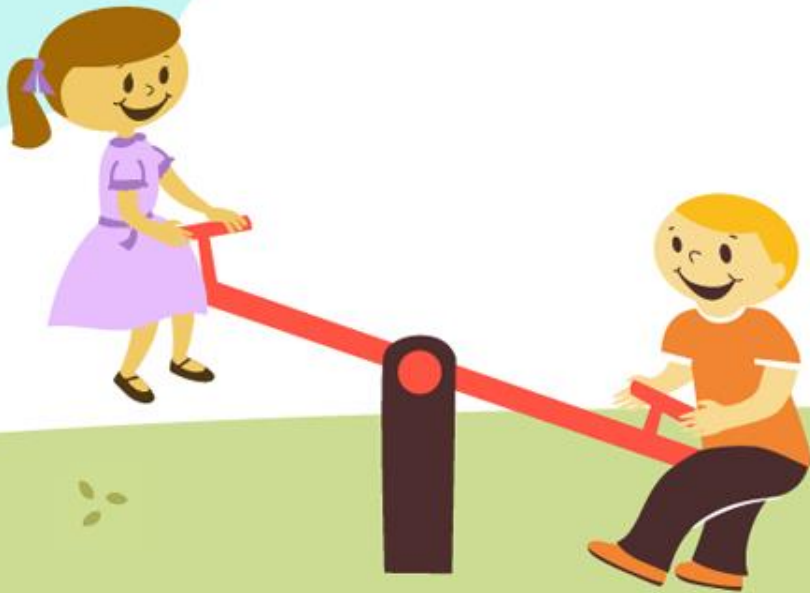


# Welcome to Year 4/5



# A little bit about us...

**Classteacher** - Overall responsibility for the class

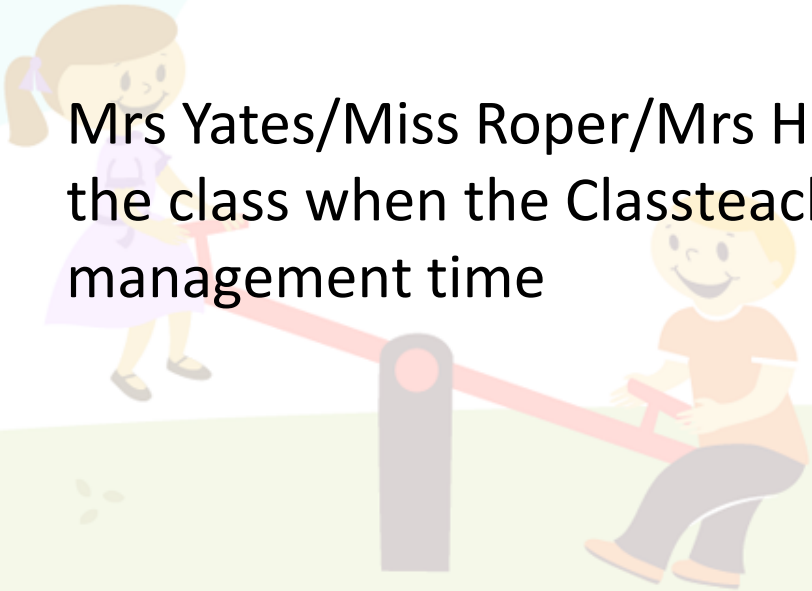
Miss Booth

## **Additional Adults**

Mrs Yates/Miss Roper/Mrs Humphries— Will cover the class when the Classteacher has planning or management time

## **Teaching Assistants**

Additional adults will also support learning in our classroom regularly.



# Year 4/5's learning this year

Year 4/5 Long Term Plan 2025/6									
English	Term 1			Term 2		Term 3			
<i>Stimulus/ Text</i>  <i>Purposes/ Genres being modelled and revisited</i>	<u>Anglo Saxon boy</u> By Tony Bradman (Lit Shed) <b>Writing to inform and persuade</b> Hook: Book P1: Character and setting description P2: Direct and indirect speech P3: Persuasive writing P4: Newspaper article	<u>Viking Boy</u> By Tony Bradman (Lit Shed) <b>Writing to Inform and discuss</b> Hook: Book P1: Character Description P2: Paragraphs to group ideas P3: Recount P4: Writing a report	<u>My local area</u> <b>Writing to entertain – Poetry</b> Hook: Selection of Poems P1: Features of a poem P2: Similes and Metaphors P3: Sentence stacking P4: Poem about my town/village	<u>Moving to Manchester</u> <b>Writing to persuade and discuss</b> Hook: P1: Photographs of old Manchester P2: Persuasive writing features P3: Speech P4: Letter or campaign	<u>Day of the Dead</u> (Lit Shed) <b>Writing to inform and persuade</b> Hook: Short film P1: Setting description P2: Facts and statistics P3: Diary entry P4: Non-chronological report and Advertising	<u>Francis</u> (Literacy Shed) <b>Writing to entertain</b> Hook – Short film P1: Detailed descriptions – show don't tell P2: Figurative language P3: Informal diary entry P4: Narrative			
Whole Class Novel	Anglo Saxon boy & Viking Boy (Tony Bradman)			Mill Girl (My Story) – (Sue Reid) Street Child – (Berlie Doherty)		Cloud Busting (Malorie Blackman) Holes (Louis Sachar)			
Maths									
Term 1 White Rose Maths Shed	Place Value			Addition and Subtraction		Multiplication and Division		Measurement: Length, perimeter & area	Consolidation
Term 2 White Rose Maths Shed	Multiplication and Division			Fractions			Y4: Decimals Y5: Percentages		Consolidation
Term 3 White Rose Maths Shed	Y4: Decimals Y5: Money	Measurement: Time	Statistics	Properties of Shape		Geometry: Position and direction		Y4: Consolidation Y5: Measurement: Converting units & volume	



