



# Welcome to our Year 4 Parents Evening

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Mrs Parker & Mrs Pearson



2023

WELCOME

YEAR 4




Mrs Parker & Mrs Pearson



**2023-2024**

# **OVERVIEW**

**The aim of tonight's presentation is to introduce the Y4 team, share information about your child's curriculum and any other information you may need! Please feel free to ask questions throughout!**





# What are we learning this year?

- The children will be building upon the work they have done in Y3 so some of our first units will be covering skills the children learnt last year to ensure they haven't forgotten over the summer! After this we will move on to new content.



# The Year 4 Team

Your child's teachers are:  
Mrs Parker & Mrs Pearson - however, we will  
have a new member of staff starting with us  
after half term to cover Mrs Pearson's  
maternity leave.

We are supported in Y4 by Mrs Shaikh, Mrs  
Mogra and Mrs Hukuwala.



# Our school ethos

- We have been working hard to ensure a calm and consistent approach to behaviour in school and we are extremely proud of how well our children develop into mature and sensible young people! The next few slides will help you to understand our Good to Be Green approach and the rules/values that we encourage and expect children to adhere to.



# Automatic Red Card

## NO DISCUSSION!

Kicking

Punching

Hitting

Swearing

Bullying

Racism

Homophobic remarks

Religious remarks (negative)

- Physical aggression
- Destroying equipment
- Spitting at someone
- **Hitting adults**
- **Swearing at adults**
- **Verbally or physically abusing an adult**

If the children remain on green cards for the whole term, they are invited to attend our celebration events. In the past these have been fun activities such as animal handling sessions, bouncy castles, sports sessions, picnics etc.

# Our School Rules

**We make the right choices by:**

1. Respecting everyone and everything
2. Keeping hands and feet to ourselves
3. Looking after ourselves and each other



# Footwear



## Girls Footwear

Unacceptable



Acceptable



## Boys Footwear

Unacceptable



Acceptable





# Values

## Our Values

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1. Resilient
2. Persevering
3. Collaborative
4. Positive
5. Respectful

## British Values

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1. Democracy
2. Rule of Law
3. Respect & Tolerance
4. Individual Liberty

# English

## Year 4

Term	Autumn Term		Spring Term		Summer	
	First Half	Second Half	First Half	Second Half	First Half	Second Half
Objectives Application New	<ul style="list-style-type: none"> <li>Expressing time, place and cause using conjunctions, adverbs and prepositions – with a focus on keeping subordination going (Y3)</li> <li>Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuate speech (Y3)</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid <u>repetition</u></li> <li>Apostrophes to mark plural possession</li> </ul>	<ul style="list-style-type: none"> <li>Use of fronted adverbials</li> <li>Use of commas after fronted adverbials</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to inverted commas to punctuate speech (Y3)</li> <li>Use of inverted commas and other punctuation to indicate direct speech</li> </ul>	Application of all Year 4 objectives including integrated objectives	Application of all Year 4 objectives including integrated objectives
Text	The True Story of the Three Little Pigs by Jon Scieszka	Leon and the place in between by Angela McAllister	The Man Who Walked Between The Towers by Mordicai Gerstein (Video links)	The Iron Man by Ted Hughes	Atlas of Animal Adventures by Rachel Williams and Emily Hawkins	The Tin Forest by Helen Ward and Wayne Anderson



## Year 4 Reading Spine

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><a href="#">pdf</a></p>					
Shared Reading and Class Reader						
Additional Recommended Text Suggestions						



# Year 3 and 4 Statutory Spellings

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

# What can you do to support your child?

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- Reading – every single day! We are encouraging the children to read a range of age appropriate texts. Please try and listen to your child read. The only way they will become more fluent is by regular practice.
- Spellings – the children are making mistakes with words that they should know (i.e of/off, whent, becos, where/were, homophones.) You can help by practising spellings regularly.
- Writing – ensuring that children are writing regularly. Stamina is an issue and children are not completing work. Capital letters and full stops – check your child is using them!



