Class Booklet
Year 4

Welcome to
Our Lady's

Welcome to Year 4

Welcome to Year 4! Whether you are returning to school after the summer holidays or are new to our school, we are very excited to share this coming school year with your children at Our Lady's.

This year we have high expectations of the children, both in their learning and behaviour, so each child has every opportunity to reach their full potential. In return, we will provide a stimulating, varied and exciting learning environment to make learning fun, enjoyable and achievable. We expect all children to come to school with an eagerness to learn and in return, we will provide an encouraging and supportive classroom for every child.

We are very much looking forward to the new academic year and hope it is filled with curiosity, excitement, and great success for every child.

How to contact Year 4 Mrs Chester

- If you need to discuss something with any member of Year 4 team, we are happy to speak to you briefly after school. Alternatively, for more in-depth discussions, please write a message in your child's contact book or contact the school office to arrange a meeting.
- Please note all staff have a meeting on Wednesday after school and therefore may not be available to meet with you then.

Meet the staff in Year 4

Your class teacher is Mrs Chester



Your Learning Support Assistant is Mrs Palfrey



Moving into Year 4

Year 4 delivers the National Curriculum, which is balanced and broad.

At KS2 the subjects taught are:

- English – reading, writing, speaking and listening, drama
- Mathematics
- RE
- Science
- Art and Design
- History
- Geography
- Design Technology
- Music
- Computing
- Physical Education
- French
- PSHE

A typical day in Year 4 starts with an 'Early Morning Work' task, which includes independent reading, learning reviews, reflection on the Behaviour Blueprint, Learning Behaviours and our School Values, short GPS and maths activities. The children will then attend a whole school assembly from Monday to Thursday, and they will take part in a class-based liturgy on a Friday. The children then go on a walk with another class. This helps with the children's oracy skills and to develop their confidence in meeting new people. This is followed by our English lessons until morning break, except on a Wednesday when we study RE until lunchtime. After morning break at 10.30-10.45am, Maths will be taught until lunch at 12 pm.

The afternoon consists of either Science or the foundation subject.

Physical Education

Monday 2:00 – 3:00pm

Friday 2:00 – 3:00pm

Forest school

Friday 9:15 – 11:00am

OUR CURRICULUM

INTENT

at Our Lady's ..

VALUES

WE ARE AIMING HIGH

Jesus, the teacher, guides our every step.

Love	Honesty	Community	Respect	Tolerance	Justice	Forgiveness

VISION

To provide a welcoming and caring community inspired by the Spirit of Christ that ensures everyone is able to be happy, valued, confident, safe and empowered.

AIMS

Building for better futures	Our children will lead happy & fulfilling lives	Growing a collaborative community	Extending boundaries of learning

IMPLEMENTATION

GREAT TEACHING

Learning-focused environment, built on nurturing positive relationships, enabling all to feel safe & thrive	Expert subject knowledge, based on an understanding of cognition & learning	High expectations of conduct & learning behaviours	Exceptionally clear modelling of key concepts: a well-sign-posted learning journey	Precisely targeted questioning to accurately identify misconceptions and reshape activities	Challenge for all, with rich opportunities for mastery & breadth	Purposeful marking and feedback	Opportunities to embed concepts into long-term memory; to recap, apply & make connections	Accurate assessment informs next steps planning	Teachers passionately model a growth mindset and engage in life-long learning

GREAT LEARNING

Playing and exploring			Active learning			Creating and thinking critically		
Active communicator	Independent learner	Reflective evaluator	Information processor	Pro-active social thinker	Self-manager	Problem solver	Creative thinker	Effective investigator

BREADTH & BALANCE

Communication & language	Physical development	Personal, social & emotional development	Literacy	Mathematics	Understanding the World	Expressive arts & design

English	Mathematics	Religious Education	Science	Art & Design	Computing	Design Technology	Geography	History	Modern Languages	Music	Physical Education	Personal, Social, Health & economic Education

INSPIRING CONTEXTS

Memorable, meaningful, cross-curricular themes	Children's interests explored	Passionate, inspired teachers	Inspiring learning environments	Visits, visitors, events & experiences which increase cultural capital	Empowerment through pupil leadership	Range of high quality texts which inspire a love of reading	Integrated use of new technologies	Learning outdoors	Collaboration across phases in the Deanery

THE WHOLE CHILD

Inclusion, equality & aspiration at the heart	Celebration of individual achievement & success	Timely intervention & reasonable adjustment	Equal rights, equal access	Ecological awareness	Disability awareness	Connected with local, national & global communities	Equipped for a dynamic future

SAFE-GUARDING

Drug education	Sex education	Online safety	Anti-bullying	Ant-racism	Protection from extremism	Health & first aid	Protective behaviours	Keeping safe at home, school & in the locality

IMPACT

GREAT OUTCOMES

Impact 1: Emotional Children are happy and enjoy coming to school. Parents and carers are happy with the school and high proportions would recommend us to others.	**Impact 2: Social** Children demonstrate our vision and values in their learning and behaviour in and around school. Children learn to make the right choices for their safety. The choices children make benefit the school and local community.	**Impact 3: Intellectual** Children consistently achieve highly, particularly the most disadvantaged. Children make at least expected progress and attain in line with or better than national expectation. Children with SEND achieve the best possible outcomes from their starting points.

