



# WELCOME TO YEAR 4

Information PowerPoint  
Autumn 2023

# Meet the Year 4 Team



**Mrs Hay**  
Class Teacher



**Mrs Dawson**  
Class Teacher



**Mrs Hunt**  
HLTA



**Mrs Loder**  
1:1 TA

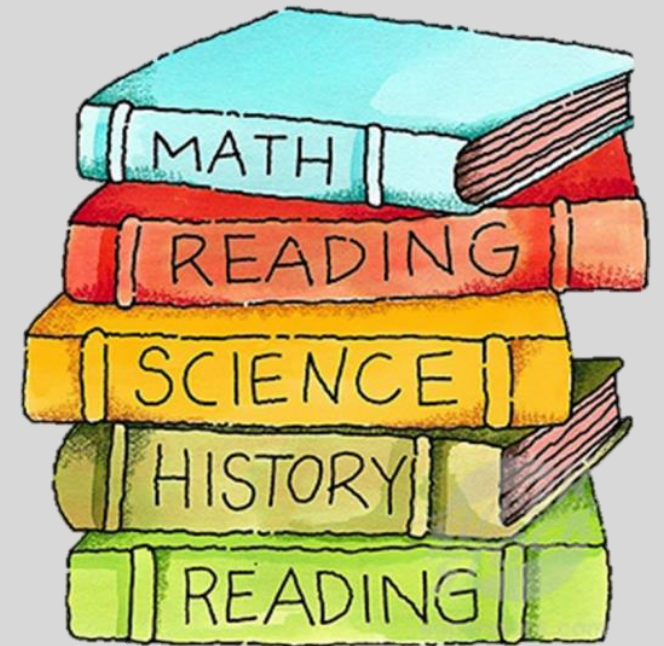
# Our Classroom





# Year 4 Timetable

Time	Activity
8:40-8:50am	Morning Activity
8:50-9am	Registration
9-9:40am	Guided Reading
9:40-10:30am	English
10:30-10:45am	Breaktime
10:45-11:45am	Maths
11:45-12noon	Whole Class Read
12-1pm	Lunchtime
1-1:25pm	Spelling
1:25-2:55pm	Foundation Subjects
2:55-3:15pm	Assembly
3:20pm	Home



# Our Learning Journeys

## Year 4 Curriculum Map



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Science</b>	Electricity	States of Matter	Sound	Living things and their habitats	Animals, including humans	
<b>History</b>			Roman Empire	Corfe Castle		Tudors- Henry VIII
<b>Geography</b>	Europe	Mountains and Volcanoes			Enough for Everyone	
<b>Art and Design</b>			Sculpture- Roman Pottery	Painting- Landscapes		Drawing- Portraits
<b>Design and Technology</b>	Structures- Frame Structures	Electrical Systems			Food	
<b>PE</b>	Fundamentals Gymnastics	Dance Hockey	Ball Skills Y3/4 Netball	Ball Skills Y3/4 Basketball	Athletics OAA	Rounders Cricket
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Safety</b>	Electrical Safety	Body Safety	Road Safety	Stranger Danger	Rail Safety	Water and Beach Safety
<b>RE</b>	Beliefs and Practices- Judaism	Incarnation- Christianity	Creation- Christianity	Salvation- Christianity	Gospel- Christianity	Passover- Judaism
<b>Computing</b>	Computer Systems and Networks		Programming 1	Programming 2		Creating Media
<b>Music</b>	Interesting Time Signatures	Combining Elements to make music	Developing Pulse and Groove	Creating simple melodies together	Connecting Notes and Feelings	Purpose, Identity and Expression in Music
<b>French (MFL)</b>	Chez Moi	Je Me Présente	En Famille	Au Café	En Classe	La Maison Tudor

# Year 4 Residential

## Leeson House

Tuesday 7<sup>th</sup> & Wednesday 8<sup>th</sup> May 2024



Further details will follow when we hold a meeting around March time to discuss payment options and further details.

**Last year's cost £65**

# Homework

Each week, children in KS2 receive homework. This is a bridging step to support the preparation for middle school and the expectations middle schools have.

Initially, this homework will be very short and brief to help get the children into the routine of completing and handing it in.

Homework is given out on a Friday and handed in on Wednesday (or before if you prefer). Homework will reflect many different areas of the curriculum and will often be in response or prepare for learning in school.

## Each Week

Piece of English, Maths or topic-based learning (in purple book)

Reading x 3 a week (in homework log)

Spellings (in spelling log)

Times Tables (Maths Rockstars)





# Reading at Home- Books



Children will bring home a **Learn to Read** book that is colour banded. The read-a-thon money raised last year was spent on lots of brand new books that we are sure you have enjoyed throughout year 3.

