

WELTON PRIMARY SCHOOL

YEAR FOUR

PUPIL AND PARENT

HANDBOOK



SEPTEMBER 2023



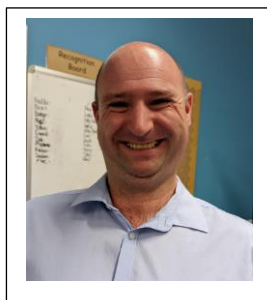
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In September the Year Four Team will be:



Mrs Millar



Mr Hurst



Mrs Brown



Mrs Watson

Welcome Back

We are looking forward to seeing everyone in September.



When you haven't been at school for a while it maybe a little scary too. It's okay to be a bit worried.

While you have been at home and having a summer holiday, we have been making sure the school ready for a new year.

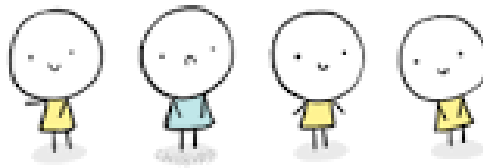
We have also been getting the classrooms ready. All we need now is you!



COMING BACK TO SCHOOL

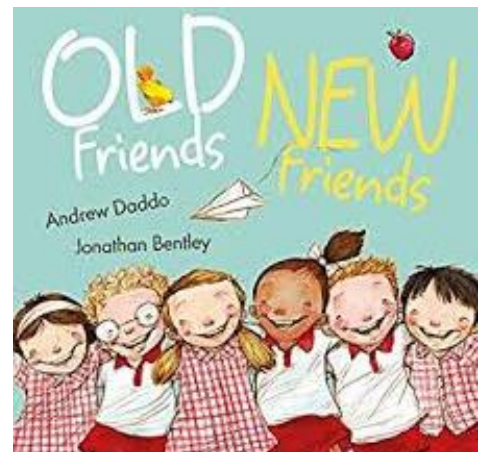
You will probably have a new teacher. They know you might need more looking after for a while.

sometimes being
happy is hard to do.



You will have a new classroom and it will look different. That's ok, because you will soon get used to it.

You will be in a class with some old friends but also some new friends. You might miss some of your old classmates, but you can see them at breaktime.



School Day

At Welton, the gates will open at 8:40am and registers will open at 8:45am.



It is essential that you arrive at school promptly, to ensure you do not miss part of your first lesson which begins at 9am prompt.

The lessons you will have every day:

- Guided reading and /or phonics,
- SEEC or spelling,
- Maths, number fact fluency sessions,
- English, handwriting and the class reading book.



Your teachers are getting all your lessons ready for September. They know that you may have forgotten how to do some things. Don't worry, they will help you.

Learning and lesson will stop at 3:20pm – you will then prepare to leave the building. You will be collected or go to the club at 3:30pm.

Prohibited Items



There are some things that are not allowed at school, these need to be always left at home.



Mobile phones



Smart watches and any watch that has internet and messaging facilities.



Sweets and confectionery

This includes in packed lunches.



Jewellery

Small flat studs can be worn in lessons but need removing for breaks and PE. We strongly recommend that earrings are not worn for school.



Our lockers are very small.

Rucksacks are permitted for children who have a signed permission to bring their bicycle to school.



Hydration drinks



Chap sticks, cough sweets etc



Toys and other things from home.

What should I wear to school?

The children look smart in their school uniform and will all wear school uniform.



Welton's Expectations



Be ready to learn.

**Respect the school rules
which will keep you
safe.**




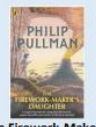



















Welton Independent Learning Skills (W.I.L.S.)

- Stickability
- Personal Best
- Risk It
- Organised
- Asking Questions
- Focus
- Collaboration
- Reflection


Every Thursday
– special assembly




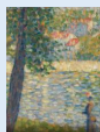



What does learning look like in Year 4?

