

Welcome to Year 4 (Kestrels) Curriculum Meeting



Welcome



Staff

Teachers:

- Mrs Knock
- Mrs Ekoku (covering my non-contact time)
- Mrs Pascal – SENDCo
 - *Inclusion role and might be in touch with parents even if a child does not have SEN*
 - *Provides wellbeing support and behaviour support*

Support staff:

- Mrs Dalgliesh
- Mrs Adil



Attendance

- The school gates open at 8.30am
- The school day starts at 8.40am
- If children arrive after 8.40am, they are marked as late
- Being late can cause children to feel anxious if they are coming into the classroom when everyone is settled and starting their work
- Being late or missing school regularly, can affect progress in learning, friendships and social interactions
- The school will be in touch if lateness or absence causes concern so that help and support can be put in place



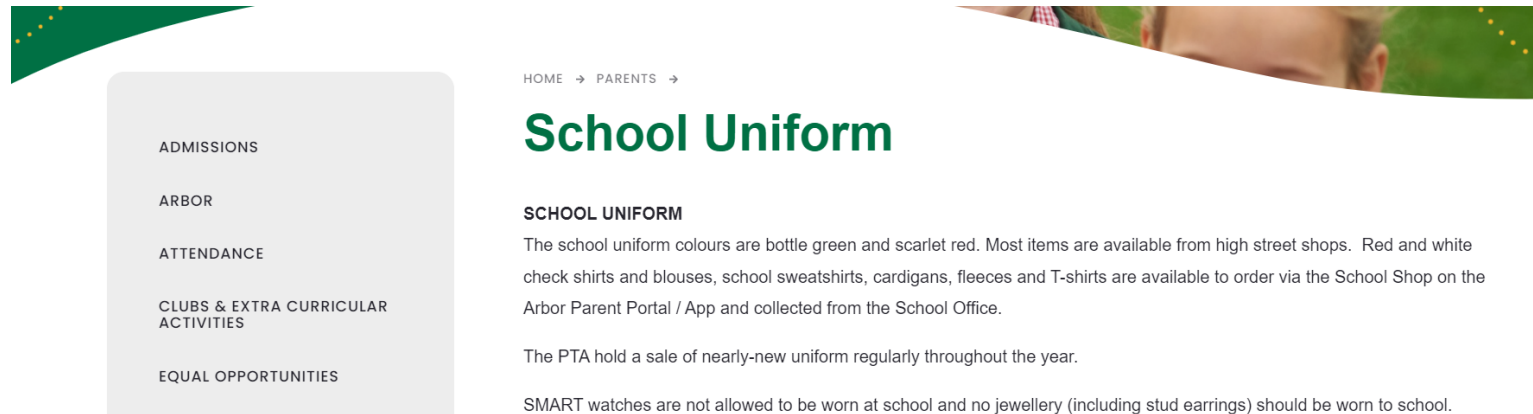
Attendance

- Research from the DfE found that pupils who performed better at the end of primary (Y6 SATs) and secondary school missed fewer days than those who didn't perform as well.
- When pupil attendance falls below 90% (equivalent of missing one day a week), the school will be in touch with families about support or referrals to improve the attendance.
- Holidays during term time are not authorised and penalty notice fines may be issued via the local authority.
- If your child is too unwell to attend school, please inform the office by 9.30am at the latest, providing details of illness.



Uniform and PE Kit

The full uniform list is on the [school website](#):



- **Plain black shoes/trainers** on non-PE days
- **No jewellery, including stud earrings**
- **Wrist watches only, no SMART watches**

- **Our PE days are Wednesday (changing to Monday after half term) and Friday and the PE uniform list is:**
 - Plain red t-shirt or school red t-shirt with school logo
 - Black shorts (not branded)
 - White socks
 - Trainers
 - Plain black hoodie



School Values and School Rules

Aim High, Achieve More



- I am safe
- I use kind words and actions
- I try my best
- I look after my school and environment