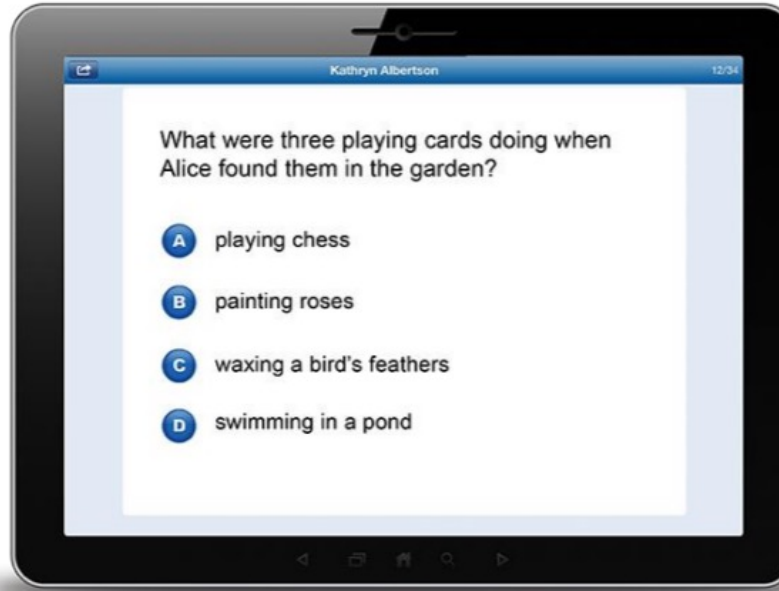
# Accelerated Reader

## A database of over 27,000 book quizzes

## Measures comprehension

All quizzed books have a Book Level

- An estimate of the reading difficulty of the text
- Based on average sentence length and the difficulty of words
- Ranges between Book Levels 0.2-13.5



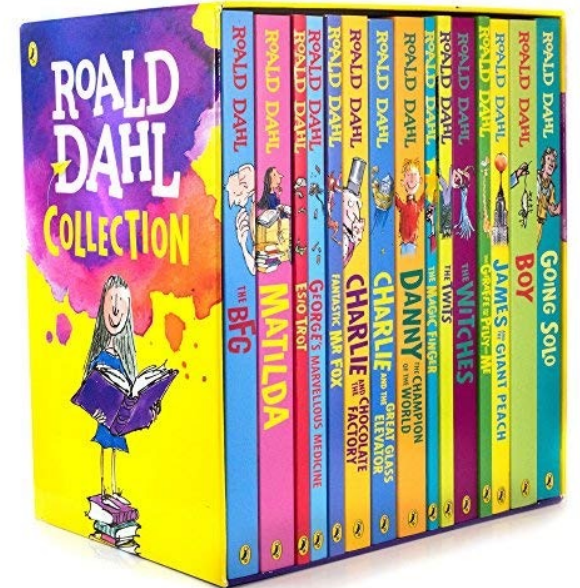
## How parents can help :

Listen to your child read daily.

Ask questions – See guidance in next slide

Take children to the local library

- Accelerated Reader provides instant feedback and tracks all scores
- Teachers monitor quiz results and provide encouragement & guidance
- Students aim to average 85% or above on their comprehension quizzes. This indicates good comprehension and will lead to greater progress in reading ability







## Question prompts to use with your child when reading at home



### Visualise



- What picture can you see in your head?
- Can you draw a picture for me that shows what you are visualising after reading that part?
- Let's see if we are thinking the same thing here! You describe what you can see in your mind and I'll describe what I can see in my mind.

### Get the gist/summarise



- In your own words, tell me what happened in that paragraph/chapter/book.
- Can you summarise, in one sentence, what happened in that paragraph/chapter/book?
- So far what is the most important event that has happened in this book?

### Understand vocabulary



- What do you think that word means?
- Can you tell me a synonym (another word) for that word?
- Could you try and use that word in your own sentence?

### Use background knowledge



- Does that remind you of anything that you have seen/read/heard about before?
- Did anything pop into your mind as you were reading that?
- Can you tell me about a time when something similar happened to you?

### Ask questions



- What would you ask the author if you could?
- Do you have any wonderings?
- Have any questions popped into your head whilst we've been reading?

### Link sentences



- Think back to what we just read, how does that link to what we are reading now? Does it add any detail or tell us more about a character?
- Does what we just read make you change your mind about what we read/thought/visualised before?