Welton Primary School Long Term Plan 2022				Year Group: 4	Class Teachers:	
Subject	Autumn 1:	Autumn 2:	Spring 1:	Spring 2:	Summer 1:	Summer 2:
English Core Texts	 Arthur and the Golden Rope Author: Joe Todd-Stanton	 The Firework-Maker's Daughter Philip Pullman	 Beowulf Author: Michael Morpurgo		 Asha and the Spirit Bird Jasbinder Bilan	 The Vanishing Rainforest Richard Platt
	 Freedom for Bron Author: N.S. Blackman	 Clockwork Philip Pullman	 You Wouldn't want to be a Viking Explorer Andre Langley		 Amma Tell Me about Durga Puja Bhakti Mathur	 The Shaman's Apprentice Lynne Cherry  The Great Kapok Tree Lynne Cherry
	 The Vikings and Anglo- Saxon Struggle for England			 The Missing Barbegazi HS Norup		 Amazon Rainforest Magic Barbara Crane Navarro
Core Poetry	Autumn  Catch a Little Rhyme, Eve Merriam  Sue Hardy Dawson		Spring  The Complete Nonsense Edward Lear  Touch the River Valerie Bloom		Summer  The Natural History Museum Poetry Book by Ana Sampson	

Spelling	Learning Words 3	Even More Suffixes	Prefixes	Letter Strings 2	Apostrophes 2	Unstressed Vowels
Maths <i>(NCETM: Covid Recovery Curriculum)</i>	AS: Review of Addition and Subtraction NPV: Numbers to 10,000 NF: Numbers to 10,000	Geo: Perimeter MD: Understanding and Manipulating Multiplicative Relationships NF: 3, 6, 9 Times Tables	NF: 3, 6, 9 Times Tables NF: 7 Times table and Patterns MD: Understanding and Manipulating Multiplicative Relationships	MD: Understanding and Manipulating Multiplicative Relationships Geo: Coordinates	F: Review of Fractions F: Fractions Greater than 1	Geo: Symmetry in 2D Shapes Meas: Time NF: Division with Remainders
Number Sense: understanding of number and fluency with number facts (Addition and Subtraction / multiplication & division facts)						
Science	Biology: Animals including Humans Assessment Question: What are the different parts of the digestive system in humans?	Physics: Electricity Significant People: Volta, invented battery Faraday—magnetism, Edison—direct current Swan—incandescent filament lamp Assessment Question: What are the components of a simple electrical circuit and can you draw the symbols to represent each one?	Biology: Living Things Significant People: Carl Linnaeus—classification keys Assessment Question: What are the differences between vertebrates and invertebrates?	Physics: Sound Significant People: Evelyn Glennie, Pythagoras - Assessment Question: How are sounds created?	Chemistry: States of Matter Assessment Question: What are the properties of solids, liquids and gases?	Biology: Living Things – Changing Environments Assessment Question: Explain how a changing environment can have a positive or negative impact on living things.
History	Vikings and Anglo-Saxon struggle for England Assessment Question		Legacy of the Vikings and Anglo Saxons Locality Focus: York <i>Opinion Based Enquiry</i> Assessment Question:		History of Flight Significant Individuals (Women): Revisit Amy Johnson, Harriet Quimby, Hilda Hewitt, Bessie Coleman	
	Raiders or settlers? How should we remember the Vikings?		Why is York such a major Viking stronghold?		Locality Focus: BAE /Brough-heritage centre Assessment Question: What was the impact of Women in flight on the 'Golden Age of Aviation'?	

Geography		Human and Physical Knowledge Hull & Humber Industry & Ports Assessment Question: <i>Why might a business decide to locate near the River Humber?</i>		Human & Physical Rivers, Mountains and the Water Cycle Assessment Question: <i>What are the main features of a river?</i> 		Location Knowledge: South America and the Amazon Rainforest Assessment Question: <i>Why is the rainforest so special?</i>
Religious Education	Belief in the community Assessment Question: <i>What does it mean to belong to a faith?</i> Christmas: Light: <i>Why is light an important symbol of Christmas?</i>	Saints and Heroes Assessment Question: <i>What makes a hero?</i> Easter: The Cross: <i>what is its significance throughout the Easter Story?</i>		Our World Assessment Question: <i>What do religions teach about caring for our world?</i>		

