



Year 4 & Year 5 Curriculum Evening

Year 4 Team

- ▶ Miss Avery – Hawking 4
- ▶ Mr Hilditch – Newton 4
- ▶ Mr Mitchell – Sharman 4

Year 5 Team

- ▶ Mr Martindale – Holst 5
- ▶ Mrs Sandford – Lynn 5
- ▶ Mrs O'Boyle – Webber 5



Valley Primary School
Brilliant Behaviour



We are always
READY – RESPECTFUL- SAFE

READY for anything
RESPECTFUL to everyone
SAFE at all times

Our Values

RESPONSIBILITY



COLLABORATION



RESPECT



HONESTY



KINDNESS



COURAGE



Our Vision

ASPIRE for excellence...
ENJOY learning...
ACHIEVE success...
CHALLENGE yourself further!

Expectations for Excellence

Wonderful Walking
Super Smart Uniform
Silent STOP!
Marvellous Manners
3B4T

Rewards for Success

House points
The Zone board
Golden Tickets
House Party
Valley Stars

How will you show our vision and values today?
#brilliantbehaviour

Encouraging Brilliant Behaviour

VALLEY'S VISION

GROWING AND LEARNING TOGETHER TO BE
THE BEST WE CAN BE!

We always...

- ▶ ASPIRE for excellence
- ▶ ENJOY learning
- ▶ ACHIEVE success
- ▶ CHALLENGE ourselves further.



	RESPONSIBILITY	COLLABORATION	RESPECT	HONESTY	KINDNESS	COURAGE
	We are responsible, independent learners and young people. We understand what it means to be responsible and work well with others. We thrive on responsibility whilst learning from others and reflecting on situations to enable us to develop our responsibilities further.	We work and play together individually, as a pair or as a group. We respect one another and share our opinions, skills, knowledge and talents. We show responsibility for our future and the wider community sharing our opinions.	We show respect and tolerance for everyone in our community. We respect ourselves and others alike, taking care of friends, family, our community and the environment. We value what others say and do and we enjoy learning about different beliefs and cultures.	We understand that honest thoughts, words and actions are important. We always try to be honest but kind in everything that we do. We take responsibility for any mistakes that we make. We develop positive relationships within school and the community.	We show kindness to others and expect others to be kind to us. We show kindness in our thoughts, words and actions. We take steps to stop any actions which may lead to bullying.	We show courage as we learn and grow to be the best we can be. We never give up and see our mistakes as special opportunities to learn something new. We are future leaders. We face challenges, share and listen to different opinions, offer help and always set a good example to others.
Nurs	Can I look after my own things?	Do I share toys nicely with my friends?	Do I look after my classroom and school?	Do I know what it means to tell the truth?	Can I help another child to do something?	Can I talk in front of other children?
Rec	Can I dress myself?	Can I learn and play nicely with others?	Can I look after the things I use?	Can I tell my teacher if I do the wrong thing?	Can I be a good friend?	Can I lead games for my friends?
1	What can I do when I get stuck?	Can I work with my talk partner?	What can I learn from my friends?	Can I show kindness whilst being honest?	Can I help people who are hurt or have a disability?	Can I share my own ideas to improve our school?
2	What are my next steps with my learning?	Can I solve challenges and investigations in a group?	How can I learn more about different religions?	Can I use my mistakes to further develop myself?	Can I stop any actions which might lead to bullying?	Can I help younger children to know what is expected of them?
3	Can I set targets for myself?		How is the culture similar and different in other parts of the world?	Can I give honest opinions about disabilities and differences?	Can I find something good in everyone?	Can I tell my peers if they are acting wrongly?
4	What can I do to help others at school and at home?	Can I use technology to help me reach out to others?	What ways can I think of to support and use British Values in my life?	Do I have the skills to identify what is going wrong and solve this?	Can I share with others less fortunate than myself?	Can I lead by example and challenge friends who don't use good manners?
5	Can I reflect on and use my learning in our local community?	Do I know when to talk and when to listen?	Can I negotiate a way forward whilst respecting differences?	Can I stand up for what I believe is right?	Can I treat everyone as my equal?	Can I help others to take safe risks?
6	Can I be a pupil leader helping younger children to be the best possible?	Can I have constructive disagreements and negotiate ways forward?	Can I empathise with people in other situations?	Can I challenge dishonesty and empower others to do the right thing?	Can I empower others to achieve their goals?	Can I actively demonstrate my beliefs and principles?