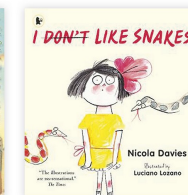
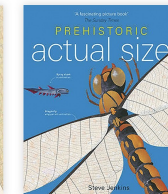
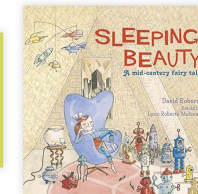
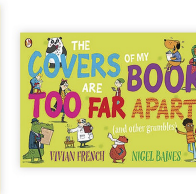
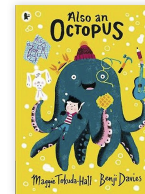
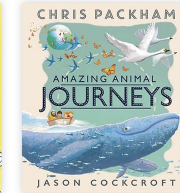
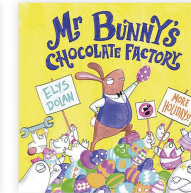
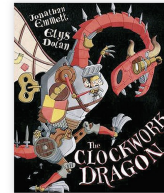
### Understand grammar



- Why do you think that word is in **bold**/*italics*/underlined?
- Who is the author talking about when they say he/she/they in that sentence?

Questions to ask when reading with your child at home.

These link to the strategies they are taught in school.



# Home Reading Record

A good reader will always...

Visualise



Ask questions



Get the gist/summarise



Link sentences



Understand vocabulary



Understand grammar



Use background knowledge



Form inferences



How to support your child at home with their reading:

- Talk to the children about the layout of the book
- Ask them about the characters in the book and how they are feeling
- Talk about what is happening in the book
- Discuss the meaning of words
- Ask your child questions about the book
- Ask your child to predict what they think will happen next in the book
- Ask your child to retell the story in their own words
- Is this book fiction (a story book) or a non fiction book?

When you have read with your child, please initial and date the bookmark. Thank you!

Once your child has read at home 30 times, they will receive 3 House Points!

Once they complete their Home Reading Record bookmark they will receive a reward.



## Home Reading Record

Name: \_\_\_\_\_ Class: \_\_\_\_\_


House Points—


House Points—


House Points—

## Word skills

- Read all the words correctly
- Read familiar words independently
- Used strategies to read unfamiliar or challenging words
- Needed support with reading
- Read accurately and confidently
- Self-corrected errors independently
- Fluent reading

## Comprehension

- Understood the story well
- Discussed the story and characters well
- Answered simple questions
- Answered all questions well
- Was able to retell the story in detail
- Recalled key events in the story
- Used reading strategies to understand the meaning of unfamiliar words
- Able to make good predictions about what will happen next in the story
- Struggled and needs to read again to improve understanding
- Used visuals to support understanding
- Needed lots of support to understand the main events of the story

## Attitude and interest

- Was able to talk about their favourite part of the story
- Engaged in the book
- Enjoyed reading this book
- Good expression
- Took punctuation into account when reading
- Found this book difficult
- Didn't enjoy reading this book
- Has learnt all about... and could explain in their own words



# Maths

## Primary Maths Series — Year 4 at a glance

	Autumn Term	Spring Term	Summer Term
Week 1	Number and Place Value: Numbers to 10 000 Lesson breakdown	Calculations: Further Multiplication and Division Lesson breakdown	Measurement: Money Lesson breakdown
Week 2			Measurement: Length, Mass and Volume Lesson breakdown
Week 3			
Week 4	Calculations: Addition and Subtraction within 10 000 Lesson breakdown	Statistics: Graphs Lesson breakdown	Measurement: Area and Perimeter of Figures Lesson breakdown
Week 5		Fractions, Decimals and Percentages: Fractions Lesson breakdown	
Week 6			Geometry – Properties of Shapes: Geometry Lesson breakdown
Week 7	Calculations: Multiplication and Division Lesson breakdown	Measurement: Time Lesson breakdown	
Week 8		Mid-year (A) Tests and Remediation	Geometry – Position and Direction: Position and Movement Lesson breakdown
Week 9			
Week 10		Fractions, Decimals and Percentages: Fractions Lesson breakdown	Number and Place Value: Roman Numerals Lesson breakdown
Week 11	Calculations: Further Multiplication and Division Lesson breakdown	Money	Review and Revision
Week 12			End-of-year (B) Tests and Remediation

# The Y4 Multiplication Check

- A national assessment across the country.
- It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.
- 3 week window starting from 3<sup>rd</sup> June 2024
- These websites gives a good summary - <https://www.theschoolrun.com/year-4-multiplication-tables-check-mtc-explained>
- <https://thirdspacelearning.com/blog/times-tables-test-parents-guide/>

