

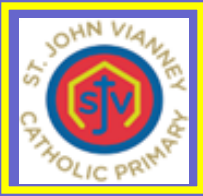


Curriculum PowerPoint 2024

Mission Statement

*Through following Jesus,
we aim to be a caring, happy school,
where everyone is valued and appreciated
and can reach their true potential.
We hope to: act justly, love tenderly and walk
humbly with our God.*





Attendance and Lateness

Attendance Ladder

How close is your child to 100%?

0 days off school	100%	Perfection
Equates to 2 days off school each year	99%	Excellent
Equates to 5 days off school each year	97%	Good
Equates to 10 days off school each year	95%	Slight Concern
Equates to 20 days off school each year	90%	Concerned
Equates to 30 days off school each year	85%	Very Concerned





Roman Catholic Diocese of Hexham and Newcastle

St. John Vianney Catholic Primary School

Safeguarding

St John Vianney is a safeguarding school where children's safety is absolutely central to all that we do.

Please encourage your children to talk to a responsible adult if they have any concerns. It is this step that allows us to support vulnerable children.

As part of the Computing curriculum, the children will be taught about how to stay safe online.

Cyber-bullying is an important issue that children of all ages will be made aware of in lessons and assemblies throughout the year.

There are further resources for parents online, to address this subject sensitively.

<https://www.thinkuknow.co.uk/parents/>

All staff are trained in the PREVENT agenda and our Designated Safeguarding Leads are:



Mrs Thorpe



Mrs Meldrum



Mrs McDine



Miss Cherry



Mrs Spencer



Mr Bell



Curriculum

Our Foundation (non-core subjects) subject curriculum has recently been reviewed in order to provide children with a range of new learning experiences, which may include educational visits linked to their new topics.

A copy of the updated foundation curriculum is available on our school website.



Religious Education Domestic Church The family of God in Scripture Baptism/Confirmation Confirmation: a call to witness Advent: Gift God's gift of love and friendship in Jesus Other Faiths: Judaism	English Non-Chronological Reports: Ancient Greek Life and where they came from 'The Tin Forest' A story set in imaginary worlds 'The Iron Man' Setting Description Poems on a theme (Using imagery) Punctuation/Grammar: Common and Proper nouns, Collective and Partitive nouns, verb focus, being, regular and irregular action verbs and verb phrases. Building clauses using pronouns and conjunctions. Handwriting: To develop a cursive joining style.	Geography Rivers and Mountains: Define what a mountain is, what are it's features, describe different features of a river and explain river landforms. Art Painting and mixed media
Mathematics Numbers to 10,000: Recognise the value of each digit. Order and compare numbers beyond 1000. Round numbers to the nearest 10, 100, 1000. Find 1000 more or less than a number. Addition and Subtraction with 10,000: Finding sums, adding and subtracting with various strategies. Multiplication and Division: Formal written methods of multiplication, short division and problem solving. Graphs: Drawing and reading bar graphs, line graphs and pictograms. Fractions: Writing mixed numbers, finding equivalent fractions, adding and subtracting fractions.	Year Four – Autumn Term	Design Technology Simple circuits and switches
History Ancient Greece - Children will use a variety of artefacts and sources to learn about this period of History.	Science Animals including Humans: The digestive system; teeth and what they are used for; how to keep teeth clean; food chains and how animals interact. Electricity: Make working circuits and switches; how electricity is used in our homes; insulators and conductors.	French Revise greetings; proper and common nouns; revise parts of the UK; determiners; questions including 'ou'; revise numbers; liaison; phrases of place; Paris; colours; adjectival agreements P.E. Games: Attacking and defending skills taught through a range of sports. Music Singing: Posture, Pitch, Dynamics, Tempo, Harmonies, Reading Rhythms, Composition and musical direction.
	Computing E-safety: The children will learn about password safety and security of devices used. They develop their awareness of appropriate behaviour online.	PSHE Health and Wellbeing; Relationships; Living in the Wider World.



What children should know by the end of Year 4

Year 4 Reading

- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural).
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim and scan to locate information and/or answer a question.



What children should know by the end of Year 4

Year 4 Writing

- Place value of punctuation
- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organise ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency using cursive style.



Year 4 Maths

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication and division facts all tables to 12 x 12.
- Recognise PV of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Add and subtract numbers with up to 4-digits using written columnar method.
- Multiply: 1. 2-digit by 1-digit 2. 3-digit by 1-digit
- Count up/down in hundredths.
- Recognise and write equivalent fractions.
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.



Reading

- Children have access to a rich Reading diet. They will participate in: whole class shared reading, VIPERS guided reading sessions, comprehension activities, daily story time and home-school reading.
- Every class has a selection of books, which promotes reading for pleasure, and we also have a school library which is accessed by children weekly.
- School has recently updated the reading scheme with new books, including a wider range of classic and non-fiction texts.
- Please continue to leave comments in your child's reading record, as this allows us to tailor reading experiences for all children.



