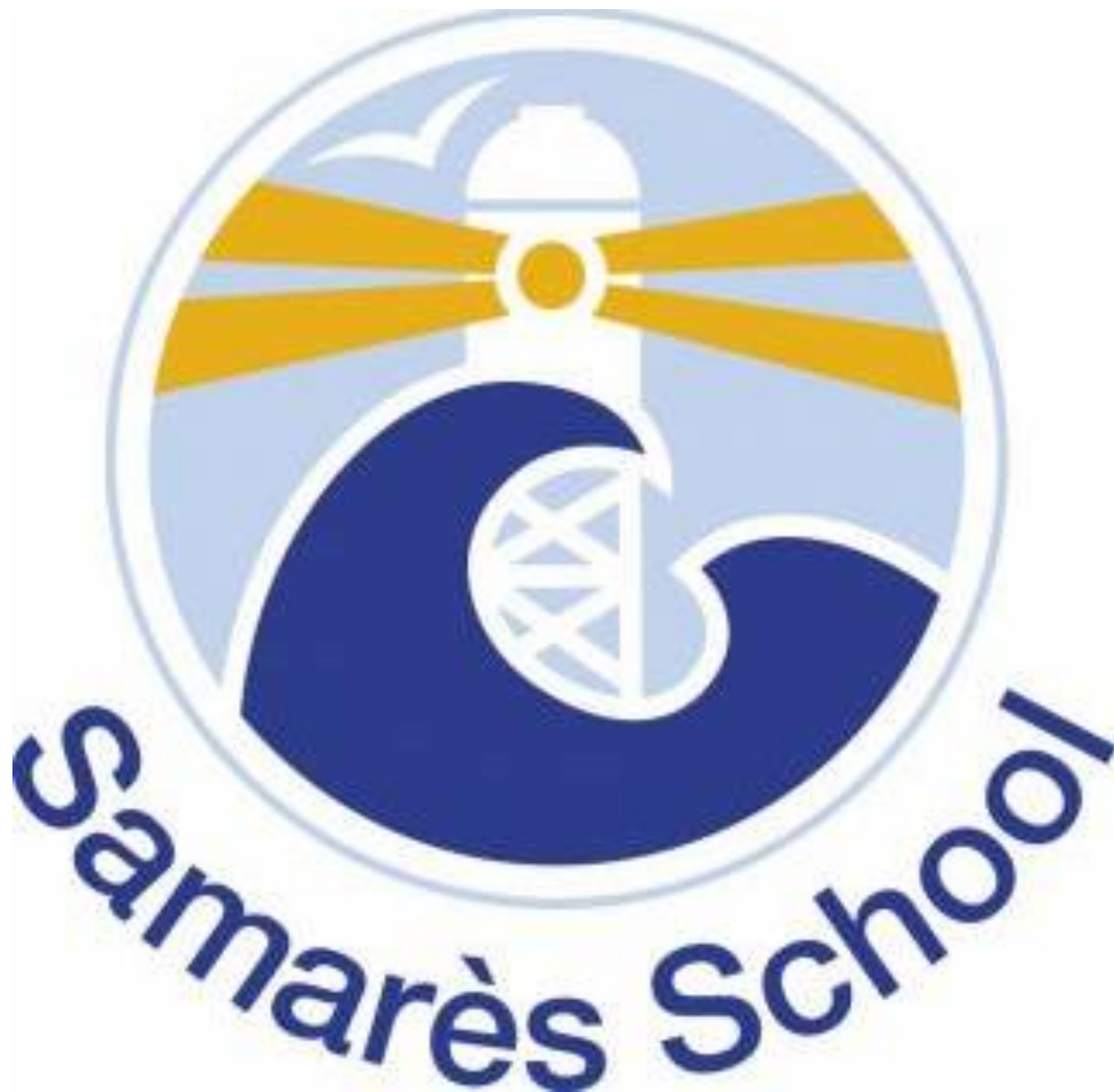




Meet the
teacher

Miss Le Boutillier & Mr Dewar

4LB

4D



Determination

Collaboration

Respect

Engagement



Teacher and staff intro



Mrs Le Brun



Miss Le Boutillier



Mr Dewar



Mrs Boyle



Mrs Davidson



Mr Moyse



Mrs Beech



Mrs Vellam



Ms Betambo



Miss Teffo



Miss Bridgen



Organisation - PE days, etc

- PE days - Mondays, Wednesdays and Thursdays (4LB)
 - Monday and Tuesday (4D)
- Homework - Handed out on Wednesdays and due in the following Wednesday
- End of day pick-ups - Pick up is from the end of the astro (M&S side) at 3pm.