Valley Values

	MENTAL HEALTH MANAGEMENT SKILLS	PHYSICAL HEALTH MANAGEMENT SKILLS	TIME MANAGEMENT SKILLS	DECISION MAKING SKILLS	HOME MANAGEMENT SKILLS	INTERPERSONAL SKILLS
	We have feelings and thoughts about ourselves and the world around us. These can affect how we cope with life's challenges and stresses.	We promote growth in confidence and awareness of control. This supports communication and language using large and small movements and gestures to convey messages to others.	We show good time management. This process helps us organise and plan how to divide our time between specific activities. Good time management enables us to work smarter – not harder – so that we get more done in less time.	We promote effective decision making. This involves choosing between possible solutions to a problem. Decisions can be made through either an intuitive or reasoned process or a combination.	We promote good home management skills. This affects how we manage challenges and activities at home.	We think of the behaviours and tactics we use to interact with others effectively. This involves choosing good behaviour when interacting with others.
Nurs	Can I tell people if I am feeling sad, happy, angry, glad or excited?	Can I wash my hands and dry them?	Can I focus on one activity until it is finished?	Can I choose between two options?	Can I put my dirty washing in the washing basket?	Can I share when I am taking turns with my friends?
Rec	Can I say what I am good at?	Can I pick up my rubbish and put it in the bin?	Do I know who to ask for help if I am stuck on a task?	Do I know how to make a decision?	Can I tidy my room?	Can I be a good friend?
1	Do I know who to go to if I need help?	Can I eat 5 portions of fruit and vegetables per day?	Can I say how I am organised?	Do I know who to go to in school or at home to help me with my decision?	Can I share my toys with a person at home?	Can I work as part of a team?
2	Can I say what I am most proud of?	Do I know what a balanced diet is?	Can I be good with my time management?	Do I ask a friend if I am stuck?	Do I know how I can help my parents at home?	Do I know the behaviour I should show in class?
3	Can I say what I enjoy most about being in the classroom?	Do I help myself to relax?	Do I know how to improve my time management?	Can I use my mistakes to further develop my decisions?	Can I recycle things which I have finished with at home?	Do I understand the kind gestures I can use to everyone?
4	Can I say what I am good at and justify it?	Can I say why exercising is important?	Do I know the different types of equipment I can use to keep track of time?	Do I have the skills to identify what is going wrong and solve this?	Can I set home targets?	Do I understand why good manners are so important?
5	Do I know why it is important to be a good role model and friend?	Can I have a balanced diet?	Can I give an example of when I show good time management?	Do I choose the easiest choice or the quickest choice? Why?	Do I know how I can be a good role model at home?	Can I help others to behave better?
6	Can I be a positive role model and friend?	Do I know why it is imperative to wash and dry my hands?	Do I understand why good time management is important?	Can I describe a time when I made a great decision fast?	Can I justify which skills are important and why?	Can I challenge myself at school?

Valley Life Skills

We are powerful learners...



Resilient Robbie



Resourceful Rosie



Reflective Rick



Reciprocal Ruth

A Typical Day in Year 4 & Year 5

8.40 - Arrival and Activate

8.50 - Register

8.55 – Assembly/Multiplication Activities

9.25 – Reading

9.45 - English

10.45 - Playtime

10.55 – Maths

12.15 – ECaR (Every child a reader)

12.30 – Lunch

1.15 – Register and read aloud

1.25 – Afternoon foundation subject lessons -
Geography, History, Science, PE, PSHE, Computing,
Art, Music, French.

3.30 – Outside for home time

A Typical Day in Year 4 & Year 5

On a Friday, the children finish at 2pm.
Some children will attend enrichment clubs in school.

Those children going home are encouraged to access the brain booster and curious challenge each week.

These can be found on the school website under Children and then Feel-Good Friday or on the Year Group Page under Life Skills Activities.

Please feel free to send in pictures of your children completing these activities to the class email address or send any related notes or artistic creations to school on a Wednesday. We would love to see the fabulous things the children do and share in phase assembly.

English in Year 4

Each English lesson begins with the children having the opportunity to respond to any next steps and improve a sentence through upleveling work.

