



Welcome to Southville Primary School

Purpose of this meeting



- To introduce you to the staff working in our team.
- To outline the main subjects and topics that will be covered during the year.
- To provide important information such as PE days and Forest School.
- To share key information about how you can support your child.

Key staff in Year 4



Mr Smith
Koala class teacher
& LKS2 Leader



Miss Trimmell
Kangaroo class teacher
& Deputy SENCO



Mrs Hall
Kiwi class teacher

Mrs Giles
Learning Support Assistant
(Year 4 one day a week)



Mr Cole
Learning Support Assistant
(Year 4 one day a week)



Mrs Turvey



Mr Suanes



Mrs Asensi

PPA cover - Friday mornings

Key staff within the school



MR BOWMAN
Head Teacher



MR COMMANDER
Deputy Head Teacher



MR POTTER
Deputy Head Teacher



MRS MOODY
Special Needs Coordinator and
Inclusion Lead



Miss Trimnell
Deputy SENCO



Mr Smith
Phase Leader LKS2



MRS FLAECHER
School Business Manager



MRS MATHIAS
Family Liaison

Attendance



- School starts at **8:45am** (gates 8:35) and finishes at **3.20pm**
- All school time is important for children, and missing lessons often means it is hard to catch up.
- Attendance is monitored internally by the Senior Leadership Team and the Family Liaison Officer and externally by our school's Educational Welfare Officer (EWO). If your child is persistently absent, the team will book a meeting with you to set targets for improving attendance.
- We are no longer permitted to grant absence for holidays. Taking periods of unauthorised absence results in parental fines.
- If you need any support with anything that is affecting your child's attendance, **please get in touch with Mrs Mathias, our Family Liaison Officer.**
- Punctuality is also very important: 5 minutes late each morning is 25 minutes per week, 950 minutes per year. That's almost 16 lessons of lost learning time.

Uniform



- The school uniform policy can be found on the [website](#).
- You can buy branded items from Monkhouse Schoolwear, 140 East Street, Bedminster BS3 4EW in store or online by [clicking here](#).

Classroom wear

- Plain or with school badge red school sweatshirts, cardigans, hoodies or zipped long sleeved tops
- Plain or with school badge white or red polo shirts
- Dark grey or black shorts, trousers, skirts, skorts or pinafore dresses Plain grey, black or red tights
- Plain white, grey or black socks
- Black flat shoes or plain black trainers (with no additional colours or markings)
- Closed toe sandals (with a fastening around the heel) Red gingham dresses or playsuits

PE Kit

- **On days when a child has PE, they can wear their PE kit to school for the day - Thursdays Kiwi**
- Black shorts and white or red polo shirt or t-shirt

Children are not allowed to wear jewellery (watches and stud earrings are fine)
Not smart watches that can take photos and get messages

PE days



All Y4 Classes - Mondays swimming terms 1-4

Kiwi Class- outdoor PE Fridays

Koala Class- outdoor PE Tuesdays

Kangaroo Class - outdoor PE Thursdays

Forest School Dates - 3 x ½ day sessions

Kiwi Class - Term 2

Koala Class- Term 4

Kangaroo Class- Term 5/6

Trips



Awesome Egyptians - Bristol Museum - Term 2

Anglo Saxons - M Shed - Term 5

Geography local fieldwork - Term 4

Other info

PPA Friday mornings - carousel of lessons - ICT, French, Music & RE

Miss Trimnell - Deputy SENCO leadership cover every Monday morning

Mr Smith - Lower Key Stage 2 phase leader cover every Monday afternoon

Curriculum



CONNECTION



COURAGE



IMAGINATION



CARE

Curriculum Units



Term 1: Splash!

Science and Art

Term 2: Awesome Egyptians

History and Science

Term 3: Listen up!