Autumn Term overview

Trips/ Visitors	English	Maths	Science	History	Geography	PSHE	RE	Art and DT	PE	Languages French	Computing	Music
Rural Connection	Narrative (sequel) Persuasive letter	Place Value Addition and subtraction	States of matter	Ancient Egypt		Jigsaw - Being me in my world	Christianity	Refined print making	Theme: Throwing and catching	Classroom instructions	The Internet	World Music
	Newspaper report Descriptive extract	Multiplication and division Graphs			North America (including latitude and longitude)	Jigsaw - Celebrating difference	Hinduism		Theme: Dance and gymnastics	Months of the year and days of the week	Audio production	Singing

Spring term overview

Trips/ visitors	English	Maths	Science	History	Geography	PSHE	RE	Art and DT	PE	Languages French	Computing	Music
Super Smiles	Formal Letter Persuasive speech	Further multiplicatio n and division Fractions	Sound	Victorian Shipbuilding		Jigsaw - Dreams and goals	Hinduism	Collage through paint	Swimming	Pets colours	Repetition in shapes	Music Theory
Rural Connection	Information text Diary	Decimals Time	Animals including humans		Grid references	Jigsaw - Healthy me	Christianity			Likes and dislikes My home	Vector graphics	Keyboar d

Spring term overview

Trips/ visitors	English	Maths	Science	History	Geography	PSHE	RE	Art and DT	PE	Languages French	Computing	Music
Farming for the future Crabbe	Evaluation Balanced argument	Money Mass, volume and length	Electricity	Bronze Age Britain		Jigsaw - Relationships	Christianity	Sculpture	Swimming and rounders	Clothes	Data logging	Ukulele
Plemont	Narrative	Geometry Position and direction	Living things and their habitats		Water cycles, rivers and mountains	Jigsaw - Changing me	Comparison across religions			Jersey Numbers revision	Repetition in games	Drummi ng



What they should be able to do by the end of the year - BE, E, GD



Reading - Expected level at the end of Y4

- Read a range of age-appropriate fiction, non-fiction and poetry fluently and accurately.
- Work out the meaning of unfamiliar words using context. (For example, using the rest of the sentence to understand what *"reluctantly"* means.)
- Find information in a text and use it to answer questions.
- Explain a character's feelings, thoughts or motives using evidence from the text.
- Predict what might happen next and explain their reasoning.
- Identify the main idea of a paragraph or section of text.
- Summarise key events or information in their own words.
- Discuss how an author's word choices affect the reader. (For example, explaining why *"thundered"* is more effective than *"said loudly"*.)
- Read aloud with expression, using punctuation to support meaning.



What they should be able to do by the end of the year - BE, E, GD



Writing- Expected level at the end of Y4

- Write for different purposes, including stories, reports, explanations and persuasive pieces.
- Organise ideas into paragraphs.
- Use a range of sentence types to make their writing interesting.
- Use fronted adverbials.(For example, *"Later that day..."* or *"Without warning..."*)
- Expand noun phrases to add detail.(For example, *"the enormous ancient pyramid"* instead of *"the pyramid"*.)
- Use conjunctions to join ideas.(For example, *because, although, when, while*.)
- Use speech punctuation accurately.(For example, *"Stop!"* shouted Ben.)
- Spell most Year 3 and 4 common exception words correctly.
- Use apostrophes for contractions and possession.(For example, *don't* and *the girl's coat*.)
- Edit and improve their work for spelling, punctuation and grammar.
- Write neatly and fluently using joined handwriting.



