POWNALL GREEN PRIMARY SCHOOL

INFORMATION FOR PARENTS

Love Learning, Love Life!

YEAR 4

4P – Miss Green-Rydings

4G – Mrs Peters (Mon, Tues)
Mr Carroll (Wed, Thurs, Fri)

POWNALL GREEN PRIMARY SCHOOL

Curriculum design

Intent

Love learning, love life!

Our curriculum is designed to be:

Inspiring and ambitious - challenging all children to aim high

Sequenced and coherent - carefully planned to help knowledge and skills grow

Knowledge-rich and vocabulary-rich - broadening understanding and oracy

Inclusive - ensuring every child feels valued, supported and able to flourish

'The Pownall Experience' brings this to life through enrichment opportunities that go far beyond the classroom - helping children become well-rounded, enthusiastic learners who love learning and love life!

Implementation

Our curriculum is implemented through an evidence-informed approach. We draw upon the best available research to help us teach in ways that make a real difference. High-quality teaching at Pownall Green includes explicitly linking new knowledge to what children already know, breaking it down into manageable chunks, and providing clear explanations supported by helpful visuals and demonstrations. We check understanding regularly and respond to children's needs, offering scaffolded practice to help all children progress and achieve their best

Impact

The impact of our curriculum can be seen in our learners.

Our children:

- Do their best and aim high in all they do
- See choices as opportunities to grow and achieve
- Embrace challenges with confidence and resilience
- Work well collaboratively and think of others
- Are well prepared for their next steps
- love learning and love life!

POWNALL GREEN PRIMARY SCHOOL

The Pownall Experience



We are passionate about offering every child opportunities that go far beyond our ambitious curriculum. During their time with us, all children can enjoy a rich range of enrichment experiences - helping them get the most out of their education, create lasting memories, and truly embrace the Pownall Experience. At Pownall Green, we love learning and we love life!

DAY-TO- DAY ARRANGEMENTS

The school day

Start of morning session	EYFS and KS1 8:35am – 8:45am **KS2 – 8:40am - 8:50am**
Morning register closes	EYFS and KS1 8:45am **KS2 – 8:50am**
Start of afternoon session and close of registration	EYFS - 12:45pm KS1 - 12:50pm **KS2 – 1:15pm**
End of day	EYFS and KS1 - 3:15pm **KS2 – 3:20pm**

For this year group:

- **Library:** We have access to the library on a Tuesday
- **Homework:** Set on a Wednesday and to be completed by the following Wednesday
- **Spelling test:** Wednesday
- **PE days are: 4P -** Thursday and Friday**; 4G** – Tuesday and Thursday
- **Swimming day:** Spring Term

Attendance

If your child is unwell, the best place for him/her is home. Parents are requested to inform school at the earliest opportunity of the reason for their child's absence via telephone. The benefit of consistent, regular and punctual attendance is a full access to the curriculum and we seek for a partnership with families to promote a positive attitude to this. Parents are requested to avoid term time holidays in order to cause as little disruption as possible to their child's education. Only in exceptional circumstances may permission be granted for absence during term time.

Medicines

If a child requires medication but is well enough to attend school, parents/carers should bring the medicine, clearly labelled with the child's name and class to the school office. Medicines which are to be given three times per day need not be brought to school since they may be administered before school, after school and before bedtime. Medicines to be given four times per day may be brought to school for a midday dose to be administered. Asthma medication should be given to the teacher for safe, accessible storage. The Headteacher and class teacher should always be informed when a child has asthma and/or needs to have an inhaler in school to enable an appropriate level of care.

Security arrangements

If anyone other than a parent/carer or their regular, known representative is to collect your child from school, you must advise the class teacher in the morning of the day in question, and prior to collection. Children will not be released to anyone else without such notice. If this is to be a regular arrangement, please inform the class teacher so you do not have to inform on each occasion.

