



Victoria Dock Primary School

A curriculum guide
for parents

Year 4/5

Working together for your children

Welcome to Year 4/5

In Year 4/5 we adopt a creative and enthusiastic approach to our curriculum. We encourage independence and a love of learning.

- This year the Year 4/5 team are Mrs Birch, Miss Joyce and Mr McDougall.
- Your child's classroom is on the first floor within Key Stage 2.

Years 4 and 5 will be crucial and exciting years of primary school. The children will be given lots of opportunities to extend their learning and apply their skills in a range of contexts. We expect great things from our Year 4/5 pupils and we look forward to seeing them grow and progress. Children will be assessed in Reading, Writing, Grammar, Punctuation and Spelling and Maths. For the most part, these are part of a normal classroom routine, and support teachers' assessment. Assessments will be made by teachers using their professional judgement based on knowledge of your child's ability, content in books and also optional tests at the end of the academic year.

A typical day in Year 4/5

Everyday consists of Guided Reading, English and Maths. All other subjects are taught throughout the week as well as through our core subjects.

PE will take place twice a week with an indoor and an outdoor session.

P.E. Kits to be worn on P.E. Days

Indoor: (Plain white t.shirt, plain black shorts and sandshoes. ***These will need to be in a named bag and kept in school for the half-term.***

Outdoor: Jogging bottoms, t.shirt, sweatshirt and trainers. ***These can be brought into school on the day of the outdoor P.E. session and taken home the same day.***

	Y4/5 JM	Y4/5 SB	Y4/5 JJ
Indoor	Thursday	Monday	Monday
Outdoor	Monday	Tuesday	Tuesday

Year 4 English Writing Curriculum

In lower Key Stage 2, children will begin to meet a wider range of writing contexts, both fiction and non fiction styles and genres. We will build on the work from Year 2 to further develop their spelling skills and their grammatical understanding. We will also focus on the style of their written work, so that it becomes more interesting for others to read. We will also work on sentence structure so that children can add additional meaning to their sentences and structure their ideas in different ways.

By the end of Year 4, your child should be able to:

- Spell words which are often misspelt from the Y3-4 list
- Use the possessive apostrophe accurately with plurals
- Use a dictionary to check a spelling
- Use appropriate handwriting joins, including choosing unjoined letters
- Adopt the features of existing texts to shape own writing
- Build sentences with varied vocabulary and structures
- Organise paragraphs around a theme
- Develop detail of characters, settings and plot in narratives
- Use simple organisational devices in non-fiction
- Suggest improvements to grammar and vocabulary
- Proofread own work for spelling and punctuation errors
- Read aloud using appropriate intonation, tone and volume
- Use a range of conjunctions to extend sentences with more than one clause
- Choose nouns and pronouns for clarity and cohesion
- Use conjunctions, adverbs and prepositions to express time, cause & place
- Use fronted adverbials
- Understand the difference between plural and possessive '-s'
- Recognise and use standard English verb inflections
- Use extended noun phrases, including with prepositions
- Use and punctuate direct speech correctly

Year 5 English Writing Curriculum

In upper Key Stage 2, your child will have opportunities to write in a wide range of styles. It is important that your child applies skills learned within writing sessions are applied across the whole curriculum. We will develop and extend their understanding of grammar so that they can enhance the meaning of what they are writing and communicate their ideas accurately, using standard English. Children will build upon the skills achieved in lower key stage two and develop writing stamina over extended pieces of writing.

Assessment framework from the Department for Education

By the end of Key Stage 2 children can:

- The pupil can write for a range of purposes and audiences:
 - Creating atmosphere, and integrating dialogue to convey character and advance the action
 - Selecting vocabulary and grammatical structures that reflect the level of formality required mostly correctly
 - Using a range of cohesive devices, including adverbials, within and across sentences and paragraphs
 - Using passive and modal verbs mostly appropriately
 - Using a wide range of clause structures, sometimes varying their position within the sentence
- Using adverbs, preposition phrases and expanded noun phrases effectively to add detail, qualification and precision
- Using inverted commas, commas for clarity, and punctuation for parenthesis mostly correctly, and making some correct use of semi-colons, dashes, colons and hyphens
- Spelling most words correctly, including common exception words* (years 5 and 6)
- Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

Year 4 English Reading Curriculum

In lower Key Stage 2, your child will build on their work from Key Stage 1, to become more independent in their reading. Most children will be confident at decoding most words, although we will still support those children who need it. The children will be able to use their reading to support their learning about other subjects. We will develop and extend their comprehension skills. They will also begin to identify how authors choose words for effect. Reading with your child to foster a pleasure for reading will further enhance your child's reading skills.

