

Year 4

Forest Gate Academy Parent Forum

September 2023



THE DEAN TRUST
Believe Achieve Succeed

Who are we?

Miss Chappell– Year 4 Class Teacher

Mrs Wilson – Year 4 Teaching
Assistant

Attendance

Our attendance goal this year is 97%

Doors open at 8.35 am. School starts at 8:45 and lessons begin immediately! Children have their 'Start Now' (Spelling) task ready on their tables as soon as they arrive. No time is lost! They complete this task whilst the registers take place. If children arrive after this time they will be recorded as late and will need to enter school via the main school entrance. They will have already missed at least **1** opportunity for learning!

As soon as registers close, we start our 1st response phone calls to locate any missing children.

Uniform

We are really proud of our school uniform and our high standards. This is often commented on during trips out of school and when we have visitors to the site.

The school uniform is compulsory for all children from Nursery to Y6. To identify the school as a community the school sweatshirt, with unique logo, is available from the Petites Modes website (www.petitesmodessale.com) or their shop on Tatton Road in Sale. All other uniform items can also be purchased here.

All children must wear the correct uniform and P.E. kit. The uniform is listed below:

Girls' Uniform

Grey pinafore dress/skirt, grey trousers, white polo shirt and school badged sweatshirt/cardigan. A red and white check summer dress is permitted in the summer months only.

Black school shoes (not trainer type shoes or boots) **must** be worn by all pupils.

Make up or nail varnish are not permitted in school.

Jewellery is not permitted in school; if you intend to have your child's ears pierced this **must** be done at the beginning of the summer break, this will allow time for the healing process so they can be removed once returning to school.

Boys' Uniform

Grey trousers or shorts, white polo shirt and school badged sweatshirt. Black school shoes **must** be worn by all pupils.

Hair





Extreme hair fashions, including dyed and 'striped' hair / patterned and extensions are not permitted. Hair should be no shorter than a No.3. Long hair should be tied back with a plain bobble.




PLEASE clearly name all items of clothing brought into school as this helps greatly when trying to identify "LOST PROPERTY."

Whole school: White T-Shirt, Burgundy PE shorts.







For outdoor games all children should have suitable footwear, i.e. pumps or trainers (NOT their ordinary school shoes.)

Behaviour

Reward/Consequence	Stage	Examples of Behaviour
<p>3 dojos and a postcard home.</p> <p>My name will go in the Golden book – if I am in the Pot of Gold three times or more in a term, I will be invited to an exclusive special reward event.</p>	<p>Pot of Gold</p> 	<p>I am consistently showing positive behaviour for learning.</p> <p>I follow the class/school rules all the time, have exemplary manners and am a good role model for my peers.</p> <p>I display all of the school values.</p> <p>I always demonstrate exemplary effort in my learning.</p>
<p>2 dojos and a sticker.</p>	<p>Rainbow reward 2</p> 	<p>I am working well independently and with others.</p> <p>I am kind and considerate to others.</p> <p>I follow the class/school rules all the time, have good manners.</p> <p>I am working extremely hard.</p>
<p>1 dojo.</p>	<p>Rainbow reward 1</p> 	<p>I have a positive attitude and I am motivated and ready to learn. I am listening to the teacher and following instructions. I am working well with my peers.</p>
	<p>Sunshine</p> 	<p>All children start the day here.</p>

Reward/Consequence	Stage	Examples of Behaviour
<p>I will get a verbal warning and be reminded of the rules.</p>	<p>Chance</p> 	<p>I am stopping my peers from learning effectively.</p> <p>I am not listening.</p> <p>I am not working hard/ I am not playing nicely.</p>
<p>I will miss 5 minutes of my playtime.</p> <p>EYFS – I will spend 3-5 minutes on the thinking chair.</p>	<p>Choice</p> 	<p>I have not followed instructions.</p> <p>I am being disruptive in class.</p> <p>I have not told the truth.</p> <p>I have been rude to an adult.</p>
<p>My name will be recorded on CPOMS.</p> <p>I will miss 15 minutes of my playtime or lunchtime.</p> <p>If it is past lunchtime then I will be removed from my classroom and sent to a different class.</p> <p>EYFS – I will spend 10 minutes on the thinking chair.</p> <p>My teacher will inform my parents/carers.</p>	<p>Consequence</p> 	<p>I have refused to follow instructions from an adult.</p> <p>I have used bad/inappropriate language.</p> <p>I have made consistently poor choices.</p> <p>I have been continuously disruptive.</p> <p>I have hurt someone on purpose.</p>

Behaviour Points

 Behaviour <i>Millies recent behaviour</i>			More
Date	Description	Status	
12/09/23	Making good choices		
11/09/23	Making good choices		
11/09/23	Making good choices		
11/09/23	Demonstrating Outstanding Behaviour for Learning		
08/09/23	100% Attendance in the Week		

Any points given will appear under the behaviour section of the MCAS app for parents.

