



Year 4

Meet the Teacher

Information Session

2025 - 2026



Welcome to Year 4

Class Teacher: Mrs Martin

Other adults supporting Year 4:

Mrs Wilson & Mrs Lattimer

Mrs. Bennett: Friday afternoon: PE, Spanish and Computing

Weekly Timetable



YEAR 4	8:35	8:50:00 AM	9:00	9:30	10:15	10:30 - 11:45	11.45 - 12.45	12:45	1:15	2:15	3:00
Monday	Early Morning Work	Handwriting	Collective Worship Introduction	Writing		Feel it then Maths fluency + Maths	Maths		PSHE	Science	Class reading
Tuesday	Early Morning Work	Spelling	Guided Reading	Writing		Maths fluency + Maths	Maths		Collective Worship (20 minutes) Singing	PE	RE
Wednesday	Early Morning Work	Spelling	Comprehension / Library	Writing		Music	Maths		Collective Worship Gary	Humanities	Class reading
Thursday	Early Morning Work	Handwriting	Guided Reading	Writing		Maths fluency + Maths	Maths		Collective Worship	Creative	Class reading
Friday	Early Morning Work	Spelling (Dictation)	Guided Reading	Writing		Feel it then Maths fluency + Maths	Maths		Collective Worship Celebration	Spanish / Computing / PE	

PE days are Tuesday and Friday

Half Termly

The curriculum will focus on one of the six values.



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Friendship	Compassion	Trust	Forgiveness	Courage	Perseverance

A No Outsiders lesson, focusing on diversity and inclusion.

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Along came Different by Tom McLaughlin	Dogs Don't do Ballet by Anna Kemp & Sarah Ogilvie	Red: A Crayon's Story by Michael Hall	Aalfred and Aalbert by Morag Hood	When Sadness comes to Call by Eva Eland	Julian is a Mermaid by Jessica Love
LI: To help someone accept difference	LI: To choose when to be assertive	LI: To be proud of who I am	LI: To find common ground	LI: To look after my mental health	LI: To show acceptance
S.C: I know we are different/I can tell you ways we are different/I know why some people are a afraid of difference/I can help people to accept difference	S.C: I know what assertive means/I know why being assertive is sometimes hard	S.C: I know why people sometimes don't speak up/I know everyone in my school should be proud of who they are	S.C: I know there are more things we have in common than divide us	S.C: I know what mental health is/I know what situations can affect my mental health/I have strategies to look after my mental health	S.C: I know there are different ways to dress/I know people can choose what they wear/I know different people in my community wear different things/I am accepting of difference

Termly

A trip, visitor or theme day



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science Museum	Verulamium	Young Voices Neasden Temple	Canal Centre	Farmer Gows Wind Farm	Ancient Greek Day Forest Rangers

A reflection on the Year 4 key question:

How does our planet work?

Half Term Overview

YEAR 4 - AUTUMN 1

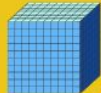
HOW DOES OUR PLANET WORK?

+ - Maths

Place Value

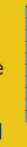
- represent numbers to 1000
- Number lines to 1000
- Partition and flexibly partition numbers to 1000 and 10,000
- Find 1, 10, 100, 1000 more or less
- Roman numerals
- Round to the nearest 10, 100, 1000

10000



Addition and Subtraction

- add and subtract in 1s, 10s, 100s and 1000s
- add two 4 digit numbers: without exchange, 1 exchange and more than one exchange
- subtract two 4 digit numbers: without exchange, 1 exchange and more than one exchange
- estimate
- checking strategies



RE



Gospel: What kind of world did Jesus want?

- What does the vicar of a church do?
- understand that a 'Gospel' tells the story of the life and teaching of Jesus
- make links between 'good news' of the Bible and how some people live to show this
- give examples of how Christians try to show love to all
- how do clergy follow Jesus' teaching?
- link Bible stories and the importance of love and life in the world

¡¡¡DIOS!

Spanish

Dates in Spanish

- Numbers to 31 and months of the year
- Dates and festivities
- Answering the question "When is your birthday?"



DT

Catapults

- Use Chromebooks to gather information on the history of the catapult. Sketch a catapult and consider the materials. Shining a light on Roman inventions.
- Label a diagram of a catapult with the mechanical names and discuss the functionality of a catapult.
- Evaluate 3 designs. Create own design for catapult
- Create a catapult selecting suitable materials.
- Test our catapult, focusing on measuring the length and trajectory of the shot. Modify the design to improve performance.
- Evaluate final product



PSHE

Me and my Relationships

- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state.
- Explain what we mean by a 'positive, healthy relationship'.
- Recognise that there are times when they might need to say 'no' to a friend. Describe appropriate assertive strategies for saying 'no' to a friend.
- Demonstrate strategies for working on a collaborative task.
- Identify a wide range of feelings. Recognise that different people can have different feelings in the same situation.
- Demonstrate a range of feelings through their facial expressions and body language.
- Give examples of strategies to respond to being bullied, including what we can do and say.