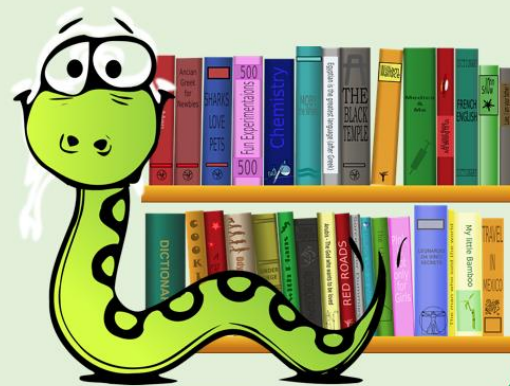
Reading VIPERS

Reading Vipers is a whole school strategy for teaching the key reading skills as outlined in the National Curriculum.

It ensures that children are accessing and improving in every reading skill.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise





How to help your child with Reading in KS2

- Use the range of **VIPERS skills** to discuss your child's reading books with them:
- **Vocabulary** – Discuss the meaning of new and unfamiliar words; discuss why an author has chosen certain words and their effects.
- **Inference** – What clues has the author given you about characters, settings and atmosphere in the story? What does this make you think?
- **Prediction** – What do you think is going to happen next?
- **Explanation/Evaluation** – Why has the author set out the story in this way?

Do you like the story so far? Why/why not?

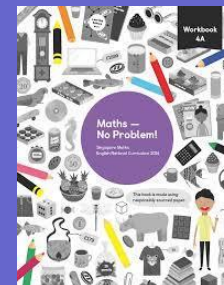
- **Retrieval** – Can your child remember key facts from the story?
- **Summarise** – Ask your child to summarise a chapter or even the whole story. Can they make up a headline, summarise in 10 words or recap the story in one minute?

Even when the children become free readers, they still need to read aloud to an adult regularly and to hear adults reading aloud to them. Examples of questions you can ask your child can be found on our school website.



St. John Vianney Catholic Primary School

We have fully adopted a Maths-No Problem! mastery scheme from Reception to Year 6. It is delivered using the concrete, pictorial and abstract methodology to ensure children have a deep understanding of mathematical concepts.





Calculation Policy

The Calculation Policy can be found on the school website. It is in line with the National Curriculum and reflects the strategies and methods taught in each year group.

The National Curriculum is more challenging than ever before. Examples of expectations for each year group are provided.

Calculation Examples: Addition

Y4

End of Year Objective:

Add numbers with up to 4 digits and decimals with one decimal place using the formal written method of columnar addition where appropriate.

Children will move to year 4 using whichever method they were using as they transitioned from year 3.

Step 1

H	T	U
		
		

	H	T	U
	3	6	5
+	2	4	7

Step 2

A diagram of a 2D hexagonal lattice. The top row of sites is labeled H, T, and U. The H sites are represented by small squares, the T sites by diagonal lines, and the U sites by two dots. The lattice is divided into two horizontal sections by a line. The top section contains H, T, and U sites. The bottom section contains H and T sites, with a diagonal line and two dots below the T site.

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{U} \\ 3 \quad 6 \quad 5 \\ + 2 \quad 4 \quad 7 \\ \hline \quad \quad 2 \end{array}$$

Step 3

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{U} \\ 3 \quad 6 \quad 5 \\ + \textcolor{red}{1}2 \textcolor{red}{1}4 \quad 7 \\ \hline \quad \quad 1 \quad 2 \end{array}$$

Step 4

[illegible]

$$\begin{array}{r} \text{H} \quad \text{T} \quad \text{U} \\ 3 \quad 6 \quad 5 \\ + \quad 2 \quad 4 \quad 7 \\ \hline 6 \quad 1 \quad 2 \end{array}$$

By the end of year 4, children should be using the written method confidently and with understanding. They will also be adding:

- several numbers with different numbers of digits, understanding the place value;
- *decimals with one decimal place, knowing that the decimal points line up under one another.*



Calculation Examples: Subtraction

Y4

End of Year Objective:

Subtract numbers with up to 4 digits *and decimals with one decimal place* using the formal written method of columnar subtraction where appropriate.

Children will move to Y4 using whichever method they were using as they transitioned from Y3.

$$\begin{array}{r} 4 \cancel{7} \cancel{5} 4 \\ - 3 2 8 6 \\ \hline 1 4 6 8 \end{array}$$

By the end of Y4, children should be using the written method confidently and with understanding. They will also be subtracting:

- numbers with different numbers of digits, understanding the place value;
- decimals with one decimal place, knowing that the decimal points line up under one another.