English Curriculum

English

Writing

I can openly discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.

I can use a range of models and scaffold to inform and enhance our own writing.

I can compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures using words for emphasis.

I can write from memory, simple, compound and complex sentences, dictated by the teacher, that include words and punctuation taught so far.

I can continue to increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant] so it is becoming autonomous.

I can create purposeful settings, characters and plots in descriptions and narratives.

I can read aloud my own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

I can use paragraphs to organise writing in time sequences and link with greater cohesion.

Grammar and Punctuation

I can extend the range of sentences with more than one clause by using a wider range of conjunctions - both coordinating and subordinating) including: when, if, because, although, whenever I can use full punctuation for direct speech, including punctuation within and before inverted commas, manipulating the position of the dialogue within the sentence.

I can choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.

I can use adverbs to convey how an action is done through manner, place and time.

I can use expanded noun phrases succinctly to add detail and description to the genre.



Reading - Word reading

I can consistently apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in spelling objectives per year group, both to read aloud and to understand the meaning of new words I meet

I can independently read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - Word Comprehension

develop positive attitudes to reading and understanding of what they read by:

I can listen to and discuss a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks

I can read a variety of books that are structured in different ways and reading for a range of purposes

I can independently use dictionaries to check the meaning of words that I have read and apply these within my answers

I can increase my familiarity with a wider range of books, including fairy stories, myths and legends, and retelling some of these orally with expression and intonation

Spelling

I can use further prefixes and suffixes and understand how to add them to words to change their meaning.

I can spell further homophones

I can spell words that are often misspelt (English Appendix 1)

I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]

Year 4 Autumn

Maths Curriculum

Maths

Place Value

I can count from 0 in multiples of 1000.

I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones).

I can identify, represent and estimate numbers using different representations.

I can order and compare numbers beyond 1000.

I can find 1000 more or less than a given number.

I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.

I can solve number and practical problems that involve ordering, comparing, rounding and estimating and with increasingly large positive numbers.

Addition and Subtraction

I can add or subtract with up to 4-decimal places using formal written methods of columnar addition and subtraction.

I can solve two-step addition and subtraction problems in context

Area

I can find the area of rectilinear shapes by counting squares.

Multiplication and Division

I can count in multiples of 6, 7, 9, 25 and 100.

I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

I can recall all multiplication facts to 12×12 .



Year 4 Autumn

Science Curriculum



Science

Animals Including Humans

Scientific Knowledge

I can describe the simple functions of the basic parts of the digestive system in humans.

I can identify the different types of teeth in humans and their simple functions.

I can construct and interpret a variety of food chains, identifying producers, predators and prey.

Working Scientifically

I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

I can use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

I can identify differences, similarities or changes related to simple scientific ideas and processes.

States of Matter

Scientific Knowledge

I can compare and group materials together, according to whether they are solids, liquids or gases.

I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).

I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Working Scientifically

I can use straightforward scientific evidence to answer questions or to support their findings.

I can ask relevant questions and using different types of scientific enquiries to answer them.

I can set up simple practical enquiries, comparative and fair tests.

Year 4 Autumn

Foundation Curriculum

Art

To consider the techniques and media used by an artist to create reflections.
To use watercolours to create reflections.
To create reflections in the style of Andy Goldsworthy.

Music

Singing
I can sing a broad range of songs with a range of an octave (do-do).

Listening
I can listen to a piece of music and say whether it is in a major or minor key.

Composing
I can improvise using a limited range of pitches making use of musical features including smooth (legato) and detached (staccato).

Performing
I can perform melodies following staff notation using a small range C-G (do-so) as a class or small group.

Musical Notation
I can understand the difference between minims, crotchets, paired quavers and rests.

Design & Technology

Design
I can analyse current products similar to that which I will create.
I can use set criteria to design a product fit for purpose.

