



# Welcome to Class 4

Mr Irwin

Mrs Saw - TA



# Keeping you informed

Every half term, you will receive a curriculum newsletter to let you know what is happening via Parentmail; this will also be on the class page on the school website.

# School day



|               |               |
|---------------|---------------|
| Arrival       | 8:30-8:50     |
| Register      | 8:55          |
| Morning break | 11:15 – 11:30 |
| Lunch         | 12:30 – 1:30  |
| Leave school  | 3:20          |

# WVPS Curriculum



Our curriculum has been developed with three drivers in mind:

1. Excellence



2. Community



3. Growth



# WVPS Curriculum



## Intent – we aim to...



To provide excellence in education by equipping all children with the necessary skills in reading, writing and mathematics to succeed.



For children to master skills, knowledge and understanding – depth over breadth.



To foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry across the curriculum.



To stretch and challenge all children.



For our children to understand and value the communities to which they belong, to appreciate what they have to offer, and to be of service to their communities, shaping futures.



For our children to understand how to be fit and healthy in both body and mind and to understand why it is important.



# English

Our curriculum is underpinned by reading:

- Class texts/novels
- Homework tasks – based on child's reading book
- Reading Rocket challenge
- Daily reading at home
- Outdoor library for break times

# English



- The majority of written work in English is based around the half-termly class novels.
- Work and discussions relating to vocabulary and grammar, along with understanding purpose and intent, will be a key part of writing lessons.
- Following supported lessons, children will have the opportunity to plan, write and edit their own compositions.
- Spelling lessons.
- Handwriting Lessons
- Whole class reading lessons.
- Grammar and punctuation lessons.
- Additional comprehension and SPaG sessions will sometimes be taught, either as a whole class or small group interventions.

# Handwriting



- As a school, we are going to be having a big push on pupils' handwriting. In order to reach the expected standard at the end of KS2, pupils need to be writing in a neat, cursive style.

## **Handwriting Expectations:**

- Year 3 & 4: Pupils continue to practise letter formation and consolidate top joins, bottom joins and diagonal joins.
- Year 5 & 6: Pupils consolidate the above and increase speed.

Further support will be offered to pupils in KS2 who have specific fine motor skill barriers.

# Handwriting



Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Please encourage your children to practise their handwriting and ensure that their home learning is presented neatly.

# Maths



- Topics: Number and place value, addition and subtraction, multiplication and division, fractions, decimals and percentages, geometry, measures and statistics.
- Concrete, pictorial and abstract representations to build and embed learning.
- Lessons pitched high to ensure challenge for all.
- Support provided as needed.
- Opportunities to access 'deeper thinking' tasks and open-ended investigations.
- Regular Times Tables recall tests
- Times tables Rock Stars and Numbots as part of homework.

# PE



PE is taught on Wednesday by Exposure Sports. Children should come to school in PE kits (in line with policy) on those days.

A note or email from a parent is required if a child is unable to take part.

For the Autumn Term, we will also be swimming on a Tuesday.

# PE uniform policy



## Physical Education

|                  | Item of uniform   |
|------------------|---|
| <b>Essential</b> | Black PE tracksuit/shorts/skorts – leggings are not permitted   |
|                  | <b><u>From September 2023</u></b><br>House coloured T shirt (with the school logo) <ul style="list-style-type: none"><li>• Ascott – Red</li><li>• Claydon – Blue</li><li>• Hartwell – Green</li><li>• Mentmore – Yellow</li></ul> In the rare occasion that the school needs to make changes to the house that the child belongs to, the school will provide a t-shirt in the correct colour. |
|                  | Black plimsolls or trainers (trainers do not have to be black)  |
|                  | Shoulder length hair to be tied back  |
|                  | Years 2, 3 and 4: <ul style="list-style-type: none"><li>-Swimming costume (one-piece) or trunks</li><li>-Bag containing a towel and pants</li><li>-Swimming hat (goggles are permitted with written consent from parent/carer)</li></ul>  |

# Uniform policy



## Year-round, whole school uniform (ages 4-11)

|                  | Item of uniform   |
|------------------|---|
| <b>Essential</b> | White shirt, polo shirt or blouse with or without the school logo   |
|                  | Royal blue jumper, cardigan or sweatshirt with or without the school logo   |
|                  | Royal blue zip up fleece with or without the school logo  |
|                  | Grey trousers, tailored shorts, pinafore dresses and skirts. Skirts and dresses must be a reasonable length. Leggings are not permitted |
|                  | Plain black school shoes with low heels – no trainers   |
|                  | Plain black/navy/grey/white plain coloured socks/tights   |
| <b>Optional</b>  | Pale blue gingham dresses (with or without the school logo) / pale blue gingham jumpsuit  |
|                  | Plain black cycling shorts may be worn under a skirt or dress   |
|                  | Hijab – one piece – royal blue  |
|                  | Headgear - royal blue baseball hats (with or without the school logo), preferably plain white or royal blue brimmed hats                |

# Uniform policy

## Headwear

Headscarves, if worn, should be plain royal blue. They should not require a pin or brooch to secure it. It should fit close to the head and not hang loose. Any hairbands, bows or bands should be functional and not cause any distraction or danger. They should not be decorative or over-sized and be blue, black, white, navy or grey in colour.

## Jewellery

Pupils are not permitted to wear jewellery in school. The exceptions to this rule are:

- A suitable watch that will not interrupt learning or cause distraction
- Single ear-ring studs in pierced ears
- Small items of jewellery for religious observance

If your child has pierced ears, earrings should be studs only and must be removed for all PE lessons or covered with tape. Staff are not allowed to remove earrings; pupils will need to do this independently or not wear them at all on P.E. days. Staff cannot take responsibility for the loss or safekeeping of jewellery.