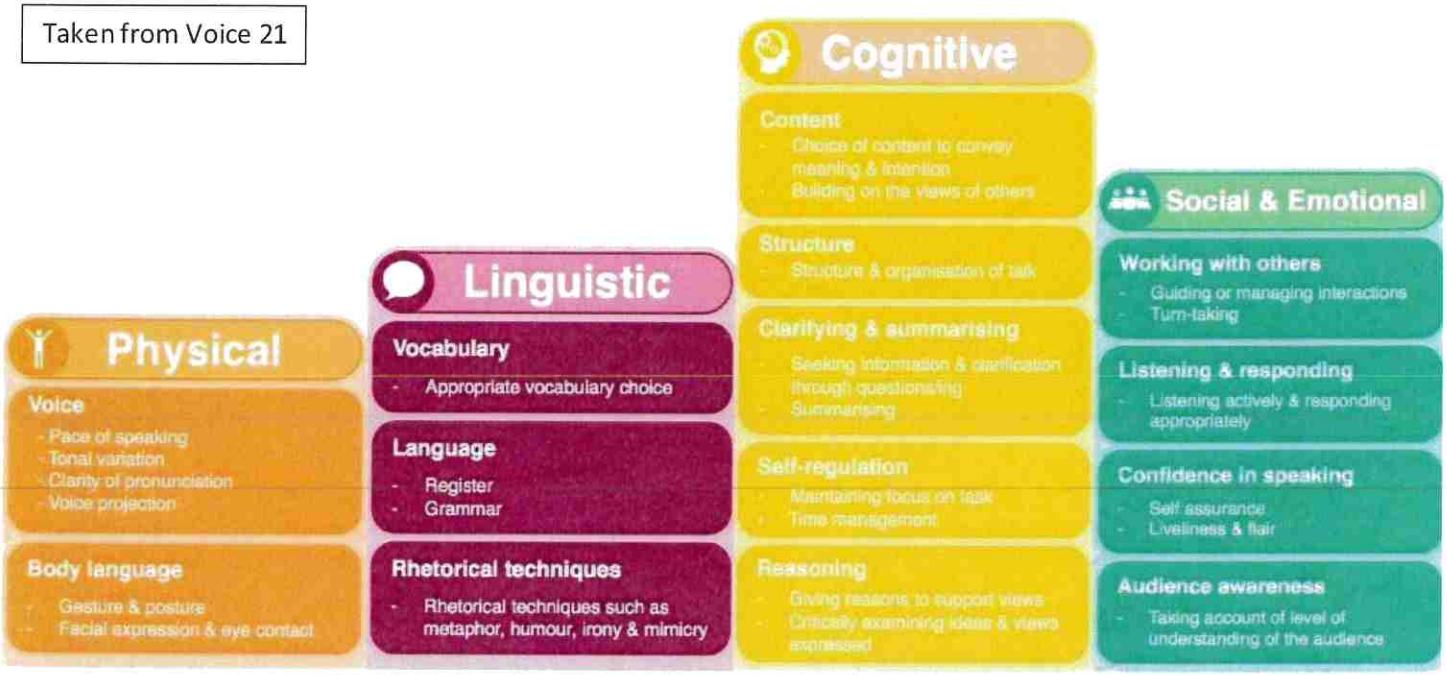
EVALUATION

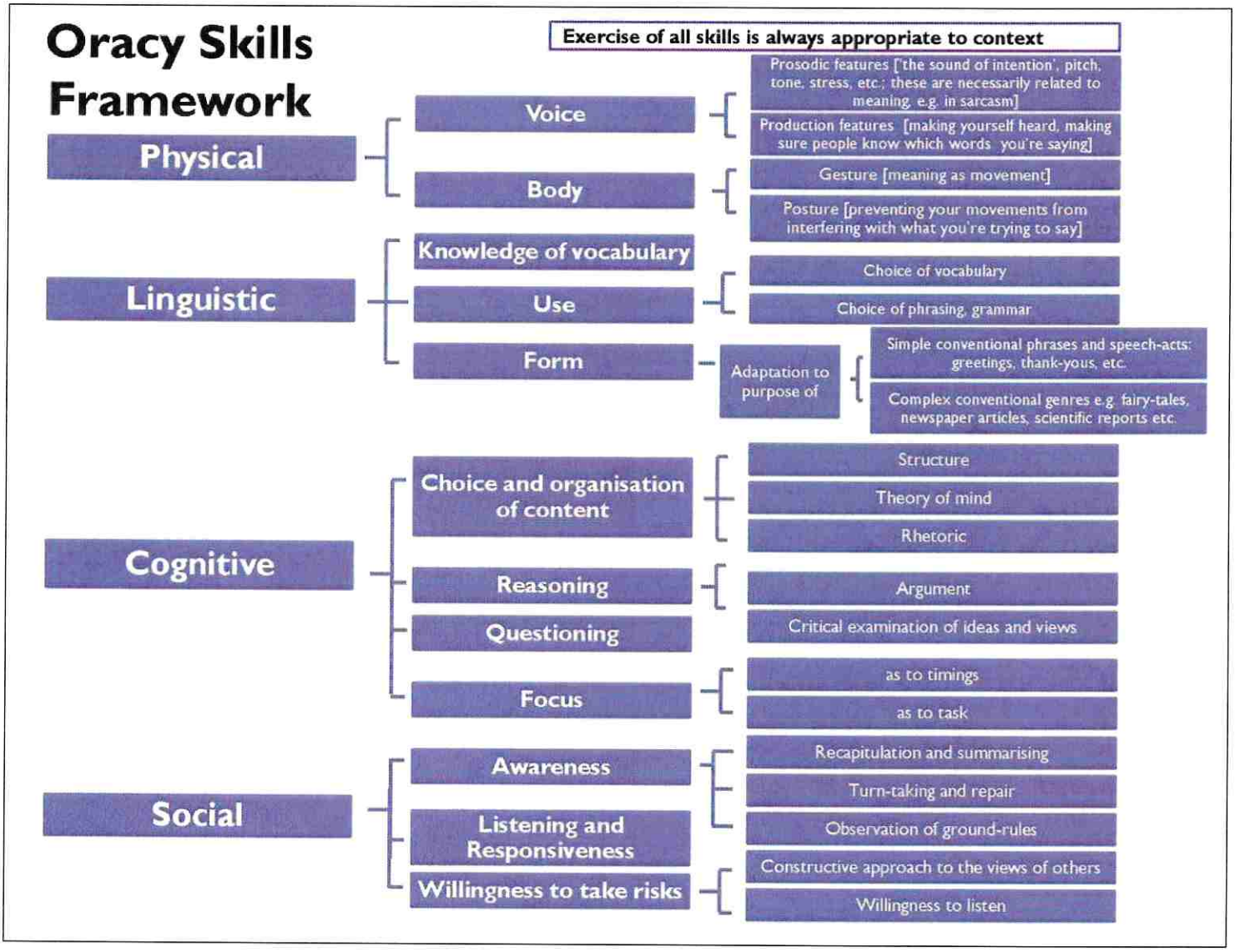
Nationally generated performance information about pupil progress and attainment (IDSR)	Internal school self-evaluation and first-hand evidence of how pupils are doing	Listening to a range of pupils read	Discussions with pupils about what they have remembered about the content they have studied	External validation of judgements through school improvement partnerships and across the LA and Deanery

The importance of Oracy

Oracy is about being a strong and effective communicator. This means that it also refers to the range of speaking and listening skills, behaviours, and language necessary for communicating and working with others so that it makes sense to them. There are four key areas for Oracy skills; they are the physical, social and emotional, linguistic and cognitive aspects of learning.

Taken from Voice 21





Why is Oracy so important for children?

- Good oracy skills can help children in every subject that they learn in school. It enables them to express their thoughts and opinions about what they are learning and interact with others thoughtfully and productively.
- Communicating effectively also means that children will be able to express themselves when they do not understand something or perhaps need a little more support with a specific topic. With good oracy skills, they can reach out and explain what they are thinking and what they need help with.
- Having good oracy skills is vital for outside the classroom too. Building strong relationships depends on effective communication, so children will need to develop their oracy skills to form friendships with their peers and teachers.
- Teaching oracy at a young age means that children will have a greater chance of growing up into adults who can healthily express their feelings and be more capable of dealing with a range of emotions.

What are the types of communication?

Verbal communication has to do with the words we use when speaking:

- Pitch (speaking in a loud voice vs. whispering)
- Tone (calm, firm, loving, gentle, angry, accusatory)
- Word choice
- Language/dialect (using words that your child understands)

Nonverbal communication has to do with body language:

- Physical touch (hugs, high fives)
- Hand gestures (thumbs up)
- Facial expressions (smiling, frowning)
- Eye contact (direct, indirect)
- Personal space (body autonomy)

Early Language: Language Development

- By 22 months – a child's language development can predict outcomes at age 26
- By 2 years – 75% of a child's brain growth has occurred
- By ages 3-6 years – a child's narrative skills are a powerful predictor of literacy skills at 8-12 years
- By 5 years – a child's vocabulary will predict their educational success and outcomes at age 30

As a school, we will continue to work on the importance of the physical skills of literacy by expecting children to be active listeners and clear communicators. The key focus this year will be on how children can develop their linguistic skills by using appropriate vocabulary and grammar as well as sentence stems to support their ideas. We will also focus on the importance of the social aspects of Oracy. All classes will have Oracy homework sent home for parents to support their children in their Oracy development.

How we teach English

English in Year 4 incorporates reading, writing, speaking, listening and drama. For reading in Year 4, we focus on the whole class teaching of reading skills and the KS2 reading content domains. To help children understand the reading content domain we incorporate the use of the 'Totally Pawsome Reading Gang', which breaks down each strand. These can be found on your child's bookmark, which have questions to help guide them. The reading content domains at KS2 level include:

2a- Give/explain the meaning of words in context
2b- Retrieve and record information/identify key details from fiction and on fiction texts.
2c- Summarise main ideas from more than one paragraph.
2d- Make inferences from the text/explain and justify inferences with evidence from the text.
2e- Predict what might happen from details stated and implied.
2f- Identify/explain how information/narrative content is related and contributes to meaning.
2g- Identify/explain how meaning is enhanced through choice of words and phrases.
2h- Make comparisons within the text.

These will be taught by spending time reading, studying and analysing short extracts of high-quality texts both within fiction and non-fiction.

Closely linked to reading, children will be able to make links to writing. For children to master writing in certain styles, they need to have comprehension and understanding of different concepts and genres to be able to write in that style. Children will be given opportunities through speaking, listening, practice and rehearsal to master these different types of writing styles and genres. Children will be encouraged through sessions to plan and draft their own writing, edit, and improve with guidance from the teacher to be able to publish their writing.

Grammar, punctuation and spelling (GPS) skills will be taught discreetly within lessons for the children to reach the appropriate standard of writing for their age group. These skills will be taught throughout the lessons and occasionally as part of their Early Work morning sessions. These skills will also be embedded throughout the whole of curriculum and not just specific to English lessons. Children will be encouraged to transfer their skills they learn in English to other areas of their learning.

Please note, to support your children at home, children are expected to read for a minimum of 15-20 minutes per day. It is encouraged that children write a short summary of their book once they have finished, to show their understanding of what they have read.