Make
I can select and use a range of materials and tools to perform practical tasks accurately.

Evaluate
I can research and understand how key engineers have developed technology.
I can evaluate my own designs and suggest improvements.

Technical Knowledge
I can understand the use of mechanical systems in my products.

Geography

Locational
I can locate and name the main islands surrounding the UK.
I can link settlements to key events in History.

Place
I can name and locate the capital cities of neighbouring European countries.

Human/Physical
I can identify similarities and differences between a UK region and another European country.

Skills/Fieldwork
I can give accurate measurements between two given places within the UK.

MFL

Speaking
I can name 6 parts of the body.

Listening
I can follow classroom instructions.

Reading
I can read words in Spanish and match them to the correct part of the body.

Writing
I can use a bilingual dictionary to look up new words.

Grammar
I can understand the concept of singular and plural words.

History

Historical Chronology
I can create a timeline to show where in history the Vikings are positioned in relation to other topics we have learnt about.

Historical Concepts
I can understand and explain when and where the Vikings came from and why they invaded Britain.

Historical Interpretation
I can explain the significance of an individual during the Viking period. (Alfred the Great, King Ethelred II, Edward the Confessor)

Historical Enquiry
I can appreciate how historical artefacts (primary and secondary sources) have helped us understand more key aspects of Viking life.

Historical Communication
I can present the main events, people and the changes that the Viking period had on Britain.

PSHE

Families and People Who Care For Me
I understand how to show that I respect the differences of other children's families.
I understand that healthy families support each other in times of difficulty.
I understand the importance of spending time with family.

Respectful Relationships
I can respect others and if necessary constructively challenge their point of view.
I can recognise ways in which friendships and other relationships can be unhealthy and whom to talk to if I need support.
I understand that people sometimes behave differently online and may pretend to be someone they're not.

Mental Health:
I understand how the balance of physical, mental and emotional health affects my wellbeing.
I can realise and understand the consequences of bullying and discrimination on individuals and communities.

Year 4 Autumn

Foundation Curriculum

Computing

Image Editing

- To explain that the composition of digital images can be changed
- To explain that colours can be changed in digital images
- To explain how cloning can be used in photo editing
- To explain that images can be combined
- To combine images for a purpose
- To evaluate how changes can improve an image

RE

Buddhism

- I can start to show an understanding of why people think it is difficult to be happy all the time.
- I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.
- I can begin to show an understanding of what being happy means to Buddhists.

Christianity

- I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.
- I can describe one thing a Christian might learn about Jesus from a Christmas symbol.
- I can ask questions about what Christmas means to Christians and compare this with what it means to me.



PE

Outdoor Adventurous Activities (OAA)

- I can accurately follow and give instructions.
- I can confidently communicate ideas and listen to others.
- I can use simple maps to follow a short trail, going from one place to another.
- I can plan and apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges.

Swimming

- I can swim competently, confidently and proficiently over a distance of at least 25 metres.
- I can use a range of strokes effectively.
- I can perform safe self-rescue in different water-based situations.

Gymnastics

- I can plan and perform longer sequences that include a change of speed, level and pathway with a partner.
- I can perform gymnastics actions, balances, shapes and rolls with confidence, fluency and control.
- I can use unison, canon, symmetry and asymmetry.
- I can describe and evaluate my own and others performance using gymnastics vocabulary.
- I understand that strength and flexibility can improve my performance.

Year 4 Autumn

Timetable



THE DEAN TRUST
Forest Gate Academy

Teacher:

Year: 4MC

Term: Autumn 1

START 8.45am	Period 1 45 minutes		Period 2 60 minutes	Break 10.30 – 10.45	Period 3 60 minutes	Period 4 30 minutes		Lunch 12.15 – 1.00	Period 5 60 minutes	Period 6 60 minutes	Assembly	End of Day 3.15
	8:45-9:00	9:00-9:30	9:30-10:30		10.45-11.45	11.45- 12.00	12.00- 12.15		1.00-2.00	2.00 – 3.00	2.55- 3.10	
Monday	Spelling	Guided Reading	English		Maths	Basic skills	Novel time		Science		KS2 Assembly	
Tuesday	Spelling	Guided Reading	English		Maths	Basic skills	Novel time		Swimming	PSHE		
Wednesday	Spelling	Guided Reading	English		Maths	Basic skills	Novel time		DT	RE	Open the book	
Thursday	Spelling	Guided Reading	English		Maths	MFL			History	Computing	Singing	
Friday	Spelling	Guided Reading	PE		English	Music PPA			Maths PPA	Geography PPA	Celebration assembly	

Guided Reading

What is Whole Class Guided Reading (WCGR)?