**Colour bands for Years 3 and 4**  
**are:**

- Brown 8
- Brown 9
- Brown 10
- Brown 11
- Grey 12
- Grey 13
- Grey 14
- Dark Blue 15
- Dark Blue 16
- Dark Red 17



## **Love to Read Book**

A book chosen by your child from the library to share together at home.



# Reading at Home- Reading Records



## Learn to Read Book

This is the book we would love to see recorded in your reading record **at least x3 per week**.

You can of course log other reads from perhaps your library book or even your own books but this is the one we really want to see logged.

Reading with and encouraging your child to read is one of the most important things you can do to help at home. We will keep a weekly check of who is reading at least x3 times per week, please do let us know if you want any further support. We are always happy to help!

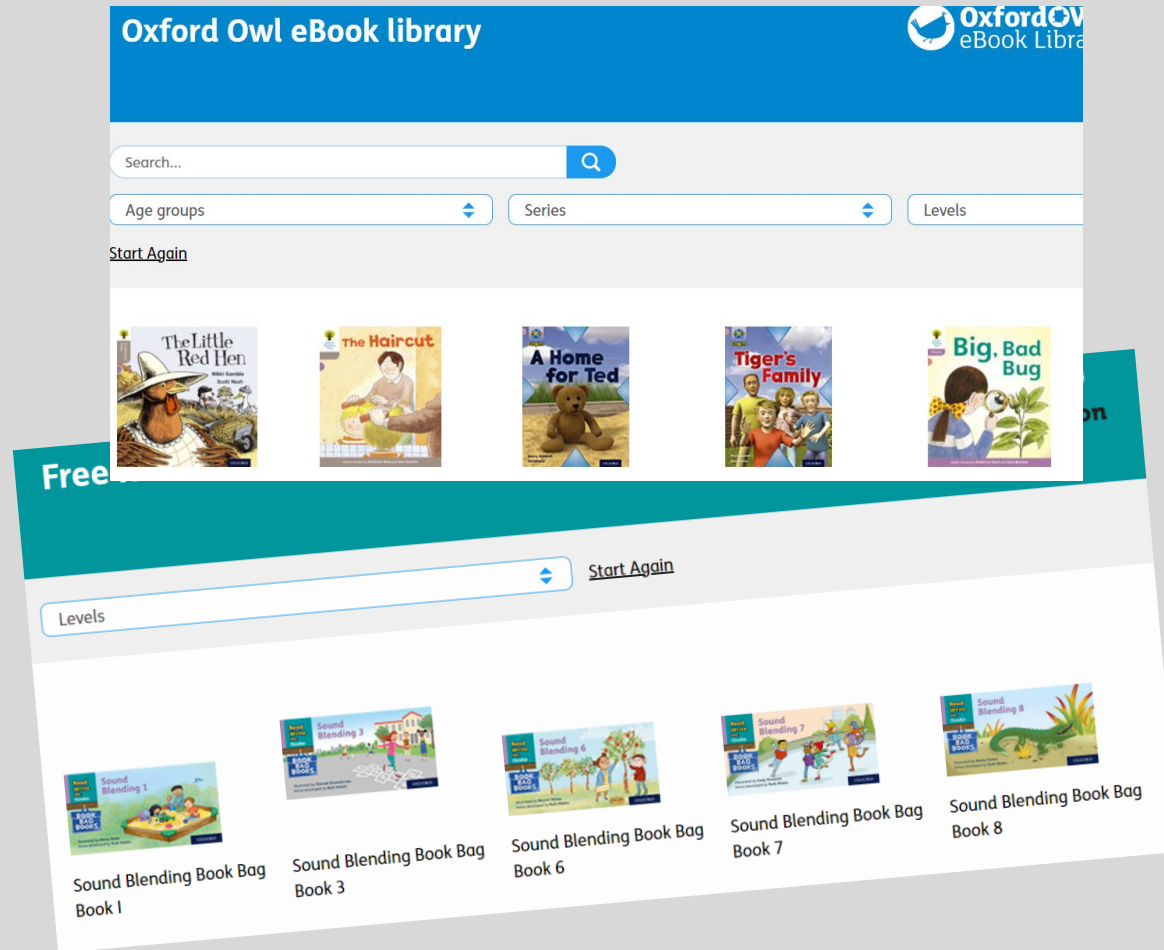
## Examples:

\*A signature and tick three times stating you have simply read the book is great!

\*Children can record the title, date and number of pages they have read at each read and you can just sign.

\*We encourage the children to change their books weekly to ensure they read a variety of texts although we understand children reading lengthy titles will need longer to finish a book.

