

The background is a solid light pink color. It features several stylized rainbows in various colors (red, orange, yellow, green, blue, purple) and sizes, some of which are partially obscured by a large white circle. The white circle is the central focus of the slide.

**Welcome to
Year 4
26-27**

The Year 4 Team

Miss Jewell – Class teacher

Miss Vaudrey - TA Mon-Fri

Mrs Thompson- TA Tues/Wed/Thur

Routine of the day

8.40 am – Doors open

8.40-8.55am – Registration/Morning Tasks

9.00 am – Guided Reading

9.30 am – Spelling/SPaG/English

10.45 am – Break (Milk/Toast/Healthy snack)

11.00 am – Timetables/Maths Mastery/Maths

12.15 pm – Lunchtime

1.15 pm – Afternoon registration

1.15 pm – Afternoon session

History/Science/Art/Music etc

2.40 pm – Assembly (Mon/Wed/Fri)

3.15 pm – Home time!



Morning Arrangements

A calm start helps every child learn and thrive

Working
together to
fulfil potential

8:40

School gates open



You can arrive at school

The school gates open at 8:40.
Children can come onto the school site from this time.

8:45

The school day begins



Children should be in their classrooms

Children should be in class by 8:45.
A morning task will be completed to start the day.

8:50

Registers begin



The register will begin

Class teachers will take the register from 8:50.

8:55

Registers marked



Registers will be marked by 8:55

At 8:55 the classroom door will close.
Any children arriving after this time should report to the main entrance.

8:55 – 9:15

Late



Arrival between 8:55 and 9:15 will be marked as late

Children arriving during this time will receive a late mark in the register.

After 9:15

Unauthorised absence



Arrival after 9:15 will be marked as unauthorised absence

Children arriving after 9:15 will be recorded as an unauthorised absence for the morning session.

**Thank you for
your support**

Arriving on time helps your child
make the most of their day.



RESPECT



RESPONSIBILITY



RESILIENCE



MOTIVATION



ASPIRATION



COLLABORATION

Weekly Timetable

 Y4 Timetable 												
	08:45 - 09:00	09:00 - 09:30	09:30 - 09:45	09:45 - 10:45	10:45 - 11:00	11:00 - 11:10	11:10 - 12:15	12:15 - 13:15	13:15 - 13:30	13:30 - 15:15		
Monday	Morning Task – Number/Times Tables	Whole Class Guided Reading	Spelling	English	BREAK	Mastering Number	Maths	LUNCH	Handwriting	Science		Assembly
Tuesday			Spelling	English			Maths			History		Whole Class Novel
Wednesday			Spelling	English			Maths			PSHE	Music	14:40-15:05 Singing Assembly
Thursday			Swimming				Computing AJS		13:15-13:45 French CH	English/Maths		Whole Class Novel
Friday		09:00 – 09:15 Celebration Assembly	Spelling	English			Maths		Handwriting	Art	PE	Whole Class Novel

Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<u>Core Texts</u> - Mixed - Tuesday <u>Poetry</u> Midnight Feasts <u>Class Novel</u> The Wild Robot	<u>Core Texts</u> - Leo and the Gorgon's Curse - Coming Home <u>Class Novel</u> The Wild Robot	<u>Core Texts</u> - The Wild Robot <u>Class Novel</u> Varjak Paw	<u>Core Texts</u> - Counting on Katherine <u>Class Novel</u> Varjak Paw	<u>Core Texts</u> - Varjak Paw <u>Class Novel</u> The Land of Roar	<u>Core Texts</u> - Broken: Rock, Paper, Scissors (Video) <u>Poetry</u> TBD <u>Class Novel</u> The Land of Roar
Maths	- Place Value - Addition and Subtraction - Length and Perimeter - Statistics - Addition and subtraction	- Multiplication - Division - Time - 3-D Shape	- Place Value - Multiplication - Division - Addition and subtraction - Fractions	- Addition and Subtraction - Money - 2-D shape and sorting - Position and direction - Area - Statistics - Measures	- Place Value - Addition and Subtraction - Multiplication and division - Measures - Area	- Fractions - 2-D and 3-D shape - Statistics - Place Value
Science	Animals including Humans	Sound	States of matter	Science Week	Electricity	Living Things
Computing	Coding	Online Safety Logo	Spreadsheets	Animation Effective searching	Unpacking hardware and software Composing Beats	
History	How did the arrival of The Romans change Britain?	Who were the Anglo-Saxons and how do we know what was important to them?	Manchester: A Local History Study			

