

Welcome to Year 4



Broadstone First School
2020-2021

Who's Who?

Executive Head of BFS & BMS - Dawn Wilks

Head of School - Rebecca Wood

Director of Inclusion - Rachel Milton

Directors of Curriculum - Dani Goulding & Aimee Lancaster

Assistant Head Teachers - Louise Graves & Fiona Lord

Year 4 Team

Fiona Lord - Class Teacher

Abby Le Roux - Class Teacher

Jan Feltham and Nicky Rowell - Learning Support Assistants

Communication

Effective communication is a crucial factor in ensuring all our learners achieve their best and are safe and happy at Broadstone First School. We are constantly striving to ensure we keep you updated and fully informed regarding your child's learning. Below are the main ways we communicate with you:

- Open door Policy*
- School Website
- Letters, texts and emails
- Snapshot of the week
- Official Facebook Page
- Catlive website

**Please note due to COVID restrictions we are currently unable to invite you into school to meet.*

Contacting your child's class teacher

Your child's Class Teacher is your first point of call.

Mrs Lord

flord@broadstonefirst.poole.sch.uk

Ms Le Roux

aleroux@broadstonefirst.poole.sch.uk

Class Teacher - Assistant Head (Fiona Lord)- Head of School (Rebecca Wood)- Executive Head (Dawn Wilks)

Emailing your child's class teacher

Sadly, we cannot have as much face to face contact with you as we normally like to. Currently emailing is the most effective way to communicate with your child's class teacher.

We ask that emails are used to:

- Communicate positively
- Share vital need to knows
- Ask questions
- Arrange a further telephone appointment

Teachers regularly check their emails however please do bear in mind that they are teaching all day so will not pick up emails straight away but will endeavor to respond in a timely manner. It is important that teachers have a good level of work-life balance so emails will not be responded to past 6pm.

Social Media

Please think twice about what you post.

We know we don't always get things right and we welcome your feedback so if you are unhappy with something or we haven't communicated properly. Please do come directly to us, that way we can address it and sort it as best we can.

Behaviour Expectations at BFS

1. We are kind and helpful. We don't hurt feelings.
2. We work hard. We don't waste our own or others time.
3. We are gentle. We don't hurt others.
4. We look after property. We don't waste or damage things.
5. We listen. We don't interrupt.
6. We are honest. We don't tell lies.

Expected behaviours are modelled and unwanted behaviours addressed at ALL times with ALL pupils.

Please refer to our Positive Self Esteem Policy on the school website

Uniform

We believe a uniform looks smart, wears well and contributes to a feeling of belonging to our school.

<u>School Uniform</u>	<u>P.E Kit</u>
<ul style="list-style-type: none">➤ Green Sweatshirt or Cardigan with school logo➤ Grey skirt, pinafore or trousers➤ Grey shorts in the summer months, if preferred➤ Red polo shirt➤ Grey tights➤ White, grey or black socks➤ Black school shoes (no open toes or trainers)➤ Red or Green checked summer dress for Summer months, if preferred	<ul style="list-style-type: none">➤ Round neck red PE shirt➤ Black shorts➤ Black Plimsolls➤ Trainers➤ Tracksuit➤ PE bag

Currently learners do not need to bring in a separate PE kit but will need to wear shorts under skirts or dresses. Pupils can wear trainers with their school uniform.

- **Hairstyles-** must be neat and tidy. All long hair must be tied up in school. If hair is too short to be tied up, it must be clipped back. Any hair clips/bands or accessories should be small, discrete and either red or green.
- **Jewellery-** For safety reasons, only stud earrings may be worn. No other jewellery should be worn at school. Jewellery must not be worn in PE.
- **Nail Varnish-** Nail varnish is not to be worn in school.

We ask that you respectfully support us in ensuring that your child arrives each day wearing the correct uniform.