Computing	Digital Literacy: Online Safety Assessment Question: <i>How do we know when an email is from a valid source and is not a phishing scam email?</i>	Information Technology: Spreadsheets Assessment Question: <i>Which tools could you use to create a timed times tables test in 2Calculate?</i>	Information Technology: Writing for different audiences Assessment Question: <i>Why do people change the font when writing?</i>	Computer Science: Logo Assessment Question: <i>What is the most efficient way to draw a shape on a computer?</i>	Information Technology: Effective Search Assessment Question: <i>What is a search engine and how do you use one effectively to find out reliable information?</i>	Information Technology: Making Music Assessment Question: <i>Can you explain how you created your piece of house music? What key features does your music include?</i>
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	Computer Science: Coding – making a playable game Assessment Question: <i>What is the role of the 'if and else' statement and how can we use them to create a game?</i>			Information Technology: Animation Assessment Question: <i>What is meant by stop frame animation?</i>	Computer Science: Hardware investigators Assessment Question: <i>What is hardware and can you name some hardware components and their roles?</i>	
Art	Drawing: Artist: Pierre Yves Riveau  <i>Use line tone and shape to represent figures and forms in movement.</i>			Painting: Artist: Seurat  <i>Explore techniques, use of colour and brush strokes to create paintings of rainforests.</i>	Sculpture Artist: Elizabeth Frink  <i>Show life like proportions and qualities and combine visual and tactile qualities through the medium of clay</i>	
Design Technology		Construction: Humber Ports Product <i>Make a product that uses mechanical components to create movement (e.g., cams/pulleys/gears) Know that mechanical and electrical systems have an input and output</i>	Textiles: Weaving  <i>Linked to Anglo Saxons</i>		Food and Nutrition: Bread Products  <i>-states of matter science link Kneading and baking</i>	
Music	Mama Mia	Glockenspiel stage 1	Stop!	Lean on Me	Blackbird	Reflect, Rewind & Replay
MFL	Revision of animals and classroom instructions A French poem How to use a French bilingual dictionary	Colours Adjectival agreements Food Opinions about food Goldilocks story	<i>Je voudrais</i> with food Phonemes e and an Revise numbers 1-15 Months Numbers 16-31 French	Dates and birthdays Personal descriptions (hair and eye colour) The third person (verbs) Phonemes r and ch	Family vocabulary Possessive adjectives (<i>mon, ma, mes</i>) Phoneme eu Further dictionary skills	Memorise a short text (Talk4writing) Revise food, opinions, months, numbers and personal descriptions

	Parts of the body Introduction to the negative	Christmas: the snowman	maths: division and multiplication April fool's day (poisson d'avril)		Clothing vocabulary Revise adjectival agreements	Assessments French food project
PSHE / RHE	Being Me in my World Who listens to me? <i>Understand why being listened to and listening to others are the cornerstones of our school community.</i> <i>Learn about democracy and why this is important.</i>	Celebrating Difference Do we judge on first impressions? <i>Identify scenarios where our impressions about someone or a group of people changed.</i> <i>Recognise where, at times the ways that bullying might be hard to spot.</i>	Dreams and Goals How do I set achievable goals? <i>Learn how we can set achievable goals for ourselves.</i> <i>Understand how it feels to be disappointed when we don't always achieve our goals.</i> <i>Explore how to set further goals building on from our disappointments.</i>	Healthy Me Is peer pressure healthy? <i>Understand what peer pressure is and how it can make us feel.</i> <i>Explore how we can resist peer pressure and understand the associated feelings of anxiety and fear that can come along when we feel pressured to do something.</i>	Relationships How to manage my feelings when I feel sad? <i>Recognise how people might feel when missing an animal or person.</i> <i>Think about how to manage these feelings personally and show compassion to others experiencing these feelings</i>	Changing Me Why does my body continue to change as I am getting older? <i>Understand how our bodies are continuing to change ready to make a baby.</i> <i>Explore our choices in regard to our bodies; those we have control over and those we have no control over and understand how to deal with these.</i>
Educational Visits / Visitors	Visitor Immersive Anglo Saxons or Vikings	Locality Visit: Grimsby Docks	Visit: York Jorvik and workshop	Visitor: Adventurer / mountaineer	Visitors / Local Visit: STEM Workshop: Forces of Flight BAE – Brough Heritage Centre	Visitor: Hinduism

Writing will be linked to the guided reading books listed at the top of this grid. There will be a variety of fiction and non-fiction tasks stimulated by the book themes each half-term.

