

Welcome to Year 4

Who are we?

4AF - Mrs Flack

4LK - Miss Klemp

Mrs Beatty, Miss Hunt, Mrs Fulcher and Mrs Poolton

Daily Routines

A typical day in Year 4!

08.45 Registration & morning work

09.55 Collective worship

09.15 Grammar/ Spelling/ Handwriting

9:45 English

10:45 BREAK

11:00 Maths

12.00 Lunch

13.00 Reading

13.30 Lesson 1 (Music, PE, PSHE, B&V, History, Geography, Science)

14.05 Daily Mile

14.15 Lesson 2 (Music, PE, PSHE, B&V, History, Geography, Science)

15:00 Class novel

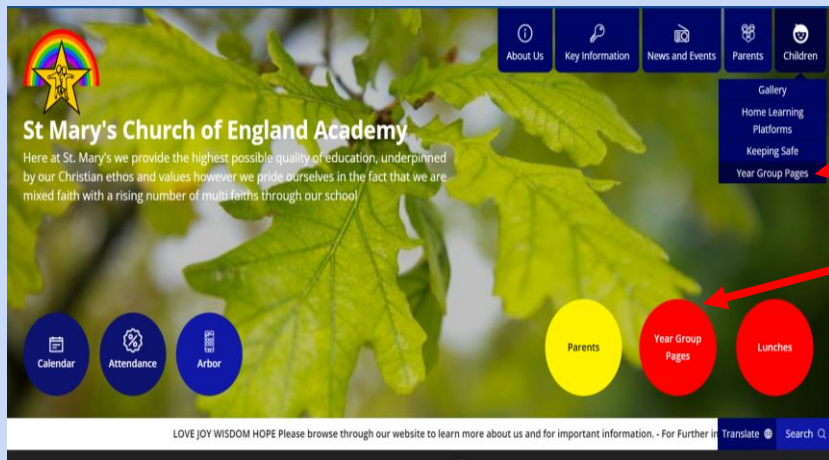
15.20 Home-time

Curriculum

Autumn		Spring		Summer	
Science - Digestion & Food	Science - Classification & Changing Habitats	Science - Electricity & Circuits	Science - Sounds & Vibrations	Science - States of Matter	Science - How does the flow of liquids compare?
History - How have children's lives changed?	Geography - Why are rainforests important to us?	History - British History 3: How hard was it to invade and settle in Britain? (Anglo-Saxons)	Geography - Where does our food come from?	History - How did the achievements of the Ancient Maya impact their society and beyond?	Geography - What are rivers and how are they used?
B & V - How does believing Jesus is their saviour inspire Christians to serve and serve others?	B & V - Why do Muslims call Muhammed the 'seal' of the prophets?	B & V - How does the story of Rama and Sita inspire Hindus to follow their Dharma?	B & V - Why do Christians call themselves the body of Christ?	B & V - Why do Christians believe they are people on a mission?	B & V - How do Sikhs put their beliefs about equality into practice?
Art - Drawing: Power Prints	D & T - Electrical Systems: Torches	Art - Painting + Mixed Media: Light + Dark	D & T - Structures: Pavilions	Art - Craft and Design: Fabric of Nature	D & T - Mechanical Systems: Making a Slingshot Car
Music - Samba and carnival sounds and instruments (Theme: South America)	Music - Body and tuned percussion (Theme: Rainforests)	Music - Rock and Roll	Music - Changes in pitch, tempo and dynamics (Theme: Rivers)	Music - Haiku, music and performance (Theme: Hanami)	Music - Adapting and transposing motifs (Theme: Romans)
French - Shapes	French - The classroom	French - Presenting myself	French - The weather	French - At the tea room	French - Clothes; Do you have a pet?
Invasion: Football Gymnastics: Bridges	Gymnastics: Level and Direction Dance: Space	Swimming Dance: Cats	Swimming Invasion: Netball	Outdoor & Adventurous: Orienteering Invasion: Cricket	Striking and Fielding: Rounders Athletics - competition