What they should be able to do by the end of the year – BE, E, GD

Maths – Expected level at the end of Y4



- Recall all multiplication and division facts up to 12×12 .
- Count in multiples of 6, 7, 9, 25 and 1000.
- Read, write, order and compare 4-digit numbers.
- Round numbers to the nearest 10, 100 and 1000. (For example, 3,462 rounds to 3,500.)
- Add and subtract 4-digit numbers using formal written methods.
- Multiply 2-digit and 3-digit numbers by a 1-digit number. (For example, 34×6 and 215×4 .)
- Solve multi-step problems involving all four operations.
- Recognise and find equivalent fractions. (For example, $\frac{1}{2} = \frac{2}{4} = \frac{4}{8}$.)
- Add and subtract fractions with the same denominator. (For example, $\frac{3}{8} + \frac{2}{8} = \frac{5}{8}$.)
- Recognise decimal equivalents of fractions such as $\frac{1}{2}$, $\frac{1}{4}$ and $\frac{3}{4}$. (For example, $\frac{1}{2} = 0.5$.)
- Read analogue and digital clocks, including 24-hour time. (For example, knowing that 3:45 pm is 15:45.)
- Measure and compare length, mass, capacity and money.
- Identify and describe angles and 2D and 3D shapes.
- Read and interpret information from charts, tables and graphs



Assessments

2 - Maths no problem maths tests

3 - PIRA reading tests

No need to worry about these!



Spellings

- Year 4 spelling list can be found in your hand out.
- Helping your child with spelling
 - Don't try to learn all the words at once. Focus on 5 words per week.
 - Use Look, Cover, Write, Check.
 - Talk about the meaning of each word before learning the spelling.
 - Spot the tricky part, such as the silent letter in knowledge or island.
 - Ask your child to use new words in a sentence.
 - Read regularly to see these spellings in books and real-life writing.



Handwriting

Letter-join

- Handwriting is taught from Nursery to Year 6
- Children start to learn to join their letters in Y2
- You can access online handwriting practice on the Letter-join website

Desktop login



Login Desktop Tablet

Username:

dw13831

Password:

home

Tablet login

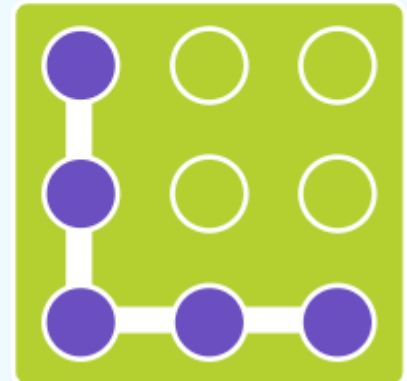


Login Desktop Tablet

Username:

dw13831

Swipecode:





100 things

Year 4

Visit a beach on the other side of the island

Take part in swimming lessons

Meet a Church Reverend

Receive coaching from an Island Netball Coach

Experience a day at Crabbe

Visit Durrell

Learn a musical instrument

Raise money for charity

Receive a visit from a dentist

Take part in the Rural Connections
programme

Take part in a class assembly

Perform some classwork to parents





Homework

- Homework is sent out every **Wednesday** and collected in the following **Wednesday**.
- Homework consists of a **spelling/handwriting** and **maths** task.
- Children should be **reading** for a minimum of 15 minutes per night.
- Children should regularly be using Doodlemaths: 10mins 4 x a week





Homework



Children should be using Doodlemaths at least 4 times per week.

Independent.

Only takes 5-10 minutes to complete Daily Doodles.

If you need Log-in details, please ask.



Homework

How should it be completed?
Modelling!

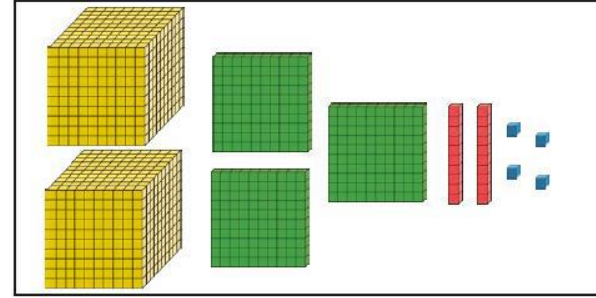
Complete the sentences for each representation.

1) There are _____ thousands, _____ hundreds,
_____ tens and _____ ones.

The number is _____.

