



# Welcome to Year 4

Maple Class



Hand in hand we learn, we grow, we soar.

*Love Courage Respect*

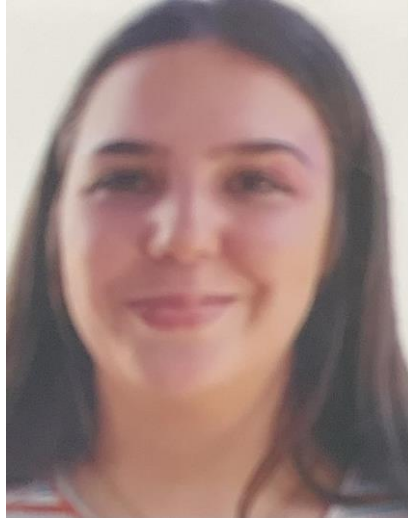
# Maple Class Team . . .



Mrs Verney  
Maple Class Teacher



Mrs Carr  
Teaching Assistant



Miss Rogers  
1:1



Mrs Lawson  
ELSA

Mrs Bracken  
CT - Thursday

# Our school vision and mission statement

***‘Hand in hand we learn, we grow, we soar.’***




**VISION:** Our vision is for our children to be confident and thoughtful individuals with a love for learning.

**MISSION:** We create a nurturing, inclusive environment with high expectations where children thrive and reach their full potential.

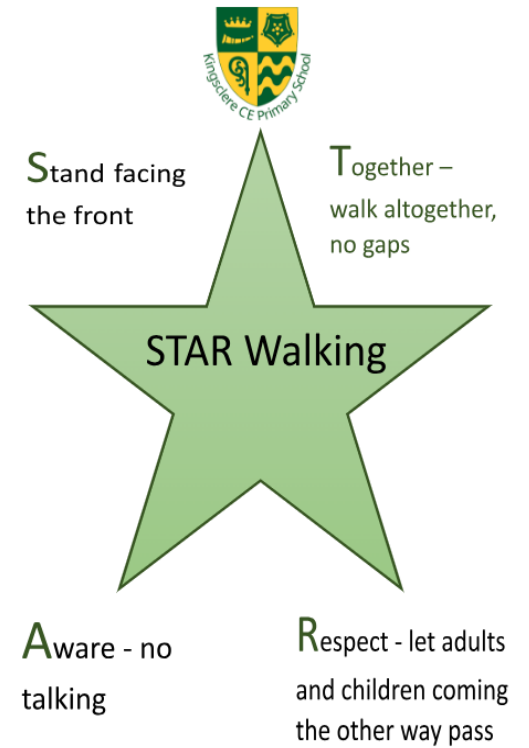
We achieve this through:

- the dedication and passion of our team
- excellence in teaching and learning
- strong partnerships between staff, families and the wider community
- through instilling our core values of Love, Courage and Respect

# Our Behaviour Curriculum

<i>Love</i>	<i>Courage</i>	<i>Respect</i>
<p>Caring Passionate Thoughtful Compassionate</p> 	<p>Resilient Capable</p> 	<p>Respectful Considerate Thoughtful Polite Attentive Tolerant</p> 

# The Kingsclere Way



# Our Weekly Timetable

## Maple Class – Autumn Term 2024-2025

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.45 – 9:15	Handwriting/XT Individual Reading	Handwriting/XT Individual Reading	Handwriting/XT Individual Reading	Handwriting/XT Individual Reading	5* READING and HOME LEARNING
9:15 – 10:00	MATHS	MATHS	MATHS	MATHS	MATHS
10:00 – 10:30	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING	GUIDED READING
10:30-10:45	BREAK	BREAK	BREAK	BREAK	BREAK
10:45 – 11:00	SPELLING SHED 1	SPELLING SHED 2	SPELLING SHED 3	SPELLING CEW focus	SPELLING
11.00 – 12:00	ENGLISH	ENGLISH	ENGLISH	ENGLISH	ENGLISH
12:00-1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 - 1:20	Daily Maths	Daily Maths	Daily Maths	Daily Maths	Daily Maths
1:20 – 2:00	FRENCH	SCIENCE	ENQUIRY	ART	P.S.H.E.
2:00 – 2:45	COMPUTING	INDOOR P.E.		MUSIC	OUTDOOR P.E.
2:45 – 3:05	WS WORSHIP	KS2 SINGING	CLASS WORSHIP	WS WORSHIP - CLERGY	CELEBRATION WORSHIP



# Our PE Days



Tuesday – Indoor P.E.  
Friday – Outdoor P.E.

