Alder Grove
Church of England Primary School

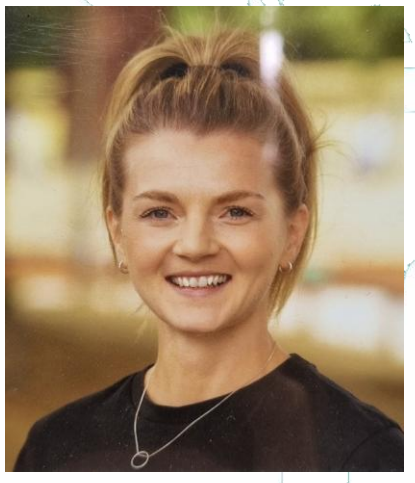
Year 4 Meet the Teacher

Friday 12th September

Kindness Service Truthfulness Forgiveness Courage Perseverance

‘They are like trees planted along the riverbank, bearing fruit each season’ Psalm 1:3

Who works in Harrier class?



Mrs McClay
Class teacher

Mrs Dupree
Teaching Assistant

Mr Dickinson
PPA Cover
(Tuesday PM)

Mrs Baker
PPA Cover
(Tuesday PM)

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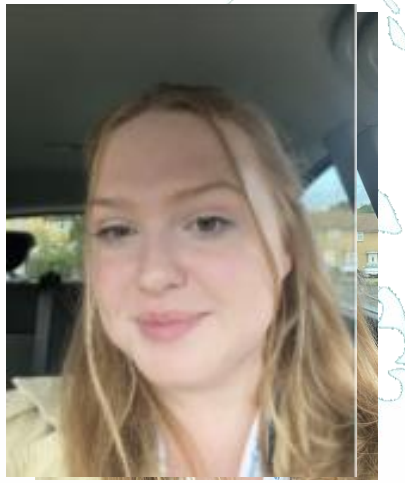
Who works in Falcon class?



Miss Cornwell
Class teacher

Miss Flint
Teaching Assistant

Ms Thompson
Teaching Assistant
(AM)

Mr Dickinson
PPA Cover
(Tuesday PM)

Mrs Baker
PPA Cover
(Tuesday AM and PM)

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Typical day

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40-9.00	Morning Task - nurture	Morning Task - Doodle	Morning Task - Handwriting	Morning Task - Doodle	Morning Task - Handwriting
9.00 - 9.40	Guided reading and spellings	Guided reading and spellings	Guided reading and spellings	Guided reading and spellings	Guided reading and spellings
9.40 - 10.40	Timetables Maths	Timetables Maths	Timetables Maths	Timetables Maths	Timetables Maths
10.40 – 10.55	BREAK				
10.55 – 12.00	English - SPaG	English	English	English	English
12.00-13.00	LUNCH				
13.00-13.20	MTC	Handwriting	MTC	Quiet Reading	MTC
13.20-14.00	RE	P.E (outdoor)	Computing	PSHE	P.E (outdoor)
14.00 – 14.40	Music	French	Library Geography	Science	Geography
14.45 – 15.05	Collective Worship	Picture News Assembly	Singing Assembly	Class Collective Worship	
15.05-15.15	Get ready to go home				

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Key code, Vision and Values

Alder Grove
Church of England Primary School

The Alder Grove Key Code

We show Kindness

- by using kind actions and words to all in our school
- by helping and encouraging others to learn
- by listening and participating in lessons
- by showing respect to ourselves, others and the environment

Kindness

We Forgive

- by accepting we make mistakes
- by choosing to accept others make mistakes
- by giving others a second chance
- by moving on with our friendships once we've forgiven

Forgiveness

We show Service

- by helping our classmates and teachers
- by participating in school and community events
- by being willing to volunteer our time and skills

Service

We show Courage

- by standing up for what is right
- by trying new things and taking risks in our learning
- by speaking up and sharing our ideas

Courage

We are Truthful

- by always telling the truth, even when it's difficult
- by taking responsibility for our actions
- by being honest with our peers and teachers

Truthfulness

We Persevere

- by trying hard in every lesson
- by taking risks in our learning
- by celebrating our own and others' success
- by not giving up

