

BROOKLAND JUNIOR SCHOOL



‘Kind, Respectful, Best’

Year 4 Meet the teacher



Welcome to Year 4



- Thank you very much for attending.
- We are all really looking forward to working in partnership with you and teaching our wonderful Year 4 children.
- This presentation will give you some key information about Year 4.



Meet the Year 4 Team



Mrs Greathead
Redwood class teacher



Mr Kaal
Willow class teacher



Mrs Tyler-Jones
Birch class teacher



Mrs Dunn
Teaching Assistant



Mrs Furness
Teaching Assistant



Mrs Phillips
Teaching Assistant



Mrs Laxton
LSA



Ms Ioannou
LSA



The Brookland Values



Be KIND

Be RESPECTFUL

Be the BEST that you can be



Rights Respecting school



- Each class has a Class Agreement based on the Unicef Rights of the Child.
- The class chooses the rights to focus on such as the right to an education, the right to be safe, the right to relax and play.
- We have a weekly session where children learn more about the rights and how they can help everyone to receive their rights.



We are INCLUSIVE and DIVERSE



The children are at the centre of everything we do

We treat each child as an individual

We acknowledge diversity because we are diverse

We are working on ensuring our curriculum continues to be diverse

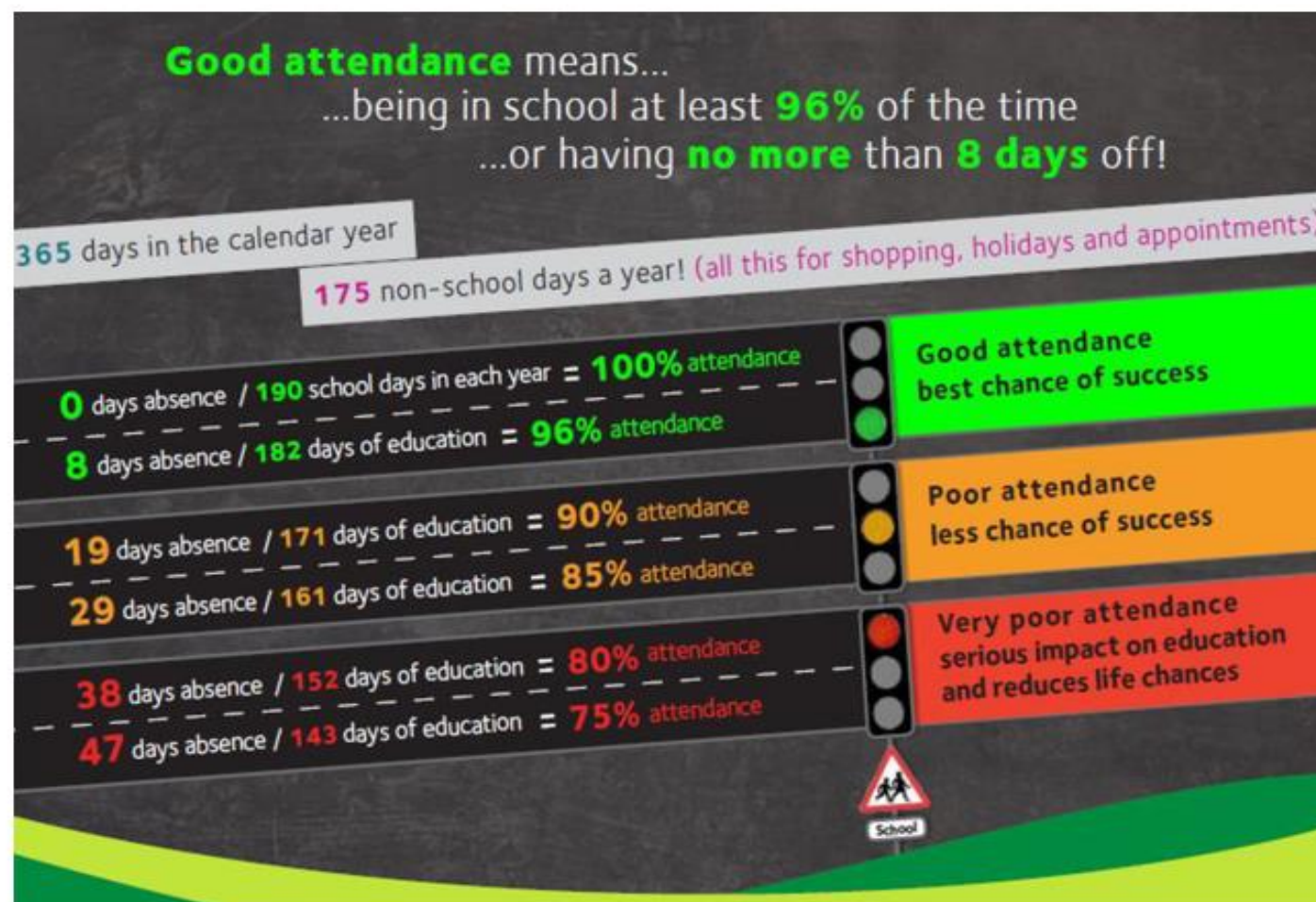
We will be using aspects from the 'No Outsiders: Everyone different, everyone welcome' scheme which uses children's literature and real-life news stories to discuss differences and acceptance.