Music

Rock and Roll

- understand the history of rock and roll music.
- sing in tune and perform actions in time.
- play the notes of the walking bass in the correct sequence.
- play a walking bass line on tuned percussion.
- play a rock and roll bass line.



Science

Animals Including Humans

- Create food chains for plants and animals using scientific vocabulary.
- Identify and name parts of the human digestive system. Label and recreate the digestive system.
- Explore the functions of the digestive system.
- Explain how a piece of food travels through the digestive system.
- Class trip - The Science Museum - 'It Takes Guts' Workshop
- Identify the different types of teeth in humans and their simple functions.
- Compare the effects of different liquids on 'teeth' and to provide reasons for this.



Computing

Computing Systems and Networks

- Recognise how devices and networks connect to form the internet
- Describe what websites are, where they're stored, and who owns content
- Spot online risks (pop-ups, spam, fake sites) and know not everything online is true
- Respect others online and understand why age restrictions exist



PE

Dance and Health & Wellbeing

- Understand the role agility plays in sport and develop ways to move at speed.
- Understand the importance of balance in sport and demonstrate a range of balances
- Create a whole class agility, balance and coordination circuits so that we can improve our personal best.



English

Texts

Overheard on a Salt Marsh
The Miraculous Journey of Edward Tulane

Guided Reading

Stig of the Dump



Spellings

Statutory word list
vowel suffixes
consonant suffixes
tion, sion, ssion, ation, cian



Handwriting

Secure the use of the diagonal and horizontal strokes that are needed to join letters. Increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant.

Grammar & Writing

Poetry: free verse
vocabulary development

Narrative: characterisation through dialogue

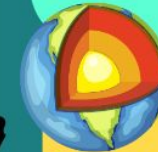
Fronted adverbials
Direct speech
Expanded noun phrases



Geography

Volcanoes

- How is the Earth constructed? Understand the layers of the Earth.
- Why are there volcanoes and where are they? - Locate volcanoes around the world and where they are formed.
- What are volcanoes? - Learn how a volcano is constructed.
- Why do volcanoes erupt and what are the effects? Understand the causes for volcanoes erupting and the impact they have.
- What are earthquakes and where do we get them? Understand why and where earthquakes occur.
- Pompeii & Vesuvius Case Study



Half Term Overview

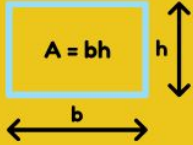
YEAR 4 - AUTUMN 2

HOW DOES OUR PLANET WORK?

Maths

Area

- What is area?
- Count squares
- Make shapes
- Compare areas



Multiplication and Division

- Multiples of 3
- Multiply and divide by 6
- 6 times-table and division facts
- Multiply and divide by 9
- 9 times-table and division facts
- The 3, 6 and 9 times-tables
- Multiply and divide by 7
- 7 times-table and division facts
- 11 times-table and division facts
- 12 times-table and division facts
- Multiply by 1 and 0
- Divide a number by 1 and itself
- Multiply three numbers



RE

Incarnation/God - What is the Trinity

- Know that John is another 'gospel'; to note some differences between the beginning of John and other gospels
- Understand what these texts (John 1) mean to Christians today
- Understand what Christians believe about the incarnation and the Holy Spirit; and the difference this makes to how they live
- Develop an understanding of what Christians believe about the incarnation and the Holy Spirit.
- Clearly express their own ideas about God.



Spanish

Pets

- Adjectives and characteristics of different animals

Feliz Navidad



Music

Young Voices

- Learn and rehearse songs and choreography
- Develop vocal skills, projection and expression
- Collaborate and focus as part of a large team
- Build confidence and resilience performing live



RESPECT

RESPECT

PSHE

Valuing Difference

- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise
- List and discuss some of the ways that people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals).
- Discuss the importance of respect and demonstrate ways of showing respect to others' differences.
- Understand and identify stereotypes, including those promoted in the media.
- Recognise different types of relationships with people.
- Understand the right to protect personal body space and come up with people we can talk to if we feel uncomfortable with other people's actions.



Art

Cloth and paint

- Explore how Hannah Rae and Alice Kettle combine media and use them in unusual ways to make art.
- Finding marks through drawings made by artists. We use our sketchbooks to test ideas and explore colour and mark making.
- Choosing inspiration: tsunamis, earthquakes or volcanoes, to use paint to create a background on fabric.
- Use thread and stitching to create textural marks over the top of my painted canvas.
- Completing our artwork. We will work with a partner to share our work and share thoughts about the process and outcome.
- Share our feedback on the work of others.



Science

Classification and Habitats



- Group living things in a variety of ways based on their similarities and differences.
- Identify, group and classify vertebrate species.
- Make careful observations in order to classify invertebrate species.
- Classification keys: To develop criteria to identify, group and classify a range of animal species using
- Conduct observations in order to analyse positive and negative influences on living things in our local environment. Shining a light on Cindy Looy (Environmental Change and Extinction)
- Use scientific evidence to answer questions about endangered living things.

