

# COMING UP IN YEAR 4

- 9<sup>th</sup> September - class photographs
- 12<sup>th</sup> September - Eco Park for each class
- 23<sup>rd</sup> September - INSET
- 15<sup>th</sup> October - Reading open morning
- Parent's Evenings  
English: 26<sup>th</sup> and 27<sup>th</sup> November
- Pioneer Centre (Spring term)

# YEAR 4 WELCOME MEETING 2024

## Year 4 Teachers:

- Miss Lakin
- Mr Markham-Jones
- Mr Wayne

Y4 Teaching Assistant: Ms Khan  
Mrs Thomas

# TRIPS AND CONSENT:

- In the past, school asked for a contribution of £10 to cover all trips for the year.
- Unfortunately, a significant proportion of families did not pay this and school had to make up the short fall. With budget cuts, school can no longer cover this.
- Parents will therefore be asked to pay for any trips their child goes on. Generally this must be made through Parent Pay. If contributions are not received, trips will be forced to be cancelled.
- In most instances, parental consent forms for trips etc. will now be requested via Parent Pay electronically.

# COMPUTING

In Y4, as part of the Computing curriculum, we will cover:

- Programming
- Word Processing
- Animation



The computing units incorporate key knowledge and understanding to ensure preparation for using technology devices safely and responsibly. We will also explore Online Relationships, Online Reputation and Managing Online Information.

# Get in control of parental controls



If using a  
smartphone, check  
content lock is set



Set parental  
controls on your  
home broadband



Control app  
downloads  
and purchases



Make the  
games console  
safe and secure



Use safety mode  
on YouTube  
and Google



If using social  
networks, check  
privacy settings

Go to [internetmatters.org/controls](https://internetmatters.org/controls)  
for step-by-step guides

# ASSESSMENT TERMINOLOGY

- A child's attainment is judged on whether they are working
  - Towards Expected,
  - At Expected,
  - At Greater Depth within the expected standard for their age at the end of the academic year.
- By the end of the academic year, the majority of children should be working at expected standard for their year band.

# ASSESSMENT TERMINOLOGY

- Towards Expected: they are working within their year band's curriculum but have not yet met all of the objectives within it.
- At Expected: they have met the objectives within their year band's curriculum.
- At Greater Depth: they have shown a greater understanding of objectives within their year band's curriculum.

# WHEN DOES MY CHILD HAVE HOMEWORK?

We no longer use Seesaw for homework.

Homework expectations are:

30 mins of TTRS per week

Reading every evening

Spelling Shed



# MULTIPLICATION TABLES CHECK

- From the 2019/20 academic year onwards, it has been a requirement to administer an online multiplication tables check (MTC) to year 4 pupils.
- The National Curriculum specifies that pupils should be taught to recall the multiplication tables up to and including  $12 \times 12$  by the end of year 4.

# MULTIPLICATION TABLES CHECK

- 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.
- The MTC will take place in June 2025.

# MULTIPLICATION TABLES CHECK

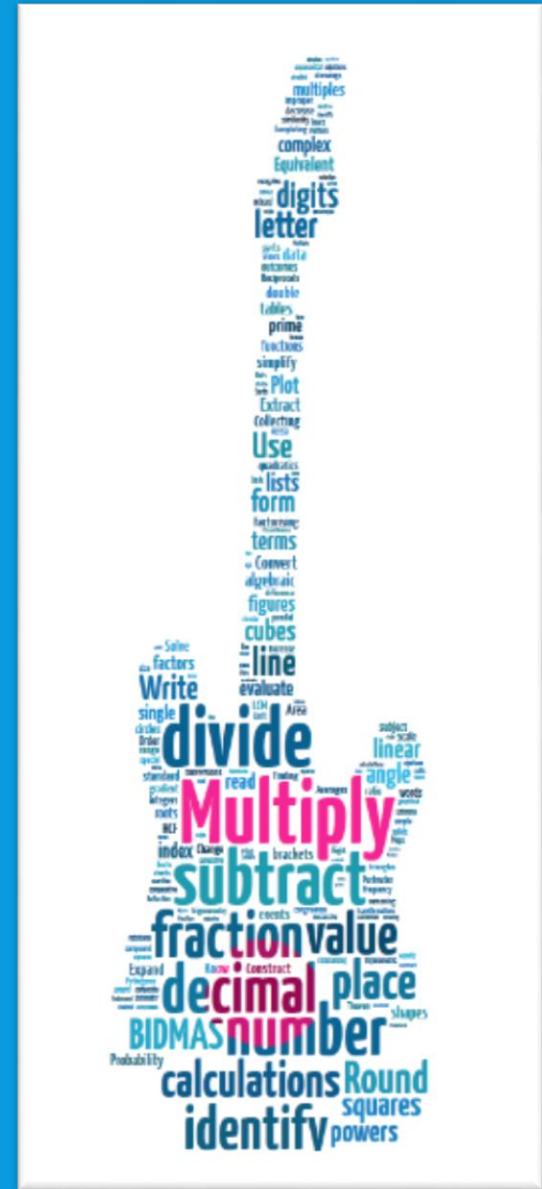
- Children will be given 25 questions and will have 6 seconds to answer each question.
- The test will take place in a secure online space.
- We will report the results to parents and carers as part of the child's end of year report.