Please could you help us by making sure that your child:

- wears the correct P.E kit and jumpers are labelled
- is able to either remove earrings for P.E or have tape to be able to cover them.
- has their hair tied back (shoulder length or longer)

## P.E – EYFS, KS1 and KS2

Item	Colour
Polo shirt or T-shirt	Gold
Shorts or skirt	Green
Gym shoes or light trainers	Black or white
Jogging bottoms for outdoor P. E	Black
Sweatshirt for outdoor P.E. (a different sweatshirt from ordinary uniform)	Black

Please note that branded items of clothing are not part of our school uniform for P.E. and therefore all jogging bottoms and jumpers or hoodies must be plain black.

For safety reasons indoor P.E. which involves climbing or balancing apparatus is done without footwear. Gym shoes or trainers are necessary for indoor games and outdoor games. Football boots with studs must not be worn in P.E. lessons on the field. Boots with studs and shin pads may only be worn for football matches.

# Our learning this half term:

Each half term, an enquiry web will be uploaded to the school website in ENQUIRY CURRICULUM

On this, you can find out what learning we will be doing in each subject area.

## Music

In this half term, our musical learning and activities will be focused around the song Hoedown. 20th and 21st Century Orchestral music is combined with Pop music in this Orchestral Pop song, Hoedown. It was created to be danced to! Each unit has a Musical Spotlight and a Social Question and sets out sequences of learning around songs in key musical areas.

## History

We will be looking at a variety of sources to infer what life would have been like for people in Britain during the 19<sup>th</sup> century and what the impact of the railways would have been. We will be using the internet to conduct research into George Stephenson and the invention of the 'Rocket'. We will also learn about the first railway routes and the positive and negative effects they had on the lives of people living at that time. We hope to visit Didcot Railway Centre!

## English

### Texts:

Little Red and the Very Hungry Lion by Alex T. Smith - We will be using this text as a stimulus for developing our skills to write a character description. We will also have an opportunity to write a diary entry and explore some poetic techniques.

Tin Forest by Helen Ward - We will be exploring this text to inspire writing a setting description using different descriptive features.

**Maths** - We will be developing understanding of number and place value and addition and subtraction. We will compare and order numbers, re-visit key facts about 10 and make links to related facts about 100. The key instant recall facts we will be focusing on are:  
Y3 - know number bonds to 100  
Y4 - count in multiples of 1,000 and 25

## Science - Animals, Skeletons and Movement

In Science, we will learn that all animals have skeletons to protect vital organs. We will learn that the stronger bones support a greater mass and that muscles and bones help animals to move.

## Art - Drawing

We will be learning about the life and work of Henri Matisse. We will learn about different sketching pencils, shading techniques and patterns that can be created using them. We will use these skills to create tone in our still life drawings.

## French

In French we are learning to introduce ourselves, say how we feel and have an understanding of the French culture.

## PE

**Indoor - Gymnastics.** We will be learning how to perform a gymnastic sequence that includes different types of rolls and powerful jumps from low apparatus.

**Outdoor - Foundations.** We will be learning techniques to develop lower and upper body stability and core strength.

## Computing

Within computing this half term, the children will be focussing on programming. This will include the skills to design, write and debug programs, using software and understanding to create their own digital animations.

## RE Concept: Neighbour

This half term we will be exploring the idea of community. We will read and discuss the story of The Good Samaritan.

## PSHE - Mental health and well being

Children will be given opportunities to discuss the differences between mental and physical health and look at ways to support their mental health and wellbeing.

What was the impact of the railways in the 19<sup>th</sup> century?



