



# Who's Who in our Team?



Ms Callaghan  
Douglass Fir teacher



Mrs Khanna  
Spruce teacher



Mrs Moore  
Phase Leader



Mrs Shiva  
Douglass Fir cover



Ms Foster  
Spruce cover



Mrs Todd  
Teaching assistant



Learn Believe Achieve Together

# Golden Rules – Make the Right Choice

1) Be Safe

- Walk inside
- Follow instructions
- Play kindly
- Use school equipment correctly
- Being safe online
- Stranger Danger
- Be aware of your surroundings

2) Be Respectful

- Listen & follow instructions
- Be punctual
- Good Looking, Good Sitting
- Have the correct school uniform
- Other people's personal space
- Of other people's beliefs and differences

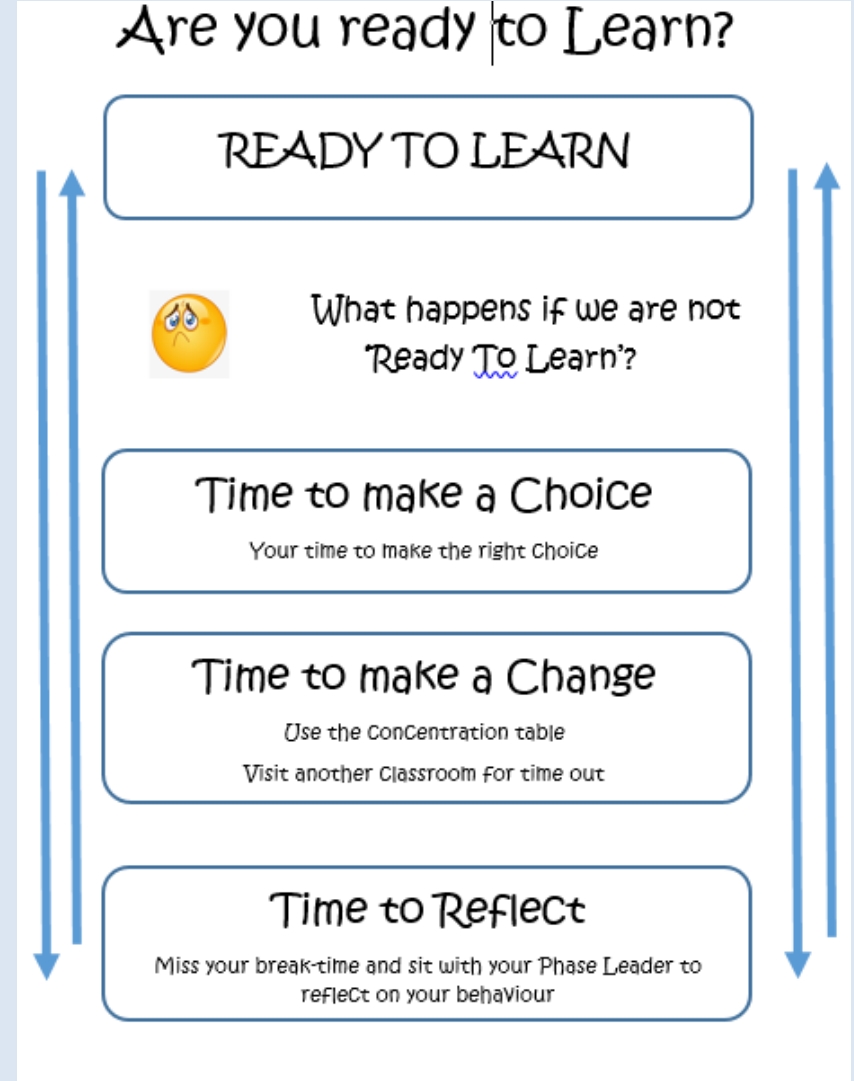
3) Be Ready to Learn

- Listen to instructions
- Following school rules
- Being polite
- Calm
- Looking after property (classroom, school)
- Capitalising
- Encourage and accept mistakes

4) Be Honest

- Tell the truth
- Take responsibility
- Accepting consequences
- Asking for help