# MULTIPLICATION TABLES CHECK

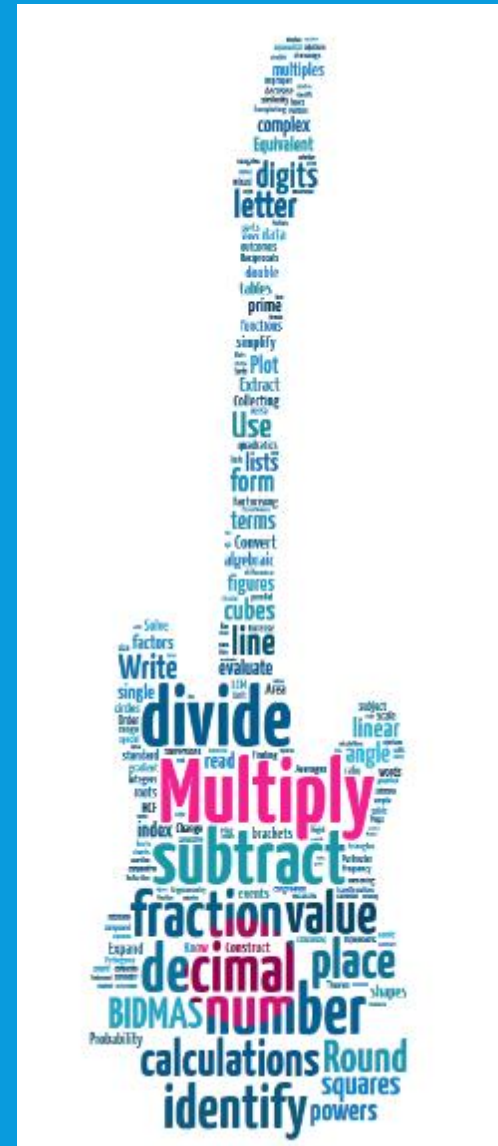
- You can help your child to prepare for this check by working with them at home to learn their Times Tables.
- The workshop held in January will provide you with a number of ways in which you can help your child.

TIMES TABLES ROCK STARS IS A FUN, GAME BASED WAY TO LEARN AND PRACTISE TIMES TABLES ON A COMPUTER OR TABLET.

EACH CHILD WILL HAVE A LOG IN. THEY WILL CREATE AN AVATAR AND BE PART OF A 'BAND'.



PLEASE ENCOURAGE  
YOUR CHILD TO PLAY  
AND PRACTISE AT  
HOME. WE WILL BE  
CELEBRATING THEIR  
SUCCESSES AT  
SCHOOL TOO.



# TIMES TABLES TRIBE

This year, pupils will continue to work towards achieving their Times Tables Tribe badges.

Each Friday, children from years 2 - 6 will be tested on one of the times tables. The tables are grouped and will be tested in the following order:

Bedazzling Bronze - x2, x10, x5

Sublime Silver - x3, x4, x8

Glorious Gold - x6, x7, x9, x11, x12

Once pupils have successfully completed their focus times table, they will be tested on the next table in the category the following week. At the end of each half term, if your child has passed all of the times tables in their category, they will be awarded the relevant badge in an assembly. Each child will have the opportunity to earn all 3 badges over time at a pace appropriate for them.

Each pupil will continue from the table that they passed most recently in the previous academic year.

# READING FOR PLEASURE:

**There are many little ways to enlarge your child's world. Love of books is the best of all.**

**–Jacqueline Kennedy Onassis**





# WHY IS IT IMPORTANT?

- Of all the subjects taught in school, reading is first among equals - the most singular in importance because all others rely on it. Excellence in almost any academic subject requires strong reading.
- People who read lots attain more. They also develop: general knowledge; vocabulary; a better attitude to writing; higher overall attainment; emotional awareness; a wider understanding of the world and greater expression through speech and writing.
- Significant correlation between reading ability and GCSE results across all subjects. Children who are weak readers will struggle as much in maths and science at GCSE as they do in English and in arts subjects.