2) There are _____ thousands, _____ hundreds,
_____ tens and _____ ones.

The number is _____.



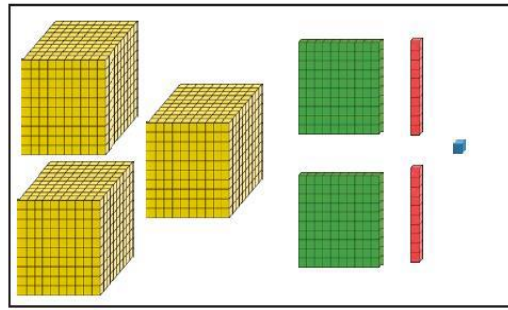
Th	H	T	O
1000	100	10	1
1000	100	10	1
-	100		

3)



This is my number represented in base ten.

Abi



Which of these is Abi's number?

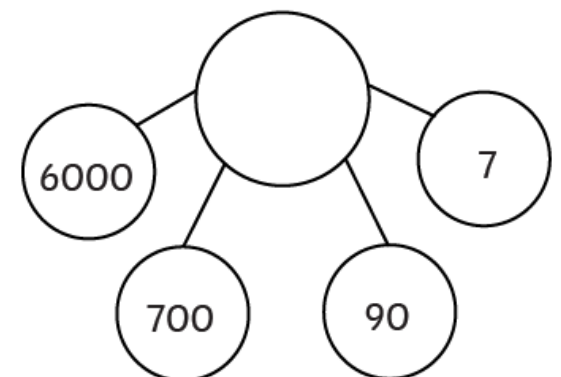
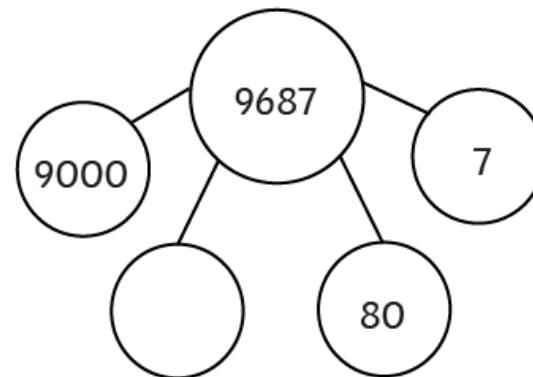
3221

3431

3521

4)

Fill in the missing numbers on the part-whole models.



Which words should complete these sentences?

I tied a _____ in my laces.

This week's _____ is sunny.

We went on a _____ to go on holiday.

I do _____ like mushrooms on my pizza.

Sort this week's words according to the number of phonemes.

('kn-o-t' has three phonemes)

3

Not 3

knot
not

plain
plane

accept
except

weather
whether

peace
piece



Uniform

- There is an expectation that all pupils wear school uniform and look smart at all times.
- All logoed items can be bought from Lyndale Sports (www.lyndalesports.com).
- Other generic items can be purchased from a number of high street shops.
- The Friends of Samarès also stock good quality pre-loved uniform which is for sale.



Uniform:

- Navy shorts, trousers, skirt, pinafore or white/blue checked dress.
- School Logo dark blue Sweatshirt
- School Logo light blue Polo Shirt
- Navy or white socks/tights
- Black school shoes (not trainers)