# Reading at Home- eBook Library









Access a wide  
range of ebooks on  
the Oxford Owl  
website too!

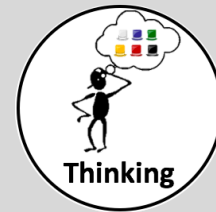
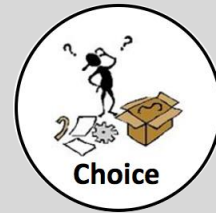
Login  
(oxfordowl.co.uk)

Username: Yr4Hen  
Password: frog

# English- Reading

The children will read as a class every day. As the children's word reading becomes more fluent, the focus becomes more on their understanding of what they have read.

<b>Vocabulary</b> Find and explain the meaning of words in context 	<b>Infer</b> Make and justify inferences using evidence from the text 	<b>Predict</b> Predict will happen based on the details given and implied 	<b>Explain</b> Explain how content is related and contributes to meaning as a whole Explain how meaning is advanced through language choice Explain themes/patterns 	<b>Retrieve</b> Retrieve and record information and identify key details from fiction and non-fiction 	<b>Summarise</b> Summarise the main ideas from more than one paragraph 
<ul style="list-style-type: none"> <li>What do the words ..... and ..... suggest about the character, mood and setting?</li> <li>What word tells you that .....?</li> <li>Which key word tells you about the character/setting/mood?</li> <li>Find one word in the text that means?</li> <li>Find and highlight the word that is closest in meaning to.....?</li> <li>Find a word or phrase which shows/suggests that.....</li> </ul>	<ul style="list-style-type: none"> <li>Find and copy a group of words that show that.....</li> <li>How do these words make the reader feel?</li> <li>How does this paragraph suggest this?</li> <li>How do the descriptions of ..... show that they are .....?</li> <li>How can you tell that...?</li> <li>What impression do you get of ..... from these paragraphs?</li> <li>What voice might these characters use?</li> <li>What was .....</li> </ul>	<ul style="list-style-type: none"> <li>From the cover what do you think this book is going to be about?</li> <li>What is happening now? What happened before this?</li> <li>What do you think is going to happen after?</li> <li>What does this paragraph suggest will happen next?</li> <li>What makes you think this?</li> <li>Do you think the choice of setting will influence how the plot develops?</li> <li>Do you think ....will happen? Yes, no or</li> </ul>	<ul style="list-style-type: none"> <li>Why is the text arranged in this way?</li> <li>What structures has the author used?</li> <li>What is the purpose of this text feature?</li> <li>Is the use of ..... effective?</li> <li>The mood of the character changes throughout the text. Find and copy the phrases that show this.</li> <li>What is the author's point of view?</li> <li>What affect does .... have on the audience?</li> <li>How does the author engage the reader here?</li> <li>Which words and phrases did ..... effectively?</li> <li>Which section was the</li> </ul>	<ul style="list-style-type: none"> <li>How would you describe this story/text?</li> <li>What genre is it? How do you know?</li> <li>How did.....?</li> <li>How often.....?</li> <li>Who had.....?</li> <li>Who is...?</li> <li>Who did...?</li> <li>What happened to...?</li> <li>What does ..... do?</li> <li>How..... is .....?</li> <li>What can you learn from ..... in this section?</li> <li>Give one example of....</li> <li>The story is told from whose perspective?</li> </ul>	<ul style="list-style-type: none"> <li>Can you number these events 1-5 in the order that they happened in the story?</li> <li>What happened after.....?</li> <li>What was the first thing that happened in the story?</li> <li>In what order do these chapter headings come in the story?</li> <li>Can you summarise in a sentence the opening/middle/end of the story?</li> </ul>



# Log Books

## Red Words

Red Ditty Level									
put	the	I	no	of	my	for	he		
Green Level									
your	said	you	be	are					
Purple Level									
to	me	go	baby	put(s)	your				
Pink Level									
I've	like	all	we	want	her	call	she	I'm	
something	into	so							
Orange Level									
what	do	today	they	old	I'll	was			
Yellow Level									
some	saw	watch	school	small	their	who	tall	one	
I've	baby	fall	any	where	wer				
Blue Level									
does	other	two	could	ball	wou				
over	wasn't	through	once	brother	whc				
Grey Level									
should	were	there	call	want	con				
could	are	other	was	two	wh				
what	school	mother	to	they	fath				
water	great	brother	above	where	her				
what	small	any	here	son	wou				



## Henbury View First School

### Spelling Logbook

Another important element to our spelling work is learning to read and spell common exception or red words. These words may not follow the focus sound and spelling rules we have been working on and we need to work hard to remember them. You can use all of the same strategies on the previous sheet to help you rehearse these words.