# WHY IS IT IMPORTANT?

- The consequences of illiteracy are immense:
  - reduced access to higher education;
  - more limited job choices;
  - on average, lower income;
  - higher risk of permanent exclusion;
  - poor health;
  - poor housing;
  - more likely to have a mental health problem;
  - higher risk of imprisonment;
  - shorter life expectancy.

# HOW CAN YOU SUPPORT?

- Read every day with your child for at least 15 minutes a day.
- Encourage your child to read a wide range of reading material - fiction, non-fiction, poetry, newspapers and magazines.
- Use our Top 20 or Book of the Month suggestions to help explore a wider range of authors and genres.
- Talk to your child about what they are reading.
- Create a Toppsta profile and enter giveaways to win new books for your child to review - encourage them to share their opinions about what they have read.
- Take them to the library.

# READING HOMEWORK:

- We use the Accelerated Reader programme. Children will take an online reading test at least three times a year. The results of this test give children a ZPD, which is basically a range from which to choose books from.
- Children can then borrow books from our school library, within their ZPD.
- Once they have read their book, they take an online quiz. If they pass this quiz, extra points are assigned to their accounts. Their 'word count' also increases. These quizzes can be taken at home.
- Reading records must be signed to say you have heard them read at home.

# HEARING CHILDREN READ AT HOME:

- This should happen for at least fifteen minutes each night.
- Try to make this a special time for you and your child - it should not feel stressful or pressurised for the reader.
- Please focus your attention entirely on your child for this time. Turn off devices and remove other distractions.
- Use strategies such as echo-reading or choral reading to help your child's fluency and expression.
- Even the most confident readers need to be heard reading aloud - encourage older pupils to read a page or two aloud, before then reading independently.

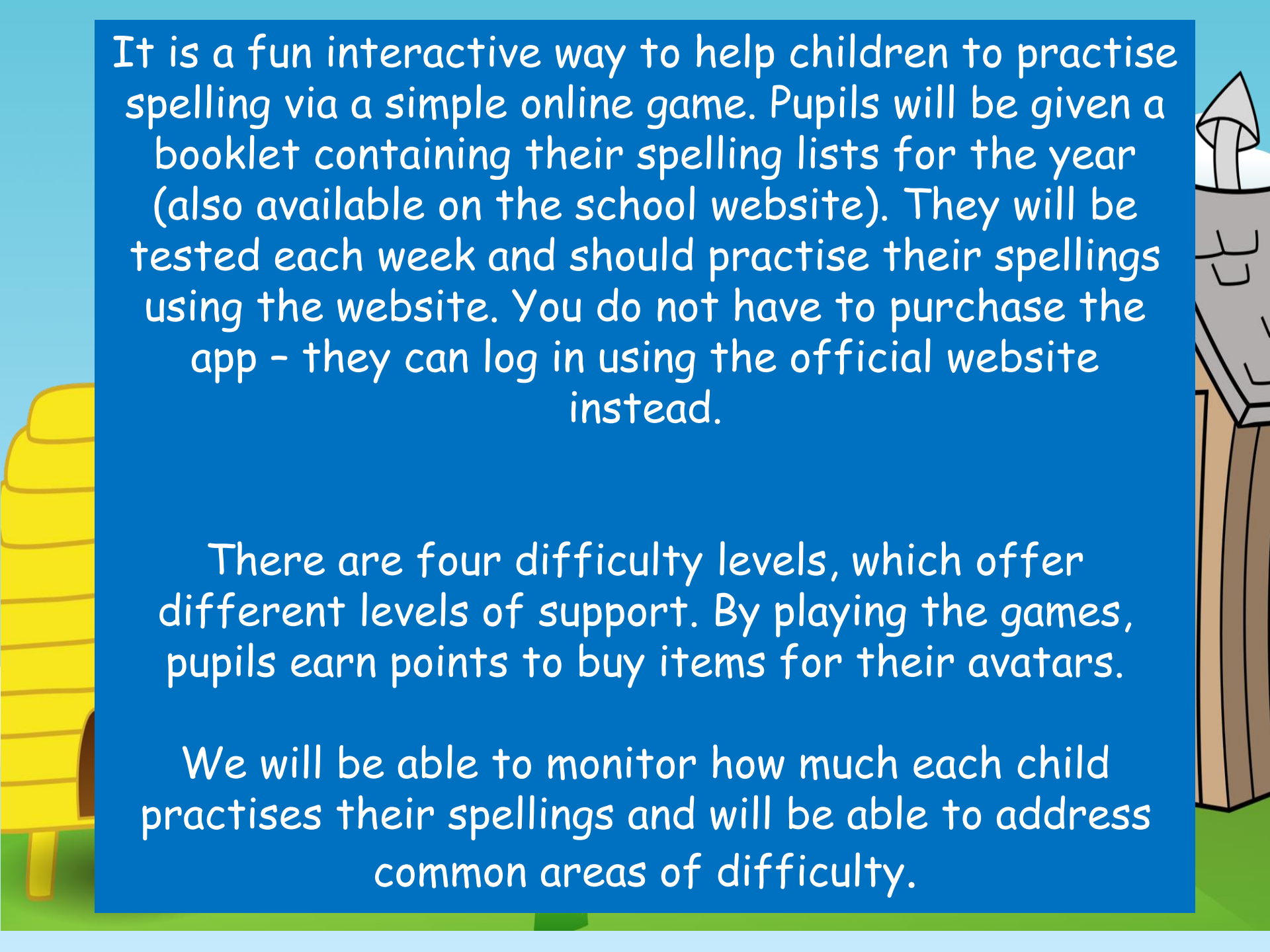
# DIARIES:

- Each child has a reading record, which must be signed at least three times a week.
- Children who have their diary signed at least three times per week will be entered into a termly prize draw.
- Teachers will check diaries weekly.
- If a child does not have their diary in school, they will not be able to receive their reading star for that week. Children must collect at least ten stars to enter the prize draw.

# Spelling Shed

The background features a bright blue sky with a white cloud on the left. In the center, a white picket fence is visible. On the right, there is a wooden shed with a grey roof and a chimney. A cartoon bee with large eyes is flying near the shed. On the left, a yellow beehive sits on a wooden stand, with another cartoon bee flying near its entrance. The ground is green with several tufts of grass.

Spelling Shed is used in year 4. It will form part of your child's weekly homework.



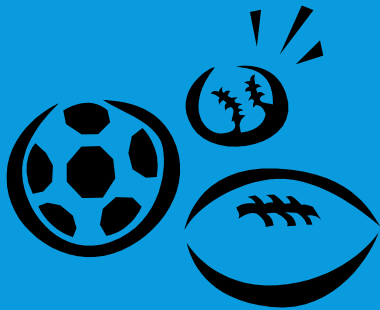
It is a fun interactive way to help children to practise spelling via a simple online game. Pupils will be given a booklet containing their spelling lists for the year (also available on the school website). They will be tested each week and should practise their spellings using the website. You do not have to purchase the app - they can log in using the official website instead.

There are four difficulty levels, which offer different levels of support. By playing the games, pupils earn points to buy items for their avatars.

We will be able to monitor how much each child practises their spellings and will be able to address common areas of difficulty.



# PE



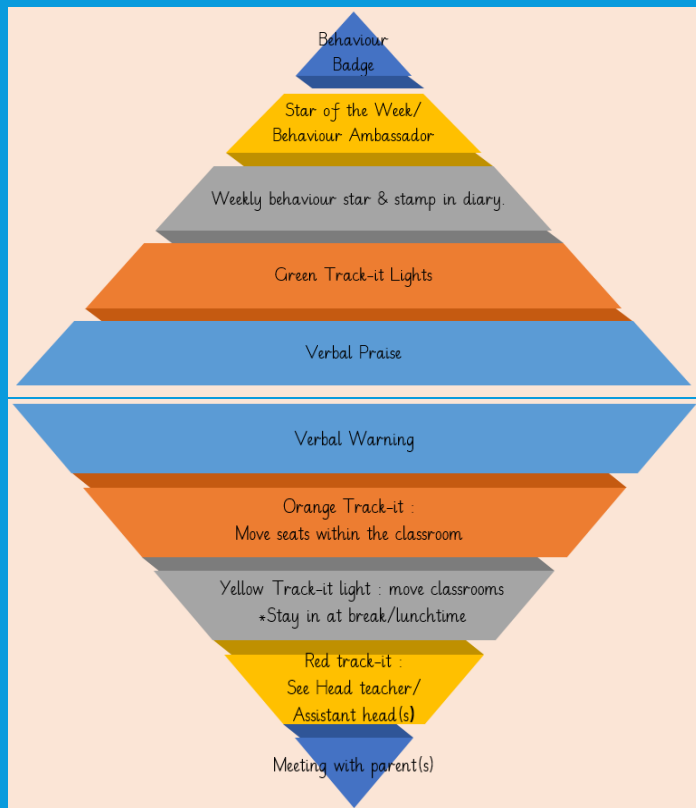
- PE kits should be kept in school at all times.
- Kit consists of black pumps, black shorts and a white t-shirt.
- In the winter, pupils are allowed plain tracksuits for outdoor sports.
- Indoor kit must still be kept in school during winter months, children are not expected to wear tracksuits inside.