Power of Reading

We have six power of reading books we will study this year:

- Iron Man
- The Wild Robot
- The Lion, the Unicorn and other Hairy Tales
- Arthur and the Golden Rope
- Bluest of Blues
- Varjak Paw

English in Year 4

Key Skills - Writing

We teach our English through these texts and the key skills for year 4 are:

- Expanded noun phrases
- Writing in different tenses
- Using speech punctuation
- Apostrophes for plurals and possession
- Subordinate clauses

Key Skills – Reading

These are taught daily through our Power of Reading sessions.

These cover how:

- To discuss and compare books from a variety of genres.
- To understand how language, text structure and presentation affect meaning.
- To infer a character's thought and feelings.

English in Year 5

Each English lesson begins with the children having the opportunity to respond to any next steps and improve a sentence through up-leveiling work.

Power of Reading

- Cosmic
- Skellig
- The Journey
- Boy in the Girl's Bathroom
- Rooftoppers
- Tom's Midnight Garden

English Skills

Children read a section of the book and have time to discuss their understanding, answering questions based on prediction, vocabulary, inference, retrieval and summarising.

English in Year 5

The children will write for a range of purposes this year including:

- Instructions
- Newspaper reports
- Formal and Informal Letters
- Non-chronological reports
- Persuasion
- Diary entries
- Adventure and Mystery narratives

Writing skills

Year 5 skills include:

- Correctly punctuated multi-clause sentences
- Relative clauses with correct relative pronouns
- Using varied, correctly punctuated sentence openers
- Using correct punctuation for direct speech
- Punctuation for parenthesis (, - - :)
- Experimenting with a range of adverbs

Spellings

Children will bring home spelling lists that include words to learn for weekly Friday assessments and half termly Wizard words.

Weekly spellings

- Spellings linked to a spelling rule.
- Lists will include up to 10 words and the children will be assessed on 5 of them on a Friday through dictated sentences so that teachers can assess if the children are applying new spellings or need further practise.
- Children will not be given a score at the end of the test but will move up the zone board if they get them all correct.

Wizard words

- These are the common exception words for each year group.
- Divided into half terms.
- The words will be talked about and used in school across the half term and should be learnt at home across the half term.
- All words will be tested at the end of each half term.



Spelling Sheet

		Year 4 Spellings Autumn 1 Group A					Spectacular Spelling involves learning both key spelling rules and key common exception words. Practising these and applying them in a variety of contexts helps you to develop your vocabulary skills, accuracy and confidence.	
The expectation is that you will learn your weekly spelling rule, practising both reading and spelling it, alongside practising your Wizard Words which are the focus common exception words for this term. In school teachers will focus on these spelling rules for that particular week. On a Friday we will allow you the opportunity to apply 5 of these new spellings to dictated sentences. At the end of each half term, we will assess your progress in learning your Wizard Words.								
Test date: 12.9.25	Test date: 19.9.25	Test date: 26.9.25	Test date: 3.10.25	Test date: 10.10.25	Test date: 17.10.25	Test Date 24.10.25		
SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:		
Suffix – ‘ous’ (1)	Suffix – ‘ous’ (2)	Words with the ‘k’ sound spelt ch (1)	Words with the ‘k’ sound spelt ch (2)	Words with the ‘sh’ sound spelt ch	Review Week	Wizard Words		
PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:		
enorm <u>ous</u>	jeal <u>ous</u>	<u>sch</u> ool	arch <u>it</u> ect	broch <u>ure</u>	This week is a 'Review week'. Children will be tested on a variety of spellings from the previous weeks for this half term.	interest		
danger <u>ous</u>	poison <u>ous</u>	monarch <u>h</u>	tech <u>n</u> ical	<u>ch</u> ampagne		believe		
seri <u>ous</u>	curi <u>ous</u>	anch <u>or</u>	sched <u>u</u> le	mach <u>ine</u>		peculiar		
gener <u>ous</u>	mysteri <u>ous</u>	<u>ch</u> oir	tech <u>n</u> ology	<u>ch</u> ef		reign		
fabul <u>ous</u>	hazard <u>ous</u>	<u>ech</u> o	<u>ch</u> emical	avalanch <u>e</u>		natural		
furi <u>ous</u>	religi <u>ous</u>	<u>ch</u> orus	orch <u>i</u> d	brioch <u>e</u>		imagine		
nerv <u>ous</u>	anxi <u>ous</u>	<u>ch</u> aos	ach <u>e</u>	quich <u>e</u>		ordinary		
previ <u>ous</u>	obvi <u>ous</u>	<u>ch</u> aracter	schem <u>e</u>	parach <u>u</u> te		perhaps		
vari <u>ous</u>	monstr <u>ous</u>	<u>ch</u> emist	<u>sch</u> olar	<u>ch</u> alet		describe		
fam <u>ous</u>	mysteri <u>ous</u>	stomach <u>h</u>	mech <u>an</u> ic	sach <u>e</u> t	breathe			
WIZARD WORDS THIS HALF TERM:		interest, believe, peculiar, reign, natural, imagine, ordinary, perhaps, describe, breathe						



