



Y4 Welcome Meeting

Agenda

1. Welcome & School Priorities – Mr Dillon
2. Who's Who
3. Golden Rules & Behaviour System
4. Class Timetable
5. Topics & Trips
6. What's New in Year 1 and Y2
7. National Curriculum & Expectation for Reading, Writing & Maths
8. Home Learning
9. Useful websites & information
10. Handouts
11. Questions



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PRIMARY SCHOOL AND NURSERY
Learn, Believe, Achieve Together



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TRUST



Aim High



Be Inclusive



Work Together

Vision & Motto

Birch Hill is an inclusive and respectful school. In collaboration with parents, and the wider community, we work to enable all children to develop their aspirations.

We believe that teaching and learning should be inspiring. We create challenging opportunities, which encourage children to develop respectful attitudes towards learning and all members of our school community.

All children are encouraged to take responsibility, think for themselves and become independent.

The key to learning at Birch Hill is for everyone to **learn, believe, achieve together.**



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School Improvement Plan (SIP)

- Providing high-quality teaching and learning for every child, ensuring all children enjoy, access and succeed through an ambitious curriculum that meets their individual needs.
- Creating a happy, safe and respectful school community, where strong relationships, high expectations and clear routines help every child feel confident, supported and ready to learn.
- Give children the best possible start to school through a strong Early Years provision and high-quality phonics teaching that builds the foundations for future success.



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Communication

Open door policy
Weekly Newsletter
Text/Emails
MCAS (app)
Reporting / Hero App
Class Reps

Look what we have harvested from our Edible Garden



Harry Elsey Bike Ride
Over the summer months Harry completed a 37 mile bike ride from Guildford to Sharnham-by-sea and has raised £375 for the school — Many thanks to Harry for his brilliant effort and all of the generous donations.
<https://gfm.medic2424/>

To the Beach - Harry's Cycle Ride



Diary Dates	
Year 5/6 Year Group Welcome Meeting	6.30 - 7.30 Tuesday 22nd September (Live via ZOOM)
Year 3/4 Year Group Welcome Meeting	6.30 - 7.30 Wednesday 23rd September (Live via ZOOM)
Year 1/2 Year Group Welcome Meeting	6.30 - 7.30 Thursday 1st October
Reception Year Group Welcome Meeting	6.30 - 7.30 Tuesday 13th October (Live via ZOOM)
Parent Consultations	4-7pm— Tuesday 20th October (Via ZOOM) 4-7pm— Thursday 22nd October (Via ZOOM)



Hero

- Learning and school information all in one place
- Real-time visibility of your child's learning progress



MCAS
My Child At School

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Bromcom





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Friends of Birch Hill



- Over the years;
 - Supported the 50th Celebrations
 - Money for;
 - playground upgrades
 - Library
 - climbing frames
 - Edible Playground
 - EYFS improvements

Events – dates TBC

- Discos
- Dress-down Day
- Christmas Present Room

2026 AGM – Tues 20th October – 6pm



Family Support, Attendance Officer & WPA

- Della Payne-contact via school office (4 days a week)
 - First Day calling
- External Education Welfare/Attendance – WPA support to improve attendance across the school (Home Visits)
- Offers support and guidance
- Links with other organisations & agencies
 - Local Authority Early Help & Various External Agencies
- Monitors attendance and links with Bracknell Education Welfare Officer
- Organises Family Learning sessions
- Leave of Absence Requests/ Medical/Holiday evidence
- Government have increased fines to £80 p/c, per adult





Meet the Team

Miss Callaghan-Douglas Fir



Ms Winslade, Mrs Shiva and Mrs Corless might also be teaching you in Year 3.



And Mrs Todd will be able to support you as well.

Mr Henley-Spruce



You can ask any of the adults to help you.