Science and DT

Term 4: Southville Then & Now

Local History & Geography

Term 5: Anglo Saxons

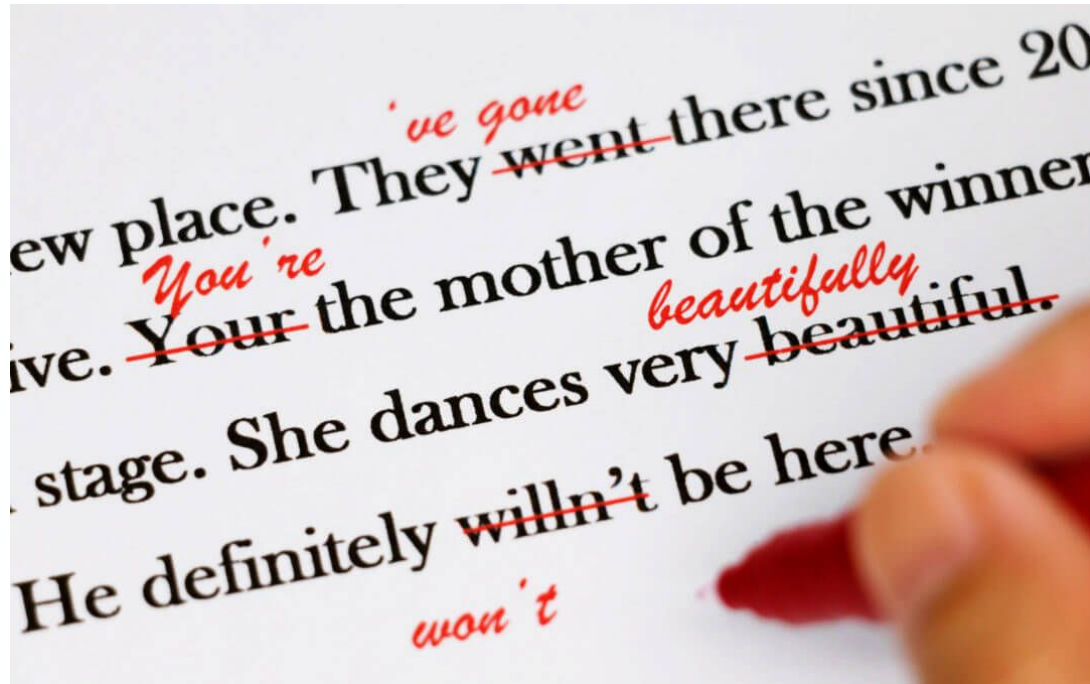
History and Science

Term 6: Exploring Spain

Geography and Science

Feedback and Marking

We support the children in taking accountability for their own learning: marking, reviewing, evaluating and editing their work using red pen following teacher feedback during the lesson.



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

Feedback and Marking



Our 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 place great importance on creating 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').
- **What you will see:** children marking, editing and improving their work using red pens
- **What you won't see:** written teacher comments or 'next steps' at the bottom of your child's work We feel this is better done verbally.
- 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)

Reading at Home



Supporting your child to read at home every day (around 20 minutes) is probably the most important thing you can do to support your child's academic progress.

- **Research** shows that the more children read, the more progress they make across the curriculum.
- Children take home a carefully matched **levelled** reading book (plus a library book).
- Children move up reading levels when they demonstrate accuracy, **fluency** and good comprehension (**understanding**) – not simply by finishing books quickly.
- Reading with your child and to your child **aloud** benefits all readers, even those who are confident.
- **Talk** about the stories, facts and new vocabulary you read together ([example questions](#)).
- Encourage **all types of reading**: books, comics, magazines, recipes, websites and non-fiction.
- Please sign the **Home Learning Diary** (at least once a week.)
- The goal is to develop a lifelong love of reading, alongside fluency and understanding.