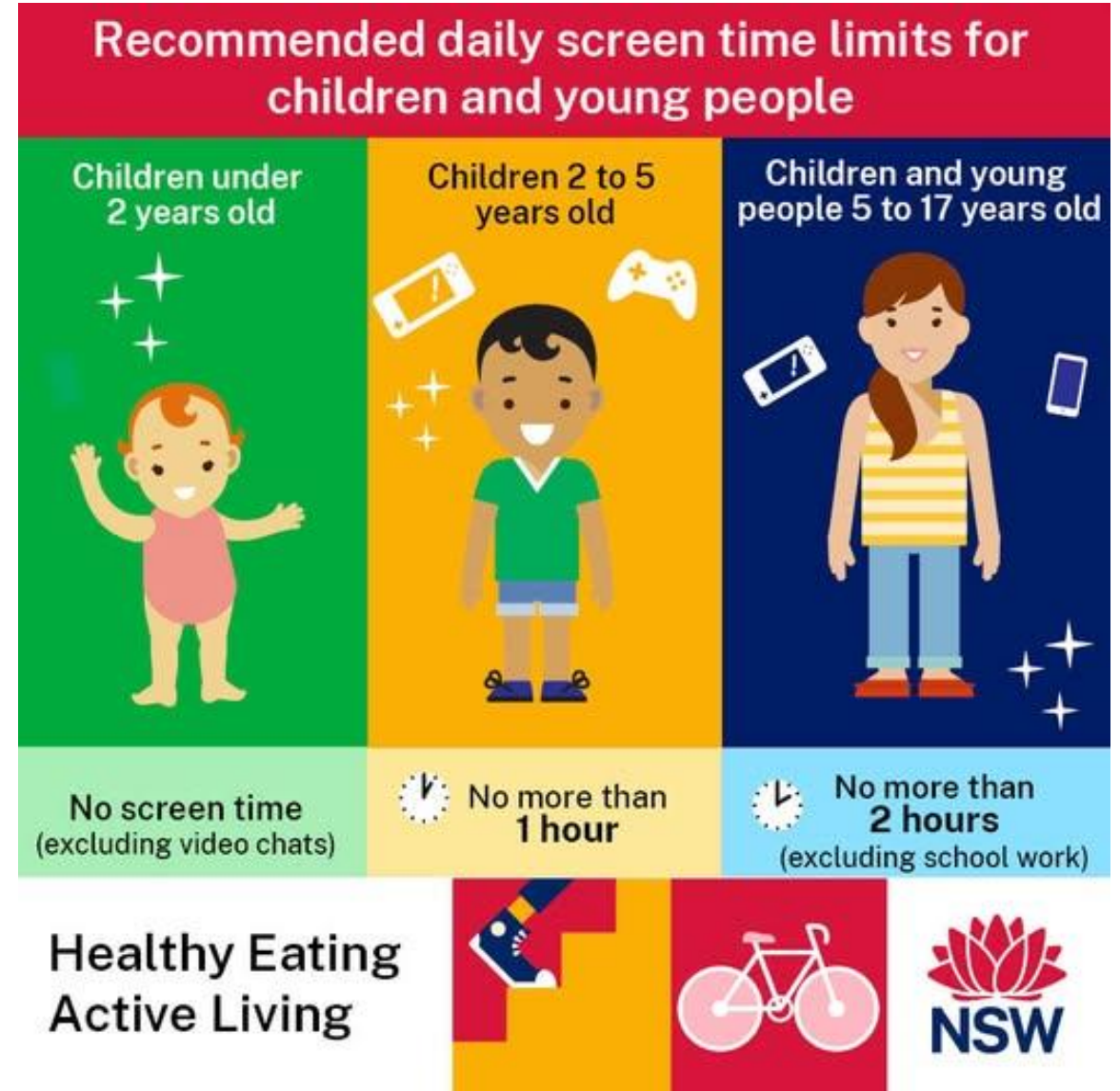
Hair, jewelry and make-up

- Any pupil with hair that is longer than shoulder length should have it tied back accordingly with a blue hair-band. This is for Health and Safety and working reasons.
- The only jewellery permitted is a **simple watch**. Pupils with pierced ears may wear **plain stud earrings** only. For safety's sake these are removed or covered for P.E.
- Nail varnish and other make-up items are not permitted.
- Please make sure any belongings like squishes or toys from home don't come into school as we don't want them to get lost!



Screen time

- **Balance** is important: Screens can support learning and creativity when balanced with physical activity, reading, play, sleep and family time.
- Too much recreational screen time has been linked to **increased anxiety**, lower mood and difficulties with concentration and attention.
- **Recreational screen time** = games, videos, movies, social media, internet browsing, texting.





Sleep

Good sleep helps children learn!

Better focus

- Improved attention and concentration in class

Calmer behaviour

- More emotional control and positive mood

Stronger learning

- Improved memory, problem-solving and academic progress

How much Sleep?

- Younger primary: 10-12 hours
- Older primary: 9-11 hours works well for most.