**Top tip:** Circle the part of the word that doesn't sound right, discuss how and why it is different and come up with strategies together to remember it. Mnemonics is a great strategy for words like these.

e.g. Said – silly ants in dresses



## Henbury View First School

### Spelling Logbook



Dear Parents,

Each week your child will receive a sheet that details the focus sound/s or spelling rule that has been focused on that week in school. Please use the variety of games and activities below to help your child practise these important spellings.

- **Review** – begin spelling sessions reviewing words or rules from previous weeks. Mark together, highlighting parts that may be incorrect. Can you come up with your own rule or rhyme to help you remember the tricky part together?
- **Say** the focus words in funny voices changing the parts that are tricky to remember
- **Look, say, cover, write and check** – mark together
- **Dictation** – Say the focus word within a sentence your child writes down, focus marking on the target word
- **Four in a row game** – a mini spelling quiz of 4 words targeting the focus sound or rule. Mark together and see if they can get four in a row!
- **Mark it** – You write down the spelling correctly or incorrectly then ask your child to mark it for you. Did they spot your mistakes?

We love to see your work, please use this book to record any spelling home learning.



Please remember to bring book bags into school every day with these key items in

There are routines and systems in place that ensures your child will receive all of the books they need as well as new log book slips for the week. It is difficult for us to manage this if book bags are not in school every day with all of these items.





Year 3

Recommended Reads




Please can an adult tick and initial when the book has been read

# Reading Awards

Please do not feel you need to buy the books on this list, you can borrow many of these from the local library.

	<b>The Great Chocolate</b> – Chris Chapple Jelly and her family live in Chorston-on-de-Lyte, where everyone loves a Chocoblock bar or two. So when the end of chocolate is announced, she can't believe it. Determined to investigate, Jelly and her gran follow a trail of clues to a posh chocolate shop and its owner, the pompous Garibaldi Chocolate. Garbi's suspiciously smug, despite his falling business and yucky chocolate. Is it really the chocolate or just the chocolatey face, or is there a chocolate plot afoot?
	<b>The Ice Palace</b> – Robert Swindells Ivan lives in a land where the winter is dark and fearful. Starjik, King of Winter, steals Ivan's little brother and Ivan braves the bitter cold to find him.
	<b>The World According to Humphrey</b> – Betty G. Birney You can learn a lot about life by observing another species. That's what Humphrey was told when he was bought as a classroom pet for Room 26. And it's definitely true! In addition to his classroom escapades, each weekend he gets to sleep over with a different student like Stop-Gigging-Gail and Repeat-That-Please-Richie. Humphrey learns to read, write, shoot rubber bands and much more. With adventures galore, Humphrey's life would be absolutely perfect if only the teacher, Mrs Brisbane, wasn't out to get him.
	<b>Kid Normal</b> – Greg James and Chris Smith Murph Cooper has a problem. His new school is top secret, and super weird. His classmates can all fly or control the weather or conjure tiny horses from thin air. And what's Murph's extraordinary skill? Um, oh yeah – he hasn't got one. Just as well there are no revolting supervillains lurking nearby, their minds abuzz with evil plans. There are? Right. Ok, then...
	<b>Dilly</b> – Tony Bradman When he decides he doesn't want to wash any more, Dilly ends up becoming a very smelly dinosaur indeed! And when he's told he can't have his birthday every day he gets very grumpy. And you know what happens when Dilly gets grumpy... cover your ears, here comes the ultra-special, 150-mph SUPER SCREAM!

	<b>The Abominables</b> – Eva Ibbotson A hundred years ago, in the Himalayan peaks of Nanvi Dar, the daughter of an English earl is kidnapped by a huge hairy monster. In a secret valley Agatha Fairley is introduced to a family of motherless yetis and devotes her life to their upbringing. She teaches them to speak, tells them stories and insists on polite manners. But as the decades pass, tourists come to the mountains, a hotel is built and yeti-hunters arrive. Agatha knows that there is one place in the world where they would be protected.
	<b>Varjak Paw</b> – SF Said Varjak Paw is a Mesopotamian Blue kitten. He lives high up in an old house on a hill. He's never left home, but then his grandfather tells him about the Way - a secret martial art for cats. Now Varjak must use the Way to survive in a city full of dangerous dogs, cat gangs and, strangest of all the mysterious Vanishing.
	<b>The Sheep-Pig</b> – Dick King-Smith 'Why can't I learn to be a Sheep-Pig?' When Babe, the little orphan piglet, is won at a fair by Farmer Hogget, he is adopted by Fly, the kind-hearted sheep-dog. Babe is determined to learn everything he can from Fly. He knows he can't be a sheep-dog. But maybe, just maybe, he might be a sheep-pig.
	<b>The Hundred-Mile An Hour Dog</b> – Jeremy Strong Streaker is a mixed-up kind of dog...with quite a bit of Ferrari and a large chunk of whirlwind. Streaker is no ordinary dog. She's a rocket on four legs with a wolf attached, and Trevor has got until the end of the holidays to train her. If he fails, he'll lose his bet with the horrible Charlie Smugg, and something very, very yucky involving frogspawn will happen...