# Our Enquiry Topics

This year our Enquiry questions are:

**AUTUMN 1** : What was the impact of the railways in the 19<sup>th</sup> century?

**AUTUMN 2** : Why are we twinned with Cormicy – what are the similarities between us?

**SPRING**: What made the Roman empire so powerful?

**SUMMER**: Why do people come to the Lake District?

# Our current enquiry:



## The Railways



### Timeline

1500	1750	1812	1825	1850	1863	1879	1912	1968
Railways are used in mines to move coal and minerals	Wooden and iron rails pulled by horses to move coal to harbours	Invention of the steam train	The first railroad opens in Britain	Luxury steam trains with soft seats, sleeping and dining	The Metropolitan is opened as the first underground railway	The first electric train presented in Berlin (Germany)	First diesel locomotive runs in Switzerland	The first high speed trains run in Japan

### Key Vocabulary

diesel	These locomotives burn diesel as fuel and were far more powerful than previous steam locomotives.
electric	Powered from electricity which they collect from overhead cables.
freight	Incredibly long trains (sometimes miles), often with more than one locomotive used to transport goods.
high-speed	Initially produced in Japan but now international, the French TGV held the world record for travelling 357mph!
Industrial Revolution	Factories start up and minerals are mined with people flocking to cities for work.
locomotive	Engines which provide the power to pull a whole train made up of carriages or wagons.
Mallard	Fastest steam train built by Sir Nigel Gresley, which had a stream-lined casing setting a world record of 126mph.
Metropolitan	The first underground railway created beneath the streets of London. Paris and then New York opened shortly after.
Rainhill Trials	The Liverpool and Manchester railway competition to find the best locomotive, won by Stephenson's Rocket.
steam	Powered by burning coal. Steam was fed into cylinders to move long rods (pistons) and make the wheels turn.

Mountain railways use special toothed rails (racks) and a cog which mesh together to slowly pull the train up a mountain. No power goes to the wheels as they are only used to guide the train on the track.

### General Knowledge

#### The Need for Effective Transportation

The increased use of factories and need for raw materials (due to the industrial revolution between 1750s -1850s), along with an increase in population (and need for food) meant Britain needed a way to transport larger amounts, quicker than ever before. Roads were not good enough and canals were a slow form of transportation.

#### Railway Mania!

After the invention of the steam engine, railways really started to take off. Stephenson's Rocket was the first to transport passengers in 1830 from Manchester to Liverpool and by 1848 over 7000km of railway track had been built connecting London to most major cities.

#### Positive Effects

Seaside resorts developed making cheap day trips possible, the delivery of post became faster, factory owners could get raw materials and products to market faster, national newspapers developed, suburbs of towns developed as richer people moved there to travel to work by train, it created more jobs, it allowed children to travel into cities to attend schools and travel became faster and cheaper generally.

#### Negative Effects

Pollution increased, canals and stage coach companies could not compete with locomotives and coaching inns lost

### Famous Figures

#### Thomas Savery (1650-1715)

Thomas Savery was an English inventor and engineer, born in England. He invented the first commercially used steam powered device, a steam pump which is often referred to as an "engine".

#### James Watt (1736-1819)

Scottish engineer and inventor whose steam engine contributed substantially to the Industrial Revolution.

#### George Stephenson (1781-1848)

He worked on the development of railway tracks and bridge building and also designed the 'Rocket' which won the Rainhill Trials in 1829.

#### Isambard Kingdom Brunel (1806-1859)

famous engineer, Isambard Kingdom Brunel, played a key role in Britain's industrial revolution, designing and constructing railway lines, bridges, tunnels and docks around the country, as well as providing massive advances in naval architecture.

# Trips planned so far:

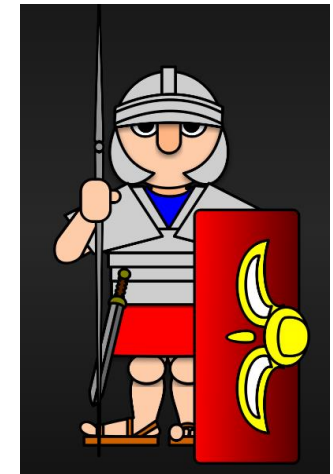
Autumn Term:  
Didcot Railway



Spring Term:  
Local Walk



Summer Term:  
Roman Experience Day



# Supporting Your Child's Learning

*We will be using **scaffolds**, **cut away groups** and **interventions** to support children's learning:*

Interventions might include:-

- Precision spelling
- Priority Readers
- Weekly surgery
- Maths top up
- IDL
- ACE dictionaries
- Early Morning work
- Scaffolds such as word banks, reminders, visual representations

