

Welcome to Year 4

Miss Sibborn, Miss Avila
& Mrs Lecini



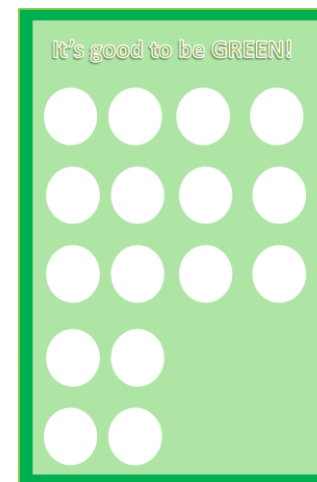
Willow
Class

★ If I make the choice to ... ★

- ☑ Be honest
- ☑ Speak politely to all adults
 - ☑ Look after property
 - ☑ Listen carefully
- ☑ Be kind and behave in a friendly way
- ☑ Work to the best of my ability

★ WELL DONE! ★

- ☑ I will receive positive praise
- ☑ I might share my learning with a member of SLT
- ☑ I might have my behaviour recognised in Celebration Assembly
- ☑ I might receive a privilege



If I make the choice to...

- Leave my seat unnecessarily...
 - Call out...
 - Distract others...
- Not listen to my teacher, TA or other children...
 - Argue with other children...
 - Be unkind to others...

I will receive an 'in class consequence':

- I might be given a gentle reminder about Green Behaviours
- I might be told to change my seat or table
- I might have a 5 minute time out in class
 - I might spend 5 minutes of my playtime with my teacher completing missed learning

If I make the choice to...

- Continue to show disruptive behaviour after an 'in class consequence'...
- Refuse to follow the instructions of an adult...
 - Throw, misuse or break equipment...
- Be rude to an adult or answer back...

I will receive an 'out of class consequence' and my parents will be informed by my teacher:

- I might be sent to a member of SLT for 15 minutes to continue with learning
- I might lose half of my lunchtime with a member of SLT

If I make the choice to...

- Continue to show disruptive behaviour after an 'out of class consequence'...
- Intentionally fight with or injure another pupil...
 - Refuse a member of SLT ...
- Deliberately damage school property
- Endanger myself or others with my behaviour...
- Swear or use racist or abusive language
 - Speak aggressively to staff...
- Physically hurt a member of staff...
- Leave school premises without permission...

I will be sent to the Headteacher or Deputy Headteacher and they will inform my parents...

- I might lose all of my lunchtime with the Deputy or Headteacher
 - I might lose a privilege
- I might be internally isolated in the Headteacher's office for a morning or afternoon
- I might be internally isolated in the Headteacher's office for a whole day
- I might be excluded from school for a fixed period

Our pupil reward system remains the same! The children return to school on green each day and can also go 'above and beyond' and earn a gold sticker!

In Year 5, Pupils also can earn golden time which is an extra break Friday afternoon.

Across the school, there are weekly class rewards for attendance and punctuality.

Attendance

Please notify the school promptly if there is an unexpected absence, providing appropriate information about the reason for the absence.

Wherever reasonably possible, medical and other appointments should be arranged outside of the school day. Where appropriate, evidence may be requested.

Early Morning Work

Arriving on time helps children begin the day feeling calm, settled and ready to learn.

The early part of the school day is also important as children have opportunities to complete morning work, practise key skills, work on interventions and prepare for the day ahead.

Leave of Absence and Holidays

Wherever possible, families should avoid taking holidays during term time to minimise disruption to learning.

- If leave during term time is required, parents should request this in advance.

- Parents should understand that requests for leave are considered at the discretion of the school, in accordance with statutory guidance.

If you are experiencing difficulties with attendance or punctuality, please contact the school early so that support can be put in place before absence becomes an established pattern.

School Uniform

- In Maple Class, PE is currently on a Tuesday and Thursday.
- Children are asked to come into school wearing full PE kit on these days.
- Children are not permitted to wear jewellery, make up or nail varnish.
 - If any child comes into class with either, they will be asked to remove it.
- Pupils must wear black school shoes except for PE days.
- Hair accessories should be green, white or black.
- If your child has pierced ears they may wear one pair of small, plain studs.
 - If they are unable to remove their earrings, please sign a PE consent form at the office.
- Watches can be worn but pupils may be asked to remove these if they are causing a distraction. Smart watches are not permitted unless for medical reasons as agreed as part of a healthcare plan.
- Please name all uniform and kit.
- Pupils must not bring in toys or fidgets from home.

Asthma and Allergies

Please remember that we are a NUT FREE school.

If there are any changes to your child's health or medication, please inform the school office so we can provide the right support and respond quickly in an emergency.

