Welcome to the Year 4 Parent Presentation

Miss Cook
Mrs Keogh

OFSTED

Exceptional
Strong Standard
Expected Standard
Needs Attention
Urgent Improvement

Inclusion

Curriculum and Teaching

Achievement

Attendance and Behaviour

Personal Development and Wellbeing

Early Years

Leadership and Governance

Safeguarding



Communication

- ClassDojo will continue to be used for sharing notifications and important updates with parents and carers; however, it is not a method of direct communication with staff. Therefore, please direct any correspondence to staff members via email or through the Home Link Book.
- Staff will always endeavour to respond to emails as promptly as possible. However, please be aware that response times may vary depending on workload and other school commitments.
- This academic year, Mrs Venugopal will be jointly leading our SEND provision alongside me, with the intention of taking on full leadership of this area in the future.
- For any SEND-related queries or correspondence, please contact us via senco@godstone.surrey.sch.uk Either Mrs Venugopal or I will respond to your query as soon as possible.
- For any other matters that you wish to raise with me directly, please use head@godstone.surrey.sch.uk

Additional Support

- For any SEND-related queries or correspondence, please contact us via senco@godstone.surrey.sch.uk Either Mrs Venugopal or I will respond to your query as soon as possible.
- The school will be establishing a ‘One Stop Hub’ within the school office, providing parents and carers with a central point of access for information, guidance and support across a range of topics, including sleep, neurodiversity, anxiety and other common parental queries.
- The school has a new SEND Case Officer – Georgina Falzon. All queries can be submitted to SESEND@surreycc.gov.uk
- If you or anyone that you know is in financial difficulties, please contact me directly - head@godstone.surrey.sch.uk

Regular school attendance

- Persistently Absent (PA) – a child's attendance falls below 90%
- Severely Absent (SA) – a child's attendance falls below 50%

- If a child's attendance falls below 90%, the following next steps will occur:
    1. A letter of concern is sent to the parent(s)
    2. A letter asking for medical evidence is sent to the parent(s)
    3. A meeting with the Headteacher and Office Manager is arranged
    4. A referral to Surrey Inclusion or Social Services is made

- The school's attendance target for this year is 96%
- The Headteacher and Office Manager meet twice a half term to monitor attendance

Benedict's Law

As a school, we are committed to ensuring that all pupils with allergies are supported safely and included fully in school life. To enable us to do this, it is essential that parents and carers provide us with accurate and up-to-date information about any allergies, medical conditions or prescribed medication that their child has.



- Please ensure that the school is informed promptly if your child:
- Has a new or diagnosed allergy.
- Has experienced an allergic reaction or anaphylaxis.
- Has been prescribed an adrenaline auto-injector (AAI/EpiPen/Jext).
- Has any changes to their allergy, medication or emergency treatment.
- Requires an Individual Healthcare Plan or changes to an existing plan.

Parents and carers should also ensure that any prescribed medication, including adrenaline auto-injectors, are provided to the school and kept up to date.

Clubs



Please be aware that after-school clubs and activities are separate from the school and are operated by independent providers. As a result, club staff may not have access to the information held by the school about your child.

