



Bassingbourn

Community Primary School

**Welcome to
Year 4**

Meet the Team

Hockney



**Mrs Remington Davidson
(Assistant Head)**

Mrs Burgess

Mrs Walsh

Mrs Parrett

Mrs Breen

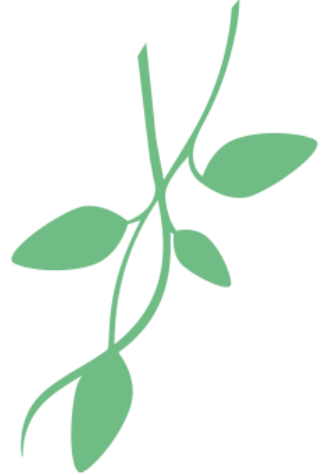
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Bassingbourn
Community Primary School

Agenda

- Behaviour Expectations
- Curriculum
- Homework
- Spellings
- RWI and Phonics
- PE/Uniform
- Y4 Multiplication Check
- Assessments
- Enrichment Opportunities
- Attendance Matters
- SEND Support
- Questions/Parent Helpers



Behaviour Expectations

- House points
- Head Teacher Award
- 3 reminders
- Restorative conversations
- Involving parents
- The Nook



Behaviour Expectations



Be safe

Be respectful



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Curriculum

We are in the process of developing our wider curriculum this year.

We are now using a resource called KAPOW for many of our Foundation Subjects; for our French lessons (KS2 only) we use Language Angels; for our Computing sessions we will still be using Purple Mash and our PE curriculum is developed by Mr Mikelson and the use of GetSet4Education.

Our humanities topics include:

- Autumn: The Romans and the World Jigsaw
- Spring: Coming to Britain (Anglo Saxons) and Rivers and the Water Cycle
- Summer: The Ancient Mayans and The Local Area

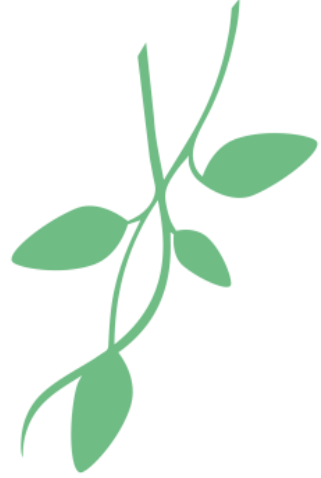


Homework

In Year 4, we will be sending weekly spelling practice home.

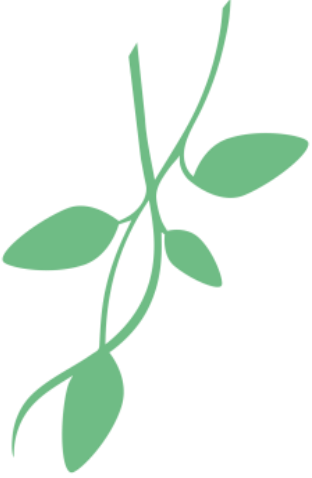
We would also like the children to use Times Tables Rockstars to ensure they have a firm knowledge of their times tables ready for the Multiplication Check in June.

Finally, we would expect the children to read for a minimum of 10 minutes, at least three times a week but we would encourage more!



Spellings – Y3/4 Statutory List

In addition to the weekly spelling lists, we would like the children to build their knowledge of the Y3/4 statutory spelling list.



The Y1/2 HFW should also be practised if these still pose a challenge to your child.

Dictations are a way to practise writing spelling words in a whole sentence and are used regularly within school – they are a great way to learn at home too. We encourage you to make them as silly as possible to engage your children!



Read, Write Inc and Phonics

We are now using the phonics programme Read, Write Inc. As part of this, your child will start to bring home a phonics book. The phonics book will be matched to the sounds which your child has been assessed to need to practice. For the next four weeks, if you find that the book seems slightly on the easier side for your children, this is because we are working on your child's fluency and them being able to read the text without sounding out most words, beginning to add expression and intonation.