Topic	T1: Battle for Britain			T2: The Mad Hatters?			T3: The Magnificent Maya		
History	Anglo Saxons and Vikings How did England change during the settlement of the Anglo-Saxons? <i>Migration, Trade, Monarchy, Settlement, Rebellion</i>			Local Study: Cotton Trade in Stockport and Manchester How did the cotton industry change how people lived and worked in Manchester and Stockport? <i>Trade, Industrialisation</i>			Mayan Civilisations What differences were there between the Maya Civilisation and England during the 10th and 11th Centuries? <i>Civilisation, Trade, Settlement, Empire, Monarchy</i>		
Geography	Fieldwork What trees, plants and animals are in our local ecosystems? <i>Place and Space</i>			My Region (Y2/Y5) My Region: Comparative study <i>What are the similarities and differences between my town and Tulum, Mexico?</i> <i>Place, Space, Scale, Human Processes, Physical Processes, Cultural Awareness, Cultural Diversity</i>			My Region and Mexico (Y2/Y5) Mexico: Comparative study <i>What are the similarities and differences between my town and Tulum, Mexico?</i> <i>Place, Space, Cultural Awareness</i>		
Science	Properties and changes of materials How do materials change?	Sound What is sound?		Forces Are there different types of forces?	Light What is Light?		Animals including humans How do we change as we grow older?	Living things and their habitats How do living things reproduce and why is it important in a life cycle?	
Music <i>(Charanga)</i>	Musical Structures	Exploring feelings when you play		Compose with your friends	Feelings through music		Expression and Improvisation	The show must go on!	
Computing	Purple Mash: Unpacking Hardware & Software Purple Mash: Introduction To AI	Purple Mash: Spreadsheets		Purple Mash: Composing Beats	Purple Mash: Coding <i>Possible Crumble Work (link to light with light sensors)</i>		Purple Mash: Quizzing	Purple Mash: Game Creator	
PSHE	Relationships			Living in the Wider World			Health and Wellbeing		
	How can our friends influence us?	Is it easy to do the right thing?	Why is it important to treat others equally?	What does it mean to be part of a community?	What is the purpose of different types of media?	Is how we spend our money important?	Why is it important to look after our teeth?	How does puberty affect our bodies?	Are all drugs bad?
E-safety, Anti-bullying and Restorative approaches are embedded within the curriculum as well as being focus lessons/topics throughout the year.									
PE <i>(Get Set for PE!)</i>	Gymnastics Cricket Swimming	Gymnastics Netball Swimming		Dance Swimming Dodgeball	Dance Hockey		Fitness OAA <i>(Outdoor Adventurous Activities)</i>	Athletics Tennis	
Art and Design <i>(Access Art)</i>	Typography and Maps (Y5)			Fashion Design (Y5)			Sculpture, Structure Inventiveness and Determination (Y4)		
Design Technology <i>(Projects on a Page)</i>			Structures: LKS2 Shell Structures (DT)			Mechanical systems: LKS2 Pneumatics (DT)			Electrical systems: LKS2 Simple Programming and Control (DT Crumbles – Light)
RE <i>(Stockport SOW)</i>	Living: What does it mean to be a Hindu in Britain today?	Expressing: Why do some people think life is a journey and what significant experiences mark this?		Living: What can we learn from religions about deciding what is right and wrong?	Living: What does it mean to be a Muslim in Britain today? (Y5)		Believing: Why do people believe God exists? (Y5)		
Spanish <i>(Idiomas)</i>	Food How do I say which foods I like and dislike? Numbers, Dates & Days How do I say when my birthday is?	Personal descriptions How can I describe myself? Family How can I describe members of my family?		Stories How can I follow a story in Spanish? Sports How can I give my opinion about sport?	'Tener' – to have Why is the verb 'to have' so important in Spanish? Weather & Clothing How can I say what to wear when it's snowing?		Hobbies How can I describe what I like to do? Pets How can I tell someone which pets I have?	School Subjects How can I say what I like doing in school? Revision Assessment	
Enrichment	Anglo-Saxon: Workshop Tony North			Y4/5: Castleton Residential					
Class Assembly/Performance			Class Assembly						



## Geography

Fieldwork

What trees, plants and animals are in our local ecosystems?

*Geographical regions of the UK and their physical and human characteristics.*

## Science

Properties and changes of materials

How do materials change?

Sound

What is sound?

