





# BOXGROVE VISION

At Boxgrove, we seek to create a positive and inclusive community where children learn to be *caring*, *ambitious* and *resilient*, and where respectful, meaningful and secure relationships enable all children to:

- Love Learning
- Find their strengths and talents
- Achieve more than they thought possible

# What does Year 4 look like?

- ▶ **Routines and Timetables**
- ▶ **Behaviour**
- ▶ **SEND provision**
- ▶ **Curriculum**
- ▶ **Home Learning**
- ▶ **Seesaw**
- ▶ **Trips and experiences**

# Meet the Year 4 Team

## Classteachers



**MR AGOMBAR**  
4A  
Year Group Leader



**MISS CLARK**  
4CH  
(M,T,W)



**MISS FITZGERALD**  
4F



**MRS HIND**  
4CH  
(TH,F)

## Support Staff



**MRS CADGE**  
Higher Level Teaching  
Assistant



**MRS SHACKLADY**  
Higher Level Teaching  
Assistant



**MRS COOPER**  
Teaching Assistant



**MRS DURBRIDGE**  
Teaching Assistant



**MRS HODGKINSON**  
Teaching Assistant

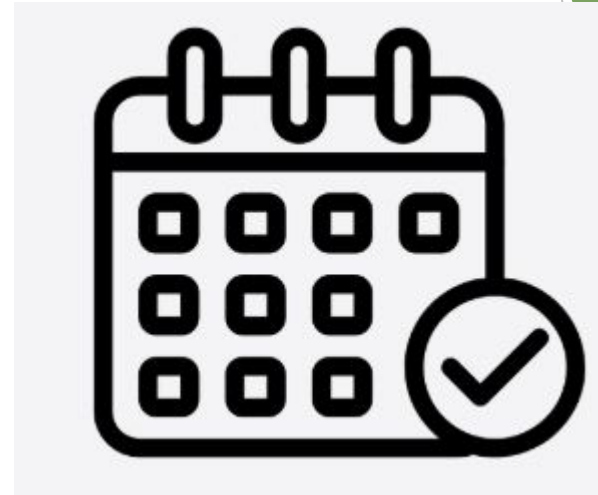


**MRS REED**  
Teaching Assistant



**MISS TWIGGER-ROSS**  
Teaching Assistant

# Routines and Timetables



- ▶ **Swimming - Wednesday**
- ▶ **Strings - Tuesday**
- ▶ **PE - Friday (children wear PE kit all day)**
- ▶ **Break time - 10.30am-10.45am (healthy snacks only)**
- ▶ **Lunchtime - 12.10pm-1.00pm**
- ▶ **Children must wear smart black school shoes when in school. They must have trainers to be worn at break and lunch times.**

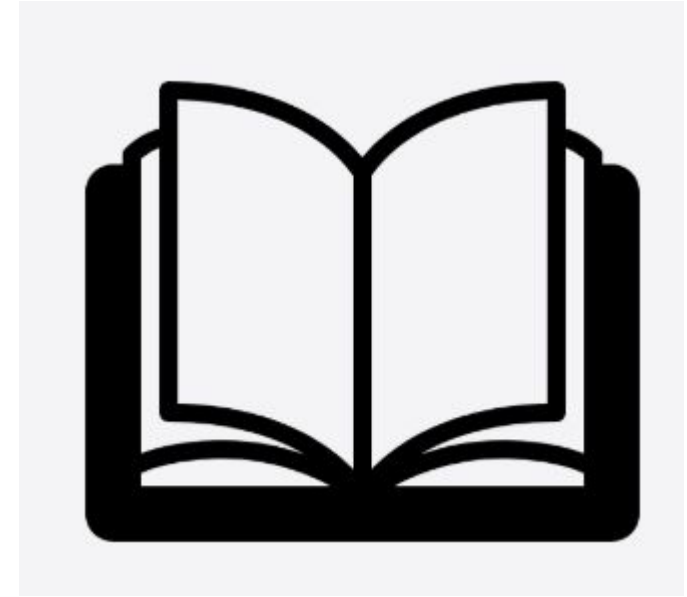
# Reading Routines

Library visit weekly

Reading expectations

Reading diary - 5 x week

Look out for the class reader poster on the door.



