



# Welcome to the Year 4 Curriculum Evening

DEBBIE HARRISON, HEADTEACHER  
SAM BOWRY, DEPUTY HEADTEACHER



# Meet the Year 4 Team

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Miss Fini



Mrs Saunders



Mrs Constantinou



Mr Spranger

# Meet the Year 4 Team

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Mrs Prince



Mrs Crompton



Mrs Hayden

# Our Vision...

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“We strive to provide a strong learning environment which enhances academic achievement and develops a child’s social and relationship skills and attitudes to succeed.”



Our mission is to empower children to have a bright future.

Our school values drive everything we do as we believe that the purpose of education is to ensure everyone in our school community is able to flourish.



# Our Values

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# Our Values and Curriculum Drivers

- Courage
- Equality
- Curiosity
- Resilience
- Kindness
- Responsibility
- Honesty
- Aspiration
- **Pride**
- **Respect**
- **Integrity**
- **Positivity**

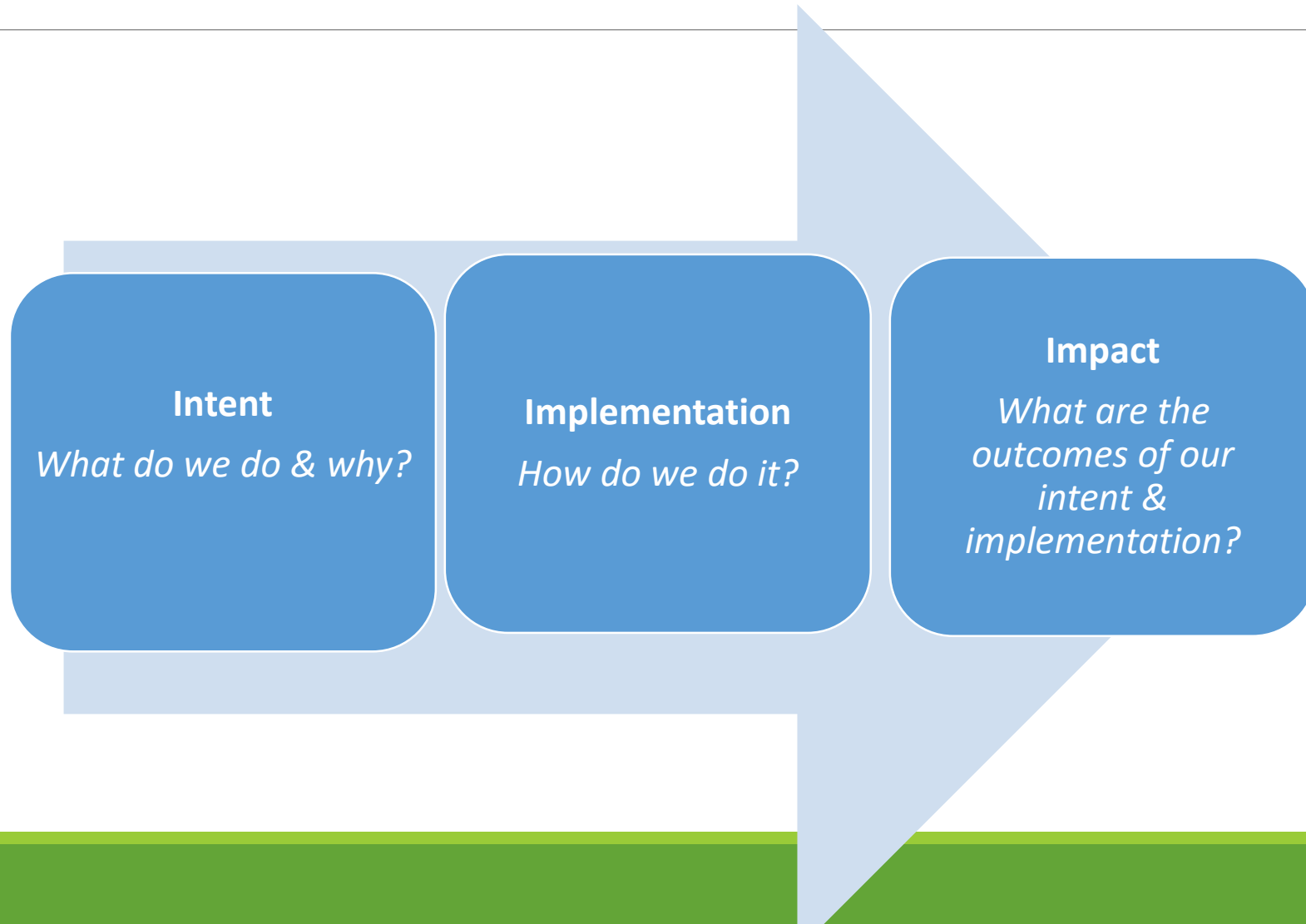


Our values will...

- Shape our school culture, the language we use, and how we approach behaviour.
- Underpin relationships across the school.
- Drive our curriculum.
- Provide children with a framework and vocabulary to understand how they think and behave.