Safeguarding

At our school safeguarding encompasses child protection, safer recruitment, as well our approach to the Child-In-Need process. It is also supported by our approach to behaviour management, our response to managing bullying, our response to care and control, our response to children who are absent from school and our health and safety procedures. Throughout our work we have a clear commitment to supporting families. In line with the duty placed on us by section 175 of the Education Act 2002, we work well in partnership with parents**/**carers and any other appropriate agencies to promote the welfare of our children.

School Uniform

Everything that is brought in to school including all school uniform MUST BE NAMED	
Standard Uniform	• Grey pinafore dress / skirt • *Gold embroidered sweatshirt / cardigan* • *Short sleeved embroidered yellow polo shirt* • Grey tights • Grey/white socks • A warm outdoor coat (embroidered fleeces and waterproof coats are available) • Summer dress in yellow/white check • Classic cut grey shorts
Footwear	• Flat, black, plain school shoes or ankle boots. Boots must not be 'UGG' style and should not come above the ankle • Trainers should not be worn. • Wellington boots may be worn to school but children must have their school shoes to change in to.
Swimming Kit	• Swimming trunks or swimming costume and swimming cap (from Y3 upwards) • Towel • Goggles are not required unless there is a medical need
PE	• *T shirt in house colour (red, blue, green, yellow), this can be with the school logo or plain (no other logos permitted)* • Black shorts / cycling shorts / skorts • Black unbranded tracksuit top and bottoms for outdoor PE • Plimsolls/trainers
Other Options	• *Brown Book Bag for EYFS/KS1 (optional)* • Bags need to be small enough to fit in to their locker.
Jewellery, Hair and Make Up	• The wearing of jewellery is not appropriate for school and is not permitted except when it is worn for religious reasons. • If your child has pierced ears then studs may be worn. No other type of earring is acceptable due to health and safety reasons. Children must be able to remove them themselves in order to take part in PE lessons or covered with medical tape. • A watch may be worn. This must not have GPS, camera, messaging or calling capability. Must be removed for PE and Food Technology. • Extreme hairstyles are not appropriate for school. For health and safety reasons and to ensure it does not distract from learning, we advise that long hair be tied back with a bobble. It must be tied back for PE if it is longer than shoulder length and other activities where there is a health and safety element. Any plain clips and hairbands must be discreet and only used to secure hair away from the face. • Children should not wear make-up and should not have their nails painted. They should not wear false nails.
Sun protection	• Sun tan lotion to be applied at home (All day recommended). • Children must bring named sun hats in for sunny weather. • Optional named sunglasses. • Named water bottle.
Uniform presentation	• Jumpers/cardigans should not be tied around waists.

Home-school communication

The weekly newsletter will be sent out on Friday and will be the main method of communication for upcoming events and celebration of school life.

Teaching staff are available at the end of the school day for brief conversations (please note teachers have a staff meeting at 3:30pm on Wednesdays and Senior Leaders have a meeting on Tuesdays at 3:30pm). Appointments for longer discussion can be made by mutual agreement. Please feel free to email teachers via the admin email address and mark FAO. Teachers will endeavour to get back to you within 3 working days of receiving an email. Teachers do not routinely check their emails during the day, for urgent messages please contact the school office e.g. please do not send going-home arrangements to this address.

The Parents Page on the Website www.pownallgreen.co.uk
Our Parents page on the website also includes copies of the latest letters, notices, PTA information, uniform information as well as copies of all forms for you to print off and complete at home. The parents page also has useful information about how to support your child's learning in key areas.