ATTENDANCE MATTERS



- We can not stress enough how important it is that your child attends school everyday
- We know children get ill, but unless they are really poorly please send them in. Please do not keep them at home for a runny nose, a slight cough etc.
- Speak to the office and depending on the circumstances, we are happy to administer calpol or nurofen if needed
- Term time holidays will not be authorized
- Attendance Policy has further details





Uniform

- We have very high expectations and this starts with uniform
- Please ensure your child comes to school in correct school uniform and PE uniform
- Uniform lists have been previously emailed out and are available on our school website
- No jewelry – except stud earrings, a watch (not SMART), and any jewelry worn for religious reasons – NO bracelets, bangles, rings, nail polish, make up etc. Dark coloured school shoes to be worn on non-PE days
- PE uniform – NO football kits, hoodies or bright trainers. Children can wear their school jumper over their PE uniform.



What the school day looks like



Week A Timetable

Year 4 – Birch



	8.40-8.55	9.00-10.00	10.00-10.15	10.20-10.35	10.40-11.00	11.00-12.00	12.00-12.15	12.15-1.15	1.15-1.45	1.45-2.45	2.45-3.15
M	MTC Practice/Morning work	Headship Assembly 8.55-9.15	Maths 9:15-10:15	Break	Guided Reading	English	Spelling	Lunch	Handwriting 30 minutes	Science Rest of the afternoon	Class Novel
T		Re indoor	Spelling		Guided Reading	Maths	Handwriting		English	Music	Class Novel/Assembly
W		English	Spelling		Guided reading	Maths	Times tables 10 mins		Spanish	RE 60 mins	Class Novel/Assembly
TH		Computing	Handwriting		Maths	English			Quiet reading PSHE	PE outside	Class Novel/Assembly
F		English	Spelling		Guided Reading	Maths	Start Geography		Finish Geography Until 2ish	ART 45/60mins	Class Novel/Assembly





Lunchtime



- Lunchtime is 1 hour long
- All lunches are selected on school grid
- Nut free school
- Healthy packed lunch is encouraged (No sweets, fizzy drinks and nut free)
- We will have a range of activities at lunch time: social club, film club, origami, dungeons and dragons, various sports clubs, small playground
- Children need a snack for break time - fruit or vegetables only
- Milk can be ordered and paid for online – speak to the office



End of day



- All classes keep a list of adults whom you have authorised to collect your child – if this needs updated, please email the office
- We will not let a child go with anyone who is not on the list, unless you have notified the office
- If you authorise your child to be a 'walker' they will be released from the classroom door to meet you at the area you have decided with them



Whole School Positive Behaviour System



- 4 houses: Amber, Emerald, Ruby and Sapphire
- Children who show the Brookland Values (kind, respectful, best) will be recognized with a house point
- House points are counted each week and then collated to find the winning team for the term.
- Weekly Headteacher's Award for: Being Kind, Being Respectful/Rights Respecting, Being the Best that you can be and the Risk Taker Award



