



# Welcome to Year 4

Class Teacher - Mrs Scott (Mon - Thurs)  
Mrs Thornton (Fri)

TA - Mrs Turner (Tuesday Mornings)  
TA - Mrs Hancock (Monday all day, Wednesday  
all day, Thursday all day and Friday mornings)



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# The Stocks Green Way



Our whole school community follows three rules:

- Be Ready
- Be Respectful
- Be Safe



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# Our School Values

## AT STOCKS GREEN PRIMARY SCHOOL WE ARE:



### KIND

We care for everyone  
in our school.



### RESPECTFUL

We listen to everyone,  
we are polite and look  
after our school.



### HONEST

We always tell the  
truth.



### RESILIENT

We do not give up when  
we are faced with a  
challenge.



### INCLUSIVE

We welcome everyone  
into our school  
community.



We try to instil these values  
in our whole school  
community.

At Stocks Green we are:

- Kind
- Respectful
- Honest
- Resilient
- Inclusive



## Living to Learn





# General points

As we will be trying to encourage the children to be more independent, please encourage them to start taking responsibility for organising themselves as much as possible.

School trips - More information regarding this will come out at the end of September.

Snacks - as per Year 3, we do not offer snacks so again please send in with your child. Again, a reminder no chocolate or crisps, fruit and raw veg etc. We do have children with nut allergies in our class so as per school rules, please check ingredients and of course no nuts.

Water bottles are kept in class boxes during the day and should be taken home at night.



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# Learning

Most learning in English and Maths will consist of whole class teaching, followed by independent or group tasks with children generally grouped with those of a similar ability, however some mixed ability groupings will be used when I feel it is appropriate.

Sharing thoughts and ideas will be an important part of the children's learning therefore talk partners are used throughout the year. Your child will be seated at a "base table" alongside their talk partner, seats are chosen at random and will be changed every so often. This encourages children to support one another and develop their social communication skills.



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# Curriculum

<https://www.stocksgreenprimary.co.uk/class-4/>

Our Curriculum overview can be found on the School website.



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# PE

**Term 1 Wednesday and Fridays.**

Please ensure the children come into school in their PE kit, as the weather is beginning to change, please include warm kit suitable for outdoor PE.

No jewellery is allowed during PE; please make sure that it is kept at home or send suitable tape to cover earrings.

Children with long hair should have it tied back at all times.

If your child cannot participate in PE for any reason, please email on the day.

Swimming will be in Term 1 and 2- Swim hats are provided by the school if they do not have on.



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# Homework

Our school has recently reviewed its homework policy. The homework expectations for our year group are

## Year 4

Welcome to the Year 4 class page

**Teacher:** Mrs Scott : Mon -Thu

Mrs Thornton : - Fridays

**TA:** Mrs Hancock : Mon - Fri

Mrs Turner - Tues AM

**Class Email:** [class4@stocks-green.kent.sch.uk](mailto:class4@stocks-green.kent.sch.uk)

### Curriculum Overview

Each year group in the school has a unique curriculum that builds sequentially on the previous year group's curriculum. The full overview for each subject can be found on the curriculum page of the website. However, the specific knowledge and skills that this year group will be learning over the year can be found below.

[Year 4 Curriculum Overview](#)



### Homework:

#### Spelling:

For spelling homework, the class will need to learn the words for the week. The document below breaks down all the spellings for each



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# Times Tables

There is a statutory online times tables test for all Year 4 pupils in June.

This year the children will need to add the remaining times tables: 6x, 7x, 9x, 11x and 12x.

In class, times tables will be assessed on a formative basis via verbal and online games and summative assessment will take the form of written tests at points throughout the term. I will always give fair warning regarding these!

Please continue to encourage your children to use TT Rockstars on a daily basis - 10 minutes a day is fine. If you need your child's login again, please email me.

Additional resources for times tables can be found on the class website.



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# Spelling

- For spelling homework, the class will need to learn the words for the week. The document below breaks down all the spellings for each week.
- In class, we will learn how to break down the words into syllables to help us spell them, and will dictate the words in sentences.
- You should spend 10 minutes twice a week on spelling practise.

Mrs Thornton will hold the dictation lesson on a Friday.