	<b>Fantastic Mr. Fox</b> – Roald Dahl Boggis is an enormously fat chicken farmer who only eats boiled chickens smothered in fat. Bunce is a duck-and-geese farmer whose dinner gives him a beastly temper. Bean is a turkey-and-apple farmer who only drinks gallons of strong cider. Mr Fox is so clever that every evening he creeps down into the valley and helps himself to food from the farms. Now the farmers have hatched a plan to BANG-BANG-BANG shoot Mr Fox dead. But, just when they think Mr Fox can't possibly escape, he makes a fantastic plan of his own. My Name Is Not Refugee – Kate Milner A young boy discusses the journey he is about to make with his mother. They will leave their town, she explains, and it will be sad but also a little bit exciting. They will have to say goodbye to friends and loved ones, and that will be difficult. They will have to walk and walk and walk, and that will be difficult. They will see many new and interesting things, it will be difficult at times too. A powerful and moving exploration that draws the young reader into each stage of the journey, inviting the chance to imagine the decisions he or she would make.
	<b>Dog in the Dungeon</b> – Lucy Daniels Mandy and James follow up ghostly sightings of animals and unravel the secrets behind them. This story features an aristocratic deerhound called Aminta. The last in a long line of dogs that protected the owners of the castle Mandy and James are visiting, the ghostly dog has been regularly sighted since the death of the owner of the estate. Mandy and James discover that the land is due to be split up and sold, destroying the family heritage and Aminta, as her last act as protector of the family, has returned from beyond the grave to try and help reclaim the estate. Can Mandy and James help her last wish come true?
	<b>The Diary of a Killer Cat</b> – Anne Fine Poor Ellie is horrified when Tuffy drags a dead bird into the house. Then a mouse. But Tuffy can't understand what all the fuss is about. Who on earth will be the next victim to arrive through the cat-flap? Can soft-hearted Ellie manage to get her beloved pet to change his wild, wild ways before he ends up in even deeper trouble?



## Bronze Reader

★ Well done ★

### for reading 10+ books

Date \_\_\_\_\_ Signed \_\_\_\_\_





## Silver Reader

★ Well done ★

### for reading 15+ books

Date \_\_\_\_\_ Signed \_\_\_\_\_



10+ books from the suggested list plus 6 of your own		Bronze Certificate
15+ books from the suggested list plus 8 of your own		Silver Certificate
20+ books from the suggestive list plus 10 of your own		Gold Certificate

Rewards for Reading



## Gold Reader

★ Well done ★

### for reading 20+ books

Date \_\_\_\_\_ Signed \_\_\_\_\_



# English- Writing

Over the year, we will ensure that the children can experience and write both fiction and non-fiction, and different writing styles within these (e.g. persuasion, explanation, recounts, etc.). Our work during our reading sessions will support the writing, both through looking at structure and vocabulary. The children will have a clear purpose and audience for each piece of writing.

For writing, we follow the Reading into Writing process. This ensures that children are fully immersed in the genre and have the opportunity to pick apart excellent examples of the genre before writing their own pieces. The children create a toolkit of the skills they need which acts as a success criteria for their own writing.

Punctuation and grammar skills will continue to be taught throughout the year. We will start by revisiting and securing the independent application of the skills from previous years before moving onto the Year 4 curriculum. Here are the Year 4

## Vocabulary, grammar and punctuation

- (KPI) Extend the range of sentences with more than one clause by using a wider range of Coordinating and subordinating conjunctions, including: when, if, because, although, before, after
- (KPI) Use the present perfect form of verbs in contrast to the past tense
- Understanding standard English forms for verb inflections instead of spoken local forms (I did / I done)
- (KPI) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use expanded noun phrases to convey complicated information concisely
- (KPI) Use conjunctions, adverbs and prepositions to express time and cause (See examples in appendix 1)
- (KPI) Use inverted commas to punctuate direct speech
- (KPI) Use the full range of Key Stage 1 punctuation accurately ( ! ? , in a list)
- (KPI) Use apostrophes to mark singular possession in nouns and to mark possessive with plural nouns (girls', boys', children's)
- Use commas after fronted adverbials

When reading at home, please pick out these skills and if the children choose to write, please edit with the children to include these accurately.



