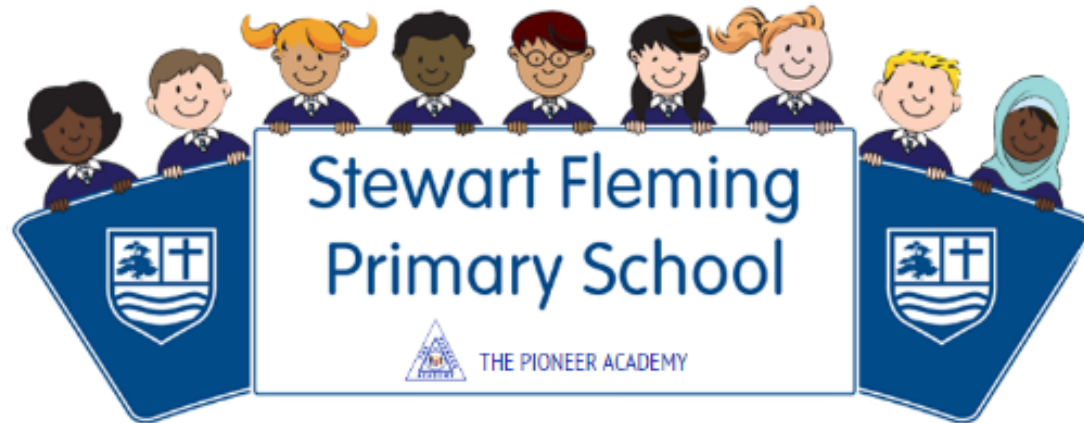


The Pioneer Academy

# Good Morning!

## Welcome to Year 4 Curriculum Meeting



# Year 4 Team

Rashford Class: Mrs Flint-Virtue and Mr Fox

Bowie Class: Miss Yaqub

Mercury Class: Miss Tappenden

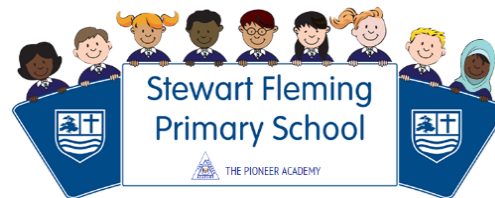
Teaching assistants: Mrs Babatunde, Ms Wise, Miss Allen

## Specialist Teachers

- Mr Williams – PE
- Mrs Howe – Art / DT
- Mrs Edmunds – Music

# School Vision

Every day at Stewart Fleming is an extraordinary school day. Our unwavering commitment in delivering an inspiring and inclusive curriculum develops independent learners. We endeavour to nurture inquisitive minds to enable them to become the best that they can be.



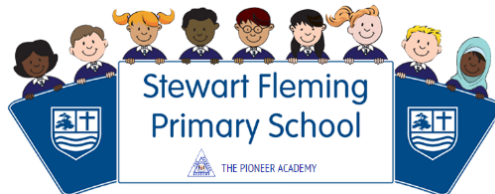
# Soft Start Morning 8:45 – 9:00

At Stewart Fleming we believe that in order to expect positive and respectful communication, we need to model and provide opportunities for it within our school day. Therefore, we encourage all children to come to for at 8:45 am start.

Once the children enter their classroom there will be music playing, books to read, partner games to play and optional curriculum or PSHE tasks to do.

The tasks cover aspects of our SMSC (spiritual, moral, social and cultural development) calendar such as Road Safety Week, Anti-Bullying Week and Children in Need.

Teachers and support staff in the room play a crucial role. They engage with children, support children's excitement of learning for the day and tutor. This morning routine is fundamental to driving Stewart Flemings ethos as it develops independence, positive communication and well-being of every child.



Tuesday 8<sup>th</sup> November 2022

### Timetable

8:45 – 9:00 Soft Start Morning  
9:00 – 9:30  
9:30 – 10:30  
10:30 – 10:45  
10:45 – 11:00 Break time  
11:00 – 12:00 Maths  
12:00 – 1:05 Lunch  
1:05 – 2:00  
2:00- 2:15 – Break time  
2:15 – 3:00  
3:00 – 3:15

# Good morning!

### Morning Activity

Did you know about the different coloured poppies?

Read about them.

Which one would you choose to wear?