## Hair

Haircuts should be smart and suitable for school. Hair long enough to be tied back, must be tied back for PE. Any accessories should be functional, not decorative and be blue, black, white, navy or grey in colour as above. Pupils are not permitted to have 'extreme' haircuts or coloured hair that disrupts learning and is not smart.

## Make up, cosmetics and temporary tattoos

Make up and cosmetics are not considered appropriate or consistent with our school uniform. We do not permit such products to be worn by any children, unless there is a specific event for which the Headteacher has given permission. If a child is wearing nail polish/temporary tattoos the pupil will be expected to remove at the office and will be supervised to do so.

## Non-uniform days

On non-uniform days, football shirts, cropped tops and hot pants are not permitted.

Should any aspect of their uniform be outside of the policy, children will be given a note to pass to parents. Of course, it may be a one-off or temporary situation which we understand can occur from time to time. However, if it is expected to be ongoing, parents should contact the teacher. If support with meeting the uniform expectations is required, please do contact Miss Forchione via the school office.



An old, oversized shirt is also handy for art. This can be kept in your child's locker.

# Stretch, challenge and growth mindset



At WVPS we provide an environment in which **all children** are challenged so they can achieve their full potential:

- Learners know what they are going to learn and what they need to do to be successful.
- Learning is challenging, engaging and aspirational.
- Questions extend learning and thinking.
- Curiosity is valued; questions are encouraged.
- Activities give a sense of autonomy to think critically, make decisions, take responsibility and manage risks.
- Opportunities for collaboration and cooperation.
- Develop skills
- Praise is for effort.
- Timely feedback.
- Help children to develop a positive approach and growth mindset.



# Children's Rights

Building awareness and understand through:

Class charter

Assemblies

PSHCE lessons

Other cross curricular opportunities



# Cultural Capital

Cultural capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

We aim to expand on our pupils' cultural capital in a number of ways including, but not limited to, celebrating and understanding different religions and cultures, learning about well-known artists, composers, scientists and sporting figures, reaching out to our local community and by organising visits that support our school curriculum.



# Cultural Capital

To enhance the children's cultural capital further, each child has an 'Activity Passport' (published by Department for Education) on the inside cover of their Reading Record. The passport is full of rewarding and exciting experiences most of which can be easily completed at home.

The activities include baking cakes, going somewhere on a train, playing a board game or just making a daisy chain. All we ask is that every time your child completes something on the list, you date the activity on your child's passport as it occurs.

We hope you will enjoy working through this list with your child. Please do keep ticking off the activities throughout the year. Once all activities are complete, your child will become a 'Culture Vulture'.

# Assessment



Pupils' attainment and progress will be reported to you as:

## Attainment

B= Below

WT= Working Towards

EXS= Expected

GDS= Greater Depth

## Progress

B= Below

EXS= Expected

BTE= Better than  
expected

# Homework



## 1. Reading

- Read for 20 minutes each day.
- Record the 4 days of reading in Reading Record and hand this in each Monday. This will be returned on same day.

Parents can support by discussing reading books with children; sharing the books, articles etc. they read with their children and ensuring children are reading daily and completing their tick list and Reading Record.

## 2. Maths

- Log on to Times Tables Rock Stars and Numbots at home at least 3 times each week to practise your tables and arithmetic skills. (Optional for classes 5 & 6)

Parents can support by providing space and time for this; showing an interest and praising children's progress and practising tables and mental maths skills on car journeys, walks to school etc.

## 3. English or maths activity

- Select one task from the list and complete in homework book.

Hand in on Monday. Books will be returned each Thursday at the latest.

Parents can support by encouraging selection of both maths and English tasks over the half term; providing space and time for the task to be complete and helping out or questioning as needed.

Rewards – house points, stickers, certificates

# Rewards



- Stickers/Bookmarks
- House Points
- Star of the Week
- Writing weekly certificate
- Reading weekly certificate
- Maths weekly certificate
- Most Improved Writer
- Pen License
- Golden Time
- Reading Rocket and TTRS Rewards

# Behaviour and Relationships



This year we are launching a new Behaviour and Relationship policy. The policy focuses on a restorative approach which encourage pupils to be able to self-regulate and reflect on their behavioural choices in order to restore their relationships and carry on with their learning.

We will be having a big focus on forming positive relationships between the whole school community.

Our main behavioural expectations for the whole school are:

**We show everyone respect**  
**We are kind and show empathy for others**  
**We persevere**

Pupils will earn dojo points for making positive choices and will work their way up the rainbow depending on how many points they get. When pupils are not making positive choices they will be gently reminded of the expectations by a staff member and may be given some strategies to get them back on track. If behaviour persist they may need to stay in for some of their break/ have time out to take part in a restorative conversation or activity with a staff member.



# Attendance

School attendance is a key priority for our school. We aim to ensure all children are in school at least 96% of the time.

Your support in ensuring your child is in school regularly is required.

If children are unwell and therefore unable to attend school, please inform the school office via telephone immediately.



# Diary dates – Autumn 1

## Important Dates:

|   |  |
|---|--|
| Friday 26th Sept                            | Macmillan coffee morning, cake sale, mufti day |
| 29 <sup>th</sup> Sept – 3 <sup>rd</sup> Oct | Harvest food collection                        |
| Friday 3rd Oct                              | Photograph day (individual and siblings)       |
| Monday 6 <sup>th</sup> Oct                  | Year 4 Woodrow Meeting 5pm                     |
| Friday 24 <sup>th</sup> Oct                 | Last day of half term                          |



# Communication

If you require a phone call or meeting, please arrange this through the School Office.

I'm always happy to chat things through or answer queries.

Mr Irwin