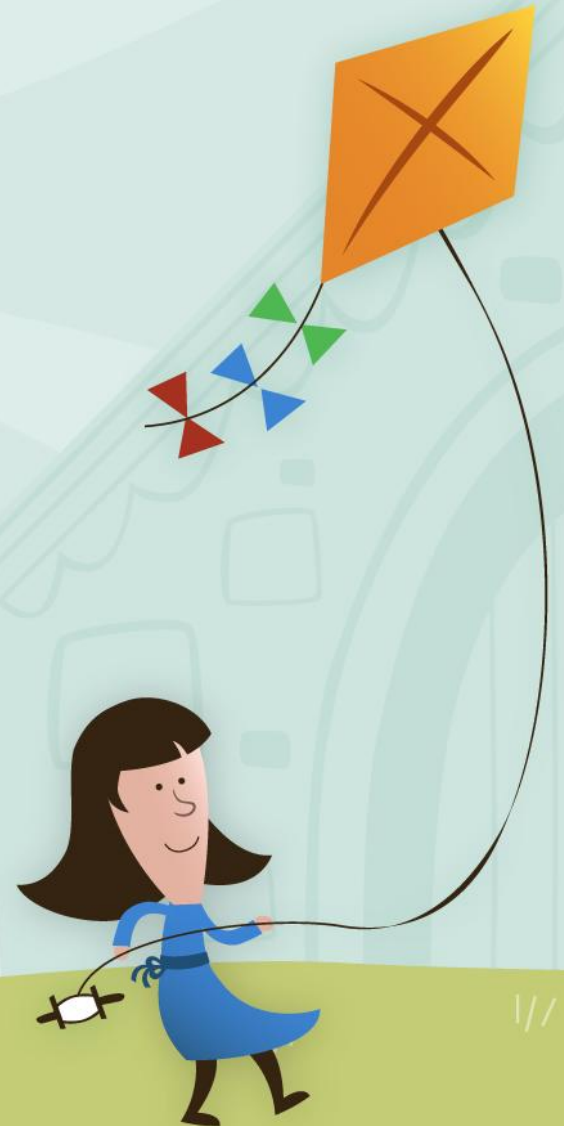




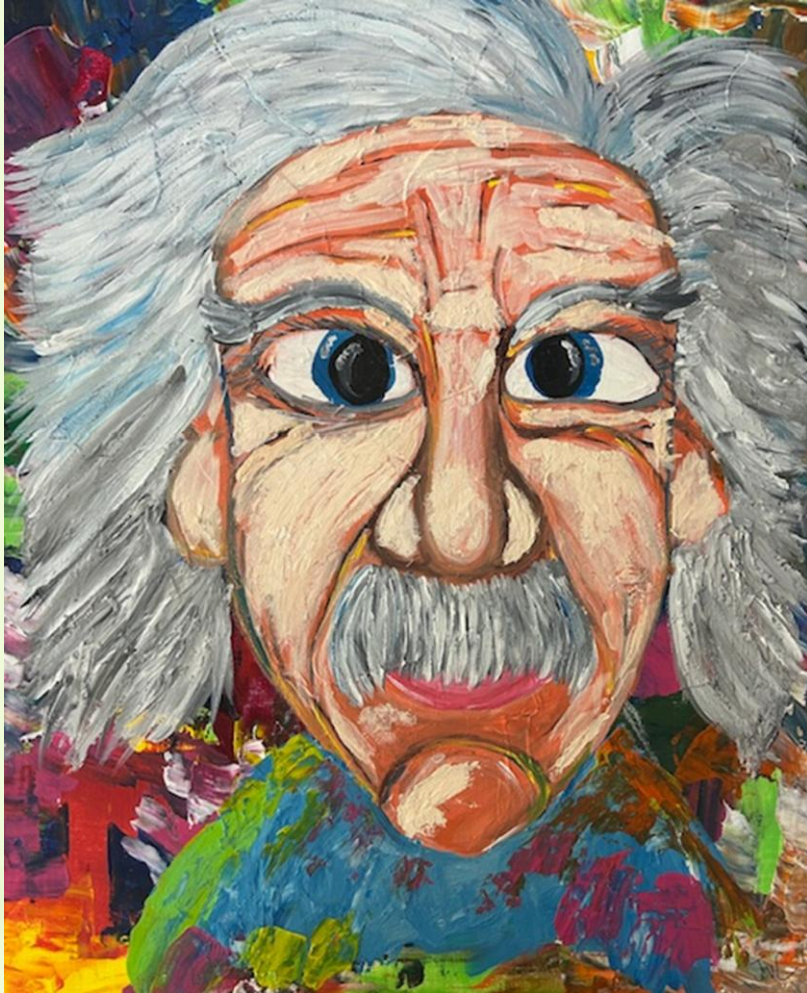
Welcome to Year 4

September 2025





Our Year 4 Class



Einstein Class

Mrs Coetzee

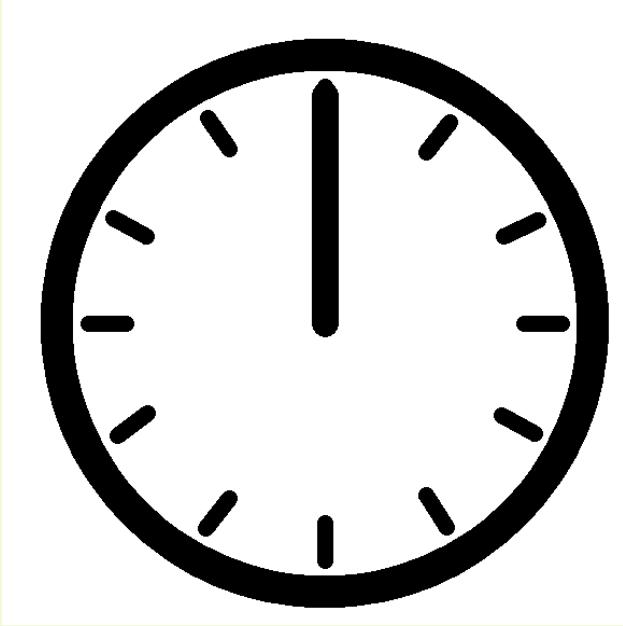
Mrs Aguis (LSA)

Mrs Cronin (LSA)

Mrs Gould (LSA)



Our School Day



- Drop off/Children enter School building:
8.40 – 8.50am
- Register closes: **9.10am**
- Lunchtime starts: **12 noon**
- Lunchtime finishes: **1pm**
- Pick Up **3.20pm**

It is important to ensure your child arrives on time every day.

Please let the office/ class teacher know going home arrangements if they are different than usual.

If children are not collected by 3.30pm they will be sent to after school club, and you may be charged.





At our school, with Jesus in our hearts, we have:

-The passion to learn

-The courage to fail

-The strength to love.





Year 4 information

- **Monday** – Spelling test in class. **Homework to be in.**
- **Tuesday** – PE day (with CM Sports) **Children to come dressed in their PE kits**
- **Wednesday** – Paper copy of spellings and homework sent home

We aim to change your child's reading book once a week.

Please ensure that their reading book and reading diary comes into school **every day**.

Children have logins to access ***Times Tables Rockstars*** to practise

Children must log their reading in their **own** reading log booklet.

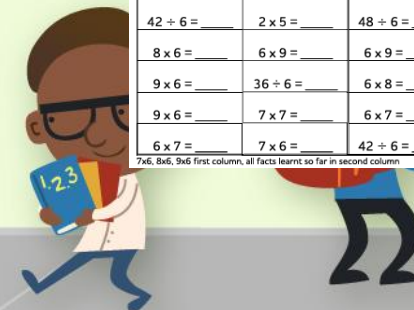
The expectation is that children **read every night at home** and log this in their reading record.

* **Thursday** - Library



Times Tables

- We follow the Number Sense scheme for times tables.
- Daily sessions for years 3-5 (10 minutes per day).
- It is about repetition and rehearsal.