Curriculum overview

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Science	Living Things and their habitats	Animals inc humans	States of matter (inc water cycle)	Electricity	Sound	
History		Ancient Greeks their influence on the western world		Roman Empire and its impact on Britain		
Geography	**Locational knowledge:** Europe		**Place knowledge:** Northern Italy (4)		**Physical Geography and Fieldwork**: Rivers Volcanoes and earthquakes	
Art		**Sculpture** Grayson Perry Papier Mache Pots		**Drawing and photography** Karl Blossfeldt		**Painting** Klimt - the tree of life **Landart** Andy Goldsworthy
DT	Levers and Linkages		Pizza		Torches	
Computing	Digital Literacy **Keynote** – Line Draw Animation **Adobe Express/Comic Life** - Digital Poster **Microbits/makecode** – Microbit Get Off my Stuff!		Digital Literacy **Google Forms** – Online Questionnaire **Adobe Aero -** AR Museum **Doink Greenscreen/ iMovie** – Understanding the internet		Digital Literacy **iMovie and Garage band** - Movie Soundtrack **Adobe Spark Video** – Dynamic Video **Crumble -** Historic Scenes	
PSHE	Mental health and wellbeing	Exploring ways to manage risk	Forming respectful relationships	Money matters and news literacy	Me, my body and growing up	Families and growing together
RE	Why is life like a journey?	Christmas Carol concert	Why is Jesus inspiring to some people?		What can we learn from religions about deciding what is right or wrong?	
PE	Gym, Games	Dance, Games	Gym, Games Swimming	Dance, Games Swimming	Tennis Games - Athletics	
Music	Body and tuned percussion (Rainforests)	Samba and carnival sounds and instruments (Rivers)		Instrumental Scheme- South America		Instrumental Scheme- Indonesia
French	Phonics and presenting myself	My Family	At the Tea Room	In the Classroom	What is the Weather?	Review

ENGLISH
Reading

Reading is taught through three complementary approaches:

- *Reading for Pleasure* **–** Children choose their own books from our well-stocked school and class libraries or bring in a suitable text from home. They have time in class to read for pleasure.

- *Regular whole-class Book Club* – As a class, children read and discuss full novels from our Book Club spine developing their reading skills and fluency.

- *Weekly dedicated Reading Lesson* **–**Children develop comprehension skills and fluency through reading high-quality, carefully chosen extracts from a range of non-fiction, poetry, classic and contemporary fiction. This takes place once a week.

Writing

We aim to create a community of writers who are passionate about their learning. We do this through providing opportunities for children to write in different genres and for a range of audiences and purposes.

Handwriting
We have adopted a continuous cursive handwriting style, using an established scheme called LetterJoin. There is one pupil log in for all pupils and you can access your specific year group to practise this.