Attendance and Absences

You can help us by:

- Ensuring your child attends school regularly. Absences should only happen when your child is significantly ill and therefore unfit to attend school, or if there is an unavoidable/unforeseen reason or circumstance which is causing a difficulty.
- Ring as soon as you know! Please contact the school office to inform us of your child's absence. If school is unable to contact a parent, a welfare check may be arranged, and The School Attendance Service may be made aware.
- Arranging all non-emergency medical appointments out of school hours or during school holidays.
- Making sure we always have your current contact numbers; this includes all telephone numbers (including child minders') and emergency contact details.
- Holidays- no holidays in term time will be authorised.

Lateness

Doors open at 8.30am and will close at 9am. Your child will be registered as late if they arrive after the gate and doors close.

Being frequently late for school adds up to lost learning:

Arriving 5 minutes late every day = 3 days lost a year

Arriving 15 minutes late every day = 2 weeks lost a year

Arriving 30 minutes late every day = 19 days lost a year

Lateness after the register has closed will impact your child's attendance figure.

Pupil Premium

The **pupil premium** is a grant given by the government to schools in England to decrease the attainment gap for some children.

For each pupil who is eligible for the grant, we receive £1,320 or £300 if a parent is serving in the armed forces or is in receipt of a service pension.

If you feel your family may qualify for Pupil Premium Funding or would like to find a little more out about this, please contact the school office.

office@broadstonefirst.poole.sch.uk

Reconnect and Recovery

For the first six weeks we have adapted our curriculum to best support children on their return to school. We are currently implementing a Reconnect and Recovery curriculum which focuses on the four main areas below:

Emotional Readiness to Learn

Building relationships, developing resilience, establishing routines and regulating emotions.

Basics and Fundamentals

Reinforcing the basics of Reading, Writing and Maths.

Plugging gaps in learning and knowledge to prepare all children for accessing future learning successfully.

The Arts

Opportunities to express feelings, emotions and building self-esteem.

Physical Activity

30 minutes of daily physical activity- physically well is mentally well.

Year 4

Everything you need to know.

Times tables

- TT Rockstars is a great way for children to practice their tables up to 12x12. Your child will be issued with a username and password which they can use at home and at school.
- It gives teachers the opportunity to set focus tables for children but also gives them a time limit to answer the questions in, relying on their retrieval skills of that table.
- TT Rockstars is also fun and interactive for the children allowing them to style their band member and buy new instruments.
- When it comes to times tables, speed AND accuracy are important – the more facts your child remembers, the easier it is for them to do harder calculations. This includes division facts too.



Multiplication Test

- All schools are required to carry out the online check from academic year 2020/2021
- The [national curriculum](#) specifies that pupils should be taught to recall the multiplication tables up to and including 12×12 by the end of year 4.
- The purpose of the check is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics.
- Schools will have a 3-week window to administer the check in June.
- 25 questions, most children will take just over 5 minutes to complete.
- Online test.
- Results will be reported to you.



Spelling

Teaching spelling in Year 4 focuses on many different components. These are made up of different spelling principles and common exception words for both Year 3 and 4.

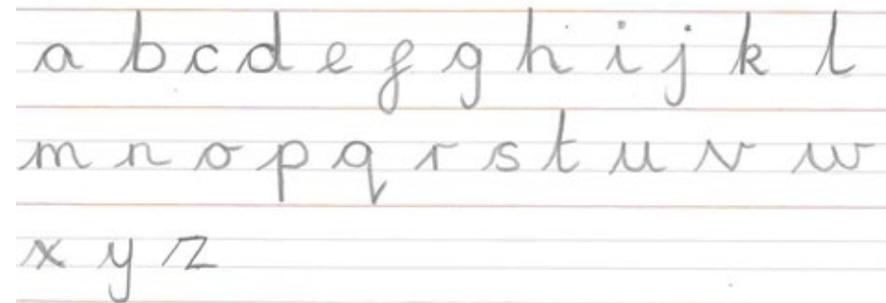
In Year 4 we teach the children the following:

- How to use prefixes and suffixes and understand how to add them.
- Spell further homophones
- Spell words that are often misspelt
- write from memory, simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

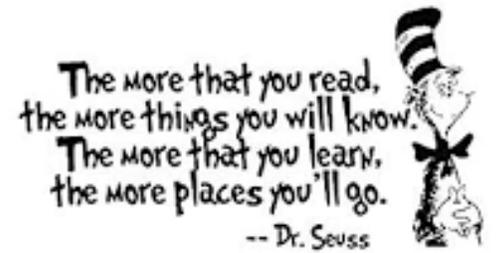
In Year 4 we teach handwriting daily with a focus on:

- How the letters are joined to each other.
- Which letters do and don't need joining.
- All children use handwriting pen and begin to build speed and fluency.



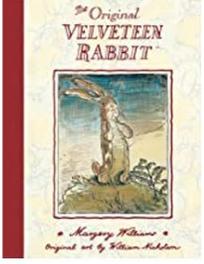
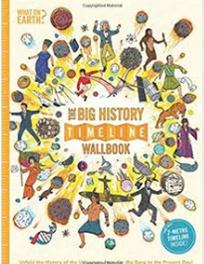
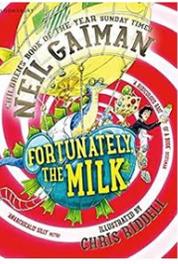
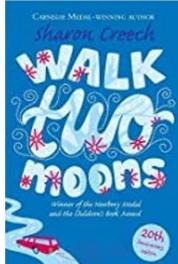
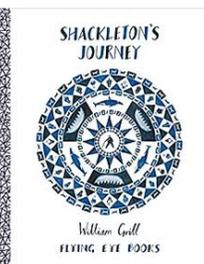
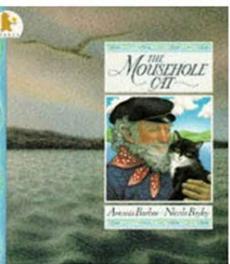
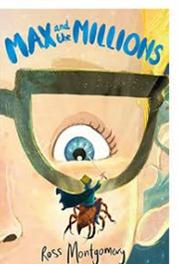
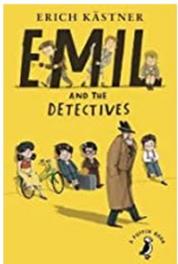
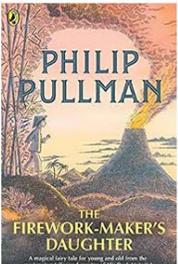
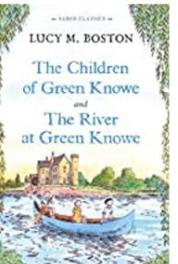
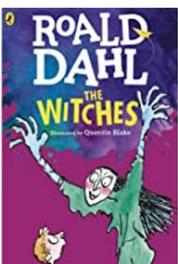
A sample of handwritten cursive letters on lined paper. The letters are arranged in three rows: the first row contains 'a b c d e f g h i j k l', the second row contains 'm n o p q r s t u v w', and the third row contains 'x y z'. The letters are written in a cursive style with some joining between letters, and the paper has horizontal lines with a red midline and a blue top line.

Reading



- The books we send home should be accessible and not too challenging. They are there to support decoding, fluency, speed and confidence.
- In school, we use more challenging texts when teaching reading to your child.
- We have a story time every day at school, so children develop a love of reading.
- Encourage your child at home to read more than just the school books. Expose your child to a range of texts.
- Book band levels are not just about decoding words. We only move children onto the next colour band when we know they are secure in all the reading skills we teach in VIPERS lessons. These are explicit reading skills necessary to make important links between reading and into writing.