Computing

Audio Editing

- Identify that sound can be digitally recorded.
- Use a digital device to record sound and play sound back
- Plan and write the content to a podcast and explain that a digital recording is stored as a file.
- Edit an audio file.
- Combine sounds and include this in our podcast.
- Evaluate a podcast and suggest improvements and strengths.



PE

Gymnastics

Rolls, balances, vault and ropes



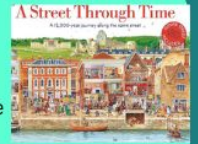
Netball

Prepare dance for the Rickmansworth dance festival

English

Texts

A Big Book of the UK
A Street Through Time
Roman Soldiers



Spellings

-tion and -ation endings
vowel digraphs in Year 3/4 statutory word list
Prefixes: dis-, mis-, in-, im-, il-, ir-, anti-
Prefixes: sub-, inter-, super-, re-, auto-
review or sound spelt: ore, aw and other variations

Handwriting

Secure the use of the diagonal and horizontal strokes that are needed to join letters. Increase the legibility, consistency and quality of handwriting e.g. by ensuring that the down strokes of letters are parallel and equidistant.

Grammar & Writing

Non-chronological Reports

To write a page for an information book

Use third person

Use cohesive devices to add information, to emphasise, and to compare technical vocabulary
articles (a, an) and possessive pronouns



History

Romans

- Discover where the Roman Empire began, how it expanded, and give an account of Claudius' invasion of Britain
- Learn what Roman soldiers wore and carried, why the army was powerful, and compare with soldiers today
- Explore Roman family life, discover what a Roman villa looked like, and consider how the Romans protected their empire, including Hadrian's Wall
- Understand how the Romans changed Britain and the impact they still have on modern life in the UK
- Take part in an educational visit to St Albans' Verulamium Museum to explore ancient artefacts and compare Roman life with today.



Maths Knowledge Organisers



Year 4 Knowledge Mat

Counting from 0

Counting in multiples of 6
0, 6, 12, 18, 24, 30, 36, 42 ...

Counting in multiples of 7
0, 7, 14, 21, 28, 35, 42, 49 ...

Counting in multiples of 9
0, 9, 18, 27, 36, 45, 54, 63 ...

Counting in multiples of 25
0, 25, 50, 75, 100, 125, 150 ...

Counting in multiples of 1000
0, 1000, 2000, 3000, 4000 ...

Counting up and down in hundredths

$\frac{1}{100}$ $\frac{2}{100}$ $\frac{3}{100}$ $\frac{4}{100}$... $\frac{99}{100}$ **1**

A thousand more than 4753 is 5753.

A thousand less than 4753 is 3753.

Factors

A factor pair is a pair of numbers that, when multiplied will result in a given product.

Factor pairs for 24:
1, 24
2, 12
3, 8
4, 6

Rounding



The number in the middle is half way and ROUNDS UP to 40

Rounding to 100 and 1000 follows the same rule.
350 rounds up to 400
3500 rounds up to 4000

Rounding decimal places also follows the same rule.
3.4 rounds to 3.0 but 3.5 rounds to 4.0
3.04 rounds to 3.00 but 3.05 rounds to 3.10

Roman Numerals

1 = I	10 = X
2 = II	20 = XX
3 = III	30 = XXX
4 = IV	40 = XL
5 = V	50 = L
6 = VI	60 = LX
7 = VII	70 = LXX
8 = VIII	80 = LXXX
9 = IX	90 = XC
	100 = C

Negative Numbers



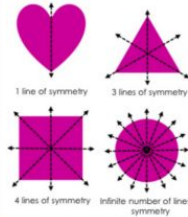
Times Tables

x	6	7	9	11	12
2	12	14	18	22	24
3	18	21	27	33	36
4	24	28	36	44	48
5	30	35	45	55	60
6	36	42	54	66	72
7	42	49	63	77	84
8	48	56	72	88	
9	54	63	81	99	
10	60	70	90	110	
11	66	77	99	121	

Simplifying Fractions

$$\frac{40}{80} = \frac{20}{40} = \frac{10}{20} = \frac{5}{10} = \frac{1}{2} \quad \text{So } \frac{40}{80} = 0.5$$

Symmetry



2D Shapes

Rhombus

All four sides are the same length, like a square that has been squashed sideways.

Trapezium (or trapezoid)

Two sides are parallel. Side lengths and angles are not equal.