*Understanding how materials can be changed and how their properties results in them being useful for different tasks.*

## History

How did England change during the settlement of the Anglo-Saxons?

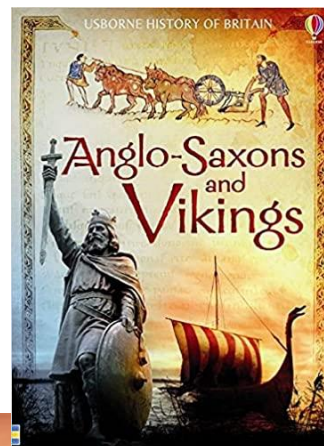
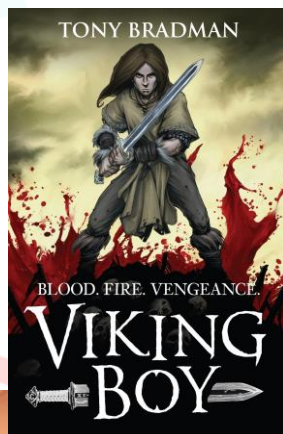
How well did the Saxons and Vikings get on with each other?

*Reflecting on the history of invaders and settlers and linking this to the cultural diversity in Britain today.*

## Art and Design

How can we use the way words look to help us communicate ideas and emotions?

*Using Anglo-Saxon maps as a stimulus for creating artwork.*





# What will a typical week in Year 4/5 look like?

Year 4/5 Weekly Timetable											
Day	09:00 - 09:30	09:30 - 10:30		10:30 - 10:45	10:45 - 11:30	11:30 - 12:00	12:00 - 13:00	13:00 - 13:45	13:45 - 14:45		14:45 - 15:15
Monday	Assembly (Times Tables)	English - Reading		Break	Maths Mrs Worsley	Spelling / Phonics/Hand writing	Lunch	Maths Mrs Worsley		Spanish	Times Tables / Fluency
Tuesday	Library	Handwriting	English - Writing		Maths Mrs Worsley	Spelling / Phonics/Hand writing		Science (RY)	Computing (RY)		Assembly (TA Briefing)
Wednesday	Assembly (Teacher Briefing & Times Tables)	English - Writing			Maths Mrs Yates	Spelling / Phonics/Hand writing		History		Art	
Thursday	Assembly (Spelling / Phonics)	Swimming			Swimming	Spelling - test		English PVG	Music - TR		PE: Cricket coach
Friday	Assembly	English Reading	RE (RY)		Maths Times tables/fluency (RY)	Y4 Maths (RY) Y5 PE – Coach		Y4 PE – Coach Y5 Maths (AH)		PSHE (AH)	Handwriting (AH)

# Daily Routines/Timetables

## **P.E.**

Children will have PE lessons twice a week.

Our PE days are on: Thursday and Friday

Your child will need to come into school in their school PE kits on these days

## **Swimming (Y3, Y4, Y5)**

This is planned for the Autumn & Spring Term

## **Guitar, Ukulele and Woodwind (Stockport Music Service)**

Woodwind (Flute, Saxophone, Clarinet) Lessons: Tuesdays

Ukulele/Guitar Lessons: Fridays

Find out more about their lessons here: <https://www.stockportmusicservice.org.uk/lessons-instrument-hire/lessons-in-school>

## **Clubs**

Look out for clubs sign up communication towards the end of September. You can sign up to

# Homework

**Over the past few years, we have spent a lot of time designing our homework policy to ensure appropriate tasks and amount of homework is set for each age group.**

**Daily Reading** - It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home. Please complete the reading record with your child wherever possible.

**Spellings** - Spellings will be sent home via Class Dojo and set electronically on Spelling Shed. They can be practiced on the Spelling Shed website or on separate pieces of paper.

**Ed Shed Activities** - Online activities for maths will be set each week. On some occasions, grammar tasks may also be set. Information will always be shared via ClassDojo. Please let me know if your child cannot access these at home.

## **Please note...**

Additional homework may start to be set via Class Dojo. A message will be sent via ClassDojo to confirm this as and when appropriate. Please watch out for logins at the beginning of the year.



# The National Curriculum

## The Broad and Balanced Curriculum

At High Lane Primary School, we strongly believe that interest and engagement encourages enthusiasm for learning. Our curriculum has been designed to captivate our children's curiosity. Our year group topics allow our children to develop key skills in a meaningful context. Children develop knowledge and skills in all subjects of the National Curriculum: English, Maths, Science, Computing, PSHE, PE, History, Geography, RE, Art and Design & Technology, Music and Spanish.

### **How can you help?**

- Engage your child in family visits that support school topics and interests of your child

#### Encourage your child to:

- ask questions and reflect on how things in our world work
- listen to different types of music or learn/practise playing an instrument
- join sports or creative arts clubs in or outside of school
- make and design things at home
- 'show off' their learning at home
- talk about the places you are travelling to – where they are and what they are like

# The National Curriculum

## Wellbeing and Lifelong Learning

At High Lane, we believe that supporting children to build the skills they need for coping with life positively is incredibly important.

Through their PSHE curriculum in Year 4/5, the children will learn:

### **Relationships**

- How can our friends influence us?
- How do we deal with feelings of discomfort?
- What is discrimination?

