



International School

Key Stage Two Year 4

Curriculum Guidelines

Prague 6 Campus

Norbertov 3, 162 00 Praha 6, Czech Republic

Tel: +420 220 512 653

Website: www.parklane-is.com

email: info@parklane-is.com

Dear Parents,

Welcome to Park Lane International School. This booklet is designed to provide helpful information about the programmes and procedures associated with the school. You and your child/ren are about to embark on a memorable year at Park Lane International School and we hope that this information will ensure a smooth and happy transition to school life.

School Communication

We believe parents play a significant role in their child's education and we look forward to a positive home-school partnership. The co-operation between your family and Park Lane International School is an important two-way process. <https://parents.parklane-is.com/home>

Mission Statement

...preparing the young people of today for the unknown occupations of tomorrow.

Our Philosophy

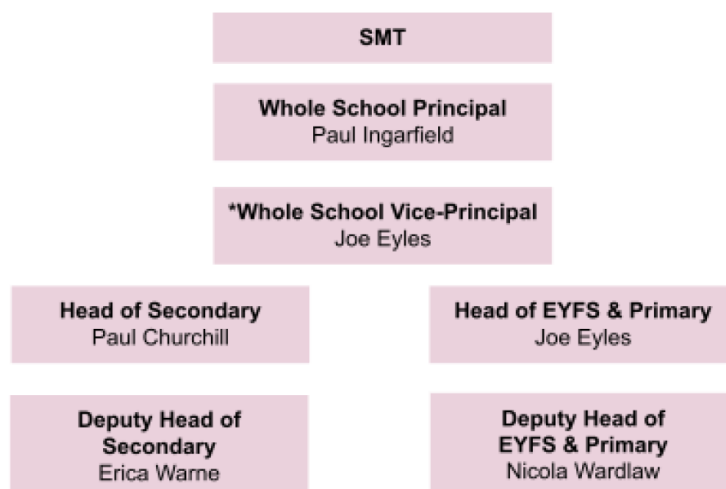
At Park Lane International School, we sincerely believe that every young person, irrespective of race, cultural heritage, faith or ability, is entitled to lead a happy, safe and productive life. However, we realise that in today's ever evolving world, the future that our young people are working towards is entirely unpredictable. We understand that when our students reach adulthood, they are likely to be engaged in occupations and tasks that do not currently exist; utilising technology which has yet to be invented. Moreover, if they are to compete, thrive and survive in the decades to come, their mindsets will need to become fully attuned to international developments, global issues and other cultures. Although the pupils of Park Lane are able to extend their horizons through the academic programme itself, they also have much to gain from a range of leadership and enrichment opportunities which aim to develop capable, resourceful and resilient individuals.

Aims

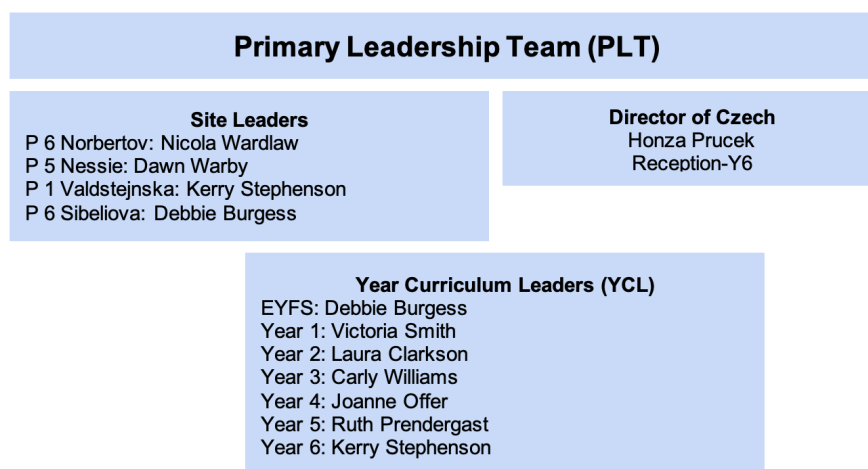
- To enable each pupil to achieve their potential within a stimulating, supportive, happy and caring environment.
- To establish and maintain a positive relationship with parents.
- To help pupils to learn that courtesy, good manners and consideration for others are essential qualities.
- To provide a broad and balanced curriculum.
- To provide social skills and communication/independent learners through extra-curricular activities.