Curriculum

Geography				Drop, Cover, Hold! (Volcanoes and Earthquakes)	On top of the world (Rivers and mountains)	How can we plan for the future? (Settlements and Land use)
RE		Why are festivals important to religious communities?		Why is Jesus inspiring to some people?		What can we learn from religions about deciding what is right or wrong?
PSHE	Keeping Safe		Valuing Difference		Growing and Changing	
Art	Storytelling through Drawing	Exploring Still Life	Festival Feasts			
DT				Food of the USA	Pencil Cases	Light up signs
PE	- Swimming - Fundamentals	- Swimming - Gymnastics	- Swimming - Dance	- Yoga - Handball	- Rounders - Dance	- Cricket - Athletics
Music	Junior voice works	Junior voice works at Christmas	Recorders	Recorders	Composition	
French	- Colour - Appearance	- Personality - Christmas	- Saying where you live - Rooms in the house - Items in the bedroom	- Prepositions - Easter	- Countries - Nationalities - Numbers up to 100	- Café food and drink - Role Play - La Bastille

Guided Reading

Guided reading is completed as a whole class from 9am-9.30am focusing on comprehension skills from a variety of texts.

Weekly spellings will be set on spelling shed to consolidate the learning we have been doing in class.

Reading

Please support your child in reading at home and recording their reading in their planners.

Encourage your child to read widely and for pleasure.

Top Tips



Read anything and everything!

Let them read out loud to you.

Read a range of books from different authors and genres.

Help them to foster a love for reading.

Behaviour Expectations



**James
Brindley
Primary School**

WORKING TOGETHER
TO FULFIL POTENTIAL



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Introducing

Reset & Restore

A positive approach to behaviour and belonging

Same values.
Brighter futures.
Stronger together.

Why are we making a change?

We are introducing Reset & Restore as part of our ongoing commitment to be an Emotionally Friendly School (EFS). This new approach reflects the latest research, our growing understanding of children's emotional development and regulation, and what we know about our own children and community.

We want every child to feel safe, happy and that they belong, while also having clear boundaries, high expectations and consistent support to make positive choices.

What is Reset & Restore?

Reset & Restore is a consistent, whole-school approach that helps children to understand and manage their behaviour, learn from mistakes and move forward positively. It focuses on teaching and supporting, not just on consequences, and encourages children to take responsibility, repair harm and rebuild relationships.

It uses the same principles from EYFS to KS2, with language and support adapted to suit each age and stage of development.

Behaviour Expectations

What this means for your child

- ✓ A consistent approach across school
- ✓ Support to understand and manage their emotions
- ✓ Clear expectations and boundaries
- ✓ Opportunities to take responsibility and put things right
- ✓ A positive fresh start and reconnection
- ✓ Our school values at the heart of every conversation

A few key points



Reset & Restore is not a return to traffic lights or a public behaviour chart.



It does not mean removing consequences or lowering expectations.



It helps children to develop important life skills such as resilience, empathy and self-regulation.



It supports our vision of a kind, inclusive and successful school where everyone belongs.

What's next?



We will be sharing further information with families, including our updated Behaviour, Relationships and Belonging Policy and more detail about how Reset & Restore will look in practice, in due course.

Thank you for your continued support as we work together to help every child fulfil their potential.

James Brindley Primary School

WORKING TOGETHER TO FULFIL POTENTIAL

● Kind people ● Bright futures ● Stronger together

Whole School Approach



James Brindley
Community Primary School

**Respect
Belong
Succeed**

Reset & Restore

KS2 – Take responsibility, repair and move forward

1

Reminder

Who do I want to be?
Choose to follow our school values.



Respect



Belong



Succeed

What is the expectation?
Which value will you show?

2

Reset

Regulate and get ready to make a better choice.



Take a breath



Use a strategy



Get support if I need it



Return when I am ready

What do you need right now to get back on track?

3

Reflect

What happened?
Why did it happen?
What was the impact?



How was I feeling?



What did I do?



Who was affected?



What could I have done differently?

Take time to think about your choices and their impact.

4

Repair

What can I do now to put things right?



Apologise



Fix or replace



Make things better



Complete lost learning



Change my behaviour

Take responsibility and make it right.

5

Restore

Move forward.
Back to learning,
ready to belong.



It's finished.
You are ready to move forward.

Possible consequences (KS2)



Time to reflect
(in or out of class)



Complete lost learning



Restorative conversation



Loss of a privilege



Repeat or additional work



Involvement of SLT (if needed)

Consequences are fair, proportionate and help us take responsibility and learn.
We always finish with a fresh start.

