

Welcome to Year 4

Meet the teacher session



Redfield
Educate Together

Welcome

- Our Ethos and Values
- The Year 4 staff team
- Weekly timetable
- Expectations in Year 4
- Assessments
- How you can help at home
- Other information
- Questions

As an Educate Together school:

We are an equality-based school where we live by the motto: '**learn together to live together**'.



As an Educate Together school:

- We value all children and the unique contribution that they offer to the school.
- We believe that all children learn best when they feel safe and are happy in school.
- We believe that respect underpins all of our relationships within school and with the outside world.
- We ensure that all pupils achieve their fullest potential and are fully prepared for the next stage of learning and life.



Our Four Core Principles:



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Equity-based Through being equitable in our work, all children and staff will have equal access to their rights and, regardless of background, all will be equally respected.	Child - centred Children are at the heart of every decision and activity. Their voices are actively sought and listened to. They play a lead role in shaping their education.
Collaborative Our schools aim to be central to the communities they serve. As such, we look for opportunities to give voice to and work in partnership with all stakeholders of the schools.	Aspirational All of our children have the right to a holistic world class education. All of our work aims to ensure that every child can make progress and achieve well in every aspect of their education.

Our School Rules



Behaviour is communication and our job as educators is to seek to understand what a child is telling us and support them. Only when children behave in appropriate ways can they achieve their best.

Consistent, clear, and firm boundaries are key to promoting positive learning behaviours.

The Year 4 Staff Team

- Cara –Class Teacher
- Mike/Silvia – Support in mornings (Mike M & T, Silvis W,T &F)
- Gemma – Cover Teacher (Thursday pm)



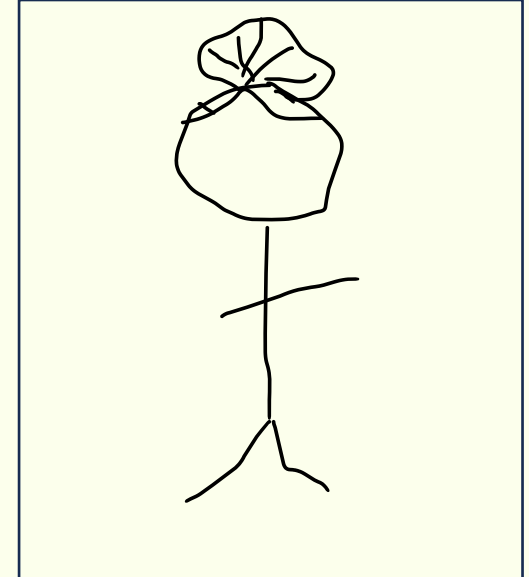
Cara



Mike



Silvia



Gemma

Example of weekly timetable



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WB	Monday	Tuesday	Wednesday	Thursday	Friday
8.30-8.45	Briefing	Morning Groups	Morning Groups	Morning Groups	Morning Groups
08.45 – 9.00	Register Morning work	Register Morning work	Register Morning work	Register Morning work	Register Morning work
9.00 – 9.30	Spellings	Guided Reading	Guided Reading	Guided Reading	Guided Reading
9:30-9:50	Handwriting	Handwriting	Spellings	Handwriting	Handwriting
9.50 – 10.50	English	English	English	English	English
					Spelling Test
10.50 – 11.05	Break	Break	Break	Break	Break
10.05-11.20	Times tables/Number sense	Times tables/Number sense	Times tables/Number sense	Times tables/Number sense	Times tables/Number sense
11:20 – 12:20	Maths	Maths	Maths	Maths	Maths
12:20-12:30	DEAR	DEAR	DEAR	DEAR	DEAR
12:30- 1:30	Lunch	Lunch	Lunch	Lunch	Lunch
1:30-3:00	Art/DT x1 (1 hour) Geography/History x 1 (1 hour) PE x 2 (45min) Computing (45min) PSHE (45min) RE (45min) MFL (30min) Science (1 hr)				
3:00-3:15	Learn Together Assembly	Singing Assembly	Circle Time	Picture news/ Newsround	2:50—3:15 Celebration Assembly

At RET we use a whole-school THRIVE Approach, which means we prioritise every child's social and emotional development alongside their learning.



It helps children and young people become more emotionally resilient and better placed to engage with life and learning.
We do this through our whole-school approach to wellbeing.

Expectations in Year 4

- Take responsibility for learning and the classroom environment.
- Work independently and persevere when challenges arise.
- Edit and improve work using feedback.
- Secure and apply key skills, including times tables, spelling, punctuation and number facts.
- Present work neatly and with pride.
- Show respect, resilience and readiness to learn.
- Prepare for the greater challenges and independence of Upper Key Stage 2.

Assessments



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Year 4 pupils will still be assessed each term (as other year groups are) on:

- Reading
 - Spelling, Grammar and Punctuation
 - Maths (Arithmetic and Reasoning)
 - Writing
-
- Year 4 also completed a times tables assessment later in the year.

Help at home :

We use Timetable rockstar and accelerated reader in school – can be accessed at home

Please be active with communication either through Dojo or Arbor



You can help at home with...

- **Reading** – books taken home from school and other books, magazines etc.
 - Encouraging them to read as often as possible – it makes a huge difference!
 - Asking your child questions about what they have read.
 - Encouraging them to use the text to discuss and work out the meaning of unknown words.
 - Discussing the sequence of events in books.
 - Getting your child to re-read books to build up their fluency.

Help your child with reading

I Spy

Play 'I Spy' games. Can you find words beginning with...? Can you find a picture of a ...? How many ... can you see?

Ask Questions

Ask questions about the story as you read it e.g. What is the story about? Why do you think they made that choice? Was it a good choice? Why did that happen? What do you think will happen next? What was your favourite part of the story? Why?