Reading Underpins The Whole Curriculum



1. **Home reading daily** and regularly aloud with an adult
2. Levelled Oxford Reading Tree or Little Wandle book - levelled book to read at home
3. 1 x Weekly/ Fortnightly visit to **school library** to choose a book to read at home, in addition to levelled book
4. **4 x Whole Class Reading sessions per week** - aloud to class/ partner
5. 1 x DEAR (**Drop Everything And Read**) session per week - check home records are being updated
6. Frequent reading in class for other subjects like History or Geography
7. **Special events** with visiting authors, book fairs & swaps, World Book Day

Writing



Writing often links with our 'topic' / unit of study

5 star sentences

	Capitalisation	My friend and I went to London to visit the Natural History Museum.
	Handwriting	Joined and legible, on the line.
	Spelling	Especially homophones: their/there/they're, to/too/two, are/our, were/we're/wear/where
	Vocabulary	Powerful verbs Adverbials for cohesion Adventurous adjectives Similes and metaphors
	Punctuation	"How are you?"asked John. She got up;she and I went downstairs.

Handwriting - practicing at home can make a BIG difference



We focus on ensuring:

- Letters are formed correctly
- Letters are joined
- Letters start on the line and sit on the line
- Letters are roughly the same height
- There are clear ascenders and descenders
- Children take pride in the presentation of their work
(no scribbling out/doodling in the margins)



Spelling



In **KS2**, we use a scheme called '[Spelling Shed](#)'.

- The scheme uses research-informed approaches. This means teaching '**strategies**' rather than simply memorising them. These strategies include direct instruction, word study and practice.
- In some year groups, we will mix classes and tailor spellings to each child's level, ensuring personalized instruction that meets individual needs.
- We will be sending home spellings each week for the children to practice.
- There will be a weekly spell check on 5 of the words from that week's list and 5 of words from previous weeks/common misspelled words.
- At the end of each term, there will be a test on previous words which is part of the assessment cycle.

Maths - Daily 10



- In Years 4-6, children will complete 10 arithmetic questions daily to enhance their fluency, speed, and accuracy.

Daily 10:

You have 5 minutes to complete as many questions as you can. You can complete them in any order.

Afterwards, we will discuss our approaches to solving the problems.

	Question
1	$500 + 423 = \underline{\hspace{2cm}}$
2	$763 - 50 = \underline{\hspace{2cm}}$
3	$5 \times 9 = \underline{\hspace{2cm}}$
4	$\underline{\hspace{2cm}} = 40 \times 3$
5	$461 \div 1 = \underline{\hspace{2cm}}$
6	$7/9 - 2/9 = \underline{\hspace{2cm}}$
7	$\underline{\hspace{2cm}} = 6,925 + 3,092$
8	$\underline{\hspace{2cm}} = 37 \times 10$
9	$56 = 8 \times \underline{\hspace{2cm}}$
10	$8525 + 25 + 25 = \underline{\hspace{2cm}}$

Maths - Times Tables



- **Aim:** for all children to have a proficient and automatic recall of multiplication facts (3 seconds!) This will 'free up' space for them to focus their brain activity on the application of the multiplication facts in different contexts NOT the facts themselves.
- The learning of times tables is broken down into manageable chunks (teaching & learning a times table at a time). This is scheduled very carefully across the year – nothing is left to chance!
- There is a big emphasis on the importance of the commutative law and the relationship with **division facts** (if children learn 3×7 they do not need to learn 7×3 – this is made explicit, to make learning feel more manageable).
- **Rote learning** in which children learn the number facts AND a sound pattern. Teachers and children learn each fact one way round, always stating the larger number first. E.g., 3×7 becomes 'Seven threes are twenty one'. This phrase is always used and repeated by the children after the teacher when going through answers.

All the children in **Year 4 will take the National Multiplication Times Table Check (MTC)** in June 2027. This is done in school, on the computers, and only takes a few minutes.

2 times tables	3 times tables	4 times tables	5 times tables	6 times tables	7 times tables	8 times tables	9 times tables
$2 \times 2 = 4$							
$3 \times 2 = 6$	$3 \times 3 = 9$						
$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$					
$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$				
$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$			
$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$	$7 \times 7 = 49$		
$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$	$8 \times 7 = 56$	$8 \times 8 = 64$	
$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$	$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$

We practise at school every day:

- **Little and often:** a two-minute times table quiz, daily.
- Booklets with questions for a quiz every day to support each times table - 40 questions in each quiz. The children have two minutes to complete the test (an average of **3 seconds** per question)
- These booklets will be sent home for further practising