# Times table teaching at school – Y3

Autumn	Spring		Summer		
The children didn't get to cover everything in Y3 so it would be helpful for you to practice these areas at home first and get children really secure.					
	Stage 1 Unit 1 Doubles	Stage 2 Unit 1 2 Times Table	Stage 2 Unit 2 Square Times Table	Stage 2 Unit 3 5 Times Table	Stage 2 Unit 4 Consolidation
	5 weeks	5 weeks (8 facts)	5 weeks (7 new facts)	5 weeks (6 new facts)	3-5 weeks 21 out of 36 facts learnt by end of Year 3

2 x 2 = 4									
3 x 2 = 6	3 x 3 = 9								
4 x 2 = 8	4 x 3 = 12	4 x 4 = 16							
5 x 2 = 10	5 x 3 = 15	5 x 4 = 20	5 x 5 = 25						
6 x 2 = 12	6 x 3 = 18	6 x 4 = 24	6 x 5 = 30	6 x 6 = 36					
7 x 2 = 14	7 x 3 = 21	7 x 4 = 28	7 x 5 = 35	7 x 6 = 42	7 x 7 = 49				
8 x 2 = 16	8 x 3 = 24	8 x 4 = 32	8 x 5 = 40	8 x 6 = 48	8 x 7 = 56	8 x 8 = 64			
9 x 2 = 18	9 x 3 = 27	9 x 4 = 36	9 x 5 = 45	9 x 6 = 54	9 x 7 = 63	9 x 8 = 72	9 x 9 = 81		

8 of the 36 essential facts learnt by the end of the 2 times table unit

2 x 2 = 4									
3 x 2 = 6	3 x 3 = 9								
4 x 2 = 8	4 x 3 = 12	4 x 4 = 16							
5 x 2 = 10	5 x 3 = 15	5 x 4 = 20	5 x 5 = 25						
6 x 2 = 12	6 x 3 = 18	6 x 4 = 24	6 x 5 = 30	6 x 6 = 36					
7 x 2 = 14	7 x 3 = 21	7 x 4 = 28	7 x 5 = 35	7 x 6 = 42	7 x 7 = 49				
8 x 2 = 16	8 x 3 = 24	8 x 4 = 32	8 x 5 = 40	8 x 6 = 48	8 x 7 = 56	8 x 8 = 64			
9 x 2 = 18	9 x 3 = 27	9 x 4 = 36	9 x 5 = 45	9 x 6 = 54	9 x 7 = 63	9 x 8 = 72	9 x 9 = 81		

15 of the 36 essential facts learnt by the end of the square times table unit

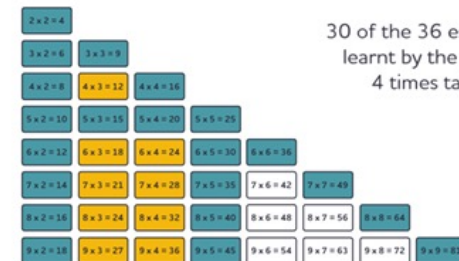
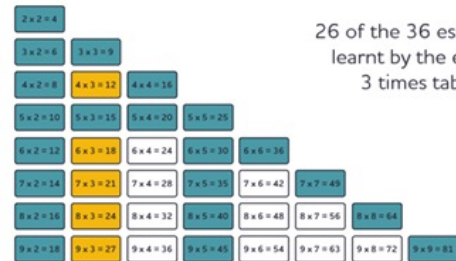
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9 x 2 = 18	9 x 3 = 27	9 x 4 = 36	9 x 5 = 45	9 x 6 = 54	9 x 7 = 63	9 x 8 = 72	9 x 9 = 81		

21 of the 36 essential facts learnt by the end of the 5 times table unit



# Times table teaching at school – Y4

Autumn			Spring							Summer			
Stage3 Unit 1 Recap	Stage 3 Unit 2 3 Times Table	Stage 3 Unit 3 4 Times Table	Stage 3 Unit 4 6 Times Table	Stage 3 Unit 5 7 Times Table	Stage 3 Unit 6 8 Times Table	Stage 3 Unit 7 9 Times Table	Stage4 Unit1 More squares	Stage4 Unit2 10&11 TT		Stage 4 Unit 3 12 Times Table	Stage 4 Unit 4 MTC Prep	MTC	Stage 5 Consolidation
3 weeks	5 weeks (5 new facts)	5 weeks (4 new facts)	3 weeks (3 new facts)	3 weeks (2 new facts)	2 weeks (1 new fact)	2 weeks (0 new facts)	1 wk	1 wk		4 weeks	3 weeks	1 wk	3-5 weeks
30 out of 36 facts learnt by end of Autumn Term			All 36 facts learnt by mid Spring 2							(Remaining facts needed for MTC learnt)			