If your child has been prescribed a reliever inhaler or an EpiPen/adrenaline auto-injector, please provide the school with an in-date device.

These are kept safely by your child's teachers so that they are readily available if required during the school day or on school activities.

Following the introduction of Benedicts Law in September 2026, all staff have received training in how to spot the signs of an allergic reaction and respond to anaphylaxis. The school also holds emergency medication.

Term 1 Timetable:

	9-9:45	9:45-10:30	10:30		11:00-12:10		13:10-14:40	14:10-15:10		
Mon	Reading	English	Assembly		Maths		RWI	Enquiry		
Tues	Reading	English			Maths		RWI	Computing	PE	
Weds	Reading	Music	Singing assembly		English		RWI	Maths	Science	
Thurs	Reading	English			Maths		RWI	PE	PSHE	
Fri	Cel. Assem.	A R I T H	English		Maths		Spelling	Art	French	Golden Time

English in Year 4

Daily English lesson

4 x weekly Spelling Sessions

4 x whole Class Reading session

Key Focuses:

- Pupils will be encouraged to write for a range of purposes and audiences using similar writing as models for their own.
- Writing stimulus will be based on a text, picture book or short film; there will also be opportunities for writing tasks which are linked with enquiry work.
- Children will continue to be taught to edit their work and propose changes to vocabulary, grammar and punctuation to enhance their writing.
- Whole class reading sessions will take place using the VIPER style of questioning.
- Handwriting will continue to ensure pupils are writing legibly and fluently using cursive handwriting.
- Spelling

English in Year 4

Key Authors, Texts and Film Clips:

	English Focus	Class Text
Term 1	The Tin Forest – Letter of advice	The Day I was Erased
Term 2	Viking Village – Fact file	How to Train Your Dragon
Term 3	The Selfish Giant – Narrative retelling	The Borrowers
Term 4	Time Traveller – Diary entry	Secrets of a Sun King
Term 5	The Rhythm of the Rain – recount letter The Borrowers – Character dialogue	
Term 6	Travel guide – North America Poetry – Simile and metaphor	Boy in the Goldfish Bowl

GPS in Year 4

Year 4: Detail of content to be introduced (statutory requirement)

Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Maths in Year 4

Pupils are expected to –

- Understand, and use, numbers to 10 thousand as well as rounding decimal numbers to the nearest whole
- Use efficient written methods for all four number operations
 - This includes multiplication and division
 - Knowing times tables facts up to 12×12
- Understand a range of terms related to multiplication (e.g. prime, multiple, factor)
- Work with fractions and decimals
 - This includes comparing, ordering and adding & subtracting fractions with the same denominator)
- Accurately identify and draw angles
- Reflect and translate shapes
- Draw and interpret bar charts and line graphs

Maths lesson will not have set table groups as the focus is on moving children on through the lesson. They could be working independently, working in pairs, in teacher-led groups or in a 1:1 capacity.

Enquiry in Year 4

	Subject	Focus
Term 1	Science History WSE- English	Sound The Anglo-Saxons
Term 2	Science History RE	Electricity Vikings Why is Jesus Inspiring to Some People?
Term 3	Science RE	Animals Including Humans What can we learn from religions about what is wrong and right? Swimming
Term 4	Science History	Living Things and Their Habitats The Ancient Egyptians Swimming
Term 5 Forest School	Geography RE	States of Matter The Water Cycle Why are religious festivals important to religious communities?
Term 6	Science Geography RE	North America What does it mean to be a Hindu living in Britain today?

Home Learning

Develop a love of reading (CURIOSITY)	Ongoing Independent Tasks (INNOVATION)	Times tables Expectation for Year Group (INDEPENDENCE)
Daily Reading 10mins x 5 a week • Book Band Reading • Library Books	TT Rockstars	Pupils should know all multiplication facts up to 12 x 12.

Assessment

- Weekly multiplication practice
- Spelling tests
- Children will take part in short quizzes and exercises to measure their understanding of skills previously learnt to determine starting points.
- Short quizzes and exercises will also be used to assess pupils understanding of learning throughout the year.
- MULTIPLICATION TEST – June 2025

If you have any concerns...

- Come and talk to us straight away. There will be staff on the gates at the beginning and end of school everyday.
- If your issue is urgent, please make a telephone appointment to speak to me or a member of the Senior Leadership Team.
- Please also feel free to speak to Mrs. Baksh (SENDCo) or Mrs. Palmer (FLO), who are available throughout the day.
- Any messages given at the gates will be passed to teachers during registration.



We think for ourselves

We share our ideas and support our peers

Thank you for your time.

Any questions? Please make an appointment:

0300 065 8430

<http://www.senacre-wood.kent.sch.uk/>

We reflect on our learning

at Senacre
Wood...

We create and innovate