



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



Mr Bate

Miss Holloway

Ms Hanif



Mrs O'Neill

Mrs Heer

Your Child's Team



Phase 3 (Y4,5 and 6)

Mr Miller



Miss Pennington
(until October)



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



Mrs Iqbal





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.
- 
- 
- 
- 
- 



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

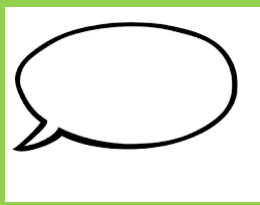


Our Positive Behaviour System

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

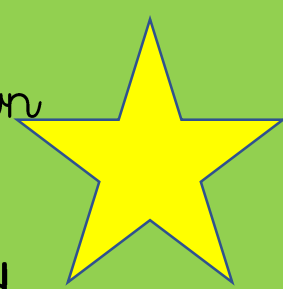

Staff will use the following process when dealing with inappropriate behaviours:

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.








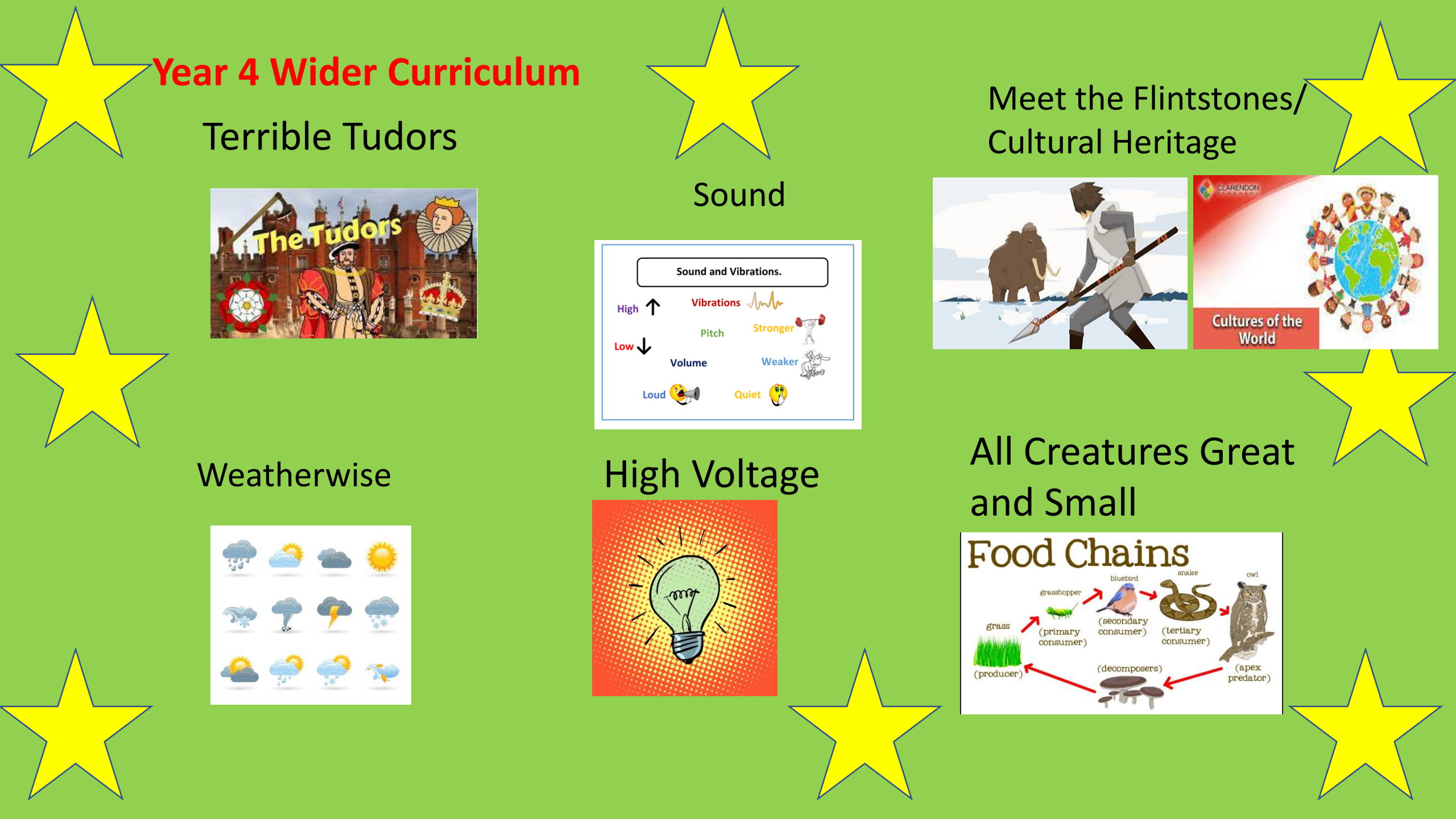
Our Curriculum: broad, balanced and full of cultural legacy