# Presentation of work

- Date and LO
- Seesaw symbol if needed
- Purple pen for editing
- Long writes – every other line
- Handwriting - cursive
- Pride in work

## 5 Star Spelling



	Say it in a spelling voice	
	Clap the syllables	
	Say the sounds (phonemes)	
	Write the code	
	Check for patterns	

## 5 Star Writing



	Punctuation	
	Sentence Structure	
	Spelling	
	Paragraphing	
	Effect	

## 5 Star Maths



	Short date every session	05.09.22
	1 digit per square	
	Number formation	1 2 3 4 5 6 7 8 9 0
	Purple pen corrections	
	Rulers for straight lines	

# Home Learning



## Take Your Pick Home Learning:

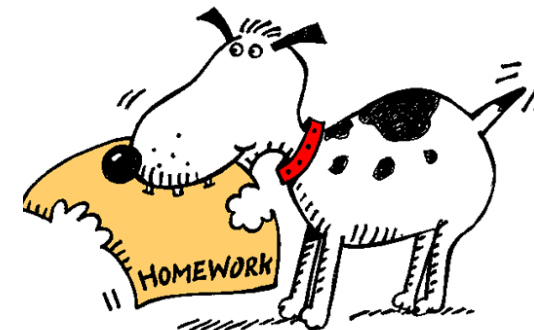
Year 5/6 Autumn Term

### Where is the best place for a UK staycation?

Remember children should complete one task every two weeks, so three tasks by half term (17<sup>th</sup> October). Presentation is a high priority and pupils should choose whether to return a paper presentation or post the learning on Seesaw. They can be as creative as they choose with their responses but should invest about an hour for each task. Our last Collective Worship of each half term will reward the most creative submission for each class.

Research a popular UK holiday destination and write 5 questions relating to this.	Present a photograph from a holiday you, or someone you know, has taken. Annotate around it with activities or quotes from people who were there.	Research Thomas Cooke. Include at least three paragraphs of information and 2 illustrations. You could do this by hand or using a computer.	Plan a train journey to your favourite seaside destination. Can you compare it with another form of transport – eg which takes longer, is more convenient etc?	Create a questionnaire to investigate what types of UK holidays your friends and family have taken. Present as a graph with a summary of the results.
Date:	Date:	Date:	Date:	Date:
Ask a family member about their favourite UK holiday. What did they enjoy most about it and why? What was the worst part of the holiday	Make a bingo card/jpg game of coastal features someone could use on a day trip.	Create a menu for a seaside cafe. Include a price list and any dietary considerations. What would your family order?	Can you think of a famous book with a staycation in it? Summarise the story in 50 words.	Investigate the Box Brownie – what was so special about them?
Date:	Date:	Date:	Date:	Date:
Create a set of key vocabulary words related to holiday destinations in the UK. Make a word search using the vocabulary.	Invent a gadget to prevent seagulls from stealing your chips.	In science we are exploring forces – gravity, friction, air, and water resistance. Using BBC Bitesize as a starting point, create a factsheet to show the important facts of one force.	Make a model to show something you have learned about coasts – it could be out of anything you choose – eg soil, clay, junk or even cake!	Draw a portrait of Isaac Newton.
Date:	Date:	Date:	Date:	Date:
Take one picture linked to accommodation you might rent for a staycation eg tent, hotel, cottage etc. Write a poem to accompany it.	Make up a song or a jingle to advertise a seaside town.	Using one of the PE lessons from this term, design a poster to explain the rules of a game you played or skill you developed. (include sections for safety and equipment.	What is the closest coast to Kingsclere in the UK? Which coast is the furthest away without crossing any sea? How far away are they in time and distance? Explain how you know.	In science we are exploring forces – gravity, friction, air, and water resistance. Can you plan an experiment for one of these forces, which you could safely conduct at home?
Date:	Date:	Date:	Date:	Date:

Parent/carer: Home learning is an important part of your child's academic learning. Please support your child with their homework by talking to them about what they have been learning and making sure they are managing their time well to complete the tasks effectively. If there are any problems please contact the teacher in good time so provision can be made to support your child.



