

Welcome to Year 4

Parent/Carer meeting 17/9/2024



The Year 4 Team

Ms
Dempsey
Phase Team
Leader

Mr Upchurch
4U

Ms
Fairtlough
4F

Mr Lindsey
4L

Mrs Adams

Ms Chandra



SENDco: Miss Waxer



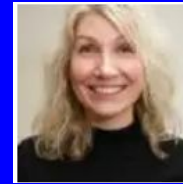
Family Support Worker: Ms Colley



School Counsellor: Tara Green



SAFEGUARDING



Designated Safeguarding Leads (DSLs): Mrs Cooper and Miss Penn

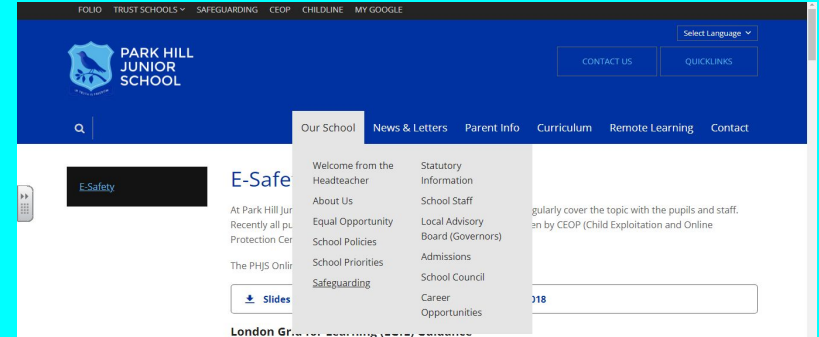
If you are concerned about the safety of a child
you can also speak to Mrs Pratt, Miss Waxer, Mrs Mann,
Ms Dempsey, Ms Colley or Miss Job



SAFEGUARDING

E-Safety

We have extensive security measures in place at school and teach the children regularly about potential dangers, unsuitable material and how to stay safe online.



It is important that these messages are also talked about at home especially when children are using computers, tablets or mobile phones independently.

www.thinkuknow.co.uk/parents/ www.internetmatters.org/



Attendance

- New guidance from the Department of Education - [see letter sent in July 2024](#)
- Morning registration - 8:50am - 9am. Please ensure your child is in the classroom, in time to be seated and starting learning by 9am.
- Removal of the H Code - Authorised Holiday in Term Time. Any holidays that are taken will be recorded with a G code - Unauthorised Holiday in Term Time, and you will be liable for a penalty notice.

Who is Liable for a Penalty Notice/Prosecution

Penalty notices/prosecution are now issued/sought for each parent for each child (per parent, per child). A parent refers to anyone with parental responsibility and may include carers, stepparents, grandparents, or any other adult with parental responsibility.

First Offence

The first time a penalty notice is issued for term time leave of absence or unauthorised absences the amount has increased to: £160 per parent, per child if paid within 28 days of being issued.

Second Offence

If a second penalty notice is issued for term-time leave of absence or unauthorised absence within a three-year period, there will not be a discount for early payment.

Third Offence/Any Further Offences Within a Three Year Period

If there is a third instance of term time leave of absence or unauthorised absence, a penalty notice will not be issued. Any further cases will be referred directly to the Magistrates' Court for prosecution. Magistrates can impose a fine of up to £2500 per parent, per child. If a parent is found guilty of an offence, this is recorded as a criminal offence and will show on any DBS (Disclosure and Barring Service) checks as "Failure to Safeguard a Child's Education"

Please be aware, your child will not be allowed to attend activities such as discos or maths challenges if attendance or punctuality is of concern.