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.**

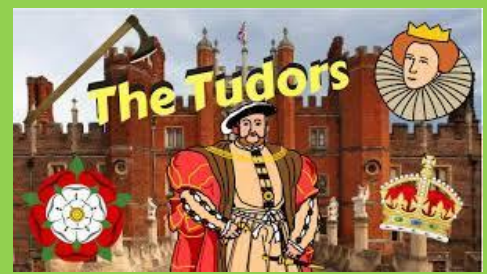
We will continue to deliver creative, engaging topics so that the learning is fun and purposeful. We will also weave relevant English or Maths objectives.



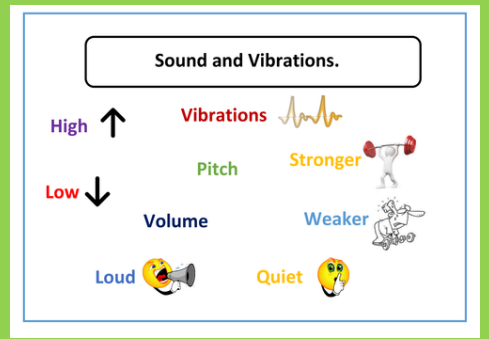


Year 4 Wider Curriculum

Terrible Tudors



Sound



Meet the Flintstones/ Cultural Heritage



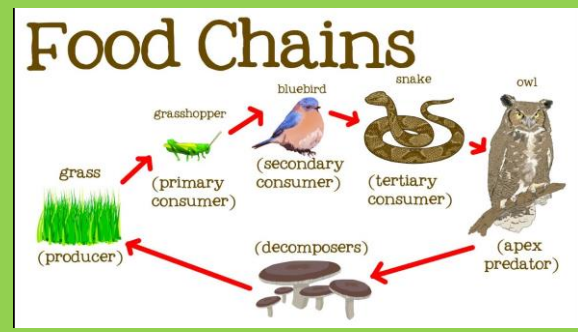
Weatherwise



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.

Y4 Trips:

~ Blakesley Hall Tudor House

~ Green Lane Mosque










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 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	






Spelling

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 decimals 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 context deciding which operations and methods to use and why
- Recall multiplication and division facts for multiplication tables up to 12×12
- 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-metre)
- 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.

Could all PE kit have your child's name on

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

- 
- 
- 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.



Children need their homework book on this day



SchoolPing is the **free app** that we use to communicate with all parents.

Please make sure you have downloaded it and can receive messages and have **notifications** turned on.



Attendance and punctuality

Please make sure your child is in school as much as possible.

If they miss time off school, it does have an impact on their learning.

Mr Miller will be meeting with some parents and children to set targets for this year.

If you are worried about your child's health, please speak to us.

**4 days
Absence**

**7 days
Absence**

**10 days
Absence**

**15 days
Absence**

**16 days
Absence**

**19 days
Absence**

Pupil's attendance is at risk of becoming a concern.

Class teacher will discuss attendance with parents.

Early intervention considered where there is a history of low attendance or a recognisable pattern of absence.

Concerning levels of child absence.

Stage 1 letter sent out when attendance drops to 96%.

Phone call or conversation with parents if there is no improvement.

Possible early help support offered.

The child is at high risk of Persistent absence

Stage 2 letter sent out requesting parents attend an informal meeting with a senior member of the attendance team to discuss concerns.

Where absence to date has been authorised a medical evidence letter will be issued.

Early Help support reviewed or offered.

The child is at serious risk of Persistent absence.

FAST Track proceeding start.

Stage 3 (SARM) letter sent to parents.

Attendance leader formal meeting with parents (SARM).

Review early help and previously agreed actions.

Agreed attendance plan put in place.

The child is at serious risk of Persistent absence.

Formal warning notice sent to both parents following an additional unauthorised absence.

Pupil's attendance monitored on a daily basis.

Continued internal programmes of support

A multidisciplinary approach to be considered and offered.

The child is now considered a Persistently Absent child.

Persistent Absence is when a pupil enrolment's overall absence equates to 10 per cent or more of their possible sessions.

Over an academic year this equates to 19 days.

At this stage the child will be PA for the remainder of the school year.

If criteria has been met a referral to the Birmingham Attendance Legal Intervention Team will be made which could result in a penalty notice being issued and/or court proceedings being taken.

Safeguarding referrals at this stage can be made.

The child and family will continue to be supported.

Thank you so much



We hope this information has been useful and please don't hesitate to ask any questions.

Parents have always been a valuable part of our Bordesley Green Primary Community.

You have always been generous with your time and efforts in supporting the children.