Park Lane Leadership Model

Senior Management Team (SMT)



EYFS and Primary Leadership Team (PLT)



Park Lane School Staff

Head of EYFS and Primary and Vice Principal	Joe Eyles	joe.eyles@parklane-is.com
Deputy Head of EYFS and Primary	Nicola Wardlaw	nicola.wardlaw@parklane-is.com
Head of Czech Reception – Year 6	Honza Pucek	jan.pucek@parklane-is.com

Year 4 Team		
Primary Lead Teacher	Joanne Offer	joanne.offer@parklane-is.com

Prague 6 - Norbertov		
Year 4J Class Teacher	Joanne Offer	joanne.offer@parklane-is.com
<i>Year 4J Teaching Partner</i>	Andrea Sabatini	andrea.sabatini@parklane-is.com

Year 4M Class Teacher	Mark McGuinness	mark.mcguinness@parklane-is.com
<i>Year 4N Teaching Partner</i>	Claire Svoboda	claire.svoboda@parklane-is.com

Year 4 Czech Teacher	Monika Komoňová	monika.komonova@parklane-is.com
Year 4 Czech Teacher	Petr Kucera	petr.kucera@parklane-is.com
Year 4 Czech Teacher	Michaela Lopes	michaela.lopes@parklane-is.com
Year 4 Czech Teacher	Magdalena Sulková	magdalena.sulkova@parklane-is.com
Czech Teaching Assistant	Katerina Hamackova	katerina.hamackova@parklane-is.com

Specialists		
PE Teacher	Lucie Vozehova	lucie.vozehova@parklane-is.com
Music Teacher	Rosie Payne	rosie.payne@parklane-is.com
IT and Computing Teacher	Jakub Zalopa	jakub.zalopa@parklane-is.com
Project Learning and Art Teacher	Ewelina Kowalska-Misler	Ewelina.kowalska@parklane-is.com
EAL Teacher	Andrea Arciuolo	andrea.arciuolo@parklane-is.com
EAL Teacher	Alison Cullinane	alison.cullinane@parklane-is.com
EAL Teacher	Kinga Uggla	kinga.uggla@parklane-is.com

School Nurse at Norbertov	Katerina Park	katerina.park@parklane-is.com
School Security at Norbertov	Isaac McGuinness	isaac.mcguinness@parklane-is.com

Primary School Administrative Team		
Prague 6 Norbertov		

School Office Administrator & Registrar	Alice Ryanova	alice.ryanova@parklane-is.com
School Office Administrator	Zuzanna Fitte-Duval	zuzanna.fitte-duval@parklane-is.com

Prague 6 Sibeliova

School Office Administrator & Clubs	Kristyna Zikova	kristyna.zikova@parklane-is.com
--	-----------------	---------------------------------

Human Resources Officer	Kristyna Gerychova	kristyna.gerychova@parklane-is.com
School Fees Administrator (GDPR)	Andrea Bielkova	andrea.bielkova@parklane-is.com

Arrival at School & Registration

School Registration takes place at 8.20am. All pupils are expected to be in class in time for registration. **Please note, pupils will be recorded as late if they are not in class by 08.35am.**

Year 4 School Day

08.20	School Registration
08.30	Lessons begin
10.10 – 10.30	Morning Playtime
11.50 – 12.40	Lunchtime and Playtime
15.30	End of the school day
15.30 – 16.15	Clubs

Reporting to Parents

Throughout the school year, we will keep you fully informed of your child's progress. Park Lane International School organises **twice-yearly Parent-Teacher Consultations**. This is an opportunity for you to discuss with the class teacher your child's progress, behaviour and targets. Also, **twice yearly, you will receive a short progress report and a detailed written report (December and June)** regarding your child's academic and personal attainment and achievements.

Aims & Learner Profile

At Park Lane we are committed to creating and sustaining an environment where our pupils are:

- successful learners
- industrious and curious
- respectful and empathetic
- co-operative and collaborative
- honest and trustworthy
- knowledgeable and competent in their use of technology
- aware of environmental issues
- resourceful and responsible global citizen

Creative Curriculum

At Park Lane International Primary School, we take pride in our excellent standards and high expectations. However, it is also of the utmost importance to us to foster development of the whole child and encourage excitement and engagement in learning. As a staff, we considered the best ways to maintain academic standards whilst ensuring that each child is given opportunities to be successful in a variety of forms including science, art and design, music and humanities.

We considered our aims for a Park Lane pupil.