Formal Method of short Multiplication & Division

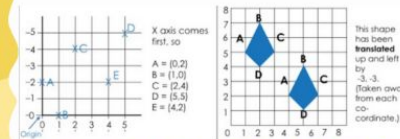
$$351 \times 7 \text{ becomes}$$

$$\begin{array}{r} 351 \\ \times 7 \\ \hline 2157 \end{array}$$

$$91 \div 7 \text{ becomes}$$

$$\begin{array}{r} 13 \\ 7 \overline{) 91} \\ \underline{7} \\ 21 \\ \underline{21} \\ 0 \end{array}$$

Coordinates



This shape has been translated up and left by -3, -3 (taken away from each co-ordinate.)

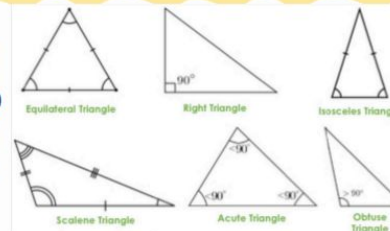
Time

Digital and analogue clocks



Both clocks show it is 10 o'clock. But only the digital clock shows that it is pm (in the evening) because it is using 24 hour time.

Triangles



Place Value	Tens	Ones	.	tenths	hundredths
67	6	7	.	0	0
$6.7 = 6 \frac{7}{10}$		6	.	7	0
$0.67 = \frac{67}{100}$		0	.	6	7

Area

The area of this shape → EQUALS → the area of these two



$$\begin{aligned} \text{The area of this shape} &= (6 \times 6) + (2 \times 3) \\ &= 36 + 6 \\ &= 42 \text{ cm}^2 \end{aligned}$$

[Maths Knowledge Mat \(1\).pdf](#)

Feedback and marking

Whole class verbal feedback is given throughout lessons to address misconceptions, clarify understanding and extend learning.

Verbal feedback is given individually during lessons. VF will be recorded in children's books to show this.

Incorrect spellings will be marked for children to identify and correct. A maximum of 3 in a piece of work.

Evidence of drafting in green pen and published writing.



Code of Conduct

Respectful

Ready

Reflective

Behaviour



At St Mary's we focus on positive reinforcement, praise and the opportunity to reflect when mistakes are made.

To enable children to reflect on their learning behaviour during lessons we use a four step system of pre-warning, verbal warning, yellow card and red card to address poor behaviour.

To positively reinforce our code of conduct, we use a House point system whereby children collect points for the House they are in (St George, St Andrew, St Patrick or St David) when displaying respectful, ready and reflective behaviour.

We also use a four step system of pre-warning, verbal warning, yellow card and red card to address poor behaviour.

Please see our school behaviour policy for more details.



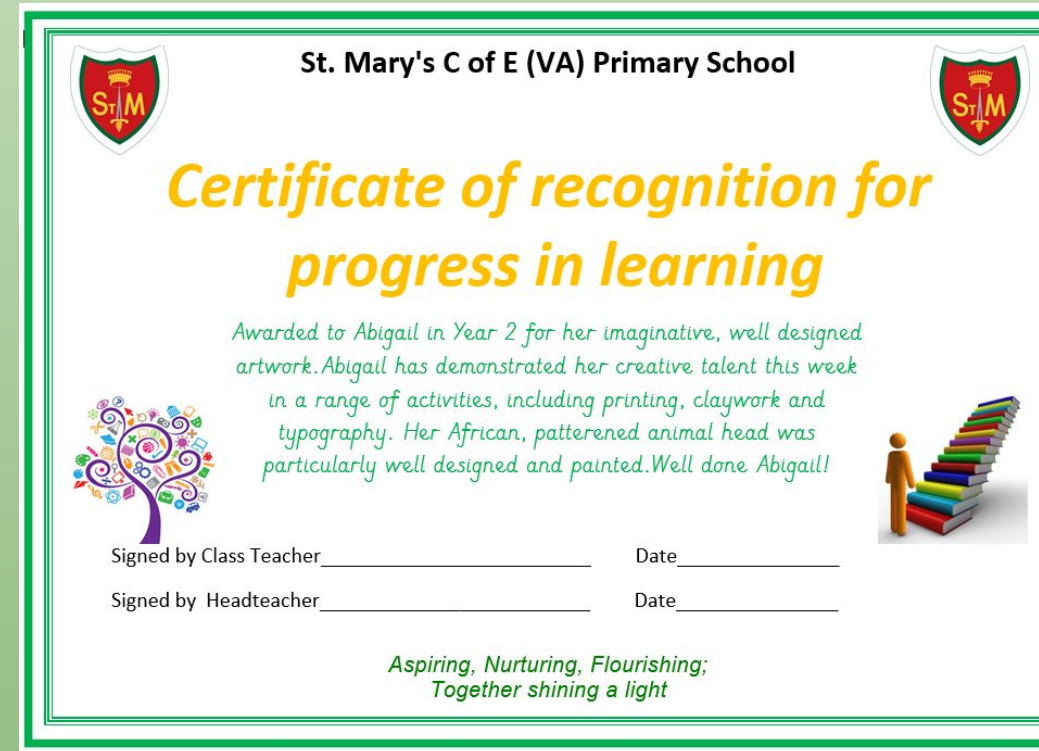
Celebrating the class

Each week in Celebration Assembly we celebrate the progress in learning of one of the class. They receive a certificate and have hot chocolate with Mrs Maxwell the following week.

