



POULTON ST CHAD'S
CHURCH OF ENGLAND
PRIMARY SCHOOL

LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

"Let all that you do be done in love" (1Corinthians 16:14)

WELCOME

Year 4



OUR MISSION STATEMENT

At Poulton St Chad's, we believe every child is a gift from God, blessed with their own gifts and talents. It is our mission to ensure children are safe, happy and can thrive. We aim to give our children a love for learning through our engaging curriculum and enrichment opportunities; a love for God within our distinctly Christian setting and a love for one another through our nurturing environment and inclusive relationships.

Every day we are guided by our biblical root: "Let all that you do be done in love." (1 Corinthians 16:14) and by our school motto: LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.



Welcome to Year 4.

STAFF

TEACHER: MR SORSBIE

EMAIL: F.SORSBIE@POULTONSTCHADSCE.LANCS.SCH.UK

TEACHING ASSISTANTS: MRS PARKINSON AND
MRS HARDY

FAMILY SUPPORT WORKER: MRS HARDY

EMAIL: FSW@POULTONSTCHADSCE.LANCS.SCH.UK

MRS PARKINSON WILL BE TEACHING YEAR 4 ON A THURSDAY
EACH WEEK.



PRACTICALITIES

- Please label all of your child's uniform so it is easier to return if lost.
- Your child should have a waterproof coat with a hood in school.
- Packed lunch boxes should be labelled.
- All children should have a named water bottle which contains only water.
- Break times - KS2 pupils can buy fruit at the Junior Snack Bar (for 20p-40p) and toast is available on a Friday.



PRACTICALITIES CONTINUED

- If someone different is picking your child up, please phone the office in advance so that they can inform their class teacher.
- School starts at 8.55am. The gate opens at 8:40am for EYFS/KS1 and at 8.45am for KS2.
- Please drop your child off at the outside door. If your child is late they must enter school via the office and a late form completed by an adult.
- School finishes at 3.10 for EYFS/KS1 and 3.15pm for KS2.



DAILY TIMETABLE

| | 8:45-8:55 | 8:55-9:15 | 9:15-10:35 | | | 10:50-12:15 | | | | 1:00pm -2:00pm | 2:00pm – 3:00pm | | |
|-----------|--------------|----------------|------------------------|---------|-------|------------------|-------|-------|--------------------|----------------|-------------------|------|--|
| Monday | Morning Work | Guided Reading | English | | Break | Maths | | Lunch | Quiet Time | Science | | PSHE | |
| Tuesday | Morning Work | Guided Reading | Clergy Worship 9:15 | English | | Times Table Test | Maths | | Quiet Time (in PE) | PE | History/Geography | | |
| Wednesday | Morning Work | Guided Reading | English | | | Maths | | | Quiet Time | Computing | Music | | |
| Thursday | Morning Work | Guided Reading | English | | | Maths | | | Quiet Time (in PE) | PE | Spellings | MFL | |
| Friday | Morning Work | Guided Reading | English | | | Maths | | | Quiet Time | Art/DT | RE | | |



P.E.

- In Year 4, your child will have P.E on Tuesdays and Thursdays. Please ensure that they come dressed in P.E kit on these days.
- Jewellery must not be worn for PE (earrings must be covered with plasters or taken out by the child)
- Long hair must be tied back during school and all P.E lessons (only plain navy or blue hairbands are acceptable).
- Year 4 will start swimming in the Summer term.



BEHAVIOUR

- We have been reviewing our Behaviour Policy.
- It is important that we work together as a partnership and that you understand how behaviour issues are dealt with at school.
- Please can we ask that you sign your child's planner after reading the Home School Agreement.
- At St Chad's we promote positive behaviour throughout and we have many positive reinforcements in place. For example in Year 4, we reward with a recognition board, weekly raffle and the golden high-five. All children receive house points.
- Children are also chosen for Star Of The Week and Learner Of the Week Awards.
- Our Head Boy and Girl and our Deputy Head Boy and Girl promote positive behaviour.
- We always try to catch children being good!



BEHAVIOUR CONTINUED

- We now have regulation stations throughout school in case children need a few moments to try and regulate themselves.
- If your child demonstrates poor behaviour in class, they will be given a warning. If their behaviour does not improve and they have moved through the different levels of the behaviour policy, then they will speak to their class teacher during 'Quiet Time' and parents will be contacted if this is repeated.
- We ask that parents support the policy in school, which will be available on our website.
- It is not helpful for parents to try and reverse a decision made in school.
- Please contact the class teacher if you have any concerns about your child's behaviour.



