



**Parent/Carer
information
Session
Year 4**

To live, to love, to serve in the light of Christ the King



A warm welcome to you all and thank you for attending our information meeting today.

Staffing

Class Teacher: Mr Patton

Teaching Support Assistant: Mrs Faulkner



Our Expectations of Pupils at Christ the King

- To attend school everyday wearing the school uniform.
- To come to school prepared with the items they need for the day e.g. P.E. kit, reading book, homework etc.
- To have respect for themselves and all human-beings.
- To respect the environment and society in which they live.
- To show the best manners possible at all times.
- To try their best in all they do.

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What you can expect from us...

- To help pupils know of God's love for them and to learn about the message of Christ through the Gospels.
- Treat our children, families and staff with dignity and respect.
- To provide a high quality, inclusive education for all where creativity and personality are allowed to blossom and thrive.
- To help all individuals to develop confidence in themselves and have high self-esteem.
- To ensure the academic, physical, emotional and spiritual development needs of all our pupils are met so that that they can leave Christ The King as fully rounded human beings who view themselves as valued members of society.



Child Protection and Safeguarding

- Designated Staff for Child protection are Miss Clark, Mrs Barrass and Mrs Hartley.
- We have strict procedures in place that help us deal with matters that are a cause for concern.
- The designated staff have a duty to report matters/concerns of a potentially serious nature to the Leeds safeguarding team.



Health and Safety

- We have recently commissioned a Health and Safety Audit and made recommended changes to school as a result of this. In addition to this members of the School Council (pupils) will be conducting walk-round inspections with the Headteacher and Health and Safety Governor Mr Jackson to identify any health and safety issues on a termly basis.
- Fire Drills are conducted on a termly basis with a review of evacuation procedures; Mr Davey tests the Fire Alarms weekly.
- The school's Fire Risk Assessment has recently been updated and a review of this is carried out every year by the board of directors for the academy MAT.



Attendance and Punctuality

- School doors open at 8.50am every morning and close at 9:00am. All pupils must be ready for lessons by 9:00am every day. Please ensure that your child/ren are here on time every morning.
- If your child/ren are late then **you or an adult** must bring them to the main front entrance to sign in. You will be expected to explain why your child/ren are late.
- This year the headteacher and family support worker will be closely monitoring any child/ren who are persistently late and parents/carers may be expected to attend a meeting to discuss persistent lateness.



Attendance and Punctuality

- The school day ends at 3.15pm – please ensure your child is collected from their classroom door on time.
- The headteacher and Family Support Worker will also be closely monitoring any child/ren who are persistently late when being collected from school at the end of the day. Parents/carers may be expected to attend a meeting to discuss this.
- If you make alternative arrangements for the collection of your child from school you must contact the office or inform the class teacher at the start of the day.



Medical absences and absences due to illness.

- We ask that as far as possible medical appointments are made outside of school hours however we appreciate that this is not always possible.
- If your child has a medical appointment, parents/carers must inform the office of the date and time of the appointment. We do ask that you bring in a medical card to show the appointment where possible. This is so that we can allocate the correct code in the register and your child/ren do not receive an unauthorised absence mark.

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KS2 SATS timetable

Key stage 2

The key stage 2 tests are timetabled from Monday 14 May to Thursday 17 May 2018.

Schools selected for science sampling will need to be available to administer the tests within the 2 week period.

Date	Activity
Week commencing Monday 14 May 2018	Key stage 2 test week
Weeks commencing Monday 4 June and Monday 11 June 2018	Science sampling test period (for selected schools)

Please ensure you do not book any holidays during this week.

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KS1 SATS timetable

Key stage 1

Date	Activity
May 2018	Key stage 1 test period
Week commencing Monday 11 June 2018	Phonics screening check week

Please ensure you do not book any holidays during these periods.



Application for exceptional absence in term time.

- Request to take your child/ren on holiday in term time will no longer be granted or authorised under the Leeds guidelines. Our Attendance policy can be found on the school website under the policies section.
- If there really are exceptional circumstances, then you can make a request to take your child/ren out of school; whilst these will be considered by the Headteacher, directors and council members, they may not be authorised.