### **Living in the Wider World**

- How can we look after our environment locally, nationally and globally?
- What is the purpose of different types of media?
- What does it mean to have 'ambition'?

### **Health and Wellbeing**

- How can we look after our bodies as we get older?
- How does puberty affect our bodies?
- What makes up a person's identity?
- What do we do in an emergency?

# The National Curriculum

## Wellbeing and Lifelong Learning

### How can you help?

- Encourage your child to show you information from school
- Encourage your child to get their clothes, coat and snack ready the night before, ensuring they have everything they need for the next school day to promote independence
- Promote table manners and positive social skills at home

### How can the children help?

- Demonstrate greater independence
- Know when to sit sensibly, have respect for others
- Follow the teacher's instructions
- Try their best to wash their hands properly
- Complete homework tasks on time
- Listen and be respectful towards others around school
- Maintain a growth mindset – **'I can do it!' 'A mistake is a learning step!'**

# The National Curriculum

## Understanding your child's learning in English

### English: Reading

- Reading for pleasure
- Whole class reading lessons using 'high quality' texts
- Phonics: ability to read (decoding: blending and segmenting)
- Developing understanding about texts: VIPERS
- Reading to and with an adult into and throughout KS2

### English: Writing

- Understanding the purposes for writing
- High quality models for writing
- Strong emphasis on joined handwriting, spelling, punctuation and grammar (GPS)
- Drafting, evaluating and editing their own work with growing independence
- Spoken English: developing children's ability to communicate and perform

# Reading

**Reading is one of the most important parts of your child's development!**

- It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home.
- Please complete the reading record with your child wherever possible. This helps us to understand the range of books your child is reading.
- Reading Owls Website can be used for additional electronic books.
- Wherever possible, read with your child and develop their love of reading through visiting the library or book shops

Useful websites:

<http://www.lovereadng4kids.co.uk>

<http://www.readingzone.com/>

<https://www.waterstones.com/campaign/books-of-the-month>

Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percentage Increase In Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
80	14.2	1,146,000	1,953,042	70%
70	9.6	622,000	1,269,917	104%
60	6.5	432,000	1,096,615	154%
50	4.6	282,000	895,043	217%
40	3.2	200,000	825,000	313%
30	1.8	106,000	694,889	556%
20	0.7	21,000	321,000	1429%
10	0.1	8,000	Based on reading level, ~300,000 words	
2	0	0		

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from *Adams (2006)*, with baseline data from *Anderson, Wilson and Fielding (1988)*.

# The National Curriculum

## Practical ways to support your child's learning in English

### Reading

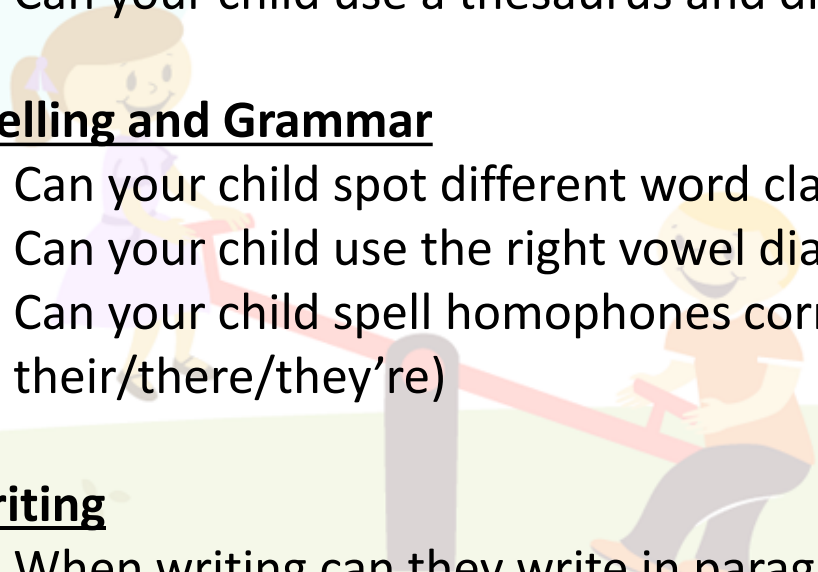
- Talk about words – can your children define a word without using the word they are defining?
- Can your child predict what might happen?
- Can your child summarise what happened on a page, in a chapter, in a whole text?
- Can your child use a thesaurus and dictionary accurately and quickly?

### Spelling and Grammar

- Can your child spot different word classes: noun, adjectives, verbs, adverbs?
- Can your child use the right vowel diagraphs? (ai, ay, ey, a-e etc)
- Can your child spell homophones correctly? (right/write, for/four, their/there/they're)

### Writing

- When writing can they write in paragraphs and check their spelling and punctuation?