1		2	
$6 \times 5 =$	$6 \times 6 =$	$6 \times 3 =$	$3 \times 6 =$
$36 \div 6 =$	$24 \div 6 =$	$2 \times 6 =$	$30 \div 6 =$
$4 \times 6 =$	$6 \times 2 =$	$30 \div 5 =$	$4 \times 6 =$
$12 \div 6 =$	$6 \times 4 =$	$6 \times 2 =$	$36 \div 6 =$
$6 \times 2 =$	$4 \times 6 =$	$6 \times 2 =$	$5 \times 6 =$
$6 \times 3 =$	$30 \div 5 =$	$5 \times 6 =$	$2 \times 6 =$
$5 \times 6 =$	$2 \times 6 =$	$6 \times 5 =$	$6 \times 5 =$
$4 \times 6 =$	$6 \times 5 =$	$12 \div 2 =$	$6 \times 6 =$
$3 \times 6 =$	$6 \times 6 =$	$4 \times 6 =$	$18 \div 3 =$
$18 \div 3 =$	$2 \times 6 =$	$4 \times 6 =$	$4 \times 6 =$
$30 \div 6 =$	$6 \times 5 =$	$3 \times 6 =$	$6 \times 2 =$
$6 \times 4 =$	$6 \times 5 =$	$24 \div 6 =$	$6 \times 2 =$
$6 \times 4 =$	$12 \div 2 =$	$3 \times 6 =$	$6 \times 6 =$
$6 \times 3 =$	$5 \times 6 =$	$2 \times 6 =$	$6 \times 4 =$
$6 \times 3 =$	$5 \times 6 =$	$6 \times 3 =$	$12 \div 6 =$
$3 \times 6 =$	$18 \div 6 =$	$6 \times 5 =$	$6 \times 6 =$
$2 \times 6 =$	$6 \times 5 =$	$5 \times 6 =$	$6 \times 4 =$
$24 \div 4 =$	$6 \times 6 =$	$18 \div 6 =$	$24 \div 4 =$
$4 \times 6 =$	$6 \times 2 =$	$6 \times 4 =$	$6 \times 3 =$
$6 \times 6 =$	$3 \times 6 =$	$5 \times 6 =$	$2 \times 6 =$

First part of 6 times table

Homework - on Google classroom



 Splash! Southville Primary School	Home Learning			Year 4
Expected Ongoing Tasks	Optional Task: Complete an activity a week from the list below. It can be loaded onto the Google Classroom stream, posted as a homework assignment or handed in to the teacher.			
Maths 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. We will be practising these daily in class to support this. The following websites may help: https://www.topmarks.co.uk/maths-games/7-11-years https://www.timestables.co.uk/	Instructions 'A step by step guide explaining how to make or do something'. Find some instructions, and talk about them with an adult. If possible, have a go at following the instructions. - Are the instructions clear? - Can you follow them easily? - Are the instructions presented well? - Would you prefer more diagrams or more text?	The Water Cycle Create a diagram, poster or model about the water cycle. Make sure you show all the stages and use the appropriate scientific vocabulary.	Watery Art Use a watery technique to create artwork; you can bring it in to show everyone. You could include an explanation of how you used the water.	
Spellings A little and often is best! Even though there aren't weekly tests, it's still important to practice the termly words. Try to find out what the words mean and have a go at putting the words into sentences.	Hunting materials Take a look around your house (and your street?) and list any interesting solids, liquids and gases you notice. What questions do they raise? Note: please don't touch or open anything you don't have permission to (this activity would probably be best completed with an adult).	Water Usage Survey Create a home survey and record and compare how much water you use in a day, week or month. What uses the most water in the home?	Save Water! Create a water saving poster detailing what people can do to conserve water. How can they reduce the amount of water they use in their daily lives?	
Reading Read with someone at home daily for around 20-30 minutes. Bring your book and reading record in on your DEAR day. Peters has book lists covering key themes and popular topics School Reading List has regularly edited lists of recommended reading books for children aged 3-11. - Use your local library. Search for book titles here. Here are some examples of the type of questions we ask at school during KS2 reading lessons.	Water round the world Find out about another country where accessing water is not as simple as it is in ours. How do people access water there, and how does it differ from our daily life? Useful sources of information BBC Bitesize -- The Water Cycle BBC Bitesize - States of Matter Water Calculator Who is David Hockney? Wateraid	Water issues Research any recent water issues, either in your local community or the wider world. Addit   	Water Poetry Write a poem, or a story, about the ocean, a river, lake or any other body of water.	