Year 5 Spellings

Autumn 1

Group A

Spectacular Spelling involves learning both key spelling rules and key common exception words.

Practising these and applying them in a variety of contexts helps you to develop your vocabulary skills, accuracy and confidence.

The expectation is that you will learn your weekly spelling rule, practising both reading and spelling it, alongside practising your Wizard Words which are the focus common exception words for this term.

In school teachers will focus on these spelling rules for that particular week.

On a Friday we will allow you the opportunity to apply 5 of these new spellings to dictated sentences. At the end of each half term, we will assess your progress in learning your Wizard Words.

Test date: 12.9.25	Test date: 19.9.25	Test date: 26.9.25	Test date: 3.10.25	Test date: 10.10.25	Test date: 17.10.25	Test Date 24.10.25
SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:	SPELLING FOCUS:
Words endings in -cious	Words endings in -tious	Words endings in -cial	Words endings in -ant	Adverbials of time	Review Week	Wizard Words
PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:	PRACTICE WORDS:
precious	fictitious	special	significant	immediately	This week is a 'Review week'. Children will be tested on a variety of spellings from the previous weeks for this half term.	excellent
delicious	ambitious	beneficial	immigrant	afterwards		explanation
suspicious	infectious	crucial	restaurant	tomorrow		available
gracious	nutritious	superficial	fragrant	eventually		especially
ferocious	cautious	official	important	January		determined
spacious	scrumptious	artificial	inhabitant	Tuesday		develop
luscious	pretentious	glacial	reluctant	already		awkward
vivacious	superstitious	financial	triumphant	morning		perhaps
malicious	surreptitious	facial	elegant	while		describe
unconscious	repetitious	commercial	deodorant	Wednesday		breathe

WIZARD WORDS THIS HALF TERM:



determined develop excellent explanation available especially
awkward desperate

Maths

We follow the White Rose Maths scheme and use this to teach the main areas:

- Place Value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Decimals
- Measure - perimeter, area, money and time
- Geometry – shape, position and direction

Maths

Key Skills

- All Maths lessons start with opportunities for retrieval practice
- These sessions focus on the areas of place value, addition and subtraction, multiplication and division and shape.
- Maths skills sessions are also planned into the day. These include:
 - Counting and recognising numbers
 - Mental addition and subtraction
 - Formal written addition and subtraction skills
 - Multiplication facts for all times tables
 - Multiplication and division formal written methods
 - Recognising shapes and angles
- They are designed to enable children to practise skills from the previous and current year and to build children's confidence in applying the skills taught in lessons.
- Each week they have a KIRF session, which supplements the practice they are doing at home and enables them to develop the skill further.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living Things and their Habitats	Electricity	States of Matter	Animals, including humans (Digestion)		Sound

Children will take part in practical investigations to gain a deeper understanding of concepts.

Science Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Properties of Materials	Forces	Earth & Space	Living Things		Animals including Humans (how we grow)

Children will take part in practical investigations to gain a deeper understanding of concepts.