APPENDIX C:

| Behaviour Blueprint | |
|--|---|
| The St Chad's Way  | Be Safe Be Kind Be Respectful |
| Rewards | Adult Behaviour |
| Praise Name on recognition board Contact parents House points Class rewards Stickers Visit to another member of staff Star/learner of the Week | <i>'The culture is set by the way the adults behave.'</i> Paul Dix, 2017 Calm, consistent and fair Give first attention to best conduct High expectations Recognise "Over & Above Behaviour" Relentlessly bothered Praise in public, reprimand in private Never ignore any poor behaviour |
| Stepped Sanctions | Micro-script |
| 1. Positive reinforcement 2. Non-verbal cue 3. First reminder-child's name 4. Second reminder- visual 5. Time Out 6. Consequence (followed with restorative conversation) 7. Time out with Key Stage Leader 8. Reward Chart 9. Headteacher | I have noticed that... You know the school rules: be safe, be kind, be respectful. Can you remember when you ... (time they did this really well) ...and how that made you feel? I expect you to... Thank you for listening. Restorative Questions <ul style="list-style-type: none"> • What has happened? • What were you feeling at the time? • <u>Who has been affected by the actions?</u> • How have they been affected? • <u>What needs to be done to make things right?</u> • How can we do things differently in the future? The number of questions to be used must depend on the age of the child. Those underlined should be used with the youngest children |

"Let all that you do be done in love." (1 Corinthians 16:14) ♥

LOVE LEARNING. LOVE GOD. LOVE ONE ANOTHER.

HOME LEARNING

- Your child's Creative Home Learning Menu is available on the school website.
- The termly Newsletter explaining what the children will be learning about in each subject is also on the Year 4 page on the website.
- In Year 4, spellings are given out on a Thursday to be tested the following Thursday and times tables tests are carried out on a Tuesday.





Autumn Term Home Learning Menu

Mathematics

(You must complete this activity)

Multiplication practice, children are tested weekly with books being returned home.

Active learn activities will be regularly set, these will be linked to our current Power Maths topic.

Times Tables Rockstars. Practice! Practice! Practice!

English – Writing, GPS or Spelling

(You must complete this activity)

Spellings are handed out every Thursday, to be practiced and tested on the following Thursday.

Writing Practice to be sent home weekly, returned the following Monday.

OPTIONAL: Design another contraption for solving a problem. Write a short explanation of how it works and bring in to read to class.

English – Reading

(You must complete this activity)

Daily reading – please sign your child's reading diary at least 3 times per week.

OPTIONAL: Visit a library and pick out a book that you are interested in.

OPTIONAL: Write a review of a book you have enjoyed reading over the Summer.

ART/DT

Create a comic! Pick a fairy tale, story, or memory and tell the story using **only pictures!**

Draw a scene using only one type of mark (eg. Straight lines, dots, swirls, zig-zags, fingerprints)

French

Learn to count in French, see how high you can get!

Learn a French song and sing it to the class!

Visit a local library and see if there are any French books (we have some in the Hub!), which words can you recognise?

Science

Create a states of matter poster explaining how a water can change between a solid, liquid, and gas

Try the chocolate experiment at home and time how long chocolate takes to melt with different temperatures of water.

History/Geography

Create a map of your journey to school and include map symbols for different features of a settlement.

Create a round Anglo-Saxon shield with a scary painting on the front. Why not include a sword and give it an Anglo-Saxon name? Beowulf's sword is called ~~Hrunting~~.

R.E

Create a values collage with drawings and photos representing things you value or what God values.

Watch through the Bible summary videos at <https://www.thebiggeststory.com/videos/> and create an illustration summing up one of the stories.

- You must **complete all the core activities** above (Mathematics, English and Reading)
 - Select a **minimum of two** topic activities to complete. You can choose which activities you find the most interesting.
 - **Presentation must be your best!**
 - **Email with photos or bring in to show class**
- Final hand-in date: Friday 12th of December**
Christmas Showcase: Thursday 18th of December (3:15pm-3:30)

READING

- We expect that your child reads each night. Please sign their planner as soon as you have listened to them read so that we know whether they are having any difficulties and please send it into school each day.
- Children who haven't had their planner signed at least three times per week will be given reading time in the Hub on a Friday breaktime.
- Comprehension skills are very important. Please discuss your child's reading book with them and ask quiz questions about the text they have read.
- We now have a class text that we shall be reading for fun each half term.
- Our aim is to promote a love of reading.
- Classes will be given time each week to use our library.