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# Reading

Please hear your child read at least twice per week and for 10 minutes each time. When we talk about reading in Key Stage 2, we often mean 'comprehension' so please discuss unknown words with your child and ask them questions about the text.

| Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Infer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Predict                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Explain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Retrieve                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summarise                                                                                                                                                                                                                                                                                                                                                                                        |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Find and explain the meaning of words in context.<br>                                                                                                                                                                                                                                                                                                                          | Make and justify inferences using evidence from the text.<br>                                                                                                                                                                                                                                                                                                                                                                             | Predict what will happen based from the details given or implied.<br>                                                                                                                                                                                                                                                                                                                                                          | Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.<br>                                                                                                                                                                                                                                                                                                                                         | Retrieve and record information and identify key details from fiction and non-fiction.<br>                                                                                                                                                                                                                                                                                                     | Summarise the main ideas from more than one paragraph.<br>                                                                                                                                                                                                                                                    |
| <b>Example questions</b> <ul style="list-style-type: none"> <li>What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>Which word tells you that.....?</li> <li>Which keyword tells you about the character/setting/mood?</li> <li>Find one word in the text which means.....</li> <li>Find and highlight the word that is closest in meaning to.....</li> <li>Find a word or phrase which shows/suggests that.....</li> </ul> | <b>Example questions</b> <ul style="list-style-type: none"> <li>Find and copy a group of words which show that...</li> <li>How do these words make the reader feel? How does this paragraph suggest this?</li> <li>How do the descriptions of ..... show that they are .....</li> <li>How can you tell that.....</li> <li>What impression of ..... do you get from these paragraphs?</li> <li>What voice might these characters use?</li> <li>What was .... thinking when.....</li> <li>Who is telling the story?</li> </ul> | <b>Example questions</b> <ul style="list-style-type: none"> <li>From the cover what do you think this text is going to be about?</li> <li>What is happening now? What happened before this? What will happen after?</li> <li>What does this paragraph suggest will happen next? What makes you think this?</li> <li>Do you think the choice of setting will influence how the plot develops?</li> <li>Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul> | <b>Example questions</b> <ul style="list-style-type: none"> <li>Why is the text arranged in this way?</li> <li>What structures has the author used?</li> <li>What is the purpose of this text feature?</li> <li>Is the use of .... effective?</li> <li>The mood of the character changes throughout the text.</li> <li>Find and copy the phrases which show this.</li> <li>What is the author's point of view?</li> <li>What affect does .... have on the audience?</li> <li>How does the author engage the reader here?</li> <li>Which words and phrases did .... effectively?</li> <li>Which section was the most interesting/exciting part?</li> <li>How are these sections linked?</li> </ul> | <b>Example questions</b> <ul style="list-style-type: none"> <li>How would you describe this story/text? What genre is it? How do you know?</li> <li>How did...?</li> <li>How often...?</li> <li>Who had...? Who is...? Who did...?</li> <li>What happened to...?</li> <li>What does.... do?</li> <li>How .... is .....?</li> <li>What can you learn from ..... from this section?</li> <li>Give one example of.....</li> <li>The story is told from whose perspective?</li> </ul> | <b>Example questions</b> <ul style="list-style-type: none"> <li>Can you number these events 1-5 in the order that they happened?</li> <li>What happened after .....?</li> <li>What was the first thing that happened in the story?</li> <li>Can you summarise in a sentence the opening/ middle/end of the story?</li> <li>In what order do these chapter headings come in the story?</li> </ul> |