Make it Fun

Enjoy reading together. Give characters funny voices and engage with the pictures. Make a game out of finding words that rhyme or start with the same sound.

Be Seen

Make sure you are seen reading. Keep books magazines at easy reach.

Get Out

Go to your public library regularly. Find the books you loved as a kid to read together.

Create

Use reading to inspire drawings or new stories.

Go Online

Look online & in app stores for appropriate word & spelling games.

Make Space

Have a special place or a certain time when you read together.

Read everything out loud.

Books, poems, nursery rhymes, newspaper & magazine articles, food labels...

anything that is close to hand!

You can help at home with...



- **Maths** – practising key skills – this could be verbally or practically when out and about or at home.
- Practise **times tables up to 12×12** regularly and recall facts quickly.
- Read and write numbers up to **10,000** and practise counting forwards and backwards.
- Develop confidence with **mental addition and subtraction**.
- Practise **written methods** for addition, subtraction, multiplication and division.
- Find **fractions of amounts** (e.g. $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$).
- Tell the time accurately on **analogue and digital clocks**.
- Solve **word problems** and explain their reasoning.
- Use maths in everyday situations, such as **shopping, cooking and handling money**.
-

You can help at home with...



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- **Writing** – writing for purposes at home e.g. thank you cards, letters, shopping lists, diary, own stories.
- Read with your child every day and discuss what they have read.
- Encourage writing in full sentences using **capital letters and full stops** correctly.
- Practise **spelling common exception words** and year 4 spellings.
- Use a range of **interesting vocabulary** instead of repeating simple words.
- Encourage children to write for different purposes, such as stories, diaries, letters and instructions.
- Focus on using **accurate punctuation**, including commas, apostrophes and speech marks.
- Help children to **proofread and edit** their work for spelling, punctuation and grammar errors.
- Keep a daily journal or diary to build confidence, stamina and creativity in writing.

Examples of expected words children should be able to spell by the end of year 4

Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	important	occasionally	purpose	though
appear	consider	famous	increase	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	



Year 3 and 4 Common Exception Words

Aa	breath	consider	enough	grammar	interest	Nn	perhaps	question	suppose
accident	breathe	continue	exercise	group	island	natural	popular	Rr	surprise
accidentally	build	Dd	experience	guard	Kk	naughty	position	recent	Tt
actual	busy	decide	experiment	guide	knowledge	notice	possess	regular	therefore
actually	business	describe	extreme	Hh	Ll	Oo	possession	reign	though
address	Cc	different	Ff	heard	learn	occasion	possible	remember	thought
although	calendar	difficult	famous	heart	length	occasionally	potatoes	Ss	through
answer	caught	disappear	favourite	height	library	often	pressure	sentence	Vv
appear	centre	Ee	February	history	Mm	opposite	probably	separate	various
arrive	century	early	forward	Ii	material	ordinary	promise	special	Ww
Bb	certain	earth	forwards	imagine	medicine	Pp	purpose	straight	weight
believe	circle	eight	fruit	increase	mention	particular	Qq	strange	woman
bicycle	complete	eighth	Gg	important	minute	peculiar	quarter	strength	women

You can help at home with...



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The wider curriculum

- Discuss topics being studied with your child – ask them about their learning.
- Supporting your child with researching on the internet or using books to find out more facts about a topic or subject.
- Sharing your own passions, interests or skills with your child to enhance their learning.

Other information



- PE days will be provided once confirmed. Please ensure that your child comes to school in PE clothes and trainers on these days.
- Book bags, reading books and reading records are to be brought in daily. Children can choose to change their reading book as and when they have finished it and have a comment/comments in their reading record from an adult to say that they have read and finished it/reread it for fluency.
- We go out for break times in all weathers, please ensure children come to school with suitable clothing – a waterproof coat with a hood is advised
- You will be invited to a Parent Evening meeting in October

Educate Together Clothing Guidelines

At Redfield Educate Together, we encourage children to express themselves and feel comfortable being who they are. While we don't have a school uniform, we ask that clothing follows a few important guidelines to keep everyone **safe**, **comfortable**, and **included**.

✓ **Clothing should be:**

- Comfortable and weather-appropriate
- Easy for children to manage independently
- Suitable for movement and active play
- Respectful of everyone in our school community

✗ **We do not allow:**

- Clothing that restricts movement (e.g., skinny jeans)
- Unsafe footwear (e.g. open-toe sandals, backless shoes)
- Jewellery that could cause injury (e.g. necklaces, hoop earrings)
- Make-up or false nails
- Crop tops or clothing with unkind/offensive messages

Technology and Toys

- ☐ **Toys, cards and fidgets must not be brought to school**
- ☐ **Year 5 & 6 children** who walk to or from school independently may bring a **mobile phone**.
 - Phones must be handed to a staff member at the start of the day.
- ☐ **Smart watches** should not be worn to school.
 - If worn, they must be handed in at the start of the day.
- ☐ **Phones and smart watches must not be used on school site.**

Each day children should come to school with...



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- A named water bottle (water only, no squash)
- Bookbag & reading book
- Suitable coat for breaktimes
- Suitable shoes for active play and PE

Class Teachers

🕒 8:00 – 17:00

Class Dojo

Please note class teachers do not check Class Dojo messages during the teaching day (when the children are in). If you have an urgent query, contact the office.

For:

- Sharing brief updates between home and school
- Sharing photos or videos between home and school
- Sending a message to class teachers about non-urgent queries



We aim to respond to messages within **three** working days.



Please note that emails or Class Dojo messages sent at weekends or late at night will not necessarily be picked up on immediately. Please allow **three working days**.