Sources

Evidence-based guidance · NHS & American Academy of Sleep Medicine

Simple steps that help

Consistent times

- Same bedtime and wake-up every day (no more than 1 hour difference at weekends).

Calm wind-down

- 30-60 minutes of quiet activities (bath, story, chat) in the same order each night.

Screens off early

- Devices away at least 1 hour before bed. Charge phones outside the bedroom.

Sleep-friendly room

- Dark, quiet and cool. Keep the bed for sleep only.

Be realistic

- Every child is different. Seek support if needed.



Oracy



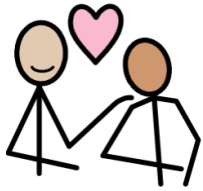
Oracy in Year 4:

This year, your child learned how to...

- perform a persuasive speech to the class
- persuade others effectively through structured, well reasoned talk.
- share knowledge confidently when speaking with younger pupils.
- use a wide range of sentence stems to build, challenge and clarify ideas.



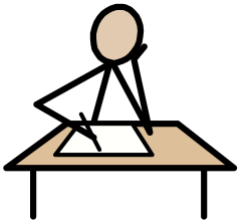
Samarès School Rules



Be Respectful



Be Safe



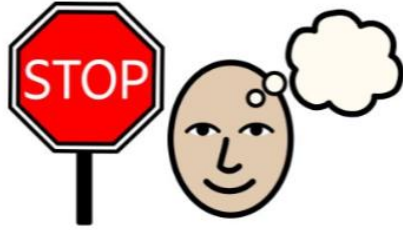
Be Ready

These rules
are for
everyone,
children and
adults, so that
our school
stays a
positive place



First Warning

Calm reminder of which rule was broken.
Reminder to stop and think



Time to make a good choice.

Second Warning

Another reminder given.



Told what will happen if it continues

The form is titled 'Behaviour Reflection Sheet' and includes the following sections:

- Page 1: Basic Info**
 - Page Number: _____
 - Date: _____
 - Staff Member: _____
- Who was affected?**
 - Adults: ☐ Children: ☐ PE: ☐
- How did this make people feel?**
 - Dislike: ☐ Like: ☐ Love: ☐ Hate: ☐
- How can you repair and make things better?**
 - say sorry: ☐ write a note: ☐
- What happened before?**
 - What was your trigger? _____
- What rules did you take that broke our school rules?**
 - Disrespectful: ☐ Dislike: ☐ Dislike: ☐ Dislike: ☐
- Which rules were you in when the problem happened?**
 - Rule 1: ☐ Rule 2: ☐ Rule 3: ☐ Rule 4: ☐ Rule 5: ☐
- What were you feeling?**
 - Angry: ☐ Sad: ☐ Happy: ☐ Nervous: ☐
- What tools could you use to manage your next time? (Use tool(s))**
 - I could: _____ instead: _____
 - Adults could help me regulate by: _____

Reflection time



Reflection sheet completed

Parents informed

Time in a quiet space or another classroom.



PE expectations

1. Trainers are to be worn on P.E days.
2. Long hair must be tied back.
3. No jewellery is to be worn for P.E (small stud earrings are allowed).
4. Always have a full water bottle for P.E.
5. When entering the hall, we are safe, respectful and ready to learn.
6. We sit and wait on the listening line.





Sports clubs

- Behaviour
- All children and staff must be respectful and show a sportsmanlike manner at all times, both in class and during sports clubs.
- Children must follow teachers' instructions and club rules during all activities.
- In line with the behaviour policy, if a reflection is given in a sports club, parents will be contacted.





Sports clubs

Communication

- All sports club communications will be shared on class charts.
- **Feedback:** parents and children are encouraged to provide feedback or raise concerns respectfully through designated channels. Parents will be asked to provide feedback to Mrs Boyle.
- End of term **parent and pupils voice surveys** are sent to parents via class charts, we encourage you to fill these out, so we can continue to provide and improve sporting opportunities for everyone.





What else you can do to support your child at home

Essential

- Send them to school well rested
- Read regularly with them
- Show them a positive attitude towards school and learning
- Talk about how doing well in school has a positive impact on their future

Extra

- Practice times tables
- Doodle Maths practice
- Letter join hand writing practice



Any questions?