## Home Learning

- Take your pick grid for the enquiry journey
- Reading 4 times a week
- Weekly spelling focus
- Times Tables Rockstars
- A maths focus that can be practised with your child at home or independently, e.g., telling the time

Year 5/6 Home Learning - Friday 9 <sup>th</sup> September - Friday 16 <sup>th</sup> September 2022			
<b>Daily Reading</b> Please continue to read with your child. All children who record their reading 5 times per week or more will be celebrated.  Please continue to send your child's reading diary and books to school each day.	<b>Spellings</b>   Please encourage your child to practise spelling words using Spelling Shed or on paper. <b>Year 5/6 Key Words</b> average, awkward, category cemetery, controversy  Try writing these words in sentences.	<b>Reminders:</b> <ul style="list-style-type: none"> <li>Children should wear P.E kits to school On Tuesdays and Thursdays</li> <li>We will be visiting the school library next week so children may bring home a reading for pleasure book</li> </ul>	
  Please complete the maths task set on the Deepening Understanding website.	<b>Take Your Pick</b> Please complete one activity each fortnight from the Take Your Pick menu linked to our enquiry "Where is the best place for a UK staycation?"	<b>Times Tables</b> Children should continue to practise the tables sent home with them each Friday please.	
Our Sticky Question for the week is: <b>If we moved the school building to the other side of town, but left everything and everyone here, where would the school be?</b>			





# Home Learning

- All children will have a folder to keep any paper tasks in, their 'Take your pick grid', log on codes for spelling, Seesaw and times tables rock stars
- All children have a Seesaw account with a 'Home Learning' folder so that children can share more creative responses to home learning
- Reading books can be changed in school
- Library books can be changed weekly
- Home learning club will run once a week if you feel this will be helpful on Wednesday lunchtime

# Seesaw

- All children have a unique log on to Seesaw.
- Seesaw - has our electronic exercise books – there is a folder for each subject
- We use Seesaw to record and capture non-book-based learning e.g. videos, group work, photographs of activities
- There is a Home Learning Folder where we will occasionally upload a game or revision. This is optional and will be mentioned on the home learning letter that is sent home on a Friday
- Seesaw provides a window into our curriculum



# Super Star Readers

**Super Star  
Readers**



**Reward Token for** \_\_\_\_\_

To have lunch with my teacher and a friend.



**Reward Token for** \_\_\_\_\_

To sit in the teacher's chair for one lesson.



**Reward Token for** \_\_\_\_\_

To choose a friend to stay indoors with at playtime.



**Reward Token for** \_\_\_\_\_

To have 15 minutes free time on the iPad.



**Reward Token for** \_\_\_\_\_

To do a colouring instead of EMW



**Reward Token for** \_\_\_\_\_

To draw a picture on the class whiteboard in Holly Hub



Reading diaries will be checked on **Fridays**

For every day there is a reading experience = 1 HP

This means they can get up to **7HP in one week!**

If they have **4 reading experiences** = name in the **prize draw!**

- Reading a book on your own
- Reading with an adult
- Having someone else read to you
- Reading an e-book
- Listening to an audio book
- Watching videos of someone reading a book
- Reading a magazine
- Reading a newspaper
- Reading a comic
- Reading a graphic novel

# Rewards and Responsibilities



- ▶ Reading rewards
- ▶ House points
- ▶ Celebration Friday
- ▶ Star Awards each Half Term
- ▶ Mrs Titcomb's Tidiest Classroom Trophy
- ▶ Reading Ambassadors
- ▶ School Council Representatives
- ▶ Safeguarding Leaders

# Snacks



## Snack Box

- Healthy snacks please - bread-based or a piece of fruit or vegetable
- Snacks into the snack box to avoid time lost at break time getting snacks from bags
- Please pop names on snacks where possible
- Only water in their water in bottles, please