Science in Year 5

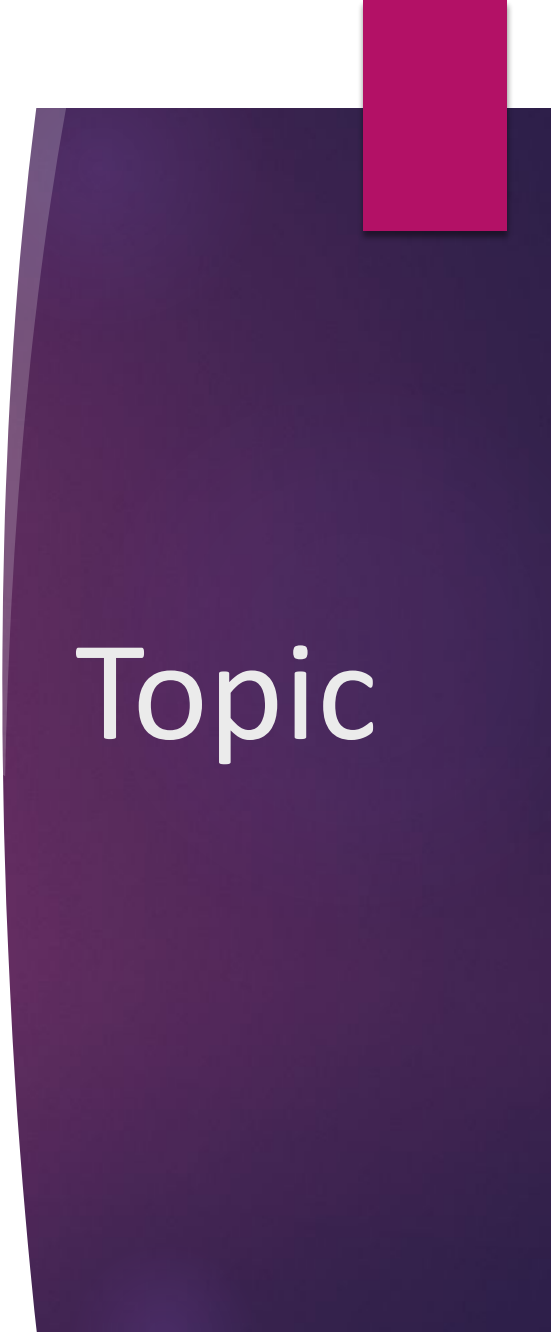
Gem Groups

- The majority of Foundation subjects (apart from MfL) are taught in Gems groups with mixed Year 4 and 5 classes
- These are taught on a Tuesday, Wednesday and Thursday afternoons
- Guitars and swimming are also taught in Gems Groups in rotation across the year.

At the beginning of each new unit the children will take part in an ENGAGE event to immerse them in their new learning and excite them.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Viking Invaders	Ground breaking Greeks	Urban Influence	Keep the home fires burning		On top of the world

At the end of each unit the children will take part in an EXPRESS activity where they will be given the opportunity to share their learning in a variety of ways.



Topic

Other Curriculum Opportunities

- PE – in PE children will study gymnastics, dance, cricket, tag rugby, athletics, hockey, swimming and outdoor and adventurous activities which includes team building exercises.
- The children will also complete a unit on ball skills which will build on skills from previous years and also work on fundamental skills such as balancing and coordination.
- The children have 2 PE lessons a week – During the year, one of these lessons will be swimming.
- Please ensure that any earrings are covered or removed on PE days.
- Please ensure that your child comes to school in their PE kit – plain black trainers, black bottoms (jogging bottoms or appropriate shorts depending on the weather), purple PE top and purple fleece.
- Pumps will be kept in school in a drawstring bag to change into for indoor sessions. Please name all items.

Other Curriculum Opportunities

- RE: The children will learn about Christianity and Sikhism.
- PSHE: We use the jigsaw scheme to help us teach the children about responsibility, hopes and dreams, making healthy choices, getting on and falling out and growing-up.

Other Curriculum Opportunities

- Computing – In computing, the children will have the opportunity to study coding, online safety, Google slides, databases, concept maps and 3D modelling.
- Music – We use the Charanga scheme of work. The children will have the opportunity to study classic rock music, pop music and hip hop. Children will have the opportunity to play the guitar during their time in Year 5.
- MFL – French: In French, the children will learn basic language skills.
- The topics in Year 4 relate to weather, holidays and leisure and describing where you live and in Year 5 relate to Ourselves, School Life and Home and Family
- We will also provide opportunities to develop eco-awareness and outdoor skills throughout the curriculum.

This Year's Assessments

In year 4, the children must complete the Multiplication Tables Check.

