



Rushmere Hall Primary School  
IPSWICH, SUFFOLK



# Meet the Teacher.

## Welcome to 4C

Class: 4C

Teachers: Mrs.Curtis-Brown/Mrs  
Ching



# Content

- Class Specific Information
  - Meet the teacher
  - Timetable
  - Homework
  - P.E.
  - Year Group Expectation
  - Curriculum for this term
  - Trips planned
  - Concerns / Issues / Phase Leader
  - Photo permission reminder
- School Information
  - Website
  - Clubs
  - Attitude to learning / growth mindset



# About us...

**Mrs. Curtis-Brown** - Monday & Tuesday

**Mrs. Ching** – Wednesday – Friday.

A little about me.....

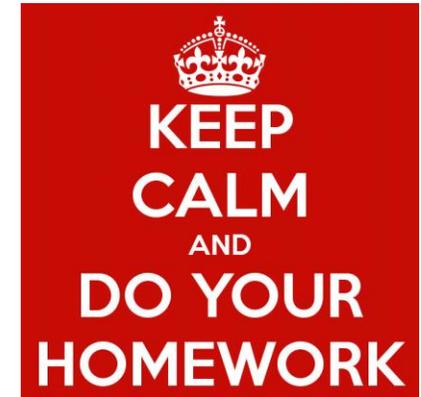
(given at meeting)



	9-9:30am	9:30-10:30am		10:45-11:45am	11:45-12:30pm		1:30-2:30pm	2:30-3:30pm		
<b>Monday</b>	Guided reading	Literacy		Numeracy	Art		R.E (Aut )/ Geography/ History (Sum)	Library		Class book
<b>Tuesday</b>	Guided reading	Numeracy		Literacy	ICT (coding/computing)  Spelling tests		PSHE	Phase Meeting 2:30-3:20 pm	Assem bly for class	Class book
<b>Wednesday</b>	Guided reading	Numeracy		Music – Liz Jones (9:15-10:15am)  (PPA – AC) →	Literacy		History (Aut)/ Geography / RE (Sum)			
<b>Thursday</b>	Guided reading	Numeracy		Literacy	Handwriting/ Outdoor Forest		Science Lab	Science		
<b>Friday</b>	Guided reading	Numeracy		Literacy	French  SPag		D.T	P.E (outdoor)		

# Homework

- Spellings home each week for children to practice
- Weekly reading expectation **5x per week**
- School are currently looking into new homework options, but until then...
  - SPAG activity / maths task / topic activity



# P.E.

- Blue t-shirt
- Blue or black shorts
- Trainers
- Warm tracksuit top/sweatshirt in winter (dark colour)

- We have P.E. on: **Fridays**



KS1 & KS2

*P.E Kit*

Seasonal Options

Dark coloured tracksuit  
Year 5 & 6

School PE-Shirt



Dark Blue or Black  
Shorts



Swim shorts (above knee) /  
trunks or fitted shorts  
ANY COLOUR

Sports Trainers for  
P.E.  
Year 3 - 6



Black plimsolls  
Year 1 & 2



Swimming hat  
ANY COLOUR



1-piece swimming  
costume  
ANY COLOUR

P.E. Bag  
(including your  
child's name)





Autumn  
Term

YR  
4

# WWII



## Topic Outcome

Pupils will set up an evacuation re-enactment

## Career Visitor

Soldier  
School Cook

## Educational Visitor

Grandparent  
Vicar

## Planned Trip

Norfolk and Suffolk  
Aviation Museum , Snape



Jesse Owens, Cendrillon (A Caribbean Cinderella), WW2 texts

World War II – A Child’s Eye view from the home front



Collage / Textiles

Musical Instrument Tuition



Photo frames

It’s Our World (Aut 1) Say No! (Aut 2)



Place value, Addition & Subtraction, Area, X ÷



Christianity – Individual & across the world



Dance, hockey, gymnastics, football



We are software developer and toy makers

What’s That Sound, Looking at States



Topic Linked

Non Topic Linked

# Year Group Expectations



# Maths



## Year 4 Expectations: Number

- Recall all multiplication facts to 12 x 12
- Round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number
- Count backwards through zero to include negative numbers
- Compare numbers with the same number of decimal places up to 2 decimal places
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Add and subtract with up to 4 decimal places using formal written methods of columnar addition and subtraction
- Divide a 1 or 2-digit number by 10 or 100 identifying the value of the digits in the answer as units, tenths and hundredths
- Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout
- Solve addition and subtraction two-step problems in context and solve problems involving multiplication and division
- Solve simple measures and money problems involving fractions and decimals to 2 decimal places