# Important dates for this term

Sunday 15 <sup>th</sup> September	Soloist opportunity audition for any children wishing to sing a solo at the Mayor's Variety Show performance on 5 <sup>th</sup> October 13:00 – 16:00
Monday 16 <sup>th</sup> September	After School Clubs begin but Young Voices will not start until Tuesday 8 <sup>th</sup> October 15:15 – 16:15 after the Mayor's Variety Show preparation and performance. Please look out for more information regarding this.
Wednesday 25 <sup>th</sup> September to Friday 27 <sup>th</sup> September	School Book Fair – School Hall 3.15pm to 3.45pm
Monday 30 <sup>th</sup> September	Individual Photos
Tuesday 1 <sup>st</sup> October	Reading Workshop for all year groups parents/carers at 09:00 - 10:00
Wednesday 2 <sup>nd</sup> October	Year 3 and Year 4 trip to Didcot Railway Centre
Thursday 3 <sup>rd</sup> October	Parent/Carer Reading Workshop 09:00 – 10:00
Saturday 5 <sup>th</sup> October	Mayor's Variety Show Choir Performance
Friday 25 <sup>th</sup> October	INSET Day
28 <sup>th</sup> – 1 <sup>st</sup> November	Half Term

Please join us for our Harvest Festival at the church on Friday 27<sup>th</sup> September 09:30.

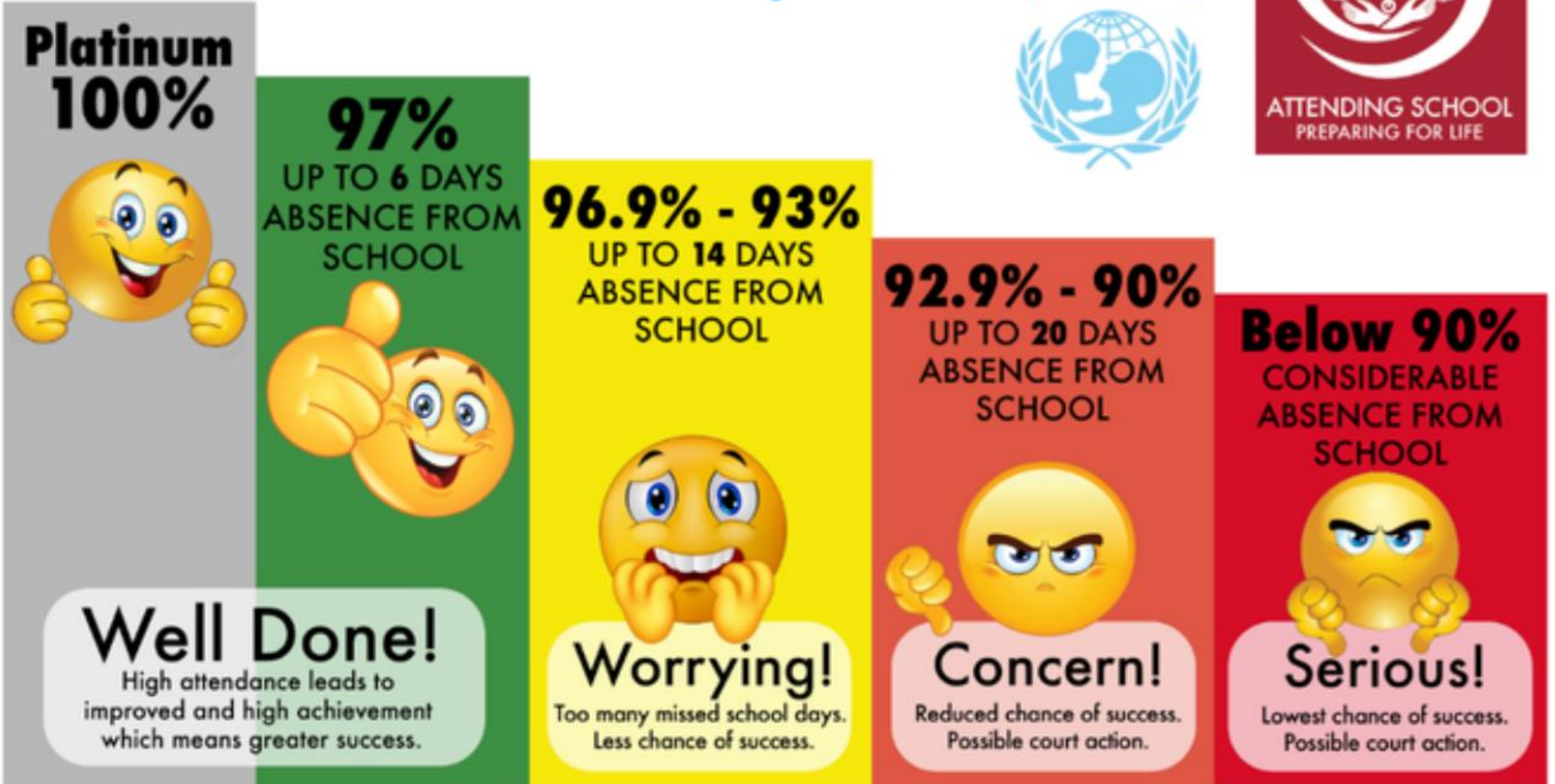
Any helpers to supervise children – we would be so grateful for your support.