“It is like teaching any other lesson. All children work together as opposed to in ability groups of 5-8. With WCGR, I teach one or two reading objectives at a time and differentiate with the aim of all children meeting the same goal. With this approach, children are exposed to a range of high quality texts and their vocabulary is also deepening. They also get to hear their peers model reading skills and construct higher level responses.

Iqbal, F (2018)

Guided Reading

Whole-class guided reading means that children are reading a text 5 days a week...



Vocabulary	Infer	Predict	Explain	Retrieve	Summarise
<p>Find and explain the meaning of words in context.</p>	<p>Make and justify inferences using evidence from the text.</p>	<p>Predict what will happen based from the details given or implied.</p>	<p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>Retrieve and record information and identify key details from fiction and non-fiction.</p>	<p>Summarise the main ideas from more than one paragraph.</p>
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that...? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? • What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

KS2 Example Timetable

Monday – 25 mins	Tuesday – 25 mins	Wednesday – 25 mins	Thursday – 25 mins	Friday – 25 mins
Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Class Novel/Chosen Text	Whole Class Guided Reading – Extract/Subject Specific	Whole Class Guided Reading – Extract/Subject Specific
Clear focus on reading domains throughout each GR lesson.	2B- Retrieve and record	2D – Inference	Domain mixture – Mixture of domain style questions to cover all areas.	Domain mixture – Mixture of domain style questions to cover all areas.
2A – Vocabulary session	Read through text – listening clearly to pupils, respond and recall.	Read through text – listening clearly to pupils, respond and recall		
Read through text – listening clearly to pupils, respond and recall.	linked activity	linked activity	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D
Skim and Scan Challenge – can be differentiated. All recorded in GR books and peer assessed throughout.	Teacher models how to answer these questions	Teacher models how to answer these questions – inference card		
Vocab linked activity				
After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D	After using this structure- mix up the domains alongside 2A, 2B and 2D		

What are Vipers?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for

Vocabulary

Inference

Prediction


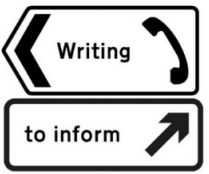


Explanation

Retrieval

Sequence or Summarise

Writing

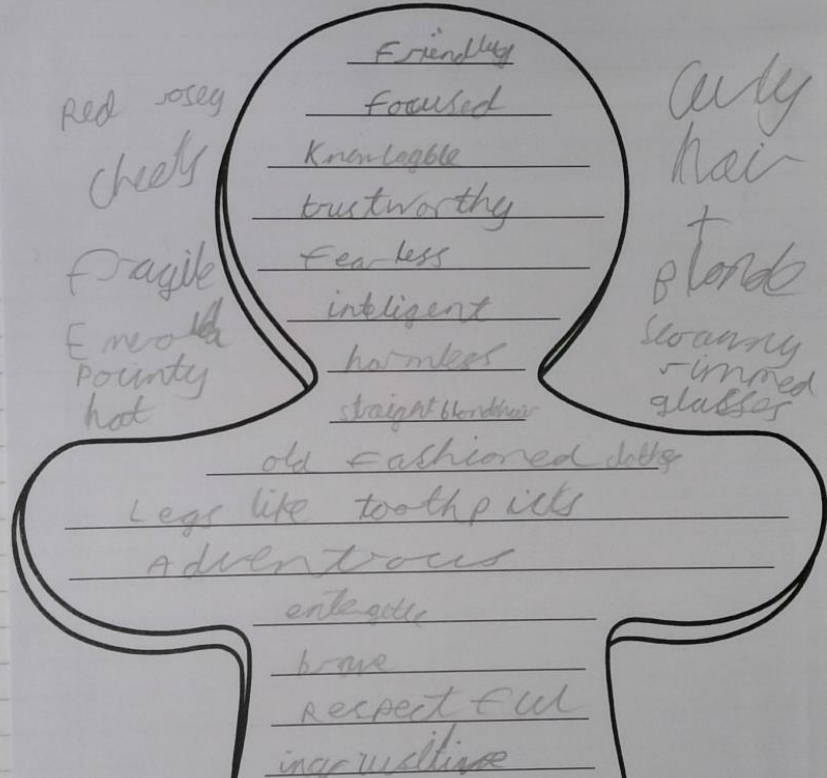
At Forest Gate Academy we have a ‘**Writing for Purpose**’ approach. Rather than trying to teach children ten or more different genres or text types (which can actually be used for a variety of purposes), our approach focusses on what those different types have in common: the purpose for writing.