EXPECTED OUTCOMES FOR YEAR 4 IN READING - WORD READING

- ↴ Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (including fairy stories, myths and legends, poetry, plays and non-fiction books).
- ↴ Read at a speed sufficient for them to focus on understanding.
- ↴ Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.
- ↴ Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- ↴ Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.
- ↴ Prepare poems and play scripts to read aloud and perform.
- ↴ Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.



EXPECTED OUTCOMES FOR YEAR 4 IN READING - COMPREHENSION

- ↓ Fully engage with and enjoy reading a range of texts.
- ↓ Listen to, discuss and express views about a wide range of fiction (including fairy stories, myths and legends over the two YR cycle), poetry (including those read aloud and performed) and plays.
- ↓ Begin to justify comments.
- ↓ Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; recognise typical presentational features.
- ↓ Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.
- ↓ Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.
- ↓ Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.
- ↓ Draw comparisons.
- ↓ Predict what might credibly happen from details stated and implied.



EXPECTED OUTCOMES FOR YEAR 4 IN READING - COMPREHENSION

- ↓ Explain the meaning of words in context; use dictionaries to check meanings.
- ↓ Check the text makes sense, reading to the punctuation and habitually re-reading.
- ↓ Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story; the reason why Lucy is upset when Edmund lies; the different ways to make a cake.
- ↓ Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.
- ↓ Retrieve and record information from non-fiction texts.
- ↓ Identify how language, structure and presentation contribute to meaning
- ↓ Discuss words and phrases that capture the reader's interest and imagination.
- ↓ During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.



EXPECTED OUTCOMES FOR YEAR 4 IN WRITING

- ↵ Create correctly punctuated fronted adverbials.
- ↵ Use commas to mark clauses in complex sentences.
- ↵ Use inverted commas and other punctuation to indicate direct speech.
- ↵ Explore, identify and use Standard English verb inflections for writing.
- ↵ Use apostrophes for regular plural possession.
- ↵ Discussing and recording ideas for planning.
- ↵ Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere and suspense.



EXPECTED OUTCOMES FOR YEAR 4 IN WRITING CONTINUED

- ↳ Planning and writing an opening paragraph which combines the introduction of a setting and characters.
- ↳ Organising paragraphs in narrative and non-fiction.
- ↳ Proofreading to check for errors in spelling, grammar and punctuation in own and others' writing.
- ↳ Use the first three letters of a word to check its spelling in the dictionary.
- ↳ Spell some homophones and commonly misspelt words correctly.
- ↳ Increase the legibility, consistency and quality of handwriting.



EXPECTED OUTCOMES FOR YEAR 4 IN MATHS

- To know that 10 hundreds are equivalent to 1 thousand, and that 1,000 is 10 times the size of 100.
- To apply this to identify and work out how many 100s there are in other four-digit multiples of 100.
- To read and write numbers to 10,000, recognise the place value in a four-digit number, and compose and decompose four-digit numbers using standard and nonstandard partitioning.
- To reason about the location of any four-digit number in the linear number system, including identifying the previous and next multiple of 1,000 and 100, and rounding to the nearest of each.
- To divide 1,000 into 2, 4, 5 and 10 equal parts, and read scales/number lines marked in multiples of 1,000 with 2, 4, 5 and 10 equal parts.
- To recall and use multiplication and division facts for \times tables to 12×12 .
- To solve division problems, with two-digit dividends and one-digit divisors, that involve remainders, and interpret remainders appropriately according to the context.
- To \times and \div two-digit numbers by 10 and 100 (keeping to whole number quotients).

EXPECTED OUTCOMES FOR YEAR 4 IN MATHS (CONT.)

- ✦ To manipulate multiplication and division equations, and understand and apply the commutative property of multiplication
- ✦ To understand and apply the distributive property of multiplication.
- ✦ To reason about the location of mixed numbers in the linear number system.
- ✦ To convert mixed numbers to improper fractions and vice versa.
- ✦ To add and subtract improper and mixed fractions with the same denominator, including bridging whole numbers.
- ✦ To draw polygons, specified by coordinates in the first quadrant and translate within the first quadrant.
- ✦ To identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths and angles are equal.



EXPECTED OUTCOMES FOR YEAR 4 IN MATHS (CONT.)