# The 36 Essential Facts

2 times  
tables

3 times  
tables

4 times  
tables

5 times  
tables

6 times  
tables

7 times  
tables

8 times  
tables

9 times  
tables

$2 \times 2 = 4$

$3 \times 2 = 6$

$3 \times 3 = 9$

$4 \times 2 = 8$

$4 \times 3 = 12$

$4 \times 4 = 16$

$5 \times 2 = 10$

$5 \times 3 = 15$

$5 \times 4 = 20$

$5 \times 5 = 25$

$6 \times 2 = 12$

$6 \times 3 = 18$

$6 \times 4 = 24$

$6 \times 5 = 30$

$6 \times 6 = 36$

$7 \times 2 = 14$

$7 \times 3 = 21$

$7 \times 4 = 28$

$7 \times 5 = 35$

$7 \times 6 = 42$

$7 \times 7 = 49$

$8 \times 2 = 16$

$8 \times 3 = 24$

$8 \times 4 = 32$

$8 \times 5 = 40$

$8 \times 6 = 48$

$8 \times 7 = 56$

$8 \times 8 = 64$

$9 \times 2 = 18$

$9 \times 3 = 27$

$9 \times 4 = 36$

$9 \times 5 = 45$

$9 \times 6 = 54$

$9 \times 7 = 63$

$9 \times 8 = 72$

$9 \times 9 = 81$

36  
facts

# What can I do to help at home?

- Times table practice – children need to know table facts automatically (not counting on their fingers) in under 6 seconds.
- Basic numbers facts (number bonds to numbers up to 20 – addition and subtraction) – this will help with their column addition and subtraction.
- Long multiplication and division practice.
- Names of 2D and 3D shapes – they missed a lot of shape work due to the pandemic and some don't know the basic shape names.



# Times Table Rockstars



- All Y4 children should already have a login to TT Rockstars.
- There are different modes on the website but the Soundcheck option is the one designed to replicate the MTC that they will sit in June.
- Children need to be practicing this regularly to get them used to the 6 second timer.
- <https://play.ttrockstars.com/game/home/soundcheck>



# Context

- Remember to check Weduc regularly. We are trying to go paperless at school and so will communicate key information via Weduc.
- Curriculum information booklets are published on Weduc when new topics are started. These have key dates and subject coverage.

### General reminders

- Please ensure that we have the most up to date contact information for you including email addresses and phone numbers. All communications regarding school, will be made via WEDUC and the school website. If you are still not on WEDUC, please contact the school office who will be happy to help.
- All payments will now be taken using Parent Pay. Please ensure your account has been activated. This includes payments for school dinners and any uniforms you wish to order.
- If you wish to speak to your child's teacher, please make an appointment with the office. Quick messages can be passed on with the member of staff that is at the school gate.
- We are now able to offer the Friday dinner option for children who are normally packed lunch. Please make payments via parent pay in advance.
- Please ensure children are not wearing jewellery to school. One pair of stud earrings is fine, but children should not be wearing rings, bracelets and necklaces.
- If you need to contact your child's class teacher, please email:  
Mrs Parker: [t.parker@highfields-pri.leicester.sch.uk](mailto:t.parker@highfields-pri.leicester.sch.uk)  
Mrs Pearson: [t.pearson@highfields-pri.leicester.sch.uk](mailto:t.pearson@highfields-pri.leicester.sch.uk)

# HIGHFIELDS PRIMARY SCHOOL

## Curriculum Information for Year 4 parents Autumn Term 2023–2024

### Homework

It is very important that your child reads their reading book at home regularly and practices their times tables. Any additional homework that is given will be uploaded via OneNote, on a Friday and is to consolidate the learning that takes place in class. The homework needs to be returned the following Tuesday. Thank You.

### P.E. Lessons

Your child's P.E. lesson is on:

- ♦ Mrs Parker's class: Tuesday
- ♦ Mrs Pearson's class: Tuesday



Your child will need to wear their PE kit to school. This is a pair of black or grey jogging bottoms, a T-shirt in their house colour and some trainers. Sometimes, we will be doing PE outside so your child should wear a zip up hoodie/fleece/sports jacket too in black or grey. No earrings should be worn on their P.E. day as it will have to be removed/covered in order for them to take part. Thank You.