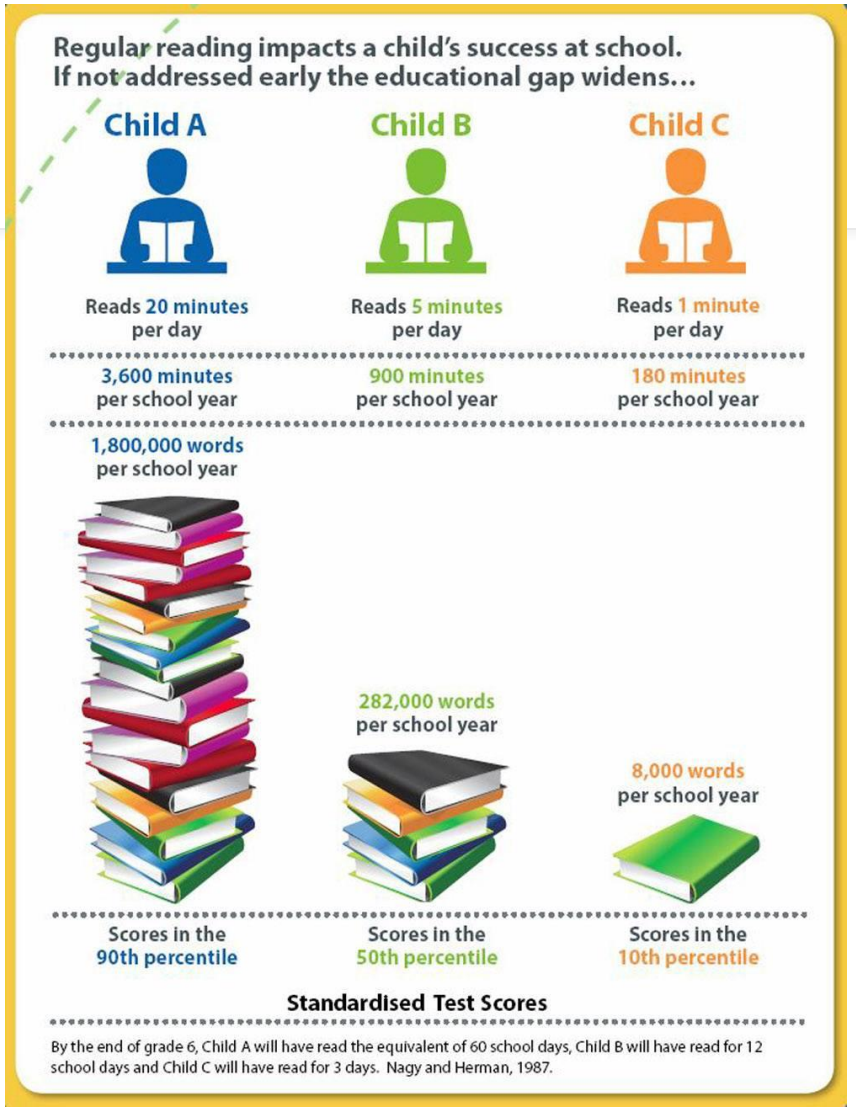
It is therefore essential that parents and carers share any relevant information directly with the club provider, including special educational needs or additional needs, behavioural needs, medical conditions, allergies, dietary requirements or any other information that may affect your child's safety, wellbeing or ability to participate.

Providing this information in advance enables the club provider to assess whether they can safely and appropriately meet your child's needs and put any necessary support or arrangements in place.

Please do not assume that information shared with the school will automatically be passed on to the club provider. Parents and carers are responsible for ensuring that the club has all relevant and up-to-date information about their child before they attend.

Reading


Reading enables a 360-degree growth of an individual. It develops your thought process, expands your viewpoints and keeps your mind active
BENEFITS OF READING
Sharpens your mind
Helps in self-discovery
Improves writing skills
Improves your language skills
Builds focus & concentration
Source of light on dark days
Evolves you as a human being
Lets you enjoy the me-time
Helps to learn the art of empathy
Boosts your sleep
Helps to learn new things
Great source of entertainment
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Regular reading impacts a child's success at school.
If not addressed early the educational gap widens...
Child A
Child B
Child C
Reads 20 minutes per day
Reads 5 minutes per day
Reads 1 minute per day
3,600 minutes per school year
900 minutes per school year
180 minutes per school year
1,800,000 words per school year
282,000 words per school year
8,000 words per school year
Scores in the 90th percentile
Scores in the 50th percentile
Scores in the 10th percentile
Standardised Test Scores
By the end of grade 6, Child A will have read the equivalent of 60 school days, Child B will have read for 12 school days and Child C will have read for 3 days. Nagy and Herman, 1987.

Weekly timetable

- Daily English and Maths
- Daily Grammar and arithmetic (test Friday)
- Spelling x3 (test Friday)
- Reading x3 (as well as 1-1 reading)
- Handwriting x3
- PE x2 (Handball/Football/Swimming-Autumn 2)
- History/Geography, Science, RE, French, Art/DT, PHSE, Computing x1

Spelling strategies

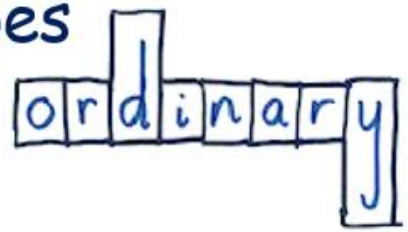
Mnemonics



Spelling Graffiti



Word Shapes



Word Triangles



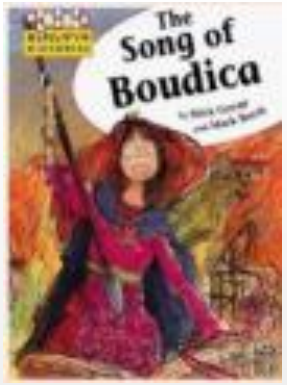
Word Illustrations



What's the Tricky Bit?