# Behaviour system (Triple Thank You)





# Class timetable

Monday	Rocksstars	Maths	English	BREAK	Guided Reading	LUNCH	Spelling	Daily Read	RE	Library	Assembly		
Tuesday	Rocksstars	Maths	English		French		Spelling	Daily Read	PE	No nonsense spelling			
Wednesday	Rocksstars	Maths	Computing		English		Spelling	Daily Read					
Thursday	Rocksstars	Maths	English		Guided Reading		Spelling	Daily Read	Jigsaw (PSHE)	Singing assembly			
Friday	Rocksstars	Maths	PE (Outdoor)		English		Spelling	Daily Read	Spelling and Dictation	Art		Assembly	



## Key things to remember for Year 4

- No pencil cases
- PE days
  - Tuesdays (indoor) and Friday (outdoor)
- Home Learning Exhibition dates (children only)
- Open Morning Session (parents)
- Sending Home Arrangements (form!!)



# Uniform

The **school uniform** consists of:

- Birch Hill Logo - Royal blue jumper or cardigan,
- White shirt or blouse,
- Grey trousers or skirt,
- Blue and white dress (summer term only)
- Black shoes - these must be sturdy (no trainers, boots, or ankle boots)

**Games and PE kit** is also required, consisting of:

- Royal blue shorts,
- Birch Hill Logo - Blue or White T-shirt,
- White socks,
- Black tracksuit (when outside) or black jumper & tracksuit bottoms (**plain and unbranded**)
- Plimsolls or black trainers

**Others:**

- Alice bands need to be small and plain.
- No jewellery is to be worn in school.
- Hairstyles. Haircuts are a reasonable length and the latest 'step' or train tracks fashion for boys, braided hair decorated with beads, and extreme hairstyles of any kind are not acceptable in school.
- Only natural hair colours are permitted.



# Topics and Trips/Enrichment Activities

<b>Term</b>	<b>Topic</b>	<b>Trip/Enrichment</b>	<b>Cost</b>
Autumn 1	Where does our food go?	N/A	
Autumn 2	Where would we be without the Greeks?	Christmas Unwrapped at St Michaels church	Free
Spring 1	What did the Romans do for us?	Roman visitor	Estimate £5-£8
Spring 2	How does performance enhance our confidence?	School production	Free
Summer 1	What happened to the Mayans?	N/A	
Summer 2	TBC	Oakwood residential trip	£210

# Personal, Social, Health Education (PSHE) including Sex & Relationships (SRE)

*whole school overview*

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
<b>Ages 11-12 (Scotland)</b>	Personal identity What influences personal identity Identify personal strengths How do others see me? Group identity My growing sense of personal identity and independence Online and global identity Expectations	Assertiveness Prejudice and discrimination My values and those of others Challenging stereotypes Discrimination in school How prejudice and discrimination fuels bullying Being inclusive	What are my dreams and goals? Steps to success Coping when things don't go to plan Rewarding my dreams Intrinsic and extrinsic motivation Keeping my dreams alive How dreams and goals change in response to life	Healthy choices about my emotional health Managing stress Managing my choices around substances Managing my nutritional choices Medicines and immunisation Healthy choices about physical activity and rest/sleep	My changing web of friendships Support I need now and in the future Developing positive relationships What external factors affect relationships, e.g. media influences? Assertiveness in relationships The changing role of families	My changing body and feelings What is self-image? Coping during times of change My changing ways of thinking Managing my changes in mood Moving forwards into my next year of education