By the end of Year 4, children should be able to:

- Read aloud and understand words based on knowledge of root words, prefixes and suffixes
- Read further exception words, including those with unusual spelling/sound links
- Retell some fairy tales or traditional tales orally
- Identify themes and conventions in a range of books
- Perform plays and poetry aloud using intonation, tone, volume and action
- Recognise some different forms of poetry
- Use dictionaries to check the meanings of words
- Check that a text makes sense, including explaining the meaning of words in context
- Identify and summarise the main ideas drawn from more than one paragraph
- Draw inferences about feelings thoughts and motives
- Use evidence to justify inferences
- Discuss words and phrases which capture the reader's interest
- Identify how language contributes to meaning
- Identify how structure and presentation contribute to meaning
- Retrieve and record information from non-fiction texts

Year 5 English Reading Curriculum

In upper Key Stage 2, your child will increasingly meet a wider range of texts and be encouraged to use their skills in a broader range of contexts. They should be taking greater responsibility for independent reading and research at home and for their homework. It is still really important for children to be reading at home on a regular basis. We actively encourage parents' to take the time to read and share stories with their child. At the end of Year 6, children will sit a reading test, which will be marked externally.

Assessment framework from the Department for Education

By the end of Key Stage 2 children can:

- Read age-appropriate books with confidence and fluency (including whole novels)
- Read aloud with intonation that shows understanding
- Work out the meaning of words from the context
- Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence
- Predict what might happen from details stated and implied
- Retrieve information from non-fiction
- Summarise main ideas, identifying key details and using quotations for illustration
- Evaluate how authors use language, including figurative language, considering the impact on the reader
- Make comparisons within and across books

Year 4 - Maths Curriculum

By the end of Year 4, children will be expected to know all of their times tables up to 12x12 by heart. This means, not only recalling them in order, but also being able to answer any times table question at random, including the related division facts. For example, knowing that $6 \times 8 = 48$ and also knowing the related facts: $8 \times 6 = 48$, $48 \div 8 = 6$, $48 \div 6 = 8$. Please do as much as you can to help your children to learn these facts by the end of the year.

Pupils will continue to use standard written column methods for addition and subtraction, with increasingly large numbers. They will practise the formal written methods of standard multiplication and division. Children will be taught calculations in line with the school's policy - copies are available upon request. We will continue to develop children's understanding of place value, including numbers over 1000 and also looking at Roman numerals.

By the end of Year 4, your child should be able to:

Count backwards through zero, including negative numbers

Recognise place value in four-digit numbers

Round any number to the nearest 10, 100 or 1000

Know tables up to 12×12

Use place value and number facts to carry out mental calculations

Use factor pairs and commutativity in mental calculations

Use short multiplication method

Recognise and use hundredths

Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$

Divide one- or two-digit numbers by 10 and 100, using tenths and hundredths

Round decimals with one decimal place to the nearest whole number

Compare numbers up to two decimal places

Convert between different units of metric measurement, including money

Find the area of rectilinear shapes by counting squares

Solve problems converting units of time

Compare and classify shapes, including quadrilaterals and triangles

Complete a simple symmetric figure with respect to a specific line of symmetry.

Describe positions on a 2-D grid using co-ordinates

Describe translations using a given unit to the left/right and up/down

Interpret and present discrete and continuous data on appropriate graphs

Year 5 - Maths Curriculum

During Year 5 and 6, the mathematics curriculum very much builds upon the skills learned in lower key stage two. Children will be using their knowledge of number bonds and multiplication tables to tackle more complex problems, including larger multiplication and division problems and applying their skills to real life situations and being able to use reasoning to back up their findings. We will spend more time looking at calculations with fractions and decimals and using much larger numbers than in previous years. It is vital that your children knows all their times tables up to 12x12 when they enter into key stage two. Please help your child to keep their times tables skills sharp, including related division facts.

By the end of Year 5, your child should be able to...

- Interpret negative numbers in context
- Read Roman numerals to 1000, including years
- Recognise and use square and cube numbers, and know the notation
- Use rounding to check answers and determine accuracy
- Identify multiples and factors, including finding factor pairs and common factors
- Use vocabulary: prime numbers, prime factors and composite numbers
- Know prime numbers up to 19
- Multiply and divide numbers by 10, 100 or 1000, including decimals
- Use long multiplication for multiplying numbers of up to 4 digits by one or two digits
- Divide numbers using standard written short division
- Convert between mixed numbers and improper fractions
- Compare and order fractions whose denominators are multiples of the same number
- Identify, name and write equivalent fractions including tenths and hundredths
- Add and subtract fractions with denominators that are multiples of the same number
- Multiply proper fractions and mixed numbers by whole numbers with support
- Read and write decimal numbers as fractions
- Round decimals with 2 decimal places to whole number or to one decimal place
- Read, write, order and compare numbers with up to 3 decimal places
- Recognise % symbol and explain as a fraction with denominator 100 (parts out of 100)
- Understand and use common approximate conversions between metric and imperial
- Measure and calculate the perimeter of composite rectilinear shapes
- Calculate the area of rectangles, and estimate the area of irregular shapes
- Use the properties of rectangles to find missing lengths and angles
- Distinguish between regular and irregular polygons
- Identify 3-d shapes from 2-d representations
- Know angles are measured in degrees and compare acute, obtuse and reflex angles
- Draw and measure angles to the nearest degree
- Identify angles at a point, in a turn and on a straight line
- Describe and represent the result of a reflection or translation
- Complete, read and interpret information in tables, including timetables