# English Writing LTP

Year 4							
Autumn 1				Autumn 2			
	<p>Fiction</p> <p>Linked texts: The Sleeper and the Spindle Jabberwocky The Last Happy Endings Fairy Tale Land</p> <p>Concepts: Diversity/cultures represented (Inc BV), <b>Strong Female Lead</b>, Traditional Tales</p>		<p>Non-Fiction</p> <p>Recount</p> <p>Linked texts: Grimm's Fairy Tales Fairy Tale Land The Sleeper and the Spindle</p> <p>Concept: Traditional Tales</p>		<p>Fiction</p> <p>Linked texts: A winter's Child Winter Magic The Polar Express Frostheart Winter Stories</p> <p>Concepts: <b>Geographical</b>, <b>Fantasy</b></p>		<p>Non-Fiction</p> <p>Explanation</p> <p>Linked texts: Until I met Dudley Wallace &amp; Gromit - Cracking Contraptions Manual The Way things Work</p> <p>Concepts: <b>Strong Female Lead</b>, <b>Powerful PB</b></p>
Class novel: Rumaysa: A Fairy tale				Class novel: Odd and the Frost Giants			
Spring 1				Spring 2			
	<p>Fiction</p> <p>Linked texts: The Secrets of Vesuvius The Pirates of Pompeii Journal of Ilona A Young Slave Pompeii</p> <p>Concepts: <b>Historical</b>, <b>Powerful PB</b></p>		<p>Non-Fiction</p> <p>Information</p> <p>Linked texts: So you think you've got it bad....(British Museum) A Roman Soldier's Handbook Queen of Darkness</p> <p>Concept: <b>Historical</b></p>		<p>Fiction</p> <p>Linked texts: The BFG Witches Matilda Danny the Champion of the World Charlie and the Great Glass Elevator</p> <p>Concept: <b>Literary heritage/classics</b></p>		<p>Non-Fiction</p> <p>Newspaper Report</p> <p>Linked texts: The BFG Witches Matilda Danny the Champion of the World Charlie and the Great Glass Elevator</p> <p>Concept: <b>Literary heritage/classics</b></p>
Class novel: A Roman Diary Journal of Ilona a Young Slave				Class novel: Charlie and the Chocolate Factory			
Summer 1				Summer 2			
		<p>Fiction</p> <p>Linked texts: How to Train a Dragon Dragonology Darkness of Dragons The Boy who Dreamed Dragons (Picture book) Rise of the Shadow Dragon Dragon Daughter Tell me a Dragon Land of Roar</p> <p>Concepts: Best-selling authors, <b>Fantasy</b></p>		<p>Fiction</p> <p>Linked texts: The Night Animals The Hunt for the Nightingale Birdsong</p> <p>Concepts: Diversity/cultures represented, <b>Strong Female Lead</b>, <b>Literary heritage</b></p>		<p>Poetry Narrative</p> <p>Poetry (Ballad)</p> <p>Linked texts: Aunt Harriet's Underground Railroad in the Sky The Tear Thief</p> <p>Concepts: Diversity/cultures represented, <b>Poetry</b>, <b>Powerful PB</b></p>	
Class novel: Dragon Mountain				Class novel: Cinnamon			



# Handwriting

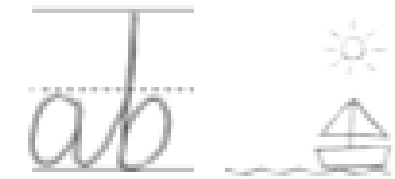
We are continuing our handwriting programme this year; RWI Handwriting. The children will revise and practise 2 basic joins to all varieties of letters; the **arm join** and the **washing line join**.

