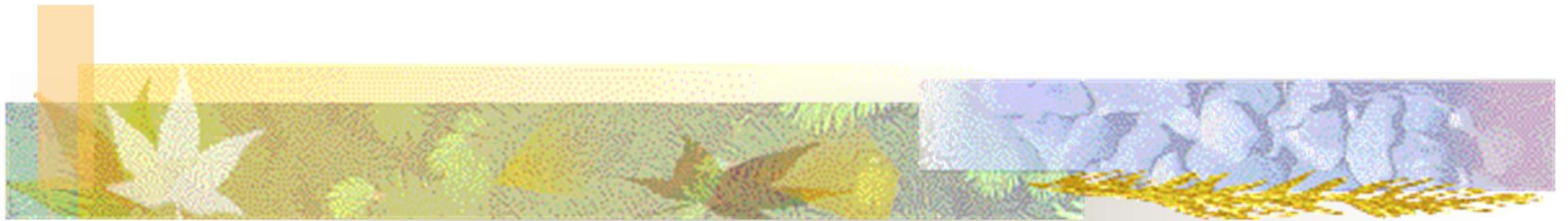


Welcome to Year 4!



Poplar Class

Maple Class

Plum Class





Year 4 Team

Mrs Brookbank (Year Group Lead) - Plum Class

Ms Cottrell – Poplar Class

Mrs Gillespie – Poplar Class (Thursday mornings)

Mr Barden – Maple Class (4 days)

Mrs Miller – Maple Class (Wednesday)

Mrs Melrose – LSA (4 afternoons)

Mrs Bessant – LSA (all day)

Mr Etches – LSA (all day)

Mrs Wyatt – LSA (all day)

Mrs Antoniou – LSA (5 mornings)

Mrs Lim – LSA (5 mornings)

Mrs Goodger - LSA (4 afternoons)

Mrs Sullivan- LSA (4 days all day)

Mrs Delpech – LSA (mornings for reading interventions)



Year 4 School Day

Gates open from 8:45 – 8.55am

English, maths, music, French and guided reading in the morning

Playtime 10:30 – 10:45

Lunchtime 12:15 – 1:15

Silent Reading

Foundation Subject – Art, History/Geography, Science, RE, Life Learning, Computing, 3-minute talks plus a visit to Forest School and the Library

Story time

Home time 3:30



Year 4 Expectations

- ✓ Treat everyone and everything with respect – everyone is a valued member of our class!
- ✓ Always try your best! Take pride in the work you produce.
- ✓ Firm but fair approach towards every child.
- ✓ High expectations for behaviour and standard of work.
- ✓ Good manners at all times.
- ✓ Try hard to complete all home learning activities and read regularly, recording this in your learning diary.

Exemplify our school values in class
and around school:

friendship love honesty responsibility
courage respect



Year 4 Expectations

- Children will be expected to be more independent in Year 4, organising themselves and their belongings.
- Children are responsible for making sure messages get to staff.
- Learning diaries and home learning are handed in each week on a Thursday and given back on a Friday.
- All children will be given responsibility and everyone has a leading role within the year group, eg. English leaders, maths leaders, art leaders.
- As head of LKS2, children will be expected to set a fantastic example to the rest of the school.



Uniform – policy is on the website.

- Grey trousers or short.
- Royal blue or grey skirt or pinafore.
- A white polo shirt (with school logo preferred), white reverse collar blouse or white shirt. A tie must be worn with a shirt (not required with a polo shirt or reverse collar blouse).
- Royal blue and white check summer dress or shorts jump suit.
- Royal blue cardigan/sweatshirt (with school logo preferred)/jumper.
- White ankle or knee length socks, grey or navy socks (not trainer socks).
- Navy blue, grey or white tights (not to be worn with socks or under jumpsuits).



Uniform

- Shoes: All black flat-heeled shoes or all black trainer style shoes should be worn. Trainers must be all black including soles, logos and laces. High tops/ over the ankle style trainers are not acceptable. Dark coloured boots may only be worn when there is heavy rain, snow or very low temperatures. For health and safety reasons, open-toed shoes, ballet type shoes and sling-backed heels are not acceptable.
- Art: An art shirt or overall is needed for craft activities to be kept in school all week. An old adult shirt is acceptable.