Behaviour Ladder



Levels of behaviour	Examples of anti-social behaviours	Protected/Educational Consequences	
		In Classroom	Outside of the classroom
Level 1 (Low level anti-social behaviours)	<ul style="list-style-type: none">• Calling out / talking over others• Disruption to others• Time delaying• Unwillingness to remain on task• Reluctance to follow instructions which are given to stop level 1 behaviours (refusal/defiance)• Non-compliance with general class expectations e.g. not lining up in a line, swinging on a chair• Using school resources and equipment incorrectly	<p>Step 1: Non-verbal warning- look or gesture followed by "Thank you."</p> <p>Step 2: Polite reminder (Verbal warning): "[Name] Listen, thank you."</p> <p>Step 3: Child offered a choice to work in an alternative place within the classroom. Self-regulation time if needed</p> <p>Relevant intervention and support offered including a restorative debrief with Class Teacher or TA.</p> <p>Step 4: Child moves to a space inside (LKS2) and outside (UKS2) a neighboring classroom (within year group) for 10 minutes with their learning (timer used).</p>	<p>Step 1: Non-verbal warning- look or gesture followed by "Thank you."</p> <p>Step 2: Polite reminder (Verbal warning): "[Name] Listen, thank you."</p> <p>Step 3: Child offered a choice to play somewhere else on the playground. Self-regulation time if needed</p> <p>Relevant intervention and support offered including a restorative debrief with member of staff on duty.</p> <p>Step 4: Child sent to year group lead for 10 minutes (timer used).</p>



Behaviour Ladder



Level 2	<ul style="list-style-type: none">Continuation of level 1 anti-social behaviours after level 1 consequences <p>Or a single incident of:</p> <ul style="list-style-type: none">Physically or emotionally hurting another deliberately (a single occurrence)Verbal or physical retaliationName callingNot speaking respectfully to peers/adults e.g. answering back and not following instructions e.g. to leave the classroomDeliberate damage to school or personal propertyThrowing objects around a classroomVerbally threateningNot using outdoor equipment properly and safely e.g. flipping on the trim trailPlay fightingInappropriate behaviours in the dining hall, e.g. throwing food, touching others food or using cutlery in an inappropriate manner <p>Physically can be defined as but is not restricted to the following: Punching, elbowing, kicking, slapping, head-butting, kneeling, grabbing and pulling – anything which involves touching another person</p>	<p>Step 5: Internal exclusion - Child moves to a space outside of the classroom of SLT in the neighboring year group for remainder of the session.</p> <p>Step 6: Internal exclusion - Child moves to space outside of the classroom of SLT in neighboring year group for the remainder of the half day/full day.</p> <p>Meeting with parent and child to decide on course of action (Class teacher and SLT up to Step 6)</p> <p>For persistent Level 2 behaviours, complete STEPS paperwork (early prognosis and roots and fruits) with behaviour lead or SENCo</p>	<p>Step 5: Internal Exclusion - Continued level or 2 behaviour child to miss the rest of that break or lunch.</p> <p>Step 6: Internal Exclusion - Child misses that and the next session of break or lunch.</p> <p>Depending on incident, internal exclusion may result in missing class time (e.g. inappropriate language)</p> <p>Meeting with parent and child to decide on course of action (Class teacher and SLT up to Step 6)</p> <p>For persistent Level 2 behaviours, complete STEPS paperwork (early prognosis and roots and fruits) with behaviour lead or SENCo</p>
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Behaviour Ladder



Level 3

- Inappropriate language - swearing and persistent rudeness
- Defiance towards any adult when they are giving instruction e.g. walking away, inappropriate language being used or putting yourself or others in an unsafe situation
- Absconding from the school building and/or premises
- Putting yourself or others in a dangerous situation
- Use of racist/sexist/homophobic/transphobic/discriminatory language
- Sexualised behaviour, including language, words and physical actions
- Serious physical/emotional harm
- Use of social media to send inappropriate language, messages or media on the school's site.
- Any use of phone on school site
- Continuous breach of level 1 or level 2 anti-social behaviours despite staff/ intervention and support
- Deliberate serious damage to school or personal property
- Bringing in, physically threatening or using a weapon

- Where any consequences from level 2 have not had an impact over time or for an isolated serious incident, the following procedures should be followed:
- Internal Exclusion- Persistent level 2 behaviours demonstrated will result in internal exclusion for up to 5 school days
- Fixed Term External Exclusion- Between 1-3 days at the discretion of the Headteacher for repeated level 2 behaviours and Level 3 behaviour. Exclusions beyond 3 days will be based on continuing threat to the safety of the child or others
- Permanent Exclusion



Curriculum



- We teach a broad and balanced curriculum covering all areas of the National Curriculum.
- In Year 4, over 2 weeks, we teach 9 maths and 9 English lessons. Guided Reading is taught 4 times a week. Spelling and handwriting are taught separately.
- There are 2 PE lessons a week – Tuesday and Thursday
- Your child will also have weekly lessons in Science, RE, PSHE, Music, Computing, History/Geography, Spanish, Art/DT
- Your child may have ‘intervention’ sessions to help them catch up or to give extra support. These are small group or individual sessions, which usually take place in the afternoon.