We will use Google Classrooms to set homework tasks. There will be a selection of **optional** tasks linked to the term's topic.

Homework



- Importantly, we also expect children to regularly engage in:
 - **Spelling practise** - sent home at start of term
 - **Reading** and responding in their reading record
 - **Times table** practise

These should take priority over the optional tasks

Subjects



Subject Information

Click the subject links below for more information:



English



Mathematics



Science



History



Geography



Art



Design & technology



Music



Religious education

You can find information about what and how we teach each subject on the school [website](#).

How to help your child at home

Find out more about how you can help your child at home by clicking the links below.



Black Lives Matter



How to help with maths



How to help with phonics



How to help with reading



How to help with spelling



How to help with the wider curriculum

You can also find information about [how to help your child](#).

Relationships and Behaviour



CONNECTION



COURAGE



IMAGINATION



CARE

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 or Mr Commander.

Relationships and Behaviour Policy



One per
class
per
week

The ZONES of Regulation

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

The IEP Cycle



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 specific 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**.

Provision Plans

For some children, a Provision plan more appropriate than an IEP, as it focuses on the ongoing organisation, arrangements, and support strategies they need in the classroom, rather than short-term, measurable targets.



What is it?

- A **personalised plan** that gives teachers a clear written overview of your child's needs.
- Designed for children who need **ongoing support** to access the inclusive curriculum.
- Sets out the **teaching methods, resources, and strategies** that will help your child in class.
- Focuses on **practical support** to remove barriers to learning.

How it's created

- Developed by the class teacher.
- **Co-constructed with parents** to ensure it reflects your child accurately.

When it's used

- Created and shared with parents in **Term 1**.
- On going review during the year and changes made when required (e.g. after assessments, reports or based on classroom progress).
- No additional scheduled meetings in the calendar

SOUTHVILLE PRIMARY

My name is ???

I am ?? years old, I was born on the

I am in ??? class in Year 45 of my education.

My recognised needs are:

I like to: (Child's voice)

Positive relationships:
What adults might do to help me, (strategies):

Enabling environments:
What adults might provide to help me in the classroom:

Communication



CONNECTION



COURAGE



IMAGINATION



CARE

Communication



- **Parents' Evening** takes place in:
 - **Autumn** (week beginning 10th & 12th November 2026)
 - **Spring** (March 2027).
 - Your child will receive a written end-of-year report in **July**.
- The newsletter is sent out **every Friday** and it has all of the important whole school news and updates on WEDUC. We will be sending out a year group specific **Weduc message every Friday**.
- Posts about school life are on the school's social media channels (**Twitter / Facebook / Instagram**)
- Please come over with any queries when we are dismissing the children, rather than at the start of the day. Please note that you may have to wait until all of the children have been dismissed and/ or have to arrange a meeting at another more convenient time.
- Email the school office (not teachers) with absence, going home arrangements and trips.
- Weduc email teachers on learning or personal matters. Response will be within 48 hours but not during the school day, when we are teaching the class.

English as an additional language - multilingualism is our superpower!



Parents welcome to visit and read – share a favourite story in your home language.

Tell us about your home culture – food, festivals, art, traditions, everyday life.

Teach us a few words – greetings, numbers, songs in your language.

Every language is celebrated – we value the languages our children bring with them!

Multicultural fortnight - 26th & 27th January 2027 - events and activities linked to the celebration of language and culture.

Most important things to help your child learn



Practise a little and often,

- **Reading** and responding in their reading record every day if possible
- **Times table** practise every day if possible
- **Spelling practise** including meaning of the words
- Coming to school on time.

Any questions?