Following the initial four weeks, your child will be re-assessed and their book will then be even more closely matched to your child's phonics stage.



Read, Write Inc and Phonics

How to get the most out of reading a phonics book with your child:

- **Praise, praise, praise** - focus on the positives and praise your child for their effort.
- **Timing** - aim for your child to read for at least ten minutes, rather than an amount of pages, they do not need to finish the book in one sitting.
- **3 reads** - your child should read their phonics book three times over the course of a week:
 - **First read** - for decoding the words (sounding them out, becoming familiar with them)
 - **Second read** - for fluency (to read at sentence level. rather than individual words)
 - **Third read** - for comprehension (to understand the



PE and Uniform

Thursday afternoons

- Children should arrive at school in their school uniform and then get changed into their PE kit at lunch time.
- School logo t-shirt or in colder months **plain** navy or black tracksuit tops or jumpers.
- White socks and plain, black trainers for outdoor PE.
- Hair should be tied back, **earrings taken out**, nails short.
- When piercing ears, please wait until the holidays as the children will not be able to take part in lessons until they can remove their earrings independently.
- No Smart watches – or watches that can receive messages/access the internet to be worn at any time.



Multiplication Check

The children will sit a quick-fire, online assessment of their times tables knowledge in the first couple of weeks in June. We will be practising weekly and will share more information nearer the time.

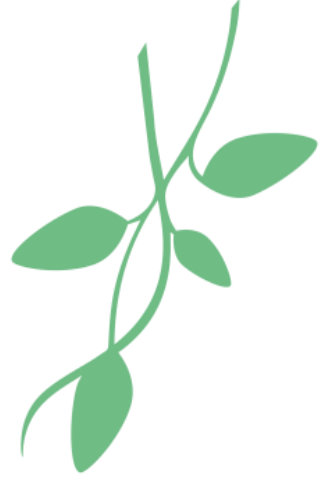


Should you wish to practise at home, please do use your child's login for Times Tables Rockstars.



Assessments

In Year 4, we complete NFER assessments termly. These cover a range of multiple choice and short answer questions.



These are used to inform teacher practice and the scores are not shared with the children.



Enrichment Opportunities



We believe learning beyond the classroom are extremely important.

These can be visits, workshops and whole school themed days.

We are in the process of finalising these for the year.



Attendance Matters



A calendar year has 365 days; a school year has 190 days.
That leaves 175 days to spend on family time, shopping, celebrations, visits, holidays, and other appointments.

0 days absence	8 days absence	10 days absence	19 days absence	29 days absence	38 days absence
190 days of education	182 days of education	180 days of education	171 days of education	161 days of education	152 days of education
100% attendance	96% attendance	95% attendance	90% attendance	85% attendance	80% attendance
Excellent	Very Good	Worrying		Serious concern	
Best chances of success.		Reduced chance of success.		Serious impact on education.	



SEND Support




What do we mean by SEND?

- SEND stands for Special Educational Needs and/or Disabilities.
- A child has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

What should I do if I think my child has special educational needs and/ or a disability?

- The first person to speak to is your child's class teacher. They will be able to discuss support for your child and to signpost you to any helpful resources. You can also find information about SEND at our school in our SEND Information Report on our school website.

Support from the SENDCo

- If your child's class teacher thinks that it would be helpful to get specialist advice, they will discuss your child's needs with the SENDCo.
 - The Interim SENDCo is Jen Gregson, standing in for Mrs Hannah Paradis during her maternity leave. Miss Gregson can be contacted via the SEND email address: sendco@bassingbourn.cambs.sch.uk.
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Contact

- You can make an appointment to see us through the Office.
- You can email us, but please do not email with something that needs attention **on that day – we do not check our emails during school hours.** You can find class email addresses on the website. If you receive no response after 48 hours, please contact the office.
- 4Ln@bassingbourn.cambs.sch.uk
- 4Hy@bassingbourn.cambs.sch.uk



Questions



We would really welcome parent helpers in school. If you would like to volunteer, please talk to the Office.