## Spoken Language

### Year 4 Mastering Expectations: Spoken Language

- Prepare and deliver a talk to the class on an aspect of learning in science, history or geography
- Present a strong argument in a formal debate on an issue, using the language and procedures of debating
- Propose and discuss possible explanations and questions (eg. re phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources
- Develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject
- Listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing
  - Comment on the language used in the arguments presented in the debate
- Take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement
  - Reflect on and evaluate dramatic presentations and those of others
  - Explain the advantages and disadvantages of the formal rules of debating
- Show good understanding of what has been said and introduce new ideas that are valid



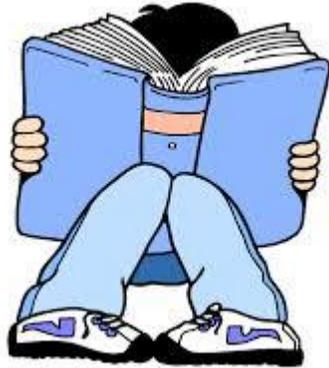
## End of Year 4 Expectations

This booklet includes the end of year 4 expectations for children in our school based on the new National Curriculum. These are the minimum requirements your child must meet in order to be graded as working at 'National Expectation.'

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child please talk to your child's teacher.

# Reading



## Year 4 Expectations: Word Reading

- Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words

## Year 4 Expectations: Reading Comprehension

- Know which books to select for specific purposes, especially in relation to science, history and geography learning
- Use dictionaries to check the meaning of unfamiliar words
- Discuss and record words and phrases that writers use to engage and impact on the reader
- Know and recognise some of the literary conventions in text types covered
- Begin to understand simple themes in books

## Year 4 Expectations: Reading Comprehension (continued)

- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Explain the meaning of words in context
- Ask questions to improve understanding of a text
- Infer meanings and begin to justify them with evidence from the text
- Predict what might happen from details stated and deduced information
- Identify how the writer has used precise word choices for effect to impact on the reader
- Identify some text type organisational features, for example, narrative, explanation, persuasion
- Retrieve and record information from non-fiction
- Make connections with prior knowledge and experience
- Begin to build on others' ideas and opinions about a text in discussion
- Explain why text types are organised in a certain way

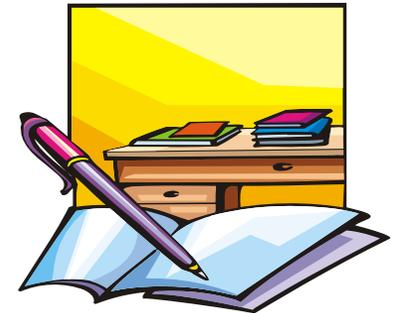
## Year 4 Expectations: Transcription

- Spell words with additional prefixes and suffixes and understand how to add them to root words, for example - ation, ous, ion, ian
- Recognise and spell additional homophones, for example - accept and except, whose and who's
- Use the first two or three letters of a word to check its spelling in a dictionary
- Spell identified commonly misspelt words from Year 3 and 4 word list
- Use the diagonal and horizontal strokes that are needed to join letters
- Understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting: down strokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

## Year 4 Expectations: Composition

- Compose sentences using a wider range of structures, linked to the grammar objectives
- Orally rehearse structured sentences or sequences of sentences
- Begin to open paragraphs with topic sentences
- Write a narrative with a clear structure, setting, characters and plot
- Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences
- Use a range of sentences with more than one clause
- Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition
- Use fronted adverbials, for example, 'Later that day, I went shopping.'
- Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'
- Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

# Writing



# Trips Planned this term

**Please note: -**

Across the course of the school year, the school intends to increase the amount of trips for the children. Whilst the school will try to ensure that some of these trips will be free, some inevitably will require a parent contribution. The school is able to subsidise **some** of these trips, however, without your support we may have to reduce these down.

Children will be given opportunities to carry out fundraising activities in order to bring the overall cost of trips down.

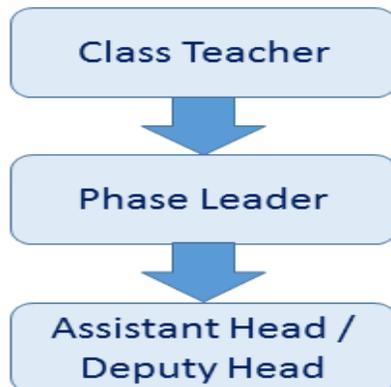
All trips planned link directly to your child's learning.

- **\_Monday 10<sup>th</sup> October – Snape ‘Primary Proms’**
- **\_Tuesday 11<sup>th</sup> October – Norfolk & Suffolk Aviation Museum**

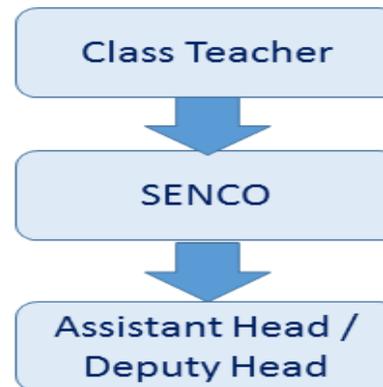




**Learning / class issues or concerns**



**SEN Concerns**



**Safeguarding Concerns**



If Parents feel the issue remains unresolved after the informal stages listed above then they must follow the School's Complaints procedure from this point onward. Parents who bypass the above lines of communication and take issues to a higher level may have concerns passed back to the person most able to deal with the issue.