# Information about your child's progress

National Expectations

Key		Expectation Descriptors
<b>G</b> =Working at Greater Depth	<b>G</b> Above Expected (GDS)	<ul style="list-style-type: none"> <li>Is exceeding / significantly exceeding national expectations</li> <li>Is always successful in understanding the key learning objectives</li> <li>Can consistently apply their skills / knowledge in a range of contexts</li> <li>Can clearly explain and justify their ideas</li> <li>Demonstrates skills and knowledge beyond the curriculum</li> <li>Can analyse / evaluate their own and other's performance effectively</li> </ul>
	<b>G-</b> Just Above Expected (GDS-)	<ul style="list-style-type: none"> <li>Is just exceeding national expectations</li> <li>Is almost always successful in understanding key learning objectives</li> <li>Is able to apply their skills, in a range of context, making few errors</li> <li>Can often explain and justify their ideas</li> </ul>
<b>E</b> Working at Expected Standard	<b>E+</b> Just Above Expected EXS	<ul style="list-style-type: none"> <li>Is meeting <u>all</u> of the NC expectations</li> <li>Is a successful learner and shows good understanding of the objectives taught</li> <li>Is able to learn new skills and use them accurately and independently</li> <li>May make occasional errors when applying their learning in other concepts</li> </ul>
	<b>E</b> Expected EXS	<ul style="list-style-type: none"> <li>Is meeting <u>all</u> of the NC expectations</li> <li>Is a successful learner and shows good understanding of the objectives taught</li> <li>Is usually able to learn new skills and use them accurately and independently</li> <li>Is starting to apply their learning in other concepts</li> </ul>
	<b>E-</b> Just at Expected EXS	<ul style="list-style-type: none"> <li>Is meeting most, but not all, of the NC expectations</li> <li>Is successful at learning many new concepts</li> <li>Is starting to apply their skills independently, but not consistently</li> <li>May make errors but will usually be able to improve work following feedback</li> <li>May have some smaller gaps in learning</li> </ul>
<b>W</b> Working Towards Expected Standard	<b>W+</b> Just Below Expected WTS	<ul style="list-style-type: none"> <li>Is able to access the national curriculum</li> <li>Has some gaps in their learning</li> <li>Experiences difficulty to embed concepts</li> <li>Often needs some scaffolding or support</li> <li>Often struggles to apply their learning independently</li> </ul>
	<b>W</b> Below Expected	<ul style="list-style-type: none"> <li>Is able to access the NC with personalised support</li> <li>Has significant gaps in their learning</li> <li>Struggles to embed concepts</li> <li>Cannot apply their learning independently</li> </ul>

The role of the **Raising Standards Leader**, Mrs Sidhu, is to ensure the best possible outcomes and progress for all our children across KS1 and KS2.

In doing this, the RSL supports staff in their understanding of assessments and how to use it effectively. The RSL also provides challenge with regards to data and identifying key marginal children. After each round of assessments, the RSL will provide data reports to each year group to assist in identifying those children.

### Jargon Buster

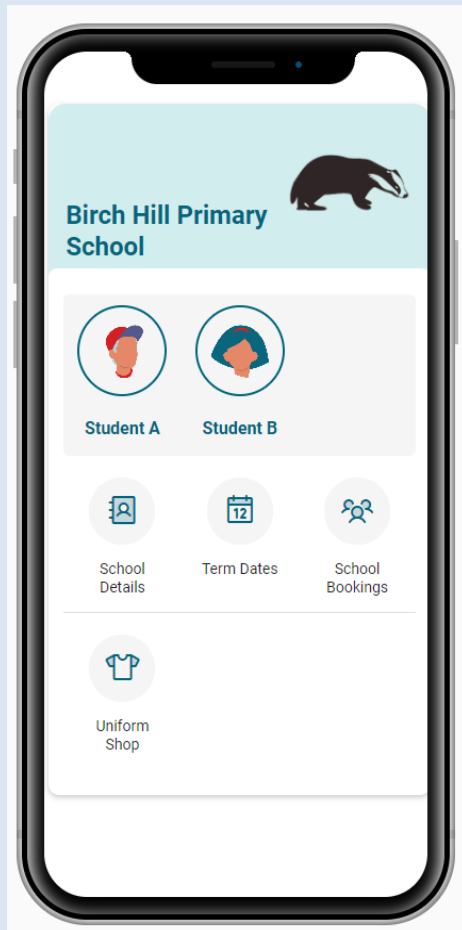
- EXS – *Expected Standard (EXS)*
- GDS – *Great Depth Standard (Above)*
- WTS – *Working Towards (Below)*

### Different types of Assessments

- Pixl – Assessment/Tests
- GL Assessments - Assessment/Tests.
- Standardised Scores & Scaled Score
- Phonics screening
- MTC – Multiplication Times table Check (Y4)
- EYFS/GLD - Early Years Foundation Stage / Good Level of Development

### Communication to Parents

- Termly Parents Evenings & End of Term Report
  - Report on Hero app
  - Children invited



# INTRODUCING HERO TO FAMILIES

The following message is a suggested introduction to Hero for parents and guardians. It explains your school's intention for online, real-time communication and reporting.