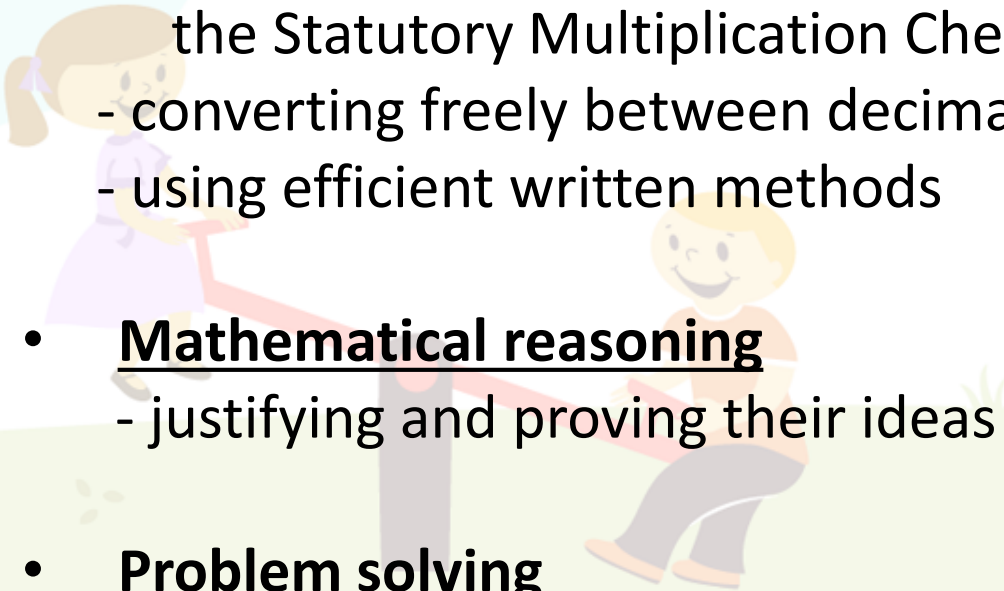


# The National Curriculum

## Understanding your child's learning in Maths

### Maths

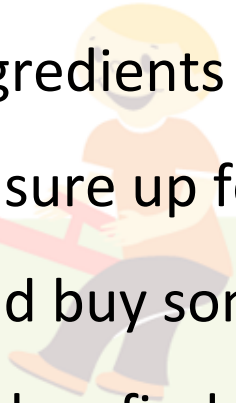
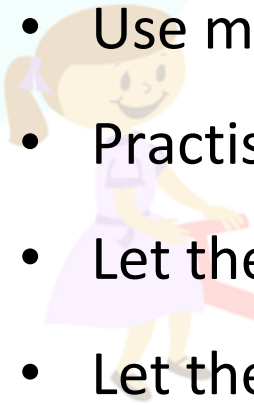
- **Developing mathematical fluency**
  - automatic recall of addition and subtraction facts
  - automatic recall of multiplication and division facts (up to  $12 \times 12$  by Year 4 tested in the Statutory Multiplication Check (MTC))
  - converting freely between decimals, fractions and percentages
  - using efficient written methods
- **Mathematical reasoning**
  - justifying and proving their ideas
- **Problem solving**
  - applying to a range of problems and persevering in seeking solutions



# The National Curriculum

## Practical ways to support your child's learning in Maths

- Practise addition and subtraction facts as often as possible.
- Practise times tables 2, 3, 4, 5, 8 and 10 in as many ways as you can.
- Use maths practically in the home.
- Practise telling the time with analogue **and** digital clocks.
- Let them weigh ingredients for cooking.
- Let them help measure up for a new carpet.
- Go to the shops and buy something with real money.
- Count the change they find around the house.



# Assessment at High Lane

**At High Lane, our priority is happy, healthy children who reach their full potential. We spend lots of time getting to know your children to better understand their strengths and areas where they may need more practice and support.**

We have worked hard as a school to develop a curriculum to support the needs of our children. We feel confident in our curriculum and our practice ensures we understand any gaps in knowledge, subsequently planning learning opportunities that are personalised to meet your child's needs.

To help us to assess your child's understanding and progress we use:

- On-going assessment of work in books and discussions and interactions in class
- Recordings of independent application of knowledge and skills in a range of activities
- Assessments at the beginning and end of units to show progress
- End of term/year tests

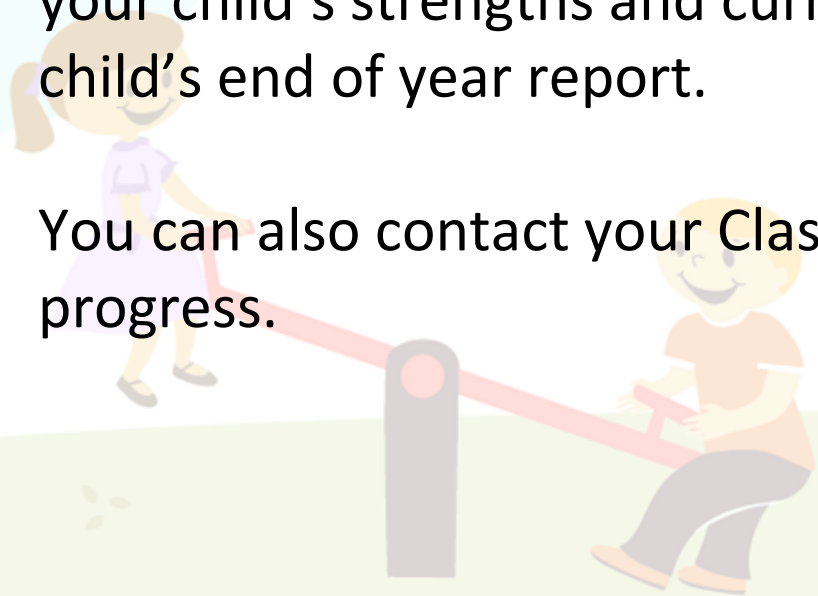
# Assessment at High Lane

## **Reporting your child's attainment and progress**

We make judgements as to whether your child is working at 'age-related expectations' throughout the year.