<p>The four purposes being taught across KS1 and KS2 are:</p>	<p>Writing to Entertain</p> 	<p>Writing to Inform</p> 	<p>Writing to Persuade</p> 	<p>Writing to Discuss</p> 
<p><u>Years 1 and 2</u> <u>(KS1)</u></p>	<p>Story Description Poetry</p>	<p>Recount Letter instruction</p>		
<p><u>Year 3 and 4</u> <u>(LKS2)</u></p>	<p>Narrative Description Poetry</p>	<p>Explanation Recount Biography Newspaper</p>	<p>Advert Letter Poster</p>	
<p><u>Year 5 and 6</u> <u>(UKS2)</u></p>	<p>Narrative Description Poetry</p>	<p>Reports Biography Newspaper Essay</p>	<p>Advertising Speech Campaign</p>	<p>Argument Newspaper review</p>

Autumn Y4

Entertain/Inform	Entertain/Inform
<p><u>Genre focus</u></p> <p>Narrative / Biography</p>	<p><u>Genre focus</u></p> <p>Description/Newspaper Report</p>
<p><u>Key Text</u></p> <p>Arthur and the Golden Rope</p> 	<p><u>Key Text</u></p> <p>How to Train Your Dragon</p> 

Le: To use ambitious adjectives to describe a character.



Friendly
Focused
Knowledgeable
trustworthy
Fearless
intelligent
hardworking
straight bladed hair
old-fashioned dolls
Legs like toothpicks
adventurous
entirely
brave
respectful
ingratiating

Red rose
 Cheeky
 Fragile
 Emerald
 Pointy
 hot

Curly hair
 + blonde
 Seaweed-rimmed glasses

Lo: To explore a range of fiction texts.



I can see a boy holding a goblin playing a trumpet.

I wonder who the person behind him is?



I can see a hand with Roman numerals behind it.

I wonder who lit the candles.



I can see a pair of eyes.

I wonder what it is?

Handwriting & SPaG

What is SPAG? (Spelling, Punctuation and Grammar)

Spellings will be taught for the following weeks spelling test- spelling rules.

Punctuation revisited, what it is, when to use it. . ? ! “ ” , ‘

Grammar- Nouns, Pronouns, Adjectives, Adverbs, Verbs, Homophones, Sentences- Statements, Exclamations, Commands, Questions.

English lessons, Guided Reading, Basic Skills, Foundation writing, English working walls used to inspire, guide and remind children what has been covered in the week.

How we approach teaching handwriting

Pre Cursive to joined

Pencil grips, left handed tips, modelled, basic skills.

Handwriting lessons

Home Reading

- *Reading daily has high impact on achievement.*
Reading impacts on all subjects not just English
- *Children who read regularly have a more developed/wider vocabulary than others*
- *Direct correlation between regular reading and higher achievement*

Expectations of parents:

- *Best practice – read every day (10-15mins is fine), sign reading diaries at least 3x a week*
- *Books changed when the children would like to move on from the book to promote reading for pleasure. Ks1 Pupils also take home a sharing book, which promotes reading for pleasure and positive 1:1 support from their adult.*
- *In KS1 RWI Books will be changed weekly as these correlate with their weekly learning.*

Regular reading with your child at home impacts a child's success at school greatly!



Child A

Reads 20 minutes per day.

3,600 minutes per year.

1,800,000 words per school year!



Scores in the 90th percentile.



Child B

Reads 5 minutes per day.

900 minutes per year.

282,000 words per school year.



Scores in the 50th percentile.



Child C

Reads 1 minutes per day.

180 minutes per year.

8,000 words per school year.



Scores in the 10th percentile.

The gap between these children will only widen over time unless Child B and C begin to read more regularly.