- Daily sessions start in January in year 3 and continue until needed in year 5.
- In Year 4, we will be completing the sessions at least once day.
- It's recommended for the exam in July 2026



My 6 Times Table
Practice Booklet

Name: _____
Class: _____

New facts in this booklet:
 $7 \times 6 = 42$
 $8 \times 6 = 48$
 $9 \times 6 = 54$

1		2	
$6 \times 9 =$	$24 \div 3 =$	$6 \times 8 =$	$8 \times 8 =$
$54 \div 6 =$	$4 \times 2 =$	$6 \times 7 =$	$8 \times 3 =$
$7 \times 6 =$	$5 \times 4 =$	$54 \div 6 =$	$4 \times 9 =$
$6 \times 9 =$	$8 \times 5 =$	$7 \times 6 =$	$3 \times 5 =$
$7 \times 6 =$	$28 \div 4 =$	$6 \times 8 =$	$7 \times 5 =$
$8 \times 6 =$	$6 \times 3 =$	$8 \times 6 =$	$16 \div 4 =$
$48 \div 6 =$	$6 \times 6 =$	$7 \times 6 =$	$6 \times 2 =$
$8 \times 6 =$	$2 \times 9 =$	$54 \div 6 =$	$27 \div 3 =$
$9 \times 6 =$	$3 \times 2 =$	$6 \times 7 =$	$9 \times 2 =$
$7 \times 6 =$	$15 \div 5 =$	$6 \times 7 =$	$5 \times 2 =$
$9 \times 6 =$	$3 \times 4 =$	$9 \times 6 =$	$9 \times 9 =$
$6 \times 9 =$	$5 \times 8 =$	$42 \div 6 =$	$8 \times 6 =$
$48 \div 6 =$	$4 \times 6 =$	$6 \times 8 =$	$5 \times 9 =$
$9 \times 6 =$	$4 \times 4 =$	$6 \times 8 =$	$2 \times 6 =$
$6 \times 8 =$	$2 \times 2 =$	$7 \times 6 =$	$5 \times 5 =$
$42 \div 6 =$	$2 \times 5 =$	$48 \div 6 =$	$40 \div 5 =$
$8 \times 6 =$	$6 \times 9 =$	$6 \times 9 =$	$9 \times 9 =$
$9 \times 6 =$	$36 \div 6 =$	$6 \times 8 =$	$4 \times 7 =$
$9 \times 6 =$	$7 \times 7 =$	$6 \times 7 =$	$2 \times 3 =$
$6 \times 7 =$	$7 \times 6 =$	$42 \div 6 =$	$3 \times 3 =$

7x6, 8x6, 9x6 first column, all facts learnt so far in second column



Multiplication Tables Check

In June of year 4, children will complete a multiplication tables check introduced by the Government in 2019.

