

# WELCOME TO YEAR 4



# Introduction to the Year 4 Team

We would like to welcome you and your child to Year 4. In Year 4, our teachers are:

**Mrs Sidhu** - Year 4 Year Leader and 4S class teacher

**Miss Odenbach** – 4O Class teacher

**Miss Dowling** – 4D Class teacher

**Mr Wilson** – 4W Class teacher



# Introduction to the Year 4 Team

Some of the other adults who support us in Year 4 include:

**Mrs Godden - HLTA**

**Miss Hodge - TA**

**Mrs Martin – TA**

**Miss Lennox – Inclusion TA**



# Our Expectations

Claycots School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline and self-regulation. It echoes our core values with a heavy emphasis on the principles of Ready, Respectful and Safe developed by the behaviour expert Paul Dix.

A community that is:

***Ready to learn; Respectful of themselves and others; Safe in school***

***We are committed to a partnership approach to promoting positive behaviour and interventions that support staff and learners.***



# At Claycots, we are...

- ▶ **Ready**
- ▶ **Respectful**
- ▶ **Safe**



# Ready Respectful Safe

## **Children will:**

- Work to the best of their abilities and allow others to do the same by being focused and engaged in their learning
- Treat all staff and pupils with respect and show good manners
- Follow instructions of school staff
- Take care of property and the school environment
- Ensure that interactions with staff and their peers are positive

## **Parents will:**

- Support their child in adhering to the principles of Ready, Respectful, Safe
- Ensure that the agreement made in the Home-School Agreement is upheld
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that their child has good attendance (97% or above) and is in school on time
- Inform staff of any medical or other needs that may hinder their child's attendance
- Ensure that their child attends school in full uniform



# Rewards

- ▶ **Recognition boards** – Each class focuses on two values each week (one for the class and one as a whole school), which are related to Ready, Respectful and Safe. When your child demonstrates this, their name (on a leaf) is stuck to the tree. The champion of the week will have their name read out in the weekly Year Group Assembly.



# Rewards

- ▶ **Certificates** – each week there will be a headteachers certificate which is given out by the class teacher. This celebrates one child in each class that has embodied the Ready, Respectful and Safe values.
- ▶ **Post cards, phone calls & text messages home**
- ▶ **House points**





# House Teams

## BRAY LAKE



## DORNEY LAKE



## JUBILEE RIVER



## RIVER THAMES



If you are unsure of your child's house, please contact the class teacher who will be able to tell you.

# School Uniform

- ▶ Plain white cotton shirt (with a turn down collar)
  - ▶ School tie
  - ▶ A V-Neck school jumper or school cardigan (both with the Claycots logo)
  - ▶ Black or grey skirt/trousers
  - ▶ White or grey socks or grey tights
  - ▶ Flat black school shoes must be worn
- NO TRAINERS**



# P.E. Kit

P.E. lessons for Year 4 are on Tuesday afternoons. Children should come to school in P.E. kit on this day. They do not need to bring in additional school uniform.

- ▶ House team coloured T-shirts (with logo) - Bray (red), Dorney (blue), Thames (yellow) and Jubilee (green)
- ▶ Bottle green or black jogging bottoms especially during the colder months
- ▶ Bottle green or black shorts
- ▶ Black plimsolls or non marking trainers



# What does the curriculum look like?



Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Hinduism</b>	<b>Vikings and Anglo Saxons</b>	<b>Imaginary Worlds</b>	<b>Robotics</b>	<b>Ancient Egypt</b>	<b>Books</b>
<b>Text</b>	Rama and the Demon King	How to Train Your Dragon	The Lion, The Witch and The Wardrobe	The Iron Man	The Time Travelling Cat and The Egyptian Goddess	Matilda
<b>Cultural Capital: trips, visits and experiences</b>	Hindu Temple visit or workshop	Workshop?	Burnham Beeches	Robotics workshop	Egyptian workshop	Visit Roald dahl museum or Matilda the musical
<b>Science</b>	Sound (link to Indian musical instruments) (Pattern seeking)	States of Matter (Observing over time)	Living things and their habitats (Identifying & Classifying)	Electricity (Fair testing)	Animals including Humans (Research)	Scientist Study – Dian Fossey, Food chains and living things.
<b>Geography</b>	Where in the world is India? (atlas skills and globes)		Landscapes Climate zones Environmental Regions (locate continents)	Russia (Yuri Gagarin)		
<b>History</b>	Black History Month: Charles Drew	Edward the Confessor. Law & Justice Family Life Saxon settlements in England		Biography of Yuri Gagarin (link to moon)	Depth Study of Ancient Egypt	History of bookmaking and the printing press
<b>Design Technology</b>	Cooking Focus – Making Indian Food (parents to volunteer)			Design, make and evaluate a robot that uses electrical systems		Design, make and evaluate a picture book for a younger Year group (Book Launch invite parents. Fundraiser)
<b>Art &amp; Design</b>		Printing inspired by Anglo Saxon jewellery	Georgia O'Keefe Watercolour, acrylics		Make a Modroc sarcophagus	Watercolour pencils for book illustrations