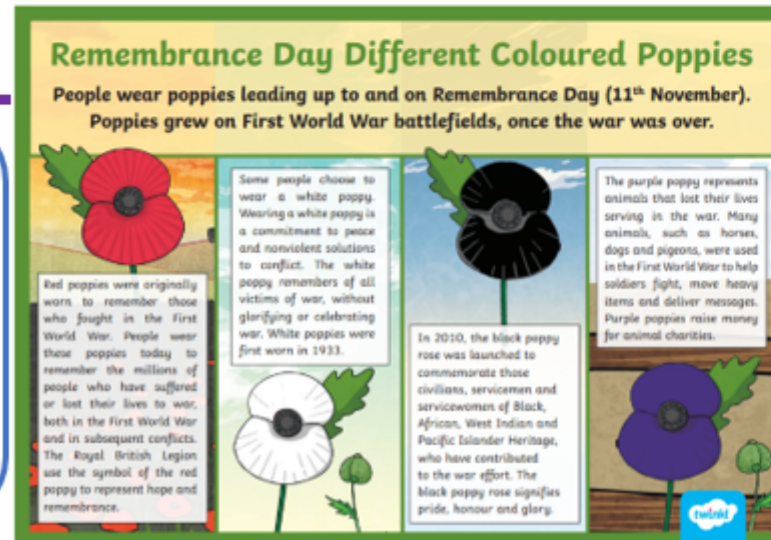
### Menu

Sticky Chicken  
Stir Fry Noodles  
Vegan Sausage Roll  
Pesto and Pea Pasta

Mashed Potato  
Carrot  
Green Beans  
Chocolate Orange Pot  
Biscuit  
Fruit

### Morning Choices

Practice your times tables  
Read a book from the book corner.



Working with Teacher

Handwriting

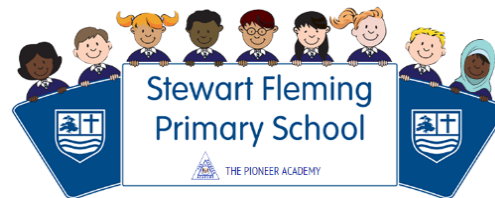
# Curriculum Offer at Stewart Fleming

Subject	Curriculum Scheme
English (Reading)	Little Wandle (EYFS – Y2) Guided Reading - Carousel (EYFS – Y2) Guided Reading – whole class (Y3-Y6)
English (Writing)	Power of Reading
Maths	White Rose Maths
Science, History, Geography, DT and Art	IPC (International Primary Curriculum)
French	Language Angels
Computing	IPC
PE	PE PRO
RE	Bexley Scheme
PSHE	IPC and CWP



### Class Timetable 2024/25

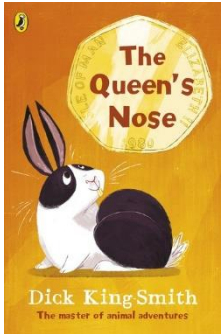
KS2	8:45 – 9:30	<b>Session 1</b> 9:30am – 10:30am		10:45- 11:15	<b>Session 2</b> 11:15am – 12:15pm	<b>Session 3</b> 1:15pm – 2:15pm	<b>Session 4</b> 2:15pm – 3:15pm
Monday	GR	<b>PE</b>	10:30-10:45am - KS1 & KS2 playtime	<b>KS2 assembly</b>	English	Maths	IPC
Tuesday	GR	English		Spelling and handwriting	Maths	IPC	RE/French
Wednesday	GR	English		<b>KS2 music assembly</b>	Maths	PE	IPC
Thursday	GR	English		Spelling and handwriting	Computing	Maths	<b>Art</b>
Friday	9-9:30 Merit Assembly	<b>Music</b> /PSHE		GR	English	Maths	IPC



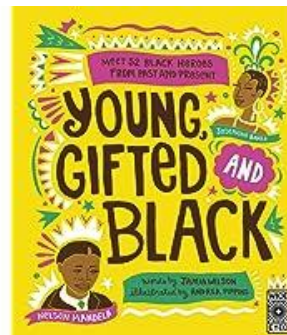
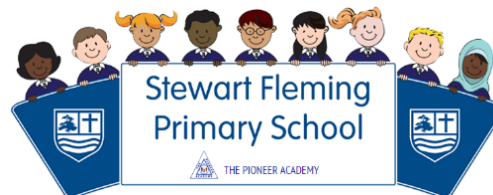
# English

In English, we will be using a scheme of work from CUSP. This will embed literary skills into Reading, Writing and Spelling.

During this half term we will start by looking at the story *The Queen's Nose*. We will be teaching the children skills that will enable them to identify the features of and independently write poems and create persuasive adverts.



We will then move on to study *Young, Gifted and Black* which looks at stories of influential historic figures. Throughout the year, we will be looking at a range of texts to expose children to a breadth of authors, formats and styles.