# Phase Leader

- Miss Megan Steward



Rushmere Hall  
Primary School

**LKS 2**

Year 3 &  
Year 4

# Photo Permission Reminder

## Photograph Permissions

### What is it?

During the course of a year, the school likes to take photos of the children for displays inside and outside the classrooms, for the school website and for the local media.

In order to gain permission we run an 'opt out' approach with regards to photos. The reason for this is that around 95% of parents are happy to have their children's photo used within the school and on the website.

In general, when we use children's photos on the web we never include a name . On occasions where we use names , we will never use a photograph. This is to ensure that children cannot be named by the photos for safeguarding purposes. Photos are only stored on school devices.

### What do I do if I don't want my child's photo to be used in school, on the website or in the local media?

If you want to opt out you have two weeks to submit the form below to us. After Friday 16<sup>th</sup> September, if we have not received an opt out form we will assume you are happy for us to use your child's photo . The school will send out another reminder before the 16<sup>th</sup> September.

### Opt out form – 'I do not want my child/childrens photos to be used on the website, in school or in local media'

Pupil name: \_\_\_\_\_ Class/Year Group: \_\_\_\_\_

Pupil name: \_\_\_\_\_ Class/Year Group: \_\_\_\_\_

Pupil name: \_\_\_\_\_ Class/Year Group: \_\_\_\_\_

Signed: \_\_\_\_\_ Relationship to child: \_\_\_\_\_

Date: \_\_\_ / \_\_\_ / \_\_\_

DEADLINE...

FRIDAY 16<sup>th</sup> SEPTEMBER



# Website

[www.RushmereHallPrimarySchool.com](http://www.RushmereHallPrimarySchool.com)



# Clubs

‘School-run clubs’ brochure will be published online along with a online booking facility.

External club providers will send out their letters separately.



# Attitude to learning

Year 4-6 Attitudes to learning		Pupil		Teacher	
No.	Criteria				
9	I am very organised and resourceful. I am an independent learner. I use reasoning tools effectively. I am very motivated and resilient. I reflect on my learning and readily adapt to improve weakness. My work can be outstanding. I am always ready to learn.				
8	I reflect on my work to make improvements. I show a lot of resilience. I complete tasks to a high standard. I am adaptable. I show initiative. I am a motivated and responsible learner.				
7	I am determined to achieve. I always aim to learn effectively. I am developing a range of skills to improve my learning. I work hard and am interested in my learning. I rarely give up on tasks.				
6	I complete work to match my ability. I generally ask for help when I need it. I show some initiative. I am a hard working pupil. I show some resilience and responsibility.				
5	I usually complete tasks I have been set. My commitment to my work is inconsistent. I am occasionally motivated or show a little initiative to improve. My work generally matches my ability.				
4	I only occasionally try hard enough to make good progress. Even when I know what I should be doing I don't often do it effectively.				
3	I do not complete classwork or homework well. My learning is not effective because I do not always pay attention. I rarely try to learn. I am underachieving.				
2	My poor behaviour stops me and others learning properly. Usually I do not pay attention. I do not complete much work. I rarely engage in the tasks I am set. I often disrupt learning.				
1	I do not want to learn. I stop other people from learning. I do not make the effort to get any help. I rarely complete my work. I do not look after work or hand it in on time. I am very disruptive.				

## Attitude to learning FAQs

Why might there be a difference between the teacher's and my child's grading?

[e.g Teacher grade higher than pupils grade]

– This occurs generally with children who lack confidence. The child is unable to identify how good they are or the skills they have.

Or pupil doesn't fully understand the phrases included in the report

[e.g Teachers grade lower than pupils grade]

– This occurs generally with children who are overly confident. They may feel they are working hard when in fact their teacher may be aware that they can do so much better!

Or pupil doesn't fully understand the phrases included in the report.

**I don't agree with the teachers grading! My child is a good learner at home!**

- This judgment is based on what the teachers see in school. If your child does show good learning skills at home, then it may be worth reminding your child that they need to show this in school.