In order to achieve these goals, we felt that the whole school needed to take a more thematic approach to learning as this would:

- cover topic areas more efficiently
- provide more time to include in depth study of the subject areas and give opportunities for pupils to take part in pupil led projects
- give a groundwork of content knowledge from which to base creativity
- foster understanding of the links between subjects, an essential tool in the building of intellectual ability.
- give pupils the time and opportunity to transfer their learning and consolidate new skills.

Year 4 Creative Curriculum Topics

- **The Vile Industrial Revolution (Victorians)**
- **Tomb Raiders (Egyptians)**
- **Tremors**

Core principals of the creative curriculum

Coverage

Each topic has been specifically chosen to ensure coverage of the breadth and balance aspects of the National Curriculum.

Engagement

At Park Lane we value the opinion of our pupils and recognise that an element of choice in learning is very valuable in encouraging engagement and enjoyment. We make it a priority to give opportunities for pupils to have a say in the specifics of their learning. We intend to set projects and tasks within the topic, where pupils can decide on the content and format of the outcome.

Purpose Driven Learning

To support engagement and to foster self-motivation and expectations, each teacher will ensure that topics include many opportunities for tasks which have a genuine audience and / or purpose.

Life skills

As laid out in the rationale, we intend all children to leave our school as successful learners. Our hope is that children are literate and numerate and working within the UK national expectations/year group expectations and that they can apply these skills independently in a variety of settings.

Community

At Park Lane Primary School, we work hard to provide an atmosphere of care and support for one another. It is our intention to provide opportunities within our teaching to promote the values of care for others, understanding of our connections with other people around the world, and a sense of family and community within our locality.

Organisation

Thematic topics are taught across the school. These topics encompass skills and areas of study from a number of subjects. In most cases, topics last 8-10 weeks. Where coverage of a subject is required but does not fit naturally into a topic, discrete teaching will occur. This is most often the case in P.E. and in some areas of Science.

EAL (English as an Additional Language)

An EAL programme is available for children who require support with learning the English language. Children are assessed by the EAL teacher at the beginning of the school year to determine the level of support required. In most cases, children are withdrawn from their class for one to one or small group intervention or supported within the classroom as needed.

Czech Education Programme (Czech for Czech Native Speakers)

This programme is for students who have Czech as their first language. It enables Czech students to achieve a high standard of spoken and written Czech and to sit the Czech Ministry of Education examinations on an annual basis as part of these lessons. The programme starts in Reception and continues up to Year 13. From Year 2 children of Czech nationality need to be formally registered in a Czech state school, chosen by their parents. Our Czech partner school is Základní škola Jeseniova in Prague 3.

Czech Education Programme (Czech as an Additional Language)

This programme is for students who do not have Czech as their first language. The lessons are taught by our Czech teachers and enable students to learn basic Czech vocabulary for use in their environment. Students learn colours, numbers, animals, common phrases etc. After successfully undertaking an initial assessment test, children with other nationalities, who prove fluent in Czech, can also join the classes primarily aimed at the children of Czech nationality.

The Curriculum

The school curriculum is based on the **National Curriculum of England** and is available for download at: www.gov.uk/national-curriculum/overview

English

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, roleplay/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Reading

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

Writing Spelling

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting and Presentation

- 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
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Composition

Pupils should be taught to:

- plan their writing by:
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar & punctuation

Pupils should be taught to:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for Year 3 & Year 4

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English accurately and appropriately when discussing their writing and reading.

Mathematics

Number & Place Value

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.

Addition & Subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Multiplication & Division

- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Fractions

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by a 100 and dividing tenths by 10.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places.

Measurement

- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12 and 24-hour clocks
- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Properties of Shapes

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

Position and Direction

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Science

Working Scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Programme of study: Living things and their habitats, Animals including humans, Rocks, Sound, Electricity

Computing

The core of computing is **computer science**, in which pupils will be taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use **information technology** to create **programs**, systems and a range of content. Computing also ensures that pupils become **digitally literate** – able to use, and express themselves and develop their ideas through, information and communication technology.

Computer Science

- Write programs that accomplish specific goals
- Use sequence in programs
- Work with various forms of input
- Work with various forms of output

Information Technology

- Use search technologies effectively
- Use a variety of software to accomplish given goals
- Collect information
- Design and create content
- Present information

Digital Literacy

- Use technology responsibly
- Identify a range of ways to report concerns about contact

Physical Education

There are two PE lessons a week during which time pupils will participate in team games (learning ball skills, athletics, gymnastics and dance). Pupils will need to bring their PE kit to School on the allocated days, which will be notified to you.