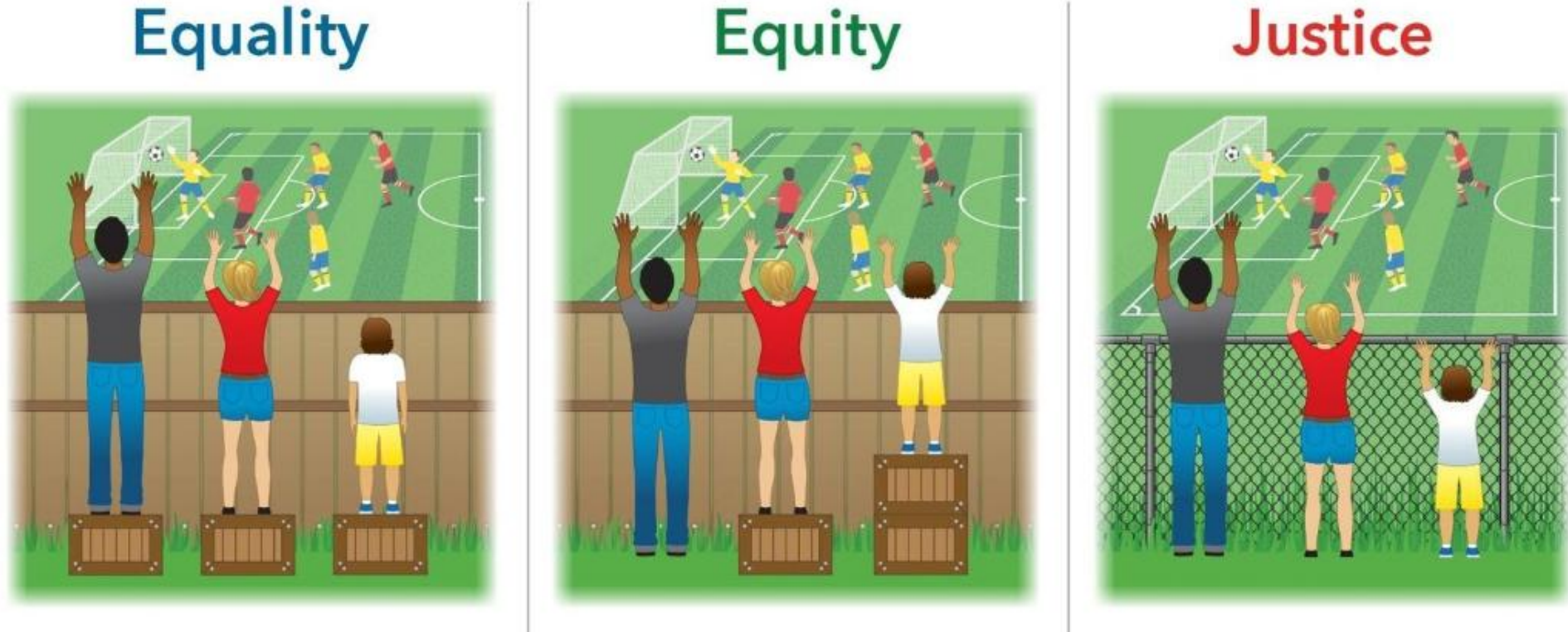


School Rules and Behaviour

- *Behaviour is learning and can impact learning*
- *We support children being able to understand positive/negative behaviour*
 - *Zones of Regulation*
 - *Making correct choices*
 - *Restorative approach*
 - *Recognising and celebrating*
 - *Removal of responsibilities*
- *Formal steps to support improvement*
- *Every child at different stages and every child needing different types of support*



Learning Support



"Interaction Institute for Social Change | Artist: Angus Maguire."

Aim High, Achieve More



Learning – Whole School Focus

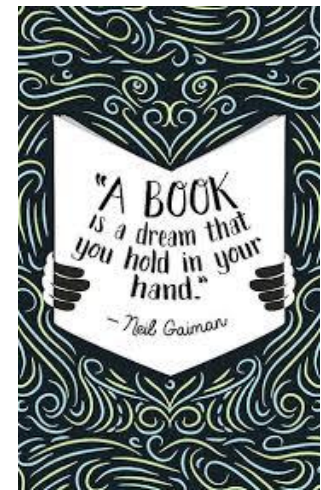
- Sense of belonging (Equity, Diversity, Inclusion) Rachel Macfarlane
- Positive behaviour for learning
- Maths – recall
- Spelling
- Quality First Teaching
 - For all - using strategies that specifically help some, will not hinder others.
- Less time out of lessons (dumping knowledge at the door)
- Maximising pupil progress – high expectations for all



Reading

- Whole class reading comprehension sessions 2-3 times a week
- Inference and understanding developed in tandem
- Children change their books independently in the library from their assigned level.
- Daily reading at home – at least 15 minutes including discussion.
- Please record in the diaries
- Encourage variety of genres and authors - <https://www.thereaderteacher.com/>

The more that you read,
The more things you will know.
The more that you learn,
The more places you'll go.
-Dr. Seuss





Reading - by the end of Year 4...