We will talk to you about your child's progress at two parents' evening throughout the year, where you will also receive a copy of your child's interim review report that outlines your child's strengths and current areas of focus. Additionally, you will also receive your child's end of year report.

You can also contact your Classteacher at any time in the year to discuss your child's progress.

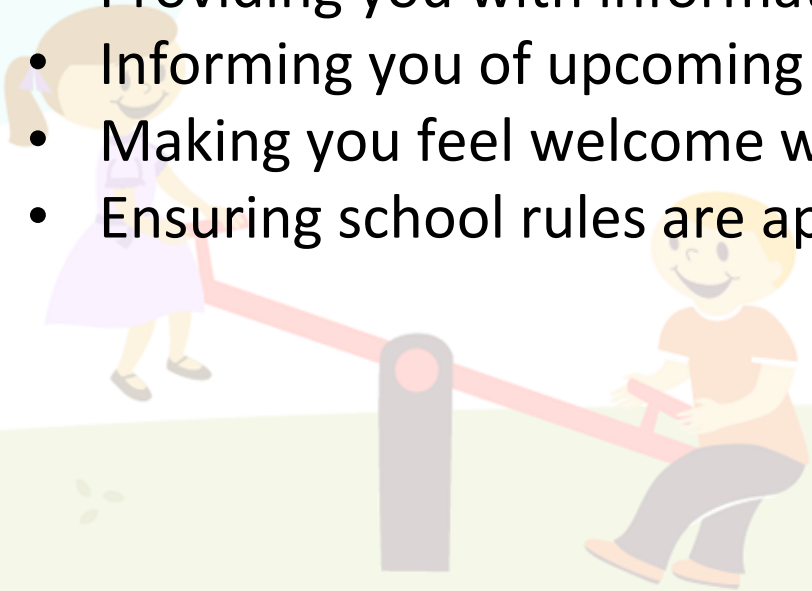


# Parents as Partners

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **we** can help:

- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Providing you with information like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently



# How we communicate with you

## **Class Dojo**

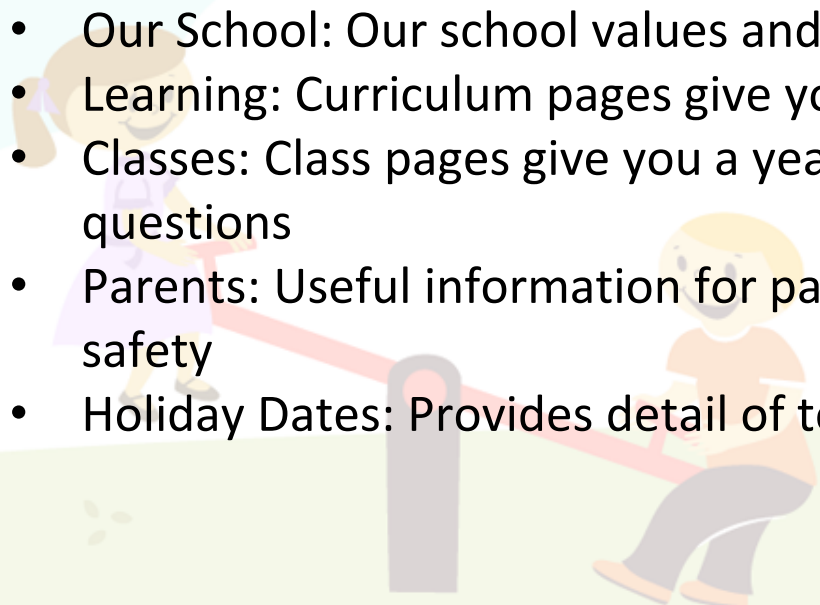
- Whole School Story: Termly dates, correspondence and reminders
- Class Story: Information about learning including photographs, trips and homework

## **Parent Pay**

- Payment for school dinners, trips/school events and clubs

## **School Website**

- Our School: Our school values and important school policy information
- Learning: Curriculum pages give you an understanding of what we think is important
- Classes: Class pages give you a yearly overview of what your child is learning and termly key questions
- Parents: Useful information for parents including reminders about Parent Pay, uniform and online safety
- Holiday Dates: Provides detail of term dates and INSET dates throughout the year





# E-Safety

## **School Platforms: Purple Mash, Ed Shed, Google Suite, Class Dojo**

There are systems in place to monitor activity on all of our platforms whether children access these platforms at school or at home. Children should never share their own login information with others or use anyone else's login information to access these platforms. All children learn how to and are expected to use our platforms responsibly.