KS2 Uniform

Grey trousers / shorts



Royal blue or grey skirt / pinafore



White polo shirt (logo preferred) or white blouse



White collar, buttoned shirt and tie



Blue summer dress or shorts jumpsuit



Royal blue cardigan / sweatshirt / jumper (logo preferred)




White, grey or navy ankle / knee length socks or tights



School Shoes



- 
- Hair styles: Shoulder length or longer hair must be away from the collar and must be tied up with a blue, grey or white hair band. Only grey, blue or white headband/Alice bands are permitted. All hair styles should be appropriate to a primary school environment, e.g. without effects like Mohicans, tram lines or where the scalp can be seen. Hair must be natural in colour and hair colouring will not be permitted. Pupils are welcome to wear their hair in hairstyles associated with their racial, ethnic and cultural identity, however, any twists, braids or cornrows should be a natural hair colour.
 - Standard analogue watches are permitted from Year 2 upwards. No smartwatches or digital watches, including Fitbits and fitness trackers, are permitted at school.



PE Kits

- Polo shirt (with logo preferred) or plain white t-shirt (for sports day a t-shirt in house colours is requested).
- All shorts, including cycling shorts, must be mid-thigh to knee length. These should be navy or royal blue.
- Trainers or black plimsolls.
- A navy or royal blue skirt.
- Navy leggings or royal blue jogging suit are also permitted.
- Coloured t-shirt in house colours for Sports Day.
- If your child is representing St Martin's at a sporting event, they must be in royal blue shorts .
- Earrings should be taken out or if a disclaimer has been signed; need to be taped up with surgical tape for the lessons.



PE Uniform

White polo / t-shirt



Navy shorts cycling short /
royal blue shorts



Navy leggings / royal blue
jogging bottoms



Royal blue sweatshirt /
St Martin's hoodie



Plain white socks



Trainers / Plimsolls



Skorts are
acceptable.



Lessons

- English
- Maths (including TTRS and times tables tests)
- Spelling, handwriting and Grammar (SPaG)
- Geography and History
- Science
- Life Learning
- RE
- PE/Games
- Art and Design Technology
- Computing
- French
- Music
- Guided Reading
- Forest School



English, SPaG and Spelling

- English – Talk for Writing.
- Our focus is on setting descriptions using expanded noun phrases this half term.

- SPaG
- Singular & Plural nouns
- Pronouns
- Standard English
- Verbs
- Adverbs
- Adverbs to express time and cause



Maths

- Autumn maths – we will be learning about place value up to 1000.

Step 1 Represent numbers to 1,000

Step 2 Partition numbers to 1,000

Step 3 Number line to 1,000

Step 4 Thousands

Step 5 Represent numbers to 10,000

Step 6 Partition numbers to 10,000

Step 7 Flexible partitioning of numbers to 10,000

Step 8 Find 1, 10, 100, 1,000 more or less

Step 9 Number line to 10,000

Step 10 Estimate on a number line to 10,000

Step 11 Compare numbers to 10,000

Step 12 Order numbers to 10,000

Step 13 Roman numerals

Step 14 Round to the nearest 10

Step 15 Round to the nearest 100

Step 16 Round to the nearest 1,000

Step 17 Round to the nearest 10, 100 or 1,000



Spelling

- Homophones
- Prefix 'in'
- Prefixes 'il' & 'ir'
- Prefix 'sub'
- Prefix 'inter'
- Challenge words

Some children may be on different spellings if working below year 4. All spellings will be set on Spelling Shed.



Spelling

- Spelling Shed.
- 1 weekly explicit spelling rule lesson.
- That weeks' rule goes onto diary stickers & relevant activities/tasks will be set on spelling shed for Home Learning.
- Weekly spelling tests on a Friday.
- Any incorrect words to be highlighted by the children in their learning diaries.