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Christ the King's Catholic Ethos

- What sets us aside primarily from all other schools (non-faith schools) is that we worship and pray together as a community within school and with the wider Parish.
- We invite parents and families to our Acts of Worship in school and hope that when you can, you will join us for these occasions
- We invite everyone to our School/Parish Masses and very much expect that as members of our school community, parents and families can commit to this having chosen our school for their child/ren.
- The Catholic faith and teachings of the Gospel run through all that we teach and do at Christ the King Catholic Primary School.



Assessment at Christ the King

- All pupils' progress is tracked on our internal target tracking system in school.
- Each half term pupils are assessed and teachers enter assessment data.
- Assessments are made not just from test outcomes the pupils have completed but also from the work that they have completed during lessons.



Assessment at Christ the King

- The progression of levels is entered as the Year group expectations the pupil is working at e.g. 1 for Year 1, 2 for Year 2 etc. and then a letter is given. These letters are:
 - **Beginning (b), Beginning + (b+)**
 - **Working towards standard (w) Working towards standard + (w+)**
 - **Secure (s) and secure + (s+)**

If your child is levelled at 1w it means that they are working towards the Year 1 national standard.



Assessment at Christ the King

- Each letter is 1 point progress e.g. 1b to 1b+ is one point, 1b+ to 1w is 1 point progress.
- The expectation is that all pupils make 6 points progress over the course of the academic year e.g. The would move from a 1b to a 1s+



Mathematics

Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately – *times tables, number knowledge, procedures e.g. $L \times W = \text{Area}$*








































Mathematics

- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language – *being able to say why, spotting connections e.g. $3 \times 2 = 6$, $30 \times 2 = 60$, $30 \times 20 = 600$*
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Example of problem solving and reasoning in Year 6

The coloured shapes stand for eleven of the numbers from 0 to 12. Each shape is a different number.

Can you work out what they are from the multiplications below?

 x  x  = 	 x  = 
 x  = 	 x  = 
 x  = 	 x  = 
 x  = 	 x  = 
 x  = 	 x  = 
 x  = 	 x  = 



Answers

- Purple square – 2
- Yellow semi circle – 8
- Orange ovals – 4
- Red triangle – 0
- Blue rectangle – 3
- Green triangle – 6
- Red circle – 12
- Yellow diamond – 1
- Blue hexagon – 10
- Purple star – 5
- 8 pointed star – 9



English

Speaking and Listening Expectations

Aims for the National Curriculum:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language



English

Speaking and Listening Expectations

- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.



English

Reading Expectations

The programmes of study for reading at key stages 1 and 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

A pupil's ability to comprehend what they are reading may sometimes impact on their reading level in school. Pupils must show not only a fluency in reading but they must also have a good knowledge of what they are reading in order to move up levels.



English

Reading Expectations

- Comprehension skills develop through pupils' experience of high-quality discussion with teachers and parents/carers
- Pupils need to as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction and poetry to develop their knowledge of text types and gain knowledge across the curriculum.
- Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination.



Reading Expectations at home

- All pupils must read every day at home even if this is just a few pages.
- Parents/carer or adults hearing pupils reading must sit away from any other distractions when listening to their child reading.
- Please ask your children questions about the book they are reading. There are some helpful ideas for questions in the parents information guide.
- Parents must sign their child's reading record when they have heard them read.



Reading Expectations at school

- All pupils participate in a daily 20 minute guided reading session in school.
- All individual reading record books to have a weekly focus learning objective (L.O). All comments made reflect this L.O.
- All pupils in FS2/KS1 are heard read individually at least x3 weekly. This is x2 weekly in KS2.
- All class teachers ensure that they hear all pupils read individual reading books, at least once over a two-week period.
- All pupils have access to both libraries and will take a new book home once a week.



English

Writing

The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).



English

Writing Expectations

More of a focus on:

- Independent planning and writing.
- Pupils editing and redrafting work independently.
- Each piece having a real purpose.
- Grammar and punctuation are taught within writing and all lessons.
- Spelling also covered within writing sessions and weekly spelling tests are given. These focus on spelling rules and patterns for each year group.

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English Writing

Year 6 examples of a pupil
meeting the expected standard

Extract from a short story (4 pages long)

"Happy 13th Birthday Ana!" Anabeth's mother exclaimed loudly, with handing Anabeth her birthday present.