How we teach maths

Maths in Year 4 will challenge and develop children's mathematical skills within the three main concepts that help children work towards mastery: problem solving, reasoning and fluency. Within each of these concepts, children will explore topics within number, measurement, geometry and statistics.

Through problem-solving lessons and activities, children are encouraged to use their mathematical skills and understanding to solve problems unfamiliar to them. Maths reasoning tasks encourage children to think about number problems logically so they can reach conclusions, find solutions and decide which methods to use and why. Fluency tasks help children strengthen their foundational knowledge. They practise applying their skills and understanding to different number problems with varying contexts and levels of complexity, while independently choosing the method best suited to the problem. Fluency brings together problem-solving and reasoning.

Teaching will take place mainly as whole class lessons. Concrete objects, pictorial representations and abstract thinking will all be used within lessons for children to develop a deeper understanding of the topic they are learning and acquiring a deep, long-term, secure and adaptable understanding of the subject.

In June 2027, pupils will take part in a Multiplication Tables Check (MTC) which is an on-screen assessment designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions completed online. This is a statutory requirement for all primary school children in Year 4. For this, children will need to have an accurate and rapid recall of multiplication and division facts to 12. The children should be practising these on the Times Tables Rock Stars (TTRS) app, and it is recommended that they practise every day for three minutes. Please help your child to practise these regularly.

How to teach Oracy

Throughout the school this year, we will be focusing on our theme of "Talk, Talk, Talk". We are aiming to spend time teaching the children about the importance of speaking and listening skills and the need for precision in their vocabulary. Oracy concerns the physical, social and emotional, linguistic and cognitive aspects of learning.

Oracy skills are therefore a vital part of learning and are essential in meeting the aims of the National Curriculum. We will teach the children how to:

- explain their understanding and ideas clearly;
- discuss with other to deepen their learning and understanding;
- be competent in speaking and listening;
- make formal presentations;
- demonstrate skills and information to others;
- participate in debates.

To help with this new learning, we will be asking the children to prepare a short presentation on a subject of their choice. We will provide them with more support and direction with these assignments throughout the year.

Our main focus this year is Active Listening. Throughout the week, the children will be given many opportunities to practice their listening skills by playing simple games, work related activities and so forth.

How we teach RE

As Religious Education is one of our core subjects, the children will be taught RE every Wednesday morning through to lunchtime, totalling approximately two and a half hours per week. The topics of R.E. throughout the course of the year will include People, Gift, Giving and Receiving, Self-Discipline, New Life and Building Bridges.

Each topic will start with a lesson focused on key vocabulary and concepts, with partner, group and whole class discussions taking place throughout. Most lessons contain an analysis of scripture before the children respond to this analysis through a variety of tasks. This is then followed by an evaluation and time for prayer and reflection. At the end of the topic, children plan and take part in a celebration of the topic in which they share important prayers, a piece of scripture and work they have produced throughout the sequence of lessons.

At Our Lady's, we insist that children demonstrate the highest level of reverence during times of prayer, reflection and during Mass.

How we learn

Throughout the school, the children are encouraged to use their learning behaviours to be the most effective learners they can. They aim to develop a safe, calm and productive learning environment in all aspects of school. Furthermore, these learning behaviours are an essential life skill they will not only need in secondary school, but also in their educational journey and in the workplace.

As a school, we see the development of these behaviours as vital to the children's ability to succeed and be active within their education. Therefore, when a child demonstrates a high standard of these, they are praised and rewarded in several different ways.

Our school's Learning Behaviours are: effective investigator, problem solver, pro-active social thinker, active communicator, independent learner, self-manager, creative thinker, information processor and reflective evaluator.

The ways in which we celebrate effective use of learning behaviours are:

- Head teacher awards
- Certificates
- House points
- Stickers
- Sashes

Year 4 will also have a Learning Behaviour wall to display brilliant use of learning behaviour choices and a 'Learning Journey' wall to display pieces of work that reflect the progress and achievement accomplished by members of our class.

How we celebrate learning and behaviour

In our classroom and around the school, we aim to consistently provide first attention to best conduct. We will therefore encourage children to try their best with their learning and demonstrate the highest level of behaviour both in the classroom and around the school.

The children have decided as a class what they would like their rewards to be in celebration for making good choices in the learning and general behaviour.

Celebrating Learning

- Celebration assemblies
- Head teacher awards and wristbands
- Class certificates
- Post cards home
- House points
- Behaviour chart
- Stickers
- Sashes/badges
- Star of the week display

Although we are not using the token system anymore, the children will still be working hard to earn their end of term treats. They are still required to follow the token system expectations for earning these treats.

The children have spoken in great length about the rewards they would like for their celebratory treats and they are as follows:

- Going on a class trip
- Having a movie day
- Having a pyjama day
- Having a party
- Having an own clothes day
- Having a non-curriculum topic day

Learning Behaviours

What are Learning Behaviours?

The school's learning behaviours have been designed to support all pupils with how they should approach learning across all subjects of the curriculum so that they can develop their knowledge and skills, and then successfully apply them in a variety of contexts. The expectations of these Learning Behaviours will look different in each year group but we have grouped them into nine key areas. They are: effective investigator, problem solver, pro-active social thinker, active communicator, independent learner, self-manager, creative thinker, information processor and reflective evaluator. These learning behaviours are not taught or used in isolation and when combined they help children to become successful and active learners.

We recognise that these need to be seen alongside basic expectations for oracy because these are, in many ways, both the key to unlocking access to many of these areas of learning, and central to developing the ability of learners to assimilate, enjoy, voice and reflect on their learning. Our children will face huge challenges in the wider world and by working to develop these Learning Behaviours with them, they will develop skills and attitudes that will help them be successful in the future.

Please find a copy of the expectations for learning behaviours relevant to your child's current year group on the class website page.


Our Learning Behaviours
Pro-active Social Thinker
Independent Learner
Effective Investigator
Information Processor
Problem Solver
Self-Manager
Creative Thinker
Active Communicator
Reflective Learner

Outdoor Learning

Direct experience outdoors is powerful, motivating and has impact and credibility. Therefore, outdoor learning at Our Lady's Catholic Primary School is about engaging children in many different ways, ensuring that learning is being brought to life as well as making connections across the curriculum and developing their social skills and learning behaviours. At our school, we believe that all children have the right to experience the unique and special nature of being outdoors. Outdoor learning is integrated into the curriculum, including during forest school inspired learning and the use of Multiple Intelligences. (See MI curriculum examples) We ensure that experiences and sessions are frequent with a continuous flow from outdoor to indoor and vice versa with all lessons supporting learning.

What is Outdoor Learning?

Outdoor Learning is a broad term that includes: outdoor play in the early years, school grounds projects, environmental education, recreational and adventure activities, personal and social development programmes, expeditions, team building, leadership training, management development, education for sustainability, adventure therapy ... and more. Outdoor Learning does not have a clearly defined boundary but it does have a common core.

All forms of Outdoor Learning value direct experience

Outdoor Learning can provide a dramatic contrast to the indoor classroom. Through skilled teaching, interpretation or facilitation, outdoor experiences readily become a stimulating source of fascination, personal growth and breakthroughs in learning.

Outdoor Learning is active learning in the outdoors

In Outdoor Learning, participants learn through what they do, through what they encounter and through what they discover. Participants learn about the outdoors, themselves and each other, while also learning outdoor skills. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review and cooperative learning.

Outdoor Learning is real learning

Not only does Outdoor Learning happen in the natural environments where participants can see, hear, touch and smell the real thing, it also happens in an arena where actions have real results and consequences. Outdoor Learning can help to bring many school subjects alive while also providing experiential opportunities for fulfilling the National Curriculum.

Outdoor Learning broadens horizons and stimulates new interests

There is no limit to the experiences and curiosities that outdoor environments and activities can arouse. Participants frequently discover potential, abilities and interests that surprise themselves and others. Safety codes provide clear boundaries and learning goals give clear direction, but Outdoor Learning draws in energy and inspiration from all around. 'Broadening horizons' is a common outcome.

Outdoor Learning is becoming more integrated

Many forms of Outdoor Learning are crossing traditional boundaries: recreation providers are paying more attention to personal and social development; development-training providers are showing more interest in the environment and sustainability; field studies are becoming more active and developmental. Participants' experiences are enriched as providers develop a broader vision and more integrated practice.