- ⌞ To find the perimeter of regular and irregular polygons.
- ⌞ To identify line symmetry in 2D shapes presented in different orientations.
- ⌞ Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.
- ⌞ To add and subtract multiples of 1, 10, 100 and 1000 within 10,000 including crossing the thousands boundary.
- ⌞ To add and subtract numbers with up to four digits using columnar methods.
- ⌞ To use partitioning to double and halve any integer within 1000,



STAYING SAFE ONLINE

WELCOME TO

Online Safety for Parents

In school we have a filtered web-site and children are always supervised when on computers. We are also able to run checks to see what sites pupils have, or tried to access. We therefore teach them how to keep safe on-line when they are at home or with friends where they have independent access to digital technology in many ways. This needs reinforcing as much as possible at home please.

The internet for many parents can be a daunting place but to our children it is a necessity of life. Access to the internet has never been so vast and continues to spread with the increasing popularity of tablets devices and access through mobile phones. To support you in protecting your child online there are some useful links below to sites with tips and guidance:

CEOP (Child On-Line Protection) Parents Area

A Parents' Guide to Facebook

Cyber Bullying

Share, Take Care: tips for parents

Kind of Digital: quick guides

EXPLORE OUR

Other links you might find useful

Please be aware that these sites are not managed by us!

Latest online edition of the Digital Parenting Magazine

How to help your child be kind to others online

CEOP – eSafety website

Thinkuknow eSafety website for infant children

Thinkuknow eSafety website for junior children

Childline

The Parent Zone

UK Safer Internet Centre – Parental support website for keeping children safe.

Vodafone Digital Parenting online magazine

On-line safety guide for parents

How to use parental controls online

How Much Screen Time Is Right For Kids?

Staying safe online

Phishing\Spam

STOP AND THINK ...



- 2 Do I know the sender is genuine or definitely from the company they say they are? Look at the email address.

| | |
|---|---|
| <input type="checkbox"/> --AMAZON Black Friday rch0f0n3f056@rolingsponge.com | -Claim your Reward Gift Card **Don't miss out on this one time only |
| <input type="checkbox"/> S'ainsbury's nonreply@kalliemckeels.comicsoft.com | -your,Re,wa,rd_is,Wa,itin,g!!!! |

- 2 Is an offer too good to be true?
- 2 Are they asking for personal information?
- 2 Are there tempting looking attachments?
- 2 What can you do? **REPORT, BLOCK, DELETE, DON'T OPEN ATTACHMENTS**

Report to teacher



IS FOR SAFE

Never give out personal information to strangers on the internet. Personal information includes things like your home address and your birthday.



IS FOR MEET

Never ever meet up with a stranger you have met online unless a parent or guardian has said it is OK and is present. Never, never, never, never.



IS FOR ACCEPTING

Don't open emails from people you don't know, they could contain viruses. If you get a strange email from a friend and you think they might have a virus make sure you let them know!



IS FOR RELIABLE

Don't believe everything you read online, check your facts! Did you read it on a reliable website like the BBC? Are other websites saying the same thing? Does it tell you where they got the information from?



IS FOR TELL

If you have an online safety problem, make sure you tell someone. Tell a parent, guardian, or teacher as soon as you can.

What would you advise this child?



Dear Problem Patty,

I am having trouble with my screentime. I am finding it hard to switch off my computer at night and go to sleep. I also realise that I am spending too long playing computer games at the weekend and have stopped playing football and exploring outdoors like I used to. I know that I need to get good sleep and I know that exercise is important but I am finding it hard to control my screentime. What can I do?



Malware\Ransomware

Why shouldn't you open attachments in unexpected emails?

Can you explain these terms?

- 2 virus
- 2 AdFly
- 2 pop-up
- 2 ransomware



Security

Where would you see this online?



How does it protect your personal information?

Downloads

Think carefully before you click.



click here to download



Allow all cookies?

Start Download now

CONTINUE

Collaborating or Copying?

Plagiarism: when a person steals another's work and claims that it is their own. If you copy things then you must check that permission has been given and credit the original source of the media (text, image or videos) as a citation.

STATUTORY TESTS

Year 4 - Multiplication Check

In June, all Y4 children will sit the multiplication check.

This consists of 25 random questions with 6 seconds for each question.

It is National Curriculum requirement that all children in Y4 know all times table facts up to 12×12 by the time they finish Y4.

