



Wodensfield

Primary School

Welcome to Year 4

Information for parents at the start of a new school year

Meet the Team

Miss Ingham



Mrs Millerin



Mrs Hoult



Mrs Ireson



Mrs Wright



Our Vision and Values



Wodensfield Vision and Values

Our school mission statement "AIM TO BE THE BEST YOU CAN" is at the heart of everything we do at Wodensfield.

School Vision Statement

- We believe in inspiring and empowering all children to become independent, lifelong learners.
- Enabling them to become confident citizens, who make a positive contribution in the wider world.

We will achieve this by offering an inspirational curriculum which engages, enriches and excites learners in a stimulating and nurturing learning environment.

School Values

Our school vision is underpinned by our values and behaviours.

- We believe that by listening and learning from each other; we will be **AIMING TO BE THE BEST WE CAN BE.**
- We have a collective responsibility; **TREATING OTHERS AS WE WOULD LIKE TO BE TREATED OURSELVES.**
- We work together as a team.
- We reflect on our actions in order to learn and improve.

Our School Rules

Our school rules reinforce our values and behaviours.

All members of our school community work together to demonstrate that we are:

READY RESPECTFUL & SAFE

These values and behaviours reflect the

"WODENFIELD WAY"

A well-educated Wodensfield Pupil can...

By working together, we will ensure your child is equipped to embrace the opportunities awaiting them in every stage of their educational journey.



Transition to Y4 from Y3

- Transition details from year
 - Key information shared about the children
 - Targets shared
 - Last year's assessment shared
- Formative assessment process
 - On-going day-to-day assessment carried out to inform teaching
- Summative assessment process (NFER assessments)
 - Termly snapshot of where the children are

Maths

- Building on previous learning
 - Place value and number
 - 4 rules
 - Fractions
 - Measure
-
- MTC in Year 4

English

Reading

- Guided reading session four times a week
- Reading a shared text
- Focus on the different reading domains (word meaning, retrieval, summarising, inference, prediction, writer choice and comparison)
- Individual reading book to take home with diary
- Access to library book and Oxford Reading Buddy

Writing

Over the year, the children will produce a range of written work (primarily in their English lessons). These will be a mixture of fiction, non-fiction and poetry pieces.

Teachers will assess each child's piece and produce an overall judgement at the end of each term.

Children need to evidence a range of skills in their written work. They also need to be able to evidence neat, joined handwriting and a good grasp of the spelling rules.

Reading is one of the best ways to support your child's writing.

End of Y4 Expected Standard in Writing

After travelling for days, we still had a sapphire blue sky and cotton candy like clouds and a calm breeze. Me, Kura and a Mātua and our tribe smiled.

Ahead of us, came sharp, dangerous and waves, fossil grey clouds with berry blue, heavy rain and lastly deadly, yellow lightning bolts striking.

sp We were scared. My hearts pounded.
sp my blood ran cold. Suddenly, we noticed it was a storm. The storm hit the waves like a srying pan with panekal panbaces in it. Without warning, the sky changed smoke grey and the ocean turned indigo blue. Like a hand started to become strong. Like a hand the strong, soggy wind tipped the boat were my beautiful daughter and she fell in the ocean. I panicked because I couldn't

see her. I tried to grab her penny brown body but all I could pull out was her penny brown hair so I pulled it out. Finally, I got her out and put her on a soft bed. I was crying. I didn't know if she was alive or dead. Suddenly, she opened her eyes I was so happy. She said to me "what happened Māria?" "well you fell out of the boat." said Māria. "Are you ready to find a new Island Kura?" asked Māria. "yes." she replied Kura.

We found some arctic blue, lovely dolphins to follow. After 4 hours, in front of us was a small white sandy island with a pear green palm tree on it. It was our dream island until... another tribe was already on that land. We felt stressed, heart broken and angry because we travelled all this way for nothing.

Foundation Subjects

- **Science:** Energy, Electricity, Sound, Living things and their Habitats and Animals including Humans
- **History:** World War 2 and Anglo Saxons
- **Geography:** Mountains, Volcanoes and Modern Greece
- **IT:** E-safety, Networks, Digital recording, coding
- **Art:** Mondrian Art, Collage, Van Gogh, Georgia O'Keefe and Rangoli patterns
- **Music:** Musical Instrument – Ukulele
- **RE:** Festivals across religions, Judaism, Jesus as an inspiration
- **PE (Physical Education) and PA (Physical Activity):** Dance, Gymnastics, Outdoor Games and Outdoor Adventurous Activities
- **PSHE:** Relationships, Living in the wider world, Health and Well Being