Children who have worked consistently hard across the week and/or followed the Code of Conduct consistently: respectful, ready and reflective, will meet with Mrs Maxwell and receive an Above and Beyond sticker.

The four houses compete for the house cup. House points are calculated weekly and the totals announced in assembly. Points are awarded:

- 4 points: Winning house
- 3 points: 2nd
- 2 points: 3rd
- 1 points: 4th



Home Learning



The screenshot shows the 'Learning Zone' interface on the Doodle website. At the top left is the 'doodle' logo. The main area is titled 'Learning Zone' and features a progress chart. The chart shows a path of orange circles, each containing a '6 a-day' icon. A vertical dashed line labeled 'Yesterday' is positioned between the second and third circles. The path continues with a solid line to the third circle, then a dashed line to the fourth circle, and finally a dotted line to two more circles. The second of these final circles is a blue circle with a rocket icon and the text 'power up'. To the right of the chart is a light blue speech bubble containing the text: 'Hi K! You've had a great week and are meeting your target. Keep up the good work!'. At the bottom right of the chart area is a red button with a plus sign and the text 'Add an extra'. In the bottom left corner, there is a circular progress indicator with a yellow star in the center.

Set on a Friday and checked the following Thursday night.

Learning Zone

My 7-day target

This means you are in the green zone. Well done!

Your star stats:

Last 7 days:	79
To spend:	295
Total stars:	541
Current streak:	3

52

26

295

1400

Congratulations, you've earned a badge!

Look at it now

If you would like to find out more, please use this link - <https://doodlelearning.com/on-demand-parent-webinars>

Reading

Although learning *how* to read is crucial, we know it is also crucial that children read for pleasure. We want to foster a life-long love of reading. Studies have shown that those who read for pleasure have academic outcomes, higher levels of self-esteem and a greater ability to cope with difficult situations (*reading agency*).

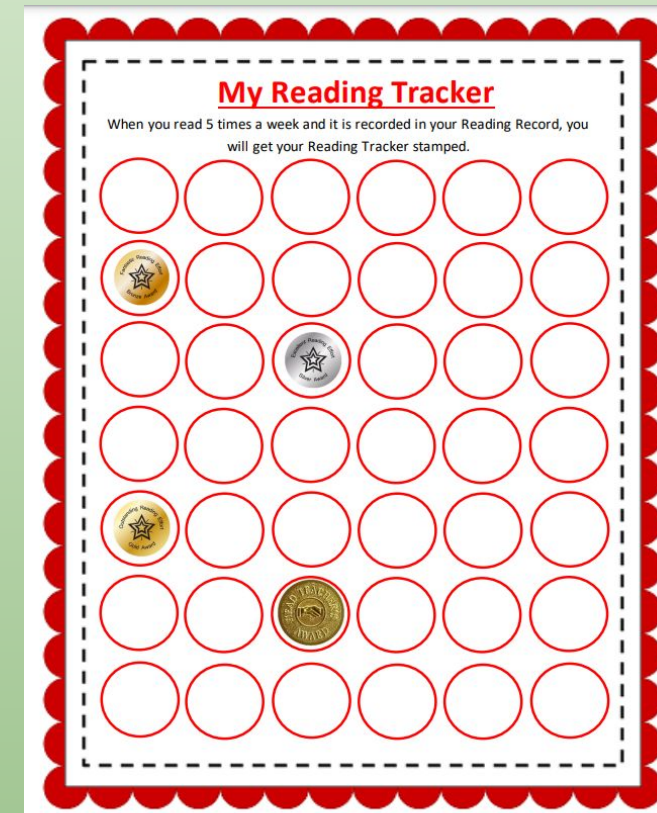


At school, children will...

- participate in whole class and/or group daily reading activities.
- Read and study whole class texts
- End each day with a class story or novel.
- Work in environments that inspire reading and place value on books and reading.
- Visit our fabulous newly designed library

At home, children will...

- **Read aloud 5 days** out of 7 to an adult in order for them to develop their fluency, expression and pace.
- Be read to. There is research to support the that reading to your child has huge value in terms of their academic ability.
- Experience reading magazines, newspapers, leaflets, menus, timetables, holiday brochures, listening to audio books and visiting the library all of which can have a positive impact on their future success. Technology can inspire children also.



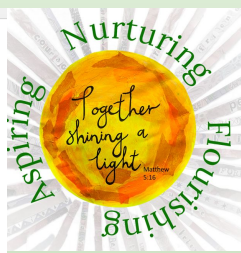
Reading Passports

Each year group in KS2, will have a 'Passport' of exciting books which have been chosen as they are in line with Age-Related Expectations, linked to curriculum areas and will be of great interest for children to read. This will be stuck in the back of Reading Records.