Our core texts

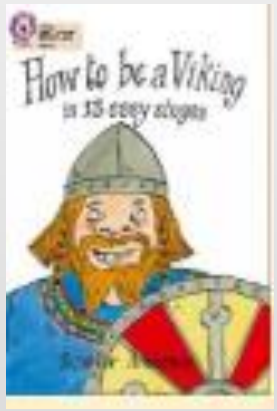


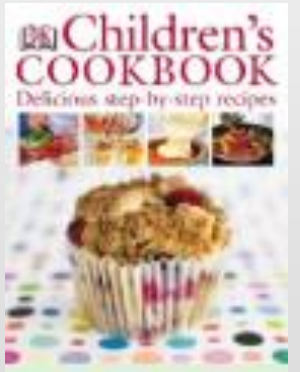


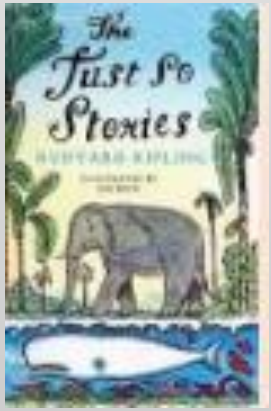


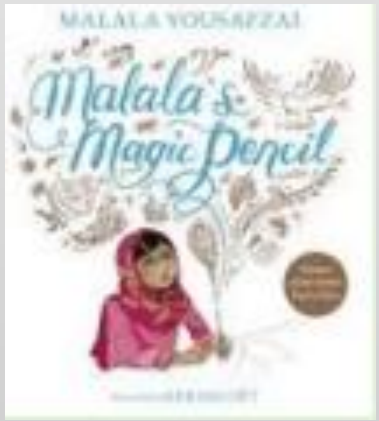


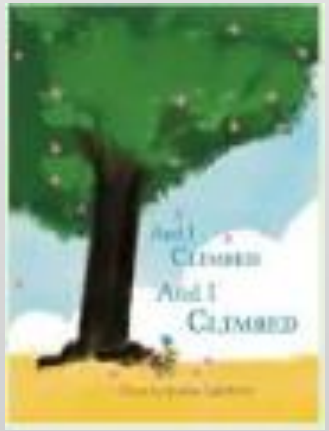














Core Subjects

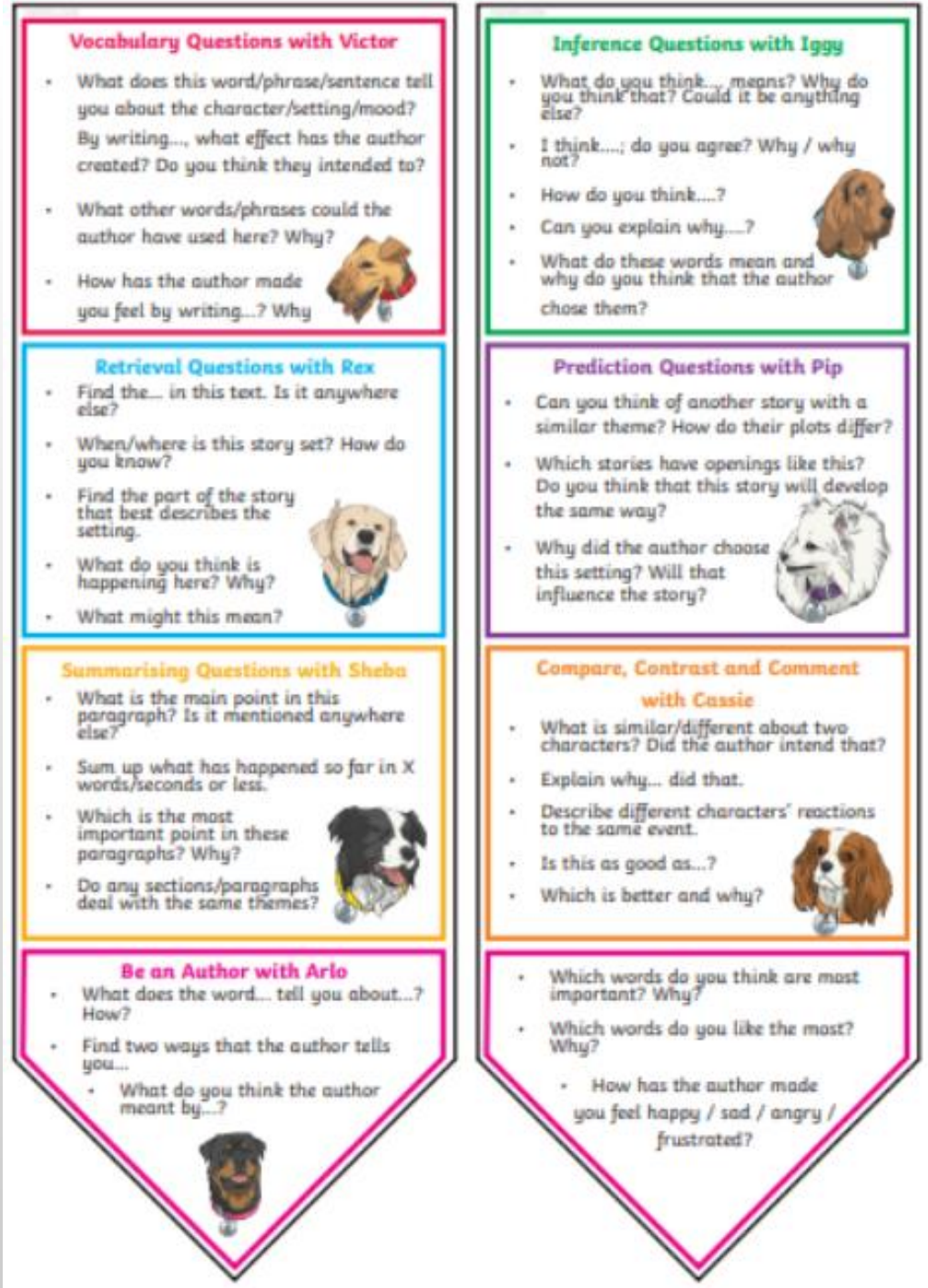
- English- The Song of Boudica/So you think you've got it bad (Ancient Rome)
Fiction and Non-Fiction- Rally Speech, Diary Entry

- Maths- Place Value (representing, comparing, estimating numbers to 10,000/thousands, hundreds, tens and ones/rounding to the nearest 10,100,1000)
Addition and subtraction (4 digit numbers)/
work linked to Maths journals each week

- Science- Sound- investigations

Reading

- x3 guided reading sessions a week where we focus on one skill per lesson.
- Home link books in school everyday.
- Please sign it when you have read with your child.
- If your child reads x3 a week at home, they get entered into the school raffle to win a new book. They will also achieve a house point.



Year 4 Half-Termly Overview

Autumn 1 2026-2027



English

For the first part of this half term, we will be studying **The Song of Boudica**, a powerful narrative based on the true story of Boudica, the courageous queen of the Iceni tribe. After the Romans invaded Britain, Boudica led a rebellion against their rule, inspiring her people to fight for freedom and justice. Through our reading and discussion of the text, we will explore themes of bravery, leadership and persuasion before writing our own powerful rally speeches to motivate and inspire an audience. For the second part of this half term, we will be exploring **So You Think You've Got It Bad? Ancient Rome**, a humorous non-fiction text that reveals what life was really like for people living in Roman times. Through studying the book, we will learn about Roman homes, schools, food, clothing and daily routines, gaining a deeper understanding of the challenges and experiences of Roman children. Using this knowledge, we will write our own diary entries from the perspective of a Roman child, bringing history to life through engaging and imaginative writing.



Spelling



The children will take part in weekly spelling lessons and activities to help them read, understand and apply their spelling words accurately. They will then consolidate their learning both in school and at home using **Spelling Shed** and in their **Home-Link Books**. Each week, the spellings will focus on a specific spelling rule or pattern. New spellings will be given out on a **Friday** and tested the following **Friday**.