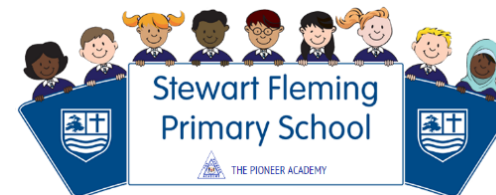
# Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Autumn term	Number <b>Place value</b> FREE TRIAL <a href="#">VIEW</a>				Number <b>Addition and subtraction</b> <a href="#">VIEW</a>			Measurement Area <a href="#">VIEW</a>	Number <b>Multiplication and division A</b> <a href="#">VIEW</a>		

In Maths, we will be starting by looking at **Place Value** before moving on to **Addition and Subtraction**.

We will then end this term by looking at **Multiplication and Division**.

Every lesson will develop children's fluency and reasoning as well as their problem-solving skills.

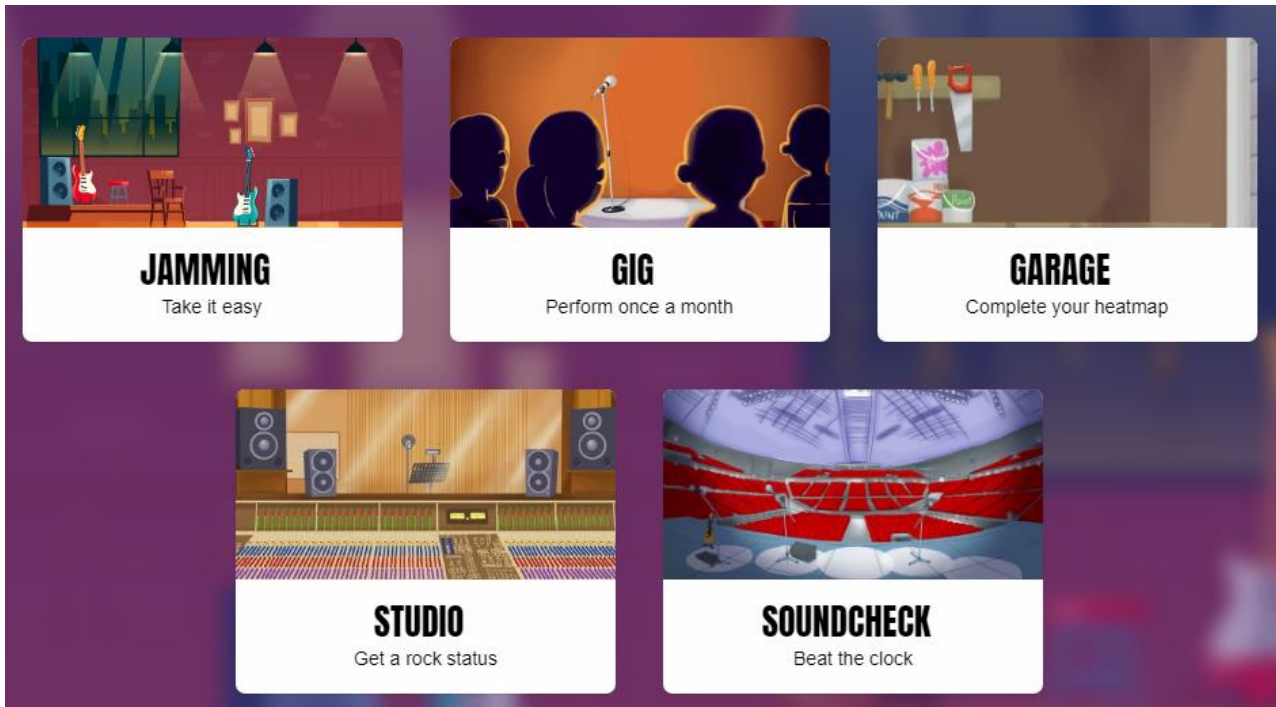




# Maths

This year, the children will be taking part in an MTC (Multiplication Tables Check).

This is 25 Questions, with 6 seconds to answer each question.



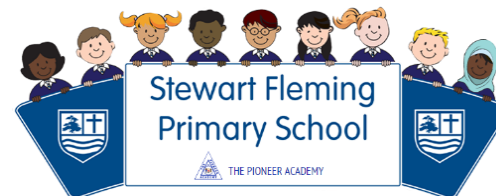
We would really appreciate your support in aiding your children's multiplication knowledge by getting the children to log onto **Times Table Rockstars** and completing **3 Soundchecks** a week at home.