Reading

- Children complete guided reading activities at least 3 times a week.
- We will visit the library on a Monday afternoon where the children are welcome to borrow books.
- We select a class book at the start of each half term and have a reading session at the end of each day.



Reading Expectations (at home) 2025-2026

- The children are expected to read at home a minimum of **four** times per week. This should be recorded in your child's learning diary.
- They will be rewarded with House Points for their reading efforts.




3 Minute Talks

- Every child prepares a talk on a given topic.
- 1 talk per term.
- Children should prepare to talk for approximately 2 minutes and answer any questions for 1 minute.
- Children may choose to prepare a PowerPoint to support their talk but they don't need to!
- Their talk may want to include: photos, additional props, a quiz...
 - Autumn: A Significant Person
 - Spring: Journeys
 - Summer: Jobs



We will be learning about:

- The Roman Empire
- Discovering Europe
- Anglo-Saxons
- Rivers and the Water Cycle
- Animals including humans
- Sound
- Electricity
- States of Matter
- Teeth and Digestion

- 
- In Year 4, we continue to develop joined up writing. The children will have a handwriting lesson each week. Everyone writes in pen from January.
 - Each week we will send home an English or a maths learning task in their Home Learning Book to consolidate learning. There will also be spelling activities on Spelling Shed along with reading at home.
 - Please also practise their times tables on TTRS or alternative ways ready for the MTC in June.



Forest School

Forest School is on a Thursday (Plum) or Friday (Poplar and Maple). Children need wellies or outdoor shoes, waterproof coat or all in one suit which they can leave in school.

Home Learning Arrangements

YEAR 4

w/b: Monday 16th September

X Table Focus: x3 (Bronze)

Spelling rule:

The prefix 'in-' can mean both 'not' and 'in'/'into.' In these spellings the prefix 'in-' means 'not.'	inactive incorrect invisible insecure inflexible indefinite inelegant
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Reading Comprehension Focus:

Appropriately apply a range of strategies to enable accurate (silent) reading

- What strategies are being used to decode unfamiliar words? Could they use phonics or contextual clues to decode?
- Check understanding of unfamiliar words. Do you know / can you work out what this word means?

Other:

- ★ Please record your reading 4 times a week in your diaries.
- ★ Please make sure all uniform is labelled.
- ★ Roman Day Friday 18th October.



- Weekly Home Learning Tasks.
- Home Learning books given in with Learning Diaries on a Thursday.
- Home Learning books and diaries given back on a Friday.
- Children should aim to read at least **4** times per week. All reading must be recorded in their learning diary and signed by an adult. 3 house points will be awarded for reading four times a week at home.
- There is a homework club on a Thursday lunchtime.



Tests

- English
- Weekly spelling test on a Friday.
- Spelling rule is taught on a Friday with a set of 10 words that follow that rule/pattern (7 are given for homework and they are tested on 8 of them).
- Set an assignment on spelling shed once a week linked to our weekly rule to complete, followed by a series of games/activities.



Tests

- Maths – times tables focus
- Children are expected to know confidently all their times table facts up to and including the 12x table by the end of year 4.
- MTC Week at the beginning of June 2026 – new national statutory test for Year 4 children (25 questions & 6 seconds to answer). We use Times table Rock Stars to practise for this.
- Different x table focus each week on the diary sticker.
- Times tables test on a Friday.
- Times Tables Tracker – Bronze (Autumn), Silver (Spring) and Gold (Summer) - x tables questions read aloud, out of order, 6 seconds to answer (Silver and Gold include word problems and division).
- If children answer all 12 questions correctly, they will achieve their Bronze award at the end of the term.



MTC

- Children are expected to know confidently all their times table facts up to and including the 12x table by the end of May.
- MTC from June 2nd (2 week window) – national statutory test for Year 4 children (25 questions & 6 seconds to answer)
- Practise at home (3 x a week minimum)
- Information on the Y4 page on the website.



A few reminders ...