<https://www.henburyview.dorset.sch.uk/page/?title=Writing&pid=93&action=saved>

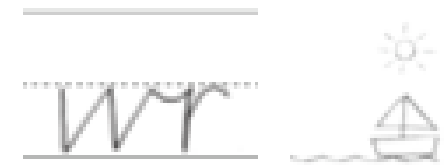
arm to boat



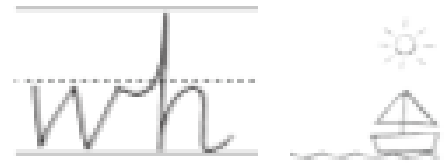
arm to sun



washing line to boat



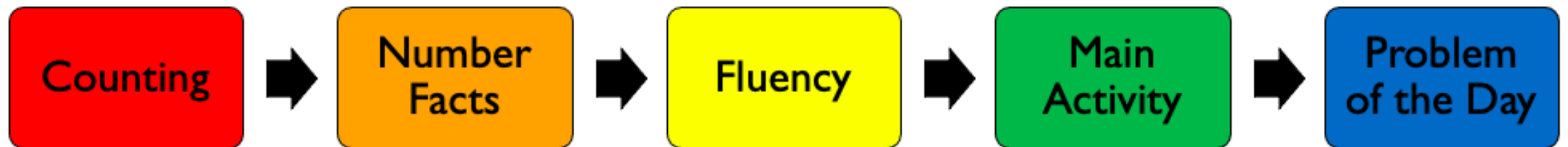
washing line to sun



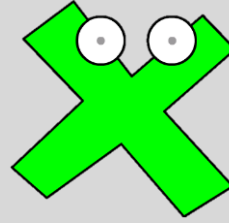
# Maths

Our maths lessons will follow the Year 4 National curriculum objectives. However, before focusing on the Year 4 objectives we will spend time revisiting some learning from Year 3, ensuring that the children are secure with this before moving on. This will be very responsive, and we will move on as and when the children are ready. This year, we will be introducing the NCTEM Maths resources into our curriculum.

We will continue to use concrete resources and pictorial representations to help our learning journey, ensuring the children develop conceptual understanding of the concepts that we look at. The children will be given time to 'experience' the maths by using hands on thinking before moving through the learning journey. At all stages the children will be given opportunities to problem solve and make connections between different areas of



# Maths- Times Tables







We are going to teach times tables for 1 lesson per week as well as during daily starters. This lesson will involve a chance for children to be tested on their steps, independent practice of their next step and teacher led teaching of the times table.

## Maths Rockstars


- Children assessed at the start of each year to gain a baseline
- Have a step at a time to achieve- to move up, they must be able to recall previous 2 steps and complete new step within 3 minutes
- Children to have pupil log in book bags to show progress
- Please ensure Maths Rockstars logs are in bookbags on a Wednesday

**Times tables are used in lots of areas of mathematics, for example fractions, area, perimeter, money as well as multiplication and division calculations. Fluency and quick recall are also essential for multi-step problem solving and real word applications.**

**MATHS ROCKSTARS**

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Step 12		Step 13		Step 14	
$18 \div 2 =$	$16 \div 2 =$	$12 \times 3 =$	$6 \times 3 =$	$3 \div 3 =$	$33 \div 3 =$
$= 10 \div$					
2	$4 \div 2 =$	$= 3 \times 4$	$9 \times 3 =$	$= 24 \div 3$	$18 \div 3 =$
	$= 2 \div$				
$14 \div 2 =$	2	$2 \times 3 =$	$8 \times 3 =$	$12 \div 3 =$	$27 \div 3 =$
	$= 8 \div$				
$6 \div 2 =$	2	$= 3 \times 1$	$5 \times 3 =$	$6 \div 3 =$	$15 \div 3 =$
$= 22 \div$					
2	$24 \div 2 =$	$3 \times 7 =$	$3 \times 3 =$	$21 \div 3 =$	$= 9 \div 3$
$12 \div 2 =$	$20 \div 2 =$	$10 \times 3 =$	$= 11 \times 3$	$30 \div 3 =$	$= 36 \div 3$

 **SCORE:** \_\_\_\_\_

Challenge 14

# PE

- Our PE sessions are scheduled for **Monday** and **Tuesday**. Tuesday's session will be an indoor lesson and on Monday, we will be outside (weather dependent!)
- Please ensure that PE kits come into school on a Monday and we will send them home on a Friday to be washed. Please also check that all PE kit is clearly named and that the children have some warmer clothes (e.g. joggers, PE jumper) for when the weather starts to get colder





# Things to Remember

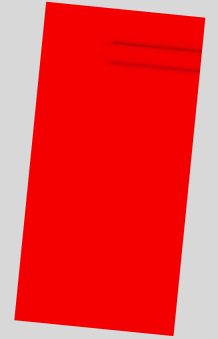
## Bookbags and Reading Records

Please ensure bookbags come into school **everyday**. This is so we can record any reading we do or give out any letters. In KS2, the children can **change their choice book whenever they wish**. We will endeavor to remind the children daily to change their books if they need to. We will be checking reading records every **Wednesday** to acknowledge any comments you have made and to monitor children reading regularly.



## Spelling Logs

Please ensure spelling logs come into school in the bookbag on a **Friday** so the new spellings can be stuck in.



## Home Learning

Out on a Friday - please hand in by Wednesdays.

## PE Kits

PE kits need to come in on a **Monday** and will be sent home every **Friday**.



