THE DEAN TRUST
Park View Academy

Park View Academy, Park View,
Huyton, Liverpool, L36 2LL

Transition Booklet

Information for Parents/Carers

Moving to Year 4

Meet the Staff…

Miss Lunt
Teacher

TBC
Teacher

Mrs Quayle
Teaching Assistant

Transition Planning

At Park View Academy, we pride ourselves on delivering a fun and balanced curriculum for all our pupils that develops their skills and confidence in preparation for the transition in to each year group.

A smooth transition between the year groups is extremely important to us and we will do everything we can to ensure that your child feels happy and settled, ready to start the new term with their friends in their new class.

Below are some of the activities that your child will take part in during their transition to their new class.

Activities	Details
Orientation	Welcome/introduction to the staff, classroom layout, equipment, playground etc. Class timetable.
Class Charter & School Behaviour System	PSHE and behaviour theme. Park view promises shared and discussed. Children sign and date.
A Letter To My Teacher	Children write a letter to their teacher introducing themselves and their interests, strengths and what they'd like to improve.
Aspirations	The children set themselves challenges and targets for the year ahead.
PSHE Activity	Children discuss any worries and concerns about the year ahead. Help each other resolve them. Decide how they will deal with them in the coming year.

Allocation of Teaching Time

The Teaching Week

Subject	Time per week	No of Periods
English	8 hrs 15minutes	11
Maths	4 hrs 30 minutes	6
Science	1hr 30 minutes	2
Spanish	45 minutes	1
PHSE/SMSC	45 minutes	1
ICT	45 minutes	1
D&T	45 minutes	1
History	45 minutes	1
Geography	45 minutes	1
Art	45 minutes	1
Music	45 minutes	1
PE	2 hours	2 (including basic skills)
RE	45 minutes	1
TOTAL	**25 hours**	**30**

English covers Writing, Whole-Class Reading, Grammar and Spelling lessons as well as phonics for Year 1.

Basic Skills covers all aspects of the curriculum and is the first 15 minutes of the day.

The Children also have 1 and half hours a week of 'Love of Reading' time in which they will listen to an adult read a high-quality text every day.

The School Week

Mr Morland – Year 6

START: Teachers to be in classrooms for 8.40am	YR GROUP	Basic Skills 8.40-9.00	Period 1		Period 2	Break 10.35-10.50	Period 3 10.50-11.35	Period 4 11.35-12.20	Lunch KS2 12.20-1.20	For the Love of Reading	Period 5 1.40-2.25	Period 6 2.25-3.00/ 3:10	B.Skills - 3.00 – 3:10
			Core English										
			9.00-9.20	9.20-09.50	9.50-10.35								
Monday	6		SPAG	WCR	English		Maths			LOR		Assembly	Homework
Tuesday	6		SPAG	WCR	English		Maths			LOR			
Wednesday	6		SPAG	WCR	English		Maths			LOR			
Thursday	6		SPAG	WCR	English		Maths			LOR			
Friday	6	PSHE	SPAG	Library	English		Ext Write / group work	Maths		LOR		Assembly	AfL

Y4 Curriculum - Autumn

Below you will see the objectives for the Autumn term for Year 4. However, due to COVID-19 and the partial closing of schools, this is subject to change as we plan what will be best for the children when school re-opens.

The Dean Trust
Partington Central Academy

Year 4 Autumn

English

Writing

I can use further prefixes and suffixes and understand how to add them (English Appendix 1).
I can use the first two or three letters of a word to check its spelling in a dictionary.
I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
I can in narratives, create settings, characters and plot
In non-narrative material, using simple organisational devices [for example, headings and sub-headings]
I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
I can use and punctuate direct speech.
I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Reading

I can use dictionaries to check the meaning of words.
I can retrieve and record information from non-fiction.
I can predict what might happen from details shared and implied.
I can identify themes and conventions in a wide range of books.
I can draw inferences such as feelings and thoughts from a text.
I can ask questions to improve my understanding of a text. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similiar looking words.

Speaking and Listening

I can hold attention of people I am speaking to by adapting the way I talk.

I take a full part in paired and group discussions.

I can retell a story using narrative language and add relevant detail.
I show that I understand the main point and the details in a discussion.
I can justify an answer by giving evidence.
Spelling:

Maths

I can recall all multiplication facts to 12 x 12.
I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.
I can count backwards through zero to include negative numbers.
I can compare numbers with the same number of decimal places up to 2-decimal places.
I can recognise and write decimal equivalents of any number of tenths or hundredths.
I can add or subtract numbers with up to 4 digits using formal written methods of columnar addition and subtraction.
I can divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths.