- Please make sure all your child's uniform is clearly labelled.
- Weekly spellings will be included in your child's Learning Diary with follow up activities on Spelling Shed. Any incorrect words will be highlighted in their learning diaries (by the children).
- Home Learning books and diaries to be given in on a Thursday and given back out on a Friday.
- Please ensure your children are not wearing earrings on Tuesday or Wednesday for games, unless you have signed the earring disclaimer and have brought in some tape to tape them up. If you need a disclaimer letter, please let us know.

Behaviour Policy – can be found on the website - consequences

Behaviours			
Swearing Discriminatory language, including racist language Eating sweets/chewing gum in class/school Refusal to follow instructions Refusing to complete task(s) Destroying work Low-level disruption and/or interruption of learning Spitting in the environment / on the ground Purposely touching another child without their consent * See Brookes Traffic light system Pestering, peeking or intruding on someone in a toilet cubicle Shouting/screaming Poking tongue out Name calling/ inappropriate comments to peers Taking other people's things Not following our St Martin's promises Inappropriate gesticulation / mocking towards children Encouraging / goading of others to behave inappropriately	Physical aggression causing no/minor injury # Shouting at adults Inappropriate gesticulation / mocking towards adults Leaving class without permission Apparently attempting to leave the school grounds Threatening behaviour or bullying (whether in person or online) Theft Deliberately spitting at someone Deliberately homophobic, racist, misogynistic or sexist language / behaviour Abuse related to a disability Inappropriate use of touch/language * See Brook traffic light system	Physical aggression causing major injury Deliberate physical violence Deliberate damage to property Leaving school grounds Cyber bullying Deliberately putting oneself at risk of injury Proven act of racism Inappropriate and excessive use of touch Use of sexualized language or sharing sexualized images pupil / group: online or in person * See Brook traffic light system Sharing of inappropriate images, including online or via social media Use or supply of cigarettes or vapes in school	Any behaviours that break the common law Use/threat of use of an offensive weapon



Issues around consent or inappropriate touch or language: use Brookes sexual behaviour traffic light tool to assess level of severity and appropriate next steps.						
	Repeated instances		First instance (stage 5 or 6 depending on severity)		First instance	First instance
				Repeated instances		Repeated instances
Stage 1 and 2	Stage 3	Stage 4	Stage 5	Stage 6	Stage 7	Stage 8
2 x value based verbal reminders	<p>Time out in another class (EYFS up to 5 minutes Y1-Y3 up to 10 mins Y4-Y6 up to 15 mins).</p> <p>Re-set and welcome back into classroom.</p> <p>If at lunchtime – time out in ‘reflection area’ under the Wave.</p> <p>If at breaktime – time out on ‘reflection area’ in playground.</p> <p>Restorative behaviour conversation with class teacher (or Senior Lunchtime Supervisor).</p> <p>Social story discussed or written with child if appropriate.</p>	<p>Loss of play or lunch time with class teacher. (EYFS up to 10 minutes Y1-Y3 up to 15 mins Y4-Y6 up to 30 mins).</p> <p>Restorative behaviour conversation with class teacher or Year Group Lead.</p> <p>Pupil completes reflection sheet.</p> <p>Social story discussed or written with child if appropriate.</p>	<p>Lunchtime internal exclusion (up to 30 mins) overseen by leadership **.</p> <p>Restorative behaviour conversation held with adult from senior leadership team.</p> <p>Social story discussed or written with child if appropriate.</p> <p>Pupil completes reflection sheet.</p>	<p>Internal exclusion (up to ½ day) overseen by Leadership **.</p> <p>Restorative behaviour conversation held with adult from senior leadership team.</p> <p>Social story discussed or written with child if appropriate.</p> <p>Pupil completes reflection sheet.</p>	<p>Internal exclusion (up to a full day) **.</p> <p>Restorative behaviour conversation held with adult from senior leadership team.</p> <p>Social story discussed or written with child if appropriate.</p> <p>Pupil completes reflection sheet.</p>	<p>Fixed term exclusion (this will be accumulative, increasing by ½ a day for each incident) **.</p> <p>Re-integration meeting with Co-Headteacher(s), class teacher and parent/carer to agree way forward.</p> <p>Provide governors with exclusion data via Head teacher’s termly report Additional support from outside agencies may be sought and/or a behaviour plan may be drawn up.</p> <p>Permanent exclusion Follow Trust procedure</p>