Topics and Trips

Term	Topic	Trip/Enrichment	Cost
Autumn 1	Where does our food go?		
Autumn 2	Where would we be without the Greeks?	Christmas Unwrapped	Free
Spring 1	What did the Romans do for us?	Roman visitor	About £30
Spring 2	How does performance enhance my confidence?	School play	Free
Summer 1	What happened to the Mayas?	Oakwood Residential (2 nights/3 days)	Approx £250
Summer 2	What makes the world Rumble?	Day trip to South Hill Park – Art Festival	



Time-table

Monday 1	Ttrs/ M task	Guided reading	English	Spelling/Handwriting (or TTRS)		Maths		TTRS	French 2	RE	Assembly
Tuesday 2 SR OUT	Ttrs/ M task	Guided reading	English Cold task	Spelling/ Handwriting (or TTRS)		Maths Up to 1000		TTRS	Science 2		
Wednesday 3	Ttrs/ M task	Guided reading	English	Spelling/ Handwriting (Or TTRS)		Maths On a number line		TTRS	Art 2		
Thursday 4	Ttrs/ M task	Guided reading	English	Spelling/ Handwriting (Or TTRS)		Maths Thousand family		TTRS	Computing 2	PSHE	assembly
Friday 5	Ttrs/ Mtask	Guided reading	English	Spelling/ Handwriting (Or TTRS)		Maths Up to 10000		TTRS	Library	PE	assembly



Behaviour & 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

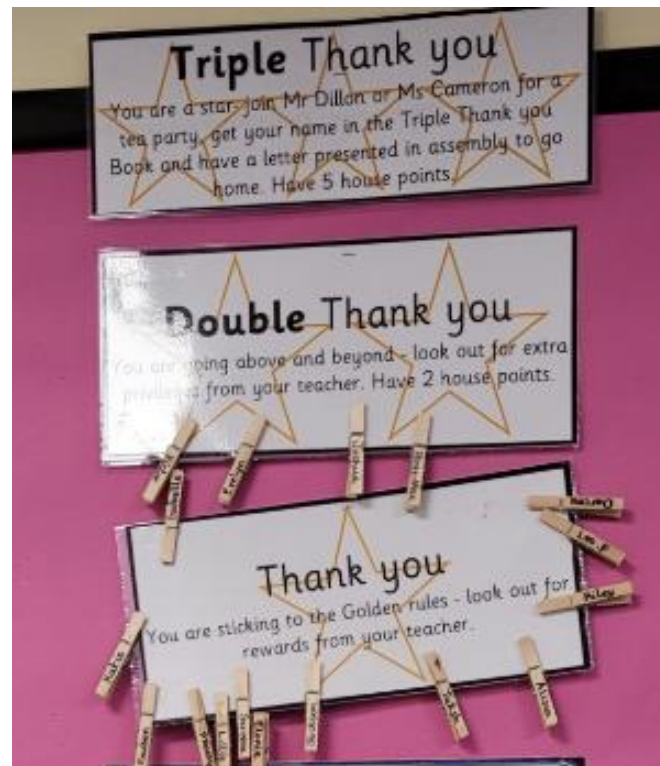
- Listen to instructions
- Following school rules
- Being polite
- Calm
- Looking after property (classroom, school)
- Capitalising
- Encourage and accept mistakes

4) Be Honest

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



Continued ...



Are you ready to Learn?

READY TO LEARN



What happens if we are not
Ready To Learn?

