

Wednesday 16th September

WELCOME TO YEAR 4

Mrs Rooney and Mrs Baker (Acer)
Miss Nathan(Palm)

Mrs Davies and Mrs Wade (LSA's)
Mrs Mossop and Mrs Parker (SSA's)



WELCOME TO YEAR 4

We aim to help the children to become more independent learners.

When You:

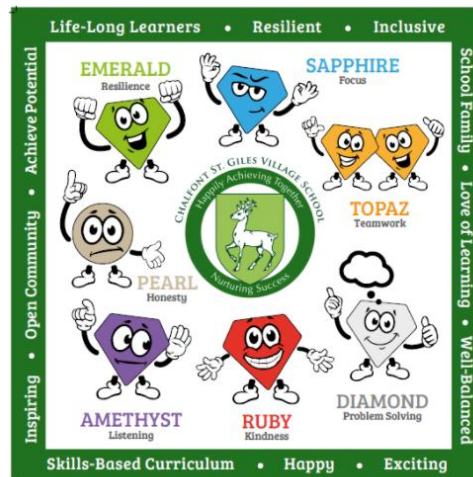
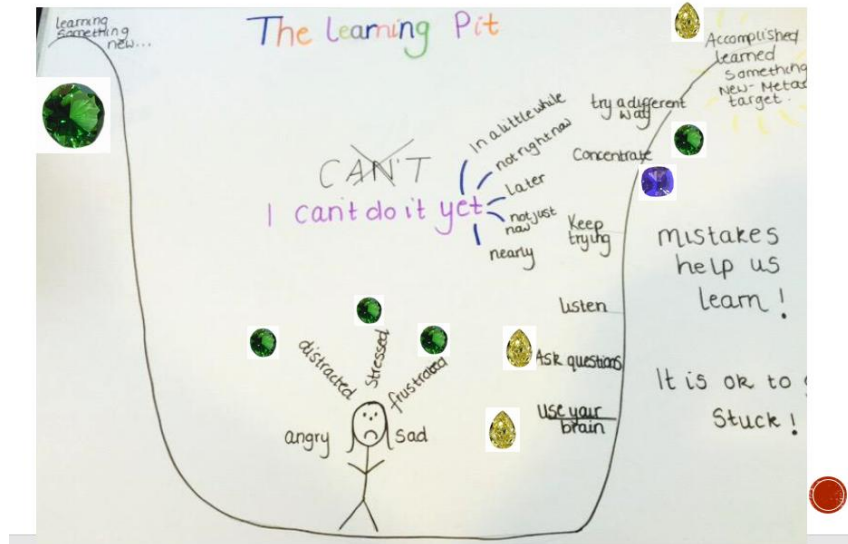
*Cut it for me,
Write it for me,
Open it for me,
Set it up for me,
Draw it for me or
Find it for me,*

All I learn is:

that you do it better than me



WAYS WE DO THIS....



WHAT ELSE TO EXPECT IN YEAR 4....



Supporting Concentration: Guidance for Fidget Toy Use

Fidget toys can be a helpful tool for some pupils to improve their concentration and focus in the classroom. When used appropriately, they can form a valuable part of a pupil's learning support.

Key Guidance

The use of fidget toys is at the **discretion of the class teacher**.

The toys must be **discrete, non-distracting, and silent**. Fidget toys should be included as part of a pupil's formal **support plan**.

Decisions on their use should be discussed and agreed upon by the **class teacher, SENCO, parent, and child**. Please note that **no other toys** should be sent into school for use in the classroom.



TRIPS

- Woodrow – now a day trip, but must be funded
- Neasden Hindu Temple visit
- PE festivals



QUALITY FIRST TEACHING TO ENSURE CHALLENGE AND DIFFERENTIATION

At our school we have a clear expectation that learning and teaching will:

- Promote a love of learning and curiosity.
- Provide inspiring and exciting learning opportunities.
- Provide challenge and high quality differentiation to meet the needs of all pupils.
- Ensure that learning and teaching for all areas of the National Curriculum have high expectations for attainment and progress.
- Provide reasoning and high level thinking opportunities which for example encourage the children to explain why things are happening.
- Plan for active learning opportunities – where the teacher facilitates learning.
- Plan for learning beyond the classroom so that children take their learning into the world around them.