Year Group Website Page

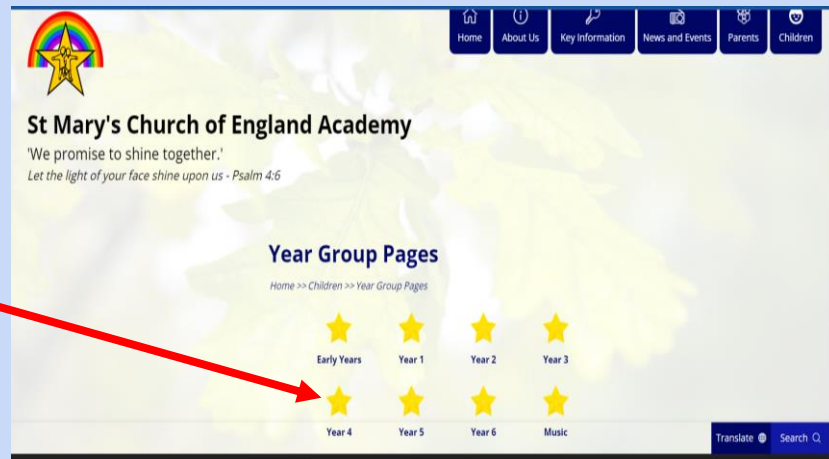
We will share information about our learning along with photos of in-school activities on the school website. Make sure you check the Year 4 page regularly.



www.smepsac.org

Under the 'Children' tab, select 'Year Group Pages'
Or click on the 'Year Group Pages' icon

Click on the 'Year 4' star.



PE Routines

- Pupils will be completing the Daily Mile (or other physical activities) every day.
EXTREME weather conditions will be taken into account but we will run/walk in the rain so children will need coats. Children can change into trainers for this.
- Pupils will access two PE lessons each week.
- This year the plan for swimming is:
Year 4 (Spring Term),





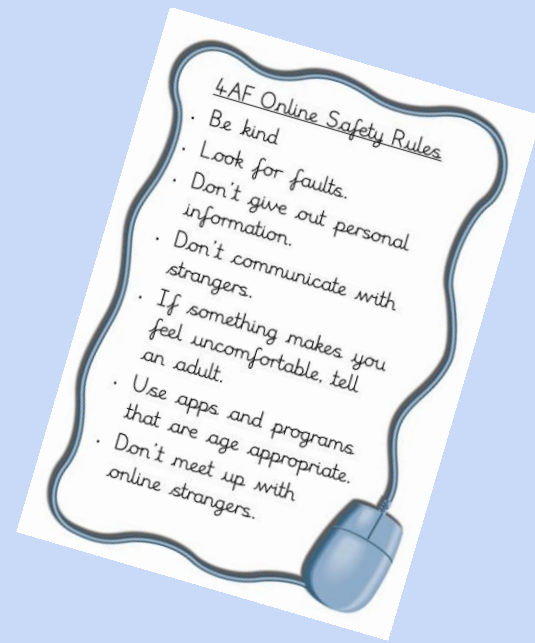
- Full NAMED PE kit needs to be in school on the class PE days. Children can come to school in PE kit on their PE days.
- Year 4 currently have PE on Mondays and Fridays.
- All jewellery, including earrings and Fitbits, need to be removed for PE. The swimming pool have a policy that all children who are taking part in swimming lessons remove all jewellery.
- Long hair must be tied back.
- School shoes must be changed for PE shoes.
- Information about PE kit can be found on our website.

End of year expectations parent leaflets

A guide for parents to know what we are working towards for the end of this year.

Online Safety

- Online Safety Rules: These have been constructed together. They focus on using IT equipment safely and responsibly.
- The National College:
 - Free courses and information for parents <https://beta.nationalcollege.com/library?sortBy=relevance&phase=15&q=online+safety+for+parents&amount=24>
 - Link on our website: <https://st-marys-church-of-england-academy.secure-primariesite.net/online-safety-1/>



PSHE Curriculum

1. **BM** (Being Me in My World)

'Who am I and how do I fit?'

2. **CD** (Celebrating Difference)

Respect for similarity and difference. Anti-bullying and being unique

3. **DG** (Dreams and Goals)

Aspirations, how to achieve goals and understanding the emotions that go with this

4. **HM** (Healthy Me)

Being and keeping safe and healthy

5. **RL** (Relationships)

Building positive, healthy relationships

6. **CM** (Changing Me)

Coping positively with change

Reading at St Mary's

Reading Routines:

We know that children who read voraciously make more progress. In Year 4 we will:

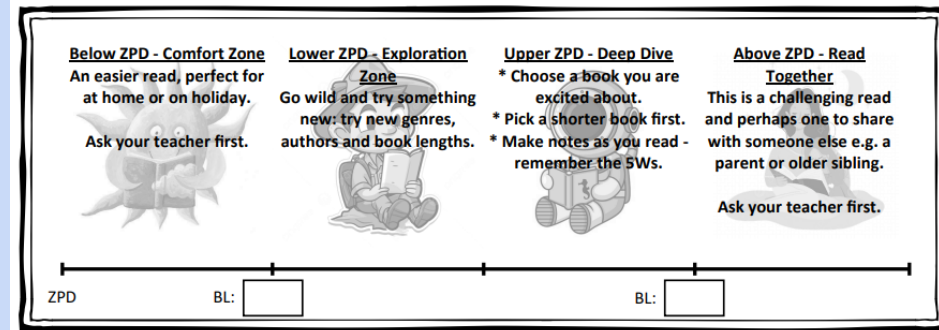
- Set a time for our children to read their chosen reading book to themselves.
- Aim to hear every child read at least fortnightly, either individually or in a group.
- Help children to select a 'best fit' book.
- Track children who seem to be struggling to finish a book!

Accelerated Reader

- To track children we use the Accelerated reader software.
- It enables us to see how many books a child has read.
- It enables us to check that they are understanding a book.
- It allows us to assess the level of book that would be a 'best fit' for them.

A guide to accelerated reader can be found on the school website.

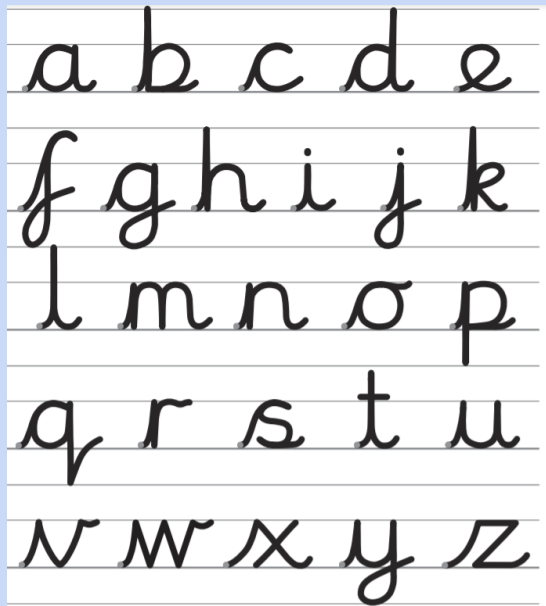
<https://www.smpsac.org/reading-1/>



Handwriting

- We use letter join!
- In Year 4, we work on joining handwriting.

The quick brown
fox jumped over
the lazy dog.



PC DESKTOP AND LAPTOP LOG-IN

Log in at www.letterjoin.co.uk and use the Desktop log-in option with these details:

Username: **wk0264**

Password: **home**

PC Browsers:

Letter-join will work on the following browsers on PCs/Macs:

- Google Chrome
- Safari

Do not use Internet Explorer.

IPAD AND TABLET LOG-IN

Go to www.letterjoin.co.uk and use the Tablet log-in option with these details:

Username: **wk0264**

Swipe code
(starting at top left):



Tablet/iPad Browsers:

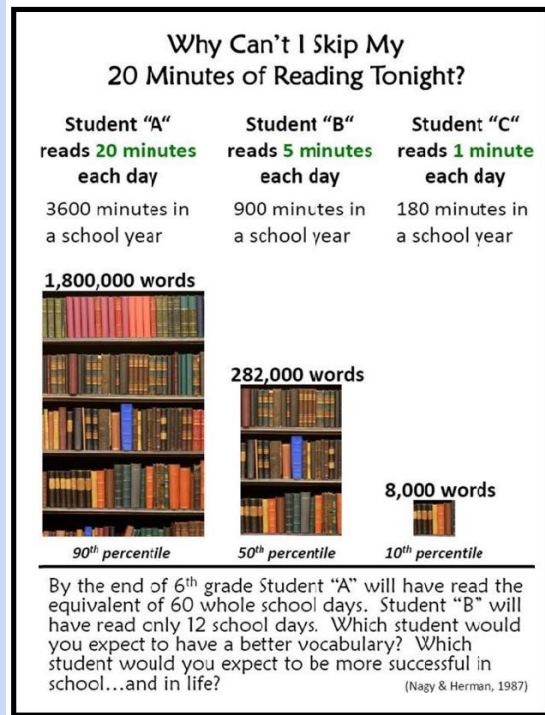
Letter-join will run on the following tablets:

- iPads running iOS7 and above through the Safari browser.
- Windows 8 tablets (8 inch and bigger) using the built-in browser.
- Android tablets (8 inch and bigger) using Google Chrome.