# What does the curriculum look like?



Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Computing</b>	Understanding computer networks Q – How computers are linked.	Digital piece of work Newspaper article	Scratch	Scratch	Internet safety and uses – classroom based	Free choice
<b>Religious Education</b>	<b>Theme:</b> Divali <b>Key Question:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? <b>Religion:</b> Hinduism	<b>Theme:</b> Christmas <b>Concept:</b> Incarnation <b>Key Question:</b> What is the most significant part of the nativity story for Christians today? <b>Religion:</b> Christianity	<b>Theme:</b> Buddha's teachings <b>Key Question:</b> Is it possible for everyone to be happy? <b>Religion:</b> Buddhism	<b>Theme:</b> Easter <b>Concept:</b> Salvation <b>Key Question:</b> Is forgiveness always possible for Christians? <b>Religion:</b> Christianity	<b>Theme:</b> The 8-fold path <b>Key Question:</b> Can the Buddha's teachings make the world a better place? <b>Religion:</b> Buddhism  <b>Key Question:</b> What is the best way for a Buddhist to lead a good life? <b>Religion:</b> Buddhism	<b>Theme:</b> Prayer and Worship <b>Key Question:</b> Do people need to go to church to show they are Christians? <b>Religion:</b> Christianity
<b>PSHE &amp; RHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Music</b>						
<b>Spanish</b>	Class objects, numbers up to 50, colours and parts of the body.		Family, clothes, transport and common places		Food, animals and a topic chosen by the children	

# What does a week in Year 4 look like?

Year 4S	08.45-08.50	8.50-9.05	9.05-10.15	10.15-10.45	10.45-11.00	11.00-11.10/11.20	11.15-12.30	12.30 - 13.15	13.15 -14.00	14.00 – 15.05	15.05 - 15.15	
<b>Monday</b>	Registration	Assembly 9-9.30	Maths		<b>B JH duty</b>	Guided Reading	Literacy	<b>L</b>	Shared Reading 13.15 - 13.30	PSHE 13.30 - 14.00	<b>ICT 14.00-15.05</b>	Collective Worship
<b>Tuesday</b>	Registration	Time tables	Maths	Guided Reading	<b>R SS duty</b>	Shared Reading	Literacy	<b>U</b>	PE/ Games			
<b>Wednesday</b>	Registration	Time tables	Maths	Guided Reading	<b>E LD duty</b>	Shared Reading	Literacy	<b>N</b>	Science		Collective Worship	
<b>Thursday</b>	Registration	Time tables	Literacy 9.05-10.15	Spanish 10.15-10.45	<b>A SO duty</b>	Spanish 11-11.15	Shared Reading	Guided Reading	<b>C</b>	Creative Curriculum	Creative Curriculum	Collective Worship
<b>Friday</b>	Registration	Time tables	Maths	Guided Reading	<b>K JW duty</b>	Shared Reading	Literacy	<b>H</b>	RE	Music/ Creative Curriculum	Collective Worship	

# Reading

Reading is one of the most important skills you can help your child develop. Some of the ways in which you can support them include:

- ▶ Listening to your child read regularly.
- ▶ Reading to your child. Even in Year 4, children still enjoy being read to and this is a great opportunity to model good reading.
- ▶ Ask your child questions about what they have read, they need to develop an understanding of the text to support their comprehension skills.
- ▶ Write a note when you have heard your child read in their homework diary.



# Homework

- ▶ Homework will be given out each **Friday**, it will be due in on the following **Friday**. Every week your child will receive either:
- ▶ Bug Club (Reading)
- ▶ Mathletics (Maths)
- ▶ Spelling Shed (Spellings)
- ▶ Times Tables Rock Stars. They should also be practicing their times tables every week as there is a times tables test at the end of Year 4.
- ▶ Reading/library books to read daily
- ▶ A half term matrix grid (this is due in the last week of each half term and should be done in the Homework books unless it is a practical activity).

**Presentation expectation – we expect homework to be presented to the same standard as school work**





# Year Group reminders

## Water bottle

- ▶ We ask that your child has a sports cap water bottle in school everyday. This must **only be filled with water and not juice/squash/fizzy drinks**. We encourage children to make healthy lifestyle choices.

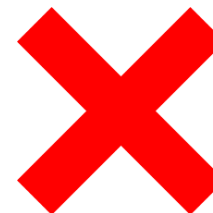


# Healthy packed lunches

- ▶ We promote healthy eating and would like to encourage you to do the same. Please ensure your child has a healthy packed lunch if they are not having school dinners.



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# If your child is unwell

As we move further into the Autumn Term children will be developing colds, coughs and other illnesses, common in the winter months. The symptoms associated with many of these common illnesses may be similar to those associated with coronavirus and you may be concerned about differentiating between these and coronavirus.

If your child is unwell, the school cannot advise you on whether or not they should stay at home. Instead, you need to make the decision based on the symptoms they are displaying.

At school, we are encouraging children to reduce their risk of spreading colds by following Catch it, Bin it, Kill it, and washing their hands regularly throughout the day. Clearly any absence from school has an impact on children's education and we want to minimise this where possible.



# A COVID symptom guide

Signs and Symptoms	Cold	Flu (Influenza)	COVID-19 (Wuhan Coronavirus)
<b>Fever</b>	Mild if present	Often	Often
<b>Fatigue, Tiredness</b>	Occasional, mild	Common	Occasional
<b>Sneezing</b>	Common	Infrequent	Infrequent
<b>Body Aches</b>	Common	Common	Occasional
<b>Headache</b>	Very infrequent	Common	Occasional
<b>Sore Throat</b>	Common	Occasional	Occasional
<b>Stuffy or Runny Nose</b>	Common	Occasional	Infrequent
<b>Diarrhoea</b>	No	Occasional	Infrequent
<b>Watery eyes</b>	Common	Common	Infrequent
<b>Cough</b>	Mild	Dry cough	A dry cough, often severe
<b>Shortness of Breath</b>	No	Rare	With mild/moderate infection
<b>Difficulty Breathing*</b> (*Needs oxygen or ventilator)	No	In severe infections*	Common in severe infections*

# Working Together...

If you have any concerns, we want to work with you to offer reassurance. If you would like to speak to us, please phone the school office to arrange a phone call.

In the first instance, you should always speak to your class teacher

1. Class Teacher
2. Year Leader – Mrs Sidhu