I can multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.
I can solve two-step addition and subtraction problems in context.
I can solve problems involving multiplication and addition, including using the distributive law to multiply two-digit number by one digit, integer scaling problems and correspondence problems such a n objects are connected to m objects.
I can count in multiples of 6, 7, 9, 25 and 100.
I can find 1000 more or less than a given number.
I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).
I can order and compare numbers beyond 1000.
I can identify, represent and estimate numbers using different representations.
I can solve number and practical problems that involve ordering, comparing, rounding and estimating and with increasingly large positive numbers.
I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
I can estimate and use inverse operations to check answers to a calculation.
I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Spelling

I know endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian
I know words with the /k/ sound spelt ch (Greek in origin)
I understand the spelling ch (mostly French in origin)
I can use the suffixes –ment, –ness, –ful and –less

Vikings

Art

I can show facial expressions and body language in sketches and paintings.

I can sculpt clay and other mouldable materials.

I can experiment with the styles used by other artists.

Music

I can sing songs from memory with accurate pitch.

I can use notation to record and interpret sequences of pitches.

I can begin to identify the style of different musical periods.

Design Technology

I can evaluate and suggest improvements for my designs.

I can evaluate products for both their purpose and appearance.

History

I can recognise that the lives of wealthy people were very different from those of poor people
I can appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education
I can independently, or as part of a group, present an aspect I have researched about a given period
I can appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period
I can appreciate that wars start for specific reasons and can last for a very long time
I can give more than one reason to support an historical argument
I can communicate knowledge and understanding orally and in writing and offer points of view based upon what I have found out

Geography

I can label the same features on an aerial photograph as on a map.
I can use appropriate symbols to represent different physical features on a map.
I can locate the world's countries using a map with a focus on Europe (inc Russia), North and South America.
I can explain the difference between the British Isles, Great Britain and the United Kingdom.
I can locate and name some of the main islands that surround the UK.
I can name the two largest seas around Europe.
I can name a number of countries in the northern hemisphere.
I can name and locate the capital cities of neighbouring European countries.

Year 4 Autumn

Year 4 Autumn Foundation Subjects and Science

Computing

To understand how children can protect themselves from online identity theft.
Understand that information put online leaves a digital footprint or trail and that this can aid identity theft.
To Identify the risks and benefits of installing software including apps.
To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.
To identify appropriate behaviour when participating or contributing to collaborative online projects for learning.
To select an appropriate website from search results and begin to consider if the content is reliable
To identify the positive and negative influences of technology on health and the environment. To understand the importance of balancing game and screen time with other parts of their lives.
Children can create code that conforms to their design.
Children can create an 'If/else' statement.
Children understand what a variable is in programming.
Children can set/change the variable values appropriately. Children can interpret a flowchart that depicts an if/else flowchart
Children can show how a character repeats an action and explain how they caused it to do so.
Children can make a character respond to user keyboard input
Children can explain what a variable is when used in programming.
Children can create a timer that prints a new number to the screen every second.
Children can explain how they made their program change the number every second
Children can create an algorithm modelling the sequence of a simple event. Children can manipulate graphics in the design view to achieve the desired look for the program.
Children can use an algorithm when making a simulation of an event on the computer.
Children can make good attempts to break down their aims for a coding task into smaller achievable steps.
Children recognise the need to start coding at a basic level of abstraction to remove superfluous details from their program that do not contribute to the aim of the task
Using the formula wizard in the advanced mode to add formulae and explore formatting cells
To use the Timer and spin button
Children can use a series of data in a spreadsheet to create a line graph.
Children can make practical use of a spreadsheet to help them plan actions
To explore Place Value with a spreadsheet

Science

I can ask relevant scientific questions.
I can set up a test to compare two or more things.
I can gather, record, classify and present data in different ways to answer scientific questions.
I can identify differences, similarities and changes related to an enquiry.
I can use scientific evidence to support my findings.
I can identify and name the parts of the human digestive system.
I can describe the functions of the organs in the human digestive system.
I can identify and describe the different types of teeth in humans.
I can describe the functions of different human teeth.
I can make a prediction with a reason.
I can group materials based on their state of matter (solid, liquid, gas).
I can describe how some materials can change state.
I can compare the rate of evaporation with temperature.
I can explore how materials change state.
I can measure the temperature at which materials change state.
I can describe the water cycle.
I can explain the part played by evaporation and condensation in the water cycle.
I can use scientific evidence to answer questions.
I can use observations and knowledge to answer scientific questions.