Help with supporting your children at home



[About Us](#) ▾
 [Admissions](#) ▾
 [Well-being](#) ▾
 [Learning](#) ▾
 [Curriculum](#) ▾
 [Parent Info](#) ▾
 [Contact Us](#)



Curriculum Planning

[HOME](#) ▸ [CURRICULUM](#) ▸ [CURRICULUM PLANNING](#)

What is the intent of our curriculum?



SUPPORTING
LEARNING AT HOME

Supporting Learning at Home

[HOME](#) ▸ [CURRICULUM](#) ▸ [CURRICULUM PLANNING](#) ▸ [SUPPORTING LEARNING AT HOME](#)

Research tells us that parental involvement in pupil learning results in better outcomes for children. Children who regularly learn at home have better school outcomes than children who do not. At primary level, the evidence is strongest for short and focused homework projects.

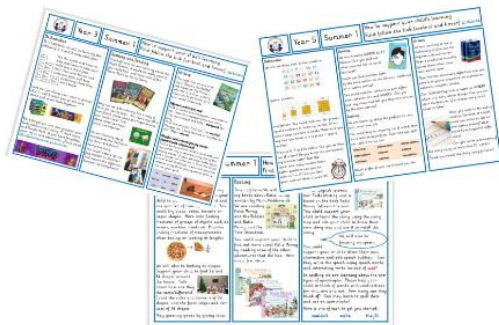
Learning at home has a number of potential benefits including consolidation of what has been learned in lessons, preparation for subsequent lessons and tests, and the development of independent learning skills.

As with home learning more widely, parental support for homework can promote the self-regulation in children necessary to achieve academic goals including goal-setting, planning, perseverance, and the management of time, materials, attentiveness, and emotions.

EEF Working with Parents to Support Children's Learning

How to support your child's learning at home

Please see the information sheets attached below:



[EYFS Summer 2 Curriculum for Parents](#)

[Year 1 Summer 2 Curriculum for Parents](#)

[Year 2 Summer 2 Curriculum for Parents](#)

[Year 3 Summer 2 Curriculum for Parents](#)

Year 4 Knowledge Organisers

[HOME](#) ▸ [CURRICULUM](#) ▸ [SCIENCE](#) ▸ [YEAR 4 KNOWLEDGE ORGANISERS](#)

Knowledge Organisers

This identifies all the key learning your child needs to know for each half term for each subject.

Walton Primary School—Science Knowledge Organiser

Year: 4 Animals including Humans Biology

What should I already know?

- I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- I know that animals including humans need the right types and amount of nutrition.

Vocabulary

mouth	Opening through which food passes into the body.
teeth	Used for cutting and chewing.
stomach	Where food is digested before it
digestive system	The organs responsible for getting food into and out of the body while making use of nutrients.
digestion	Breaking down of food that has been eaten.
saliva	The watery liquid that forms in your mouth and helps you to chew and digest food.
oesophagus	Carries food from the throat to the stomach. There are two parts: the small and the large.
intestine	Tubes in the body through which food passes when it has left the stomach. There are two parts: the small and the large.
rectum	The straight section of the large intestine connected to the anus.
anus	The opening at the end of the intestine through which solid waste matter is excreted.

The Digestive System

There are 3 main stages of the digestive system:

- Ingestion**
The food is taken in by the mouth, and broken down by teeth and saliva.
- Digestion**
Food is further broken down in the stomach and intestines. Nutrients are absorbed into our bodies through our blood. The liver and pancreas produce bile and enzymes to help digestion along.
- Excretion**
Waste food that the body doesn't need is sent to the anus for excretion. Digesting food takes many hours.

Teeth

Humans have up to 32 adult teeth, made up of 4 different types. Each of these types has an important job:

- Incisors**
Used to cut food.
- Canines**
Used to tear food.
- Pre-molars**
Used to crush food.
- Molars**
Used to grind food.

Our teeth are like this because we are omnivores. Different animals have different teeth shapes depending on their food.



