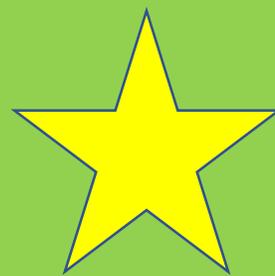
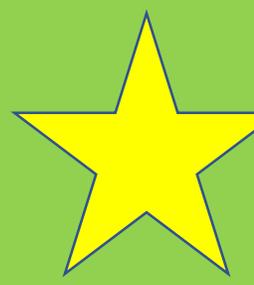


# Bordesley Green Primary School



We care, we create, we champion.  
Individually we succeed, together we  
excel.

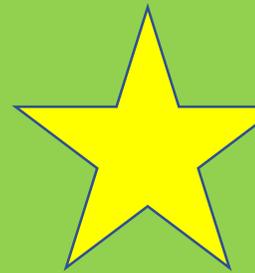
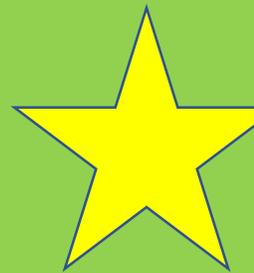




Bordesley Green Primary School



Welcome to Year 4



# Your Child's Team

The Year 4 Team

Mrs Weatherill



Miss Shaheen



Mr Bate



# Your Child's Team

Phase 3 (Y4,5 and 6)

Mr Miller



Headteacher  
Mr Holmes



# Parents

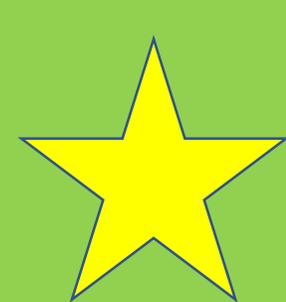


We want to support you as parents too. We recognise that some families from time to time need additional support and our parent ambassador can help. If you would like to talk someone about any worries you may have, or need more information on services that can support you in difficult times, please see our Parent Ambassador, or email:



[thehub@bordsgrn.bham.sch.uk](mailto:thehub@bordsgrn.bham.sch.uk)





# Online learning

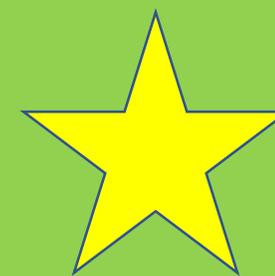
Please regularly use



**My Maths**

**TT**

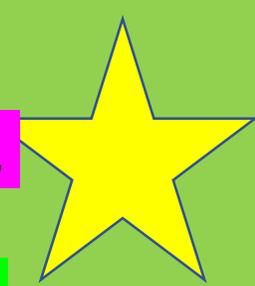
**Rock Stars**

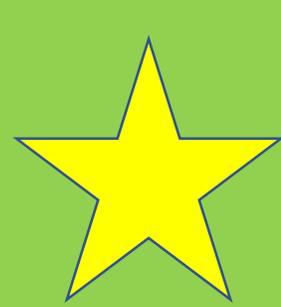




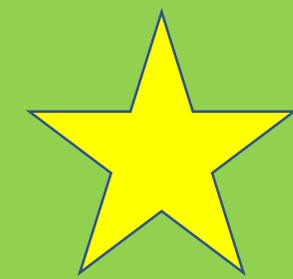
# Parents as Partners

Ways to support your child's learning journey:

- Reading: sharing and reading books together. Visiting the library.
  - Writing: helping learn spellings. Encouraging correct formation and size of letter in handwriting; correct use of grammar and punctuation; writing for a purpose ( lists, diaries, letters, descriptions, stories etc)
  - Maths: helping learn number bonds and time tables; telling the time; using money and measuring ingredients through cooking
  - Family Challenges: working together to research, make a model of or visit a place of interest.
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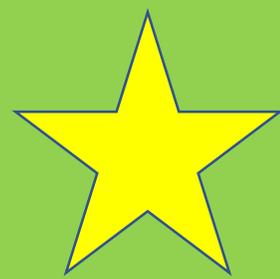
# Our School Values



- Resilience
- Empathy
- Self-control
- Perseverance
- Equality
- Courage
- Teamwork

## RESPECT

One child per class who has shown our school values in their good behaviour will be picked each week to receive an award from Mr Holmes





# Our School Rules

All children have the right to develop their potential and be safe and so must take on the responsibility of following our school rules.

We will:

**Use kind hands, feet and words to everyone**

**Be honest**

**Respect our equipment, school and grounds**

**Listen carefully and follow instructions**

**Work hard and help others to work hard too**

**Demonstrate self-control**

**Show empathy towards others**



# Our Positive Behaviour System

In keeping with our school motto, “Being Great Produces Stars”, children are rewarded with stars for following the school rules and for demonstrating positive learning behaviour in school.