Year 4 - Science Curriculum

During Year 4, children begin to use more scientific vocabulary to describe objects and processes, such as describing solids, liquids and gases, or erosion. Vocabulary is a key part of any area of study, and particularly in science. Learning new words – and their spellings – can often be fun when they relate to experiments and science investigations.

By the end of Year 4, your child should be able to:

Take accurate measurements using a range of scientific apparatus

Present findings using tables, graphs and charts as appropriate

Use straightforward evidence in support of ideas

Use a classification key to identify plants or animals

Describe the simple functions of the basic parts of the digestive system in humans

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Compare and group materials together, according to whether they are solids,

Explain the main stages of the water cycle

Recognise that vibrations from sounds travel through a medium to the ear

Construct a simple series electrical circuit, identifying and naming its basic parts

Year 5 - Science Curriculum

As children get older, they begin to meet more abstract concepts in science – things which are not so easily tested in the classroom, such as the bodies of the solar system, or changes of state. They will continue to carry out experiments but may also use more secondary resources for research or investigation.

By the end of Year 5, your child should be able to...

Plan scientific investigations, including controlling variables where appropriate

Record data using diagrams, keys, tables and a range of graphs

Report conclusions and explanations from scientific investigations

Describe the life process of reproduction in some plants and animals.

Explain how mixtures can be separated through filtering, sieving and evaporating

Explain that some irreversible changes form new materials

Describe the movement of the Earth, and other planets, relative to the Sun

Explain day and night on earth, and the apparent movement of the Sun

Explain that gravity causes unsupported objects to fall towards the Earth

Identify the effects of air resistance, water resistance and friction between moving

Exploring Year 4/5 Topics

Foundation subjects play a key part in providing a broad and balanced curriculum. All eight of these subjects are a compulsory part of the National Curriculum. In addition, all schools are required to include Religious Education in their broader curriculum. In our school, foundation subjects are taught through exciting and engaging topics.

Topic – Battles and Blackouts

For this topic, Year 5 will be travelling back in time, to the outbreak of WWII, investigating the significant events which lead to Chamberlain announcing that Britain was at war again. We shall pay particular interest to the Battle of Britain, including The Blitz, and complete a local history study to demonstrate how Hull was affected by the bombings. Art will focus on the works of Lowry, the war artist, and we will be recreating some of his most famous war paintings, in addition to looking at the key messages behind propaganda posters. To inspire our writing, children will become evacuees and look at the positives and negatives of the government initiative. We shall also become roving reporters and write our own newspaper articles to be broadcast over the 'radio'. These will include interviews with relatives who lived through WW2. DT will focus on cooking and creating authentic meals eaten during the time of rationing.

Topic – Wonders of the Universe

In the first week of term, Year 5 will be rocketing into Space with a trip to The Star Centre, where they will learn all about our universe and just what it takes to become an astronaut. This will give us inspiration for our writing, in addition to reading the book, 'Cosmic' by Frank Cottrell Boyce. We shall be writing letters from space and trying to persuade our head teacher to install a 3D printer in school. For our narrative, we shall also be writing our own space stories. In science, we will investigate the different planets in the solar system, but take a particular keen interest in the Earth, Sun and Moon. Later on in the term, we shall be investigating forces. Our science learning will culminate in a computing project, whereby the children will create their own versions of the television programme, 'Stargazing'. Through our history lessons we shall look at the history of space travel, from the earliest organism in space, to present day explorations, learning about significant astronauts along the way. Using Ipads, we will create our own space music and perform a dance to it, retelling a journey to an undiscovered planet.