Home Learning

- Reading: We ask children to read at home for at least 10 minutes everyday. 20 minutes is the target!
- Online platforms: Times Tables Rockstars; Spelling Shed; Lexia.
- Times tables practice.
- Weekly SPAG

Login details will be sent home in reading records.



Year 4						
Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Reading Spelling Shed (10 mins) Lexia (10 mins) TTRS (10 mins)	Reading Spelling Shed (10 mins) TTRS (10 mins)	Reading Spelling Shed (10 mins) Lexia (10 mins) TTRS (10 mins)	Reading Spelling Shed (10 mins) TTRS (10 mins)	Reading Mathletics Lexia (10 mins) SPAG Mat		

Behaviour policy

- Last year, we introduced a new, consistent, supportive and fair behaviour policy to ensure that our children feel safe and are able to learn, whilst also being supported to make the right choices.
- In our recent Ofsted inspection, inspectors were very impressed at the behaviour that they saw around school, both in lessons and at unstructured times such as playtime and lunch time. They recognised the impact that our behaviour policy and initiatives such as Opal play has had on our school improvement.
- This policy is available to view on our website.
- Parents are informed at an earlier stage when a child's behaviour begins to cause concern. We have found that early parental engagement and working together has been enormously beneficial in bringing children back on track and helping them to feel happier at school.

Behaviour policy

Behaviour	What this looks like	Our response
Excellent behaviour	<ul style="list-style-type: none"> Helping other pupils Caring for the environment without being asked. Going above and beyond in learning Hyper-engaged. 	<ul style="list-style-type: none"> Positive notes home. Phone calls home. Class rewards.
Good Behaviour	<ul style="list-style-type: none"> Generally following the school/ class rules. 	
Low level behaviour stage 1	<ul style="list-style-type: none"> Chatting instead of working Talking instead of listening to the teacher Shouting out Drawing instead of listening Getting out of the chair without permission Not sharing resources. Tipping chair 	<ul style="list-style-type: none"> <u>Non verbal</u> reminder (e.g hand signal or head shake) Verbal reminder
Low level behaviour stage 2 (less acceptable)	<p>Continued stage 1 behaviours</p> <p>Or</p> <ul style="list-style-type: none"> Throwing rubber/equipment Misusing resources Actively distracting 	<ul style="list-style-type: none"> Warning stage + verbal reminder Adult help to resolve issues. Move to another space in the class if appropriate Redirection Informed of the consequences of the next stage
Low level to mid level stage 3	Continued stage 1 or 2 behaviours	<ul style="list-style-type: none"> Five minutes time-out in another classroom to reset. Positive re-start expected on return to class
Mid level behaviour stage 4.	<p>Continued stage 1 or 2 behaviours despite five minute time-out</p> <p>Or</p> <ul style="list-style-type: none"> Answering back Being rude Ignoring adult Defiance Other active disruption Hurting others Actively being unkind to upset others Inappropriate language 	<ul style="list-style-type: none"> 15 minutes time-out in another classroom Restorative conversation on return Miss next break to complete a <u>Reflection Sheet</u> and any missed work Parents by email (use letter template) or phone call Reflection Sheets put in folder
Challenging Behaviour stage 5	<p>Continued stage 1, 2 or 4 behaviours despite</p> <ul style="list-style-type: none"> Warning (stage 1) 	<ul style="list-style-type: none"> Spend the rest of the session (until the next session) in another class if this is on the same day.