- Help children to become global citizens in a rapidly changing world.

# Curriculum Development – Year 4 and Beyond

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# The Year 4 Timetable

This is an outline of our timetable, however, there will be some changes and amendments throughout the year.

Birch Class - Miss Fini											
	8.45	9.00	10.00	10.20	10.40	11.40	12.00	1.00	1.40		3.00
Monday	Spellings	English	Play	Assembly	Maths	Times Tables	Lunch	PE - All	Guided Reading	Geography	Class Book
Tuesday	Spellings	English	Play	Assembly	Maths	Times Tables	Lunch	Guided Reading	Geography		Class Book
Wednesday	Spellings	English	Play	Assembly	Maths	Times Tables	Lunch	PE	RE	Music/Computing	Class Book
Thursday	Spellings	English	Play	Assembly	Maths	Times Tables	Lunch	Guided Reading	Science		Class Book
Friday	Assembly	English	Play	Maths		Times Tables	Lunch	Guided Reading	Art		Class Book



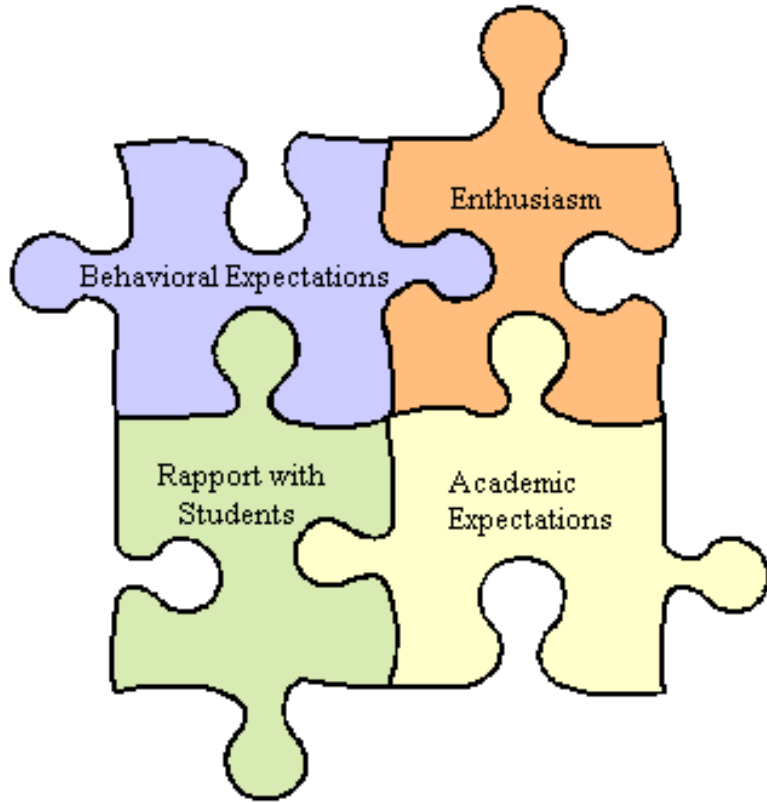
# Aims: Behaviour and Attitudes

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- Children are safe and happy
- High expectations are shared by all
- We all have high aspiration for our children
- Behaviour for learning
- Any incidents are swiftly dealt with

# A Positive Learning Environment

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We know how important it is to create an environment to enable our children to thrive.

