Wednesday 4th September 2019

Class 4

Parent Information Meeting

Bienvenue,
Welcome!
Daily Routine

Registration 8:15 - 8:30am.
Break time 10:10 - 10:30am
Lunch time 12:15 - 1:20pm
Home time 3:30pm

Children are allowed into the learning hub (library) before and after school to complete AR quizzes and Ralleye Lecture.

8.00 - 8.30 Children can come alone to the hub to take quizzes
3.30 - 4.30 Children must have an adult with them if they come to the hub
Timetable

6 English language lessons
6 French language lessons
6 Maths (3 English, 3 French)
3 History or Geography lessons in French
3 Science lessons in English

Specialist subjects
Music (once a week)
P.E (double + single lesson)
Art (double every 2 weeks)

1 library lesson a week
Assembly
Conjugaisons (tenses)
- Porte vue de règles

Langage Oral
- Vocabulaire
- Ecoute de récits

Grammaire
- Porte vue de règles
- Plateforme Voltaire

Lecture
- Rallye Lecture
- Lecture suivie

Orthographe
- Dictées hebdo
Mercredi matin : RÉDACTION (Writing : 1h30 / semaine)
(avec Mme Gérardot)
- enrichir, améliorer ses phrases à l'écrit
- inventer une histoire
- écrire un texte explicatif
- écrire un dialogue
- écrire un texte narratif

à l'aide d'un outil aussi révolutionnaire qu'ancien...

le stylo !
Reading

Grammar

English Language Lessons

Writing

Spelling

Genres

Cambridge English

Fiction – Classic story, Story
openings (settings and character
descriptions) and Adventure stories

VCOP: vocabulary, connectives, openers, punctuation

Non-fiction: Information texts
(particularly non-chronological
reports) and persuasive writing.

Poetry – Kennings, onomatopoeia,
aliteration, rhythm, rhyme

Nouns, verbs, adjectives, pronouns,
Adverbs of time, manner, place and frequency
Tenses, especially past tense
Commas, Speech marks

Children receive a list each
Thursday/Friday, usually with a
‘word study’ activity to
complete for homework.

They will stick the list in their
word study book, but they can
also use spellodrome to see this
list and practise typing the
words or playing games to
consolidate their skills.
Some key points!

- Children must complete the quizzes completely independently, without adult help OR looking in the book!

- Children are only allowed to take quizzes on books they have read this term!

- If children take quizzes below their reading range, they will be deleted!
  (Sometimes children are surprised when their points go down)!

- If a child passes the AR quiz (3/5 or 6/10), but doesn't get all of the questions right, they will get some of the points, but not all the points available for that book.
Some key points!

Children must complete the quizzes completely independently, without adult help BUT they can look in the book!

1- Read a book
2- Print off the Quiz
3- Fill the Quiz
4- Wait...
5- Record the results!

Reading
The Skill of all Skills!
Class Readers
Maths lessons

In the primary school we follow a bilingual curriculum based on the Singapore Math programme in both English and French.

We will continue to use Mathletics in the Primary school.

The students will all have their usernames by the end of this week. Their details are the same as last year.

The students may be assigned homework tasks or to play 'live mathletics' in order to consolidate their mental maths skills.
TIMES TABLES

As well as revising the 2, 3, 4, 5 and 10 times tables, we also focus particularly this year on the 6, 7, 8 and 9 multiplication and division facts.

Whilst the children often feel very confident with the multiplications, we focus on them becoming equally as confident with the divisions!

2 Key English websites for times tables:

HIT THE BUTTON (for practising)
https://www.topmarks.co.uk/maths-games/hit-the-button

SPEED CHALLENGE (Assessment in class)
https://www.topmarks.co.uk/Flash.aspx?f=SpeedChallenge
(Daily 10 Mental Maths Challenge)
ASSESSMENTS / Evaluations

Evaluations à la fin de chaque chapitre : Math, English, Français, Sciences, Histoire et Géographie

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<td>L’Antiquité grecque</td>
<td>La lecture de paysages</td>
<td>L’Antiquité romaine</td>
<td>Les espaces urbains : la ville</td>
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| Classe 5 | Le Moyen-Âge | L’adaptation des hommes aux milieux | Les temps modernes: la Renaissance | L’eau | Les temps modernes: Inventions et découvertes | La population |

| Classe 6 | le XIXe: expansion industrielle | L’union européenne | Les guerres mondiales | Les frontières | EXPOSITION |
TERM 1

**Electricity and magnetism**
- 5.1 Electricity flows in circuits
- 5.2 Components and a simple circuit
- 5.3 Switches
- 5.4 Circuits with more components
- 5.5 Circuits with buzzers
- 5.6 Mains electricity
- 5.7 Magnets in everyday life
- 5.8 Magnetic poles
- 5.9 Strength of magnets
- 5.10 Which metals are magnetic?