# Behaviour Culture

- ▶ Children demonstrating positive behaviours will be rewarded for their attitude through verbal praise, merits and visits to the Senior Leadership team.
- ▶ If a child struggles to behave positively, then the adults will try to find out why this is happening and how best to support them to get back on track. This will usually involve a conversation with parents/carers.
- ▶ If there are continued concerns about a child's behaviour, they may be asked to speak with their Year Group Leader or member of the Senior Leadership Team.



**BE THE BEST THAT YOU CAN** 

**THE BOXGROVE BEHAVIOUR CODE**

 Caring  Ambitious  Resilient

 **CARING**  
We are kind and thoughtful.  
We help others, listen carefully,  
and treat everyone with respect.

 **AMBITIOUS**  
We always try our best.  
We set goals, work hard, and  
never stop learning.

 **RESILIENT**  
We keep going, even when  
things are tough.  
We learn from mistakes and  
bounce back with a smile.

The infographic features three circular photos: a group of children in school uniforms, children sitting on a bench reading, and children in costumes.

# Zones of Regulation



**The Zones of Regulation is a framework to help everyone develop awareness of their feelings, while exploring a variety of tools and strategies for regulation, self-care, and overall wellness.**

# SEND Provision

- At Boxgrove we are fully committed to inclusive education and that every child will have their needs met.
- SEND Concern for children receiving a small amount of support  
SSA (SEND Support Arrangement) for more significant need  
EHCP (Education, Health and Care Plan) for 1:1 support  
SSAs and EHCPs are written and reviewed termly and shared with a parents/carers electronically
- Outside support agencies include: Speech and Language, Occupational Therapy and Educational Psychology
- The SENCOs helps the teaching staff to decide how best to target the support to help all children in their year group to access the curriculum.
- Please speak to your class teacher about any concerns you have. Teachers will liaise with the SENCOs to support your child at school.



**MRS WRIGHT**  
Assistant  
Headteacher



**MISS KELLY**  
Assistant  
Headteacher

# Subject themes

History **The Romans, Anglo-Saxons and Vikings**

Geography **Rivers, mountains and Europe - Scandinavia**

Science - **States of matter, sound, electricity, digestion and habitats**

Reading - **When the mountains roared, Song of a Dolphin Boy, How to Train Your Dragon, Call me Lion**

Maths - **White Rose/**

Music - **Strings scheme - Violin or cello**

RE - **Judaism, Christianity**

French - **Greetings, body parts, numbers, colours**

PSHE - **Zones of Regulation, well-being, democracy, RSE**

PE - **rounders, gymnastics, athletics, Tag rugby, roundnet, sportshall athletics**

Art & Design and Technology - **Sculpting, sketching, cooking, construction, electrics**

Computing - **Block Coding, E-Safety, working collaboratively**

Outdoor learning sessions will be taught weekly linking to our curriculum.

## Seesaw

Don't forget to check your child's Seesaw account which will be updated periodically with class work and events your child has completed.

# Seesaw

I'm a Teacher



I'm a Pupil



I'm a Family Member

I'm a Seesaw Administrator

# Trips and Experiences

## Autumn Term -

River trip

Monday 29th September - 4A

Friday 3rd October - 4F

Monday 6th October - 4CH

Roman day (organised in school)

## Spring Term

Marwell Zoo- Date TBC

## Summer Term

Henley Fort residential 6th-7th May or 7th-8th May

Viking Day (visitor in school) 19<sup>th</sup> June

# Home Learning - How to support at home

## Year 4 Homework Autumn Term



### Reading

Read five times a week, recording your progress and completing the comments section within your reading diary. Discuss each book with an adult, answering some of the questions at the back of the book or from the reading comprehension bookmark.



### Spelling

Practise your spelling words at least 2 to 3 times per week, using one or more of the strategies listed on the 'Strategies List' in your homework book. Challenge yourself to write each word in a sentence.



### Number Facts

Continue logging into [TT Rockstars](#) at least twice a week to practise your times tables. You can find your login at the back of your reading diary.



**Thank you for coming 😊**

**We hope that this has given you a better insight into life in Year 4!**

**If you have any questions, please ask now or your child's class teacher at the classroom door.**