English Outdoor Council 2018

Uniform and Timetable for Forest School Inspired Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Year 2		Reception		Year 4
PM	Year 6	Year 5	Year 1	Year 3	

Forest School Uniform	
Black/navy jogging bottoms or leggings and a sweatshirt Black/navy t-shirt Wellington boots	During Winter: Hat, scarf, gloves and thick socks

Since the forest school sessions began, it has become increasingly common for children to be wearing expensive/fashionable forest school clothing. These are not appropriate for the sessions as they will get ruined, particularly in the coming autumn and winter months. For true learning to take place in the outdoor environment, children cannot be concerned with muddying or damaging expensive clothing. There are pictures below to help all understand the expectations.







Multiple Intelligences

What is intelligence?

According to Dr Howard Gardner (1983), 'An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community.'

Multiple intelligences are a powerful and empowering tool as they allow learners to learn what they really need. They describe skills, potential and preferences. Multiple intelligences do not work alone in the learning process, they work in conjunction with learning styles and thinking skills. Mike Fleetham states, 'Learning styles are the different ways in which a learner takes in information. Thinking skills are the different ways in which a learner processes, stores and retrieves information. Multiple intelligences are the different skills and talents a learner uses to make products and solve problems – to demonstrate learning.'

There are eight multiple intelligences that we will focus on and we have called our intelligences 'wise' to ensure that everybody clearly understands that this is not an academic focus but a further development of learning behaviours and how we approach the way in which pupils learn. The multiple intelligences are:

- Body Wise (Kinaesthetic Intelligence)
- Logic Wise (Logical/Mathematical Intelligence)
- Music Wise (Musical Intelligence)
- Word Wise (Verbal/Linguistic Intelligence)
- Visual Wise (Spatial Intelligence)
- Self-Wise (Interpersonal Intelligence)
- People Wise (Intrapersonal Intelligence)
- Nature Wise (Naturalist Intelligence)

There are four different approaches to how multiple intelligences can support teaching and learning. They are:

- building on strengths;
- developing talents;
- enhancing understanding;
- solving problems.

At Our Lady's Catholic Primary School, these are the cornerstones of our Multiple Intelligences.

- Everyone is WISE (Wonderfully, Intelligent, Skilful, Experimenters) in their own unique way.
- There are at least eight ways to be wise.
- Our intelligences combine and work together.
- Everyone has each intelligence.
- Intelligences can develop and grow.
- All year groups have key definitions related to their abilities.

Our Catchphrase is:

- Everyone is WISE!
  (Wonderfully Intelligent Skilful Experimenters)

Multiple Intelligences

Word Wise

Understands the meaning of words and uses precise vocabulary
Expresses themselves clearly when talking, loves to debate and enjoys the art of conversation
Can explain ideas effectively to others

Self-Wise

Sets personal goals and works to achieve them
Is able to plan and make decisions
Effectively and independently uses the school learning behaviours
Enjoys spending time alone and feels good about themselves

Logic Wise

Asks questions
Spot mistakes quickly
Understands, recognises and categorizes information and patterns
Organises thoughts clearly and makes connections

Visual Wise

Can recognise and imagine objects, 3D shapes, patterns, events and ideas in their heads
Are creative thinkers and enjoy completing art projects
Can create visual aids to remember ideas

Nature Wise

Keen to learn from, care for, protect and understand the environment
Enjoys forest school sessions and being outside
Recognises different plants and species of animals

People Wise

Has empathy towards others and knows how they feel
Will offer service to all and are peacemakers
Are active communicators and team players and work well with others
Enjoy making friends and meeting new people

Body Wise

Really active
Great co-ordination
Enjoys sport, moving, acting and dancing
Uses body to learn new practical skills and shares this with others

Music Wise

Expresses themselves through music and instruments
Enjoys listening to, playing, making and mixing music
Learns through music and easily remembers songs
Relaxes to music

How we assess

In Year 4, we will assess in several different ways. Firstly, there will be observations on how the children respond within the lesson to provide support to those who need it most and challenge the children who can move on.

As previously stated, in June 2027, pupils will take part in a Multiplication Tables Check (MTC) which is an on-screen assessment designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions completed online. This is a statutory requirement for all primary school children in Year 4. For this, children will need to have an accurate and rapid recall of multiplication and division facts to 12. Please help your child to practise these regularly, they should use TT Rockstars at least 3 minutes a day for 7 days.

Progress and attainment will be reported to parents in parents' meetings in Term 1 and 4, and in reports sent home in Term 6.

Vision, Mission Statement and Values

Our Lady's Catholic Primary School is a welcoming and caring community inspired by the Spirit of Christ that allows all gathered to develop and deepen their relationship with God. We strive to ensure that everyone is able to be happy, valued, confident, and safe and empowered, thus allowing them to discover their individual talents and strengths through a creative and life-long learning experience.

Why have a Vision Statement?

A vision statement provides a clear direction for a school. It drives it forward, striving for improvement. Our Vision is:

To provide a welcoming and caring community inspired by the Spirit of Christ that ensures everyone is able to be valued, confident, safe and empowered.

What is a Mission Statement?

A mission statement articulates the vision of the school. It is central to the strategic development of the school. It offers an explanation of the school's aims and rationale. Our Mission Statement is:

Our Lady's School is founded on faith in Jesus Christ and the life of the school community is centred in His presence.

This is Our Mission:

Our faith and love for God is cherished and developed through worship, prayer and forgiveness.

Understand how to guide others to have a more active relationship with Jesus, celebrating us as Mission Makers and Servant Leaders.

Respect and involve our parents showing them how we learn, how we use our Multiple Intelligences and how we become Learning Champions.

Live, learn and love, creating a caring, safe and friendly environment where all are welcome.

Always represent the school by being a great role model.

Develop our community by working in partnership with everyone. (School, Home and Church)

You can show others how we can work together to become active global citizens.

Strive to be the best that we can be.

What are values?

Values are the moral code of the school and are based on 'The Beatitudes'. There are seven school values and the children studied people from the bible and role models who embody these values. Here are the school values.



Our Lady's Catholic Primary School Behaviour Blueprint for KS2

The Our Lady's Way...

This is how we do it here...

At Our Lady's Catholic Primary School, high expectations of learning, behaviour and respect for each other underpins everything we do. God makes each member of our community in His image and likeness, and in our interactions with each other, we encounter God each day. At KS2, we use the 4Rs **(ROUTINES, ROLES, RIGHTS & RESPONSIBILITIES)** to help us to strive to create independent, articulate thinkers and learners who have the skills to become active and responsible global citizens who are confident to make the right choice.

Relentless Routines

Wonderful Walking | Legendary Lining up | Protective Playtimes | Terrific Transitions | Talented Talkers

Active Listening | Clean Cloakrooms | Learning Champions | Perfect Presentation | Mission Makers

Expectations of Relentless Routines

- **Wonderful Walking –** We will remember to walk sensibly around the school as we know that if we run, we could get hurt. We will walk in a straight line when going to and from assembly, and after break and lunchtimes. We will walk up and down the stairs using the one way system. We will remind others to do the same.
- **Legendary Lining Up** – We should line up sensibly, quietly and quickly making sure that we do not disturb others. If there is no space in the line, we will go to the back of the line. Safety first!!
- **Protective/Perfect Playtimes** – We will always make sure we are looking after the play equipment by playing with it nicely and putting it away neatly and carefully. Also, we will make sure we do not leave anyone out, and if we see someone on their own, we will invite them to play with us if they want to. If we are playing a game and others want to join, we will ask them to wait until the game is over and then they can join the game.
- **Terrific Transitions** – When we move from one subject to another we will make sure that we listen carefully to any instructions and clear out desks of any unnecessary items so that we can get on with our work quickly. When moving from the classroom to other areas in the school, we will make sure that we are wonderful walkers and we can make legendary lines.
- **Clean Cloakrooms** – We will always make sure that we keep the cloakrooms and the toilets clean. We will always put our coats and bags on our pegs. If something is on the floor, we will pick it up and see if it has a name on it, and return it to its rightful owner. If there is no name, we will tell an adult. When changing for PE, we will make sure all of our belongings are hung up neatly. If there is a mess on the floor in the toilets, we will do our best to clean it up or ask an adult for help.
- **Active Listening** – We will always make sure we are listening to all the instructions the adults and peers are giving us. We will show them that we are listening by giving them eye contact and appropriate facial expressions.
- **Talented Talking** – We will make sure we think about what it is we want to say before saying it. We will make sure that we are being respectful and are using our physical oracy skills of talking clearly using an appropriate tone and pitch. When asking questions, we take the time to think if it is the right time to ask it, and we will be clear on what it is we are asking and we will be respectful towards others when they ask questions.
- **Perfect Presentation** – To ensure we have perfect presentation, we will make sure that our shirts are tucked in and we are sitting up properly in class, ready to learn. In our books, our written presentation should be neat, with handwriting joined. We will make sure that we write on the lines in our books and glue in our sheets so that they do not stick out of the page. We will also make sure that our tables are clear of unnecessary items so we are able to concentrate when listening and learning.