# Attendance

## WHAT IS **YOUR** ATTENDANCE?

Right to education (Article 28)



There are 175 non school days a year.  
That's plenty of time to go on visits, holidays, shopping and other appointments.

# Attendance and Attainment

- If your child is feeling unwell in school, we will contact you if they are unable to continue with learning and other school activities
- If your child feels better during the school day, please bring them in
- We can administer medication and Calpol with your permission if this is needed or helps your child to attend school
- If there is anything we can do to support a health concern, please let us know
- Please arrive at school by 08:45
- At 08.45 staff will open classroom doors for their class to enter school. A morning task will be ready for them.

## positive effect on academic attainment



**School attendance has a positive effect on academic attainment** <sup>1</sup> <sup>2</sup> <sup>3</sup> . Students with the highest attendance throughout their time in school gain the best GCSE and A Level results <sup>1</sup> . Pupils who performed better both at the end of primary and secondary school missed fewer days than those who didn't perform as well <sup>1</sup> . Missing out on important parts of the curriculum due to lower attendance may result in poorer performance in school exams, increased risk of dropout, and a lower likelihood of progressing to higher education <sup>2</sup> . The higher the absence rate, the lower the likely level of attainment <sup>3</sup> .

Learn more: [1. educationhub.blog.gov.uk](https://educationhub.blog.gov.uk) [2. strath.ac.uk](https://strath.ac.uk) [+1 more](#)



# Here to listen: Our Safeguarding Team



Designated safeguarding lead (DSL): Jo Messenger



SENCO and Safeguarding Officer  
-Deputy DSL: **Attiya Khawaja**  
**Monday - Thursday**



Phase Leader Year R and Key Stage 1  
Deputy DSL: **Lindsey Bowden**



Phase Leader: Key Stage 2  
Deputy DSL: **Caroline Williamson**

# Safeguarding

## School Site:

- safety access codes
- visitors only access via the front entrance – sign in
- CCTV around the school

## Staff Training:

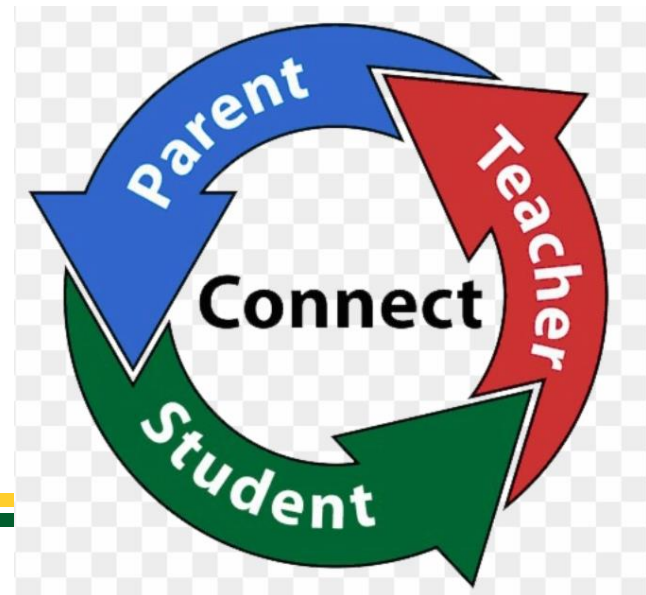
- annual safeguarding training and set agenda on all Staff Meetings
- report any concerns to a member of staff – DSL – and DDSL and who they are

## Children:

- curriculum focus through PSHE, SMSC, RSHE and Collective Worship focus

# If you need to contact us

- A quick catch up with the class teacher or TA at drop off and pick up times
- Email the admin team who will ensure the right person receives your email
- Phone the office to arrange a team to meet
  - the meeting can be online, a telephone call or in person



# If we need to contact you...

- A quick catch up at drop off or pick up times
- A phone call after school
- A message via Weduc
- Letters and forms via Weduc





# Keeping Children Safe Online

We value what an incredible learning tool the internet and technology can be and know that this is the future. We educate the children through our curriculum about online safety.