# SILVER STAR AWARDS



- St. Bernadette's School rewards good behaviour.
- Children in Year 4 work towards their behaviour certificate in the Autumn Term and their Silver Star Badge during the Spring and Summer Terms.
- If children lose their badges, new ones may be purchased by sending £1 in a labelled envelope into school.

# TRACK - IT REWARDS/SANCTIONS



Children are given the opportunity to earn rewards for good behaviour through our Track-it Light system, based on the amount of points they earn.

There is also a clear behaviour pyramid that demonstrates the sanctions for demonstrating poor behaviour. Children are always given time to reflect on their poor behaviour if they are required to miss their break/lunch times.

Behaviour  
Badge

Star of the Week/  
Behaviour Ambassador

Weekly behaviour star & stamp in diary

Green Track-it Lights

Verbal Praise

Verbal Warning

Orange Track-it :  
Move seats within the  
classroom

Yellow Track-it light : move  
classrooms  
\*Stay in at break/lunchtime

Red track-it :  
See Head teacher/  
Assistant head(s)

Meeting with parent(s)

# Special Educational Needs and Disabilities Coordinator

Miss Hulse is our school SENDCO

She works with children, teachers, parents and agencies to ensure that our pupils' needs are met.

Please visit our school website to find out what we can offer you if you think your child has Special Educational Needs.

<https://www.stberns.co.uk/send>



## How to speak to the SENDCO if you have a concern:

- We always encourage you to talk to your child's class teacher in the first instance
- Speak to a member of the office team to find out when the SENDCO may be available for an appointment
- You can also email her directly at [SENDCO@stberns.bham.sch.uk](mailto:SENDCO@stberns.bham.sch.uk)

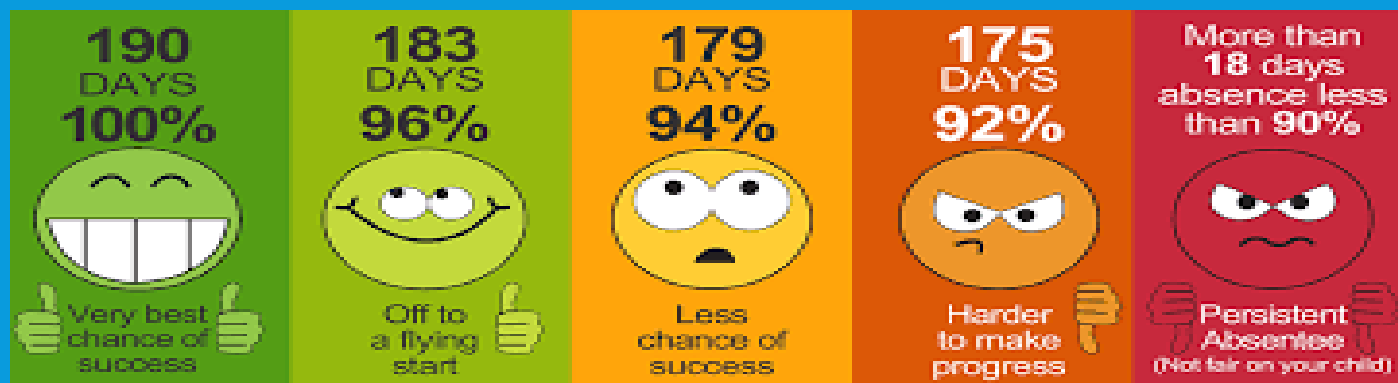


## Attendance

Good attendance at school is essential to ensure that your child is given the opportunity to learn and develop. It is also the grounding for later life, both in secondary school and employment.

Allowing children to be absent from school for no or minor reasons teaches them behaviours that they will take into adulthood as well as stopping them from reaching their full potential.

Our aim is for all children to be in school every day. However under some circumstances they cannot attend school due to illness. However, we aim for every child to be in school for over 94% of the academic year. To achieve this aim, we need your help.



Attendance Figures for 2018-2019: 96.2%

Attendance Figures for 2020-2021: 95.3%

Attendance Figures for 2021-2022: 92.8%



# REMINDER



## Punctuality

Prompt arrival at school is essential to ensure your child's attendance record is not adversely affected.

Parents will be able to drop off from 8.30am and school gates will close at 8.45am.

THANK YOU