**Humans and animals**
- 1.1 Skeletons
- 1.2 The human skeleton
- 1.3 Why do we need a skeleton?
- 1.4 Skeletons and movement
- 1.5 Drugs as medicines
- 1.6 How medicines work

TERM 2

**Solids, liquids and gases**
- 3.1 Matter
- 3.2 Matter is made of particles
- 3.3 How do solids, liquids and gases behave?
- 3.4 Melting, freezing and boiling
- 3.5 Melting in different solids
- 3.6 Melting and boiling points

**Sound**
- 4.1 Sound travels through materials
- 4.2 Sound travels through different materials
- 4.3 How sound travels
- 4.4 Loud and soft sounds
- 4.5 Sound volume
- 4.6 Muffling sounds
- 4.7 High and low sounds
- 4.8 Pitch on percussion instruments
- 4.9 Having fun with wind instruments

TERM 3

**Living things and environments**
- 2.1 Amazing birds
- 2.2 A habitat for snails
- 2.3 Animals in local habitats
- 2.4 Identification keys
- 2.5 Identifying invertebrates
- 2.6 How we affect the environment
- 2.7 Wonderful water
- 2.8 Recycling can save the Earth!

Check your progress
**Homework**

All primary students are expected to do up to 40 minutes of homework per night + 15 minutes reading in both languages.

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<tbody>
<tr>
<td>4A &amp; 4C</td>
<td>English due</td>
<td>French due</td>
<td>NO Homework</td>
<td>English due</td>
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Devoirs en français (homework)

Classes 4, 5 et 6 :
ORTHOGRAPHE : dictée par semaine (1 spelling/week)
Semaine 1 - mots
Semaine 2 - texte
Renforcement **individualisé** des notions de grammaire, vocabulaire et orthographe en français
Clique sur un mot qui permet de dire que la phrase est négative.

Je ne vous ai pas encore raconté cette

Forme négative : les marques

Une phrase négative est une phrase qui nie un fait (il n'est jamais là) ou une qualité (elle n'est pas drôle).
Les devoirs seront toujours postés sur ISM Plato.

Cependant, les élèves n'ont pas besoin d'imprimer les documents à partir de Plato.

Nous fournissons les documents dont ils ont besoin pour réaliser les devoirs.

Although there is the option to write comments, please help encourage children to use this appropriately!

If you have a query yourself, please email us directly.
Assemblies will take place fortnightly (every other week) to allow time to cover the PSHE and Global citizenship curriculum.
We will be introducing PSHE (Jigsaw) and Global Citizenship lessons this year. These will follow on from assemblies. This will alternate every half term.

PSHE

• Being me in my world
• Celebrating Differences
• Dream and Goals
• Healthy Me
• Relationships
• Changing Me
# GLOBAL CITIZENSHIP

## CURRICULUM FOR GLOBAL CITIZENSHIP – KNOWLEDGE and UNDERSTANDING

<table>
<thead>
<tr>
<th>KNOWLEDGE AND UNDERSTANDING</th>
<th>Social Justice and Equity</th>
<th>Identity and Diversity</th>
<th>Globalisation and Inter-dependence</th>
<th>Sustainable Development</th>
<th>Peace and Conflict</th>
<th>Human Rights</th>
<th>Power and Governance</th>
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<tr>
<td></td>
<td>• How fairness may not always mean equal treatment</td>
<td>• Diversity of cultures and societies within and beyond own experience.</td>
<td>• Global connections between peoples and countries (e.g. through trade and communications)</td>
<td>• People's dependencies on the environment</td>
<td>• Some causes and effects of conflict at all levels from personal to global</td>
<td>• UN Convention on the Rights of the Child</td>
<td>• The need for rules in own school and wider society and how people can take part in making and changing them</td>
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<td>• Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</td>
<td>• Contributions of different cultures to our lives.</td>
<td>• How local actions affect the wider world</td>
<td>• Basics of climate change (causes and effects)</td>
<td>• Strategies for managing, resolving and preventing conflict, including ‘win-win’ solutions</td>
<td>• Reasons why some people have their rights denied</td>
<td>• Basics of how own country and region is governed</td>
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<td>• Nature of prejudice, racism and sexism and ways to combat these.</td>
<td>• Environmentally responsible living and global inequalities in ecological footprints</td>
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<td>• Examples of conflicts past and present in own society and others</td>
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<td>• Those responsible for rights being met (e.g. teachers, local and national government)</td>
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Attendance – Please please avoid term time holidays!

Going home with different people – Please let us know by email if your child is going home with somebody else. We need to have written permission.

Birthdays – Children can bring in individual cakes on Fridays if they had a birthday that week, and the cakes will be given out at 3.15pm – no nuts please!
à propos de...
Pas le matin
Pas dans la chambre de l'enfant
Pas avant de se coucher
Pass pendant les repas
Etre attentif en classe
Se parler
Savoir être seul
Bien dormir