- **Read all Y3/4 statutory words fluently**
- **Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books**
- **Use dictionaries to check the meaning of words** they have read
- **Identify themes and conventions** in a range of books (e.g., the triumph of good over evil)
- **Discuss words and phrases that capture the reader's interest and imagination**
- **Recognise different forms of poetry** (e.g., free verse, narrative poetry)
- **Retrieve and record information from non-fiction**
- **Summarise main ideas** from more than one paragraph
- **Draw inferences** such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **Predict what might happen from details stated and implied**
- **Participate in discussions about books**, taking turns and listening to what others say



CUSP Spelling

- **Taught in 2-week blocks.** Each block includes the study of key spelling concepts. (We call them concepts and not rules because there are simply too many exceptions to any pattern for it to be a rule)
- The curriculum is **not built around the rote memorisation** of spelling 'rules'; focus is building on what pupils have learnt through Phonics lessons and teaching them to seek patterns and reason about how to spell new or unfamiliar words
- No weekly spelling tests, or word lists to learn
- Weekly tasks will be sent home - linked to the learning completed in class
- Spelling and dictation test at the end of each term





English



Talk for Writing approach



Grammar – through our
writing and discrete lessons



Spelling – CUSP



Handwriting – joined, cursive
script



Maths

Number and place value to 10,000

4 rules and standard written methods (+, -, x and ÷)

Fractions and decimal equivalents

Measures of length, mass and capacity

Area and perimeter

Money

Names and properties of 2D and 3D shapes

Position and direction

Problem solving



Maths - by the end of Year 4...

Maths

Number and Place Value

- Count in multiples of 6, 7, 9, 25, and 1,000
- Find 1,000 more or less than a given number
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones)
- Order and compare numbers beyond 1,000
- Round any number to the nearest 10, 100, or 1,000

Addition and Subtraction

- Add and subtract numbers up to four digits using formal written methods where appropriate
- Estimate and use inverse operations to check answers
- Solve two-step addition and subtraction problems in contexts

Multiplication and Division

- Recall and use multiplication and division facts up to 12×12
- Use place value, known and derived facts to multiply and divide mentally
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding



Year 4

- Multiplication Check
 - Statutory assessment from the DfE for all Year 4 pupils across the UK in summer 2024
 - All questions are what x what = ? format
 - Practice verbally with children at home
 - In school daily online practice
 - Weekly written x tables test
- Horniman Museum – November
- Swimming – Spring 2025 (more information to follow)
- Half-Day Theatre Exchange – Anglo-Saxons and Vikings Date TBC



The Wider Curriculum



Autumn:

History - Ancient Egyptians (Horniman Museum visit)

Science - Electricity

States of matter (solids, liquids and gases)

DT - Design and make an electronic board game

Forest School/Outdoor learning

Spring:

Geography - Tatsfield village local area study

India (contrasting location)

Science – Sound

DT - Soup making



Summer:

History - Vikings and Anglo Saxons

Science - Animals and their habitats

The digestive system and teeth

DT - Making a device case





THE 3 TIERS OF VOCABULARY

TIER 3

low-frequency words that are content specific

TIER 2

robust, high-frequency words that students encounter across the content areas and topics. Tier 2 words often have multiple meanings and are referred to as academic vocabulary words.

TIER 1

basic, familiar words that are commonly used by most students in everyday conversation



Keeping Parents Updated

- **Termly Open Mornings**
(advertised in the newsletter and on Sneak Peeks)
8.30am-8.45am
A chance to come into the classroom and see the children's learning throughout the year
- **Class Learning Assemblies**
- **Parents' Evenings** (Autumn, Spring)
- **End of year report**



Sneak Peeks!

Share with your child what learning is coming up in the week ahead – talk about their learning with them

Key events

Photo of work or children engrossed in their learning



KESTREL CLASS NEWS A PEEK AT OUR WEEK



WEEK 1: 8/9/25 — 12/9/25

THIS WEEK'S LEARNING

Writing:

Create an image using abstract nouns and form a poem.

Read and learn our new story map.

Reading:

Understand the effect of the text on the reader.
Retrieve key facts from a text.

Mathematics:

Representing and partitioning numbers to 10,000

Science:

Exploring existing ideas about electricity.

History:

Begin our study of the Ancient Egyptians, identifying where they appear on a historical timeline.

Understand the importance of the River Nile.

Art:

Sketch our self-portrait focussing on line, tone and shade.