Whole School Rewards

House points will be collected weekly and totals will be displayed in the hall. The winning house team each half term will be rewarded and allowed to wear their own clothes for this day.

Celebration Assembly will be the opportunity for us to celebrate both personal and academic successes. **Awards of merit** will be given to acknowledge and celebrate a specific aspect of learning. Children will receive a certificate to take home and a small prize. Their work and certificate will also be displayed over the next week in the hall, to inspire others to achieve. **Golden Award** will be awarded to those children who show *resilience, respect and responsibility*, and who show their skills in *Collaboration, their motivation and those who aspire to learn and achieve*. They will also receive a certificate to take home and display, and a 'Star Pupil' prize to collect.

Individuals or classes who impress with their attitude and behaviour during assemblies, class trips and whole school events will also be acknowledged and rewarded with additional play times and other rewards.

Lunchtime

Children in Key Stage 2 have to pay for a school meal if they want to have one.

Order for milk must be placed through our 'Cool Milk' provider.

Menus change every term and lunches are available to pre order on school spider for the whole term or weekly.

We are aware of all dietary requirements but please let us know of anything that you feel relevant regarding your child's lunch choices.

If sending grapes in your child's lunch box, please ensure that these are cut in half.

If your child is bringing a packed lunch, in working towards our Healthy Schools Award by providing balanced lunch.



Benedict's Law



Benedict's Law

Our allergy-aware approach

Information for Parents and Carers

Working
together to
fulfil potential

SEP 2026

Stronger legal duties



What is Benedict's Law?

New statutory allergy-safety requirements strengthen how schools identify risk, train staff, plan care, keep emergency adrenaline and learn from incidents.

ALLERGY AWARE

Not "nut free"



Why we do not claim to be nut free

Serious reactions can be caused by many allergens—not only nuts. We cannot guarantee zero exposure, so an "allergen-free" claim could create false reassurance.

KNOW

each child



Individual plans and current information

We maintain an allergy register, Individual Healthcare Plans where needed, current Allergy Action Plans and rapid access to two prescribed adrenaline devices.

PREVENT

and prepare



Safer everyday routines

We check ingredients, reduce cross-contact, use soap-and-water handwashing and cleaning, and plan carefully for meals, lessons, clubs, trips, events and wraparound care.

RESPOND

without delay



Trained and ready

Staff are trained to recognise anaphylaxis, give adrenaline immediately and call 999. School spare adrenaline devices are available, and incidents and near misses are reviewed.

Families can help

Keep allergy information, action plans and prescribed medication up to date.



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Things to remember

- Please label **all items** of clothing including P.E. kits. Pumps for indoor PE and trainers for outdoor.
- Ensure reading books and planners are in school every day.
- Healthy snack for break time
- Send a water bottle filled with fresh water (**not juice**) to school daily. Please clearly label water bottles with your child's name.
- P.E. days – Thursday and Friday
Thursday is swimming (ALL jewellery MUST be removed)



Swimming

- All children **must** wear a swimming hat. This is a non-negotiable.
- One-piece swimming costumes only- no tankinis or bikinis.
- Form-fitting trunks or swimming shorts. NO Bermuda shorts.
- NO flip-flops as these are not required.
- ALL children to arrive at school for 8.30am (siblings will be welcomed into Sunrise)
- Children will be escorted from school by school staff at 8.40am arriving in time to change and start the lesson promptly at 9.15am. Any children arriving after 8.40am must make their way directly to the baths.
- Goggles are not required however, if you want your child to wear goggles, a form that was attached to the swimming letter must be completed and returned ASAP.
- Waterproof coats for the beautiful British weather.



Thank you for your support with this.

Parent Communication

School Spider App:

All communication from school will now be sent through the school spider app, so parents must have downloaded and logged in to this, in order to receive all relevant and important information. All information will be received as a message on the app as well as via email.

The app will also be used to book parents evening appointments, complete surveys and complete permissions slips.

Newsletters- you will receive monthly newsletters from Mrs Stokes, along with half termly individual class newsletters. These can all also be found on the class pages on the school website.

If you wish to speak to teachers about any issues/concerns please contact the office and teachers will get back to you to arrange a suitable time to meet.

How can you help your child at home?

All children will be expected to read at home 4 times a week. Reading books will be changed weekly on a Friday. Please encourage your child to record their reading and sign the planner that they have read at home.

Year 4 have a MTC in June of 2027 so we will be practising our timetables daily. Please support your child to access TTRS regularly at home to practice.