Whilst we will cover all aspects of this check in school, we ask that where possible, all children are encouraged to learn their multiplication tables as part of their weekly home learning using **Times Tables Rockstars** and most importantly the times tables check website that mimics that test conditions.





INDOOR PE

One full day per half term. **Children come to school in their PE kits.**

Kit – red t-shirts, blue shorts in summer or dark tracksuit/jogging bottoms in winter, school jumper in winter, socks and trainers

This half term – 25/09/25

Next half term- 21/11/25

OUTDOOR – **Tuesday. Children come to school in their PE kits.**

Kit - t-shirts, shorts or dark tracksuit/jogging bottoms in winter, extra jumper in winter, spare socks, trainers

No earrings – we cannot help take earrings out or provide tape for your child to cover them over.

Religious bracelets – must be covered with a sweat band.

Label ALL items of kit

Children are requested to arrive at school in PE kit on these days. In colder months, a tracksuit (preferably navy in colour may be worn) for outdoor PE sessions.





Uniform and Belongings

Your child is responsible for their own belongings.

The best way to support your child in doing this is to ensure that every item brought into school is clearly labelled.

We no longer store lost property centrally, so please let the class teacher know if your child has mislaid something and your child will be given time to look for it.

Water bottles (preferably a sports type bottle) should be brought into school every day (**just water please**) and should also be clearly labelled.





Uniform and Belongings

BOYS:

- School V- necked pullover, School tie
- White shirt, Grey trousers
- Dark socks, Black shoes (not trainers or boots)
- White short sleeved shirt (Summer KS2)

GIRLS:

- School Cardigan or V necked pullover, School tie
- White blouse/shirt, Grey pinafore or skirt
- Navy, red or black tights for winter
- White knee or ankle socks for summer.
- Navy, red or white hair accessories
- Navy and white gingham dress for summer
- Sensible black shoes (no boots or trainers) with heels no more than 3cms in height
- No open toed sandals or “jelly shoes” in the summer months for safety reasons.

Stud earrings can be worn but no hoop, bracelets, necklaces etc (except for religious reasons)





Hair - Please ensure haircuts are suitable for school e.g. not elaborate hair styles or short shaved/with a design and the over use of hair gel is not allowed. Please ensure that long hair is tied back and any hair bands are of the soft variety in school colours.

Jewellery - For health and safety reasons, jewellery should not be worn in school. The exceptions are watches and small, plain stud earrings.

No decorative earrings are to be worn. All earrings and watches must be removed for PE and games by the child, or taped over before coming to school. Staff are not permitted to remove earrings. It is wise to encourage your child to get into the habit of not wearing watches or earrings on PE days.

Mobile Phones and Smart Watches -

Phones are not allowed to be used on the school grounds. If your child is walking/cycling home alone (Year 6) they must be switched off and handed in to the school office by your child as they enter the site in the morning. Please make sure this walking arrangement is put in writing to the school.

**Children should not have phones, or Ipads in their bags.
Smart watches are not allowed in school.**

<https://www.st-bernadettes.hants.sch.uk/uniform-1/>



Pencil Cases



All the necessary equipment your child needs in the classroom is provided by the school and consequently we respectfully request that no pencil cases are brought into school.





Every Lesson Counts



- Rules about requesting absence have changed – please do not request holidays in term-time.
- They will not be authorised unless deemed to be in exceptional circumstances.
- If your child is ill, please let us know on the first day of absence by phone or email to school office.
- If your child is ill, please do not send them to school. If they have been sick, they need to remain at home for at least **48 hours from the time of being sent home** as sickness viruses are extremely contagious in school.



Year 4: Our Learning



Mathematics

Place Value – helping students understand the value of each digit in a number to compare and order numbers.

Addition and subtraction – helping students develop strategies to solve problems involving numbers up to four digits.

Area – helping students understand how to measure the space inside a shape using square units.

Multiplication and division – helping students build strategies to solve problems and improve their understanding of times tables and division facts.

Science

States of Matter – exploring states of matter and the water cycle, helping students understand the properties of solids, liquids, and gases, and how water changes state as it moves through the water cycle.

Computing

Word processing skills- In this unit, children will learn to use various features for formatting text. The first lesson, which is intended to be used at the start of the school year, focuses on some important computer skills and introduces children to screenshots and the Snipping Tool, and secure use of passwords. Looking at shortcuts in particular, children will reinforce their learning by using as many shortcuts as possible for a set task. The suggested task is to type up a family favourite recipe using as many shortcuts as possible for reinforced learning

French

Portraits – students will learn to describe themselves and others using vocabulary for physical appearance, personality traits, and clothing. They will practice speaking and writing simple sentences to create their own portrait descriptions.

Numbers & Calendars – practice counting, discussing dates, and using vocabulary related to days, months, and seasons to talk about events and daily activities.

Music

Exploring pulse and rhythm

Exploring pulse, tempo and dynamics

Year 4 Einstein Class



God Matters

Mission Statement
Creation
Judaism
Sikhism
Catholic Social Teaching
Advent

Autumn Learning Web 2025

PSHE

Partnership learning
School behaviour expectations
Growth mind set
Attitudes to learning
Mindfulness training
Emotional regulation

Games and P.E

Tag Rugby & Hockey

English

Arthur and the golden rope – create character descriptions, write narratives and persuasive letters, and finish with a diary entry in character.