Interventions in Year

- We aim to run a range of interventions in Year 4 to provide opportunities for children to catch-up and keep up. We also identify children who are working at or have the potential to achieve greater depth and build in additional opportunities for these pupils to be challenged. These will primarily be focussed on Maths and English.
- These sometimes include children having to miss other aspects of the curriculum (but we aim to keep this balanced). Examples include:
 - Priority Reader
 - Guided Reading - in a small group
 - Spelling - revisiting familiar spelling patterns
 - Small group session for children who may need more support
 - Maths Intervention
 - Times Table Support

Home-learning

Our Home-learning offer:

- Weekly Spelling List - Test on Friday (Thursday if there is Staff Training)
- Weekly Times Table List - Test on Friday (Thursday if there is Staff Training)
- Reading to an adult - 3 times a week - fill in reading record
- Mathletics - activities set on Mondays and due for Sunday - login provided
- Education City - English Activities - set on Mondays and due for Sunday - login provided
- TTRS - Times Table software - login provided
- Oxford Reading Buddy - to use as a reading book - login provided

How can you support your child? Ways you can make a difference.

- Support with homework
 - Provide an appropriate space for home-learning (if possible)
- Reading at home
 - Talk about what they are/have read
- Provide time for Athletics and mental Maths
- Spend 5 minutes every day to practise spellings
- Encouraging independence
 - Build their resilience and strategies for working through challenges
- Links to games on websites (see [school website](#))

Enrichment (educational visits, clubs)



RAF Cosford - October 11th 2023



Tanglewood Education Centre, Cannock Chase - 24th June 2024

New this year - Swimming onsite

- After half term, from Monday 6th November, children in year 3 to 6 will have their swimming sessions here.
- They will swim more than once per week and may need a swim kit every day of that week. Once we have a schedule from our provider, we will share this with you.

Assessment Weeks

	Who?	What?	When?
Autumn	Reception	Baseline Baseline visit	First 6 weeks of term
	Y2-6	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 25/9/23
	FS & KS1	CEW Phonics/RWI	
Teacher Assessments to be uploaded by 1/12/23			

	Who?	What?	When?
Spring	Y1	NFER (Tests 1) (Reading and Maths paper) (Spelling/CEW)	w/c 19/2/24
	Y2 and 6	NFER (Tests 2) (Reading and Maths paper)	w/c 19/2/24
	Y3-5	Collins Reading assessment and White Rose termly assessment (Spelling/CEW)	w/c 19/2/24
Teacher Assessments to be uploaded by 15/3/24			

	Who?	What?	When?
Summer	Y6	SATs	w/c 13/5/24
	Y1, 3-5	NFER (Tests 2) (Reading and Maths paper) (Spelling/CEW)	w/c 20/5/24
	Y1	Phonics	TBC
	Y2	Own assessments	June 2024
Teacher Assessments to be uploaded by 21st June 2024			

Mental Health and Wellbeing

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- We know that in order for children to succeed academically their mental health and wellbeing is vital.
- At Wodensfield all staff are committed to supporting your child to be the best they can be.
- Our curriculum aims to encourage children to develop the skills, knowledge and understanding they need to understand their feelings and be resilient to the challenges they encounter.
- We work with the Reflexions team who offer group and one to one support if needed.
- Together with your child's class teacher and teaching assistants, Miss Jamieson is also available to offer pastoral support.
- Mrs Walker is the schools Mental Health and Wellbeing lead.
- [Parenting Smart: mental health advice for parents : Mentally Healthy Schools](#)



Every Day at Wodensfield Matters Attend to Achieve



School starts at
8.40am
The register closes
at 8.50am.
Learning starts at
8.50am

Every Minute Counts

LATENESS = LOST LEARNING

(Figures below are calculated over a school year)

5 Minutes late each day	3 days lost!
10 Minutes late each day	6.5 days lost!
15 Minutes late each day	10 days lost!
20 Minutes late each day	13 days lost!
30 Minutes late each day	19 days lost!

How can you encourage and help your child to be ready to come to school in the morning?



Make sure they understand the importance of good attendance and punctuality



Discuss any problems they may have at school- inform their teacher about any concerns or difficulties. (See contact details)



It really helps to have everything ready for school the night before (bag packed, clothes ready, etc)



Make any appointments (Dentist, GP) for after school where possible



Make sure they have a good healthy breakfast

Communication is key

- Ways to get in touch;
- Email: Classteacher Y4teacher@wodensfield.org
- Telephone: 01902 556350 to make an appointment to speak to the classteacher or a member of the Senior Leadership Team
- Attendance: 01902 556350- select attendance option
- Email: office@wodensfield.org

Any questions?