Actions by staff:	Class teacher must inform	Class teacher must inform	Class teacher must inform	Class teacher must inform	Class teacher must inform	
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Class teacher to record in Pink Book	parents (pro-forma e-mail sent and request for parent to acknowledge receipt). Class teacher to record in Pink Book	parents (pro-forma e-mail sent, with scanned copy of reflection sheet - and request for parent to acknowledge receipt). Class teacher to record on CPOMS.	parents (e-mail sent, with scanned copy of reflection sheet - and request for parent to acknowledge receipt). Class teacher to record on CPOMS.	parents (e-mail sent, with scanned copy of reflection sheet - and request for parent to acknowledge receipt). Meeting with parents to discuss behaviour (class teacher to attend – plus Year Group Lead or SLT if appropriate). Class teacher to record on CPOMS.	parents (e-mail sent, with scanned copy of reflection sheet - and request for parent to acknowledge receipt). Meeting with parents to discuss behaviour (class teacher and SLT to attend). Class teacher to record on CPOMS.	
In extreme cases, staff will use their walkie-talkie to inform SLT of a behavioural issue. This signals an immediate response is needed. Once the situation has been assessed and dealt with, a consequence for the misbehaviour is then delivered, case by case.						

** If incident occurs at breaktime or lunchtime, the pupil may be sent into their class teacher, to calm down and to remove them from the situation, but this does not take the place of the internal exclusion for stage 5 onwards.

physical aggression causing no / minor injuries examples: kicking, hitting, hair-pulling, spitting, poking, pushing, biting, scratching, bruising

physical aggression causing major injuries examples: broken bones, concussion, burns, stitches required, tooth knocked out

Sayers Croft



April 13-15th 2025

Payment costs to be sent in a letter shortly.



What makes Year 4 special?

- Sayers Croft residential!
- Roman Day – Friday October 10th
- 3 minute talks
- MTC
- Swimming (2 weeks intense course) during the Summer Term
- Bikeability Level 1



How can you help?

- Listen to your child read daily, asking comprehension questions to check understanding of the text – reading supports many areas of the curriculum and is an essential skill to make progress in writing as well as other subjects.
- Support your child when completing their home learning.
- Help your child to learn their spelling patterns and Year 4 common exception words.
- Encourage your child to become increasingly more independent and responsible – ensuring they have everything they need for school.



Lines of Communication

At St. Martin's Schools we value our strong working partnership with parents.

Start of the day

Message via Y4 email.

End of day

Feel free to approach your child's teacher for an informal chat.

Make an appointment

Either directly with the teacher or via Y4 email.

Other lines of communication:

Learning Diary (not checked daily by teaching staff).

Note via child.



Lines of Communication

Year 4 email

year4@stmartinsepsom.school

Can be used for...

- Providing the team with 'need to know' information about your child.
- Making contact with the team regarding setting up a meeting/contact.
- Asking questions about year group/class specifics to help your child e.g. home learning.

Do not use for...

- Information about absence and illness – you must contact the office team.
- Concerns, compliments or complaints – it is best to speak to your child's class teacher in the first instance or, if more appropriate, the YGL.

Please note that this email address is only monitored between the hours of 8am and 5pm.



Scientist Day!

(to be introduced this year)



Do you have a job in the field of science?

We are looking for parents, friends of parents, or relatives, to come into school and talk a little about their career in science (promise it won't be scary!).

Our Aim:

We want our children to be inspired and amazed by the vast number of jobs available and accessible to them.

We want to ditch the stereotype of male/white/old/white-haired mad scientist.

- **PLEASE fill in the volunteer contact sheet and Mrs Williams will be in touch.**

Year 4.....

- We are really excited for the year ahead
- Do you have any questions?



Thank you for coming.