## **Age Ratings and Restrictions**

It is important to educate your children about age ratings and restrictions on apps and media. We are seeing increased cases of children accessing content not designed for their age group. This can often lead to irresponsible use of apps or children not being able to regulate their emotional responses to what they have seen.

## **School Website**

**Parents:** Useful information for parents including guides about screen time and app specific information including age ratings and guidance

# Parents as Partners

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Read the 'Information for Parents' Booklet
- Ensure your child has all the equipment/uniform they need - including in date inhalers/medication
- Reinforce school rules when on school grounds (keeping your child with you at all times, no mobile phones, vapes or dogs on school grounds)
- Ensuring child's reading and homework books are in school on the correct days
- Keep communication channels open - Check Class Dojo regularly!
- Attending meetings like this
- Support school fundraising where possible
- Read with your child – develop their love of reading through visiting the library or book shops
- Help your child learn how to tell the time both from analogue and digital clocks
- Practise key skills with your child at home – for example, number bonds and/or multiplication and division facts

# What to do if you have a question or concern

**First** – Please make an appointment to speak to see **me**.

**Contact me through Class Dojo or phone the school office so we can arrange a time that is best to talk over the phone.** I will be able to take action to address it or suggest who can help.

**Then**– If you feel that you need to take your concern further, you can make an appointment with Mrs Humphries.

If something happens at home that you feel we need to know about (e.g. family bereavement):

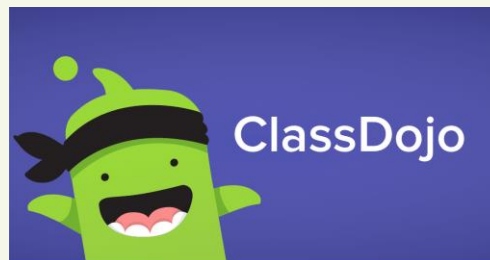
- Please let us know as soon as possible if you are able. This information will be handled sensitively and confidentially - it will only be shared on a 'need to know basis'.
- Please contact the school office straight away if there are changes to contact details or your child's medical information

# Class Dojo

Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
  - Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
  - **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
  - Please **do not** use Class Dojo to inform teachers of absences or appointments.
- If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.



# What does your child need to have in school?

**School Uniform:** Your child should wear school uniform on all days except PE days  
Long hair should be tied back and only stud earrings should be worn

On PE days, your child must wear **school** PE kit:

- Red school jumper
- White shirt
- Black joggers, leggings or shorts
- Trainers - that your child can fasten themselves
- **Earrings must be removed for PE**

Please be mindful of the weather as we move into winter

Your child needs a jumper/cardigan and a waterproof coat **every day**

# What does your child need to have in school?

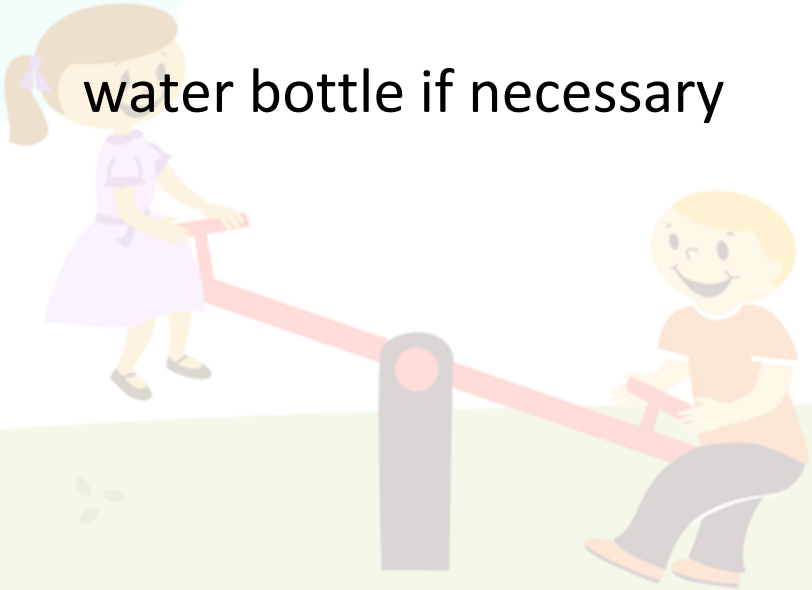
- A healthy **nut-free** snack in their coat pocket.
- A lunchbox if your child has packed lunches.
- **If your child has a school dinner, please ensure you have made the menu selections on time and have looked at the menu with your child. We recommend making the meal selections with your child where possible.**
- **Inhalers** – *If your child requires an inhaler, they should have **two** in school. One that remains in their bag/tray and a second that remains with the classteacher in the first aid box.*
- Children **don't** need their own stationery, we have provided your child with all the equipment they need.



# Water Bottles

**Children need to bring a clean water bottle to school everyday.**

- Only water should be put in the water bottles
- Only water bottles up to 1 litre with wide necks should be sent into school – this is to ensure your child is confident filling their water bottle if necessary



# Special Educational Needs and Disabilities

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school.