We are passionate about creating a positive school experience coupled with high expectations both socially and academically.

We believe that building positive relationships with the children and parents is fundamental.

# Setting High Expectations for our Children

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We ensure positive rewards are in place and these are tailored for the needs of each class:

- Class Wide Rewards.
- Table Points.
- Stickers and certificates from class teachers and Head/Deputy Headteacher.
- House Points.
- Dojo Points.
- Star of the Week.
- Email and phone calls home for positive work.
- Celebrations in assembly.
- Above and Beyond Postcards.



# Ready Respectful Safe





## Maintaining High Expectations.

Step of behaviour/ Types of behaviour	Deal with by	Action: Emphasis on restorative process	Type of action appropriate for children with specific SEND needs
<b>Step 1</b> Talking and being distracted Disturbing other children (e.g. talking about content unrelated to the lesson) Talking inappropriately to others (e.g. calling names, sexual words, using a negative tone) Ignoring instructions (e.g. standing out) Wasting learning time (e.g. hanging out in the toilet)	Teaching Staff	<ul style="list-style-type: none"> <li>Non-verbal signal</li> <li>Describe the preferred behaviour, reminding them of times they have made good choices</li> <li>Verbal reminder of expected behaviour / class rules</li> <li>Verbal reminder and consequence explained</li> </ul>	<p>Warning (verbal or visual)</p> <p>Please note: It is important to provide processing time.</p>
<b>Step 2</b> Continuing with the above behaviours Talking and being distracted Disturbing other children Talking inappropriately to others	Teaching Staff	<ul style="list-style-type: none"> <li>Time out at a concentration station within the classroom for a chance to modify their behaviour</li> <li>5 minutes away from the group (with a timer) in classroom</li> </ul>	Warning (verbal or visual) with a moment book
<b>Step 3</b> Continuing with the above behaviours  Inappropriate physical behaviour such as pushing, hitting, getting shoving, hitting, breaking resources	Teaching Staff	<ul style="list-style-type: none"> <li>Time of session away from group within classroom</li> <li>Next to Year Twelve teacher's classroom if a change of location or time is appropriate</li> <li>Loss of playtime / hand time (not to reflect on behaviour and restore relationships – use <b>Reflection sheets</b> – pupils must be clear about the reasons for the action and expectations going forward.</li> <li>Write a letter of apology or make a card to say sorry</li> <li>Use of Circle Time Conversation to develop social understanding</li> <li>Record on CPD/M</li> </ul>	Time of session away from group within classroom (with L.T. support as appropriate)
<b>Step 4</b> Repeated incidents of the above behaviours  Verbal  Suggested bullying/ name calling	Class teacher/ Year teacher  Teaching Staff	<ul style="list-style-type: none"> <li>Record on CPD/M</li> <li>Withdrawal ** to Assistant Head or Head to reflect followed by lunchtime catch up **</li> <li>Withdrawal - 5 minutes</li> <li>**Catch up time - (with S.T. involved in his / her classroom)</li> <li>Class teacher to inform parents.</li> <li>Formal discussion with parents (and with child if appropriate) to discuss behaviours and agree next steps e.g. individual reward system, daily parent communication etc.</li> </ul>	<p>Withdrawal out of room</p> <p>Class teacher to inform parents.</p> <p>Discussion with S.T. <b>APPOQA</b> discuss triggers and possible next step</p>
<b>Step 5</b> Continued previous behaviours despite intervention Fighting Bullying Sex	Assistant Head Teacher	<ul style="list-style-type: none"> <li>Record on CPD/M</li> <li>Withdrawal for remainder of morning or afternoon, involve a member of the Senior Leadership Team (SLT) to support the child to negotiate and reflect to Y informed and parents informed by class teacher</li> <li>Facilitate a formal evaluation – this does not qualify as a legal evaluation, but ensures learning and teaching for all pupils can continue uninterrupted. The reasons for the exclusion is discussed with the child and pupils are encouraged to reflect on the reasons for this decision. The pupils will complete allocated work whilst internally excluded</li> </ul>	<p>Withdrawal out of room</p> <p>Removal to Assistant or Headteacher Head / Assistant Head to inform parents.</p>
<b>Step 6</b> Aggressive behaviour Stickers or discrimination Sexual content Any items involving needs such as Facebook, mobile phones and iPads for items made against staff Using racist, anti-diversity or homophobic language with understanding	Head teacher	<ul style="list-style-type: none"> <li>Record on CPD/M</li> <li>Withdrawal for remainder of morning or afternoon, SLT informed and parents informed by head teacher</li> <li>Time off the playground</li> <li>Internal Head Term Evaluation for a period of time, Head term exclusion for a period of time.</li> </ul>	<p>Withdrawal out of room</p> <p>Time out, move to head / SLT office</p> <p>Record on CPD/M</p> <p>Behaviour Risk Assessment or Pastoral Support Plan agreed with parents, staff and child</p>