Curriculum Map - Year 4 Wider Curriculum

Half termly, you will receive a curriculum newsletter.

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity <i>It's Electricity</i>	States of matter <i>States of matter scientists</i>	Sound <i>Listen up!</i>	Living things and their habitats <i>Name that Living thing!</i>	Animals including humans <i>Are these your teeth?</i>	Living things and their habitats <i>Help our habitat</i>
History		Ancient Greeks		Romans		Anglo Saxons and Vikings
Geography	Rainforests		Water		All around the world	
Computing	Purple Mash - Online/Digital safety	Purple Mash Online safety Spreadsheets	Purple Mash Creating Logos	Purple Mash Logo	Purple Mash Animation Effective searching	Purple Mash Hardware investigation
Art	Drawing - study and reproduce a Paul Cezanne painting of apples			Painting		Sculpting
Music	Charanga Mamma Mia Recorder A,B,G	Charanga	Charanga Recorder	Charanga	Charanga	Charanga
DT			Links and levers		Cooking Lasagne	
RE	Sikhism & Christianity - Identity and belonging Symbols and Actions	Christianity Sources of wisdom	Hinduism	Christianity Beliefs and practices	Hinduism Sikhism Christianity Ultimate questions Sources of wisdom	Hinduism Sikhism Christianity Justice and fairness Human responsibility and values
PSHE + C	BAME / Black History Month Wellbeing	Communities Friendships	Staying safe	Health and Wellbeing - Personal Health and Safety	Road safety Staying healthy RSE	Shared Rights and responsibilities Transition
PE	Tag Rugby Netball	Gymnastics Fitness	Badminton Hockey	Cricket Dance	Basketball Athletics	Rounders Football

We are always evolving our curriculum, so there may be some changes to the above but we will communicate this in the half termly newsletters



Work in books - Marking and presentation



- Teachers will highlight in pink to show that your child has met the learning objective.
- Teachers will give personalised verbal feedback to the children during lessons.
- Teachers will use green pen to show children where they need to correct spellings or punctuation.
- Teachers will give 'next steps' in green pen, for children to respond to in purple pen.
- Children use purple pen to edit their own work.
- Children will be taught to write in blue handwriting pen in a cursive style.
- Neat presentation is taught and expected in all written work.



Equipment



- School bag
- Water bottle – named - only water
- Stationery – we provide everything your child needs but they are welcome to bring in their own stationery – but no big ‘smiggle’ type pencil cases please
- No toys/cards to school.
- Year 4 children should not bring mobile phones to school



Home Learning



- Weekly home learning will be emailed home every Friday, along with Mrs Barton's weekly newsletter.
- Reading home learning will start from this Friday. The rest of the home learning will start to be set from Friday 15th September.
- Weekly – reading, spelling and maths. All home learning is expected to be completed by the following Thursday. (further details in the next few slides)
- Termly – homework menu which links to the foundation subjects - Children will be given a range of homework activities from which they can choose which tasks to complete. Children are expected to complete a minimum of 2 tasks but can complete as many as they like



Home Learning - Reading



- Reading at home is an expectation (at least three times a week) - A minimum of 10 minutes per reading day
- All children will be given a reading record by Friday. This should come back and forth to school every day along with your child's current reading book.
- Your child's reading record will be checked every Thursday and this is when books will be changed.
- Please sign the reading record every time you hear your children read.
- *Note – when you receive your child's reading record, on the inside cover will be the log in details for purple mash, Times tables rock stars and google classroom. The children may need these details for some of the home learning that is set.*



Home Learning - Spelling



- Spellings is not taught through memorised lists
- Children will be given a weekly pattern or principle to explore
- They will use the pattern or principle to enable them to spell any word that conforms to the principle.

For example

Pattern – root words that end in y.

Principle: to add a suffix to root words ending in y, we must first change the y to an i.