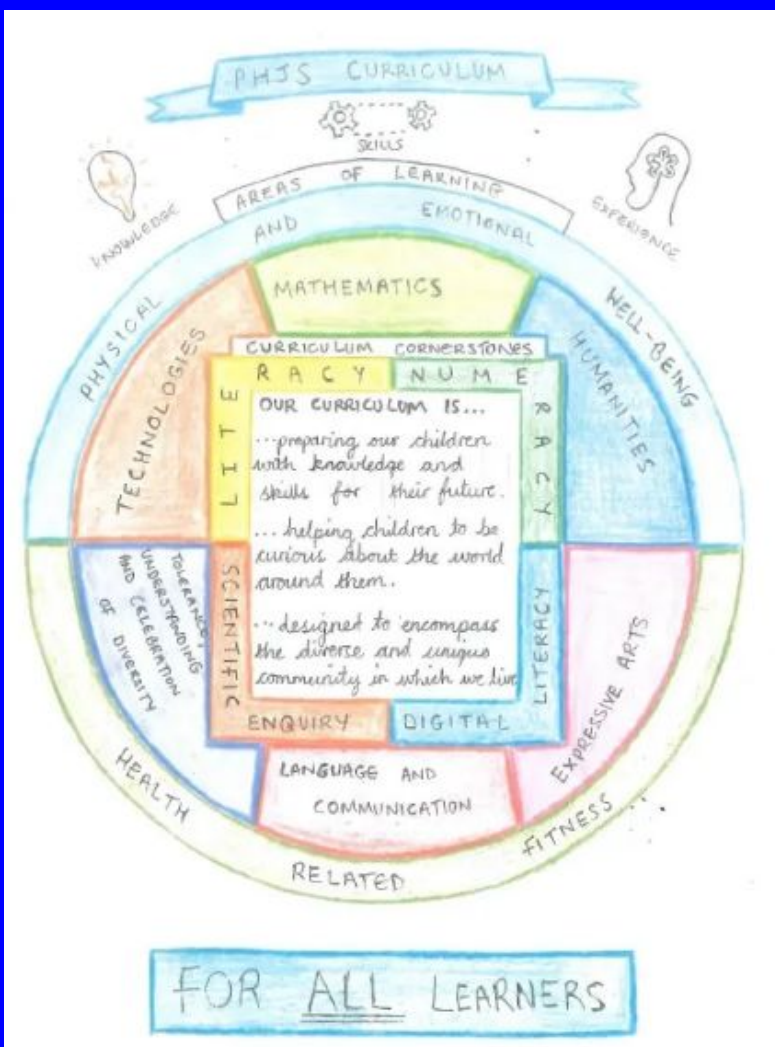
MOBILE PHONES and APPs

If your child has access to a mobile phone, tablet or other technology, please teach them about E-safety and reinforce the messages they receive from school.

If they have access to certain APPs please check their security settings and make sure you also have access to the phone.

Friendship issues can and do occur which then continue into school.





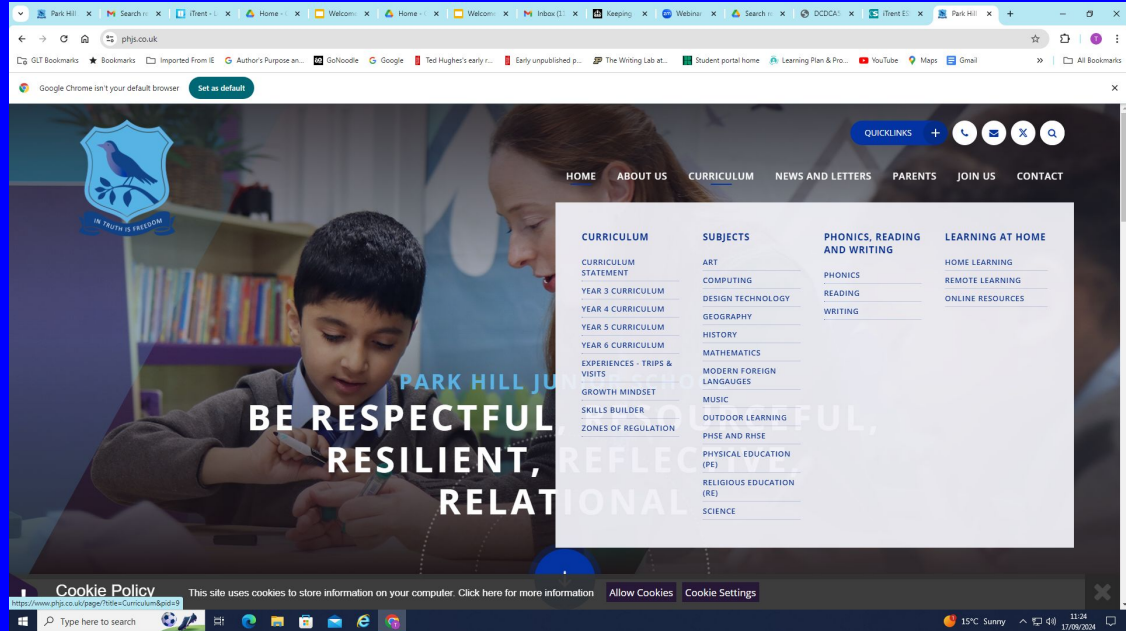
The PHJS Curriculum - Our Intent

- 3 main aims
- Our learning in lessons helps us to achieve the aims
- Planned and sequenced
- Broad and ambitious
- Promote their curiosity
- Cultural Capital



PHJS Curriculum

There is lots of information about the school curriculum on our website under the curriculum tab.