Daily Behaviour Cards

BEHAVIOUR: THE WAY TO BE

How we should **BE**. Every **person**, every **place**, every **day**.



How we should **BE**. Every **person**, every **place**, every **day**.

BE KIND

IN THE CLASSROOM

- Waiting **patiently** for a turn to speak, and listening when others are talking.
- Sharing resources, equipment and space without being asked.
- Including others in games, group work or partner activities.
- Offering to **help** a classmate who is stuck, upset, or has dropped/forgotten something.
- Using **kind words** and a friendly tone, even when disagreeing.
- Celebrating other people's successes (e.g. clapping, saying well done).
- Noticing when someone is on their own and inviting them in.
- Saying **sorry** and **meaning it** when they've upset someone.

OUTSIDE THE CLASSROOM

- Holding a **door open** for the person behind.
- Letting **another class pass** first.
- Saying **hello** or **smiling** at people in the corridor.
- Walking **calmly** rather than rushing.
- Picking up something a stranger has dropped.
- Not laughing at or drawing attention to someone who trips, drops something, or is struggling.
- Inviting someone sitting alone to play.
- Saying **"please"** and **"thank you"** to kitchen and lunchtime staff.
- Helping an adult or child carry something.
- Not **commenting negatively** on what someone else is eating.
- Waiting **your turn** without pushing in.
- Sharing the equipment and toys.

THE ADULTS WILL...

- Listen to you when you are speaking.
- Take turns themselves when needed.
- Notice and **name** kindness in the moment.
- Deal with unkind words or behaviour calmly and immediately.
- Tell you when you have done a good job.
- Say hello to children when they see them.
- Be calm and move sensibly themselves.
- All **expect the same**, it doesn't matter which adult it is.
- Say **please** and **thank you** when they are asking for things.
- Notice and **invite** pupils sitting alone to move tables.

WHO WILL
WIN THE
BE KIND
CARD
TODAY?

How we should **BE**. Every **person**, every **place**, every **day**.

BE READY TO LEARN

IN THE CLASSROOM

- Arriving on time with the **right** equipment (pencil case, reading book, etc.).
- Sitting down, **getting equipment out** and starting quietly at the start of a lesson.
- Looking at the **person talking** and listening carefully during whole-class input.
- Listening to **instructions** the first time they're given.
- Trying **independently** before asking for help.
- Having a go, even when work feels tricky.
- Keeping **focused** on the task rather than distracting others.
- Tidying away **sensibly** and promptly when asked.
- Asking **questions** if you don't understand, rather than guessing or giving up.

OUTSIDE THE CLASSROOM

- Coming in **calmly** from breaktime and promptly when the bell/whistle goes.
- Bringing the **right kit** or equipment for the day (PE kit, homework, reading book).
- Looking and **listening carefully** to instructions in assemblies, on trips or during PE.
- Settling **quickly back** into learning mode after playtime or lunch.
- Moving to the **next lesson** or activity without dawdling.
- Being **just as ready** to learn in assemblies, trips and other spaces outside the classroom.
- Following **directions** first time in unfamiliar settings, like the hall or on a trip.

WHO WILL
WIN THE
BE Ready to Learn
CARD
TODAY?

THE ADULTS WILL...

- Have **resources** ready before the lesson starts.
- Show what **expected looking and listening** looks like.
- Praise **effort** not just correct answers.
- Deal with **low-level** distraction quickly and calmly.
- Transition **quickly** between activities.
- Check **equipment** and reading records regularly.
- Have the **same expectations** in and out the classroom.
- Stand where all pupils can see and hear before starting instructions in the hall or outside.



How we should BE. Every person, every place, every day.

BE RESPECTFUL**IN THE CLASSROOM**

Speaking calmly to the teacher and classmates, rather than shouting or being sarcastic

Putting a hand up and waiting to be invited to speak, rather than talking over the teacher

owning up honestly if they've made a mistake or broken a rule, rather than blaming someone else

Accepting a fair consequence without arguing, or becoming aggressive

Asking a question politely if an instruction feels unclear or unfair, rather than refusing outright

Taking a moment to calm down before trying to explain if they're upset about something

Apologising sincerely and helping to put things right if they've upset someone in the classroom

OUTSIDE THE CLASSROOM

Greeting staff and each other politely around the school.

