

Belleville Primary School



Y4 Parent Presentation

The Y4 Team



Jenni Morrison
4JM

Meteor



Siobhan Jackson
4JS

Webbs



Noemi Suarez
4JS

Webbs



James Mountford
4M

Webbs



Lydia Common
4C

Webbs

Year Leader

Parent – Teacher Communication

- Staff will be available for brief conversations every day after school in the playground.
- We are always happy to make appointments to meet parents before or after school if necessary.
- If there are any urgent messages during the school day, please speak to our office staff.

Working in Partnership

- **Aims:** We want your children to be safe; to have excellent social and emotional skills; and to achieve and succeed.
- This requires effective partnership between children, parents/ carers and staff, even when things do not go as we all would wish.
- Consistent support and open communication is vital.

Senior Leadership Team



John Budden
Executive
Headteacher



**Mary-Lyne
Latour**
Headteacher



Megan Shaw
Deputy
Headteacher
Infants
Monday-
Wednesday



Hannah Coles
Deputy
Headteacher
Infants
Wednesday-Friday



Tom Newman
Deputy
Headteacher
Juniors

SENCOs



Sami Burst
Infants
Monday-
Wednesday



Rachel Carruthers
Juniors

Our Curriculum



In Quality First Education (Q1E) schools, all children receive a world class, inspirational and aspirational curriculum driven by the principles of improvement, excellence and equality. We have a broad and balanced approach rooted in subject disciplines, which ensures excellent personal, physical, academic, social, emotional, aesthetic and cultural development for all children.

AT ITS CORE THE Q1E CURRICULUM HAS:

L  **LEARNERS** who are:

- inquisitive, resilient and have high expectations of themselves
- critical and creative thinkers who can solve problems and evaluate effectively
- confident, collaborative and articulate
- excellent learners

E  **ENGAGEMENT**

- exciting first hand experiences and enquiry approaches
- varied, structured learning opportunities that are purposeful and appropriate

A  **AMBITION**

- the highest expectations of what all children can achieve
- expanding horizons through research and sharing of best practice

R  **RELEVANCE**

- recognition of the richness in diversity and inclusion
- tailored to reflect local, national and global perspectives
- clear progression in knowledge, skills, content, language, processes and concepts

N  **NURTURE**

- of personal development fostering a sense of responsibility to self and others
- a sense of citizenship, community, empathy and service

Maths and English

English

- We will be studying some powerful and inspiring new texts. Using the Kate Greenaway-nominated picture book *Leon and the Place Between* by Angela McAllister and Grahame Baker-Smith, children will write their own narratives. Following this, children will write their own information texts inspired by the aspirational *Fantastically Great Women Who Changed the World* by Kate Pankhurst. This book, which was nominated for both the Carnegie and Kate Greenaway Children's Book Awards in 2018, will enable children to learn more about inspiring figures such as Frida Kahlo, Mary Anning and Sacagawea. Children will complete Autumn 1 by exploring and writing Kenning poems, and producing an explanation of how the digestive system works. By engaging with such a vast array of text types, your child will learn to write academically and creatively for different purposes and audiences.

Maths

- This half-term we will be focusing on the following: developing a secure understanding of number sense and numbers up to 10,000; comparing and ordering numbers; rounding to the nearest 10, 100 and 1000; and mastering the formal methods for addition and subtraction. We will continue to focus on problem solving regularly in lessons and further embed the times tables children have learnt in years 2 and 3.
- Government Multiplication Tables Check – June 2023
- Daily times tables practise

Curriculum

Science – how our body works- digestion

During the first half-term, our topic is 'How Our Body Works' in which your child will learn all about the human digestive system. They will also learn about the teeth of humans and other animals, beginning to develop an understanding of how diet and teeth are related.

Geography – North America

Through studying population density, analysing maps (to locate rivers, mountain ranges and lakes) and researching Native American communities, your child will become an expert on North America. We will use atlases and other geographical sources to develop skills of investigation, analysis and observation.