Year Four Reading Passport

1.	Vogak Paw	S.F. Said	
2.	The Abominables	Eva Ibbotson	
3.	The Miraculous Journey of Edward Tulane	Kate DiCamillo	
4.	The Girl Who Stole an Elephant	Nizvana Ekarab	
5.	The Lion, the Witch and the Wardrobe	C.S. Lewis	
6.	Noah Barelywater Runs Away	John Boyne	
7.	Stig of the Dump	Clive King	
8.	Grandad Mandela	Zazi Zindzi Zizwelo & Zandwa Mandela	
9.	The Wizards of Once	Cressida Cowell	
10.	The Boy who Fooled the World	Lisa Thompson	
11.	The Nothing to See Here Hotel	Steven Butler	
12.	Brand New Boy	David Almond	
13.	The 13-Storey Treehouse	Andy Griffiths	
14.	Wolf Brother	Michelle Paver	
15.	The Land of Rar	Jenny McLachlan & Ben Mantle	
16.	Ottoline and the Yellow Cat	Chris Riddell	
17.	Vi Spy	Maz Evans	
18.	The Big Book of the UK	Imogen Russell Williams	
19.	Real Life Mysteries	Susan Martineau	
20.	Illuminatus	Kate Davies	
21.	Children who Changed the World	Marcia Williams	
22.	Scientists	DK	
234.	Apes to Zebras	L. Brownlee, S. Hardy-Dawson, R. Stevens	

Reading is a passport to countless adventures



Children who are 'at the expected standard' for Reading will choose from this selection. Levelled books will be made available to children not working at the expected standard, alongside these. Levelled books will also be available to all children whilst we build our stock.

All children are encouraged to read widely, which will mean reading beyond this list!

When children read a book from their class list, their passport will be stamped.

We have at least one copy of each book on the list, but we would be incredibly grateful for any donations if you have your own copy and no longer need it so that we can build our collection.



Reading

Explore it (discussing language/illustrations)

Illustrate it (develop visualisation)

Talk about it (questions/talking points referring back to text)

Imagine it (link to real-life beyond text)

Create it (writing/creative opportunities inspired by text)



<https://www.booksfortopics.com/> Filter by Year Group, subject, topic etc.

Optional Writing Home Learning

Years 3 & 4 Autumn Term - Optional Writing Homework

Complete one or more of the optional writing tasks based on characterisation. Each time you finish a piece, bring it into school.

Remember: it's about quality over quantity – take your time to make your writing the very best it can be. Use the toolkit to help you.

Make sure your handwriting is neat and joined up, and your ideas show real care and effort.

Feelings Detective

At home, watch a TV show, cartoon, or family film for 10 minutes.

- Pick a character.
- Write 3 sentences about how you knew they were feeling (what they did, how they looked, what they said).

Mirror Faces

Stand in front of a mirror and make three different faces: happy, angry, surprised.

- Write one sentence for each face, describing it without saying the feeling.

Example: "My eyebrows shot up and my mouth dropped wide open."

Diary of a Character

Pretend to be a character from a story you're reading at home.

- Write a diary entry starting with "Dear Diary, today I felt...".
- Show the feelings through actions, not just the words.

Describe the Villain

Write three sentences in the order below:

Sentence 1 -
name the character and use two adjectives

Sentence 2 -
Use a Power of 3 sentence to describe what the character is wearing

Sentence 3 -
write what your character says using speech marks



Describe the character

Write three sentences in the order below:

Sentence 1 -
Name the character and use two adjectives to describe what he is doing

Sentence 2 -
Use a Power of 3 sentence to describe what the character is wearing

Sentence 3 -
write what your character says using speech marks



Feelings Comic Strip

Draw a 3-box comic strip showing a character going through an emotion (e.g. nervous → surprised → happy).

Under each picture, write one sentence describing what the character does, not just how they feel.

Example:
Sam chewed his nails as he waited outside the hall.

HAPPY BIRTHDAY

At St Mary's we love celebrating birthdays!

Year Four Reading Passport

1.	Vogel Paw	S.F. Said		
2.	The Absolutables	Eva Ibbotson		
3.	The Miraculous Journey of Edward Tulane	Kate DiCamillo		
4.	The Girl Who Swam an Elephant	Nazaria Escobar		
5.	The Lion, the Witch and the Wardrobe	C.S. Lewis		
6.	North Berkeleys Run Away	John Bayne		
7.	Scrap of the Dump	Clive King		
8.	Grandad Mandela	Zoe Zaida-Zaidi & Zaidi-Zaidi Mandela		
9.	The Wizards of Once	Cressida Cowell		
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15.	The Land of Rats	Jenny McLachlan & Ben Mantle		
16.	Ottoline and the Yellow Cat	Chris Riddell		
17.	Vi-Spy	Mae Evans		
18.	The Big Book of the UK	Imogen Russell Williams		
19.	Real Life Mysteries	Susan Martineau		
20.	Ilkhamatony	Kate Davies		
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22.	Scientists	DK		
23.	Apes to Zebras	L. Brownlee, S. Hartley-Dawson, R. Stevens		

Reading is a passport to countless adventures

We want to give our children the opportunity to celebrate their birthdays but as a healthy school we ask that parents and carers do not send in any food (e.g birthday cakes, sweets or chocolate).