The girl who stole an elephant – writing a narrative from the perspective of one of the characters, developing their understanding of point of view and storytelling.

Beowulf – write a Monster Slayer job description and conclude with a character description of Beowulf, including a unique perspective from the eyes of the Dragon.

King Arthur and the Knights of the Round Table – create comic book-style short stories, combining visual storytelling with narrative writing.

Class Novels (Reading for Pleasure)

A range of fiction and non-fiction texts, poems, stories from other cultures including chapter books of the children's choice.

Children will have the opportunity to vote for their class novels!

Art – we are exploring painting and mixed media with a focus on still life. Students will learn techniques to create detailed still life compositions, using a variety of materials to experiment with texture, colour, and form.

History – we are studying Saxon settlement, with a focus on medieval history and local British Anglo-Saxon events. Students will explore key concepts such as interpreting historical events, understanding chronology, and examining cause and consequence. We will also look at significant figures and connections from this time period to understand how these settlements shaped British history.

Geography – we are focusing on the global significance of tea, exploring its impact on trade, cultures, and economies around the world. We will also examine how modern factors, such as climate change, are affecting tea production in India, a key economic activity in Asia.

You can keep up-to-date with your child's learning by accessing our learning webs.

These are updated every term and are published on our website.

<https://www.st-bernadettes.hants.sch.uk/year-4-einstein-class/>





This term our learning journey in **History** is the cause and consequence of Saxon Settlement in terms of why those who left their homelands converted from paganism to Christianity.

In **Geography**, we are learning about the impact of climate change on tea production in India.

In **Science** we are learning about states of matter in terms of how different materials change and respond to their environment.

In **Art** we are exploring painting and mixed media where we compare and contrast different shades of colours of paint. We also experiment with paint to observe how it can be used to create different tones and effects.

During our class novel time we will be reading a range of exciting books and the children will have the opportunity to vote for their class novels, which will be shared as a whole class.

Please ensure your child's **reading diary and reading book comes into school every day**. Please also ensure that your child brings a water bottle with them each day.

In Year 4 we don't have a specific day for show and tell. However, if the children receive a certificate or trophy, or have something that is linked to our learning, they are very welcome to bring this into school and we will share as a class.





Trips

Off site visits are a great way to enhance the children's understanding of a unit of work. We are currently in the process of beginning to arrange off site visits to support learning.



School Library

All children have the opportunity to visit our school library each week. Our library is stocked with a wide range of books suitable for all reading levels and interests. We are fortunate to work in partnership with the Schools Library Service, which provides us with a fresh stock of high-quality books each term. This ensures our collection remains engaging and encourages children to explore new genres and topics.

- Year 4 library day is every Thursday. **Please make sure your child brings their library book in on this day, so they have the opportunity to borrow a new book.**
- Any books that are **lost or damaged** will need to be paid for. There will be **a fine of £7** per book. If you are issued with a fine, you will receive an email from the school office. All fines can be paid via Arbor Shop.
- We are always looking to enhance our library collection and are happy to accept book donations. If you would like to donate books, please ensure they are in good condition. We are looking for high-quality texts that will enrich our pupils' reading experience, so we kindly ask that books linked to children's television shows (e.g., character-based or franchise books) are not included.





St Bernardette's Primary School - Book Slip

Child's Name: _____

Class: _____

Date: _____

BOOK DETAILS

• Title of Book: _____

• Author (if known): _____

• Barcode/Library Code (if known): _____

Please check one of the following:

☐ Late Return

☐ Lost Book

☐ Damaged Book

If damaged, please describe the damage: _____

Oracy – Helping every child find their voice

At St Bernadette's, we are committed to developing the whole child, not only academically, but also socially and emotionally. As part of this, we are excited to share with you our focus on oracy, which is the ability to speak and listen effectively.

Oracy is just as important as reading and writing, and it plays a vital role in helping children express themselves clearly, build confidence, and engage meaningfully with others. Oracy is developing the skills of talk as well as learning through talk.

To support our oracy development across the school, we are working with Voice 21, the UK's leading oracy education charity. Through this partnership, we are embedding a consistent and purposeful approach to speaking and listening across all year groups.



Oracy

Our vision for oracy is...

- For our children to understand that their voice is valued.
- For all children to be able to articulate their thoughts, ideas and emotions in order to support learning but also to develop emotional regulation.
- To develop purposeful talk to support learning across the curriculum.
- For children to understand active listening.
- Allowing all students to access and share their learning.
- For our children to know that talk is a life tool

Oracy is now being threaded through our curriculum, to provide more opportunities to develop speaking and listening skills.