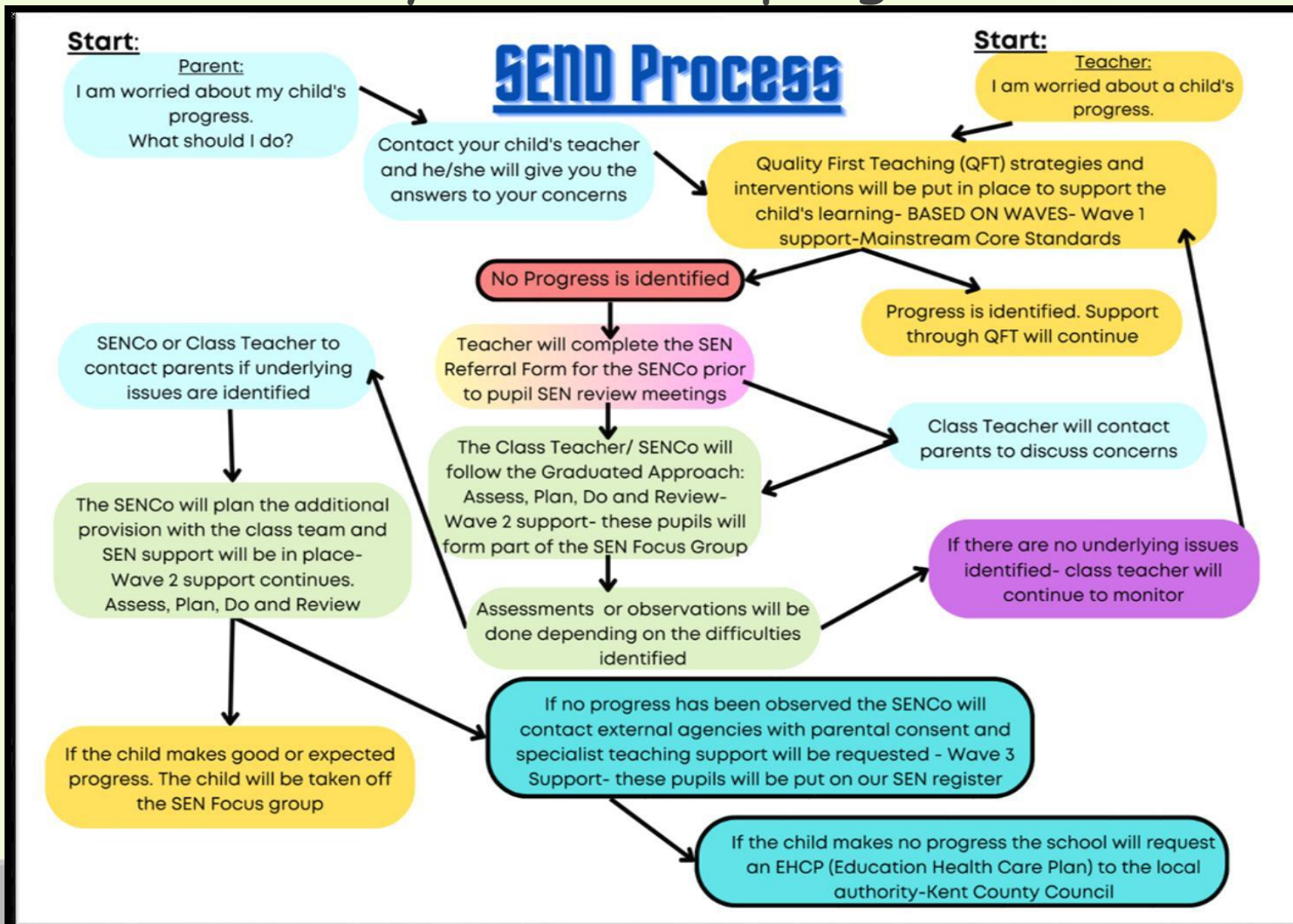


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# Concerns about your child's progress





YEAR 4

## ROBOTICS

Lego Spike and Pico - You will have the opportunity to code Lego Spike and Pico robots to carry out specific algorithms.

## INSPIRATION

Careers Talks - You will have the opportunity to find out about different career opportunities from within our Hildenborough Community.

## SPORT

Cycling - You will have the opportunity to develop your cycling skills at the cyclopark in Gravesend.

## LIFE SKILL

Swimming - You will learn how to develop your swimming skills over a period of two terms.

Public Transport and Cooking - You will have the opportunity to travel on a local bus to Tonbridge School and develop your cooking skills in their specialist department.

## CULTURE

Gurdwara - You will have the opportunity to visit a Sikh temple and learn about Sikhism.

## LOCAL COMMUNITY

Litter Pick - You will undertake a litter pick in the local area to help improve the community of Hildenborough.

# PASSPORT OF POSSIBILITIES



Anything  
is  
Possible



# Support with the cost of living and additional funds for the school.

- In school, children in Year R, 1 and 2 receive Universal Infant Free School Meals. However, if you are in receipt of certain benefits, you can also receive a free school meal in Years 3 - 6. To check your eligibility and register for this, you would need to search 'Kent Free School Meals' or go to:
- <https://www.kent.gov.uk/education-and-children/schools/free-school-meals>
- There is a double benefit to this, as the school will also receive an additional £1385 per pupil to support their learning and the teaching and learning across the school.
- Even if your child is in Years R, 1 or 2 and already receives a free school meal, signing up can support their learning by accessing the additional funding.



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# Acceptable Use Policies

- The school has updated its Acceptable Use of ICT policies to reflect the government's latest guidance.
- The new ICT and Acceptable Use Policy will be on the school website to view.
- Parents will be soon be sent two Acceptable Use Policies (one for pupils and one for parents). Please can you discuss the Pupil Acceptable Use Policy with your child and then return it, signed by both the pupil and parent. Please can you also return the Parent Acceptable Use Policy at the same time.
- Thank you for your support with this.



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# Communication

- As a school we will always look to resolve any issues for you. As such, we would suggest that the best way to address any concerns is to speak to us on the classroom door so we can resolve them as quickly as possible.
- However, as a school, we do appreciate this might not always be possible. So, our class email address is [class4@stocks-green.kent.sch.uk](mailto:class4@stocks-green.kent.sch.uk)
- Please bear in mind that we will only be checking and answering emails in work hours between 7:30am and 5:00pm and at busy times it may take up to 48 hours to respond. If your enquiry is more urgent than this, please contact the school office.



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# The Arbor App

As mentioned by the Office, communication will now run through the Arbor App.





[class4@stocks-green.kent.sch.uk](mailto:class4@stocks-green.kent.sch.uk)

[www.stocksgreenprimary.co.uk](http://www.stocksgreenprimary.co.uk)



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