Perseverance

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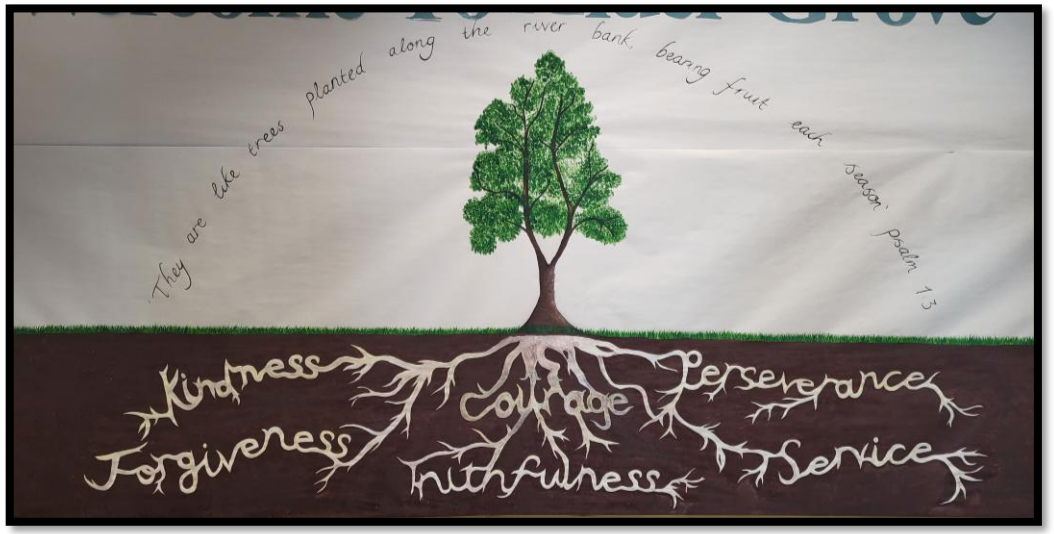

Our school community will be rooted in our Christian School Values.
These will govern the way we live our lives as part of the Alder Grove School Community and will be modelled by staff and encouraged in the children.

Kindness | Service | Truthfulness | Forgiveness | Courage | Perseverance

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Whole school approach

Just as it takes a whole community to raise a child, it takes a whole school to support children with promoting pro-social behaviour. Staff will…

- Use Reflection Times (this is not the consequence for detrimental behaviour choice)
- Use positive phrasing
- Use of de-escalation script
- Question why a pupil's behaviour is detrimental
- Use hand signals
- Use 1 - 2 - 3
- Silence in corridors
- Give lots of verbal praise and claps for prosocial behaviour
- Award the Alder Grove Excellence Award / Vision Champion Award
- Think and give appropriate consequences
- Discuss with SLT or SENDCo additional rewards before using them

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English –

English is taught through Guided Reading, Writing, Handwriting and Spelling lessons.

Guided Reading are to develop a love of reading and to develop fluency, retrieval and comprehension skills.

Accelerated Reader forms part of a child's Home Learning. Children take home reading books and complete online quizzes.

Writing is taught daily and is linked to the National Curriculum Objectives. The pupils are exposed to a range of genres and are given the opportunity to write independently regularly. All lessons are adapted to meet the needs of the individual child.

Handwriting is taught and practised throughout the week. We also focus on handwriting within sentences and dictations.

Spelling is taught through daily spelling sessions. The children are taught spelling rules and statutory spellings. From KS2 the pupils will take home weekly spellings based on what has been taught.

English – Reading Records

To support your children with reading it is important that you listen to your child read at least **5 times a week**.

This year we will be moving away from paper reading records. We will instead be using digital reading record called Boom Reader.

This means you can record your child's reading activity through an app on your phone.

More information will be sent out in the coming weeks.

Maths -

At the heart of maths in Alder Grove is the belief that all children can achieve. We use a mastery approach to maths based on the Power Maths Scheme which is built on an exciting growth mindset and problem-solving approach.

We enourage our learners to develop a deep understanding of maths concepts through the use of key vocabulary, carefully selected images and representations and ensure that pupils can apply what they know in different ways based on their year group's objectives.

Maths lessons are carefully structured so that it is taught for one hour each day linked to the National Curriculum objectives. In lessons, pupils are given opportunities to explore concepts, reason their ideas and are given broad and challenging problems to embed their understanding and knowledge.