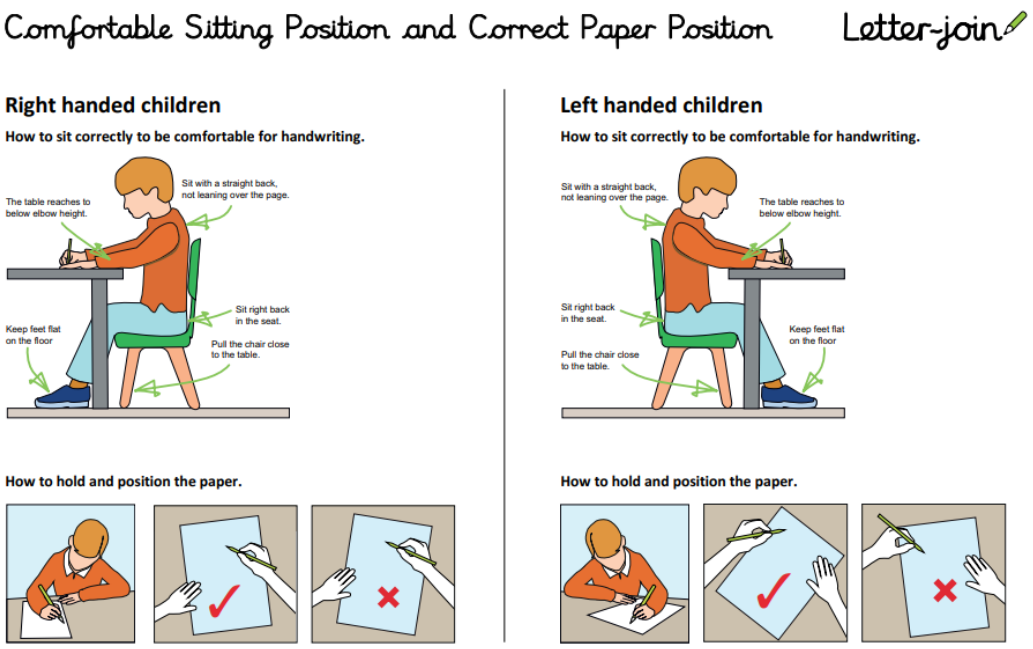
Pupil Log In www.letterjoin.co.uk

IPad and Tablet Log-in

User name:	dw5439
Swipe code:	A capital 'L' shape starting at top left.

Desktop log-in

User name:	dw5439
Account Password:	home



Spelling Practice Guidance for Parents

Daily Practice Strategy (10–15 Minutes Max)

Avoid long, frustrating sessions. Spacing practice across short daily blocks builds far stronger long-term memory than a single long cramming session. This a suggested timetable

- **Sunday – Discover & Group:** Look at the word list together. Have your child highlight tricky letter patterns or sound out the rules (e.g., words ending in *-tion* or silently containing *-e*).
- **Monday & Tuesday – Multi-Sensory Activities:** Choose 1–2 practical activities from the options below to engage different visual, tactile, or auditory learning styles.
- **Wednesday – Pre-Test Routine:** Use the **Look, Cover, Write, Check** strategy to identify which specific words still need attention before the test.
- **Thursday – Celebration:** Review progress and celebrate improvement rather than focusing solely on a perfect score.

Eight Engaging Home Spelling Activities

Visual & Creative

1. **Pyramid Writing:** Build words line-by-line starting with the first letter.
    - *Example:*
        - C
        - CA
        - CAT
2. **Rainbow Words:** Write each word using a pencil, then trace over the letters using 3–4 different coloured crayons or pens.
3. **Silly Sentence Challenge:** Write sentences using 2 or 3 spelling words in a single sentence. The crazier the sentence, the easier it is to remember!

Tactile & Physical

4. **Air & Back Writing:** Have your child write the word in the air using large arm movements, or "write" it with a finger on your back for you to guess.
5. **Magnetic / Cut-Out Letters:** Move physical letters around to assemble the target word before writing it down on paper.
6. **Baking Tray Tracing:** Spread a thin layer of flour, rice, or salt on a baking tray and let your child trace words with their finger.

Interactive & Auditory

7. **Spelling Tennis:** Take turns spelling a word out loud letter-by-letter, throwing a soft ball or rhythmically clapping as each letter is named (e.g., Parent: *B*, Child: *E*, Parent: *C*, Child: *A*...).

8. **Word Detective / Hunt:** Pick 2-3 focus words from the week's list and see who can spot them first in a favourite storybook, bedtime reader, or around the house.

Quick Tips for Parents

- **Focus on Tricky Bits:** If your child knows 8 out of 10 words, spend all the remaining energy on the 2 hard ones. Highlight only the specific part of the word that was misspelled (e.g., sep-a-rate vs sep-e-rate).
- **Praise Effort & Strategies:** Praise *how* they remembered a word (e.g., "Great job noticing the silent 'k'!") rather than just focusing on speed.
- **Keep It Stress-Free:** If your child gets tired or frustrated, pause and switch to an easier or more playful approach.

Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

twinkl www.twinkl.co.uk

#

Year 3 and 4 Statutory Spellings

accident
accidentally
actual
actually
address
although
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy
business

calendar
caught
centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth

eight
eighth
enough
exercise
experience
experiment
extreme
famous
favourite
February
forward
forwards
fruit
grammar
group
guard

guide
heard
heart
height
history
imagine
increase
important
interest
island
knowledge
learn
length
library
material
medicine

mention
minute
natural
naughty
notice
occasion
occasionally
often
opposite
ordinary
particular
peculiar
perhaps
popular
position
possess

possession
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular
reign
remember
sentence
separate
special

straight
strange
strength
suppose
surprise
therefore
though
thought
through
various
weight
woman
women

twinkl visit twinkl.com

MATHEMATICS

Mathematics is taught through daily dedicated mathematic lessons but is also reinforced in other curriculum areas. The skills of number, shape, space, measure and handling data are all taught and practised throughout the year. The use and application of mathematics is developed at the same time through investigations, puzzles and problem solving.

