



Welcome to Year 4 at Southville Primary School

Purpose of the meeting

- ❑ An opportunity to meet you early on in the term before Parents' Evening (give you the chance to put names to faces)
- ❑ Introduce staff who will be working as part of our team to make sure that your child makes as much progress as possible
- ❑ Share with you information about our expectations and how you can help your child



Southville Primary School Values



CONNECTION



COURAGE



IMAGINATION



CARE

Southville Primary School Values



CONNECTION

FIND THE MEETING POINT - BE MINDFUL

UNDERSTAND YOUR STORY - BE A GLOBAL CITIZEN

Southville Primary School Values



COURAGE

DO THE RIGHT THING – EMBRACE YOUR EMOTIONS
LEAN INTO THE UNKNOWN – KNOW YOUR SUPERPOWERS

Southville Primary School Values



IMAGINATION

THINK FREELY - CREATE SOLUTIONS

BE PLAYFUL – KEEP SEARCHING FOR WONDERLAND

Southville Primary School Values



CARE

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Class staff team



***Mrs Hall** (Kiwi Class Teacher):*

***Miss Spooner** (Koala Class Teacher)*

***Mr Smith** (Kangaroo Class Teacher/Lower Key Stage 2 Leader)*

***LSA** (Learning Support Assistant) team:*

Miss Ponte (Kangaroos),

Mr Marquez (Kangaroos)

Miss Wogan (Koala)

Class staff team



Miss Holden (Music/RE), Mr Suanes (Computing) and Mme Turvey (French), our specialist subject teachers, will be taking all Year 4 classes on **Friday mornings**, covering the teachers' **PPA** (Planning, Preparation and Assessment) time.

For additional staff development, PPA and leadership time Kiwi class will be covered on Wednesday afternoons by Mrs Asensi, and Kangaroos by Mr Suanes on Monday afternoons. ECT time Koala class will be covered on a Thursday afternoon with Mrs Asensi.

Other key staff within the School



MR COMMANDER
Deputy Head Teacher



MR POTTER
Deputy Head Teacher



MR BOWMAN
Head Teacher



MRS MOODY
Special Needs Coordinator
and Inclusion Lead



MRS MATHIAS
Family Liaison



MRS FLAECHER
School Business Manager

What does my child need?



Please send children to school with

- a **water bottle**
- a **healthy (nut free) snack every day,**
- **their reading record and the reading book(s) they will be bringing home.**
- A **coat** for outdoor play

We are asking that children *do not bring in toys (including trading cards) or pencil cases*, so please ask them to leave these at home.

**This term all year 4 classes have
PE on -**

Monday (indoor)

Thursday (outdoor).

**Please send your child to school
in their PE kit on PE days, and
wearing trainers.**



Swimming -- Terms 2 and 3

Monday mornings
term 2 & 3, we will
need walking
volunteers please

Swimming kit



- Swimming costume for girls and trunks (close fitting and ending above the knee) for boys
- Goggles as approved by the pool staff
- Towel to be sent from home
- Children with long hair must have it tied or gripped back

All Around Us



Ongoing basic skills homework.

- Weekly **spellings**. A list is sent home / posted on Google Classroom every term. Tests are every **Friday**.
- Regular **reading of school books** and recording in your reading record. Your teacher will confirm which day(s) you will be changing books. You can, of course, read other books of your own in addition to reading your school book. We always want to hear about what you are reading!
- **Times tables**, including using TT Rock stars website. *The National Curriculum requires that all year 4 children need to be confident in quick recall of multiplication (and associated division facts) in all the tables from x1 to x12. Year 4 children really need to have achieved this by term 5.*

The following websites may help, but more to follow!

<https://www.topmarks.co.uk/maths-games/7-11-years/times-tables>

<https://www.timestables.co.uk/>

Weekly homework in addition to the ongoing basic skills homework.

Please complete one piece of homework each week. Homework is due on Wednesdays.

Creative pieces such as artworks or posters would be lovely to have up on our learning walls in the classroom, but you may also submit your homework on Google Classroom when your teacher tells you it is up and running for your class.

Choose from the following activities -- just one per week--in any order!
You do not need to attempt all of these!

You can choose how you will record, e.g. photos, a poster, writing, a picture, a model etc.

- Create a diagram, poster or model about the water cycle. Make sure you show all the stages.
- Create a poster, diagram or model about water to display in our classroom. Relate it to what you are/have been learning in Term 1
- Create a home survey comparing how much water you use in a day, week or month
- Create a water saving poster detailing what people can do to conserve water
- Use water to create artwork, bring it in to display in the classroom. Include an explanation of how you used the water
- Research any recent water issues, either in your local community or the wider world
- List any solids, liquids and/ or gases you notice around the house, a walk around the neighbourhood, shops etc.
- Create a piece of artwork that includes a body of water
- Write a creative story about a trip to a beach, canal, river or other body of water
- Write a poem, to perform in class, about the ocean, river or other body of water
- Research any famous environmentalists and the impact they are having on our knowledge of how to conserve the world's water
- Research another country and its water, and compare this to your own life.