In addition to the hour maths lesson is a 10-15 minute fluency lesson. In Reception and KS1, we use the Mastering Number programme which aims to strengthen the understanding of number, and fluency with number facts. In KS2, we have a bespoke times tables programme that so that pupils develop fluency in multiplication and division facts. This enables our pupils to be confident, flexible thinkers with number that exemplifies secure number sense.

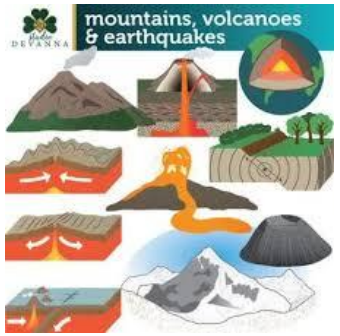
Maths -

To support our learning in KS1 and KS2 (Year 1 Christmas onwards), we also have access to Doodle Maths. Doodle Maths is an interactive and adaptive learning program (based on the National Curriculum) for strengthening old maths skills and learning new ones. For KS2 pupils, there is also access to Doodle Tables which helps to reinforce times tables and division facts learnt.

We aim for our pupils to access Doodle Maths at least once a day to complete a 'daily doodle'. This can be completed at home as well as at school.

Wider Curriculum

Geography	Mountains, volcanoes and earthquakes, Italy: A European study, UK land uses and natural resources
History	Ancient Rome, Roman Britain, Shand Dynasty
Science	Living things and their habitat, sound, electricity, states of matter, animals including humans, working scientifically
PSHE	Celebrating differences, dreams and goals, health, relationships, changing me
PE	Basketball, gymnastics, handball, football, cricket, athletics, rounders, OAA, tennis
Art	Drawing, painting and mixed media, sculpture and 3D
DT	mechanisms (slingshot car), textiles (fastenings), electrical systems (torches)
Religion and Worldviews	Christianity, Humanism and Buddhism are introduced
Music	Body and tuned percussion, tempo and pitch (river theme), adapting and transposing motifs
Computing	Software developing, coding (using micro:bit), creating music using garage band, blogging, recording and presenting the weather
French	Describing, getting dressed, numbers and birthdays, cafes and ordering food



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Wider Curriculum

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English

This term, the children will be reading the novel *The Boy Who Grew Dragons* by Andy Shepherd. Throughout this unit, children will deepen their understanding of how to structure sentences by looking at different clauses, embedding their knowledge on using paragraphs and continue to use adverbs and fronted adverbials to express time and cause. The final intended outcome will be to write a letter to parents to persuade them to have a dragon as a pet. Children will also be deepening their retrieval, prediction and inferential skills as this book will also be their text for Guided Reading as well as exploring higher level vocabulary based around this text.

For our second English unit, we will be using our learning within our geography unit to help us write an information leaflet on Italy. The children will be exploring the features of a non-chronological text before looking at an example of what a good one looks like. We will put this knowledge into practice, along with what we have studied in our geography lessons, to create an informative leaflet for the Veneto region.

Please continue to read your child's Accelerated Reader books, being heard 5 times a week and recording this on Boom Reader, and complete the AR quizzes. We will monitor this weekly. Library day is Wednesday.

Zones of Regulation

This term children will continue to focus on vocabulary and facial expressions for each zone (red, yellow, green and blue). Following this they will look at expected and unexpected behaviours and develop strategies to regulate in a variety of settings.

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Autumn 1 - Year 4

PSHE- Being me in my world

In this first unit, children will explore why being listened to and listening to others is important in their school community. They will discover why being democratic is important and can help them and others feel valued. They will have opportunities to problem-solve and offer different solutions to help their team/ class/ school be more democratic.

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Maths:

Place Value

This term the children will start looking at 4 digit numbers. The children will know that a number is made up of 1,000s, 100s, 10s and 1s and will be able to represent numbers in multiple ways. They will use this learning to find 1, 10, 100, 1,000 more or less than a given number. Finally, children will be able to compare, order and find 4 digit numbers on a number line.

PE - Tennis

In this unit, children will develop their understanding of the principles of net and wall games. In all game activities, children will have to think about how they use skills, strategies and tactics to outwit the opposition. Children are given opportunities to play games independently and are taught the importance of being honest whilst playing the rules.