PE

I can swim competently, confidently and proficiently over a distance of at least 25 metres
I can use a range of strokes effectively
I can perform safe self-rescue in different water-based situations

RE

I can start to show an understanding of why people think it is difficult to be happy all the time.
I can tell you some of the things Siddhartha did to try to be happy and explain why I think they didn't work for him.
I can begin to show an understanding of what being happy means to Buddhists.
I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.
I can describe one thing a Christian might learn about Jesus from a Christmas symbol.
I can ask questions about what Christmas means to Christians and compare this with what it means to me.

MFL

I can name and describe people.
I can name and describe a place.
I can name and describe an object.
I can have a short conversation saying 3-4 things.

Developing a Love of Reading

Key Stage 2

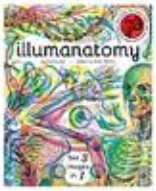
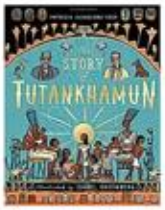
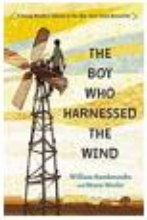
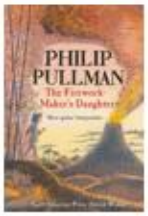
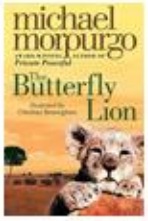
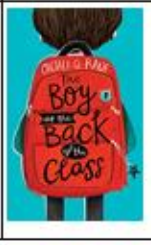
Every Day (25-30mins)

At Park View Academy we have adopted a whole-class reading approach in which all children access the same high-quality text and answer questions based on the reading domains that need to be taught in Key Stages 1 and 2. Questions are challenging and are all based on the paragraph or section of the book that has just been read. Alongside each book, the children will review the main theme and characters and will revisit the key concepts at regular intervals so as to keep all information and vocabulary at the forefront of their learning.

Each class is allocated a designated library time each week so they can choose from a wide and varied selection of fiction and non-fiction books during that time. Teachers also listen to children read at least once a week as well as read aloud to their class daily in the 'Love of Reading' time just after lunchtime.

Each child will also receive an appropriate reading-age book to take home and must read – at minimum – 3 times a week and have it signed by an adult.

Below you will find the 12 texts we will be reading throughout the year. There is a mixture of genres and authors that will give your child a breadth of experience throughout the year.

Year 4 Reading Scheme	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole-Class Reading Text Links to History, Science or other area in the curriculum Links to non-fiction reading in W.C.R time May inform Writing						
Love of Reading Text 15-20 minute a day Possible links to subject areas May inform Writing						

Maths in Park View Academy

At Park View Academy we follow the White Rose Maths Schemes of Learning. Through our mathematics lessons it is our aim to develop:

- Enjoyment and enthusiasm for mathematics
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, by applying their skills to a variety of routine and non-routine problems.
- To reason, to think logically and to work systematically and accurately.
- An ability to reason mathematically and explain relationships using mathematical language.
- An understanding of mathematics through a process of enquiry and experiment.
- Initiative and an ability to work both independently and in cooperation with others.

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Individual, group and whole class discussions and activities
- A range of methods of calculating e.g. mental, pencil and paper and using a calculator
- Working with computers as a mathematical tool
- Using a wide range of support resources e.g. Numicon, number squares, digit cards and number lines
- Using and applying their learning in everyday situations

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number: Place Value				Number: Addition and Subtraction			Measurement: Length and Perimeter		Number: Multiplication and Division		
Spring	Number: Multiplication and Division			Measurement: Area	Number: Fractions				Number: Decimals			Consolidation
Summer	Number: Decimals		Measurement: Money		Measurement: Time		Statistics	Geometry: Properties of Shape		Geometry: Position and Direction		Consolidation

The consolidation week is focused on the teacher's judgement of what needs further investigations into the children's learning. Maths is also a key focus of the basic skills sessions that the children have every day to revisit topics.

Transition Timetable

The transition for children between year groups is vital so they are prepared and ready for the next stages in their learning. Staff work collaboratively so every detail is known about the children in their class so they can start work immediately. This year it is going to be even more paramount as children will not have the time in school to see their new class and new teacher.

For your information, staff will have socially distanced meetings so discussions about all children in their new class will be in detail and in-depth. Discussions about your child's attainment and gaps in their learning that need addressing.

Below is an example of the sheets filled in by staff so as much information is known about all children as possible.