Unfortunately, we are no longer able to hand out food at the school gates or at home time.

Instead, if your child would like to bring in something to celebrate, we ask that they bring in a book to add to our growing collection of books listed in our reading passports. The book will be clearly labelled with a birthday sticker and their name. The children will also be presented with their book donation during celebration assembly. The reading passports will be uploaded onto the school website and class page which can act as a suggested book list.



Classroom Equipment



KS2

Named water bottle

Named art shirt - brought into school and left in class.

Snacks and Lunches

Children are able to bring in their own snack for morning break. This should be: a piece of fruit, vegetable or cheese.

Packed lunches and snacks should follow the school's healthy eating guidelines. Food will be closely monitored and returned home if it is not suitable. We are a nut free school and have a number of children with serious allergies, we appreciate your support in ensuring all food and snacks are nut free.

Uniform and PE kit



School Jumper



School Polo Shirt



Grey Skirt or Grey Pinafore



Grey Trousers

Smart Uniform



Tie



White shirt

For PE



PE Top



Black PE Shorts / Skort



School PE Jumper



School Tracksuit Bottoms*

Earrings

Children should not wear earrings to school on PE days. They will be asked to take them out by Mrs Bennett.

Parent Communication



The Year 4 class blog will be posted each Friday afternoon on the school website.

It will give an overview of the week, outline the learning for the following week and give details of events, special days and additional resources children will need. It is essential that this is checked each week so that children are fully equipt for the week ahead.

(Our Community - Parents - Class Blog)

Documentation such as the Yearly Overview, Spelling lists and Book lists will also be included.

What is the Changemaker Project?

The Changemaker Project is a whole-school initiative that brings our vision and values to life by encouraging every child to take action in their community, show leadership and shine their light. It's about building character, deepening empathy and inspiring hope.

Each half term, we focus on one of our **six core Christian values**:

Friendship

Compassion

Trust

Forgiveness

Courage

Perseverance

Children choose one activity to complete for each value which they will work on at home. These will be shared at school and children will receive a sticker when each value activity is completed. When they have received all six values stickers they will achieve their Changemaker badge. These values help children become confident, ethical agents for change in their communities and in the world around them.



[KS1 Changemaker](#)

[UKS2 Changemaker](#)

[LKS2 Changemaker](#)

The Changemaker Project - Working Together with Families

We know that children thrive when school and home work together.

You can support your child by:

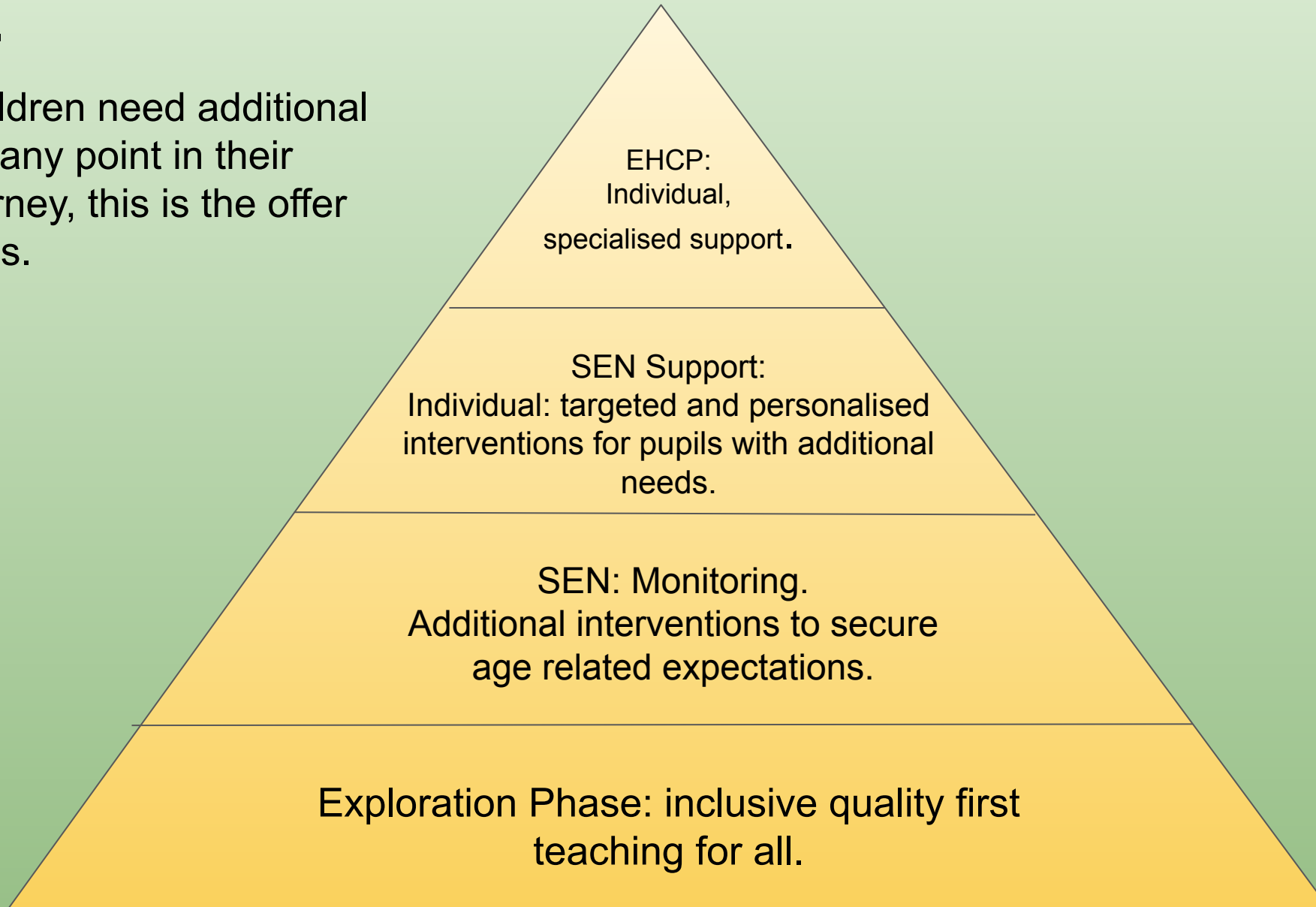
- Talking to them about the action they've chosen
- Helping them find opportunities to live it out
- Encouraging them when things get challenging
- Celebrating their small steps and successes