Key Timings

- **Homework** will be set on Google Drive (paper copies available).
- The children will receive an overview of all of their **homework and spellings** at the start of each term.
- We want children to enjoy sharing their learning with you and show you all the skills they are developing.
- Please encourage good presentation, but don't worry excessively about your child's handwriting, as the content is more important. Where possible, please have suitable writing materials at home, If you don't please don't hesitate to ask us.

Reading



Reading books will be sent home on different days depending on class.

Library day

Wednesday (Kang and Koala)

Tuesday for Kiwi

How to help your child with reading

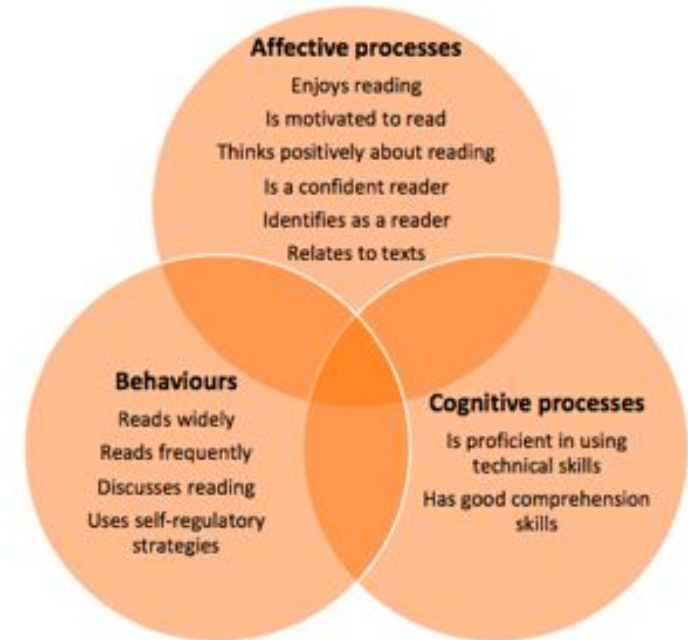


- This is **one of the most important things that you can do** to help your child make **maximum progress**.
- Combine listening to your child read with reading to them, so that they hear your changing tone of voice and understand the pace of reading aloud. Even older children need to be heard reading and have stories read to them.
- Read whatever your child is interested in – magazines, websites, blogs, etc.
- Discuss the stories or facts you read about using a range of questions – not just about what happened, but also about whether they like the character, why they think the author used those words, what this story would be like in a different setting (we'll give you a handout of question prompts to help with this).
- Sign your child's **Reading Record** regularly and please make sure that they bring it with their reading book.

KS2 - Oxford Reading Tree



- All children in KS2 have an ORT or Little Wandle book to read at home
- The ORT stage is assigned by their class teacher to ensure they are reading a book at their correct independent level (approx. 95% word accuracy)
- When assigning a ORT stage, a conversion chart is used as a rough guide, along with the ORT Reading Criterion Scale, other benchmarking materials and the teacher's own assessment. Fluency **and** comprehension form part of this assessment.
- Children are encouraged to have another book of their choice from the library or from at home to read at the same time.
- Children take books home and are expected to read nightly for 20 minutes.
- All children should have a reading record and are encouraged to write in it when they have read.
- Children have at least one DEAR (Drop Everything And Read) session a week when teachers check books, reading records and hear children read.
- This is in addition to the children's 'whole class reading' sessions



Y4 Curriculum



Term 1: All Around Us - Water

Term 2: Ancient Egyptians

Term 3: Listen Up -Sound

Term 4: Imaginary Worlds

Term 5: Anglo Saxons

Term 6: Exploring Spain



Year 4 Multiplication Check

June 2024

A new end of year assessment was introduced in 2019/20. All state-funded maintained schools and academies (including free schools) in England are required to administer an online multiplication tables check (MTC) to year 4 pupils.

The national curriculum specifies that pupils should be taught to recall the multiplication tables up to and including 12×12 by the end of year 4.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools will have a 3-week window to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.

If you need anymore information you can find the assessment framework on the [gov.uk](https://www.gov.uk) website.

Attendance



- ☐ Punctuality and attendance are vital – 5 minutes late each morning is 25 minutes per week, 950 minutes per year! That's almost 16 lessons of lost learning time.
- ☐ Attendance is monitored by the senior team and the Family Liaison Officer. If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- ☐ If you need any support with anything that is affecting your child's attendance, please get in touch with Mrs Matthias, our Family Liaison Officer.