## DEAR PARENTS AND GUARDIANS...

We are delighted to launch our new communication and reporting system, Hero: an online sharing platform with a complementary smart app.

Hero allows schools to customise an online environment that enables teachers, students, and families to view and share content anytime, anywhere on any device. The software is secure, easy to use and brings together all school-related information in one place.

With Hero, you have the ability to:

- Read and comment on posts relating to your child's learning.
- View information on your child's progress & goals.
- Read and comment on school notices sent to the class or groups your child is part of.
- Respond to school notices such as surveys and trip permission requests.
- View school term dates and calendar.
- Notify the school if your child is absent or late.
- Navigate to other school-related webpages.
- Customise your account by adding a profile image.
- Select how you wish to receive notifications.

Learning posts combined with syllabus information and goal-setting will form an online report that is designed to build year-on-year. Over time, you will have access to written posts, images, video, work samples, and helpful resources all in one place.

Over the coming year, staff and students will be posting rich content to our Hero software. We are looking forward to sharing this with you, including you in your child's learning journey.

# Oracy

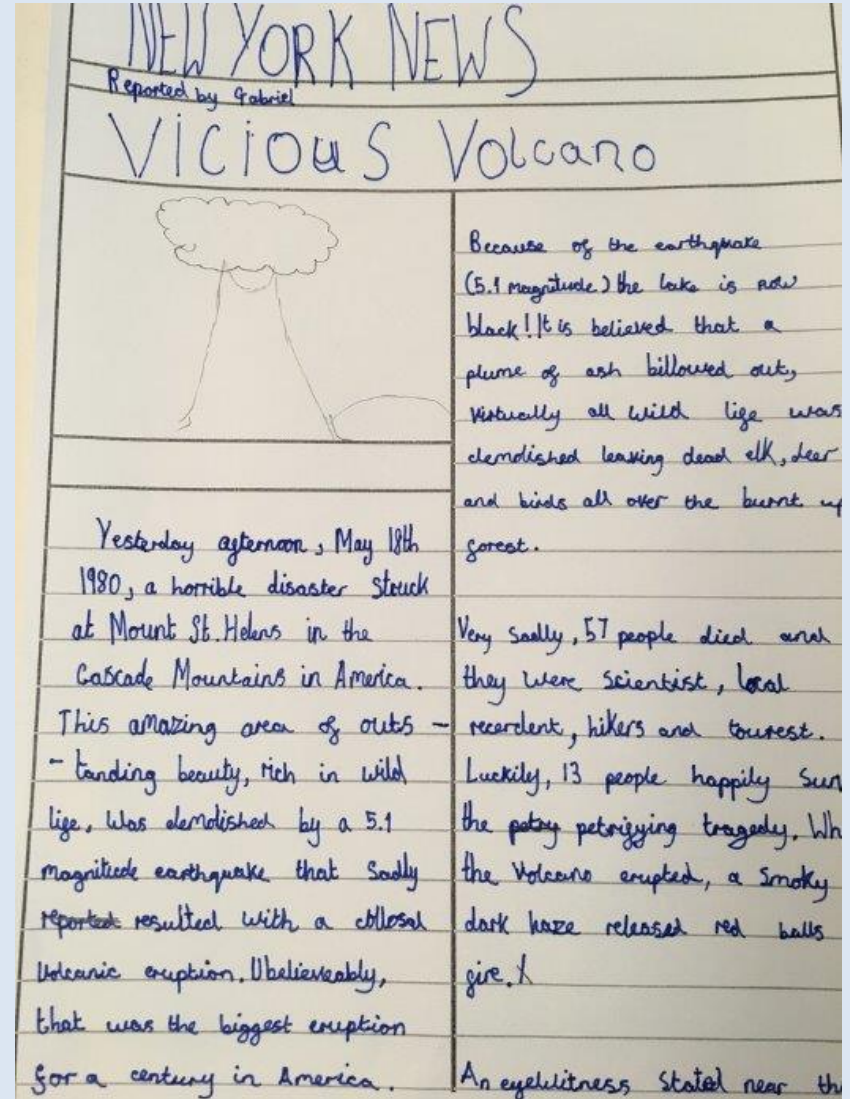
# Writing

## Talk 4 Writing

### Expected learner in Year 4

Things we look for in an expected piece of writing

- Cursive handwriting.
- Planned vocabulary choices.
- Texts structured using paragraphs.
- Punctuation – full stops and capital letters,
- apostrophes, exclamation marks and question marks.
- Correct use of tenses.