Happy – happiness – happily – happier – happiest

Exceptions – where this would create a double i such as adding the -ing suffix (flying not fliing)

- Spelling tests will be 10 words including ones that conform to the pattern or principle and some common words.

	Week beginning 6 th September	Week beginning 13 th September	Week beginning 20 th September	Week beginning 27 th September	Week beginning 4 th October	Week beginning 11 th October	Week Beginning 18 th October
Rule	vowel digraphs: <u>ai</u> , <u>ay</u> , <u>a-e</u> , <u>ei</u> , <u>ey</u>	vowel digraphs: <u>ee</u> , <u>ea</u> , <u>e-e</u>	vowel digraphs and trigraphs: <u>igh</u> , <u>i-e</u> , <u>ie</u>	vowel digraphs: <u>ow</u> , <u>oa</u> , <u>o-e</u> , <u>o</u>	vowel digraphs: <u>oo</u> , <u>ou</u> , <u>u-e</u> , <u>ew</u>	vowel digraphs: <u>oi</u> , <u>oy</u> , and <u>ow</u> , <u>ou</u> ,	Revision and assessment
Examples	paid brain play delay made stage eight break they table	creep sweep clean speak increase these chief belief piece	cry slice pile surprise quite white write child bright right height	coat roast meadow grown tomorrow potato echo most potatoes heroes goes whole suppose stone lonely	argue rescue food gloom scoop tooth huge include cute flute chew viewed	boil spoil coin point enjoy destroy brown crown loud proud found house mouth	



Home Learning - Maths



- One aspect of maths home learning will be these CGP books. Children will be set a page to complete at home. The CGP book is expected in school on Thursday where we will go through the answers.

Times Tables

- In Year 4, children are expected to know all their times to 12 x 12.
- In Year 4 there is a national Multiplication Check – questions from all tables answered at speed (more info in 2 slides)
- Please support your child by spending time each week learning and practising times tables
- Times Tables Rock Stars – We use an online resource to help the children practise their tables. Your child will receive their details and are expected to regularly login to help learn their tables.



1. <https://www.youtube.com/watch?v=3TWwumk4EGo> Watch this video on the beginnings of Sikhism. Make bullet points about what you have learnt.
2. What do you already know about Christianity? Create a fact file all about Christianity.



Multiplication Tables Check



- At the end of Year 4, your child will sit a government endorsed test to check their times table understanding.
- The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.
- Schools will have a 2-week check window in June to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.
- These will be based on all times tables up to and including 12 x 12.
- We will send out further information closer to the check weeks



Clubs and extra-curricular activities



- Children have access to range of clubs
- Many are at lunchtimes
- After school: choir, range of sports (tennis, football, multi-sports, athletics, tag rugby), musical theatre
- We will be sending out information about clubs this week – you can sign your child up via Arbor.



Medical



- Head bumps
 - letter sent home with symptoms to look out for
 - text sent home to inform you
 - Coloured wrist band put on child
- Medication
 - Please let the office know of any changes
 - We will call you when medication is coming up to its expiry date so you can replace it



Communication at Brookland



Class email – for general classroom enquiries – teachers will aim to reply within 48 hours – please note that teachers do not look at this email during the school day. Emails are mainly checked at the end of the day.

- birch@brooklandjm.herts.sch.uk
- redwood@brooklandjm.herts.sch.uk
- willow@brooklandjm.herts.sch.uk

Admin email: admin@brooklandjm.herts.sch.uk - If you need to communicate change in collection, absence or something urgent then please use the school office email

Mrs Barton's Weekly Newsletter – usually emailed on a Friday – has upcoming dates, key events in the school, celebration information

Phone call or text message

School website – we are currently putting together our new website but our current website still has some useful information



Can you help?

Bagels

- If you are able to support with prepping bagels in the morning on any day of the week (from 8am until 8:45am) please could you let the office know.
- If you are able to help, Mrs Barton is happy to have your children in sunrise club (breakfast club) free of charge.
- Even if you can only do one day a week, it would really support us in getting the bagels prepared for the children – the children love the bagels.

PTFA

- We are looking at putting together a new PTFA. Further details will be coming out soon about a meeting for the PTFA.
- If you have the time, it would be great if you could join the PTFA so we can get it up and running – it really is an important part of our school community and a great way to get involved with the school.

Thank you very much for attending



‘Kind, Respectful, Best’