The screenshot shows the PHJS website's curriculum page. The page features a navigation menu with links for HOME, ABOUT US, CURRICULUM, NEWS AND LETTERS, PARENTS, JOIN US, and CONTACT. A large banner image shows a young boy and a woman looking at a book together, with the text "PARK HILL JUNIOR SCHOOL BE RESPECTFUL, RESILIENT, REFLECTIVE, RELATIONAL". A sidebar menu lists various curriculum topics under the heading "CURRICULUM".

CURRICULUM

- CURRICULUM STATEMENT
- YEAR 3 CURRICULUM
- YEAR 4 CURRICULUM
- YEAR 5 CURRICULUM
- YEAR 6 CURRICULUM
- EXPERIENCES - TRIPS & VISITS
- GROWTH MINDSET
- SKILLS BUILDER
- ZONES OF REGULATION

SUBJECTS

- ART
- COMPUTING
- DESIGN TECHNOLOGY
- GEOGRAPHY
- HISTORY
- MATHEMATICS
- MODERN FOREIGN LANGUAGES
- MUSIC
- OUTDOOR LEARNING
- PHSE AND RHSE
- PHYSICAL EDUCATION (PE)
- RELIGIOUS EDUCATION (RE)
- SCIENCE

PHONICS, READING AND WRITING

- PHONICS
- READING
- WRITING

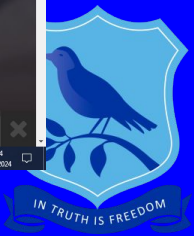
LEARNING AT HOME

- HOME LEARNING
- REMOTE LEARNING
- ONLINE RESOURCES

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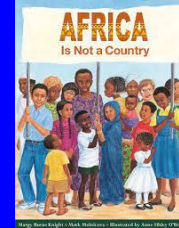
11:24 17/09/2024 15°C Sunny



Year 4

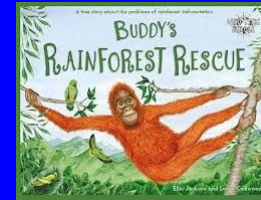
Autumn

Africa including
Ancient Egypt



Spring

The Rainforest



Summer

Vikings
Anglo Saxons



MATHS

Children will learn:

- A robust understanding of place value up to 10,000
- Round to the nearest 10, 100 and 1000
- How to partition numbers
- How to compare using the < and > symbols
- To order numbers
- About negative numbers
- Roman numerals
- Different mental and written methods for addition and subtraction.
- About Kilometres and equivalent lengths for metres and centimetres
- To measure perimeters of rectangles and rectilinear shapes
- To multiply and divide by 10 and 100 using place value
- Multiplication and division facts, especially for the 3, 6, 9 and 7 times table



AFRICA



YEAR 4 AUTUMN

GEOGRAPHY AND HISTORY

In Geography children will learn:

- To use atlases and maps to locate information and countries
- About the continent Africa
- The human and physical features of Egypt



In History children will learn:

- To plot periods of time on a timeline
- About Ancient Egypt including agriculture, society and beliefs
- The importance of the river Nile
- The legacy of the Ancient Egyptians
- To use more than one source of evidence
- To analyse sources



FRENCH

Children will learn:

- To describe colour and size
- Parts of the body



COMPUTING

Children will learn:

- E-safety
- To recap the features of Google Classroom
- What blogging is and the features of blogging
- How to use digital cameras for photography



READING AND WRITING

Children will use VIPERS and take part in Non-fiction Fridays in Guided Reading sessions.

The class books they will be reading are: Africa is Not a Country, Marcy and the Riddle of the Sphinx and The Patchwork Path.