What we do:-

- ✓ Teach lessons each half term with a focus on e-safety – if anything makes you feel uncomfortable or upset, talk to a trusted adult
- ✓ Have internet safety code of conduct that the children know and follow
- ✓ Monitor their internet use
- ✓ Work with parents and carers to address any concerns
- ✓ Seek professional advice where we need to
- ✓ Have a school governor and digital leaders to support e-safety
- ✓ Work closely with our IT support team if we have any concerns

# Keeping Children Safe Online



## Talk with your child about responsible use of their tablet

Discuss what is okay and not okay to use it for and look at the possible risks. Tell your child what they should do if something goes wrong while using it. This could be to turn off the screen and tell an adult.



## Think about the location of the tablet

Will it be in a shared family space or in a bedroom? Where will the tablet charge overnight? Think about: setting time limits; reminding your child about the risks of communicating online with people that they do not know; and encouraging them to come to you with any worries.



## Explore parental controls

Take a look at the controls available both on the tablet itself and on your home Wi-Fi. Talk these through with your child too. Parental controls are a helpful tool, but an open conversation with your child is the most important thing.

# Online Safety– Parent/ Carer Responsibilities

- For older children, monitor groups and conversations through social media
- Know age limits
- Teach your child about their device
- Set up any controls

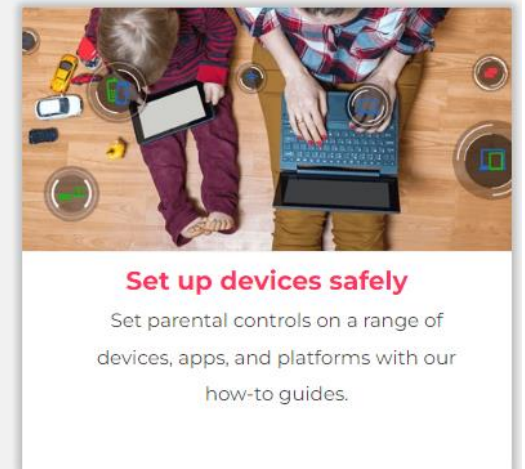
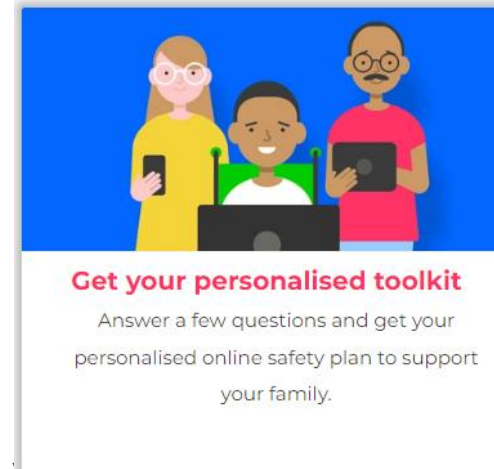
Helpful Resources and Links:

[www.ceop.police.uk](http://www.ceop.police.uk).

<https://www.childnet.com/help-and-advice/how-to-make-a-report/>

<https://www.internetmatters.org/>

<https://www.openvieweducation.co.uk/internet-safety-guides/>



# Age Limits

## APPS AND THEIR AGE RATINGS

13+


Facebook


Instagram


TikTok


YouNow


House Party


Snapchat


Twitter


Kik


Yubo


Monkey

16+


WhatsApp

17+


Sarahah


YOLO

18+


MeetMe


LiveMe

# Can you help?

- ▶ Hearing readers / playing maths games mornings or any afternoon from 13:15
- ▶ You are always welcome to come into year 4 to lend a hand – just let us know when you are available and any areas of expertise! (DBS check)



**If you are free to help, please let us know 😊**





Thank you for coming.  
Any questions?