Topic – Who's Your Mummy? (The Egyptians)

In Topic 3, we investigate the lives of the Ancient Egyptians; exploring the structure of society in ancient Egypt and the roles, rights and responsibilities of different groups of people. We examine the inventions of ancient Egypt and how these have impacted our lives today, as well as the changing purpose of the pyramids of Egypt. We explore the beliefs and practices of Ancient Egyptians and the role of pharaohs using a range of sources. In Geography, we use atlases and ICT to locate Egypt on a map; explore the geographical features of Ancient Egypt and the reasons why people settled along the River Nile. We explore why Egypt remains popular with tourists, even writing our own holiday brochures in English lessons. In Art, the children design a cartouche, after studying the meaning of hieroglyphs used in Ancient Egypt. An Egyptian themed workshop is organised for the children to explore and analyse various artefacts from this era and an opportunity to observe the ritual of mummification! The children also listen to music from Ancient Egypt, before creating their own compositions. In P.E. the children play netball and tennis. In Science the children work on their understanding of electricity and other forms of energy/power, before designing and making a solar-powered boat in D&T.

Behaviour

We have high expectations of behaviour at Victoria Dock.

- We have a traffic light system to signal children's behaviour (green—expected behaviour, amber—warning regarding behaviour, red - unacceptable behaviour)
- Children in amber may miss minutes from their breaktime.
- Children in red will miss their breaktimes for the following day.
- Rewards and praise is offered to those doing the right thing.
- Visits to the Head Teacher are encouraged.
- Good work assembly shows the best of their work and behaviour from the week.

Reading

Reading is key skill:

- Children will continue to follow the school colour banded reading scheme.
- The correct colour band is a small sticker with TTS written on.
- Children can change their books regularly but are encouraged to read them thoroughly.
- Stages although on the books, are out of date and not relevant.
- Teachers will decide to move a child up a band based on their work in class. Reading books taken home are designed for fluency, enjoyment and developing a love of reading.

Handwriting

- Handwriting is practised throughout the week.
- Cursive handwriting is expected
- Extra support is put in place for those finding handwriting a little hard.
- Pencil grips and Stabilo pencils are available for those who find holding a pencil correctly difficult.
- Extra handwriting at home is always beneficial to all pupils.

Holidays in Term-Time

Outstanding attendance is expected at Victoria Dock Primary School and holidays in school time are discouraged.

Work will not be set for children going on holiday during term time.

Permission for Trips

Letters to inform you of trips will go out in advance. Please ensure prompt return of permission slips and payment (if required) to ensure the children are able to attend.

Pupil Details

Please ensure up to date medical information is shared with the school.

Addresses and telephone numbers should also be kept up to date in the case of an emergency.

Lunch and Breaktime

- Breaktime is at 10:45.
- Lunch is 12:00 - 13:00.
- Bands are issued for children having lunches. Lunches must be booked via the school website by Thursday of the previous week.
- Children can bring a packed lunch or stay home dinners.

Key Events in the year

- A class assembly or showcase and class workshop will be held so you can celebrate your child's achievements.
- Parent's Evening will be held twice a year with an optional third evening in the summer.
- A Summer Show will take place in July 2020.

All events will be on the school's website.

School Start and Finish Times

The school doors open at 08:40 daily and children should be in school, in the classroom by 08:50. Children access maths and reading tasks on entering the classroom. If they are late then they miss out on extra provision.

School finishes at 15:10. and children should be picked up on time. Children who are late will be taken to the office.

Safeguarding

Our school recognises our moral and statutory responsibility to safeguard and promote the welfare of pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and will follow our procedures to ensure that children receive effective support, protection and justice.

Victoria Dock Primary - Safeguarding Team	
Designated Safeguarding Lead	Mrs Juggins
Safeguarding Lead Support	Mrs Stephens
E-Safety Lead	Mr Hague
Designated Governor for Child Protection and Safeguarding	Mr Comfort

If you have any safeguarding concerns, please contact the school immediately.

Please see the school's Safeguarding and Child Protection Policy

E-Safety

We take E-Safety very seriously in school. Children are taught from a young age about staying safe online.

- Children are taught about what to look for and what to do if they see something they think they shouldn't.
- Incidents are reported to Mr. M. Hague and investigated. These can also be reported by yourselves through the school office.
- Children can log incidents themselves through an online form.
- E-Safety updates will be sent home should a concern or new 'craze' become relevant and/or a concern for our pupils.
- Sites, where possible, are screened by teachers to reduce the risk of incidents.

Homework

Homework is given out every Thursday and will be based on what your child has been doing in class to reinforce their learning.

- Homework books will be provided.
- Homework will be uploaded on to the school's website.
- Paper copies are available if required.
- Homework should be returned to school by Wednesday.
- Tasks will be relevant to the topic each term.
- Children are encouraged to complete their homework.

Any questions...?

- If you have any concerns or questions then please ask your child's class teacher.
- Mr Hague is the Upper School Leader and can also be contacted via the school office.
- Alternatively you can contact the admin office who will try to help you with your query.
- Mrs Saunders (Head Teacher) and Mrs Juggins (Deputy Head) are available should you require further assistance.
- Mrs Taylor is our SEN leader and available should you have any concerns regarding progress and attainment.