Accepting the outcome of a game or an argument without shouting or storming off.

Calmly telling a member of staff on duty what happened, even if you are upset.

Following an instruction from any adult on duty, not just their own teacher, without arguing.

Sorting out a disagreement with a friend by talking it through rather than retaliating.

Accepting help to calm down from an adult without seeing it as being told off.

Letting a friend finish explaining their side of an argument before responding, rather than talking over them

THE ADULTS WILL...

Speak in the same way expected of pupils during lessons.

Properly hear a pupil's concern rather than dismissing it.

Give you space and time to calm down before expecting a full explanation.

Explain their thinking when a pupil respectfully questions a classroom decision

Follow up after a disagreement to check the pupil, and anyone affected, is okay

Use calm, simple language when helping a pupil who is upset after a falling-out

Give a you a chance to reflect and repair after an incident, not just a consequence

Challenge disrespectful language immediately.

**WHO WILL WIN THE
BE
RESPECTFUL
CARD TODAY?**

How we should BE. Every person, every place, every day.

BE SAFE**IN THE CLASSROOM**

Sitting on chairs properly, not tipping or rocking.

Sensibly using scissors, pencils and other equipment as shown.

Keeping bags, coats and equipment tidy so nobody trips.

Moving calmly and quietly during fire drills and lockdown practices.

Telling an adult straight away if they feel unwell, hurt, or unsafe.

Keeping hands, feet and objects to themselves.

Following e-safety rules when using computers or tablets, and telling an adult about anything upsetting online.

OUTSIDE THE CLASSROOM

Walking, not running, in corridors, and other areas.

Sitting properly on chairs and benches in the lunch hall

Not sharing food with other children

Telling an adult straight away about a spill or hazard rather than stepping around it

Using outdoor and PE equipment as shown, not climbing on things it isn't designed for

Staying within the boundaries or areas allowed

Wearing the right kit for the weather and the right footwear for PE

Telling an adult immediately if they or someone else is hurt

Lining up sensibly and moving calmly when the whistle, bell or fire alarm goes

Playing games that suit the space, and avoiding rough games like wrestling or fighting before they get out of hand

Staying in sight of the adults on duty rather than going into hidden corners or behind sheds

Wearing a hat and remembering to drink water in hot weather

**WHO WILL WIN THE
BE SAFE
CARD TODAY?**



BEHAVIOUR: THE WAY TO BE

Today, I was the person who did their best to

BE KIND

Signed: _____ Date: _____

Every person, every place, every day.

BEHAVIOUR: THE WAY TO BE

Today, I was the person who did their best to

BE READY TO LEARN

Signed: _____ Date: _____

Every person, every place, every day.

BEHAVIOUR: THE WAY TO BE

Today, I was the person who did their best to

BE SAFE

Signed: _____ Date: _____

Every person, every place, every day.

BEHAVIOUR: THE WAY TO BE

Today, I was the person who did their best to

BE RESPECTFUL

Signed: _____ Date: _____

Every person, every place, every day.



Behaviour management TECHNIQUES

Rewarding good behaviour:

- Praise
- House points
- Weekly certificates
- Notes or phone calls home

Consequences for poor behaviour:

- Warning/discussion
- Loss of lunch break (5 minutes)
- Sent to Head
- Phone call home or parent meeting



NON-NEGOTIABLES

We expect children to present their work neatly:

- Clearly writing their date and learning objective
- Underlining the date and OLO neatly with a ruler
- Maths – clear number formation and workings shown clearly
- Write from the margin
- Correct use of capital letters and full stops
- Neat and joined handwriting
- Sticking in work neatly
- Accurate spelling of commonly used words



SUBJECTS — YOU WILL RECEIVE AN OVERVIEW EACH TERM

Autumn	Coverage
English	Book: My Heart is a Poem Focus: Diary entry, poetry Book: Leon and the Place Between. Focus: Story and descriptive writing
History/ Geography	Rainforests How children's lives have changed
Science	Sound Electricity
Computing	The Internet Audio Production
Art/DT	Drawing Electrical Systems
PE	Netball, Dance Basketball, Benchball

Plus: Maths, French, RE, PSHE and Music.