Navigating the digital world together



3-5



19% have their own mobile phone
85% use any device to go online.
To go online: **69%** use a tablet, **34%** use a mobile phone, and **12%** use a laptop
56% use messaging sites/apps
91% use video sharing platforms
49% use live streaming sites/apps
37% use social media and **60%** have their own social media profile
Across these categories the top 3 sites/apps used by this age group are Youtube (**85%**), WhatsApp (**31%**) and Snapchat (**23%**)
31% play games online
76% watch TV or films on any type of device other than a TV set (**77%** on a TV set)
32% watch live TV | **77%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

6-7



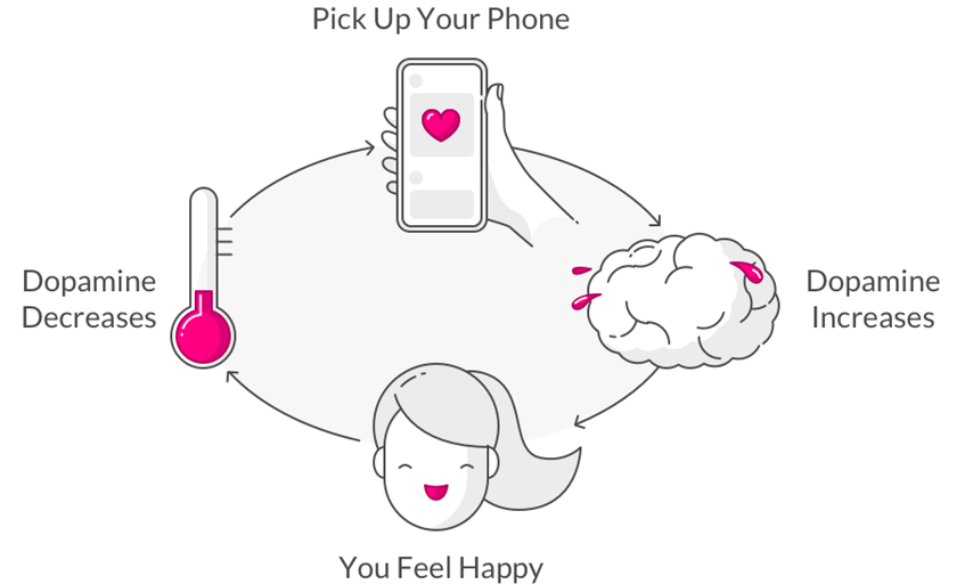
30% have their own mobile phone
96% use any device to go online.
To go online: **80%** use a tablet, **48%** use a mobile phone, and **26%** use a laptop
57% use messaging sites/apps
94% use video sharing platforms
48% use live streaming sites/apps
36% use social media and **63%** have their own social media profile
Across these categories the top 3 sites/apps used by this age group are Youtube (**91%**), WhatsApp (**33%**) and TikTok(**30%**)
43% play games online
78% watch TV or films on any type of device other than a TV set (**83%** on a TV set)
38% watch live TV | **76%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

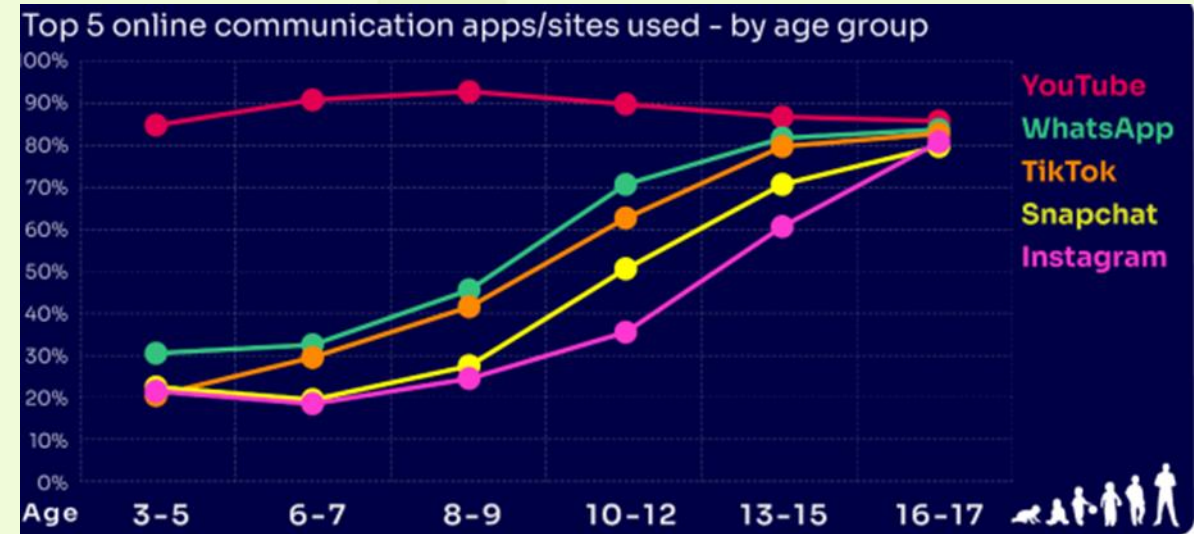
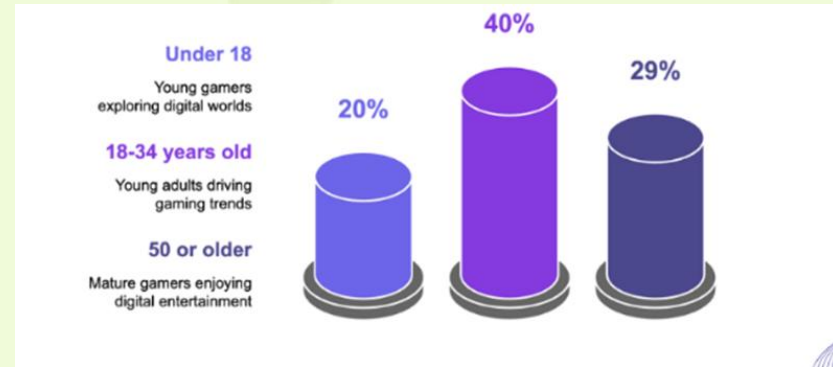
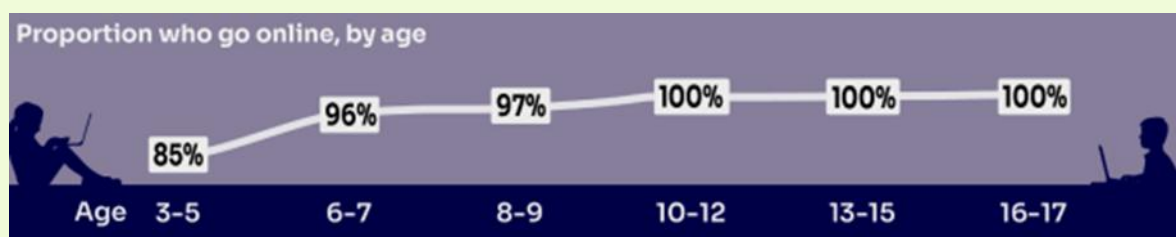
13-15