- Ensuring children take responsibility for their actions.
- It is key for children to have a clear understanding of the impact of negative actions and behaviour which could impact their learning.
- Home/School communication.

# Zones of Regulation

## The **ZONES** of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Mean Terrified Yelling/Hitting Out of Control</p>

# Homework Schedule and Expectations

Educational research – collated by EEF

Education  
Endowment  
Foundation



**Benefits of homework in primary school are a hotly debated subject - with research often inconclusive**

## Homework in primary schools

+3

Common homework activities in primary schools tend to be reading or practising spelling and number facts, but may also include more extended activities to develop inquiry skills or more directed and focused work such as revision for tests. Setting homework in primary schools has a lower impact on average and has been studied far less than setting homework in secondary schools. Many of the same principles are likely to apply in a primary setting, such as carefully linking homework to classwork and considering the optimal amount of homework - which is likely to be less with younger pupils.



Studies in secondary schools show greater impact (+5 months) than in primary schools (+3 months).

**These gains are seen through regular routine activities - such as reading or timestables**

**This means its hard to distinguish benefits from routine, or work set - particularly with primary age**

**KFOS attempts to weave digital resources into the process - google classroom, my maths etc**



Studies involving digital technology typically have greater impact (+ 6 months).

**Consideration does need to be put in place for those with less access to these resources**

# Homework Schedule and Expectations

## Reading:

Children are expected to read daily and record in their Homework Diary what they've read. This could be independent reading or reading with an adult. Reading helps to develop children's vocabulary, spelling, ideas for their own writing and should be fun. Please could an adult at home sign the children's Homework Diary each week. These will be checked weekly by the Class Teacher.

## Spelling:

We will be teaching spellings every day in school, so we will not be setting spellings to learn for a Weekly Spelling Test. However, if you wish to practise spellings at home, we will let you know the spellings that we are working on in school via our Year 4 Weekly Homework post on Google Classroom. You can also look at the 'Spellings' section on Google Classroom. In this section, you will find a copy of High Frequency Words, the Years 3-4 Statutory Spellings and the Years 5-6 Statutory Spellings.

## Mathematics:

MyMaths tasks will be set weekly on a Friday to be completed by the following Friday for your child to consolidate skills they have been learning at school. These are automatically marked to give instant feedback to you and your child.

Throughout the year, Times Tables Rock Star tournaments are set. The winning classes with the most points receive an additional break-time!

## Family Learning:

Termly Family Learning will be set related to the term's themed learning. This is optional homework; your child can select as many activities as they would like to. Family Learning will be celebrated at school.

# Homework Schedule and Expectations



### Important Reminders

★ Year 4 PE Days: Monday and Wednesday.

★ Year 4 Swimming Day: Friday - please wear PE Kits on this day too.

### The Week Ahead

#### ★ English

We will be applying our learning of vivid and rich vocabulary, powerful verbs, adverbs and expanded noun phrases to our very own narrative poems.