- Included the key features of the genre covered.



# EXS Spelling

## Year 3 and 4 Statutory Spellings

accident	caught	eighth	heard	minute	possible	strange
accidentally	centre	enough	heart	natural	potatoes	strength
actual	century	exercise	height	naughty	pressure	suppose
actually	certain	experience	history	notice	probably	surprise
address	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	although
arrive	continue	favourite	interest	opposite	question	thought
believe	decide	February	island	ordinary	recent	through
bicycle	describe	forward	knowledge	particular	regular	various
breath	different	forwards	learn	peculiar	reign	weight
breathe	difficult	fruit	length	perhaps	remember	woman
build	disappear	grammar	library	popular	sentence	women
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	
calendar	eight	guide	mention	possession	straight	

# Cursive script in Year 4

A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z



## Letter formation

### Pitter-patter

#### Curly caterpillar letters

Up, around and stop,  
Back, around and down.

*a c d f g o s q*



#### Ladder letters

Up the ladder,  
Down the ladder.

*i j l t u y*



#### One armed robots

Up the robot,  
Down the robot,  
Up the robot again.

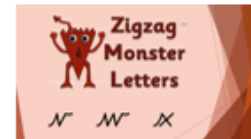
*b h k m n p r*



#### Zigzag monster letters

Up, diagonally down

*v w x*



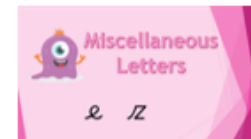
#### Miscellaneous letters

e - Diagonally up,

loop the loop,  
and out again.

z - Up,  
and horizontally across

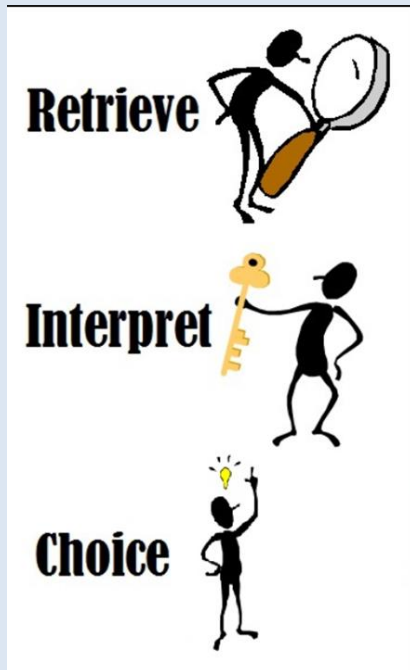
*e z*



# Reading

- **Word reading** involves blending unfamiliar printed words (decoding).
- **Fluency** is the ability to read at a comfortable pace without undue hesitation which could impact on meaning or understanding.
- **Comprehension** is the understanding and interpretation of what has been read.