PE - Gymnastics

In this unit, children develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Children are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences.

Religion and worldviews

The children will look to answer the question 'What makes us human?' We will be exploring an answer to this question through the lens of a Humanist and also introduce the children to Buddhism. Looking into beliefs such as the world beginning with a 'bang', views of the soul and having an inner self as well as spirituality and the role meditation has in some worldviews, the children will develop and build upon their knowledge of how others see and experience the world.

DT - Mechanisms (slingshot cars)

In Design and Technology, children will be applying their knowledge of kinesthetic energy to design build and evaluate a slingshot car. They will work independently to produce an accurate, functioning car chassis. To do this they will need to design a shape that is suitable for the project, attempt to reduce air resistance through the design of the shape and produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.

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Autumn 1- Year 4

Computing - We are software developers

In this unit, children will use scratch to plan, create, develop and test their own educational game for a target audience. They will:

- Analyse existing games and explore what makes them effective;
- Create a working prototype;
- Improve the interface of their games;
- Develop progression within their game.

Geography - Veneto Region (Italy)

In this unit, children will learn that Italy is split in to regions and each region has its own capital city. They will then learn about they key physical geographical features and compare them to the UK South-Eastern region. The children will then learn about the city of Venice, understand the history and why it is visited by so many tourists each year. This will then allow them to explore the wider impact of human geography and how tourism shapes the region and the influence of it on the local environment.

Science - Working scientifically

In this unit, children look at the skills they will be learning over the year, about working scientifically, and have opportunities to put these into practice. They will be going through the process of setting up an investigation by raising and answering questions from their observations, ensuring a fair test and identifying variables. They will be exploring their findings, drawing their ideas, and discussing their thoughts. Through grouping and classifying, they will observe and record data, investigate effects, and identify patterns, enhancing their understanding of the world around them.

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Other Information - PE

Our PE days are:

- **Tuesday** (Outdoor) – Mr Dickinson
- **Friday** (Indoor) – Mrs McClay/Miss Cornwell

Please wear PE kit to school.

PE Kit

- Black shorts
- School sports PE top
- Black tracksuit trousers/leggings
- Black zip up hoody/jumper - no large logos
- Trainers
- Black ankle socks

Other Information - Uniform

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SUMMER UNIFORM

- Black knee-length shorts
- Black ankle socks
- Summer dress (pale purple and white gingham dress)
- White ankle socks with summer dress
- Plain white shirt (no polo shirts)
- School tie* (clip-on ties and elasticated ties available for KS1, full ties available for KS2)
- Black school shoes (no ballet pump style shoes)
- Jumper/cardigan with school logo*
- Hair accessories should be navy or black: long hair tied back. No oversized hair accessories.

WINTER UNIFORM

- Black trousers
- Black skirt
- Black pinafore dress
- Black socks/tights
- Plain white shirt (no polo shirts)
- School tie* (clip-on ties and elasticated ties available for KS1, full ties available for KS2)
- Black school shoes (no ballet pump style shoes)
- Jumper/cardigan with school logo*
- Hair accessories should be navy or black: long hair tied back. No oversized hair accessories.

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Other Information - Break and Lunch

Breaktime – a healthy snack (fruit, veg, breadsticks, cereal bar).

Lunch - a balanced lunch box (a small chocolate bar, etc. is okay).

<u>NO NUTS</u> as we have severe allergies across the school.

Attendance

Morning session starts at 8:45 – this is the time where children will complete targeted work.

This time is meaningful and useful. It is therefore important that children arrive at school promptly.

Every School Day Counts

0 days off school	100%	Perfection
Equates to 2 days off School each year	99%	Excellent
Equates to 5 days off School each year	97%	Good
Equates to 10 days off School each year	95%	Slight Concern
Equates to 20 days off School each year	90%	Concerned
Equates to 30 days off School each year	85%	Very Concerned

5 days absence over the whole year 97% - 100% Good chance of success and progress	20 days absence over the whole year 90% Less chance of success Harder to make progress	20+ days absence over the whole year Under 90% Detrimental to success and progress

Every Minute Counts

Lateness	=	Lost Learning
5 Mins late each day		3 days lost!
10 Mins late each day		6.5 days lost!
15 Mins late each day		10 days lost!
20 Mins late each day		13 days lost!
30 Mins late each day		19 days lost!