In grammar lessons the children will learn about:

- Prepositions
- Conjunctions
- Fronted adverbials
- Pronouns



In writing the children will be using their knowledge to write:

- A non-chronological report
- A persuasive letter
- Narratives
- Diary Entries



MUSIC

Children will learn:

- Notation on a glockenspiel
- Musical structures
- Use of pentatonic scales
- Keeping time and creating rhythm
- To perform a piece of music from notation



SCIENCE

Working scientifically

Children will learn:

- To use equipment to measure decibels
- To make careful observations to help them to answer a question
- To find patterns when investigating
- To set up simple practical enquiries, comparative and fair tests
- To take accurate measurements
- To record findings
- To draw simple conclusions

Sound:

Children will learn:

- How sounds are made and how we hear them
- About pitch and how it can be changed
- About volume
- About soundproofing

Electricity

- How an electrical circuit works
- To identify if a bulb will light or not
- About switches
- About electrical conductors and insulators



PSHE

Children will be following the Jigsaw programme and learn:

- How to be part of the class team
- About the school community and everyone's roles
- About democracy in school
- How their actions affect themselves and others
- About bullying and being a witness to it
- To identify what is special about them
- About first impressions and how they can change



PE

Children will learn:

- To develop collaboration and communication
- To move and use actions with co-ordination and control
- To move and find space when not in possession in a game which will be explored through football

Fitness with a focus on endurance

- To explain some important safety principles when preparing for exercise
- To choose appropriate warm ups and cool downs

Real gym with a focus on the creative skill

- To begin to recognise similarities and differences in movements and expressions
- To explore a variety of movements to fit a theme
- To work with a partner to create, repeat and improve a sequence with at least 3 phrases.

Real Dance with a focus on the social skill

- To use dance to communicate an idea
- To begin to show control, making sure dance movements are clear and fluent
- To confidently communicate and collaborate with others about his ideas.



RE

Children will be learning about:

World Views

- Views on the world
- The Golden Rule
- Repairing the world

Christianity

- Pentecost
- Religious art
- The Holy Spirit
- Prayer



ART AND DESIGN AND TECHNOLOGY

In art the children will learn:

- To use shapes to imitate letters
- To use natural materials to create prints

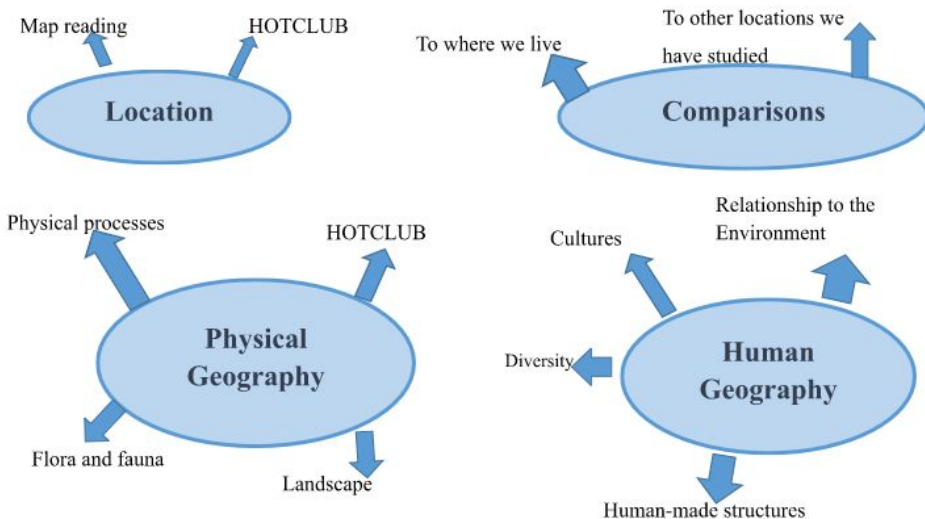
In Design and Technology children will learn:

- About pulleys and cranes
- To create a working mechanism
- To use their knowledge of electricity circuits