Reading



In school, the children will take part in three reading sessions each week. During these lessons, they will develop a range of reading skills, including vocabulary, retrieval, prediction, inference, summarising, comparing and contrasting texts, commenting on authors' choices, and exploring texts from a writer's perspective. Please continue to read with your child as often as possible at home. Children are expected to read at least **three times each week** for a minimum of **10 minutes per session**, and this should be recorded in their Home-Link Book. Regular reading at home makes a significant difference to children's progress in both fluency and comprehension.

Maths



For the first four weeks of the half term, the children will focus on **place value** with numbers beyond 1,000. They will learn to recognise the value of each digit in a four-digit number, round numbers to the nearest 10, 100 and 1,000, and find 1,000 more or less than a given number. Following this, we will move on to **addition and subtraction**, where the children will develop their skills in calculating with four-digit numbers. Throughout all of our maths lessons, we will focus on building fluency, reasoning and problem-solving skills, helping children to explain their thinking and apply their learning in a range of contexts.

Science



This half term, we will be learning about **sound**. The children will investigate how sounds are made and explore how vibrations travel through different materials to reach our ears. They will also learn how sound changes over distance, discovering why sounds become quieter the further away they are from their source.

History



This half term, we will be exploring the question: **How did the Romans change Britain?** We will discover why the Romans invaded Britain and investigate the lasting impact they had on everyday life. We will also learn about the Celts and their resistance to Roman rule, including the inspiring story of **Boudica** and her fight against the Roman army.

PSHE



This half term, we will be exploring what makes each person unique and why it is important to treat everyone with fairness, respect and equality.

Art



In Art, Year 4 will be exploring different types of drawings in the topic 'Drawing: exploring tone, texture and proportion'. They will be using different mediums and tools to create a variety of different art work.

PE



PE lessons will take place on **Tuesdays and Thursdays** this half term. We will be developing our skills in **football and handball**, focusing on key techniques such as passing, receiving, dribbling, movement and teamwork. The children will have opportunities to practise these skills through a range of drills and activities before applying them in small-sided games and competitive situations. Please ensure that your child comes to school wearing their full PE kit on these days so that they can participate safely and comfortably.



Computing



In Computing, we will be learning about **The Internet** and how it allows people around the world to communicate and share information. We will explore how websites work, how information travels online, and how to use the internet safely and responsibly.

RE
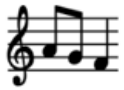


In RE, we will be learning about **Sikhism**. The children will explore Sikh beliefs, values and traditions, including the importance of the **Guru Granth Sahib**, the **Gurdwara** and the teachings of the Sikh Gurus.

French



In French, we will be learning how to describe people in French as part of our **Portraits** unit.

Music



In Music, the children will be learning and performing songs linked to **Harvest** and **Remembrance**. They will develop their singing skills by practising pitch, rhythm and expression, while also exploring the meaning and importance of these special occasions.

I am looking forward to an exciting half term of learning with the children. If you have any questions or need any support in helping your child with their learning, please do not hesitate to get in touch. You can speak to me at the end of the school day, contact the school office, or write a message in your child's Home-Link Book.

Thank you for your continued support and partnership in your child's education.

Miss Cook

Year 4 teacher

Multiplication Tables Check

- June 2027
- 25 questions – 6 seconds each.
- All 12 times tables.
- Times Table Rockstars – Soundcheck.
- Daily10
- MrsThompsonMTC
- Practise!

Homework

Homework and House Points

Your child we be rewarded with **one** house point and **one** sticker for completing any of the following:

- When children have read for a minimum of **three times** in a week,
- When children have engaged with Times Tables Rock Stars **three times** a week,
- When children have completed the relevant pages of their maths journal,
- When children have completed their spelling sheet (years one and two) or at least **three** Spelling Shed games,
- When children have completed their grammar quiz (years five and six),
- When children complete a piece of half-termly homework from the grid they will be rewarded with a sticker and house point.