Please visit our school website for up to date information about the curriculum:  
[www.highfields-pri.leicester.sch.uk](http://www.highfields-pri.leicester.sch.uk)

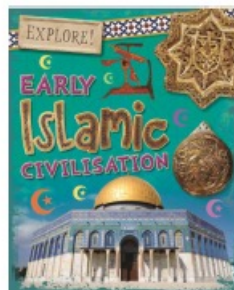
There is lots more news and information on our Weduc app. Please call into school for your code if you have not downloaded it to your phone yet.



# Ancient Civilisations

Our context topic this term will be focusing on Ancient Civilisations. This will cover work on Greek, Roman and Islamic civilisations. The children will be carrying out lots of fun activities centred around this theme. This will include:

- Carrying out a comparison between different ancient civilisations and how people lived during these different periods of time.
- Understanding the chronology of these different time periods.
- Looking at inventions from ancient civilisations and looking at the impact of these upon the modern world.
- Designing and making our own Greek vases using mod-roc.
- Understanding the significance of different ancient civilisations and the impact that they have had upon us.
- Creating a tasty Greek salad!



In R.E we will be learning about Christianity and how Christians celebrate new life.

In Science, we will be learning about living things and how they are classified. We will also be learning about teeth and the digestive system.



In P.E, we will be learning to play hockey and badminton.



In English, we will be focusing our work around the books 'The True Story of the Three Little Pigs', 'The Man Between Towers' and 'Leon and the Place Inbetween'.

Children will complete a range of different text types and consolidate on the work done in Y3. The children will continue to focus on the spelling and grammar rules needed to support them in their writing. This will mainly be focusing on accurate use of punctuation and adding detail to their writing with fronted adverbials.

**You can help your child at home by practicing their spellings regularly**



In Maths, we will be spending the autumn term focusing on number and place value up to ten thousand. Children will be able to read, write, order and compare large numbers and round them to a required degree of accuracy. They will consolidate on the work from Y3 for the four operations and begin to solve increasingly complex problems.

**Children should continue to practice their arithmetic skills at home—particularly working on their times tables. The children will be sitting the Multiplication Tables Check (MTC) in the summer term so daily practise is vital.**



In PSHE, we will be carrying out the 'Being me in my world' from our Jigsaw scheme of work. Children will learn to set targets for themselves and then learn how to be successful global citizens.

Children will also be learning about democracy and voting and make links between this and the Ancient Greeks.