97% have their own mobile phone
100% use any device to go online.
To go online: **96%** use a mobile phone, **47%** use a tablet, and **56%** use a laptop
99% use messaging sites/apps
98% use video sharing platforms
82% use live streaming sites/apps
95% use social media and **96%** have their own social media profile
Across these categories the top 3 sites/apps used by this age group are Youtube (**87%**), WhatsApp (**82%**) and TikTok (**80%**)
84% play games online
79% watch TV or films on any type of device other than a TV set (**84%** on a TV set)
39% watch live TV | **75%** watch SVoD (Such as Netflix, Amazon Prime or Disney+)

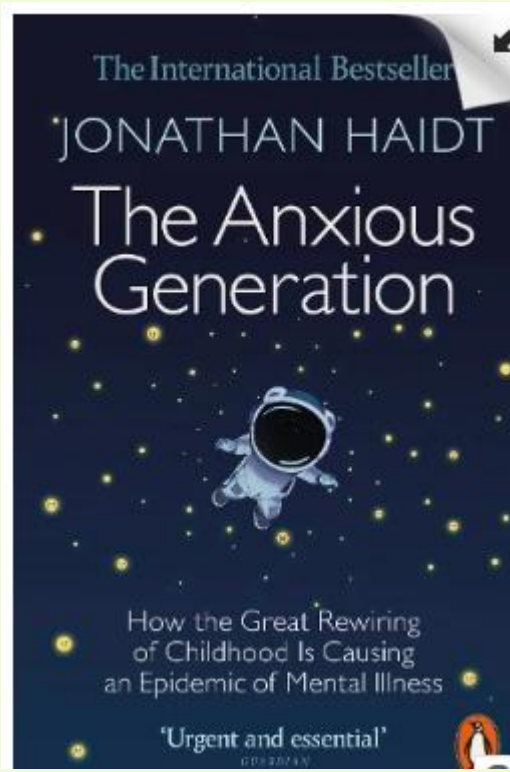
The Dopamine Reward Loop





<https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/media-literacy-research/children/childrens-media-use-and-attitudes-report-2025/childrens-media-literacy-report-2025.pdf?v=396621>



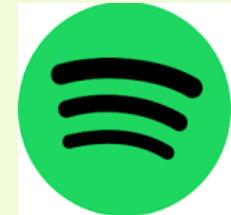


We are working closely with an Educational Psychologist to help and support our families' and children navigate the digital world we live in.

The Anxious Generation reveals the fundamental ways in which a shift from free-play, to smartphones disrupts development – from sleep deprivation to addiction – with separate in-depth analyses of the impact on girls and boys.

Grounded in ancient wisdom and packed full of cutting-edge science, this eye-opening book is a life raft and a powerful call-to-arms, offering practical advice for parents, schools, governments, and teens themselves.

This book is also available as an audiobook on Spotify.



Parental and caregiver digital world questionnaire





One of the ways we are supporting our young people and their families', is by taking part in a programme called MyHappymind.

It is designed to support schools, families and early years settings who care about developing the mental wellbeing of children. The children have weekly lesson in class, which is designed to develop and support their emotional wellbeing.

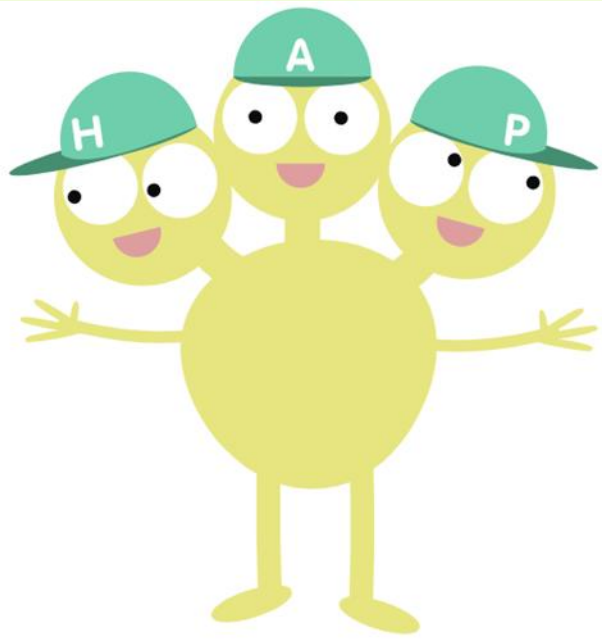
What does it do?