In every classroom, we have a “Good to be Green” display, on which every child has a card and an aim to keep it showing “Good to be Green” at all times. This represents meeting behaviour expectations. At the end of each week, 5 stars are awarded to every child who has maintained this green through the week.





# Consequences

Staff will use the following process when dealing with inappropriate behaviours:

1. A verbal reminder of appropriate behaviour is given.
2. A blue card is given: children will miss 5 minutes of their playtime.
3. A yellow card is given : children spend 15 minutes in Time Out. (Children can work towards moving back to a green card from both a yellow and blue, by improving their behaviour choices and hence earn back their breaktime.)
4. Children can move onto a red card if their behaviour does not improve. A red card may be given straight away for the following incidents: violent behaviour, stealing, bullying, racism, deliberately damaging school property and equipment and persistent refusal to follow instructions given by an adult.
5. A red card will result in children missing 30 minutes of their lunch time in Time Out.
6. Parents will be spoken to by the class teacher regarding their child's behaviour after their first red card.
7. Further red cards will lead to more formal meetings between parents and class teacher, followed by members of the Leadership Team meeting with parents. By the fourth red card, children are put on a behaviour report card with the Headteacher.



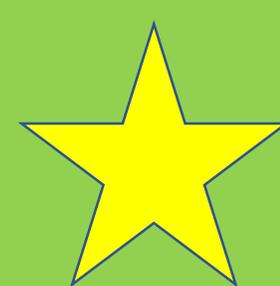


# Our Curriculum: broad, balanced and full of cultural legacy



At Bordesley Green Primary, we recognise that every child is on their own learning journey and we will strive to ensure that the children are supported to do the very best they can. As part of our recovery curriculum, we are looking forward to immersing the children in a **broad and balanced curriculum that reflects their cultural heritage.**

We will continue to deliver creative, engaging topics so that the learning is fun and purposeful. We will also weave relevant English or Maths objectives.



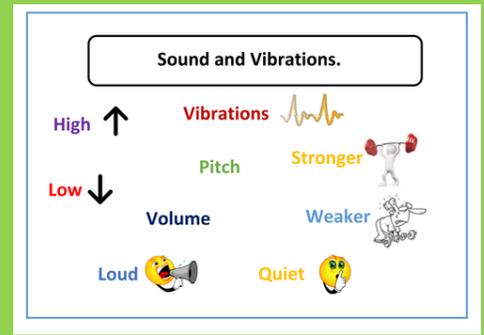


# Year 4 Wider Curriculum

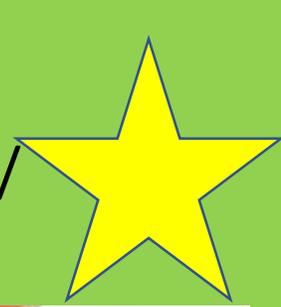
## Terrible Tudors



## Sound



## Meet the Flintstones/ Cultural Heritage



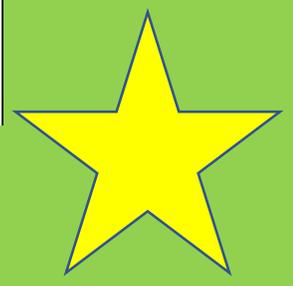
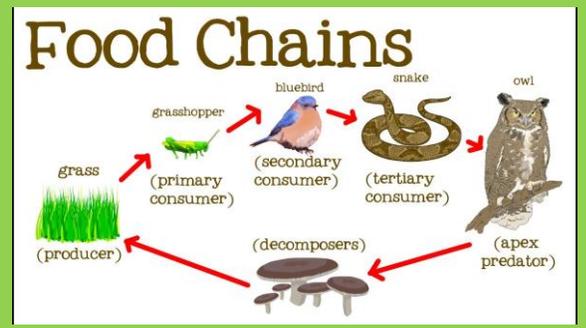
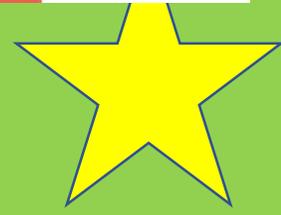
## Weatherwise



## High Voltage

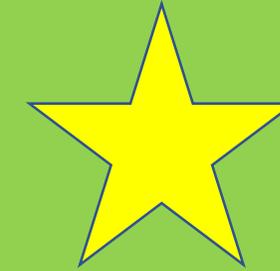


## All Creatures Great and Small





# Educational Visits (trips)

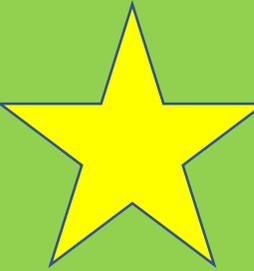


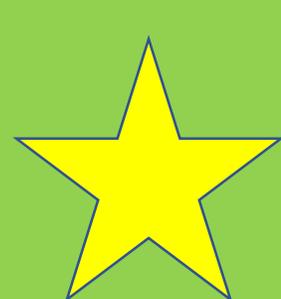
\* We provide as many learning opportunities as possible to enhance our children's education. All visits are linked to learning.