#### ★ Maths

We will be learning how to use the formal method of column addition involving exchanging.

#### ★ Geography

We will be using atlases and online maps to learn about the physical features of South America.

If you need to contact your child's Class Teacher, please send an email to [year4@kfos.co.uk](mailto:year4@kfos.co.uk)

### Our Value of the Month:

## Equality

"It is because we are all different that each of us is special"

### Welcome to Year 4! ☺

We have an exciting year ahead of us and we are looking forward to creating lots of memorable learning opportunities.

Please find below a list of homework activities for the Year 4 children to complete. All activities will need to be completed by **Friday 6<sup>th</sup> October 2023**.

### Maths Homework

Please log onto [M.Maths](#) and complete the Homework Task. You will find your log-ins in your Homework Diary. Please see separate Help Sheet to remind you how to log in.

Each week, there will be a new Times Tables Tournament set up on Times Tables Rock Stars. Please take part in the tournament - your class or our Year Group could win the competition! ☺ Times tables are really important for us to learn in Year 4.

### English Homework

Please read at home every day and record this in your Homework Diary, along with the name of the book and the pages you have read. Please ask an adult at home to sign your Homework Diary each week to confirm your reading. Your Homework Diaries will be checked weekly.

Some of the spellings we are currently learning in school are below should you wish to look at them at home:

disagree	mislead
inactive	misbehave
inhuman	mismatch
misplace	misprint
misspell	mistrust
misunderstand	mistreat
undo	unfair
unkind	

We are learning about the prefixes ~~mis-~~, dis-, un- and in-

### Family Learning

On a separate document, you will find our Family Learning. This will be an opportunity to explore our topic of the 'The Wild, Weird and Wonderful' by creating Learning Projects across the Autumn Term. These can focus on a theme you love and enjoy! For example, if you are really creative, you might like to choose a project from the 'Expressive Arts' section. If you are a mathematician at heart, something in the [Maths](#) section might interest you!

We would love to see your Learning Projects, which could take the form of a video, photograph, or a model and be brought into school, or uploaded onto Google Classroom. ☺



# Reading and Home/School Diaries

Date	Comment
25 <sup>th</sup> September  Land of Roar – 1 page	Read aloud. Discussed the meaning of the word archipelago.
26 <sup>th</sup> September  Land of Roar – 1 page	Parent read, child read characters.  Discussed how it would feel to fly on a dragon. Talked and acted out what 'swooped' would look like.
27 <sup>th</sup> September  Article about Queen Elizabeth II	Parent read to child. Asked what would happen to the Corgis.
28 <sup>th</sup> September  Land of Roar – 1 page	Read independently. Asked for help to sound out the word 'triumph'.

# Suggested Reading & Ideas for Reading

- You will find a Year 4 Recommended Reading list on Google Classroom and on the Year 4 section of the School Website.
- Each class book corner contains the recommended reads for their Year Group. These were bought by our amazing PTA.
- Books recommended by teachers and other children in the school will also appear in our termly 'English at Knaphill Magazine' and in our Knaphill Weekly Update sent out on a Friday.



# Ideas for Reading



<b>Audio books</b>	<b>"Tap in/tap out" method</b>	Magazines/comics	Family read together with family members being characters	Create an appealing reading environment... blankets, cup of tea and biscuits, cat to snuggle or dog	Reading ideas	Family story time	
Read together out loud	Reading in front of child	Reading recipes or instructions eg ceafths	Read game tutorials	Parent read to child	Just reads the character voices and adult reads the narrative Or vies versa	Get them to read work they are proud of or each other's for siblings	Word searches and crosswords online or paper
Read picture books	Read the game board instructions with me to see how to play	Reading to younger sibling, animal, teddy bear	Reading instructions	Alternate lines child one then adult	Read game review to pick new one to try	Alternative	Read the cooking instructions for me - help me cook
Read to younger sibling, cat, stuffed toy etc	Bedtime stories!	Outdoor reading	Reading subtitles on tv	Recipes, building lego	Reading to child, taking in turns	Play games that involve reading in cutscenes	Read a book as a family. Take turns or read to them and talk about the text.
Helping with shopping by reading list	Newspapers (relevance)	Reading as part of a game - question cards	Reading tv schedules and program descriptions	Giving choice	Read books that are a film	CBeebies bedtime hour	Go to the library,

# Themes of Learning

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**Autumn Term:** The Wild, Weird and Wonderful: South America and the Rainforest.