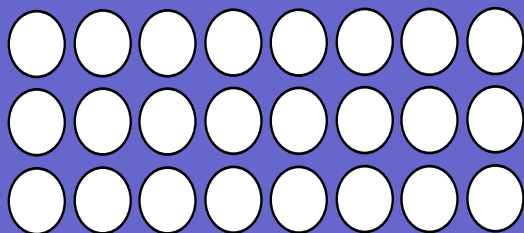


Calculation Examples: Multiplication

Children will continue to use arrays where appropriate linked to the multiplication tables that they know (2, 3, 4, 5, 8 and 10), e.g.

$$3 \times 8$$

They may show this using practical equipment:



$$3 \times 8 = 8 + 8 + 8 = 24$$



Calculation Examples: Division

Y4

End of Year Objective:

Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.

$$98 \div 7$$

$$\begin{array}{r} 14 \\ 7 \overline{) 98} \end{array}$$

How many times does 7 go into 9? Place the 1 above and the remainder (2) next to the 8 to make 28. How many times does 7 go into 28? Place the 4 above to give the answer 14.

$$208 \div 5$$

$$\begin{array}{r} 41 \text{ r } 3 \\ 5 \overline{) 208} \end{array}$$

Children should be able to solve real life problems including those with money and measures. They need to be able to make decisions about what to do with remainders after division and round up or down accordingly.



Times Tables

- The teaching of times tables is crucial in allowing children to access more advanced mathematical concepts and strategies. We appreciate your support in helping your child to learn their tables.
- Your child will sit a national assessment of times tables this year. Information will be provided nearer to the time.
- Every child has a 'Times Tables Rock Stars' login, which allows them to practise their tables in a fun and engaging way, both in school and at home.





PSHE

Personal, Social, Health and Economic (PSHE) Education is a subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. It helps children to stay healthy and safe, while preparing them to make the most of life and work.

(PSHE Association 2021)

The PSHE Curriculum is broken up into three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World
- KAPOW is also used to support our work in the subject.



PSHE - Health and Wellbeing

Throughout this theme, children will learn about:

- Healthy lifestyles and physical wellbeing
- Mental health and mental wellbeing
- Growth and change
- Keeping safe (including online)



PSHE - Relationships

Throughout this theme, children will learn about:

- Families and close positive relationships
- Friendships
- Managing hurtful behaviour and bullying
- Safe relationships
- Respecting self and others



PSHE – Living in the Wider World

Throughout this theme, children will learn about:

- Shared responsibilities and rules
- Different roles and responsibilities people have in their community
- Economic wellbeing: Money
- Economic wellbeing: Personal aspirations



Positivity and Wellbeing

Strategies used across school to promote positive mental health in children include:

- Daily 'Check In' feelings chart
- Worry boxes
- Rainbows (Bereavement/ Separation Anxiety)
- Counselling (from specially trained counsellors)



Children's Reports

Children will receive a report at the end of the Summer term, detailing whether they are in line with, working above or working towards national levels of expectation for all subjects taught across the curriculum.

The children are continually assessed and their development closely monitored and tracked as part of our rigorous and on-going assessment process.



Important Class Information

Spellings – given every half term for a test every Friday.

Homework – Spellings, Reading and Times Tables

Rockstars.

Your child may also get topic specific homework as and when.

P.E. – Thursday

Reading Books – Changed weekly on Monday if finished and signed off. The new book will be sent home on Tuesday/Wednesday.



Life Long Learning

At St John Vianney, we promote a love of learning and encourage children to be 'Life Long Learners'. We want children to apply their learning to all areas of their life, to equip them to deal with a range of situations. This includes: academic learning, emotional learning (i.e. tolerance and resilience) and life skills. Our aim is for all children to become well rounded adults, who never stop wanting to learn.



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Life Long Learner

I am a Life Long Learner

I make progress

I learn new skills

I gain new knowledge

I remember these skills and knowledge

I use them in everything I do

I can reach my true potential

I am a Life Long Learner



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**In everything you do today,
ask yourself the question:**

**Am I a
LEARNER?**

Life Long Learner

Link Back

Explain Why

Ask Questions

Resilience

New skills and knowledge

Extend

Reflect and remember



High Expectations so that everyone can reach their true potential

Standards are high and a certain expectation is required – from writing 1 digit in each box in a Mathematics book to writing on the line with the long date for all pieces of work. Underlining titles and dates using a ruler is new for the children so practice at home would be beneficial!

Positive behaviour is promoted through house points. The gospel values are referred to and encouraged daily. Boundaries are established and respected to ensure our classroom remains a safe and welcoming learning environment.



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Our new Behaviour and Rewards System

We continue to emphasis and promote positive behaviour, rewarding those pupils who consistently behave appropriately and track those pupils who find it harder to meet our expectations of behaviour in school.

Last year, we revised our whole-school House Points system. Every child is part of a House Group (there are six houses in total) and children are awarded house points for following our school rules. Every Friday, the house points for each house are added together and the house with the most house points is praised during our Golden Book Assembly. We know that these systems continue to enhance the behavior and reward systems already in place here at St. John Vianney school.



Ready, Respectful, Safe.

Our new behaviour system follows the mantra of
'Ready, Respectful and Safe'.

The children's actions in school should always reflect
these three core values that underpin our policy.





Questions

If you have any further questions arising from this PowerPoint, please contact us at office@stjohnvianneynewcastle.org and we will be more than happy to help.

Thank You.