content that accomplish given goals</li> </ul>
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# Other areas of the curriculum

## Music

- ▶ Recorder
- ▶ Pop
- ▶ Gospel



# Other areas of the curriculum

## Science

Throughout the year, we will be learning about:

- Materials and their properties- states of matter
- Electricity
- Animals including humans
- Living things and their habitats
- Light

# Other areas of the curriculum

## MFL - French

The units in French that we will be learning this year are:

Unit 7: Describing people and nationalities

Unit 8: Talking about activities and the time

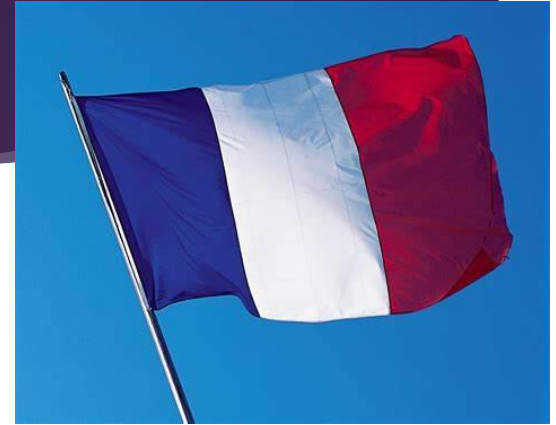
Unit 9: Talk about festivals and dates, Count from 31-60,

Give and understand instructions

Unit 10: Talk about going to French cities, Give and understand directions, talk about places and the weather in France

Unit 11: Go shopping for food, Ask how much something costs

Unit 12: Give opinions about activities and food, identify and describe clothing



# Other areas of the curriculum

## P.E.

### St John's Physical Education - Long Term Plan 2020 - 2021



Year	Lesson	Autumn 1 7 weeks - 14 hours	Autumn 2 7 weeks - 14 hours	Spring 1 6 weeks - 12 hours	Spring 2 6 weeks - 12 hours	Summer 1 6 weeks - 12 hours	Summer 2 6 weeks - 12 hours
4	1	Basketball	Football	Gymnastics	Hockey	Athletics	Rounders
	2	Tennis	Dance	Tag Rugby	Outdoor and Adventurous - Viney Hill	Cricket	Swimming

# Other areas of the curriculum

## Relationships and Health Education (RHE)

### Our Safety

We will be looking at our behaviours, the behaviours of others, how our actions can affect other people and what we can do to make things better for everyone.

### Our Relationships

We will be looking at positive, healthy friendships, how to build and keep friendships, how to find help if we feel lonely and the importance of understanding friendships online.

### Our Bodies

We will be looking at how to have a balanced, healthy lifestyle. How to spot signs of common illness and understand how these can be treated quickly and easily. We will be learning about the importance of dental hygiene and health.

# Other areas of the curriculum

## Relationships and Health Education (RHE)

### Our Community

We will be looking at differences and similarities between people. The benefits of living in a community, the different groups within a community and the different communities we belong to. The importance of compassion.

### Our Future

We will be looking at how people budget and how their values impact on their spending. We will look at different ways of spending money and the importance of keeping to a budget. We will also identify negative outcomes from spending on certain money in certain ways.

### Our Feelings and Wellbeing

We will be looking at how to identify our different feelings, how they make us feel and what we can do to help ourselves. We will look at our strengths, value others and learn how to cope with setbacks.

# Other areas of the curriculum

## Multiplication Tables

We will be continuing to develop a knowledge of our multiplication tables in Year 4.

At the end of the year there will be a multiplication tables check for every child in Year 4 to check their times table knowledge. This will be carried out with as part of their learning to aim to avoid added pressure for the children. More information will be shared with you at a later date.

Please support your child with their times table knowledge at home: games, Times Table Rockstar.

# Expectations and Support from home

- Reading books- signed by Parents at least twice a week. If the book has been read to the end, please write 'finished' or 'read to end'. Books are changed by the children when they have finished their book.
- Spellings- new spellings are shared with the children on a Monday and there is an informal test the following Monday. Please support your child with learning these at home.
- Library book day - Friday
- Learning Logs - out on Friday 8<sup>th</sup> September- returned Monday 11<sup>th</sup> December.
- Times table Rockstars is available for you to use with your child at home.
- PE is on a Monday. (Children to come to school in PE kits and wear them all day.)
- Water bottles (named) in school daily.
- Uniform policy followed: please name all uniform! (For more information please see the school website.)
- If your child is being collected by someone different, please inform the office and the teaching staff.

# Inclusion and SEND

- ▶ If you have any concerns about your child's learning, behaviour or well being, please speak with your child's class teacher in the first instance.
- ▶ Following this, meetings can be arranged with parents, class teacher and Mrs Henderson (SENDSCO).
- ▶ Further meetings will be arranged with Mrs Henderson, to begin to address any next steps.
- ▶ OR email, catch her in the playground or telephone the office to arrange a meeting at any time.
- ▶ [Sara.Henderson@stjohns.covmat.org](mailto:Sara.Henderson@stjohns.covmat.org)



# What's coming next?

- ▶ Termly Learning Conference - Wednesday 25<sup>th</sup> and Thursday 26<sup>th</sup> October
- ▶ 'Come and Shares' and 'Time to Shines'- look out for the dates of these on the newsletter!
- ▶ See the school website Calendar for dates for your diary  
<https://www.stjohns.covmat.org/diary/list/>

We know the start of the year can be a tricky time for you and your child. Please remember we are always here to support you as a family.

Together, we shine!