RE – Right and Wrong

This half term, children will explore religious and non-religious approaches right and wrong. They will ask questions about moral decisions and guidance based on sources of wisdom and begin to give their own opinion about how people decide right and wrong.

PSCHE – Understanding Our Feelings

The theme this term is 'Understanding Our Feelings'. A range of feelings (such as happiness, sadness, bravery, fear, anger and calm) will be explored through storybooks, poetry, role-play and discussion. We will be developing your child's language to describe different feelings, how an emotion may feel in our bodies and how our feelings can link to our actions. During Circle Time sessions, children will enjoy structured class discussions, which help them to understand and support each other.

Wider curriculum

ICT

French

Music

Music lessons will start from Week 3 and run for 5 weeks each half term. Children will bring an instrument loan form home and, once this is signed and returned to school, they are able to take their instruments home each week.

PE

Class	Outdoor PE	Indoor PE
4JM (Meteor)	Friday	Tuesday
4C	Thursday	Tuesday
4JS	Thursday	Monday
4M	Thursday	Tuesday

Routines

- Bell rings at 8:50am, Registration is at 8:55am.
- Lesson 1 starts at 9:00am, prompt.
- Please ensure that any children who are late come via the office.
- Pick-up time is at 3:20pm from the lower large playground.
- Bring a water bottle (named) each day.
- Pack a healthy snack for break time – piece of fruit (or vegetable)/ half a sandwich (NB: We are a nut-free school).
- Please ensure all uniform is labelled.
- Mobile phones/ Smart watches (where applicable) – your child should hand theirs in to their teacher at start of the school day (NB: We recommend that any phone is a basic model).
- Medication – a form should be filled in by parents/ carers.
- Dietary requirements- inform the office
- Home time pick up- please let the teacher know via a note or in advance when picked up by someone different. Alternatively, contact the office.

Uniforms

- Please ensure children arrive the correct uniform.
 - Navy blue jumper (no hoodies), cardigan or fleece; light blue polo shirt; and grey, black or navy blue skirt, pinafore, shorts or trousers / plain tracksuit bottoms (no denim).
 - PE- Navy blue t shirt, jumper, suitable PE trousers/shorts and trainers.
 - Ensure it is appropriate for the weather e.g. PE and trips.
 - Jewellery – please avoid - children might be asked to remove.



Trips and Visitors

- We want to make the most of the exciting year ahead.
- Any connections you have which would help to bring the curriculum to life for the children would be greatly appreciated. See the half termly letter for more information.
- This half term: dentists?

Belleville House System



- The school is divided into 5 houses– siblings are in the same house.
- Children earn house points linked to CARE and Excellent Learner values.
- House points are awarded with physical tokens and stickers, and will be counted electronically as part of an online system. Keep an eye on the screens around the school!
- At the end of the **half term** term, the winning house will be announced in assembly and rewarded with a 'house cup and house prize.

Year 6 House Captains

Webbs

Imanol (6H)
Sofia W (6DB)



Forthbridge
Ibrahim (6T)
Alexa(6H)



Meteor

Pip (6W)
Sophia (6DB)

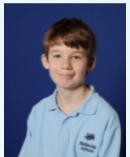


Northcote
Adam (6W)
Maliyah (6B)



Wakehurst

James (6B)
Chiara (6T)



Duties include leading assemblies,
coming up with ideas for house
prizes, charity events.