Time to make a Choice

Your time to make the right choice

Time to make a Change

Use the Concentration table
Visit another Classroom For time out

Time to Reflect

Miss your break-time and sit with your Phase Leader to
reflect on your behaviour



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Reading Overview



**MASTER
READERS**
excellence after phonics

MONDAY

Whole
class shared
reading of
chosen text

TUESDAY

Book Club

WEDNESDAY & THURSDAY

Visual Starter
Comprehension Questions

FRIDAY

Review



Reading Levels

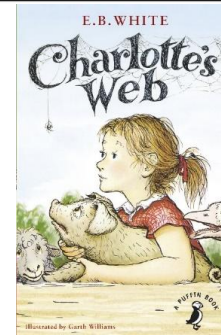
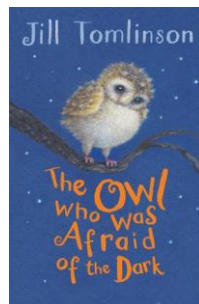
Year group	Age	Oxford Level	Book Band	Approximate Reading Age
Nursery	Up to 4 years old	1	Lilac	<4.0 – 4.6
		1+	Pink	
Reception / Primary 1	4-5 years old	1	Lilac	4.6 - 5.0
		1+	Pink	
		2	Red	5.0 – 5.6
		3	Yellow	
Year 1 / Primary 2	5-6 years old	4	Light blue	5.6 – 6.0
		5	Green	6.0 – 6.6
		6	Orange	6.6 – 7.0
Year 2 / Primary 3	6-7 years old	7	Turquoise	7.0 – 7.6
		8	Purple	7.6 – 8.0
		9	Gold	8.0 – 8.6
		10	White	8.6 – 9.0
		11	Lime	
		12	Lime +	
Year 3 / Primary 4	7-8 years old	8	Brown	9.0 – 9.6
		9		
		10		
		11		
		12	Grey	
		13		
Year 4 / Primary 5	8-9 years old	14	Dark blue	9.6 – 10.6
		15		
Year 5 / Primary 6	9-10 years old	16	Dark red	10.6 – 11.6
		17		
Year 6 / Primary 7	10-11 years old	18		
		19		
		20		



Teachers Stamp of Approval



Teacher





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



Maths fluency



Daily practice on Rockstars games including Soundchecks.

Daily timetable practice on paper targeting specific timetables.

Multiplication Tables check.

In the summer term every child will take part in the statutory multiplication check. It is completed online and on a one to one basis.

Last year out pass rate was slightly above the national average!



Home Learning

Daily Practice:

Reading (3x per week minimum)

Times Tables 2, 5, 10 3, 4, 8

Cross-Curricular Home Learning Grid



	(1 point)	(2 points)	(3 points)	(4 points)
Language & Communication - Speaking, listening, literacy, English and other languages	Write a shopping list including '5 a day' fruit and vegetables.	Write a set of instructions for looking after your pet & keeping it healthy	Make a poster for a fruit or vegetable of your choice - describing its benefits to your health.	Film/design an advertisement to promote healthy eating.
Health & Wellbeing - Physical activity, food, Personal/Social/Emotional development	Create a food diary for a week either for yourself or for your pet	Design a healthy/balanced meal. Ext. Group foods into carbohydrates, proteins, vegetable and dairy.	Come up with a new exercise to keep your muscles moving	Draw an outline of a human being. How many muscles/bones can you label?
Humanities and Citizenship - History, Geography, RE, Cultural, visits	Find out and draw a national meal for a country of your choice.	Plan a well balanced diet for a vegetarian.	Write about a day/visit where you have been particularly healthy (in your diet or due to exercise) e.g. a swimming lesson/trip to The Lookout.	Investigate a traditionally English meal. Decide and record whether it is a healthy meal with reasons.
Science and Technology - Science, DT, Eco Issues	Visit http://calorielab.com/burned/?mo=9&gr=15&li=sports&wa=5&wt=150&un=lb&kg=68 to see how many calories you burn during an exercise you take part in - note it down.	It is recommended that you take part in 5 hours of exercise each week. Measure and record the exercise you do in one week.	Draw an example of an omnivore, herbivore and carnivore. Then show something that each animal would have in their diet.	Go on a mini-beast hunt. Draw and label any animals found. Do they have an exoskeleton?
Creative Arts - Art, Design, Drama, Music, Dance	Draw a picture of somebody taking part in an exercise. How will you show that they're moving?	Compose / choreograph a new song and dance about food that will keep you active & make exercise fun.	Design and make a food package that gives important nutrition information to the customer	Create a board game that encourages children to eat well.
Math & Problem Solving - Math, Thinking Skills, Logic, Problem solving	Use a selection of fruit/vegetables to demonstrate a chosen times tables (e.g. 2x tables with sets of 2 cherries)	Investigate how many cups of water you should drink in one day. How many should you drink per week? What about in 2 weeks?	Make a survey of people's favourite healthy snack. Create a graph (bar chart) showing your results.	Calculate the number of calories you eat in a whole day * Link to food diary



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.