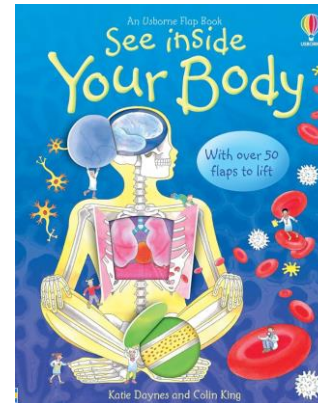
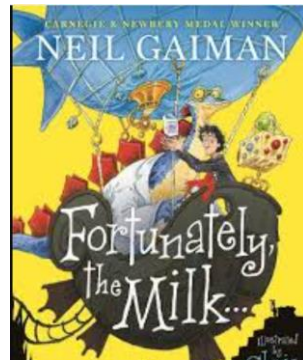
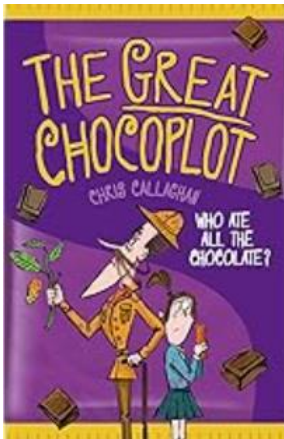
## Reading with RIC



- Your child is responsible for changing their reading book once they have read it.
- Children will be heard by an adult once a week, either through group guided reading or one to one.
- Your child should be reading at home at least 5 times a week.
- Please sign their records when you have heard them read.

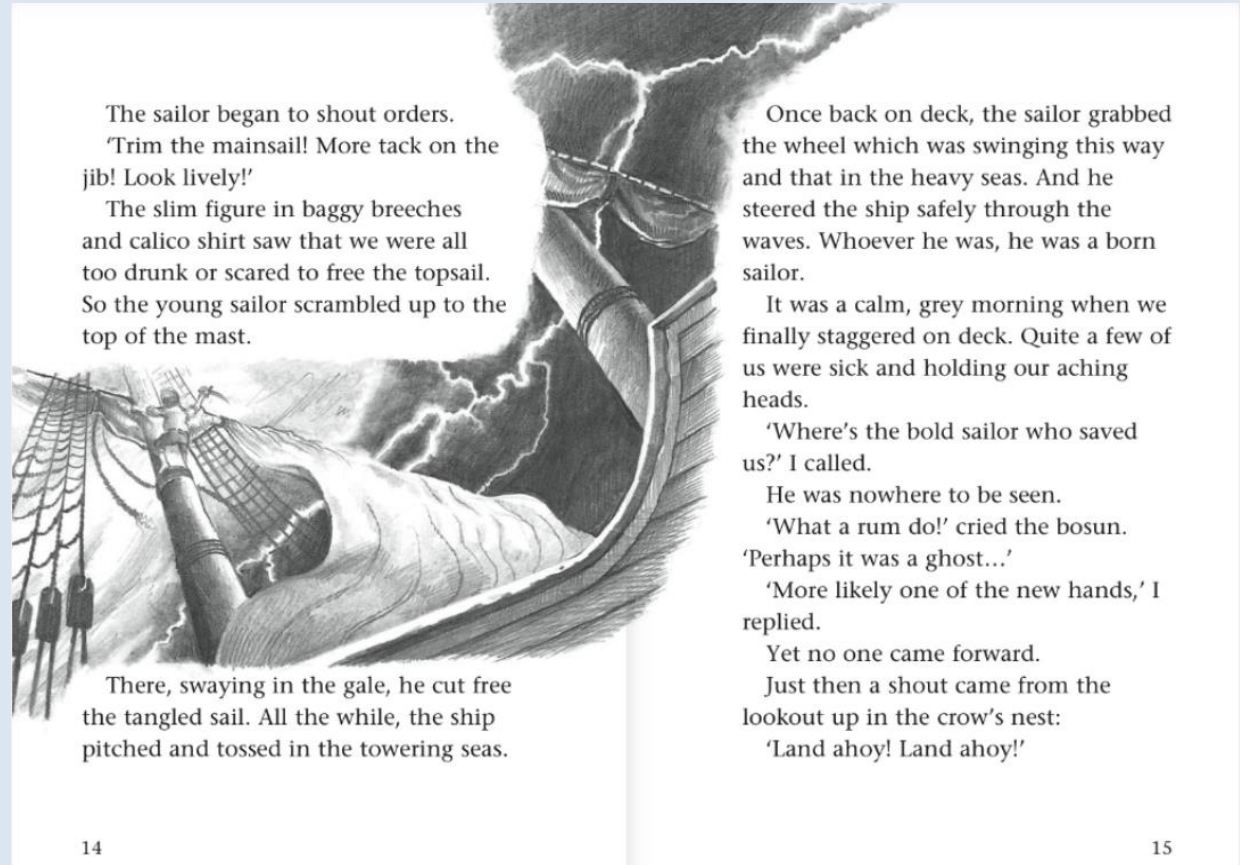
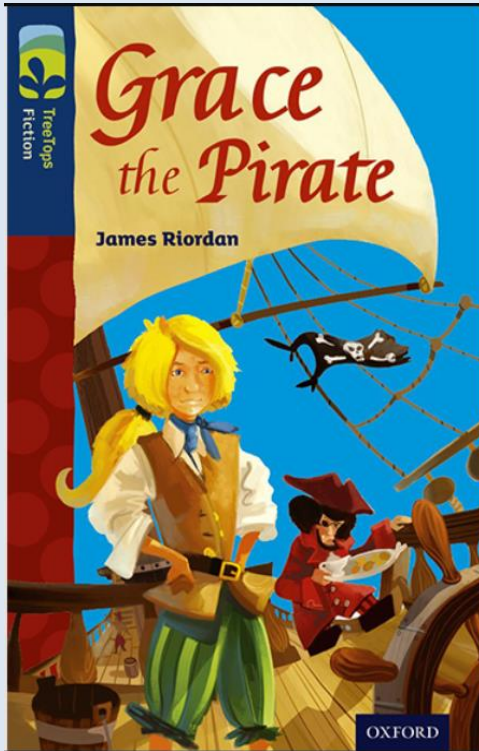


