

Year 4 Meet the Teacher

Sacred Heart Primary School



Welcome!





Who is Who?

- Miss Prain – Class Teacher
- Mrs Perrott – Teaching and Learning Assistant (Monday and Tuesday)
- Mrs Di Fiore (Teaching and Learning Assistant (Wednesday- Friday)
- Mrs Taylor – PPA Cover
- Mrs Fogg – Music Teacher
- Mrs Coney – French Teacher





Start of the Day



- Children are expected to be in school between 8:45am and 9:00am.
- Year 4 pupils enter through the junior door at the side of the building.
- Parents/carers should leave the playground once their child is in school.
- If you are late, please ensure your child comes into school via the Main Office.
- If your child is absent, please contact the school and inform us. An indication of your child's symptoms would be beneficial so that we can support you and your child.





End of the Day



- Children will exit the building via the junior door at 3:20pm and should leave the playground via the vehicle gate.
- Please arrive and exit the playground promptly through the vehicle gate.
- If for any reason you are late, please notify the Main Office.
- Please inform us if your child is being collected by someone else by phoning the school office or via email.





Uniform



- All school uniform and kit should be **clearly named**.
- Every **Monday** and **Friday**, pupils should come to school wearing their PE kit.
- Indoor PE kit: Sacred Heart maroon t-shirt, navy blue school shorts or skort, white socks and trainers.
- Outdoor PE kit: Sacred Heart tracksuit jumper and bottoms, white socks and trainers.
- Children should not be wearing jewellery .
- Hair tied back for school at all times.





Equipment



- Children should bring their Reading Journal, reading book and Spelling Journal to school every day.
- Every child should have a water bottle (and a packed lunch if they have one).
- Your child will need to bring in a coat as the weather becomes cooler.





Daily Routine



Year 4 Weekly Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45-9:00	Morning Activity	Morning Activity	Morning Activity	Morning Activity	Morning Activity
9:05-9:25	Celebration Assembly (10am)	Mark 10 Mission (In Class)	Hymn Practice	Collective Worship (In Class)	Themed Assembly
9:30-10:15	English	Maths	English	History	Spellings/Times Tables Test
10:15-10:30	Break	Break	Break	Break	Break
10:30- 11:00	English Skills	English Skills	English Skills	English Skills	Maths (until 11:15)
11:00-11:45	Maths	English	CT	Maths	English
11:45-12:45	Outdoor Play/Lunch	Outdoor Play/Lunch	Outdoor Play/Lunch	Outdoor Play/Lunch	Outdoor Play/Lunch
12:45-13:00	ERIC	ERIC	ERIC	ERIC	ERIC
13:00-14:00	Computing	Science	Music RSE/PSHE	RE	PE
14:00-14:10	Break	Break	Break	Break	Break
14:10-15:05	PE	RE	French (FC)	Art/DT	Computing
15:05-15:20	Packing Up and Story	Packing Up and Story	Packing Up and Story	Packing Up and Story	Packing Up and Story



Behaviour



Rewards	Consequences*
✓ Stickers	✗ Timeout
✓ Happy Face and Ticks	✗ Reflection Face
✓ Marbles	✗ Reflection activity
✓ Star of the Week	✗ Discussion with another teacher
✓ Good Manners	✗ Discussion with the headteacher
✓ Headteacher Award	
✓ Postcards	

* Please note that while in some instances the consequences escalate as written – this may not always be the case.



Attachment Aware
Schools Award

Relational

RESTORATIVE APPROACHES

Attachment Aware Schools Award

Attachment Aware Schools Award

10 Top Tips for being the best attachment figure in the classroom!

1. Respond to their needs, not a...
2. Notice their distress and acknowledge they are distressed...
3. Respond to the things you have been told to make...
4. Notice their perspective of the situation...
5. Avoid the use of physical punishment...
6. Be honest if you're wrong...
7. Have a positive attitude towards the child...
8. Have a positive attitude towards the child and their emotional state as being fine and well, and experiencing the best in their...
9. Try to think back to the things you were told to do...
10. Remember to be patient...

What can I do?

Let's help every child thrive.

Why Do We Have Thrive?

Here are some reasons why...

- It helps to build resilience
- It decreases mental illness
- Reintegrates the learning provision
- Helps underachievers to re-engage with learning
- Enhances emotional and social skills
- Helps children to become curious

The ZONES of Regulation

GO

REST AREA

SLOW

STOP

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
How might you feel? Calm Relaxed Happy Content	How might you feel? Calm Relaxed Happy Content	How might you feel? Calm Relaxed Happy Content	How might you feel? Calm Relaxed Happy Content
How might you act? Calm Relaxed Happy Content	How might you act? Calm Relaxed Happy Content	How might you act? Calm Relaxed Happy Content	How might you act? Calm Relaxed Happy Content
How might you think? Calm Relaxed Happy Content	How might you think? Calm Relaxed Happy Content	How might you think? Calm Relaxed Happy Content	How might you think? Calm Relaxed Happy Content

There is a reason for every behaviour.

thrive

Approach

The ZONES of Regulation[®]