Roles

We have many roles that we need to fulfil whilst at Our Lady's. The roles are: Yourself (the most important one), Valued Community Member, Reader, Writer, Mistake Maker, and Reflector. Below is an explanation of each role.

Yourself: This is our most important role. We need to be who we are and celebrate our uniqueness. We need to ensure that we are doing our best to follow our 4Rs of Routines, Roles, Rights and Responsibilities. We should always try to be reflective on how we conduct ourselves, and try to do our best in school. We should have a positive attitude towards ourselves and others by being a good role model and respecting everyone.

Valued Community Member: This is our second most important role. We will try to create a class, school, parish and global community that will work together to help everyone. We will understand how we can use our Catholic Social Teaching to make a difference and complete our action plans. We will also try to follow Laudato Si and care for our environment like Pope Francis has asked us to do. We will try to be good role models by using our school values and become mission makers.

Reader: This is one of our learning roles. Everyone has the right to read and understand what they have read. We will learn from books and develop a love for reading so that we can broaden our minds and imaginations. We want to discover the power of words and share this with everyone.

Writer: This is also a learning role. This is an important skill to develop, as it will help us share our ideas and passions. We need to have good handwriting (or typing skills), a desire to learn and use new words as well as using the correct vocabulary and grammar to help us create pieces of work that inspire others. Through self and peer assessment, we will improve our skills and help others to do the same.

Mistake Maker: This is the next of our learning roles. It is fine to make a mistake, in fact, to learn we need to make many mistakes as they will help us overcome our problems. Mistakes teach us that we should never give up and we need to share our mistakes with others as they can help us solve them. We should not be afraid to make a mistake, it is all part of our learning journey.

Reflector: This is our final learning role. Reflecting will help us grow as learners and role models. Every day we can share time together reflecting on how successfully we have used our learning behaviours to grow as independent and active learners, the behaviour steps to remind us of the good choices we can make, and how we have used our school values to help ourselves and others grow and be more like Jesus. If we reflect regularly, it will help us make better decisions in the future in all that we do and say.

Rights

All members of Our Lady's have rights. Here are the following rights for pupils and staff.

Pupil Rights

- I have the right to be myself.
- I have the right to be respected by all.
- I have the right to feel safe.
- I have the right to learn.
- I have the right to be heard and speak up for my beliefs.
- I have the right to ask as many thoughtful questions as I would like.
- I have the right to make mistakes and learn from them.
- I have the right to feedforward advice as an essential part of my learning.
- I have the right to be a Mission Maker and Learning Champion.
- I have a right to express my concerns and worries.
- I have a right to be listened to when appropriate.
- I have the right to ask for help when needed.
- I have the right to make the right behaviour choices, but understand when my behaviour is not appropriate.
- I have the right to work independently as well as working with a learning partner.
- I have the right to be welcomed into other year groups.

Adult Rights

- We have the right to be ourselves.
- We have a right to feel safe.
- We have a right to be listened to.
- We have a right to be respected and treated as equals.
- We have a right to be able to teach so that all can learn.
- We have a right to make a decision and that it is acted upon. All adult guidance is to be respected.
- We have a right to say 'No' when it is necessary.
- We have a right to expect that all the 4Rs (Routines, Roles, Rights and Responsibilities) as well as learning expectations about assessment for learning, curriculum tasks and presentation of work will be met.
- We have a right to explain learning clearly and when it does not happen, we will be supported.
- We have a right to make mistakes and learn from them.
- We have the right to ask for help when needed.

Responsibilities

Beyond your routines, roles and rights, we all have responsibilities as a member of our community.

Pupil Responsibilities

- **I have a responsibility to meet and greet everyone I come into contact with.** (I will say good morning/afternoon, try to use Makaton, ask how they are and use my manners at all times.)
- **I have a responsibility to get to class on time.** (I will not spend all my time talking in the toilets. If I am late, I will not disrupt the class; I will quickly and quietly sit down.)
- **I have a responsibility to know and follow the routines of the year group I am in.** (I know that if I make a mistake, I will need to reflect upon my choices.)
- **I have a responsibility to monitor my behaviour choices.** (I will ensure that I do not disrupt the learning of my class. I will try to use the behaviour steps, school values, mission statements to help me.)
- **I have a responsibility to be a talented talker and active communicator.** (I will not talk when others are talking, I will visually focus on the speaker and respect their point of view even if I do not agree with it.)
- **I have a responsibility to self-regulate when leaving the classroom.** (I may go to the toilet when I need to, but I need to work at keeping my leaving to a minimum. I will walk out of the classroom and around the school sensibly and respectfully.)
- **I have a responsibility to take ownership for my learning.** (I must understand that I need to work to the best of my abilities, ensure my presentation meets expectations, use my multiple intelligences, use my 5Bs and learning behaviours and be accountable for the work I produce and the feedforward advice given to improve it when necessary.)
- **I have a responsibility to be sensitive and respectful of others' viewpoints.** (I need to listen to and respect the adults of the school. I need to listen even if I do not always agree as I can learn from others and I will listen to the adults of the school. I am able to understand how I can help and understand other pupils and not purposefully exclude them. I will try to use my words wisely so that I do not upset those around me)
- **I have a responsibility to clean my desk space before I leave for the day.**
- **I have a responsibility to care for my property and the property of the school.** (I will try not to lose my possessions and if I do, I will try to find them. I will hang up my coat and bag on my peg. I will take my wellington boots off at the back door. I will make sure the dinner hall is left clean and tidy, I will put resources back from where I took them. If I break equipment, I will let an adult know. I will tidy up my mess. I will not purposefully damage property e.g. writing on rubbers, scribbling on books, lack of care of books)
- **I have a responsibility to help others.** (I will try to help those in need by offering a helping hand.)

Adult Responsibilities

- **We have a responsibility to meet and greet everyone we come into contact with.** (We will say good morning/afternoon, try to use Makaton, ask how they are and use our manners at all times.)
- **We have a responsibility to take a calm, helpful and caring approach when interacting with everyone.** (We will listen to pupils and try to resolve the situation. We will be patient and understanding of other staff members. We will use our words wisely and know that if a change cannot happen in 30 seconds, we need to rethink our approach.)
- **We have a responsibility to use our school values and be a mission maker.** (We will try to follow the school values and make them part of all that we do whilst in school. E.g. we will forgive and move on and not hold a grudge. We will respect the faith of others.)
- **We have a responsibility to know all the children in our care when we are in the classroom and around the school.** (We will take the time to find out about each pupil. We will know your worries, celebrate your successes and be your guide in life.)
- **We have a responsibility to be a learning champion.** (We will show you how you can become an independent and active learner by using the 5Bs, multiple intelligences and different learning behaviours. We need to explore how we can help you to learn. We need to explain any misconceptions and show learning in all situations. We expect and welcome responses from everyone.)
- **We have a responsibility to clean our space and any resources that we use before we leave for the day**. (We will not leave the school in a mess! We will ensure that resources and equipment are used with respect.)
- **We have a responsibility to monitor behaviour choices of all pupils.** (We will remind you of the school's expectations using the Behaviour Blueprint, Celebrate your successes and ensure that you learn from any mistakes. We will act as role models for you.)
- **We have a responsibility to safeguard all children and their families.** (We know that everyone is responsible for the care of all pupils and this include online safety. We will act when concerned for any pupil and their family. We will help comfort children when they need our help.)

Behaviour Steps

How can we gain a postcard home?

- Always being ready to learn, following instructions.
- Being Talented Talkers and Active Listeners.
- Respecting everyone at all times.
- Always being ready to learn and have a clear learning environment.
- Helping others by using our School Values.
- Showing kindness to all.
- Sharing ideas and developing on those others have given.
- Using our learning behaviours at all times.