Year 4 Timetable

	8:45-8:55	9:00-9:25	9:25-10:25	10:25-10:40	10:40-10:55	10:55-11:55	11:55-12:20	1:30-3:30	
MON	Early Work	Guided Reading	Literacy	Break	Assembly	Maths	Spelling	ICT	PSHE
TUES	Early Work	Guided Reading	Literacy	Break	Assembly	Maths	Spelling	French	Science
WED	Early Work	Guided Reading	Literacy	Break	Assembly	Maths	Reading	RE/Music	History/ Geography
THURS	Early Work	Guided Reading Comp	Literacy	Spelling Test	Break	Maths	Singing assembly	PE	
Friday	Early Work	Guided Reading Comp	Literacy	Reading	Break	Maths	Reading	Art/DT	Awards Assembly



HOMework - SUMMARY

- Maths homework is handed out on Google Classrooms on a Thursday and due in the following Tuesday. Homework is related to the weekly focus (the teacher may set MyMaths); plus 5² mental maths (whole school theme); and a weekly Times Tables focus.
- Spelling: sent out on Google classrooms each Thursday and tested the following Thursday.
- Reading – at least three times per week.
- Also available: Optional learning passports, set at the start of each half term. As each one is completed these can be handed in on Google Classrooms, they will be marked by the end of that half term. Multiple possible formats for completion. Some may be shared with the class.
- Please ensure that you write a comment on your child's Google Classroom work if you have any questions about the homework.
- For further guidance and support please go to the homework and learning logs area of our website at:
<http://www.csgvillageschool.org/homework-1/>



READING

- Reading records will be checked regularly. Children are encouraged to read at least 3 times a week to an adult and discuss the book.
- Guided reading – whole class text for most children
- Children are regularly reminded to change reading books but we encourage them to now be more independent and take responsibility for this. They can change them every day.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



SPELLING

- Spelling lessons are three times a week: teach -> practise -> test.
- A copy of the words not spelt correctly will be sent home for additional support.
- In addition to learning spelling patterns, the children will be learning how to spell the words on the Year 3/4 statutory word list.



NATIONAL TIMES TABLE TEST

- The children will be taught strategies, on a regular basis, to learn the times tables up to 12x12 with rapid recall.
- Children should not be relying on counting up in lots of a number on their fingers. They need to be able to recall the times tables in and out of order.
- The children are taught and tested regularly. Copies of tests will be sent home so that any gaps are visible and support and encouragement can be provided at home too.
- The Multiplication Tables Check (MTC) will be carried out in June.



OTHER USEFUL INFORMATION

▪ E- safety:

- <https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

▪ Social Media Policy:

- A new social media policy has been developed with staff and governors.
- The policy is clear about what is acceptable use of social media by **all adults** associated with the school.
- Please read the policy which can be found on the school website under Key Information.
- Our advice is not to allow your children access to social media platforms. At this age, the children are not old enough.



PHONES AND DEVICES

- Children are not permitted to have phones or electrical devices such as iPods, smart watches etc. in school other than in exceptional circumstances. Please contact the Headteacher to request permission.
- Any phones etc. should be handed in to the School Office at the beginning of the day and collected at the end of the school day when permission has been granted. Can all volunteer helpers please ensure that they do not use their mobile phones whilst they are in school.
- If you have any questions regarding this, please contact Mr Haywood.



Uniform/PE Kit

- Full uniform should be worn most days, as per the uniform policy.
- All children must wear PE kit on Thursdays please (we suggest layers as we will go outside in all weathers).
- As per school policy, children are not allowed to wear earrings.
- It should now be possible to remove piercings that were made at the start of the summer holidays. If they need another week or two to heal, please remove the metal studs and use plastic retainers in the short term.
- Please now wait until next summer if you plan to have your child's ears pierced.



**WE ARE LOOKING FORWARD
TO A GREAT TERM AND A
FANTASTIC YEAR AHEAD!**

ANY QUESTIONS?