Year 4

	Autumn 1 – 6wks 4 days	Autumn 2 – 9 weeks	Spring 1: 6 weeks Spring 2: 4 weeks	Summer 1: 5 weeks 4 days Summer 2: 6 weeks		
Project Weeks	Black History Week (October 2023)	MH+W/Anti-Bullying Week (13-17 <sup>th</sup> November 2023)	Science Week (STEAM) (8 <sup>th</sup> -17 <sup>th</sup> March 2023)	Enterprise Week (6-10 <sup>th</sup> June 2023)		
Context	Ancient Civilisations – Greeks, Romans, Islamic civilisation.		Volcanoes and Earthquakes	Sustaining Our Earth		
Big Question(s)	What impact did the ancient civilisations have on the world? (Significance) Greeks – What was the influence of the Greeks on the western world? (Significance) Romans – What was the Roman Empire? (Evidence) How did Britain change as part of the empire? (Cause and consequence, Continuity and change) Islamic - What did Early Islamic civilisations leave behind? (Evidence)		Why are some countries more affected by volcanoes and earthquakes? How is extreme weather affecting settlements across the world?	How has the planet changed in the past century? What will our world become if we do not care for it?		
Texts						
Outcome (History/Geography/ Oracy)	Triorama with information about each civilization. (History) Democracy Debate (Oracy)		Non – Fiction Flap or pop-up book about an element of Extreme Earth. (Geography) Weather Report (Oracy)	Children will present a speech on “What can humans do to help make our planet more sustainable?” (Geog/Oracy)		
Educational Visits/Cultural Experiences	Greek Visitor Lunt Fort		VR Workshop	Abbey Pumping Station? Wind Farm?		
History	Ancient Greece, Roman Empire, Early Islamic Civilisation					
Geography			Volcanoes and Earthquakes	Natural Resources and energy		
Art & Design (Artist Study)	Sculpture: Mod Roc Greek vases (Containers)		Collage: Landscape	Printmaking: Fabric Re-usable bags		
Design Technology	Cooking: Greek skewers/salad	Textiles: Roman coin bags		Electrical Systems		
Other Curriculum Links	Maths: costings/budget(Aldi/Market)	Christmas Pantomime: Local Theatre				
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Living things and their habitats (6 Weeks)	Animals including Humans (6 Weeks)	Sound (6 Weeks)	Electricity (6 Weeks)	States of Matter (6 Weeks)	
Computing (+IT Skills/Online Safety)	Computing Systems & Networks - The Internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	Programming A - Repetition in Shapes Using a text-based programming language to explore count-controlled loops when drawing shapes	Creating Media - Audio production Capturing and editing audio to produce a podcast, ensuring that copyright is considered. (Links to Science – sound)	Data and Information - Data Logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Creating Media - Photo Editing Manipulating digital images and reflecting on the impact of changes and whether the required purpose is fulfilled.	Programming B - Repetition in Games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
PE	Games: Hockey	Games: Badminton	Gymnastics	Dance	Athletics (Sports Day)	Games: Cricket (DG)
PSHE	Being me in my World Whole School Learning Charter	Celebrating Differences Hall of Fame: Picture Frames	Dreams and Goals Garden: Potato People	Healthy Me Recipe Book: Healthy Friendships	Relationships Relationship Fiesta: Memory Boxes	Changing Me Tree of Change: Circles of Change
Music	Pulse	Recorders	Voice	Rhythm	Pitch	20 <sup>th</sup> Century Music
RE +PoW Visits	How do Christians celebrate new life? (Church)		What does it mean to be Sikh? (Gurudwara) (Vaisakhi)		Who inspires me? (Christianity and Islam)	



# Attendance

- *Attendance should be 95% or more and is monitored closely by the Attendance Lead (Mrs Bolina and the Education Welfare Officer).*
- 
- *It is the parents/carers responsibility to notify the school, as soon as possible, if you know your child will not be in attendance or will be late.*
  - *To support an absence we may ask to see medical evidence for appointments or medication.*
  - *Should periods of absence continue without being authorised, you will either be issued with a Penalty Notice of £120 per parent per child (discounted to £60 if paid within 21 days), or your case will be referred by the Local Authority directly to the Magistrates' Court.*
  - *We have already had many children late in the first few weeks. Please ensure children are in school between 8:20 and 8:30. Lessons are starting earlier and children are missing key learning.*