\* Information will be sent via email. You pay through Parentpay.

\* Consent letters have been completed by you as parents when your child started school.





# English

## Our Vision



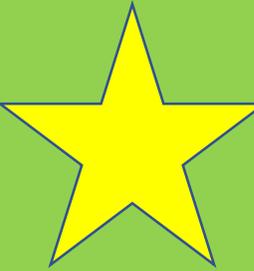
\*Every child will be challenged to reach their full reading and writing potential

\*Children to develop a love of literature that will guide them through their education enabling them to have natural curiosity and a thirst for knowledge.



\*Reading and writing will be interwoven throughout the curriculum

\*All children will have equal access to an English curriculum that is challenging, exciting and personalised



\*Children will be exposed to literature that represents who they are and allows them to establish their identity and cultural heritage



# Reading

## Year 4- End of year expectations for Reading

Pupils in year 4 will be taught to:

**Use dictionaries to check the meanings of words that they have read.**

**Identify themes in a wide range of books.**

**Discuss characters' feelings, thoughts and actions, giving reasons for these with evidence. (Be a reading detective)**

**Identify how language, structure and presentation give meaning.**

**Predict what might happen using what has already happened in the text**

**Recognise some different forms of poetry**

# Writing

Working toward expected standard

Make accurate use of present and past tense including simple, progressive and perfect forms

Use pronouns and nouns within and across sentences to aid cohesion and avoid repetition

Write narratives with a plot and a basic description of settings and characters

Spell correctly words that have been previously taught, including:

common exception words from KS1

previously taught homophones

those with known prefixes and suffixes

Use Standard English verb inflections, instead of local dialect forms (we were instead of we was; I did instead of I done).

Mostly correct use of capital letters and ending punctuation (?!)

Use phonic knowledge and morphology to make good attempts at, and check the spelling of, unknown words.

# Writing

## Working at expected standard

Make effective choices about using direct speech within narratives.

Write for real purposes and audiences, demonstrating understanding of the main features of different forms of writing.

Use paragraphs to organise ideas around a theme

Proofread for spelling and punctuation (based on criteria on this overview).

Write a range of sentences with more than one clause by using a wide range of conjunctions (*when, before, after, while, so, because, although*).

Express time, place, cause and enhance cohesion using adverbs (*soon, therefore, finally*) and prepositions, including prepositional phrases (*during the night, before breakfast, because of the rain*).

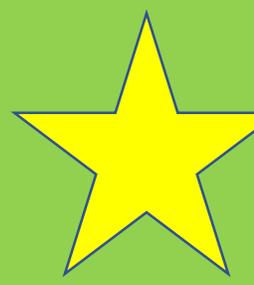
Use commas after fronted adverbials.

Correct spelling of words from the Year 3 / Year 4 spelling list.

Use inverted commas and other punctuation to indicate direct speech accurately.

Use apostrophes correctly (contraction, singular and plural possession).

Use joined up writing consistently, independently and fluently.



# Spelling

Spelling Lists Year 3 and 4			
Look and say	Look, say and write	Say and trace	Cover and write
accident		accident	
accidentally		accidentally	
actual		actual	
actually		actually	
address		address	



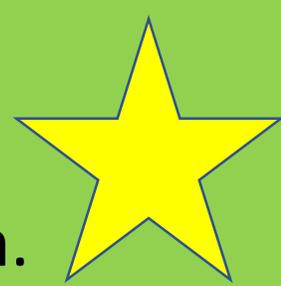
Spellings are personalised to your child. The children sit an initial test at the start of the year to identify any gaps or the next steps in their spelling knowledge. This forms the spellings they are sent home with. Please ensure you know when your child's spellings will be sent home and when they will be tested so you can support them at home. It is expected that parents actively work with their children to practise the weekly spellings that are sent home. Children will receive rewards for spelling words correctly during the test and in their work.





# Maths

## Our Vision

- 
- 
- \*All children will reach their individual mathematical potential.
  - \*All children will be confident, competent and able to reason.
    - \*All children will be able to explain 'how' or 'why' and identify how they could improve.
  - \*All teaching staff will teach competently and confidently, with secure mathematical and pedagogical knowledge, in order to maximise progress and attainment.
- 
- 
- 

# Maths



Maths is taught in a cycle. The same topics are covered at different points through each year, with children building gradually within each topic and also increasingly seeing how the different topics link together.