- The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June).
- The purpose of the MTC is to make sure the times tables knowledge is at the expected level.
- The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question you have 6 seconds to answer and in between the questions there is a 3 second rest.
- Questions about the 6, 7, 8, 9, and 12 times tables appear often. The questions are generated randomly based on the rules of the MTC.
- A good way to prepare is to start early and build a regular routine practising the times tables. This can be done using times tables rock stars 'Soundcheck' game and other games.

English Homework

Reading— it is crucial your child reads most nights. This can just be a small amount but will really help them develop their skills and widen their vocabulary and understanding.

It is very helpful if you can ask them to discuss their reading or ask them specific questions about what they have read.

Stickers are given at the end of every double page completed in their reading diaries alongside a house point. This year, we are continuing to give extra house points for every multiple of 10 books read. E.g 10 books = 10 house points, 20 books = 20 house points, 30 books = 30 house points etc. This should be recorded on the inside covers of the reading diaries.

WE EXPECT EVERY CHILD TO READ AT LEAST 3 TIMES PER WEEK FOR A MINIMUM OF 10 MINUTES EACH TIME AND FOR THIS TO BE NOTED IN THEIR READING DIARIES BY AN ADULT.

English Homework

2) Spellings - it is vital your child practises these to help them develop their vocabulary skills, accuracy and confidence when writing/decoding. Each week, they will focus on a spelling rule and have a list of words which use that rule to help them practise. Children will be given dictated sentences to apply a selection of these on a Friday and will be rewarded for learning the key rule with house points and the chance to move up the zone board if they get them all correct. Alongside this, they will have Wizard Words which are common exception words they should practise throughout the term ready for their Wizard Word Activity to test these at the end of term.

WE EXPECT EVERY CHILD TO PRACTISE
IN DIFFERENT WAYS AT LEAST 3 TIMES PER WEEK
FOR A MINIMUM OF 5 MINUTES EACH TIME.

Maths Homework

3) Times Table Rock Stars– An optional activity will be set for the children to complete in order to practice their times tables. Children will be moved up the zone board for doing this and be celebrated in assembly on a Friday.

4) KIRFs – Key Instant Recall Facts.

Each half term, we choose a different focus and ask you to help us to encourage your child to learn their key instant recall facts. We will be testing the children every Friday through 5 questions to ascertain how the children are progressing with their learning. We use the 6 second rule set by the government for the Times Tables Test to define whether recall is instant, so please do encourage your child to answer quickly.

Again, we will be moving children up the zone board if they get all questions correct.

WE ASK EVERY CHILD TO SPEND 3 x 10 MINUTES EACH WEEK ON THEIR KIRF AT REGULAR PLUS COMPLETE ONE OF THE CHALLENGES FROM THE KIRF SHEET.

Wider Curriculum Homework

1. Topic Home Learning – A choice of suggested cross curricular tasks will be sent home at the beginning of each topic. Please encourage your child to complete as many tasks as possible. We encourage all children to bring in their work for their class to celebrate on a *Wednesday*. Each piece of completed work will be rewarded with house points and may be shown in *Phase* assembly.
2. Class teachers will decide if a piece of work is worth a merit or a distinction. For a merit, 5 house points will be awarded and for a distinction 10 house points will be awarded.

Wider Curriculum Homework

2) Life Skills Activities – A focus Life Skill will be set each half term and your child is encouraged to try and demonstrate the skill during the half term. We encourage children to bring in evidence of this for their class to celebrate and each half term, a child will be chosen as life skill champion and receive a gold star badge.

3) Curious Challenges and Brain Boosters – As part of our Feel-Good Friday, a suggested Curious Challenge and Brain Booster are set each week for your child to choose to complete at home. You can encourage your child to complete these tasks during our early Friday finish or during the weekend and bring photographs or artistic creations/ notes from these into school on a Wednesday to show in Phase Assembly.

Further Information

- Please ensure that all items from home are named so they can be returned should your child misplace them.
- Reading books should be in school every day. Books will be changed once an adult has signed the reading diary and the child has answered a question about their reading to demonstrate their understanding.
- Please ensure your child has their water bottle in school every day with water in. They may bring in a separate drink for lunchtimes.
- Should you have any queries or need to speak to your child's teacher, please email using the class email address or ring the school office and request for a telephone call home. You can also contact the parent liaison lead should you prefer or have any whole school concerns or feedback.



Thank you for taking the time to come to our Curriculum Evening Presentation. We hope you found it useful.

Does anyone have any questions?