Myrtle Parents Evenings



Tuesday, October 31st

Thursday, November 2nd

Behaviour Expectations



Care

BE KIND - LOOK AFTER YOUR WORLD

AIM HIGH – EMPOWER OTHERS

Our whole school expectations for behaviour are

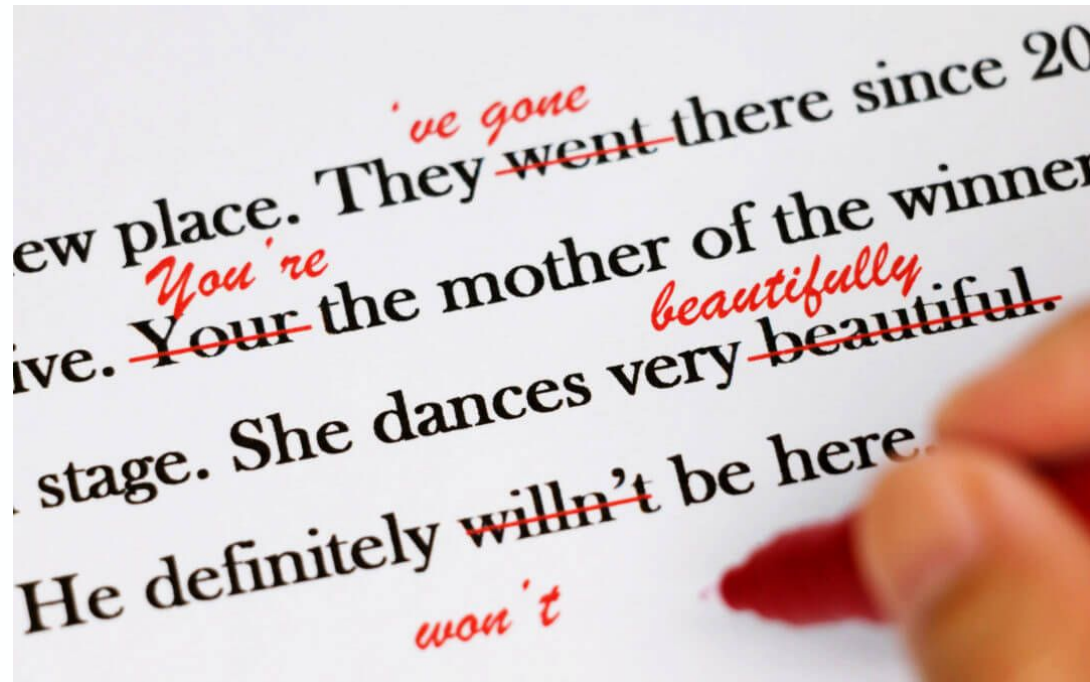
Be Kind, Aim High and Behave Safely.

Unsafe behaviour will immediately be addressed by
Mr Bowman, Mr Potter or Mr Commander.



Feedback and Marking Policy

Child will be taking more accountability for their own learning: marking, reviewing, evaluating and editing their work using red pen following feedback during the lesson.



'Red pen editing is GOOD! It shows us you are learning!'

New Feedback Policy: meaningful, manageable and motivating



The approach puts a big emphasis on face-to-face conversations between the teacher and your child (connection!) which enables them to **understand** the feedback they have been given and make progress **in the moment**.

We will...

- Work hard to create a **classroom culture** where feedback is valued and there is a common understanding that getting things wrong is fine as it helps us to learn ('Growth Mindsets').
- **Use the 3 Fs:** Feed-up, Feedback, Feed-forward. We have a 'toolbox' of strategies for each of them.
- Provide '**in the moment**' feedback: every lesson we work hard to find 'teachable moments', common misconceptions and examples of good work to feedback to the class verbally during the lesson.
- Provide specific, **individual feedback** to your child based on 'Success Criteria': teaching with a 'pen in hand'.
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work (we've weighed up the 'opportunity /cost').
- This **doesn't** mean we aren't looking at and appreciating your child's work! We will be working very hard to use all of the assessment and information gathered from observations, conversations and work in books **to adapt the next lesson** (considering what we teach, how we teach it and the level of support we provide)
- We will be **celebrating your child's achievements** verbally in the lesson. We will also be giving children mini Southville stars in books when they have tried particularly hard or have produced a particularly impressive piece of work (based on their own personal bests!)

Relationships and Behaviour Policy



Zones of Regulation

The ZONES of Regulation

			
<p>Blue Zone</p> <p>Sad Bored Tired Sick</p>	<p>Green Zone</p> <p>Happy Focused Calm Proud</p>	<p>Yellow Zone</p> <p>Worried Frustrated Silly Excited</p>	<p>Red Zone</p> <p>overjoyed/Elated Panicked Angry Terrified</p>

The IEP cycle

What is an IEP?

An Individual Education Plan (IEP) is a document that is developed by the class teacher to ensure a child's learning needs are being met. When a child's learning progress slows, we recognise this could be attributed to different factors. Some of these may be linked to neurodiversity or other reasons. These may include:

- Speech or Language impairment
- Visual impairment
- Hearing impairment
- Learning disability
- Emotional challenge
- Cognitive challenge
- Social, Emotional and Mental health challenges (ADHD)
- Communication and Interaction (Autism)

Where a class teacher identifies a child needs support in their learning, an IEP will be written. This IEP will be shared with the parents in a meeting during terms 1, 3 and 5.

Uniform



Key reminders:

- No hoods up / hats on in classrooms
- Black shoes and/or black trainers
- Still not changing in school for PE:
 - no football shirts
 - phasing out house-coloured t-shirts (ok for this year)
 - can just wear the same black trainers if that is easier
- No jewellery (watches and stud earrings ok)
- Long hair tied back for PE, cookery and Science/practical lessons.