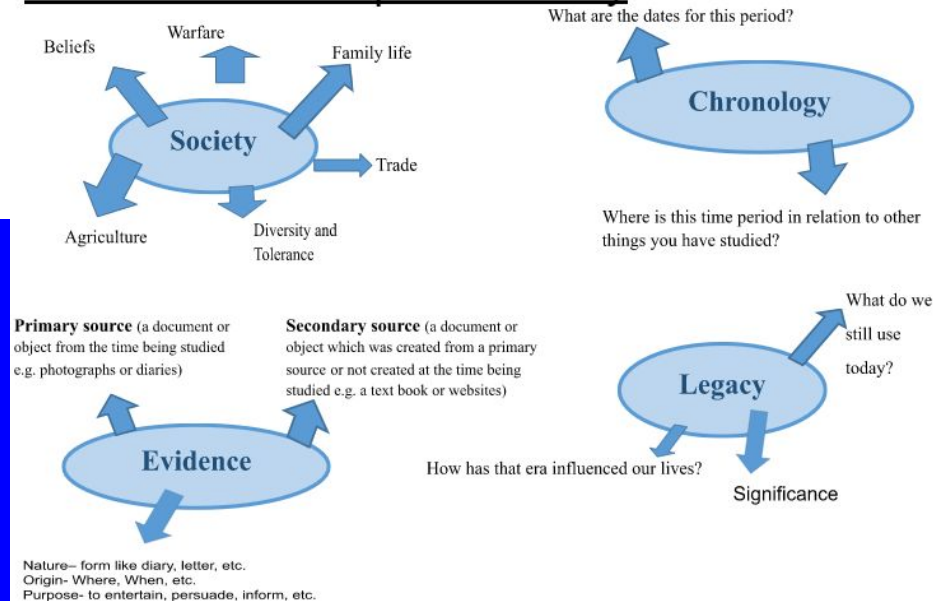
AFRICA
YEAR 4 AUTUMN



Threshold Concepts – Geography



Threshold Concepts – History



Knowledge Organisers



PARK HILL
JUNIOR
SCHOOL

YEAR 4 ANCIENT EGYPT KNOWLEDGE ORGANISER

KEY VOCABULARY AND SPELLINGS

(more are in bold in the text)

Hieroglyphics – a system of writing using symbols instead of letters.



Mummification – a method of preparing a dead body so it doesn't decay.

Howard Carter – archaeologist who discovered the tomb of Tutankhamun.

Civilisation – a level of development at which people live together in a community.

Archaeology – the study of human history and prehistory through the excavation of sites analysis of remains.

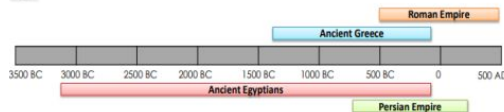
Tutankhamun – an Ancient Egyptian Pharaoh.

Papyrus – a plant that grew on the banks of the river Nile which was used for paper.

Canopic Jar – special jars that held the organs of the dead.

Sarcophagus – a large stone box that held the mummy's coffin.

CHRONOLOGY



SOCIETY

AGRICULTURE - The River Nile was important to the

Ancient Egyptians for a few reasons:

- Growing crops for food
- Keeping animals
- Trading, they could use boats to sail.

They used a hand – operated device known as a **Shaduf** to move water from the Nile to their farm lands.



BELIEFS – The Ancient Egyptians really valued life after death. **Pharaohs** (who were the rulers of Ancient Egypt and were very powerful) would be buried in **pyramids** (their **tomb**) with their belongings including clothes, furniture, food and games so that they had everything they needed in the afterlife. The Ancient Egyptians also believed in many different Gods who all had an important role e.g. Anubis – the God of death/**Mummification**.



LEGACY

- They built the pyramids and other monumental structures which influence and inspire many architects and artists today.
- They had great medical skills which were passed onto the Greeks and Romans after them.



Broader Development

Access to a wide, rich set of experiences:

- Trips
- Themed days and weeks (STEAM, British Values, Multicultural, Black History Month, Neurodiversity)
- Clubs
- Curriculum showcases
- Skills Builder
- Outdoor Classroom
- Outdoor Learning



Skills Builder - Broader Development



- Complements our curriculum intent - skills for their future.
- 8 Essential Skills
- Supports the emotional wellbeing and academic success of children
- Prepares them for life beyond school.



Skills Builder - Broader Development

- Each skill is broken down into steps
- The children will be taught lessons specific to the skill and the step they are working on
- They then apply it to their other lessons and subjects, ensuring that the skill and step becomes embedded.