Half-termly Homework		
Science	History	Art
Become a sound scientist and investigate how vibrations create different sounds. Explore how changing the size, shape, tension or material of an object affects the sound it makes, then share your discoveries through a poster, homemade instrument, video, presentation or another creative project.	Investigate the Roman Empire and discover how it changed life in Britain. Explore Roman soldiers, settlements, roads, food or famous landmarks, then present your findings in a creative way, such as a poster, PowerPoint presentation, model, map, fact file, a section of Hadrian's Wall or a Roman menu.	Draw like a Roman artist by creating your own detailed sketch of a Roman shield, artefact, statue, building or other object from Roman times. Use the skills you have learned in class, including tone, texture and proportion, to make your drawing as realistic and careful as possible.
RE	Music	PE
Explore the Sikh faith and learn about its beliefs, values and traditions. You could investigate the importance of the Gurdwara, the Five Ks, Sikh festivals or key Sikh teachings, then present your learning in a creative way, such as a poster, fact file, model, artwork, video or PowerPoint presentation.	Explore the importance of harvest and why people celebrate it through music and song. You could learn the words to a harvest song, perform it for your family, create actions to go with it, write a new verse, design album artwork or make a poster explaining the meaning behind the song.	Develop your skills and knowledge of football and handball by practising at home or researching the rules of each game. You could create a skills challenge, keep a practice diary, design a training session, make an information poster about the rules, or record a video demonstrating your favourite skills.
Computing	PSHE	French
Explore how the internet helps us to find information, communicate and share our ideas with others. You could create a poster explaining how the internet works, design an online safety guide, research the history of the internet, make a presentation about your favourite website, or create a fact file showing different ways people use the internet every day.	Explore what makes each person unique and why it is important to treat everyone with fairness, respect and equality. You could create a poster celebrating diversity, design a campaign promoting inclusion, research a famous person who has made a difference, make a presentation about democracy, or create a fact file explaining why every voice matters.	Practise describing people in French by exploring how to talk about appearance and personality. You could create a labelled self-portrait, design a portrait of a family member or famous person or a video of a conversation you are having with a family member.

Communication

- Home-link books
- Class Dojo
- Home-time
- School office



24th-25th March 2027

2 full days and overnight stay











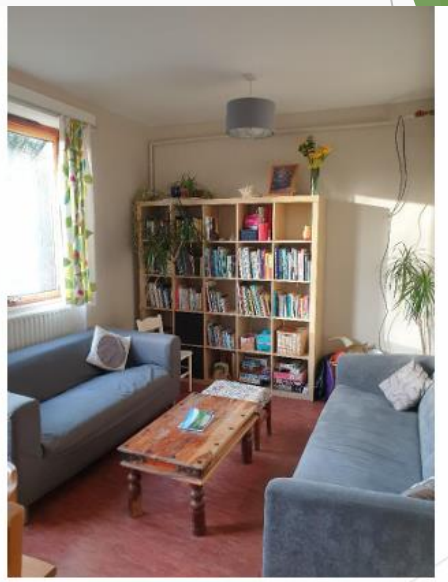


Daytime and evening activities on a 55 acre site through all the seasons!

Welcome to your home away from home, Wetherdown Lodge!

Common room and dormitory

This is where you will eat your breakfast and lunches and chill out. Our boot room is where you'll leave all those muddy outdoor shoes.
Top Tip: Bring slippers for indoor comfort!


Each room has a sink and a bedside table. All of your bedding and towels are provided.
Top Tip: practise putting on a duvet cover at home ready for your stay!

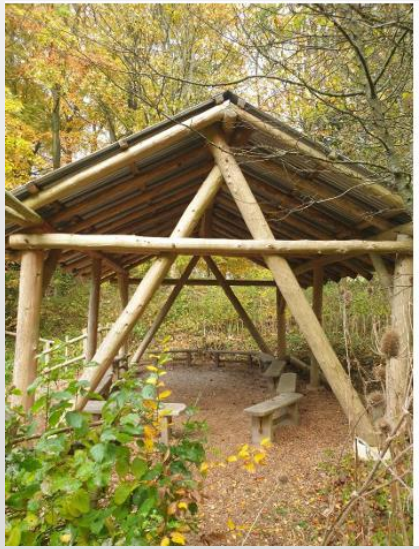





Outdoor classroom

The Horseshoe

The Pole Barn







The Stables

The Paddock





The Army Marquee

- Parent Reps
- Thank you for you time