Please support your child at home with regular times table practise. This can be done through games with dice, playing cards, bingo, or web based activities.




EXTRA CURRICULAR ACTIVITIES

- There will continue to be a range of extra curricular activities available to Year 4.
- I will be helping with drawing club starting next term.



KS2 MARKING POLICY

| Symbol | Meaning |
|---|---|
| A | Objective Achieved |
| A- | Objective almost Achieved |
| * | Objective not achieved |
| ____sp | Try spelling this word again |
| ? | Does not make sense/ meaning is unclear |
| P | Find and include the missing punctuation on this line |
| // | A new paragraph is needed |
| “ | Speech marks are missing or used incorrectly. |
| Λ | A word or letter has been missed out |
|  | Error to be checked |
| √ | Correct |
| . | Incorrect |
| √√ | Amazing! |
| → | Next step |
| VF | Verbal Feedback |

REPORTING TO PARENTS

Autumn Term - Parent's Evening on:

Monday 20th and Thursday 23rd October 2025

Spring Term - Parent's Evening on:

Monday 9th and Thursday 12th February 2026

Summer Term: End of Year Reports:

Wednesday 15th July 2026



OPEN DOOR POLICY

- St Chad's operates an open door policy. If you have an issue or concern, please discuss it firstly with the **class teacher**.
- First thing in the morning when the door is opened or when the teacher is seeing the children out at the end of day, is not always the most appropriate time to discuss concerns.
- You can call the office or send the teacher a message to make an appointment or ask for a call back.
- The preferred method of communication is Seesaw. Any class related messages will be sent through this platform where as any whole school/sport messages will be sent through Parent App.
- We will always respond within 48 hours.
- In the rare event that the matter cannot be resolved with the teacher, please contact the Key Stage Leader (EYFS/KS1 **Mrs Harwood** or KS2 **Mr Blackburn**).
- If there is still no resolution, then please contact **Mrs Bitsakaki**.



WHO TO CONTACT

Who to Contact? 2025-26

| Website | Bursar | Attendance Officer | SENCO | Family Support Worker | Teachers | Senior Leadership Team |
|---|---|--|--|--|--|---|
| www.poultonstchadsce.lancs.sch.uk | 01253 883639 bursar@poultonstchadsce.lancs.sch.uk | l.cameron@poultonstchadsce.lancs.sch.uk | senco@poultonstchadsce.lancs.sch.uk | fsw@poultonstchadsce.lancs.sch.uk | Name@poultonstchadsce.lancs.sch.uk | |
| <ul style="list-style-type: none"> *Staff emails *Term dates *School policies *Car parking permit *Christian Values *Class information *Extra-Curricular activities *Friends of St Chad's *Governing Board *School uniform *Lunch Menu *General information | <ul style="list-style-type: none"> *Urgent matters *General questions *Medication *Change of personal details / circumstances *Scopay *Lateness *Health & Safety | <ul style="list-style-type: none"> *Holiday Requests *Unauthorised absences *Medical appointments *Breakfast club *After school club <p><i>**Sickness absence is to be reported on the Parent App**</i></p> | <ul style="list-style-type: none"> *Concerns of additional needs *EHCP questions *Support with child's diagnosed condition <p><i>**Works on Tuesdays only**</i></p> | <ul style="list-style-type: none"> *Early Help *Safeguarding *Family support *Mental health concerns *Bereavement *Advice about other agencies | <ul style="list-style-type: none"> *Day to day school *Friendship issues *Low level well-being concerns *Progress & development *Homework / reading *Clubs | <ul style="list-style-type: none"> *Any unresolved concerns following discussions with class teacher/staff. *Complaints <p>EYFS/ KS1: Mrs Harwood N.harwood@</p> <p>KS2: Mr Blackburn MrBlackburn@</p> <p>Headteacher: Mrs Bitsakaki head@</p> |
| INSTANT ANSWER! | Urgent- same day response. Everything else- within 48 hours. | Response within 48 hours | Will respond on Tuesdays. Meetings may take 2 weeks to arrange. | Response within 48 hours | Email response or meeting arranged within 48 hours | Response within 48 hours. Meetings may take 2 weeks to arrange. |

A DAY IN THE LIFE OF YEAR 4

- ▶ poultonstchadsce.lancs.sch.uk/wp-content/uploads/2025/09/Year-4-Video.mp4

f.sorsbie@poultonstchadsce.lancs.sch.uk



THANK YOU
ANY QUESTIONS?

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