It combines the latest research, science and technology to help children develop positive, wellbeing lifelong habits so they can thrive.

Why have we chosen it?

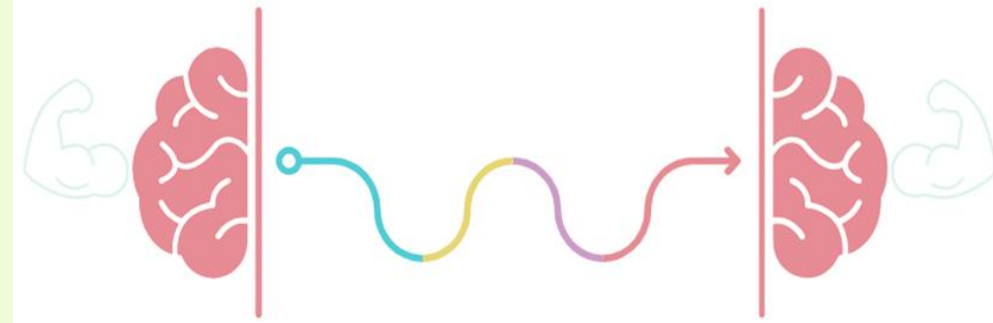
As a school we believe that we should be equipping all children with the knowledge, skills and tools to thrive in the modern world. We also want to develop a scientific understand of how your brain and emotions are connected.





H is for **H**ippocampus

myHappymind is all based around helping children to understand how their brain works and to support them in developing positive skills and habits to be their very best selves!



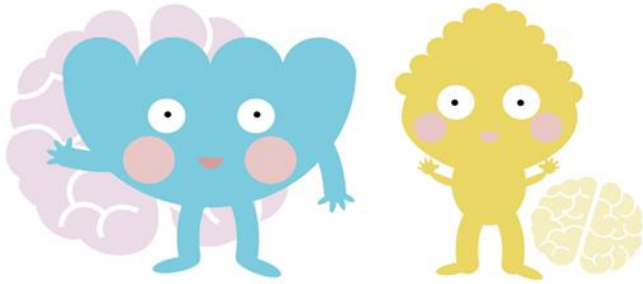
Our Neural Pathways get stronger and stronger the more we do something



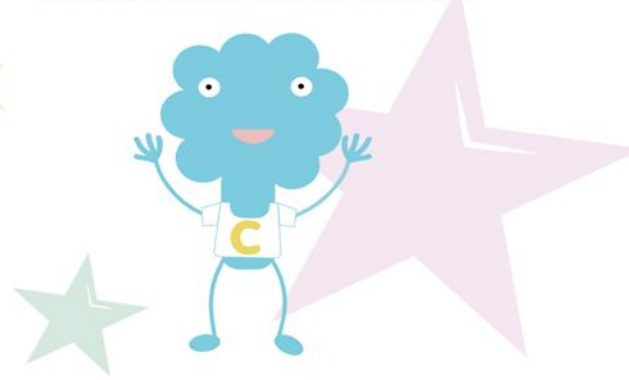
Neuroplasticity



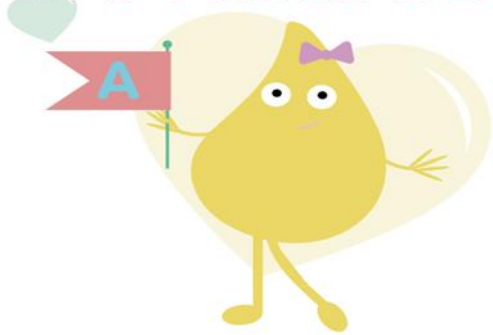
MEET YOUR BRAIN



CELEBRATE



APPRECIATE



RELATE



ENGAGE



Throughout the year, your child will experience 5 units which are specifically tailored to the age of the children.

They also have an individual myHappymind journal to write, draw or annotate any personal responses to the lessons.

myHappymind is delivered in schools by class teachers through a series of interactive lessons and then the children apply these learnings throughout the day.



To further embed this learning, myHappymind has developed a Parent App. These resources can be accessed online on your computer, or through an app on your phone.

The Parent App will support you as a parent in understanding what your child is learning, activities for you to do together at home and also a Kids Zone featuring myHappymind Games plus much more!

To access these materials just go to <https://myhappymind.org/parent-resources> to create your free account.

You will need to enter your name, email, and authentication code.

Your authentication code is **116391**



Behaviour and Expectations



School Rules

Be Safe

Be Respectful

Be Ready to Learn



Partnership for Learning

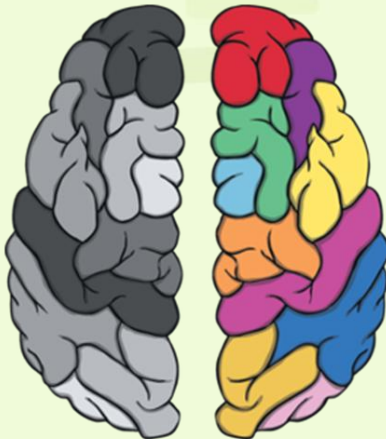


We all achieve more by working together. Classes worked together to identify key attributes that both adults and children needed to demonstrate on a daily basis for the partnership to be successful. Each class has created a partnership for learning, which identifies a promise the children have made in terms of how they will behave, work and respect others.