**Spring Term:** Raiders and Settlers: The Anglo-Saxons and Vikings.

**Summer Term:** Off With Her Head: The Tudors.

# Key Events and Dates for Year 4

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Swimming: September to October

Parents' Evening: Tuesday 17<sup>th</sup> and Thursday 19<sup>th</sup> October

Book Week: 4<sup>th</sup> to 8<sup>th</sup> March

Science Week: 11<sup>th</sup> to 15<sup>th</sup> March

Dates for some activities are to be confirmed:

- Year 4 RGS Tudor Workshops: January TBC.
- Our Residential to Sayers Croft: Monday 26<sup>th</sup> February – Wednesday 28<sup>th</sup> February 2024.
- Year 4 Bikeability: Monday 5<sup>th</sup> February – Thursday 8<sup>th</sup> February 2024.
- Viking Day: Date TBC.
- Tudor Day: Date TBC.

Please note, new dates are added in red on the Knaphill School Weekly Update sent out on a Friday.

# Sayers Croft

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- Our Residential to Sayers Croft: Monday 26th February – Wednesday 28th February 2024.
- If you would like extra information on Sayers Croft, you may also find their website useful <https://active.westminster.gov.uk/sayers-croft/>



# Year 4 Bikeability: Level 1



- Year 4 Bikeability: Monday 5th February – Thursday 8th February 2024.
- Morning session on either 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> or 8<sup>th</sup> February 2024.
- Cycle training takes place on the school playground.
- Riders should bring a roadworthy bike and helmet and wear weather appropriate clothing.
- Our School Office will send Surrey County Council booking link via email – payment is made directly to Surrey County Council.
- £9 per child (£4 if your child is eligible for FSM).



# Year 4 Multiplication Check

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- 2 week window to complete the Multiplication Check. This begins on Monday 3<sup>rd</sup> June 2024.
- The purpose of the check is to determine whether the children can fluently recall their times tables up to 12, which is essential for future success in mathematics.
- It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.



# How can you help with Times Tables at Home?

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- Children have a log-in for Times Table Rock Stars. This will not only support the children in learning their times tables, but also benefit our whole school competitions.
- Listen and watch the BBC Super Movers Times Table Collection.
- Play games like 'Hit the Button', which you can find online.
- Play times table quizzes at home e.g. whilst in the car, whilst eating breakfast etc.
- We will upload some times table games and fun packs onto our Year 4 Google Classrooms, underneath the section 'Times Tables'.

# Parking

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Kindness was our focus value in September, and we have the opportunity to show kindness in all aspects of our daily lives. This should extend to parking. Our neighbours expect the road around our site to be busy at drop off and pick up times, but are within their rights to expect access to their driveways at all times. It is unacceptable that our neighbours have been spoken to without kindness when they have asked parents to move cars, just so they can gain entry and exit to their property.

The double gates to the staff car park cannot be blocked at anytime. By parking in front of the gates, you are not only blocking access to the school for emergency vehicles, but preventing access to our disabled parking bay, which is accessed at the beginning and end of the school day.

You may find it easier to park a little further from the school and walk - with less congestion it may actually save you time. Alternative parking is available at The Vyne, Garibaldi carpark and the carpark access from Sussex Road.

# How to Contact Us

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Parents, teachers and support staff all want your child to be happy. If you have a question or something you'd like to discuss with us, please do.

To help, we will upload a Year 4 Homework Sheet onto Google Classroom each Friday with homework and key information you may need to know. It will also tell you about some of the skills and knowledge we are learning in school.

The easiest way to communicate with your child's teacher is to speak to us upon pick up, or to send us an email to [year4@kfos.co.uk](mailto:year4@kfos.co.uk).