**What score should my child be at?**

- As a school we are aiming for at least stage 6. This is the first time we have done this and so we have a number of children in the 3,4 and 5 section. Over time we hope to see this improve as we work with the children and help them to understand the importance of being a good learner. Children will also start to understand what is meant by each of the levels more and in turn be able to make a more accurate judgment of their own learning

# Attitude to learning

Year R - 5 Attitudes to learning		Year 4 - 6 Attitudes to learning	
No.	Criteria	Pupil	Teacher
9	I can work really well by myself and in a group. I always want to work hard, not just for my teacher but for myself. If I find stuff hard or I make mistakes, I know its okay because I'm learning and I will make me stronger. I look at my work and always look for ways to improve. My work can be outstanding. I am always ready to learn.		
8	I work well by myself and in a group. I always want to work hard. If I find stuff hard or I make mistakes, I know its okay because I'm learning and I will make me stronger. I like to go back to my work to make it better. My work is normally really good quality. I am ready to learn and I can think and make decisions myself.		
7	I want to do well. I want to learn more things. I am getting better and like to improve my learning. I work hard and am interested in my learning. I don't really give up on hard.		
6	I complete work that my teacher gives me. I normally ask for help when I need it. I do make some choices by myself. I am a hard working pupil. I can make mistakes and not get upset.		
5	Most of the time, I finish my work. Most of the time, I work hard but not so hard. Most of the time, I want to learn a little more. My work is 'okay'.		
4	Sometimes, I finish my work. Sometimes, I work hard but not so hard enough. Sometimes, I know what I should be doing better. I could be learning much more.		
3	I don't normally finish my work. I don't try as hard as I should. I am not doing so well.		
2	My poor behaviour stops me and others learning properly. Usually I do not pay attention. I do not complete much work. I rarely engage in the tasks I am set. I often disrupt learning.		
1	I do not want to learn. I stop other people from learning. I do not make the effort to get any help. I rarely complete my work. I do not look after work or hand it in on time. I am very disruptive.		
9	I am very organised and resourceful. I am an independent learner. I use reasoning tools effectively. I am very motivated and resilient. I reflect on my learning and readily adapt to improve weakness. My work can be outstanding. I am always ready to learn.		
8	I reflect on my work to make improvements. I show a lot of resilience. I complete tasks to a high standard. I am adaptable. I show initiative. I am a motivated and responsible learner.		
7	I am determined to achieve. I always aim to learn effectively. I am developing a range of skills to improve my learning. I work hard and am interested in my learning. I rarely give up on tasks.		
6	I complete work to match my ability. I generally ask for help when I need it. I show some initiative. I am a hard working pupil. I show some resilience and responsibility.		
5	I usually complete tasks I have been set. My commitment to my work is inconsistent. I am occasionally motivated or show a little initiative to improve. My work generally matches my ability.		
4	I only occasionally try hard enough to make good progress. Even when I know what I should be doing I don't often do it. I could be doing better. I could be learning much more effectively.		
3	I do not complete classwork or homework well. My learning is not effective because I do not always pay attention. I rarely try to learn. I am underachieving.		

## Why?

- To highlight to children that it will be their **Attitude to Learning** that will enable them to be successful in life, regardless of where they are academically.
- A chance for those children who often struggle to receive recognition for commitment and dedication towards their learning.
- A wake up call for those who may be coasting... they'll soon be catching you!



## Year 4 – 6 Attitudes to learning

No.	Criteria	Pupil	Teacher
9	I am very organised and resourceful. I am an independent learner. I use reasoning tools effectively. I am very motivated and resilient. I reflect on my learning and readily adapt to improve weakness. My work can be outstanding. I am always ready to learn.		
8	I reflect on my work to make improvements. I show a lot of resilience. I complete tasks to a high standard. I am adaptable. I show initiative. I am a motivated and responsible learner.		
7	I am determined to achieve. I always aim to learn effectively. I am developing a range of skills to improve my learning. I work hard and am interested in my learning. I rarely give up on tasks.		
6	I complete work to match my ability. I generally ask for help when I need it. I show some initiative. I am a hard working pupil. I show some resilience and responsibility.		

Usually complete tasks I have been set. My commitment to

# Volunteers

- Sign up to what you can offer...
- Signing up doesn't mean we will take up your services!
- DBS check will be needed
- We will try to cater for all offers... however, there are some occasions / lessons where too many adults may be a hindrance.
- Key areas of need – Parent Readers, Art lesson support, resourcing, improving learning areas in the school.

# Volunteers

Class: \_\_\_\_\_

- ✓ Leave name
- ✓ Contact number

	Mon	Tue	Wed	Thu	Fri
AM					
PM					

# Getting a chance to speak to Teachers

- After school is preferable, but we can meet at a mutually convenient time, just see me or send a note
- Notes can be passed to me, or written in the home school logs. (Pupils must alert teachers to the fact that a comment has been written in the school log as they are **not checked** on a daily basis).

# Child Protection

- Report all child protection concerns to the Senco/Safeguarding Officer - However **small** the information may be, we may already have other information about the child.



Any questions?