Pastoral support

Well-Being is very important to us at PHJS



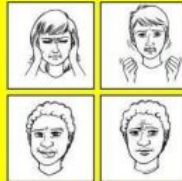
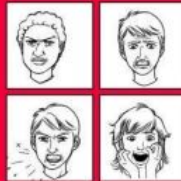
- Jigsaw (PSHE) lessons rights and responsibilities, aspirations, friendships, hygiene, SRE, transition.
- Well-being Wednesdays
- Zones of Regulation
- Molly



Zones of Regulation

A tool we use in school to help children identify their feelings and learn to self-regulate.

No emotion is bad, we all feel them at some point.

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
			
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control



What children need to bring to school

- Water Bottle
- Reading Book
- Planner
- Fruit snack for breaktime (if needed)

Being prepared helps the children to have a positive attitude towards their learning and commitment to their education




Reminders

- Yr 4 PE days - **Monday** and **Friday**.
- Spellings tested on a Friday
- Planners signed due in on a Monday



Behaviour for Learning and Personal Growth

Goal Reality Options What's next

Growth LEVEL	BEHAVIOURS	RESPONSES
LEVEL 1 All adults at Park Hill Junior School	<p style="text-align: center;">Not following the Golden Rules:</p> <ul style="list-style-type: none"> • Hurting someone or their feelings • Interrupting • Wasting your own or other people's time • Covering up the truth • wasting or damaging resources. 	GROWth reminder by any adult
LEVEL 2 Behaviour requiring a consequence or response given by the teacher.	<ul style="list-style-type: none"> - Repeatedly failing to follow the Golden Rules - Rudeness to adults/children - Telling lies / blaming others - Refusal to follow instructions - Refusal to take responsibility for their choices and actions. 	Growth Conversation with your class teacher/phase team leader
LEVEL 3 Escalated or repeated behaviours requiring intervention that SLT/CLT will need to be kept informed about	<ul style="list-style-type: none"> - Repeatedly not following specific Golden Rules after level 2 consequence: - Swearing or racism - Deliberately physically hurting or pushing. - Provoked retaliatory behaviour - Physical abuse/aggressive playground behaviour- storming off/ threatening behaviour/ stampeding - Deliberate vandalism /misuse of equipment or property e.g. toilets, or misuse of resources e.g. scissors - Minor theft e.g. taking items off the teachers table or other pupils' belongings. - Deliberate and repeated refusal to comply with adult requests, open rudeness refusal to come into class - Verbal abuse - deliberate swearing, racism, sexism, homophobia, religious intolerance and offensive name-calling or other bullying or harassment - Misbehaviour when in playtime referral - Leaving the classroom without permission 	<p>Growth action plan shared with parents</p> 
LEVEL 4 Behaviours requiring SLT/CLT formal follow up.	<ul style="list-style-type: none"> - Repeated deliberate physically hurting after level 3 consequences - Repeated deliberate and repeated refusal to comply with adult requests, open rudeness, refusal to come into class/walking out of class without permission after level 3 consequences have been carried out - Physical abuse/aggressive playground behaviour- punching/ fighting/ kicking/ hurting/spitting on others - Physically hurting causing physical injury - Bullying including Cyber-bullying, emotional, verbal, physical - Repeated racism, homophobia, religious intolerance, sexualised behaviour, deliberate swearing - Dangerous behaviour - self/others - Running out of school/leaving their group on school trips - Significant theft e.g. iPad/money etc 	<p>- Internal seclusion</p> <p>- May result in a Behaviour Support Plan monitored by SLT</p>
LEVEL 5 Behaviours that require immediate involvement from Headteacher	Extreme Behaviour	Suspension



**PARK HILL
JUNIOR
SCHOOL**

What happened?

Our Learning Behaviours

Am I being Respectful?

Am I being Resilient?

Am I being Resourceful?

Am I being Reflective?

Am I showing positive Relationships?

Goal

What do you want to achieve as a result of this reflection?

Reality

What is working well for you right now?

Options

What could you do differently next time?

What's next

What actions will you take?

Helping your child at home

- Become familiar with our website - curriculum section in particular
- Ensure children are in school and punctual. The gates open at 8:40am and close at 9:00am
- A good night's sleep and nutritious food, encourage them to go outside often
- Read to or listen to them read daily
- Encourage them to complete their home learning, including learning spellings, TTRS, Spelling Shed and Mathletics
- Read the newsletter and curriculum newsletters