Behaviour Steps



The Behaviour Steps are a goal for any child. KS2 children need to ensure they try their best every day.

Discussion Time

Key Conversations

- What happened?
- What were you thinking at the time?
- Why did you do this?
- What have you thought since?
- How did this make people feel?
- How are you feeling right now?
- What should we do to put things right?
- How can we do things differently in the future?

Reflection Time

Active 30 Second Interventions

- **I have noticed that** you are... (having trouble getting started, wandering around etc...) right now.
- **At Our Lady's, we** ... (refer to the Behaviour Blueprint, School Values & Class Mission Statement – ready, respectful and safe).
- **That was unexpected** – how can we change that?
- **Because of that**, you need to... (refer to action support behaviour e.g. moving to another table, complete learning at another time).
- **See me for 2** (or up to 3) minutes after class/break or lunchtimes.
- **Do you remember yesterday/last week when you**... (refer to previous positive behaviour and behaviour steps)?
- **This is who I need to see today**...
- **Thank you for listening** ... then use behaviour steps to give the child a reward.

Behaviour Logs

From October until the end of Term 5, pupils in KS2 (Year 3, Year 4, Year 5 and Year 6) receive a weekly review of their learning and behaviour choices. This behaviour log will highlight these outcomes, and it will be emailed out to parents.

Once you receive the weekly summary sheet the best source of information will be your child as they will know how they have behaved throughout the week and be able to explain any queries you may have. As a parent, it is important that you value your child's learning so that they feel it is worthwhile and that you encourage to improve their learning and general behaviour choices if necessary.

General Behaviour

All pupils begin the day in a neutral area off the steps, when they work or behave consistently well they are told to move their name up the steps and this may occur several times during the day, each time moving up the steps. Moving up the steps means the pupil moves their name firstly to praise, then to house points, then sticker followed by certificate and finally postcard home. However, if behaviour is consistently disruptive pupils are told to move their name down the steps; moving to 'Reminder', then 'Warning', then 'Discussion Time with a member of the Class Team', and finally 'Leave the room and Reflection Time with Mr Shepherd, Mrs Minchin or Miss Quinn'.

The use of the steps means that at any time in the day a pupil can be rewarded for good behaviour by moving their name. It is not ideal that they spend too much time in the neutral area as this would suggest that they are being too passive and not participating in learning fully or making the right choices and being an effective role model for themselves and others.

Children's general behaviour will be graded at the end of each week using the five key grades.

Learning Behaviour

At the end of each week, the class teacher makes an overall judgement on what attitudes each pupil has shown in class and how they have applied themselves to their learning. The more active and independent they are as a learner the more they will engage with their learning and consequently the more they will learn. The judgement will be based on how well each pupil uses the learning behaviours of the school.

Active learning is learning which engages and challenges children and young people's thinking using real-life and imaginary situations. It helps children to develop thinking skills such as analysis, problem solving and evaluation and also to use their learning in realistic and useful ways, and see its importance and relevance. Research shows that active learning is much better recalled, enjoyed and understood.

In passive learning, a pupil is often unengaged and rarely interacts to share their insight, understanding or contribute to class learning. They will expect an adult to guide them through activities. As a result, these children often have poor retention and lower order thinking skills. Passive learners will frequently only do the bare minimum and not try to expand tier knowledge or experience.

Children's learning behaviours will be graded at the end of each week using the five key grades.

Name					Year	
Date						
Attendance		100% for the year with 0 late marks this week.				
Your child's behaviour for the past week is as follows:						
Final position on Behaviour Steps		Monday	Tuesday	Wednesday	Thursday	Friday
Good behaviour choices are indicated by:		P = Praise HP = House points (5 House Points Given) S = Sticker C = Certificate PC = Postcard home				
Poor behaviour choices are indicated by:		R = Reminder W = Warning DT = Discussion Time with a member of the Class Team LR = Leave the room and Reflection Time with Mr Shepherd, Mrs Minchin or Miss Quinn				
General Behaviour	1	I am so proud! You have consistently followed the behaviour blueprint of the school by meeting the expectations of the 4Rs – Responsibilities, Roles, Routines and Rights. You have been pro-active in your behaviour choices and are a role model to others. Big congratulations!				
	2	Well done for often following the behaviour blueprint of the school by meeting the expectations of the 4Rs – Responsibilities, Roles, Routines and Rights. You now need to continue to try your best to do this more consistently.				
	3	You are generally trying to follow the behaviour blueprint of the school by meeting some of the expectations of the 4Rs – Responsibilities, Roles, Routines and Rights. However, your choices do not always meet school expectations. I know you can do better than this.				
	4	You have rarely followed the behaviour blueprint of the school and have struggled to accept accountability for your actions and decisions. This must improve.				
	5	You have often made poor behaviour choices and you have not accepted accountability for your actions and decisions. If this does not improve, we will need to organise a meeting with your parents to discuss this further.				
Learning Behaviour	A	Congratulations! I am so impressed to hear that you have been an active learner who always works consistently well, both with your partner and independently. You have been participating in all activities and have effectively used your learning behaviours. I am very proud; please keep it up.				
	B	Well done for often working to the best of your abilities. You are using your learning behaviours to become a more independent learner. You often participate effectively in class and with your partner. You now need to continue to try your best to do this more consistently.				
	C	You are generally working well in most activities, and you are developing independence as a learner. You will use their learning behaviours when encouraged by others. I know you are capable of more than this – I look forward to seeing a more consistent approach to learning.				
	D	Although you are beginning to make some effort in your participation and use of learning behaviour, this is not consistent. This must improve so that you can increase your independence and become less reliant on adult support.				
	E	This is disappointing. You have made minimum effort, with little participation, you are being over-reliant on adult support, and are not using your learning behaviours. If this does not improve, we will need to organise a meeting with your parents to discuss this further.				
Optional Comment Box						

Perfect Presentation

Met – Well done! You have met all aspects of expected standards for presentation. I am impressed!

Improvement Needed – You must continue to work towards meeting all aspects of expected standards for presentation.

PE Kit				
No kit in school	Missing crew neck white t-shirt	Missing navy shorts	Missing/incorrect footwear	
Swimming Kit				
No swimming kit in school	Missing swimming hat	Missing towel	Missing goggles	Missing swimming costume
Forest School Kit				
No forest school kit in school	Incorrect colour of sweatshirt (needs to be plain navy or black)	Incorrect colour of jogging bottoms/leggings (needs to be plain navy or black)	Missing wellington boots	
School Uniform				
Incorrect colour of coat (needs to be navy or black)	Incorrect footwear (black trainers are not shoes!)	Incorrect tie (elastic ties are for KS1 children)	Top button is not consistently done up	Incorrect jumper or cardigan (needs to have the school name)
Shirts are not consistently tucked in	All hair longer than shoulder length is not consistently tied back	No earrings to be worn, including invisible or substitutes to maintain opening	Incorrect water bottle (needs to be a sipper top)	Incorrect colour of uniform item (Boys = trousers to be charcoal grey, socks to be black or grey. Girls = skirt/pinafore to be navy, socks/tights to be white, navy or black)