## Snack

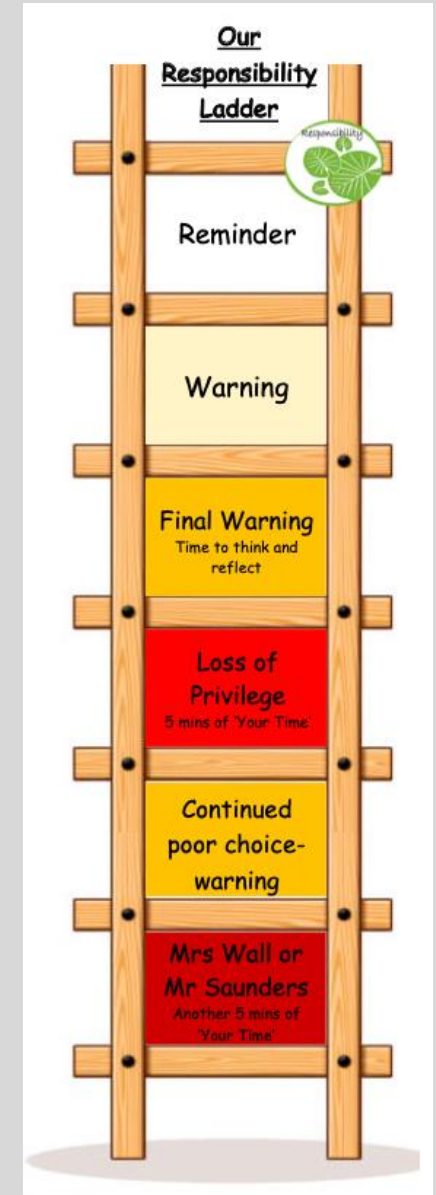
Please send your child to school with a snack if you wish to, we ask if this could be a healthy choice.



# Responsibility Ladder and 'Your Time'

We continue to use our responsibility ladder as part of our behaviour policy. This ensures that there is consistency across classrooms and members of staff. Rewards and praise are used across the school to celebrate successes and positive behaviour and learning choices (e.g. team points, stickers, etc.)

'Your Time' is a 30-minute session on a Friday afternoon, where children get to choose an activity that they would like to do. This allows them to be individuals, work with staff and children from across the school and follow areas of interest. Each child starts each week with 30-minutes of 'Your Time', and minutes are deducted for negative behaviour choices (see ladder). This ensures that children that always make the correct choices, whether that be inside or outside of the classroom, are celebrated and rewarded for their behaviour.



# Self-Regulation

## 5-4-3-2-1 GROUNDING TECHNIQUE

- 5 THINGS YOU CAN SEE
- 4 THINGS YOU CAN TOUCH
- 3 THINGS YOU CAN HEAR
- 2 THINGS YOU CAN SMELL
- 1 THING YOU CAN TASTE


## GROWTH MINDSET

- M** I'm motivated to learn
- I** I can achieve anything
- N** I notice and celebrate small wins
- D** I discover how I can do better
- S** I'll practice self-reflection
- E** I'll put in my best effort
- T** I trust my abilities

## STAR BREATHING



## SIZE OF THE PROBLEM

-  **Emergency**  
I AM IN DANGER OR HURT.  
I NEED IMMEDIATE HELP.
-  **Huge Problem**  
I AM ANGRY.  
I FEEL OVERWHELMED.
-  **Medium Problem**  
SOMETHING IS BOTHERING ME.  
I FEEL ANXIOUS.
-  **Small Problem**  
I CAN SOLVE THE PROBLEM ON MY OWN.
-  **Little Problem**  
I CAN SOLVE THE PROBLEM QUICKLY.

## BREATHING EXERCISES



**BEE BREATHING**  
Take a deep breath and exhale through your nose while humming like a bee.



**CANDLE BREATHING**  
Take a deep breath and blow out the candle on the cupcake.



**DRAGON BREATHING**  
Take a deep breath and roar like a dragon to breathe out fire.



**BUBBLE BREATHING**  
Take a deep breath and blow slowly and calmly through the bubble wand to make bubbles.

# MarvellousMe

Please continue to look out for updates on MarvellousMe of what we have been up to in class.

You will receive a mixture of whole class activities which we have done as well as personal celebrations of learning from your child.

If you don't have access to this, please let us know and we can resend your login details.





## Contact us...

We are really looking forward to an exciting year ahead. We hope you have found this information useful. There is also lots of information on the website:

### Henbury View First School - Year 4

If you have any questions about anything in this PowerPoint, or if you have any questions or queries at any point during the year, please don't hesitate to email us or the school office at:

[office@henburyview.dorset.sch.uk](mailto:office@henburyview.dorset.sch.uk)

[year4@henburyview.dorset.sch.uk](mailto:year4@henburyview.dorset.sch.uk)