The Diocese Trust
Believe Achieve Succeed

Transition Planning 2020

Staff Present:

_____

Year Group: _____

Please go through your current register and complete the following information for each pupil. You should use **CPOMS, Sims and Otrack** as key sources of information. You should also use the **behaviour logs/golden books.**

Key Area	Child	Information
Special Educational Needs: What key SEND information do you need the next teacher to know? Are there any special arrangements they need to be aware of?		
• Pupils on the SEN register? What are their main needs? • Pupils with EHCPs? What are their main needs? • Pupils with an IEP?		
• What intervention groups / support do they have? • What programs have they undertaken? E.g. IDL, Blast etc.		
• Do they have any outside intervention? Or 1:1 support? • Pupils with a physical difficulty?		

Assessing Learning

Deeper learning is the delivery of rich core content to children in innovative ways that allows them to learn and then apply what they have learnt. At Park View Academy we enable deeper learning by:

- Mastering the content of lessons. This is done by linking work with prior knowledge, rooting work in real life problems and linking concepts by mapping facts.
- Thinking critically and solving complex problems.
- Working collaboratively.
- Communicating effectively.
- Encouraging pupils to initiate their own learning and reflect on their own progress and turn setbacks into opportunities for growth.
- Developing persistence and resilience.

DEEPER LEARNING – MAPPING ATTAINMENT

Emerging				Expected			Exceeding
A small group of children will be classified in this section				*The vast majority of children will be working in one of these inline bands whilst in a particular National curriculum Year of Study*			*A few children will be classified In this section as working above*
Below	WT1	WT2	WT3	IL	IL+	IL++	AE
(NAME)	(NAME)	(NAME)	(NAME)	(NAME)			
%	%	%	%	%			
%		%		%			

Assessment

Teachers formally assess children in the 2nd half of each term using the following assessment materials:

Autumn Term 2	Spring Term 2	Summer Term 2
NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6

Reports on pupil progress are shared with parents at the end of each term. These will give information about attendance, where your child is working at relating to curriculum expectations as well as homework, uniform, reading at home, behaviour, PE kit and engagement in lessons. There will also be a comment from the class teacher.

Autumn term Report

Name: _____ **Year:**

Attendance (03/09/2019-20/12/2019)	Number of Lates (03/09/2019-20/12/2019)
%	

Red = 94% below Orange = 95-96% Green = 97%+

	Autumn Term	Spring Term	Summer Term
Reading			
Writing			
Maths			

Red = Working below Orange = Working towards Green = At expected Purple = Greater Depth

	Autumn term	Spring term	Summer term
Homework			
Uniform			
Reading at home			
Behaviour			
PE kit			
Engagement in lessons			

Red = Unsatisfactory Orange = Satisfactory Green = Good

Comment from class teacher

Testing and Reporting

The children in Year 1 to Year 6 take part in Salford reading, comprehension and SWST (Single Word Spelling Test) assessments. The results from these tests provide staff with valuable information to plan for the needs of the class and individual children. These assessment tools allow staff to tailor the curriculum and develop interventions to support and challenge those children with low reading/spelling ages and low maths scores. It also allows staff to develop teaching strategies to challenge those children with high scores so they can continue to achieve a high standard.

Behaviour Policy at Park View Academy

At **Park View Academy** we aim to provide a school environment that is safe and stimulating for the children in our care. We aim to work with the whole school community to promote and encourage positive behaviour in and out of the classroom.

We have a Home School Agreement at **Park View Academy** and we ask each child, family and teacher to sign this agreement. **At Park View Academy** we recognise that the education of the children is a shared venture between the staff, parents and children themselves.

Our 'Good to Be Green' behaviour system provides an effective way to promote positive behaviour in the classroom. It allows for recognition for pupils who behave appropriately, while keeping track of pupils who find it harder to meet the school's behaviour code. It is a fair and consistent approach and ensures that pupils know the rules and behaviour expected in school regardless of what classroom they are in or who is teaching them. The school's expectations of staying on 'Green' is to celebrate positive learning behaviours. All Children begin the day on 'Green'. Class Dojo reinforces positive praise.

- Particularly good work effort
- Displaying good manners
- Displaying a good attitude towards others
- Staying on task

It is very important that praise and reward should have great emphasis. Children will achieve more, be better motivated and behave better, when staff commend and reward their successes rather than focus on their failure.

All children start the day on a Green Card. This shows they are following the Park View Values/Behaviour for Learning Promise and classroom charter. Class Dojos are awarded to children for positive reinforcement.

On the occasions children do not follow the school behaviour agreement, appropriate sanctions are put in place to assist the children to reflect on their behaviour and how they can improve their choices in the future.

Enrichment Opportunities

Throughout the year, children at Park View have the opportunity to take part in a wide range of enrichment clubs that count towards the Children's Challenge. A system that celebrates the extra effect children put into school.