Behaviour Policy (Making the Right Choices)

Principles:

All (children and adults) will make the right choices to ensure that everyone:

- 1. Is kept and feels safe
- 2. Can learn
- 3. Feels welcome and valued

To be able to make the right choices, children need to understand and (appropriate to their age/stage) be able to explain/reflect/act upon:

- 4. What the right choice is
- 5. Why this is the right choice (i.e. how it supports points 1, 2 and 3)
- 6. How to take responsibility for their choices

Recognising Right Choices

- House Points
- CARE values
- Excellent Learners
- Kindness stickers
- Achievement Certificates/Star of the Week
- Belleville Badges
 - Sport
 - Community
 - Arts
 - Academic
 - Endeavour



Addressing the wrong choices

























- Wrong choices will be addressed as they arise according to our Behaviour Policy, which can be found on our website.
- Incidents of behaviour will be recorded – this allows us to spot patterns and help tackle issues.
- For any ‘medium’ or ‘high’ incidents, parents/ carers will be informed.

Addressing the wrong choices

- Time to calm down (if needed)
- Time to discuss and resolve any problems that may have arisen
- We guide children through discussion appropriate to their age/stage, starting with “Are you making the right choice?”
- Support children to think through the consequence of their choice, how they can fix any issues and how they can make the right choices in the future
- Consequences are appropriate to the level of behaviour according to our policy
- reflection

Zones of Regulation

Which Zone are you in?

Blue	Green	Yellow	Red
			
 sad	 focused	 worried	 cross
 unwell	 happy	 surprised	 mad
 hurt	 calm	 confused	 frustrated
 tired	 proud	 overexcited	 angry
<p>What might help you?</p> 	<p>What could you do next?</p> 	<p>What might help you?</p> 	<p>What might help you?</p> 

Classroom system for addressing the wrong choices



Assessment

- This happens continually in the classroom.
- Tests are conducted termly to see strengths and where we may need to recap.
 - Gaps/ misconceptions are addressed in lessons

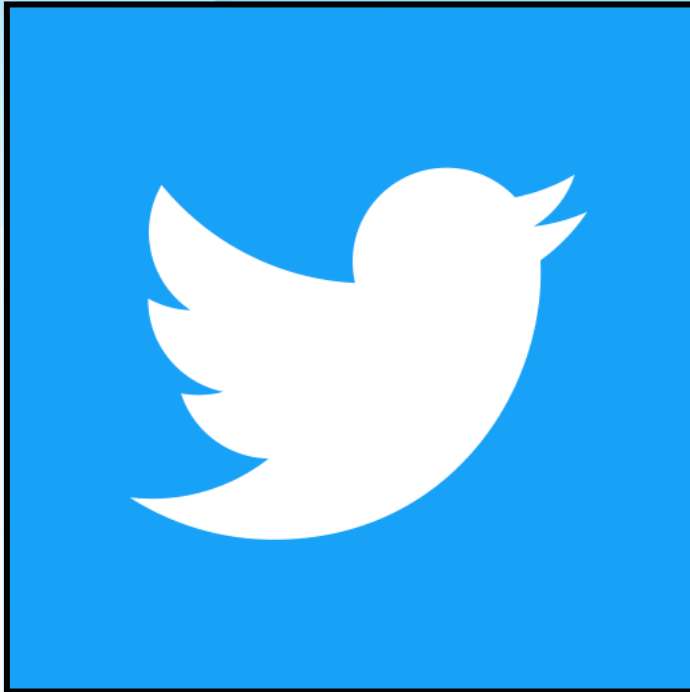
Homework

- This is set on Wednesday and due on the following Monday (week 3):
 - Mathletics – 2 activities every week
 - SPAG.com – 1 activity set every other week
- If there are any problems with passwords etc., please ask the office as they can provide you with a new letter.
- Guided Reading homework
- Reading: the recommended amount is 20-25 minutes per day.
- Spellings: these are glued into the Reading Record and assessed the following week.
- Poem

Reading Records

- These are a strong form of communication between home and school – you can leave notes.
- Please sign this each week
- Please ask your children to take a note of their wider reading in the Reading Record.

Twitter and Instagram



@bellevillesch



@belleville_school

See you soon!

- We are looking forward to the year ahead!
- If you have any concerns, please do not hesitate to speak to us at the end of the day, send a message with your child, or get in touch via the office.