HOMework

**Your child will receive regular homework in year 4.
This usually consists of,**

- 1 piece of maths homework based on learning in school.
- 1 piece of writing homework – grammar, short writing tasks
- Individual spellings

Reading plus at least 3 x weekly

Home reading book



***Children will be provided with a homework book.
Homework will be handed out on Fridays to be
completed by the following Wednesday. It is an
expectation that all tasks will be completed on time
and to a high standard.***

Essential Websites

Reading

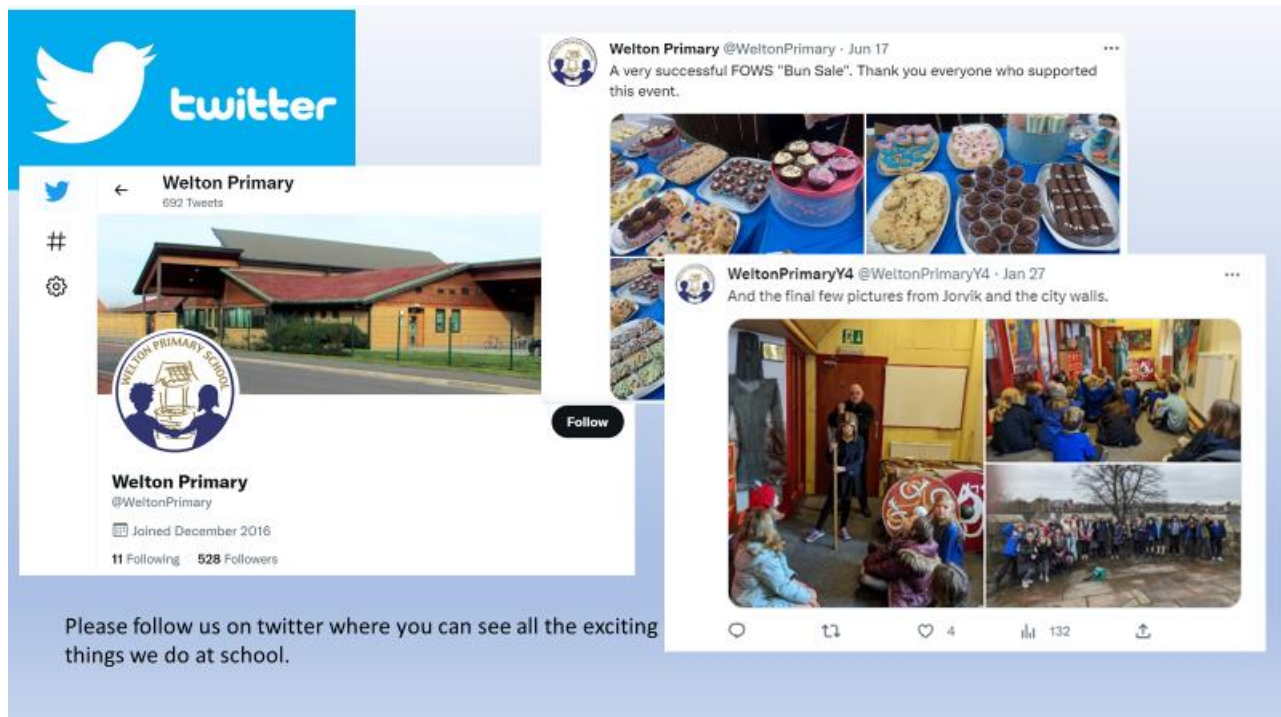
<https://login.readingplus.com/>

Times Tables

<https://play.ttrockstars.com/>

https://talkingtimestables.uk/y4_ks2_mtc_practice_tests_multiplication_tables_check.php

Finding out about your child's day



The image shows a screenshot of a Twitter profile for Welton Primary. The profile header includes the Twitter logo and the name 'Welton Primary' with 692 tweets. The profile picture is a circular logo featuring a book and two children. The bio states 'Welton Primary @WeltonPrimary' and 'Joined December 2016'. Below the bio, it says '11 Following' and '528 Followers'. A 'Follow' button is visible. To the right, two tweets are displayed. The first tweet is from 'Welton Primary @WeltonPrimary' dated Jun 17, with the text 'A very successful FOWS "Bun Sale". Thank you everyone who supported this event.' and a photo of various baked goods. The second tweet is from 'WeltonPrimaryY4 @WeltonPrimaryY4' dated Jan 27, with the text 'And the final few pictures from Jorvik and the city walls.' and a photo of children in a classroom setting.

Please follow us on twitter where you can see all the exciting things we do at school.