(figures above calculated over a school year)

Be at class on time and ready to learn!

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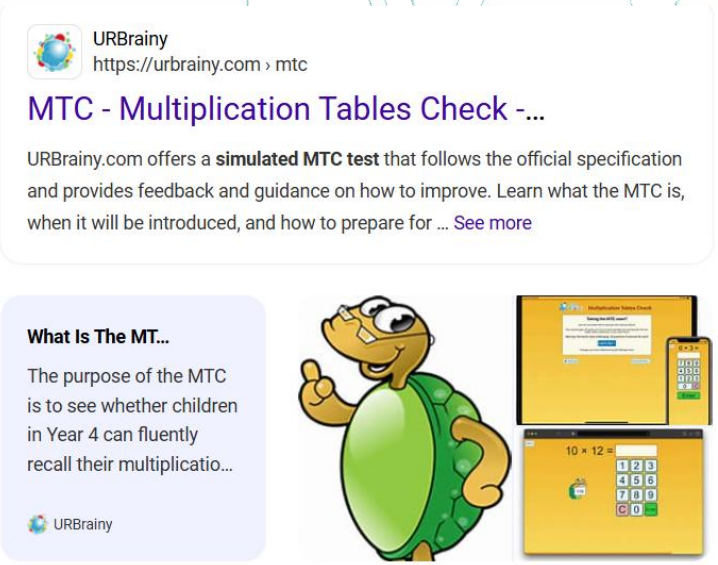
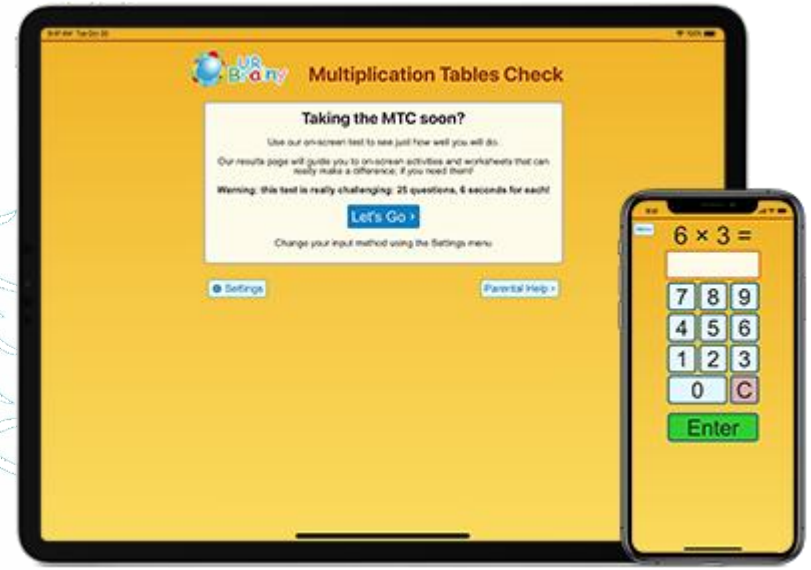
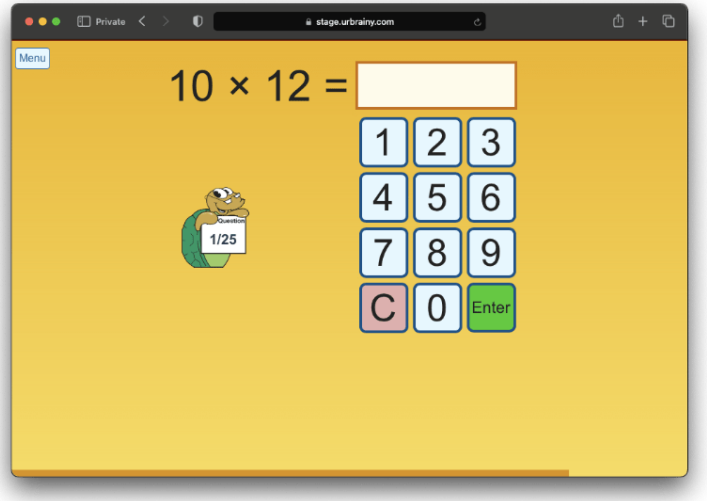
Year 4 multiplication check

The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help us to identify if your child may need additional support

It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.