Physical Education Expectations

Pupils will need to bring their PE kit to School on the allocated days, which will be notified to you. Pupils must dress appropriately to participate in the PE lessons.

- Appropriate sport trainers
- Green Park Lane T-shirt /Colour House T-shirt
- Navy blue shorts or leggings
- Full water bottle.

These are necessary for health and safety reasons and your co-operation is requested to ensure that pupils are equipped to participate in the PE lessons. It is also important pupils wear the specific Park Lane kit (rather than other sport clothes) in order to be part of our team culture.

Pupils who do not meet our PE expectations will be given a verbal reminder and a letter will be sent home if it happens on several occasions. Any pupils who often forget to bring the correct t-shirt, shorts and trainers will result in less golden time in the school week.

Personal, Social, Health and Citizenship Education

At Park Lane International School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. We recognise that it can play a central part in the life of our school and should be at the heart of the whole school development. We offer many opportunities throughout the school year to develop and enhance our PSHE programme.

Music

Music flourishes at Park Lane International School and your child will have many opportunities to gain confidence and enjoyment from musical activities. The Primary School has its own choir, which rehearses, after school. The school has strong links with the International School of Music and Fine Arts (ISMFA) and can arrange for your child to receive individual instrumental lessons throughout the year. There are also a number of peripatetic teachers offering private instrumental tuition who can be engaged via the school's extra-curricular co-ordinator, **Ms Kristýna Zíková**.

Information Technology

The use of ICT is integral to the work of Park Lane International School. The school computers will only be used to produce and share age-appropriate material. All members of the Park Lane International School community sign an E-safety agreement and must adhere to its content. Children will have access to the internet through safe search engines such as Google Safe search, both of which have high levels of filtering software embedded within them.

Learning Support Department

The Learning Support Department exists to support pupils who need help with their learning so that they can achieve to the best of their ability. The degree of support varies according to the individual needs, the majority of pupils have moderate rather than severe learning difficulties. The **Head of Learning Support is Ms Ioanna Tsouka** (ioanna.tsouka@parklane-is.com) is always happy to speak to parents and pupils in order to offer support and advice. In some circumstances where your child needs one to one intervention on a regular basis, parents will be asked to financially support the appointment of a Learning Support Assistant for their child.

Behaviour

At Park Lane International School we expect and enable our pupils to be **Ready, Respectful** and **Safe**.

At Park Lane International School our aim is to create a learning community where:

- we all have the right to learn and work in a safe environment and to be treated fairly with respect;

- we are all responsible for supporting the rights of others and ourselves;
- we should create a climate where everyone can learn and achieve
- rewards and sanctions should be used to help us to take responsibility for our mistakes and support us to make the right choices in future;
- it is our collective responsibility to build confidence among pupils to show empathy and understanding;
- it is our collective responsibility to develop effective social skills among pupils and to enhance emotional well-being;
- we have clear and agreed methods of reporting and responding to incidents of behaviour both positive and negative.

For a behaviour policy to be effective, it must be consistent. To achieve this consistency, teachers, parents and pupils must share in the responsibility for upholding school rules.

TEACHERS are responsible for instructing their pupils on the rules of acceptable behaviour. They are also responsible for applying proper consequences when a pupil's behaviour is inappropriate.

PARENTS are responsible for reviewing the rules of appropriate behaviour with their own child/children. They are responsible too, for supporting and co-operating with the school in applying consequences, which result from inappropriate behaviour.



The House System

Park Lane International School has a four-house system. They are named after the four elements. However, they are more commonly recognised by their designated colour.

- Air or Yellow House
- Fire or Red House
- Earth or Green House
- Water or Blue House.

Each pupil is assigned a '**House**'. This will be the house that the pupil belongs to from their time at Park Lane. Pupils are placed in a house on a random basis, unless he or she has a brother or sister currently in the school, in which case every effort is made to ensure they are placed in the same house as their sibling.

House events

Throughout the year we have a number of House competitions to enthuse and excite pupils and encourage co-operation. A House Trophy is awarded each term.

Class Dojo/House points

Points are accumulated weekly and totals are announced during the Friday Assembly. At Park Lane, house points are recorded electronically using an online system called 'Class Dojo' which should be on every day in class. The Class Dojo is an online reward system found at <https://www.classdojo.com/en-GB/>