Teacher





# Examples of Reading in Year 4



## Grey level

# Examples of Reading in Year 4

## Oxford Levels and Book Bands

Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
Year 2 / Primary 3	6-7 years old	7	Turquoise
		8	Purple
		9	Gold
		10	White
		11	Lime
		12	Lime +
Year 3 / Primary 4	7-8 years old	8	Brown
		9	
		10	
		11	Grey
		12	
		13	
Year 4 / Primary 5	8-9 years old	14	Dark blue
		15	
Year 5 / Primary 6	9-10 years old	16	Dark red
		17	
Year 6 / Primary 7	10-11 years old	18	
		19	
		20	

# Maths

**Number and Place Value** – Numbers to 1000: Writing, comparing, ordering and looking at the value of each digit.

**Addition and Subtraction** – Adding and subtracting 2 and 3 digit numbers crossing 10 and not crossing 10.

**Multiplication and Division** – Recap 2, 5 and 10 times tables. Introduce 3, 4 and 8 times tables. Multiply 2 digits by 1 digit. Dividing and dividing with remainders.

**Measurement** – Money, time, length, perimeter, mass and capacity

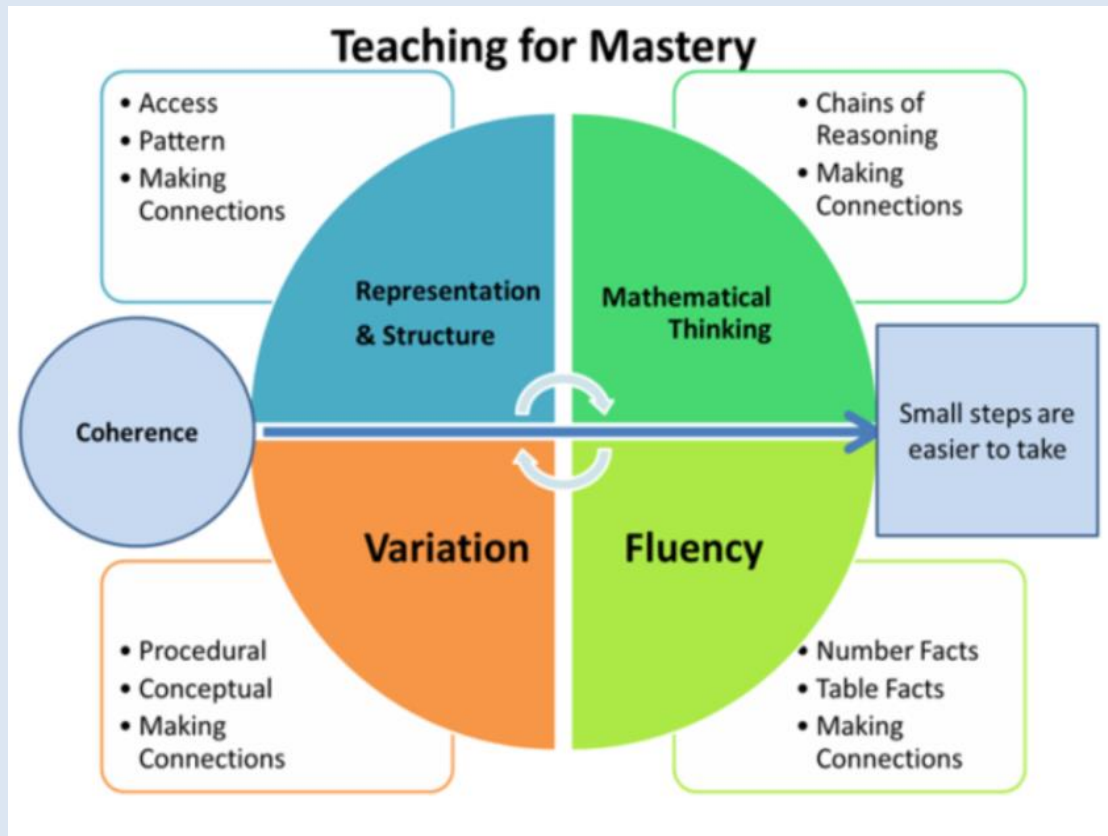
**Fractions** – Halves, quarters and thirds. Equivalent fractions. Fractions of an object and fractions of amounts. Compare, order, add and subtract fractions.

**Geometry** – Introduce types of angles. Turns. Horizontal, vertical, perpendicular and parallel lines. Recognise and describe 2D and 3D shapes. Make 3D shapes.

**Statistics** – Bar charts, tables and pictograms



# Mastery Maths



**NCETM**



# Times table check

During the first Summer term all the children in year 4 will do the statutory multiplication check. It will be administered one to one with a teacher and on a laptop.

The multiplication tables check (MTC) is statutory for all year 4 pupils registered at state-funded maintained schools, special schools or academies, including free schools, in England.