The key learning objectives for Year 4 are to:-

- Count backwards through zero, including negative numbers
- Recognise place value in four-digit numbers (thousands, hundreds, tens and units)
- Round any number to the nearest 10, 100 or 1000
- Know multiplication tables up to 12 × 12
- Use place value and number facts to carry out mental calculations
- Use short multiplication method
- Recognise and write decimal equivalents to ¼, ½ and ¾
- 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 shapes by counting squares
- Solve problems by converting units of time
- Compare and classify shapes, including quadrilaterals and triangles
- Describe positions on a 2-D grid using co-ordinates
- Interpret and present discrete and continuous data on graphs

Feedback

Providing children individual feedback is essential if they are to make good progress. Feedback closest to the point of teaching and learning is likely to be most effective. We place considerable emphasis on immediate feedback that changes the course of the lesson. Summary feedback may take place at the end of the lesson and may involve children self/peer-assessing and editing in purple pen.

Achievement and attainment

We have high expectations of your child's educational achievement and personal qualities. The judgements about performance throughout the year are based on teacher assessments, against age-related expectations of the National Curriculum appropriate to the year group your child is in at present. Teacher assessments in all subjects are informed by continuous assessment during the whole year and takes account of evidence from observations, children's work and school-based tests and tasks.

Statutory assessments

Below are is a list of statutory assessments that take place in all state schools across the country. These will be discussed further at the curriculum meeting.

- Reception Baseline Assessment
- Year 1 Phonics Check
- Year 2 SATs and Phonics Check
- **Year 4 Multiplication Check**
- Year 6 SATs

HOME- SCHOOL PARTNERSHIP

We greatly value a strong home/school partnership at Pownall Green and we would like to take this opportunity to thank you for your continued support. As always, if at any time you would like to discuss your child's progress, please make an appointment to see the relevant class teacher.

How will I know how my child is doing this year?

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Curriculum Meetings Share what the children are going to learn.	**Online Parents Evening** How they have settled. Strengths and development points. Parents/carers share relevant information. **Open Morning** Children will share with parents/carers their learning.	**Mid - Year Report** Current academic performance Attendance Attitude Targets	**Open Morning** Children will share with parents/carers their learning.	**Face to face Parents Evening** How they have progressed. Strengths and development points. Parents/carers share relevant information.	**End of year report** Achievement in all subjects. Personal and social comments. Targets for the next year. **Open Morning** Children will share with parents/carers their learning.

Establishing routines for reading, spellings, practising number facts, multiplication tables and homework is advisable and helps your child to learn valuable study skills for life.

Homework - Homework tasks will be listed on Google Classroom each week.

Developing reading at home
Children of all ages, from Reception to Year 6, benefit greatly from reading and discussing books with an adult. Children should read as much as possible and should be encouraged to read a wide range of high-quality literature from a range of authors. Children enjoy being read to, whatever their age, and this helps to develop their vocabulary and their love of books.

Developing maths at home
It is essential that all children regularly practise rapid recall of addition and subtraction facts and multiplication tables in order to keep their skills sharp. Children rarely learn number facts once and for all. Without regular practice at recalling number facts, the once seemingly 'learnt' number facts can quickly fade and recall can become slow and inaccurate. This is often a common barrier to learning in mathematics. It is therefore essential that all children keep practising the rapid recall of such number facts throughout the school from Reception to Year 6.

Involving children in everyday activities that require the real-life application of mathematics can really help children deepen their understanding of mathematical concepts. Activities such as baking, shopping, measuring, planning journeys and holidays can all be meaningful real-life applications of mathematics that you and your child can enjoy together.