Getting in touch

We are here to help.

- For simple questions related to school lunches, payments etc please contact the school office.
- For queries and worries in relation to school rules, learning, progress, and friendship etc please email the school office who will let the teachers know you need to talk to us.
- For worries and concerns that you have raised with the class teacher but seem to be ongoing please contact the school office and ask to speak to the phase leader who will contact you to find a solution to your concern.

Phase leaders

EYFS: Miss Brash

KS1: Miss Seddon

KS2: Mrs Millar



Welton Primary School—Science Knowledge Organiser



Year: 4

Animals including Humans

Biology

What should I already know?

- I can describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- I know that animals including humans need the right types and amount of nutrition.

Vocabulary

mouth	Opening through which food passes into the body.
teeth	Used for cutting and chewing.
stomach	Where food is digested before it
digestive system	The organs responsible for getting food into and out of the body while making use of nutrients
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rectum	The straight section of the large intestine connected to the anus.
anus	The opening at the end of the intestine through which solid waste matter is excreted.

Animals cannot create their own food; they must eat to get nutrition. Animals and humans need the right type and amount of nutrients to stay healthy. Nutrients are the things we get from food that we need to help us live and grow. To get the nutrients from the food we eat we need a digestive system.

The Digestive System

There are 3 main stages of the digestive system:

Ingestion

The food is taken in by the mouth, and broken down by teeth and saliva.

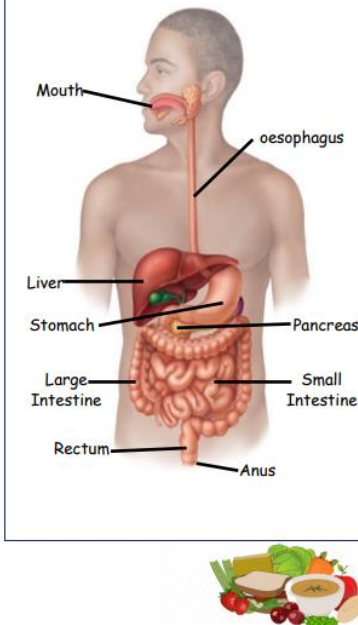
Absorption

Food is further broken down in the stomach and intestines. Nutrients are absorbed into our bodies through our blood. The liver and pancreas produce bile and enzymes to help digestion along.

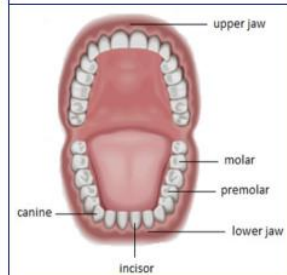
Excretion

Waste food that the body doesn't need is sent to the anus for excretion.

Digesting food takes many hours.



Teeth



Humans have up to 32 adult teeth, made up of 4 different types. Each of these types have an important job:

Incisors

Used to cut food.

Canines

Used to tear food.

Pre-molars

Used to crush food.

Molars

Used to grind food.

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Welton Primary School—History Knowledge Organiser



Year: 4

Vikings

Timeline

700	789	793	865	866	876	886	1014	1066
The Viking Age begins	First recorded Viking attack	Viking raid on Lindisfarne	Viking army from Denmark invades England	Danes capture York (Jorvik)	Vikings from Denmark, Sweden and Norway settle permanently in England	King Alfred defeats the Vikings and allows them to settle in East England	King Canute (Cnut) of Denmark becomes King of England	Battle of Hastings—William I becomes King of England

Vocabulary

monastery	A building occupied by monks
settlement	A place where people establish a community
pagan	A person holding religious beliefs other than main world religions
kingdom	A country or stated ruled by a king or queen
missionary	A person sent on a religious mission
Scandinavia	A region in Northern Europe
conquer	To take control of a place or people by force
resistance	Refusing to accept or do something
longship	A long, narrow warship powered by oars and sails, used by Vikings
Danelaw	The part of England governed by Danish law
realm	A kingdom
ritual	A religious ceremony that involves several actions
treaty	A formal agreement between states
massacre	A slaughter of many people
Beserker	An ancient Norse warrior who fought wildly
Valhalla	A hall for warriors that died in battle
Viking raid	An attack that involves stealing
Knarr	A merchant ship used by Vikings
Danegeld	Gold given in an attempt to stop Vikings from invading, but they attacked anyway
excavation	Digging to uncover ancient remains

The Viking age in European history was from AD700 to 1100. During this time many Vikings left Scandinavia and travelled by longboat to other countries like Britain and Ireland.