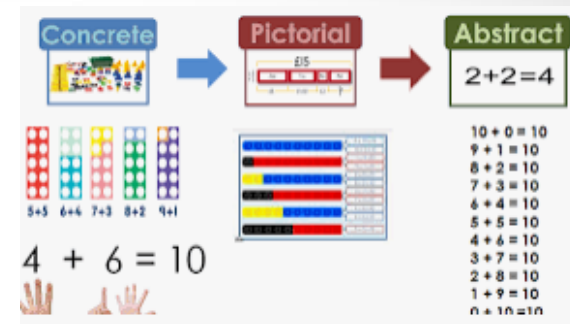
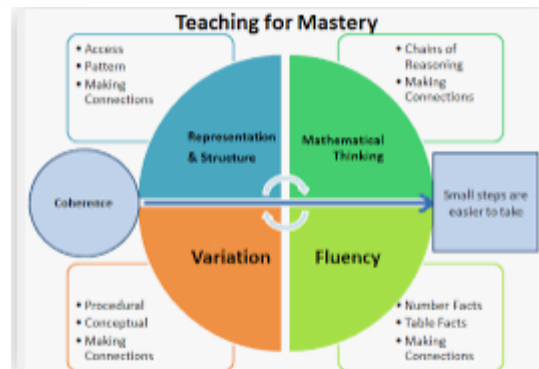
- Important to model to children about good reading aloud.
- 'Try that word again' - phonics strategies.
- Modelling self correction when you're reading the class reader and drawing attention to the fact you have done so.
- Modelling a word that doesn't make sense can change the meaning of a sentence completely - did that word make sense in that sentence? Why? Try reading the word again or thinking about what word it could be contextually.

Maths

Mathematics teaches us how to make sense of the world around us through developing a child's ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives.

Through our mathematics lessons at Forest Gate Academy it is our aim to develop:

- Enjoyment and enthusiasm for mathematics and an awareness of the fascination of mathematics.
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, reason mathematically and to explain relationships using mathematical language.



Maths

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Open and closed tasks
- Individual, group and whole class discussions and activities
- A range of methods of calculating
- Using a wide range of support resources to embed learning
- Using and applying their learning in everyday situations.

We make Maths fun and engaging through our 5 part lessons, encouraging opportunities to talk to each other about Maths and relate to real life.

Maths games to play at home

Help with learning tables – Times Table
RockStars



Enrichment

We are committed to 'hands on' learning, offering experiences and enriching the curriculum

- *Clubs*
- *Trips*
- *Visitors*
- *School partners – Team Theme, Man Utd etc.*
- *Other experiences*

HomeworkHow you can help your child

- *Children should have the right equipment to complete their homework e.g. a pencil, a good workspace – e.g. sat at a table in a quiet area and a good routine – e.g. complete when they get in rather than leave it.*
- *New homework will be sent home on a Monday and should be returned by Friday.*
- *Homework will consist of:*
 1. *Reading book*
 2. *Spellings*
 3. *Timetable or number facts.*

Coming Events

<u>Date</u>	<u>Event</u>
Thursday 14 th September	Y4 Viking Workshop at PCA
Friday 29 th September	MacMillan Coffee Afternoon 2.30pm
Friday 29 th September	FGA Trip around the world
Tuesday 10 th October	Y4 Multiplication Check Workshop 9am
Monday 16 th October	Whole School Parents Evening 3.20-6pm.
Friday 20 th October	Open morning for parents - 9am-10am
Friday 20 th October	School finishes for half term
Monday 30 th October	Return to School
Friday 3 rd November	Day of the Dead (fancy dress whole school)
Monday 13 th – Friday 17 th November	Anti-Bullying Week
Friday 17 th November	Children in Need
Monday 20 th – Friday 24 th November	Road Safety Week
Friday 15 th December	Christmas Jumper Day & Christmas Dinner Day
Tuesday 19 th December	Christmas Pantomime
Thursday 21 st December	Christmas Fair
Friday 22 nd December	KS2 Carol Concert
Friday 22 nd December	Finish for Christmas

Concerns....We're here to help!

Come and speak to the teacher. We will always help where we can and look into your concerns.

Before / after school is usually the best time although sometimes we may have to arrange an appointment time due to staff meetings, clubs and training sessions.

Useful contacts:

Miss Layton (Special Needs)

Mrs Marsh (Safeguarding)

If you're not sure who is best to deal with your concern then please see the main office staff and they will point you in the right direction. Most issues will be dealt with by the class teacher.



THANK YOU!

Any questions?