	<ul style="list-style-type: none"> Five minute time-out (stage 2) 15 minutes time out (Stage 3) Restorative conversation and missed break (stage 4) <p><i>(during the same day or two incidents in one week)</i></p> <p>Or</p> <p>More challenging behaviour that is antisocial and causing considerable impact on the learning of others</p>	<ul style="list-style-type: none"> Missed break to complete reflection sheet and missed work Behaviour incident log started (look for patterns) Adjustments made as appropriate Parent informed about behaviour log using letter 2
Challenging Behaviour stage 6	<p>Continued stage 1, 2, 4 or 5 behaviours despite</p> <ul style="list-style-type: none"> Warning (stage 1) Five minute time-out (stage 2) 15 minutes time out (Stage 3) Restorative conversation and missed break (stage 4) Session spent in another class (stage 5) <p><i>(during the same day or two incidents in one week)</i></p> <p>Or</p> <ul style="list-style-type: none"> Leaving the classroom without permission Storming out and slamming doors Running away from adults Bullying Throwing book/ item in anger Disrespecting the school environment intentionally in anger Shouting at the adult Abusive behaviour to adults or children <p>Challenging behaviour that is antisocial and causing considerable impact on the learning of others.</p>	<ul style="list-style-type: none"> SLT support if required Child stays with SLT for remainder of the morning or afternoon working quietly alone. Parent meeting with Assistant Principal and teacher Report card started for 4 weeks. Reasonable adjustments & provisions made Assistant principal to observe in class. All incidents to be put onto <u>CPOMS</u> for four 'report and monitoring' weeks Removal of school privileges (trips / tournaments / activities / <u>residential</u>s) whilst on report card End of <u>four week</u> review with parents, teacher and Assistant Principal <p><i>If further incidents occur within the 4 week 'report and monitoring' period, Headteacher to internally exclude for remainder of the day and the following day.</i></p>
Challenging Behaviour stage 7	<ul style="list-style-type: none"> Not responding to SLT at stage 6 Continued stage 6 challenging behaviour following the four week 'report and monitoring' period or no improvement at end of four-week period. 	<ul style="list-style-type: none"> Fixed term suspension. Intervention (time limited with objectives and regular reviews/ meetings with parents) Setting suitability discussed. Off Site Direction/ AP
Dangerous behaviour	<p>Or</p> <ul style="list-style-type: none"> Dangerous behaviour 	

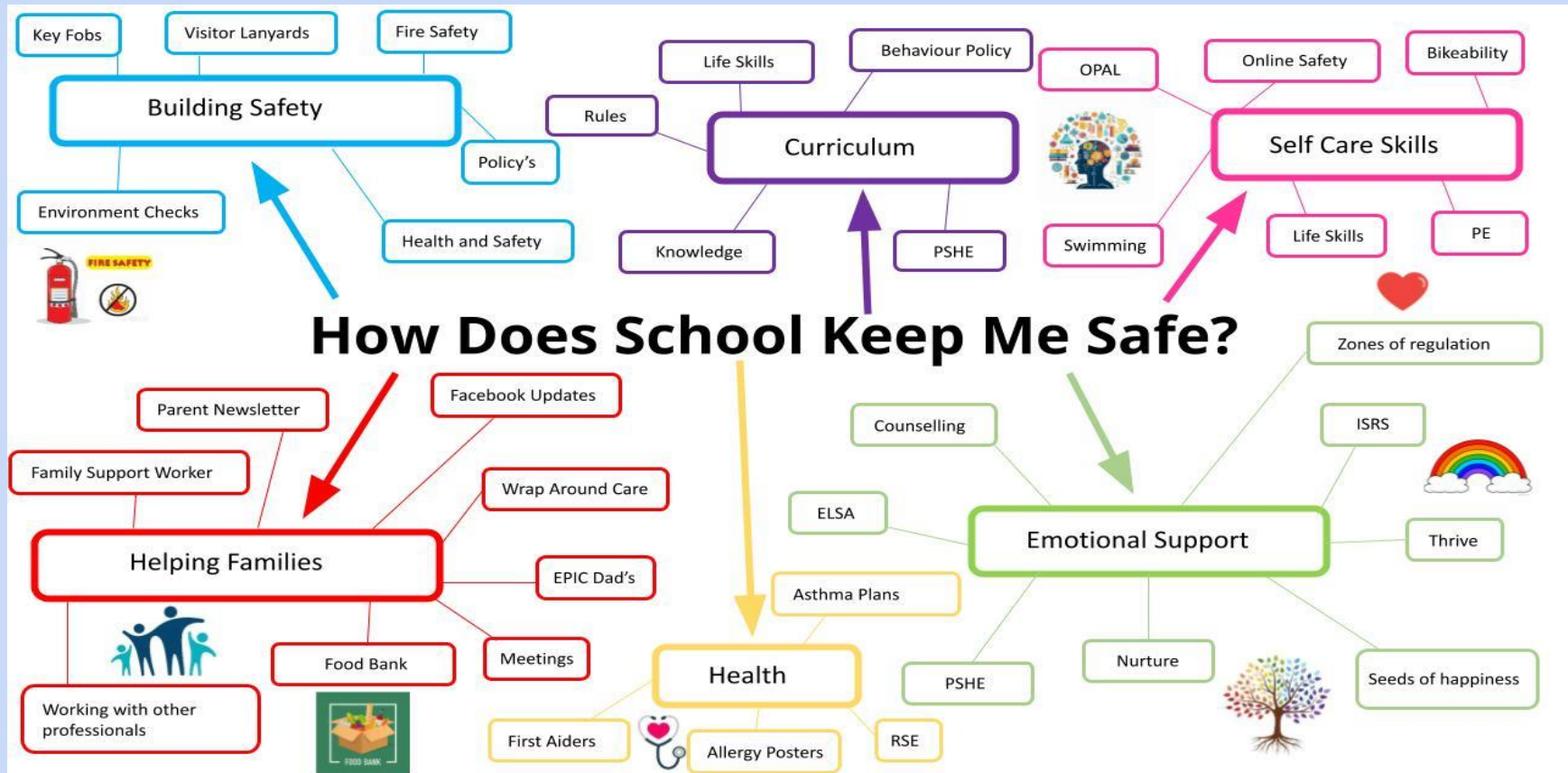
Key points to note:

- Our first strategy is always to use positive praise, reminders, redirection and positive behaviour management strategies.
- Non verbal and verbal reminders are given when children are not following the school and classroom rules.
- (Stage 2) A warning is given when reminders have not resulted in improvement.
- (Stage 3) If there is still no improvement, pupils are asked to complete 5 minutes of reflection time in another class in order to reset. They are received positively when they return.
- (Stage 4) Continued disruptions or more challenging behaviour (mid-level behaviour) results in a 15 minute time-out in another class. Pupils will then be asked to complete a reflection sheet at break time and discuss the issues with their teacher. They may also be asked to complete any missed work. Parents will be informed of this time out either via email, telephone or a quick chat after school.
- (Stage 5) Repeated stage 4 behaviour in one week. Pupil spends the rest of the session (morning or afternoon) in another class to avoid further disruption and escalation. Parents will receive a standard letter to inform them of this.
- (Stage 6) More challenging behaviour such as running out of class or continued stage 2-5 behaviour despite will result in SLT involvement. A meeting will be arranged with parents via a letter. Privileges are removed for a four week monitoring period.
- (Stage 7) Pupil not responding to stage 6 or dangerous behaviour can result in a fixed term exclusion.

Key Dates

- Friday 17th January 2025 – West Stow Anglo Saxon Village
- April 2025 (TBC) – Suffolk Schools Farming and Country Fair
- 3rd-14th June 2025 – Multiplication Table Check window
- End of June 2025 (TBC) – Year 4 residential trip or Sleepover
- July 2025 (TBC) – River Lark study visit

Safeguarding



Lockdown procedures

- This is not intended to alarm children
- It is a legal requirement
- It is part of our wider safety measures, such as a fire drill, which we do not prepare the children for.

Assessment and reporting arrangements

On Entry Teacher assessment – September
End of each term.

Year 4 MTC - 3rd-14th June 2025

Parent-teacher conferences – November and
February

Interim reports – January and April
End of Year report - July

Free School Meals

Initiative offered by the government to support families.
Being eligible also allows school to claim additional funding for use in school.

Apply online:

<https://www.suffolk.gov.uk/children-families-and-learning/schools/school-meals-uniforms-and-trips/apply-for-free-school-meals>

or ask at the office for a form.

Thursday 3rd October – Census day.

Your child will get free school meals if you receive any of the following:

- Income Support
- Income-based Job Seeker's Allowance
- Income-related Employment and Support Allowance
- Guarantee element of State Pension Credit
- Child Tax Credit but **no element of Working Tax Credit** and have an annual income (as assessed by HM Revenues & Customs) that does not exceed £16,190
- If you are supported under Part VI of the Immigration and Asylum Act 1999
- Working Tax Credit during the four-week period immediately after your employment finishes or after you start to work fewer hours per week
- Universal Credit (provided you have an annual net earned income of no more than £7,400 (£616.67 per month), as assessed by earnings from up to three of your most recent assessment periods).

Parent Contact

- If there is anything that you would like us to know about your children, please do share this with us.
- If you feel that you would like to speak/meet with us at any point, please get in contact with us and we can arrange a suitable time.

Any questions?