Key things to remember in Y4

No pencil cases

E-Safety

Uniform and PE Kits

PE day

Music lesson/specialist in

Sending Home Arrangements (include form!!)

Medical forms and medication



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

PSHE Knowledge Content Snapshot Overview

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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 Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change



Assessment Grades

Key		Expectation Descriptors	Scaled Score @end KS2
G =Working at Greater Depth	G Above Expected (GDS)	- Is exceeding / significantly exceeding national expectations - Is always successful in understanding the key learning objectives - Can consistently apply their skills / knowledge in a range of contexts - Can clearly explain and justify their ideas - Demonstrates skills and knowledge beyond the curriculum - Can analyse / evaluate their own and other's performance effectively	115-120
	G- Just Above Expected (GDS-)	- Is just exceeding national expectations - Is almost always successful in understanding key learning objectives - Is able to apply their skills, in a range of context, making few errors - Can often explain and justify their ideas	110-114
E Working at Expected Standard	E+ Just Above Expected EXS	- Is meeting <u>all</u> of the NC expectations - Is a successful learner and shows good understanding of the objectives taught - Is able to learn new skills and use them accurately and independently - May make occasional errors when applying their learning in other concepts	108-109
	E Expected EXS	- Is meeting <u>all</u> of the NC expectations - Is a successful learner and shows good understanding of the objectives taught - Is usually able to learn new skills and use them accurately and independently - Is starting to apply their learning in other concepts	104-107
	E- Just at Expected EXS	- Is meeting most, but not all, of the NC expectations - Is successful at learning many new concepts - Is starting to apply their skills independently, but not consistently - May make errors but will usually be able to improve work following feedback - May have some smaller gaps in learning	100-103
W Working Toward Expected Standard	W+ Just Below Expected WTS	- Is able to access the national curriculum - Has some gaps in their learning - Experiences difficulty to embed concepts - Often needs some scaffolding or support - Often struggles to apply their learning independently	96-99
	W Below Expected	- Is able to access the NC with personalised support - Has significant gaps in their learning - Struggles to embed concepts - Cannot apply their learning independently	86-95



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ONLINE SAFETY: ENGAGING WITH PARENTS

How can schools help parents?

EXPLAIN AND INFORM

MANY PARENTS RELY ON SCHOOLS TO HELP KEEP THEM UP TO SPEED AND HELP DEAL WITH ONLINE ISSUES. STAY ON TOP OF ONLINE SAFETY RELATED NEWS, INCLUDING SOCIAL MEDIA DEVELOPMENTS AND NEW APP RELEASES, AND SHARE IMPORTANT UPDATES WITH PARENTS.

COMMUNICATE CLEARLY

EFFECTIVE COMMUNICATION IS ESSENTIAL FOR BUILDING SCHOOL-FAMILY PARTNERSHIPS. MAKE IT EASY FOR PARENTS TO ACCESS ONLINE SAFETY INFORMATION. PLAN YOUR COMMUNICATIONS TO PARENTS SO THAT YOU DON'T HAVE TOO MANY THINGS GOING OUT ON THE SAME DAY AND TRY DIFFERENT WAYS TO INVOLVE THEM.

INVOLVE CHILDREN

INVITING PUPILS TO GET INVOLVED IN SHARING ONLINE SAFETY INFORMATION ENABLES PARENTS/CARERS TO HEAR FIRST-HAND HOW CHILDREN AND YOUNG PEOPLE FEEL ABOUT USING TECHNOLOGY, AND WHAT STEPS THEY TAKE TO STAY SAFE.

MAKE IT ENGAGING

IT DOESN'T MATTER HOW MUCH EFFORT YOU PUT INTO AN ASSEMBLY, PRESENTATION OR NEWSLETTER ETC. IF THE CONTENT ISN'T ENGAGING, YOU'LL QUICKLY LOSE THEIR ATTENTION.

E- Safety

NSPCC

Talking to your child about online safety

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

 **parentzone**
The experts in digital family life



Child Exploitation and Online Protection command





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Thank you and AOB