Below is just some of the clubs that were open to children in the academic year 2019 – 2020. The clubs are seasonal and run for 6 to 10 weeks.

Football	Computing	Mindfulness
Fitness Club	Yoga Club	Film Club
Embroidery	Writing Club	Book Club
Maths Art	Drama	Judo (at a cost)
Choir	Cricket	Board Games

How can you help your child at home?

Reading

- Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education.
- Think of ways to make reading fun – you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.
- Schedule a regular time for reading – perhaps when you get home from school or just before bed.
- Look for books on topics that you know your child is interested in – maybe dragons, insects, cookery or a certain sport.
- Make sure that your children's books are easily accessible in different rooms around your house.

Maths

- Try to make maths as much fun as possible – games, puzzles and jigsaws are a great way to start.
- It is also important to show how we use maths skills in our everyday lives and to involve your child in this.
- Point out the different shapes to be found around your home.
- Take your child shopping and talk about the quantities of anything you buy.
- Let your child handle money and work out how much things cost.
- Look together for numbers on street signs and car registration plates.
- Play Times Tables Rockstars at least 5 times a week.

Tips for good Homework Habits:

- Find a quiet place at home to use as a homework area. It needs to have a flat surface, a good light source and the right equipment, e.g. pen, pencil, ruler, scissors, glue etc.
- Be aware of modern teaching methods, e.g., long division.
- Plan a homework timetable and agree on when your child will do their homework.
- Allow your child to have something nutritional to eat before starting on homework.
- Discuss any homework tasks with your child and how it connects with what they are studying at school.
- Turn off the TV – but you could have music on in the background if they find it helpful.
- Don't give your child the answer in order to get a task finished. Instead, explain how to look up information or find a word in the dictionary.
- Don't teach your child methods you used at school as this may confuse them.
- Don't let homework become a chore. Keep it fun and make it a special time that you both look forward to.

Home Reading

Reading at home should be done daily and is a critical part of a child's development. Please encourage your child to read a range of books so that they can apply the skills they have learnt in school. Parents can help by questioning the children on what they have read and should encourage their children to read both fiction and non-fiction in order to enhance their learning experience.

Other Useful information:

Extended Year 4 Reading List:

These books will assist your child in gaining a wider knowledge of our learning as well as being able to make comparisons between authors.

Book Title	Author
King of the Cloud Forests	Michael Morpurgo
Over and Under the Rainforest	Kate Messner
Running on the Roof of the World	Jess Butterworth
Viking Boy	Tony Bradman
So You Think You've Got It Bad: Ancient Egypt	Chae Strathie
Electrical Wizard	Rusch Elizabeth
The Lorax	Dr. Seuss
A Story Like The Wind	Gill Lewis
How Does The Food Chain Work?	Baby Professor
Overheard in a Tower Block	Joseph Coelho
Refugees	Brian Bilston
Malala: My Story of Standing up for Girls' Rights	Malala Yousafzai
El Deafo	Cece Bell
One Wave At A Time	Ashley Crowley & Holly Thompson
Stuart Little	E. B. White
The Miraculous Journey of Edward Tulane	Kate DiCamillo
The World's Greatest Space Cadet	James Carter
The Wind in the Willows	Kenneth Grahame
A Street Through Time	Steve Noon
Run Wild	Gill Lewis

This list is not exhaustive and does not have to be stuck to rigidly.

This is a wide range of fiction novels from a variety of authors and different genres and topics in each. It is important that children should also read non-fiction resources such as newspapers, magazines and encyclopaedias.

Park View Academy Term Dates

Autumn Term

Wednesday 2nd September 2020	Friday 23rd October 2020	38 days
Monday 2nd November 2020	Friday 18th December 2020	35 days

Spring Term

Tuesday 5th January 2021	Friday 12th February 2021	29 days
Monday 22nd February 2021	Thursday 25th March 2021	24 days

Summer Term

Tuesday 13th April 2021	Friday 28th May 2021	33 days
Monday 7th June 2021	Tuesday 20th July 2021	31 days

Total: 190 days

Inset Days

Tuesday 1st September 2020
Friday 26th March 2021
Friday 25th June 2021 (Trust INSET Day)

Bank Holidays

Friday 25th December 2020
Monday 28th December 2020
Friday 1st January 2021
Friday 2nd April 2021 Good Friday
Monday 5th April 2021 Easter Monday
Monday 3rd May 2021 Early May Bank Holiday
Monday 31st May 2021 Summer Bank Holiday

If you require any further information in relation to transition at Park View Academy, please contact school on 0151 477 8120