



Welcome to Year 4



Low Ash Primary School



@LowAshPrimary1

Meet the team



Mr Handley - 4H Class Teacher & LKS2 Leader

Miss Broadbent - 4B Class Teacher

Miss Emery - 4E Class Teacher

Miss Henry - Lower Key Stage 2 HLTA

Meet the team



Y4 Learning Support Assistants:

Mrs Graves, Mrs Mitchell, Mrs Brownell, Mrs Naylor, Mrs Newby,
Mrs Page, Mrs Slattery & Mr Singh

Additional Teaching Staff:

Mr Renardson & Mrs Matthews

Additional Pastoral Team Members:

Mrs Kellett & Mr Padden

Our Curriculum

Maths

Place value, calculation,
fractions*

English

Persuasive Letters

Non-chronological
report based on
Ingleborough Hall

Class novel

The Lion, The Witch &
The Wardrobe

Science
Sound

History

Where did the Romans
come from?
What was the legacy of
the Romans in Britain?

Geography

Spatial Sense- maps
skills etc

PSHE

Identity, Society &
Equality- Democracy

MFL – French

Portraits- describing in
French

RE

How are important
events remembered?

Music

Ukuleles

Computing

Coding

Art & DT

Textiles- pencil cases

PE

Running & Tag Rugby

**initial coverage of shape and
direction in first few days*

Our Curriculum



Curriculum | Low Ash Primary Sch x

https://lowash.bradford.sch.uk/curriculum/

Spotify Web Player Google X-Ray Goggles Google for Educati... Microsoft in Educati... Google Keep Login - CPOMS EVOLVE - Bradford... Home Spotify - Home

CLUBS

CURRICULUM BY SUBJECT

- ART
- COMPUTING
- DT
- ENGLISH
- GEOGRAPHY
- HISTORY
- MATHS
- MFL
- MUSIC
- PE
- PHONICS
- PSHE
- RE
- RELATIONSHIPS AND SEX EDUCATION
- SCIENCE

CURRICULUM LONG TERM PLANS BY YEAR GROUP

FANTASTIC FRIDAYS – ENRICHMENT AFTERNOONS

HALF TERMLY CURRICULUM INFORMATION

HOMEWORK

Curriculum

We have worked hard to make the Low Ash curriculum exciting and engaging in which all pupils can 'be the best that they can be'. We believe that all stakeholders (pupils, parents, staff and governors) have an important part to play in the

ing Up

st Tweets

Tweets from Follow



Increasing Physical Activity at Low Ash

Uniform

Class 4H	Class 4B	Class 4E
Monday Thursday	Monday Thursday	Wednesday (swim) Friday

- Pupils come to school in PE kit.
- School uniform

Homework in Year 4



Subject	Task	Day set/ due
Maths	Weekly Maths tasks linked to in-class learning	Monday
Spellings	Weekly spellings appropriate to attainment	Monday
Reading	3 x a week reading Reading book	Monday

Homework in Year 4






Homework Diary:







- To write in homework and spellings
- Record reading
- Can also be used by teachers and parents to communicate
- Please sign each week







Behaviour




- Independence, maturity and proactivity.
- Restorative Practice

Has someone been hurt? YES NO


How was the 'hurt' caused?   

What are the details of this?      

How do the people involved feel?      








What needs to happen to resolve this?   

At Low Ash when we have resolved our problems it is finished.

We know we can ask for help if we need to. 

Behaviour

- Whole-school Behaviour Ladder
- Parent, governor, pupil and staff consultation.
- Consistency and fairness are key.

Behaviour Ladder- Pupil Guide (update 28.08.23)			
Pre-Stage 1: Reminder of Expectations			
1		Verbal Warning No call home	Low-level disruption Swinging on chair, calling out, answering back or disrupting the learning of others Lack of respect for school property
2		5-minute reflection No call home *KS2 - lose behaviour point	Continuing low-level disruption You have not responded to your verbal warning
3		10-minute reflection* We might need to call home	Inappropriate behaviour or language that was unintended <i>Swearing (with no understanding of meaning), any form of discrimination</i> Low-level physical contact <i>Pushing to get somewhere Irritating physical contact e.g. tapping someone repeatedly</i> Disrespect shown towards an adult <i>e.g. answering back, not following an adult's instructions etc.</i> Continuation of previous behaviours without improvement
4		Move to another class for 10 minute reflection Or spend some time with Ms Kellett We will call home	Physical contact but you didn't mean to hurt the other person <i>e.g. Pushing to the front and someone falls over</i> Continuation of previous behaviours without improvement
5		Visit to Phase Leader* Conversation with Parent/Carer NOTE: minimum sanction is missing of next break/lunch We will call home	If it's your third consecutive 10-minute reflection Intentional inappropriate behaviour or use of language <i>Swearing or inciting violence</i> Physical violence that intentionally causes harm <i>Punching, kicking, fighting, push and/or pulling with deliberate force</i> Lasting damage to school building, property or resources <i>IT equipment, windows etc</i>
6		Visit to Mr Hurst We will call home	After two visits to the Phase Leader Extreme case of physical violence Any form of discrimination
7		Visit to Headteacher We will call home	Further Stage 5 or 6 incidents even after visiting Mr Hurst

Behaviour

- Points shop open every Monday break time.

40 points 

20 points 

100 points 

- Pupils can redeem points for different items...

200 points = Extra playtime

300 points = Film Club

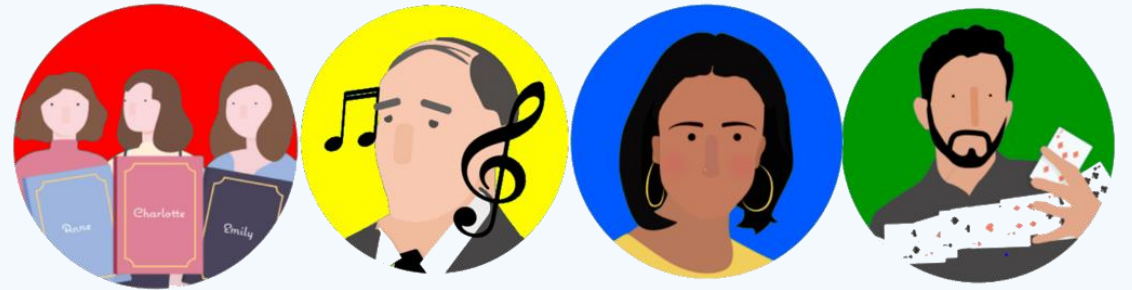
350 points = Trip to the park



100 points

Behaviour

- *Four Houses: Bronte, Delius, Rani & Dynamo*
- *House Points are awarded by any staff member for any good behaviour etc around school.*



Role Models

- *One or two from each class every half term*
- *Responsibilities include:*
 - *Line leader*
 - *Playground line leader*
 - *Classroom upkeep*
 - *Cloakroom monitors*
 - *Greeting school visitors or guests*

Ingleborough Hall

- Medical forms
- Choosing rooms for sleeping
- Food
- Facebook and Twitter
- Birthdays
- Kit list; boots, waterproofs, rucsac and specialist equipment.
- Further communication



How can you help?

- Attendance and punctuality
- Encourage the use of the homework diary and sign it at the end of every week
- Read at least three times a week
- Encourage but also support and assist with independence and time management.
- Support the restorative practice process; encourage your child to bring issues to their class teacher or teaching assistant if during a lesson. Notify an adult on duty if at lunchtime or breaktime.



Thank you for joining us!

All this information will be available shortly on the school website or via SchoolPing