

**ST MARY'S CE
PRIMARY SCHOOL
PARENT
INFORMATION
ACADEMIC YEAR
2022 TO 2023
YEAR 4E**



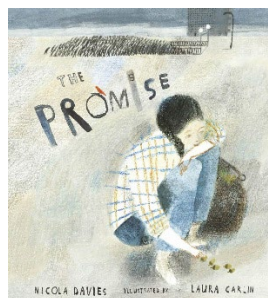
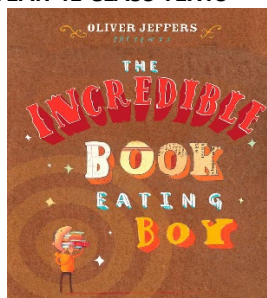
WELCOME TO YEAR 4E

ROLE	NAME OF STAFF MEMBER
Class Teacher	Mr English
Teaching Assistant	Mrs Janvaria

WHAT WILL MY CHILD BE LEARNING IN YEAR 4E?

English, mathematics and science are the core subjects in primary education. The National Curriculum sets out in detail what must be taught in each of these subjects, and they will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: art, computing, design and technology, foreign languages (age 7+ only), geography, history, music, PHSCE and physical education. Please see the attached curriculum map document for more detail.

YEAR 4E CLASS TEXTS



HOMEWORK

Pupils in Year 4E should read at home with an adult every day and adults should write comments in pupils' home/school diaries. Written homework will now be completed in homework books and not using Microsoft Teams (unless self-isolating).

Your child will receive:

- a reading scheme text at an appropriate reading age and comprehension level;
- an independently chosen class library text;
- a KS2 decodable text at an appropriate phonics phase and age-related interest level (if receiving phonics intervention);
- basic skills-type homework, like spelling and times tables practise;
- a homework book in which to complete the homework.

The combination of tasks will approximately meet the suggested time and frequency of set tasks given in DfE guidance of one and a half hours per week.

In the unfortunate event of reading books/diaries being lost, you will be notified and a £5.00 charge per item will be requested from the school to restock the lost item.

STATUTORY TESTS

MULTIPLICATION TABLES CHECK (MTC)

The MTC is statutory for primary schools this year. Schools have a three-week window in June to have their Year 4 children sit the MTC. The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. Please practise times tables with your child every day, even if it's for just a few minutes!

DAILY ROUTINES

Time	Routine
7:00am	Site Manager unlocks school
7:45am	Breakfast Club Opens
08:30am	Breakfast Club stops serving food
8:30am	All staff have arrived in school
08:50am	Year 4E arrival
09:05am	Lessons begin/Assembly begins
10:15am	Break time (15 min)
12:10pm	Lunch time (50 min)
15:25pm	Year 4E end of school day
16:30pm	End of extra-curricular activities
17:30pm	Site Manager locks school

SCHOOL UNIFORM

We believe that children who take care and pride in the way they look also take pride in their work. The school encourages all pupils to identify with the school dress code as this engenders a sense of belonging. We ask for parental co-operation in ensuring that pupils are suitably dressed, and that high standards regarding school uniform will continue.

Our uniform consists of the following:

- Blue sweatshirt or cardigan embroidered with the school logo (available from the Main Office);
- Grey or black trousers, skirts or knee length shorts;
- Pale blue polo shirt;
- Black shoes (not trainers);
- Blue/white check dresses may be worn in warmer weather;
- Socks must match and be grey, black or white;
- Tights must be grey or black.

PE KIT (INDOOR)

- School's PE T-shirt (available from the Main Office)
- Navy blue or black shorts
- Black pumps

PE KIT (OUTDOOR)

- School's PE T-shirt (available from the Main Office)
- Dark coloured tracksuit
- Trainers

PE kit can be brought in on Monday and left in school until Friday if you wish.

FOOTWEAR

The school wants all children to grow into healthy adults. We believe that it is dangerous for children to wear shoes with platform soles or high heels in school, so we do not allow this. Neither do we allow children to wear trainers to school; these are appropriate for sport or as leisurewear, but are not in keeping with the smart appearance of a school uniform. Therefore, we require all children to wear black shoes in school.

JEWELLERY

On health and safety grounds we do not allow children to wear jewellery in our school. The exceptions to this rule are ear studs in pierced ears only and a watch. We ask the children either to remove these items during PE and games or cover them with a plaster (supplied by the parent/carer) if they cannot be removed.

HAIR

- Extreme hairstyles are not permitted.
- All hair that is collar length or longer should be tied up with hair accessories that are simple, plain and dark in colour.
- Decorative patterns should not be cut into hair.
- Hair should not be coloured or dyed.
- Any head scarves should be either blue, black or grey and only worn for religious purposes.

ATTENDANCE

If a child of compulsory school age is registered at a school it is essential that they attend their school regularly and maintain a pattern of good attendance throughout their school career. Excellent attendance at school is important to allow a child to fulfil their potential. Every single day a child is absent from school equates to a day of lost learning. Attendance percentages can be misleading.

ATTENDANCE	DAYS MISSED	JUDGEMENT
100%	0	Above
95%	9	Expected
90%	19	Below

BEHAVIOUR

WHAT CAN I DO?