One of the key things we encourage, to help children with their maths, is to learn key facts. This includes facts like number bonds and times tables. If they “know” these without having to think about them, they can then focus their thinking power on more complicated problems and explain ‘how’ and ‘why’ (reasoning and problem solving). For this reason, we really value your support practising these facts at home. Children have individual logins for our online learning ~ My Maths.

# Maths

At the end of year 4 children should be able to:

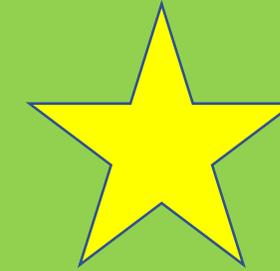
- Count in multiples of 6, 7, 9, 25 and 1000.
- Round any number to the nearest 10, 100 or 1000. Round numbers with one decimal place to the nearest whole number.
- Count backwards through zero to include negative numbers.
- Order and compare numbers beyond 1000.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- Recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths when dividing an object by a hundred and dividing tenths by

- Solve simple measure and money problems involving fractions and decimals to 2 decimal places.
  - Convert between different units of measurement (kilometres to metres)
  - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Plot specified points and draw sides to complete a given polygon.
  - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

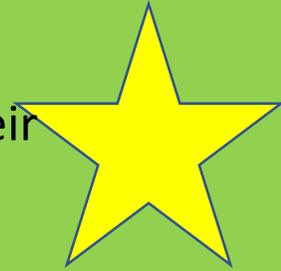


# Tests and Assessments

Teachers assess children all the time. Listening to their answers, observing them in lessons and marking their independent work all gives us valuable information about the things they can do and what they need to work on next.

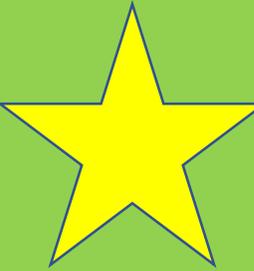


However, we do also use more formal testing at times to help build this picture of their achievement:



- At the end of Year 1 (June), children sit the Phonics Check
- In Year 2 and Year 6, children complete statutory national assessments in English and Maths during May
- In June, Year 4 will complete a statutory times tables test

We also use in-school tests at other times in the year for all other year groups to give us an understanding of what children can do independently based on the prior few months of learning.





## P.E

Children receive weekly P.E lessons and will require a P.E kit and trainers. They will be expected to have their kit in school and change for lessons. P.E kit will be sent home to be washed each holiday. For safety, jewellery or head scarves must not be worn.

# Working in Partnership-Our Website



## Parental Engagement

At Bordesley Green Primary School we value parents as partners, we believe that for children to reach their full potential parents/carers and school need to work together in unison.

We offer a wide range of opportunities for parents to part of their child's education. Our Parent Ambassadors offer a programme of classes for parents in our Community Hub. Please see the [Parent Ambassadors](#) page for further details.

In Reception, Year 2 and Year 6 parents will be invited to attend a meeting outlining the End of Year expectations for the appropriate year group and strategies and ideas on how they can support their child to reach them at home. This will be supported by an End of Year expectations document.

Parents' Evenings are held once a term and are a designated time for parents to speak to their child's teacher about their personal and academic progress however as a school we encourage an open dialogue with parents.

Parents of children with a special educational need also have a designated time with the school's Special Educational Needs Coordinator or her Deputy to discuss the child's progress. In addition, the school SENCO and Deputy are on the playground regularly checking in with parents.

### Workshops

Parent workshops can also be devised and delivered based on the schools key areas of focus.

## Home Learning

### Home Learning Packs: Spring Term 2021

Home Learning w/c Mon 1 March

- ▶ [Nursery Home Learning Pack](#) PDF
- ▶ [Reception Home Learning Pack](#) PDF
- ▶ [Year 1 Home Learning Pack](#) PDF
- ▶ [Year 2 Home Learning Pack](#) PDF | [Year 2 Spelling](#) PDF

Home Learning w/c Mon 22 February

- ▶ [Nursery Home Learning Pack](#) PDF
- ▶ [Reception Home Learning Pack](#) PDF
- ▶ [Year 1 Home Learning Pack](#) PDF
- ▶ [Year 2 Home Learning Pack](#) PDF | [Year 2 Spelling](#) PDF

Home Learning w/c Mon 8 February

- ▶ [Nursery Home Learning Pack](#) PDF
- ▶ [Reception Home Learning Pack](#) PDF
- ▶ [Year 1 Home Learning Pack](#) PDF



# Year 4 Homework

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- 
- Your child will be given home spellings to practise each week.
  - Your child will be expected to read for 10/15 mins each day ( discuss what they have read and summarise)
  - My Maths to complete online.
  - Each half term there will be Wider Curriculum tasks to complete to further their learning.



Homework is issued/ put online on a Friday giving children a week to complete.