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help



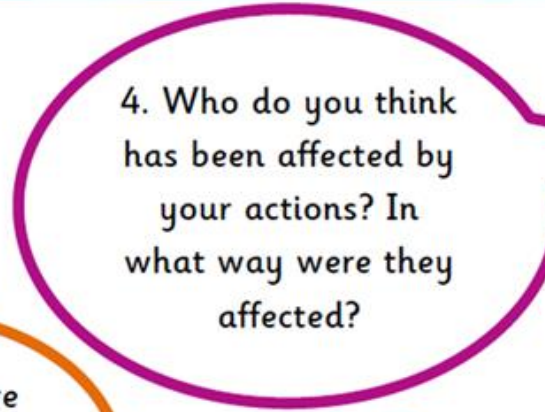
1. What happened?



2. What were you thinking about at the time?



3. What have your thoughts been since the incident?



4. Who do you think has been affected by your actions? In what way were they affected?

Restorative Practice in school



5. What do you need to do now to make things right?

There is a reason for every behaviour.



The six developmental strands are:

1. Learning to be 0-6 months (**Being**)
2. Learning to do 6-18 months (**Doing**)
3. Learning to think 18 months – 3 years (**Thinking**)
4. Learning to be powerful, and have an identity 3-7 years (**Power and Identity**)
5. Learning to be skilful and have structure 7-11 years (**Skills and structure**)
6. Learning to be independent and secure in your sexual identity 11-18 years (**Separation and sexuality**)

Let's help every child
thrive 



Curriculum



- English:
 - Reading and comprehension skills.
 - Grammar, Spelling and Punctuation 'Non-negotiables'.
 - Class Text this term: 'The Adventures of Odysseus'

Mathematics:

- White Rose curriculum.
- Curriculum newsletter issued every term.
- A weekly email will be sent out every Friday:
 - Any changes to school routines and events will be communicated via email.



Home Learning

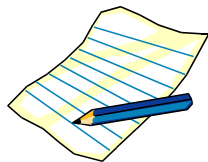


- Weekly home learning tasks will focus on consolidation.
- Home learning will be set on a Friday and should be handed in by the following Tuesday.
- Children will receive English and Maths home learning every week.
- They may get half termly home learning linked to RE and half-termly home learning linked to History or Geography.

Home Learning: English



- One piece of English Home Learning a week:
 - Reading comprehension.
 - SPaG consolidation.
- Spellings: weekly list of words to learn with related activities to help practise the pattern.
- Reading:
 - 20 minutes each day recorded in their Reading Record.
 - 4 entries in Reading Journal per week.





Home Learning: Maths



- One piece of Maths Home Learning a week linked to class content.
- Some tasks may be computer-based using an online platform like Mathletics.
- Weekly Times Table Test





Mark Scheme



SACRED HEART CATHOLIC PRIMARY		
Achievement	✓	Correct
	☆	Meeting Expected Learning Outcome
	1HP/2HP/3HP	House Points 1HP – Good Learning Outcome 2HP – Outstanding Learning Outcome 3HP – Exceptional Learning Outcome (visit Headteacher)
	LO + LO = LO -	You have exceeded the learning outcome You have met the learning outcome You have not quite met the learning outcome
Improvement	●	Incorrect
	The <u> </u> sat on the mat.	Words missing
	~~~~~	Check this
	because sp	Spelling error For Year 5 and Year 6 no circle, code in margin
	amie, How are you p	Missing punctuation For Year 5 and Year 6 no circle, code in margin
	//	Start a new line or paragraph
	NS VF	Moving forward comment/next steps Verbal feedback given
Assessment	✓	This is great!
	😊 😐 😞	Show us how you think you have done with your learning
	AS	Adult Supported Learning
	GG	Guided Group Learning
	P	Paired Learning
IND	Independent learning where this follows guided or supported learning	



# Feedback Expectations



- Verbal feedback is a priority.
- Written feedback will be given as follows:
- Consistent use the codes detailed on the marking policy.
- Children will have one focused mark in RE, Science and Learning Themes per topic.
- Children will receive Next Steps in Maths, once a week.
- Opportunities for Self and Peer Assessment will be introduced in activities that lend themselves to the process.





# Provisional Key Dates



- Parents Evenings:
  - Week beginning 8th November
  - Please note: we will be sending out a survey in relation to how these will be held.
- Sacred Heart Open Events:
  - Week beginning 15th November
- Christmas Concerts and Nativities
  - Week beginning 6th December

**These dates are provisional and may be subject to change, postponement or cancellation. The dates will be finalised towards the end of this half term.**



# Talk to Us!



- Please do not hesitate to contact us:
- If you are worried about **any** aspect of your child's learning, well-being or experience at school.
- If you have questions or need clarification about school routines or home learning details we will try to respond to emails received within 48 hrs.

**[lpain@sacredheart.richmond.sch.uk](mailto:lpain@sacredheart.richmond.sch.uk)**

- If your concern is urgent, please notify the office.



**THANK YOU** for such a  
**positive start to the year!**

**Your support and positivity means a  
lot to Sacred Heart.**

**Any Questions?**