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Residential

More information will be shared on this at a later date.

Where? Ufton Court

When? 10th – 12th December

How? Parents/carers will drop off and pick up

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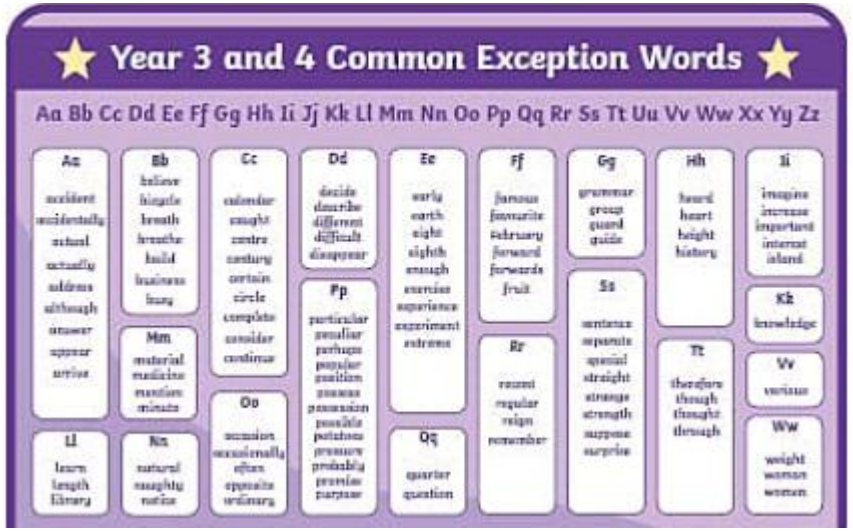
Home Learning

- Accelerated reader books and quiz
- Doodle Maths/ Doodle Tables
- Times tables – focus will be shared in reading record and on half termly overview
- Year 3&4 spelling rules (same as Year 3)
- Read and write Year 3&4 Common Exception words
- Handwriting (same as Year 3)



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Communication Flow Chart (available on website)

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Church of England Primary School

Home-School Communication Flow Chart

Learning Concerns	Pastoral Concern	Concern relating to particular learning or physical need/s	Concerns & Queries relating to school administration
	Pastoral care covers our support of your child's individual needs, their emotional wellbeing and helping them with any personal problems they may be experiencing at school or home	*Where a concern is related to a special need and you feel an adjustment may be required to support successful learning*	
Please contact your child's **class teacher** in the first instance.	Please contact your child's **class teacher** in the first instance.	Please contact your child's **class teacher** in the first instance.	Please contact the **School Office**.
If you require further support, please ask to speak to the Phase Leader of your child's year group Early Years – Mrs Fothergill Key Stage One – Mrs Alexander-Dawson Lower Key Stage Two – Miss Hutt	If you require further discussion, please contact the Pastoral Support Lead, **Mrs Jinkerson.**		
Please contact our SENDCo, **Mrs Thomas**, if you require further assistance.		If you require further information, please contact the SENDCo, **Mrs Thomas**, who will lead a joint meeting with you and the **class teacher**.	Please then contact our School Operations Manager, **Mrs Ham**, if you still require more assistance.
If you remain concerned after following the steps above, please make an appointment to see our Deputy Headteacher, **Miss Scales.**			
Please make an appointment to see our Headteacher, **Mr Theobald**, if you still remain concerned after following the steps above.			

When contacting the school, it is helpful if you give us as much information about the background of your query or concern as possible, including who it involves, and what you would like the outcome to be.

In the first instance please contact the school via the admin email address: admin@aldergrove.wokingham.sch.uk and the office team will ensure that you email is directed to the appropriate person.
If you prefer you can contact the school by phone: **0118 324 7218**

Communication between home and school is incredibly important.

If you have a concern, worry or feel you need to catch up with a member of staff, please speak to the office to book an appointment with the class teacher first. The Leadership Team will always sign-post the office and parents to this route in the first instance.

Please read the newsletter each week as it will contain important information.

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Thank you for coming!

Any questions?

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