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. The Department for Education also publishes statistics on [MTC attainment](#).

In 2025, schools must administer the MTC to all eligible year 4 pupils between Monday 2 June and Friday 13 June.

# Home Learning

- Daily Practice:

**Reading** (3x per week minimum)

**Spelling**



**Times Tables** Currently focussing on 3's 4's and 6's.

Will be sent home every week with spellings

- Cross-Curricular Home Learning Grid
- Home Learning exhibitions this year for children only

# Edible Playgrounds

- 2 planting cycles every year
- Opportunity to plant, watch and taste produce grown.
- Integrated into science curriculum or linked to stories

Watch out for opportunities to come and work with your child(ren) in this fantastic resource

If you are particularly green-fingered and willing to offer your expertise, please **contact Mrs Pratt.**



# Safety

## E-Safety

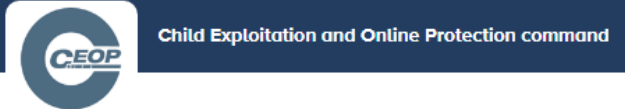
- Gaming – age appropriate
- Youtube Channel
- WhatsApp
- Cyberbullying (exclusion of children)
- TikTok/SnapChat
- <https://www.youtube.com/watch?v=sz4EyUMUTro> ESAFETY VIDEO



Please do not bring in any smart watches

### Talking to your child about online safety

Advice on how to start the conversation and get support if you're worried.





# A few final reminders ...

- Parent Mail login / contact (including junk)
- Emergency Contact form-
  - it's vital that we have two contacts
  - Make sure you are getting emails (and not going into junk!)
- Uniform: available from Mr Wagstaff [mikewagstaff56@gmail.com](mailto:mikewagstaff56@gmail.com) or from the school office
- Nut free, chocolate free school, healthy snacks (water only)
- Talk to us!



**Thank you and AOB**