CONTACT INFORMATION

Year 4 team:
year4@tatsfieldtc.co.uk
www.tatsfieldtc.co.uk

IMPORTANT DATES:

- Rocksteady lessons begin: 8/9/25
- Forest School for Year 4: 10/9/25
- Year 4 parent Welcome Meeting at 4.30pm and on TEAMS: 10/9/25
- STEM Gatwick Airport event KS2 - 16/9/25
- Fairtrade Fortnight: 22/9/25—2/10/25
- Year 4 Open Morning at 8.30am-8.45am: 2/10/25. All parents welcome.

WEEKLY SNAPSHOTS!!



We learnt about and sequenced some key events in the Ancient Egyptian civilisation.

Aim High, Achieve More



Homework at Tatsfield

- **Home reading every day** (reading record to be completed)

Individual homework books/folders:

- **Spellings** (CUSP), times tables and other English and Mathematics tasks to support a child's recall of facts
- Homework is given to pupils to reinforce and support their learning in school
- They should be able to complete homework independently
- Support can be offered if children are struggling to complete homework



Homework

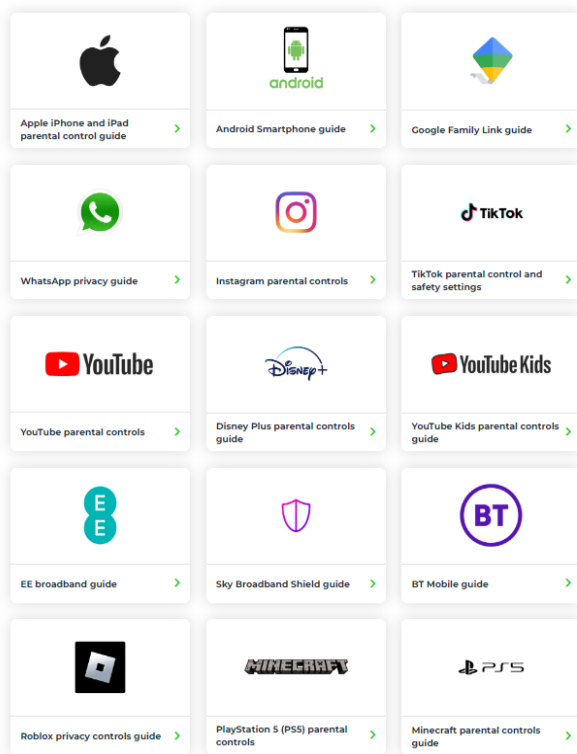
- Daily reading is **VITAL**
- Learning x tables and related division facts
- Maths & CUSP spelling— set every Thursday to be completed and returned on the following Tuesday (or earlier!)
- Time spent on home learning – 20 mins for each task
- Independent research projects(Ancient Egypt) – more details soon!



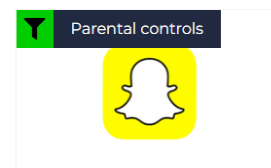


Online Safety

- Acceptable Use Agreements – follow these rules
- Links with Behaviour Policy (online/in real life) - consequences
- Age restrictions and parental controls



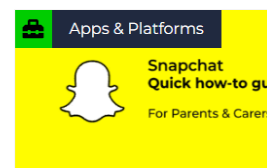
[Parent Control Guides](#)



Snapshot privacy settings guide

Snapshot Parental Controls | Internet Matters. Snapchat tips and advice to keep children safe while using the platform. Social media.

[READ MORE](#)



Snapchat safety: What parents need to know

How to stay safe on Snapchat: Parent guide | Internet Matters. Learn more about the platform, how it works, and more to help keeps teens safe on Snapchat.

[READ MORE](#)

[Snapchat guide for parents \(13+\)](#)



[WhatsApp Guide for parents 13+](#)



Pastoral Support

Class based staff all work together for the wellbeing of the children.

Please keep me informed of anything you think may affect your child. I will make contact with home. Let's work together!

Mrs Pascal – SENDCo

Therapists, wellbeing support





Year 4



Amazon Wish List **coming soon:**

- Classroom resources
- Soup making!
- Books

*thank
you*



Keep in touch!

Safeguarding – get in touch with any changes of pick up/important family updates

Try the website for information first (if what you're looking for is not on the website, let us know. Other people may be looking for it too)

Year 4's email address: year4@tatsfieldtlt.co.uk

Office email address: school@tatsfieldtlt.co.uk

Speak to staff with any questions, comments or celebrations



Here's to a
great year!

A Year of

A W E S O M E !