- Get to know the school policy about promoting good behaviour and support it.
- Encourage your children to follow the school rules and to show respect for other pupils, school staff and property.
- Make sure their children have all they need for school and have done their homework.
- Respond quickly to concerns raised by the school.
- Make every effort to come to parent/carer evenings and workshops.

- Treat school staff with the respect you would expect to receive.
- Tell your teacher immediately if you are concerned about your child.

WHO SHOULD I TALK TO IF I HAVE CONCERNS ABOUT MY CHILD?

The school operates an 'open door' policy providing opportunities to speak to a member of the staff team. However, your first port of call is to Mr McGinlay, who may sign post you to the relevant staff listed below. If your concern is more urgent, a member of the Senior Leadership Team are available to speak to via the Main Office.

CONCERN	POINT OF CONTACT	ROLE
Urgent	Diane Jeffries	Head teacher
	Emma Pilling	Deputy Head teacher, EYFS and Key Stage 1 Lead
	Ross Powell	Deputy Head teacher
	Samantha Walker	Assistant Head teacher, Key Stage 2 Lead
Behaviour	Ross Powell	Behaviour Lead
Home Issues	Paula Cox	Home/School Liaison Lead
Emotional Health	Janet Ash	Wellbeing Lead
Finance	Suzanne Robinson	Business Manager
Special Educational Needs (SEND)	Emma Pilling	SENCo Y5/Y6
	Jennifer Hayes	Assistant SENCo Y2/Y3/Y4
	Anna Newman	Assistant SENCo EYFS/Y1

SCHOOL TRIPS

Your child will be going on a trip this year as part of their topic. Year 4E will be going to...

DINNER/SNACK MONEY

- Dinner Money is £11.50 per week.
- Snack Money is £2.00 per week.
- Please send these in every Monday morning with your child (in an envelope with your child's full name and class).

MISCELLANEOUS INFORMATION

- Newsletters are sent out on a monthly basis.
- Please refer to the school's website for additional information including policies at <https://www.st-marys-deane.bolton.sch.uk>.
- Parents/Carers are respectfully asked to read the Parent Code of Conduct available on the school's website.
- The use of mobile phones is not permitted on the premises.
- Smoking is banned on the premises.

YEAR 4 CURRICULUM MAP									
	AUTUMN			SPRING			SUMMER		
SCIENCE	LIVING THINGS AND THEIR HABITATS Text – <i>Promise by Nicola Davies</i>		ANIMALS INCLUDING HUMANS Text – <i>Incredible Book Eating Boy Oliver Jeffers</i>		STATES OF MATTER		SOUND		ELECTRICITY
COMPUTING	DIGITAL CITIZENSHIP - ONLINE SAFETY Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		DIGITAL LITERACY Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.		COMPUTER SCIENCE Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information			INFORMATION TECHNOLOGY Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	
	ART	LEONARDO DA VINCI			CHRISTOPHER WREN ARCHITECT			PAUL KLEE	
EXPLORING AND DEVELOPING IDEAS		EVALUATING AND DEVELOPING WORK	DRAWING	PAINTING	PRINTING	TEXTILES/COLLAGE	3D FORM	BREADTH OF STUDY	
DESIGN TECHNOLOGY	HEALTHY SNACKS			VEHICLES			TEXTILES		
	Design: Developing Planning and Communicating Ideas.				Evaluating Processes and Products				
GEOGRAPHY	A Region in a European Country Text – <i>The Mystery of the Mona Lisa by Pat Hutchins</i>				Rivers Text The Nile – <i>River in the Sand by Molly Aloian</i>				
HISTORY	Ancient Egyptians Text – <i>Egyptian Cinderella by Shirley Climo</i>				Ancient Greece Text – <i>Who Let the Gods Out? By Maz Evans</i>				
MUSIC	DESCRIBING		TRANSCRIBING		EXPLORING AND COMPOSING			SINGING, PLAYING AND PERFORMING	
PHYSICAL EDUCATION	Swimming	Rugby (Coach)		Dance	Gymnastics (Coach)		Athletics		Cricket Field/Striking (Coach)
RELIGIOUS EDUCATION	What makes a good leader?	How do Christians around the world celebrate Christmas?		What is bar/bat mitzvah?	Why do people choose to give up the things they enjoy during Lent and Ramadan?		What impact did Jesus have on the disciples?		What have I learned about different religions?
PHSCE	BEING ME IN MY WORLD	CELEBRATING DIFFERENCE		DREAMS & GOALS	HEALTHY ME		RELATIONSHIPS		CHANGING ME
ENRICHMENT	HEALTH AND WELLBEING First Aid Links: Science			RELATIONSHIPS Peer Pressure Oracy/Debate/Enquiry Led Learning Managing risk in familiar situations and the local environment; Social Media and staying safe online.			LIVING IN THE WIDER WORLD What jobs would we like? Links: Year 3 Careers and Aspiration Links to Year Three/Careers and Aspiration		
	HEALTH AND WELLBEING Healthy Habits v Unhealthy Habits Being Active (The Daily Mile), Healthy Food and Drinks, Anti-Smoking, Screen Time								