Zones of Regulation

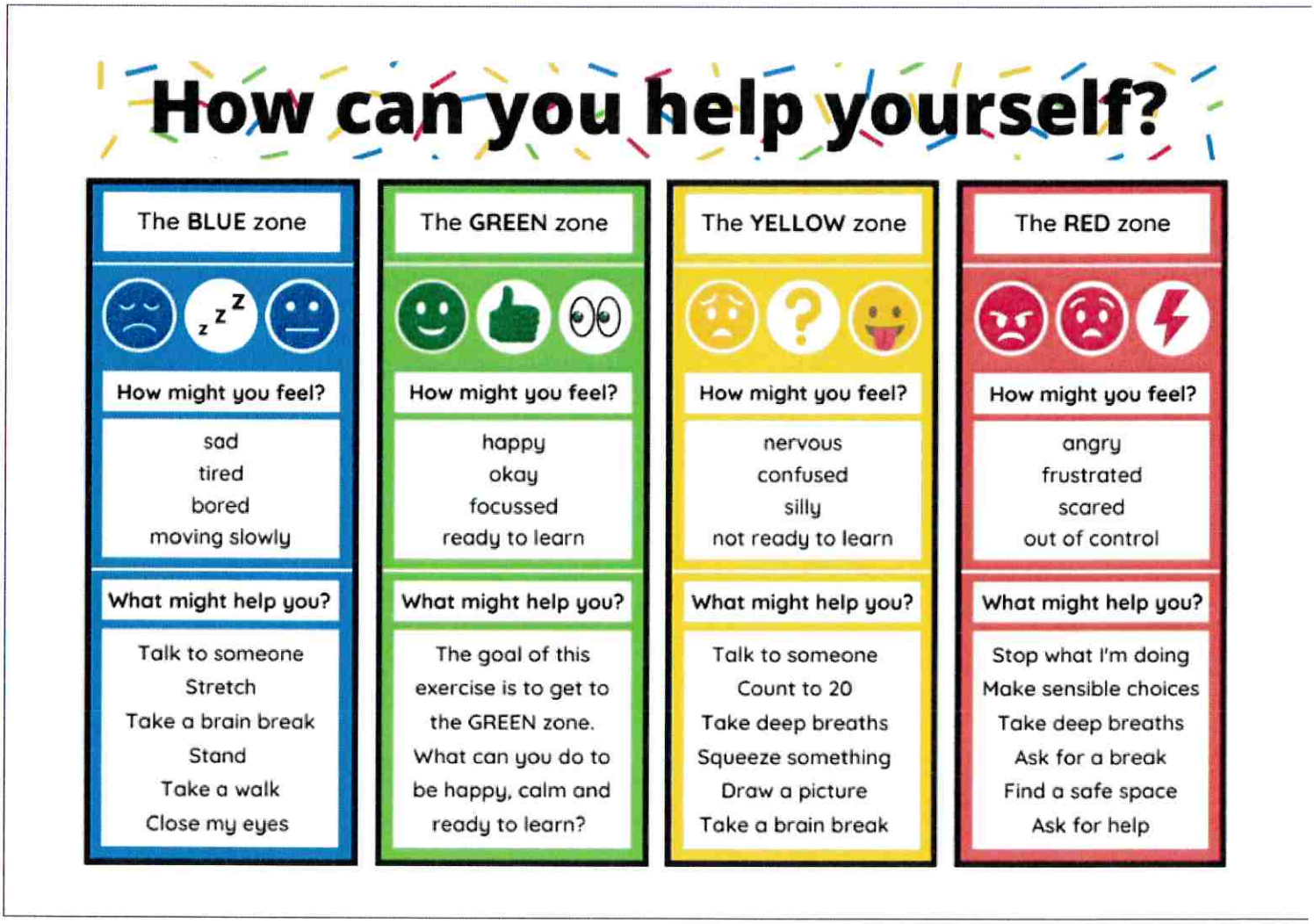
The Zones of Regulation is a cognitive behavioural approach that is used to teach self-regulation strategies through categorising all of the different ways we feel into four clear and concrete coloured zones. The framework provides strategies to teach children and young people to become more aware of and be in independent in controlling their emotions and impulses, managing their own sensory needs and improving problem-solving abilities. It aims to help children move towards independent regulation. It is a visual and structured programme that teaches children to develop their understanding of emotions in both themselves and in others, to understand how their emotions and behaviours affect everybody around them, and learn what tools they can use to manage these feelings.

What are the goals of the programme?

- To recognise and communicate the different zones.
- To learn tools to stay in or move between zones.
- To develop an individualised set of tools for each pupil.
- For both adults and the children themselves to recognise triggers and when to use tools.
- To recognise others' emotions and how own behaviour impacts others.
- To be able to independently regulate: to control emotions/impulses, manage sensory needs and improve problem-solving skills.

There are four zones within the programme: (See the diagram below for further explanation)

- **The Blue Zone is used to describe a low state of alertness and arousal.**
- **The Green Zone is used to describe a calm state of alertness. This is the zone where optimal learning occurs.**
- **The Yellow zone is used to describe a heightened state of alertness and elevated emotions; however, the child still has control over their emotions.**
- **The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A child may not have control over their own emotions and behaviours if they are in the red zone.**



The Zones can be compared to traffic signs:

- The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.
- When given a green light or in the Green Zone, one is "good to go".
- A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- A red light or stop sign means stop, and when one is the Red Zone this often is the case.



The zones of regulation teaches children and young people that all zones are natural to experience and it is okay and acceptable not to be in the green zone. We all experience multiple, (if not all four!) zones every day and can be in more than one zone at the same time. It is important to learn what to do in order to get back to the green zone, if you are not feeling happy and the framework teaches children and young people to manage their emotions based on the environment and its demands, and the people around them at any given time. **It is important to remember that there are NO bad zones.**

So what does the zones of regulation look like in practice?

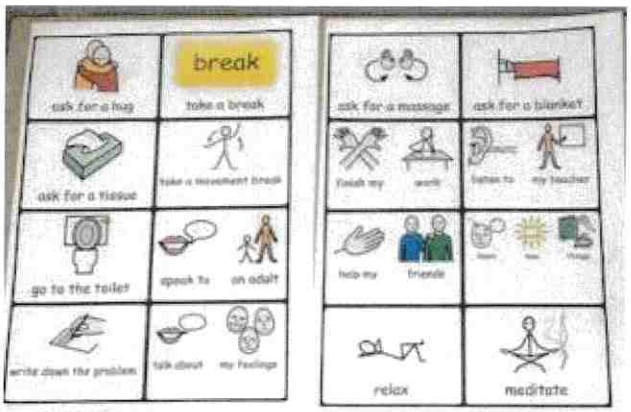
Children are encouraged to 'check in' to the zone station when they arrive in school in the morning, and throughout the day. This may need to be supported and modelled by adults initially, e.g. "you were feeling happy earlier but I think you look a b it excited now, shall we change you to the yellow zone?" This may need to be simpler at first, e.g. just one emotion per zone.

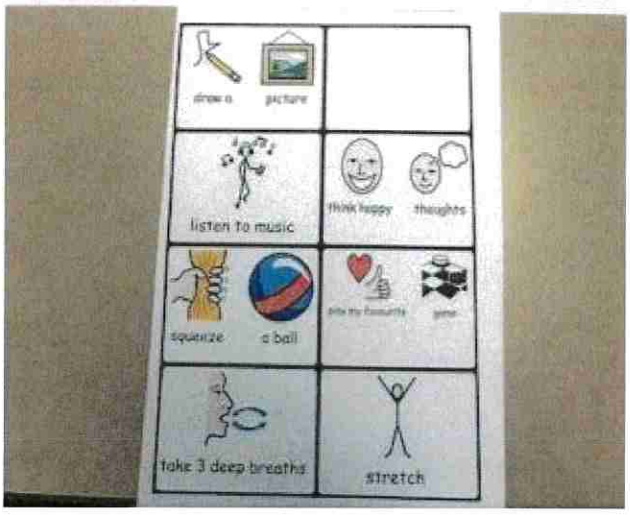


Children are encouraged to learn about what different emotions look like in other people, their friends, their family and the ir teaching staff. You Tube is an amazing resource for this element, just type in Zones of Regulation!

Children will have visuals for different 'tools' available from the beginning of the programme and adults are encouraged to model alongside this, e.g. "I think you might be a bit excited, shall we go to the relaxation corner?"







Once children have developed their understanding of emotions, they can begin to relate this to themselves and discussions can be had around what helps them get back to green zone. Children are encouraged to talk about feelings! When people in their environment are sad, or frustrated or anxious, talking about this will support their understanding and consolidate their learning further, e.g. "I know ___ is feeling sad isn't he, he's in the blue zone right now, and what can we do to help him get back to green?"

Health and Relationship Overview

This year we will develop our understanding of our bodies, the changes we face, developing our relationships with our family and Jesus. We will continue to use the TenTen programme the children are familiar with. Each focus is well thought out allowing children to ask respectable questions they may have about themselves as well as others. The children will also be developing their understanding of personal and public safety, online wellbeing and AI, as well as basic first aid.

Children need accurate information about these subjects, but more than ever, they need the ability to think critically. They need to assess what they see online, recognise the pressures within relationships, understand the opportunities and risks we encounter with the ever-developing technology, and to make good choices that support their own wellbeing and the wellbeing of others.