The attributes and qualities identified included good listening, treating everyone fairly and being organised amongst others.

All members of the class are responsible for ensuring they are actively showing the behaviours of the partnership throughout the school day.

It also sets out the high expectations related to behaviour. We created this together as a class with a strong focus on having a growth mind-set and a positive attitude.



Bullying

At St. Bernadette's we have a zero tolerance approach to bullying and perceive instances of bullying behaviour to follow the STOP acronym:

Several

Times

On

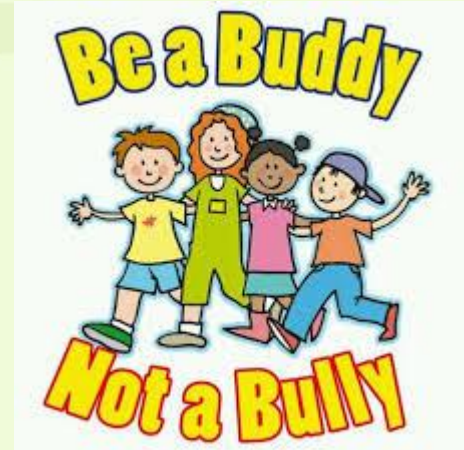
Purpose

Bullying is not:

- Not liking someone
- Being excluded
- Accidentally bumping into someone
- Wanting to play a game their way
- A single act of telling a joke about someone
- Arguing

Isolated incidents of unpleasantness, aggression or meanness

Of course, incidents of negative behaviour towards a child will be treated seriously and discussed as a learning point with your children



Our anti-bullying policy can be viewed via the school website



Bullying

Whilst there is not a legal definition, Bullying is usually defined as behaviour that

is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, e.g. because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling

cyber bullying - bullying via mobile phone or online in social networks, gaming chat rooms, instant messenger



Consequences for breaking school rules

1. Redirection (if behaviour is serious, this step may be missed out)

- Children who break a school rule will be spoken to in order to redirect their behaviour and help them to understand what they did wrong and what impact this has on them and others.

2. If further rules are broken, the child has ignored the redirection or the behaviour is more serious:

- The child will spend 5 minutes to go through restorative questions with a member of staff (where possible the member of staff who was there or who was affected by the rules being broken).



Restorative Conversation

1. What happened?

This is an opportunity to model the compassion and respect we are wanting to develop in pupils. At this stage, the objective is for the pupil to feel understood and heard.

2. How were you feeling and what were you needing?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it.

3. What were you thinking?

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity for the listener to model empathy which de-escalates any existing conflict and lays the ground work for encouraging the pupil to empathise with others in the next question.

4. Who else has been affected? How do you think they might be feeling?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

5. What have you learnt and what will you do differently next time?

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people's needs. If there doesn't seem to be an easy solution, for example, they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.

6. How can the damage be repaired?

Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.



Positively reinforcing behaviors

- House points
- Head teacher's certificates
- Class marble jar
- Attendance award (awarded to the class with the highest attendance that week)





Issues Arising

Issues which arise in school will be dealt with in school by the staff.

Please do not approach other parents or children about incidents which have occurred in school, even if you know them well.

Social Media

Social media and group chats are not an appropriate forum to discuss issues concerning your children, another child or things which have happened in school: it can often compound a problem and, in our experience, it is never part of the solution.



Social Media and information sharing

Children have no access social media on school devices and should not access it on their own devices while they're on the school grounds.

Children should not make inappropriate comments (including in private messages) about the school, teachers or other children. They should also not share images or post private information about their peers, school or teachers.

We use a very broad definition of social media: “any technology platform which allows the creation and sharing of content across a virtual community”.

This definition includes the well-known services like Tik Tok, Snapchat, Facebook, Twitter, LinkedIn, YouTube, and Instagram, but also smaller services like personal blogs, discussion forums, gaming chat rooms or even the comment sections on web sites.





The Golden Rule

The golden rule of social media is to assume that anything you put on social media will not stay private, will not stay anonymous, and will stay on the internet forever. So always think before you post and express yourself with care. In particular:

- Don't harass, bully, or defame individuals or groups.
- Don't reveal confidential or personal information about yourself or other people
- Don't post links to content that is discriminatory or illegal.
- Don't breach copyright or intellectual property.
- Don't post evidence of you breaking the law





Homework

Each week homework will aim to be set every Wednesday to be completed by the following Monday.

There will be a ***personalised spellings*** homework and a piece of homework linked to Math, English or another subject.

Reading – children will have reading scheme books changed each week and a visit to the library. We expect children to record all reading in their reading record and this will be checked regularly.





Multiplication Tables Check

In June of year 4, children will complete a multiplication tables check introduced by the Government in 2019.

Whilst we will cover all aspects of this check in school, we ask that where possible, all children are encouraged to learn their multiplication tables as part of their weekly home learning using **Times Tables Rockstars** and most importantly the times tables check website that mimics that test conditions.





Reading



Please ensure that **your child reads daily** (15-20mins minimum) and you hear your child read aloud.

Reading is not just about de-coding. Ask your child questions which require them to make inferences and deduction from the text – in other words, can they read between the lines?

Guided reading and related activities take place frequently and is a key focus across the school.

Thank you for taking the time to read through this PowerPoint. We hope that you find it useful and informative.

If you have any further questions or need further support, please send an email addressed to your child's class teacher via the school office.

Many thanks,

Mrs Coetzee



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