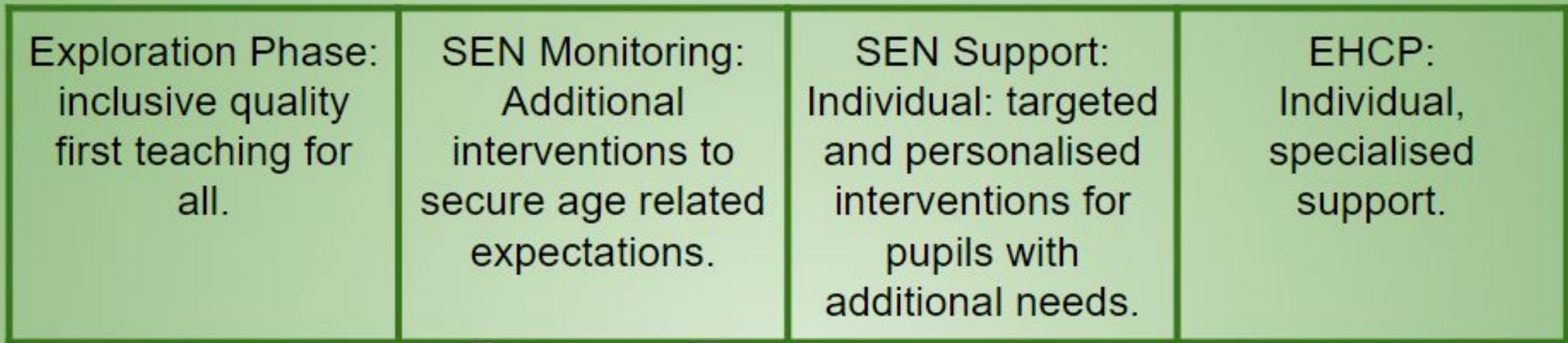
Together, we are helping our pupils see that being a **Changemaker** doesn't require a big stage or a loud voice, just the desire and the commitment to let their light shine bright!



SEND

Should children need additional support at any point in their school journey, this is the offer at St Mary's.





- When the monitoring phase has been implemented and assessment has taken place we can see if the interventions have been successful.
- If success has been achieved then the child returns to the exploration phase of inclusive quality first teaching for all.
- If showing small or no progress after interventions have taken place, then the child moves into the SEN Support phase. More in depth assessments will be completed in line with areas of concern. This will then lead to pupil passports with more bespoke targets for the individual pupil.

Communication



General queries or forgotten equipment / packed lunch etc
- admin@stmarys698.herts.sch.uk or call the office

Academic or related to the class - Class teacher - in person after school or email to admin@ or call the office and leave a message for the class teacher to call back

Concerns outside of class teacher responsibility or after speaking with your class teacher - Headteacher

Safeguarding - Headteacher

head@stmarys698.herts.sch.uk



Thank you for coming.

Please do ask any questions you may have.