# IPC Topic: Brainwave

Subject	Health and Well Being x 7
Key Questions	Can you select the most appropriate strategy for managing social situations? Can you apply <u>metacognitive</u> strategies and reflect on their effectiveness?
Lesson 1	How does <u>mindset</u> affect learning? (Task 1)
Lesson 2	How can you help yourself when you are struggling with a task? (Task 2)
Lesson 3	How can we make new learning stick? (Task 3)
Lesson 4	How do emotions affect learning? (Task 4)
Lesson 5	How can we manage negative situations? (Task 5)
Lesson 6	How can we make connections when we learn? (Task 6)
Lesson 7	How does what we put into our bodies affect learning? (Task 7)

This is a 3 week topic that is PSHE focused.

It will help children consider how they learn and how their brains work.

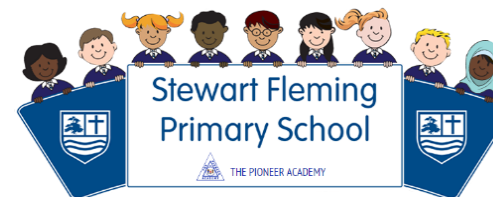


# IPC Topic: Temples, Treasures and Tombs

This is a 6 week topic that is History focused and will span over Autumn 1 and Autumn 2.

We will be learning all about Ancient Egypt and Ancient Sumer and comparing the two.

Subject	History x 14	Art x 4
Key Questions	Can I select and record relevant information from multiple sources? Can I organise events and societies chronologically? Can I suggest reasons for particular events and changes?	Can I create original artwork to serve a given purpose? How do I select appropriate materials and techniques to communicate ideas?
Lesson 1	How can we present historical information for others to understand? (Task 1)	What are the key features of ancient tomb paintings? (Task 1)
Lesson 2	Why was the Nile important to Ancient Egyptians? And Egyptians today? (Task 1 - reflecting)	How can you effectively communicate an idea through a tomb painting? (Task 1)
Lesson 3	How are artefacts used to make assumptions about how Ancient civilisations lived? (Task 2)	What are the key features of Egyptian headdresses? (Task 2 - research and design)
Lesson 4	What are the similarities and differences between our lives and those of ancient civilisations? (Task 3)	What are the key features of Egyptian head-dresses? (Task 3 - make and evaluate)
Lesson 5	What would an artefact about my family or home look like and why? (Task 3)	
Lesson 6	How did Egyptians and Ancient Sumerians communicate using writing? (Task 4)	
Lesson 7	What are the similarities and differences between Ancient Egyptian and Ancient Sumerian gods? (Task 5)	
Lesson 8	What is a Pharaoh or Lugal? (Task 6)	
Lesson 9	What are the main chronological events of your Pharaoh or Lugal? (Task 6)	
Lesson 10	Why were pyramids a significant feature of Egypt? (Task 7)	
Lesson 11	What happened to Ancient Egyptians when they died? (Task 8)	
Lesson 12	What happened to Ancient Egyptians when they died? (Task 9)	
Lesson 13	Who was Howard Carter and why was he important? (Task 10)	
Lesson 14	Who were the Ancient Sumerians and why were they important? (Task 11)	



# Homework

A homework menu will be sent home for this half term. It has already been stuck into your child's homework book. We ask that children complete at least one piece of homework every week and that they hand in their homework books on **Wednesdays**.

We do also ask that children **read at least 3 times a week** at home. This can be reading a match report or a newspaper article, not just the book that they have taken home! Please do remind your children to document their reading.

Following assessment, the children will be given spellings to learn. These spellings will be taught throughout the week and incorporated into our English lessons. Spellings will be sent home alongside homework each Friday.

Children will also take part in weekly times tables tests in school and record these in their Times Table books. Please support your child to practise their times tables every week. Spending 15 minutes a day on Times Tables Rockstars is an excellent way to practice for this test.



# Parental Engagement

This half term, each class will be going swimming every afternoon for 2 weeks at South Norwood Leisure Centre.

Rashford Class: w/b 16/9 and w/b 23/9

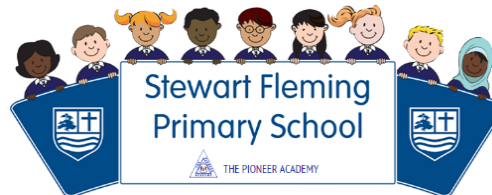
Bowie Class: w/b 30/9 and w/b 7/10

Mercury Class: w/b 5/11 and w/b 11/11

The swimming lessons will take place from 1-2pm. We will be having an early lunch and leaving school after lunch.

Each class will need parent volunteers for this trip to go ahead. Please let your child's Class Teacher know if you are available on any of the days to help.

There will also be other opportunities to support your child's class throughout the year.



# Questions?

If you have any general questions we would be happy to answer some now.

You can also always speak to your child's class teacher at the door in the morning and in the afternoon to pass on short messages. You can also email or telephone the school office to arrange to speak with your child's class teacher.