"Thanks mum," she grimaced; "but you really didn't have to get me anything."

"Ahh, come on, I did it!"

Suddenly, Ana tore off the blue and pink polka dot wrapping paper, and laughed.

"Wow! Thank you so much! It's just what I ^{needed} ~~wanted~~!"

She smiled at the neon blue pumps.

"Ok... I'm going to go and try them on!" She got up and ~~walked out of the room~~ ^{walked to the couch.}

"Oh... Wait dear, there's another present!" The excited mother was holding a rectangular box wrapped in brown, crusty paper.

Extract from a balanced argument

Should Graffiti be made legal?

Some people ^{argue} ~~say~~ that graffiti symbolises a declined neighborhood. ~~Others say~~ while other people believe it is an ^{expressive} ~~reasonable~~ ^{piece} ~~piece~~ of art, but ~~constantly~~ continuously, both of these opinions are being judged. There is no doubt that this is a raging argument that is in desperate need of solving.

It is a fact that some graffiti can be considered a work of art yet, on the other hand, some can be spiteful and rude. Consequently, graffiti is mostly on places it shouldn't be on, however there are allocated places for graffiti, so artists can be recognised without getting into trouble.



English

Spelling, Punctuation and Grammar (SPAG)

Pupils should be shown how to understand the relationships between words, how to understand nuances in meaning, and how to develop their understanding of, and ability to use, figurative language.

Pupils should be taught to control their speaking and writing consciously and to use Standard English.

A common error in our school is the use of was and were
I was... and we were...
rather than we was.... and I were...



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Non Negotiable Spelling Lists

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Statutory Grammar Work

Year 4: Detail of content to be introduced (statutory requirement)	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>]
Sentence	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial



Other Curriculum Areas

Although there is an emphasis on the core subjects English and Maths in all school now, at Christ the King we aim to provide all of our pupils a broad and balanced curriculum.

Wherever possible, **other subjects are taught through the topic** for that half term.

- For example within our topic this Autumn on Romans, we will be linking our writing into this by writing about..... and in art and D.T. we will be and in maths we will be learning about Roman Numerals.



Other Curriculum Areas

Where it is not appropriate to link other subjects with the topic, these will be taught discretely.

These topics may also be blocked across a period of time, for example creating a science day to cover part of a topic, which allows children to become fully immersed in the topic and dedicate a good chunk of their learning time to it.

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Other Curriculum Areas

A curriculum newsletter outlining the topics that your child will be learning each half term will be sent out to you at the start of each half term. This newsletter will also be available to download on your child's class page on the school website.



Other Curriculum Areas

- Trips out and visits are planned and booked for each class to enhance their experience of various curriculum areas.
- We do ask for a voluntary contribution for many of our trips as budgets in school are ever increasingly being cut. We appreciate the voluntary contributions that you are able to make as without these we would not be able to organise as many trips and visits to enhance our pupils learning experiences.
- We believe that where possible, hands-on and practical learning provide the best opportunities for the children to develop



Homework

- We fully believe that children should be allowed to be just that, 'children' and that there is a balance to be struck between leisure/play time and the discipline of homework
- This year we will be reviewing our Homework Policy .
- The purpose of any homework given to pupils is:
 - To consolidate learning from that day or week in class.
 - To engage the children in some independent work
 - To prepare them for the demands of homework and independent study in the years to come.
- We believe that homework should not be laborious and a waste of time.



Homework expectations in Year 4

All pupils in school are expected to read everyday at home even if this is just a few pages.

Parents/carers must sit alongside their children and listen to their children read aloud.

Parents/carers must complete the reading record book.

Pupils books will be changed when they have completed them and they are able to confidently answer questions about the text.

In Year 4 we will go to the school library on Monday so that pupils can pick a book of their choice to take home to read. The titles of the books will be written down in school.



Homework expectations in Year 4

The homework will consist of spellings and times tables, there may also be another piece of work linked to what we have been studying.

Homework will be given out on Friday and needs to be returned to school completed on the following Friday.



School Website

- www.christthekingleeds.co.uk
- General Information
- Class Pages
- Regularly updated with photographs, class news and school news and information for parents/carers.