# Medical Information

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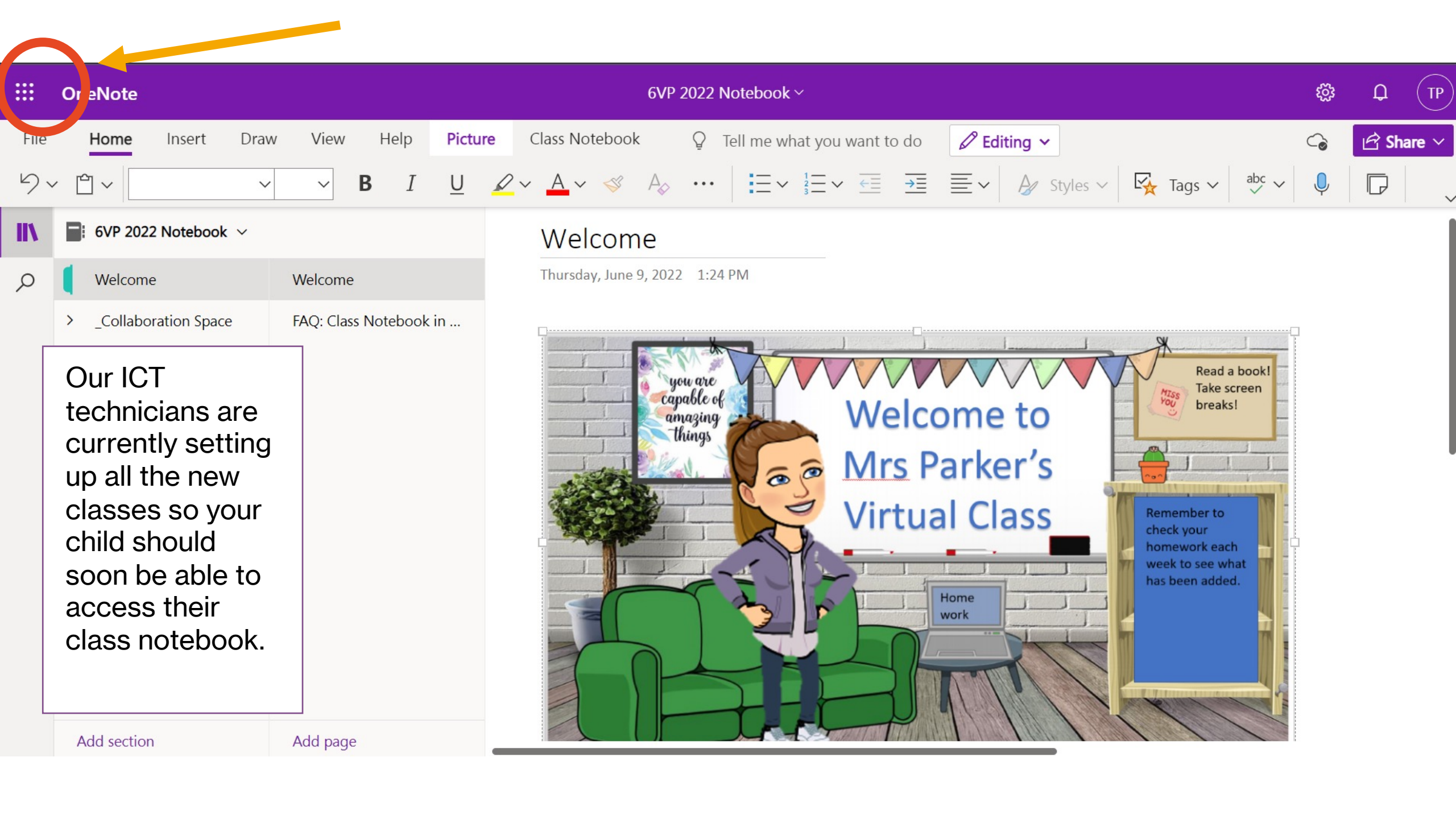
- Please ensure your child's medical information is updated regularly if anything changes (i.e asthma, allergies, epi-pens etc).
- If your child requires inhalers, epi-pens or other medication, please ensure that they have one in school at all times and that it is in date.
- You should have filled in a form with the office to allow us to administer any medication such as inhalers or epi-pens.





# Homework

- This year, we will be setting homework as a mix of online and paper.
- Children all have their own email addresses – if you have more than one child, please ensure your children log out each time otherwise they will not be able to log on to their class page. If it comes up asking for them to request access, then someone else is still logged in to office.
- We will sometimes email homework directly to the children.
- Other times it will be posted on OneNote (demonstrate how to use)
- We will show you how children can navigate between their emails and other office software.



OneNote

6VP 2022 Notebook

File

Home

Insert

Draw

View

Help

Picture

Class Notebook



Tell me what you want to do



Editing



TP



**B**

*I*

U



6VP 2022 Notebook



Welcome

Welcome

> \_Collaboration Space

FAQ: Class Notebook in ...

Our ICT technicians are currently setting up all the new classes so your child should soon be able to access their class notebook.

Add section

Add page

# Welcome

Thursday, June 9, 2022 1:24 PM





# Trips and visits – Autumn Term

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- Lunt Fort – The children had a fabulous time!
- Orchestra Unwrapped – Wednesday 8<sup>th</sup> November

This is a wonderful opportunity to work together with other schools, see a real performance at DeMontfort Hall and will form part of our work in music this term.

Trip subsidy – due to rising costs, trips are costing a lot more this year. Coach companies and venues have put prices up massively. School will continue to subsidise trips but we cannot continue to charge the same prices as in previous years.

Photos – we will be taking photos of the children throughout the year – you had a photo consent form at the end of last year but please speak to your child's class teacher if you wish to discuss this. Photos are generally only used for classroom display and posted on Weduc to help keep you updated.







# Collecting Children

- If you have younger children in EYFS or KS1, please go to their gate and collect them first. You can arrange for your KS2 child to walk and meet you at an agreed place.
- The Y4/5 gate will be locked at 3:10.



**Any  
questions?**

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THANK

you

We appreciate your support!