There are four broad areas of need within SEND:

Communication and interaction

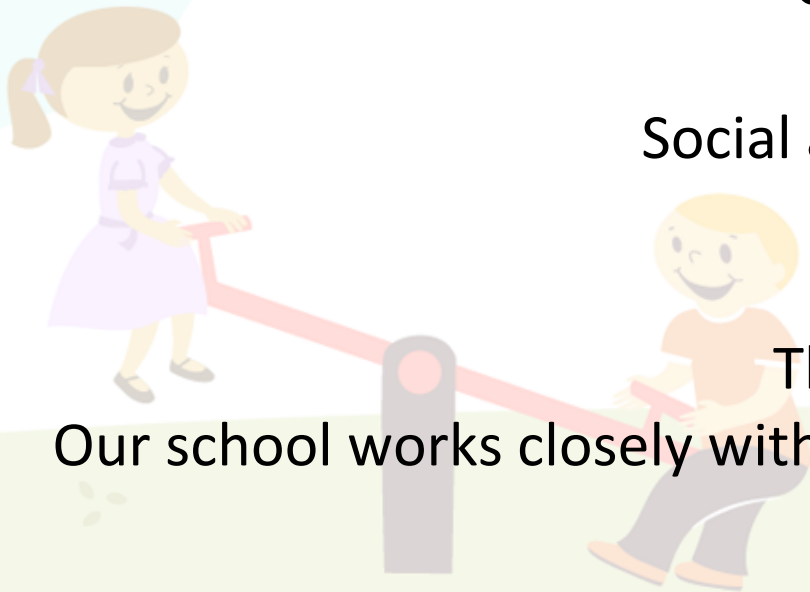
Cognition and learning

Social and emotional mental health (SEMH)

Sensory and physical

The school SENDCo is **Miss Lloyd**.

Our school works closely with our Stockport Neighbourhood Inclusion team and the Four Rivers Trust.



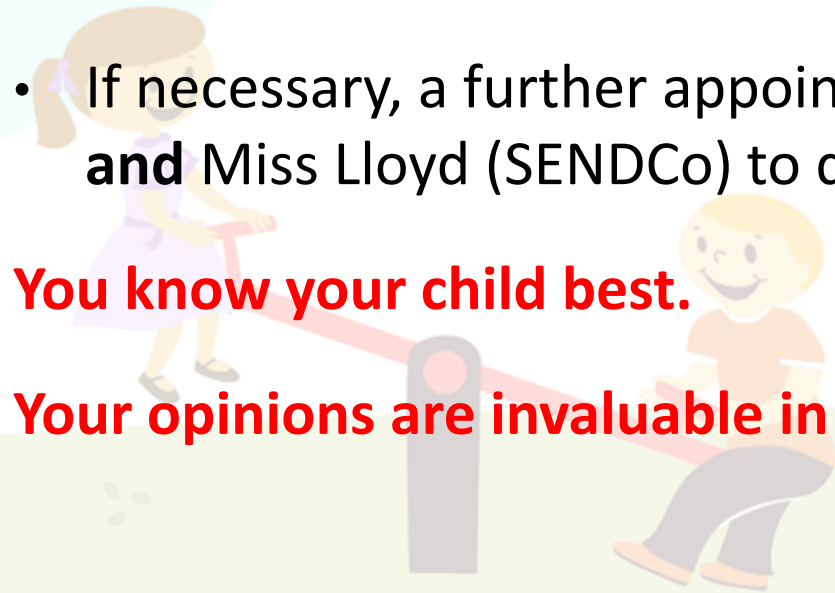
# What to do if you think your child may have SEND?

Don't worry! There is a lot we can all do to make sure they are happy and learn well at school. Our team are passionate and skilled in supporting **all** children.

- First, speak to your child's class teacher. They will make a note of your concerns and work **with you** to monitor your child's progress. They will work in partnership with our SENDCo to ensure your child is supported.
- If necessary, a further appointment can be made to meet with your child's classteacher **and** Miss Lloyd (SENDCo) to discuss any concerns further.

**You know your child best.**

**Your opinions are invaluable in helping us to find the right support for him or her.**



# What will we do if we think your child may have SEND?

- We will talk with you about your child's progress and support we feel they may benefit from. We may also ask you if you would like to share any background information from your child's early childhood that you feel is relevant to us understanding and supporting your child's needs.
- We may carry out additional assessments to help us personalise his/her learning.
- **Together**, we may create a SEND Support Plan that details your child's strengths, and the support they require in order to work towards their full potential academically, emotionally and/or socially.
- They may be offered time in one of our intervention groups. These are usually led by our team of trained and experienced teaching assistants.  
**Please note**, not all children receiving support via intervention groups have SEND support. We use interventions to support children of **all** abilities.
- We may ask for additional input from external experts. You will always be asked for your permission before this happens and we will discuss with you their input.

# You can find out more about the school's approach to SEND from:

- The school's website

<http://www.hIGHLANE.stockport.sch.uk>

- Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

<https://stockport.fsd.org.uk>

Or search 'Stockport SEND'



Thank you for your time.

Please do not hesitate to contact me via Class Dojo with any questions you may have.