Year 4- Recommended Reads

 <p>The Original VELVETEEN RABBIT a Margery Williams original set by William Stead</p>		 <p>THE BIG HISTORY OF THE WORLD WALLBOOK</p>		 <p>The moving story of an extraordinary friendship CLOUD BUSTING malorie blackman Children's Laureate 2010-2012</p>		 <p>CRIMINALLY GOOD ARTEMIS FOWL EOIN COLFER</p>		 <p>THE WINNING HAND OF THE YEAR SONNET TIMES NEIL GAIMAN FORTUNATE THE MILK ILLUSTRATED BY CHRIS MADDEN</p>	
 <p>CORNER MEDAL WINNING AUTHOR sharon creech WALK TWO MOONS winner of the Newbery Medal and the Children's Book Award 2014 HARVARD-YENCHING INSTITUTE</p>		 <p>A PINCH OF MAGIC MICHELLE HARRISON</p>		 <p>SHACKLETON'S JOURNEY William Gull FLYING EYE BOOKS</p>		 <p>THE MOUSEHOLE CAT Alison Butler Nicola Peake</p>		 <p>MAX and the MILLIONS ross montgomery</p>	
 <p>ERICH KÄSTNER EMIL AND THE DETECTIVES</p>		 <p>PHILIP PULLMAN THE FIREWORK-MAKER'S DAUGHTER</p>		 <p>LUCY M. BOSTON The Children of Green Knowe and The River at Green Knowe</p>		 <p>ROALD DAHL THE WITCHES Illustrated by Quentin Blake</p>			

How you can help at home...

- Complete Knowledge Organisers
- Read daily for a minimum of 20-30 minutes.
- Read a book together for pleasure and to extend vocabulary (these should be far more challenging than what they can read alone.)
- TTrackstars weekly practice that includes multiplication and division facts.

Knowledge Organisers

This is the 'go to' document that contains key facts and information that children need to learn. This knowledge will be laid out in easily digestible chunks which will contain both new information and already known information. At times children may be asked to reconsolidate a piece of information or it may be that they need to learn a new piece of information/fact prior to it being taught in school. Any new learning will be covered again in class however if children are able to recall the facts prior to the lesson, then within the lesson they can take this further through application.

Cognitive Strategies and Retrieval Practice

Cognitive Strategies

Cognitive Strategies refers to methods used to help learners understand the way they learn. There are many cognitive strategies including Mind Maps, Peg Words, Mnemonics just to name a few. Within in class all children will be introduced to a range of strategies and refer to these weekly in their Learning to Learn Sessions. There is no one right strategy and children will explore all of these while they begin to further understand themselves as learners and how they learn best.

Retrieval Practice

Retrieval practice is a powerful strategy that boosts learning by pulling information out of the learners Long Term Memory. This ensures that the key knowledge that is learnt sticks and can be retrieved and used at different times. The questions within the Knowledge Organiser supports retrieval. During the school week children will be asked to recall the key information through quizzes. This is a low stakes learning opportunity that is flexible and quick, with a huge impact on long-term achievement.

Please refer to this link for further information or support <http://www.catlive.co.uk/learning-videos/>

Learning to Learn Sessions

All children will partake in a weekly Learning to Learn Session. During this session, the children will complete a retrieval quiz, focus on a cognitive strategy and apply this to an area of their Knowledge Organiser. During these sessions, the adults within the class will be looking through each individual's study guide at their weekly home learning and discussing how they did on their retrieval quiz.

This is a low stakes quiz and there is no pressure with regards to how many the children get right. For those lower scores, the discussion is focused around the cognitive strategies the children are using to learn the knowledge and recommendations and support in a different strategy which may work better for that individual.

When the adult looks through the home learning, they will be looking to see that a range of Maths and SPAG has been completed and will provide individuals with verbal feedback.

Each week an email will be sent from the year group specifying which section of the Knowledge Organiser the children should be working on at home.

If at any point you want to discuss your child's learning with us, then please make contact with us. Don't wait for an official teacher meeting.

Mrs Lord

flord@broadstonefirst.poole.sch.uk

Ms Le Roux

aleroux@broadstonefirst.poole.sch.uk

Thank you for your
continued support.