In a Catholic context, this is more than critical thinking, it is a perception: learning to recognise what is true, good and beautiful, what respects human dignity and what leads towards genuine freedom rather than away from it.

The children will have activities to complete to show us their understanding. It is also a great opportunity to be open with each other, reflect on situations that have happened or what might happen. They will watch a series of videos dealing with situations the children may face, giving them different approaches of how to cope with them.

There are three modules we will be focusing over the year and below is a brief blurb about the topics we will be covering:

Module 1 - Created and Loved by God

Over five days, the children will hear and experience the Gospel story of Jesus healing Jairus' daughter. The story will be repeated in various ways, and through times of discussion, imaginative reflection and creative response, children will learn that they are created by God out of love and for love: they were designed for this purpose, which should inform how they live.

Through story and discussion, children will learn that they are designed for a purpose and how they should live considering this. A second session unpacks the Sacraments of Baptism and Reconciliation as a foretaste of heaven and a wonderful part of our relationship with God. The children will also explore life cycles and the miraculous nature of human conception and birth, with the knowledge that we were handmade by God with our parent's help how life is created in the womb. Please be advised we will not be discussing sexual intercourse in these sessions.

The next unit of lessons the children will be looking at the sacraments; building on the reflective sessions on the account of the raising of Jairus' daughter, this session unpacks the

Sacraments of Baptism and Reconciliation. Children will understand that through prayer, the Sacraments and our friendships and relationships with others, we can have a foretaste of heaven. During these sessions they will be developing their understanding of respecting their bodies, explore the importance of respecting our bodies as a gift from God in very practical ways, such as clothing, food and physical exercise. Returning to the character of AJ (on screen) and Sophie and Aidan (played by pupils), children will explore problems and solutions through role-play and discussion. Children will reflect on their bodies as a gift from God that He wants us to look after and respect.

During sessions three to five, the children will develop a base-level understanding of what puberty is and why we go through it. They will be looking specifically at some of the changes that boys and girls will face when they enter puberty. Through role-play and drama, along with presenter-led videos, the children will understand that puberty is part of God's plan for our bodies and that they can embrace the changes with confidence.

Module 2 – Created to Love Others

This session revisits Jesus' parable of The Prodigal Son, which children will have first heard a simplified version of in Key Stage One. This parable shows that God loves us, and nothing we can do will stop Him from loving us. Through the story of the two brothers, children will learn about different types of sin, and the importance of forgiveness in relationships.

The children will be learning about ways to maintain and develop good, positive, trusting relationships, and strategies to use when relationships go wrong. They will also learn that there are different types of relationships including those between acquaintances, friends, family and relatives, and that a good friendship is when both people enjoy each other's company.

The children will also be developing their understanding of staying safe online by using the NSPCC Share Aware Programme, learning the steps to keep themselves safe online. The children will be learning about bullying, chatting online and recognising risks.

In the final session of this module, the children will learn how First Aid, quick reactions and staying calm during an emergency can make the difference between life and death. Pupils will role-play some 'Child of Courage' style scenarios in which children save lives. Children will learn that they do not need to feel afraid, because God holds us up and gives us strength.

Module 3 – Created to Live in a Community

At the heart of this session is a short film about Lucy and her family, who children have encountered before in KS1. After the film, children will apply Lucy's story to their developing understanding of the community aspect of the Holy Trinity and be encouraged to think about what the Holy Trinity means for them and their communities.

The second session the children will learn about the wider Church and its mission to reflect the Holy Trinity through love for others. This session will also introduce the principles of

Catholic Social Teaching (from 'Together for the Common Good'), which ties in nicely with our Class Catholic Social Teaching strand of Solidarity and the Common Good.
The final session reinforces previous learning about money and explains some practicalities of managing money including different payment methods, budgeting and keeping track of spending, as well as how our choices can affect our lives and the lives of others. Pupils will reflect on different attitudes towards money and how our faith guides and influences our values including our attitude towards money and that love of God and our neighbour is more important than anything else is.

All our sessions will be adapted appropriately so all pupils of all abilities will be able to approach them with ease and understanding. These sessions are also excellent ways of developing the children's oracy skills and understanding that the classroom is a safe space for children to express and ask questions they may not want to ask their peers or other adults.

Use of Sashes

In Year 4, the children will need to achieve the sashes objectives and parents need to upload that to Evidence me.

Children need to focus on:
Term 1 through to Term 5 – Five things to do before leaving Year 5
Term 2 – Being Responsible
Term 3 – Oracy
Term 4 – Safety

The children have decided on 'Five things we will do before we leave Year 5...', which are:

1. Road Safety. The children can create a poster about the importance of road safety and the Green Cross Code, or they can host a programme with them explaining the rules of the Green Cross Code and re-enacting it. Please also consider the emergency services.
2. Visiting a museum. It can be any museum, and the children are to complete a fact file or give a talk about their favourite area of the museum and why. Most museums are free in London and surrounding areas.
3. Create a traditional dish from their culture and host a cooking show detailing how to prepare and cook the dish.
4. Go for a walk around a country park, collecting nature and create a piece of artwork with the items. This could also include photos of interesting objects, patterns on trees, etc. Places to consider: Danson Park, Jeskyns Country Park, Shorne Country Park, Bean Woodland Park or Darenth Country Park.
5. Research their family surname and create a piece of artwork and explain some facts around the heritage of their surname.

Please see separate sashes letter, which will be sent via email, for further information regarding deadlines for completion of each badge as well as further guidance regarding the use of Evidence Me.

Packed Lunches

	Week 1	Week 2
Monday	Crackers and vegetables with a hummus dip Small apricot flapjack	Tuna mayo pita Nectarine Small fruit and carrot cake
Tuesday	Cheesy quesadilla with rainbow salad Raisins	Feta salad Yoghurt Apple
Wednesday	Pasta salad Yoghurt	Chicken salad wrap Dried apricots Banana
Thursday	Turkey sandwiches Fruit and cucumber	Soft cheese and salad bagel Grapes Rice cracker
Friday	Tomato and feta muffin Fruit Yoghurt	Hummus with vegetables and pita bread Yoghurt

How you can help your child

Reading at home:

Children should be reading every night (preferably to an adult, twice a week) for at least 20 minutes. You should then discuss what has been read to check if they have understood the text (use bookmarks for questions related to the reading strands). Once children have finished their book, they should be encouraged to write a short summary to show their understanding and comprehension of the book they have read. The aim of this year is to move all children onto a book of their own choice. **Please record all reading in the contact book. Children are expected to be responsible for changing their own reading books in school and recording the books they are borrowing from our class library.**

The children can write in their Contact Books when they have read and an adult needs to sign when they have read with them.

We have plenty of books in the reading corner; however, I have no objection to the children bringing in books from home, providing they are age appropriate. If they would like to donate these to the book corner once they have read them for others to enjoy, that will be most welcome.

Times tables:

Children are expected to use Times Tables Rock Stars (TTRS) at home for three minutes, seven times per week. This will help children in the learning of times tables and improve their fluency in recall of multiplications tables up to 12. The use of TTRS will effectively contribute to preparing children for their Multiplication Tables Check.

PE Kits:

Please ensure PE kits are in school every day. They will be sent home on Fridays for washing and need to be returned each Monday. All uniform **must be clearly labelled** at all times. We have lessons indoors and outdoors so please ensure children are provided with an outdoor tracksuit to keep them warm during the colder days.

Forest School Kit:

Please ensure that everything is **clearly labelled** and that they are not wearing expensive items of clothing. Wellington boots or walking boots must be in school every week so as not ruin their trainers and make the corridors muddy. Moreover, at times during our outdoor learning lessons, we may need to go onto the field during the wet weather, so having a pair of wellingtons in school all the time will help to keep their school shoes and uniform clean. During the winter months, it is advisable that they children wear layers, as it is easier to take layers off if they become too hot.

Water bottles:

Children are allowed to bring water bottles with a 'sipper top' into the classroom every day. Please ensure that **only water** is in their bottle and that it is **clearly labelled with their name.**

Pencil cases:

We ask that children **do not** bring in their own pencil cases or any other stationery as these can often cause distractions and arguments. The children will be provided with all items of stationery they require for their learning.

We are sure your child will thoroughly enjoy Year 4 and we are very much looking forward to teaching them. If you have any other queries, please do not hesitate to contact us.

Mrs Chester and Mrs Palfrey