The Vikings, people who came from Scandinavia (Norway, Sweden and Denmark) wanted new land because the places they were from did not have good farmland. It was hard to grow crops which meant there was a shortage of food as the population got bigger. The Vikings tried to claim land in other countries for themselves.

When the people of Britain first saw the Viking longboats they came down to the shore to welcome them.

However, the Vikings fought the local people, stealing from churches and burning buildings to the ground. Over several years almost all of the kingdoms in northern England had fallen to the Vikings. All except for Wessex, which was ruled by Alfred the Great. After years of fighting the Vikings and Alfred made a peace agreement. An imaginary line was drawn to divide England. The Anglo-Saxon lands were to the west and the Viking lands, known as the Danelaw, were roughly to the east.

The most important city in the Danelaw was the city of York, or 'Jorvik' as the Vikings called it. Over 10,000 people lived there and it was an important place to trade goods.



Viking Life

The Vikings were farmers who kept animals and grew crops. They were also skilled crafters who made beautiful metalwork and wooden carvings. Everyone lived together in a large home called a longhouse. These were built from wood or stone and had a thatched or turf roof on top.



Clothes

These were mostly made from wool or linen. They used dyes made from plants and minerals to make red, green, brown, yellow and blue, so their clothes were very colourful.



Eric Bloodaxe (885-954)

Eric Bloodaxe was king of the Viking kingdom of Jorvik between 947-948 and 952-954. He was the last King of York who was driven out in 954. The Vikings in England then agreed to be ruled by the King of England rather than having their own king.

Leif Erikson (c.970-1020)

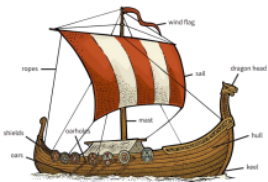
A famous Viking explorer from Iceland who sailed all the way to North America.

King Canute (990-1035)

Canute was the first Viking king of England, ruling from 1016-1035. He won a battle against Edmund II that divided their kingdoms. His sons, Harold Harefoot and then Hardecanute, ruled until 1042.

Harald Hardrada (c.1015-1066)

King of Norway who led Viking armies into England but was defeated at the Battle of Stamford Bridge in York by King Harold II.



What the Vikings left behind

There are many things that we owe to the Vikings. Some of the names of our towns and villages have a little bit of Norse language in them. Do you recognise any names with endings like these '-by', as in Ferriby, Skidby or Anlaby which means 'farm' or 'town'. Or maybe 'thorpe' as in Scunthorpe which means 'village'.

There are many remains that can still be seen in York. These help archaeologists build a picture of what life was like.

Drawing: Pierre-Yves Riveau. Develop pencil work through graffiti and pop art inspiration.



Painting: Georges Seurat. Explore texture through paint and design a shield in a pointillist style.



Sculpture: Elisabeth Frink. Explore life like proportions and qualities, and combine visual and tactile qualities through clay.



Key Vocabulary:

Hatching, crosshatching, fine, broad, grades, soft, hard, sharp, blunt, shade, complimentary, contrasting, harmonious, hue, matt, transparency, texture, pointillism, observation, collage, model, mould.

Unit 4.1 – Communities

religion	A set of beliefs about how the universe was made and what its purpose is. The religion of Christianity surrounds itself with a God and Jesus Christ.
identity	All of those things by which a person or thing is considered as being.
values	Principles or things in a person's life which they consider most important such as respect.
multicultural diversity	Different cultures living or working together well or in peace.

During this unit you will have the opportunity to learn more about the locality and your local community. You may be meeting with various people in the local community to find out what their religious beliefs are and to look out for diversity within religious communities. Perhaps you can even think of your own questions about living in a multicultural society.

HOW DIVERSE IS THE LOCAL COMMUNITY?

Theme of Unit: Community

Do we have community in our local area?



Christianity

Where is Religion?



Social Sciences

What will I be exploring?

✚ How do religious values provide rules for living?

✚ Why do people belong to different groups?