



Year 4

Rush Common School

2024 - 2025

Mr Meredith
Miss Johnson
Miss Orford

Slides will be sent out later in the week.

Meet the Teachers and TAs:

- ▶ Mr Meredith (Class teacher)
- ▶ Miss Johnson (Class teacher)
- ▶ Miss Orford (Year 4 teaching assistant/PPA cover)
- ▶ Miss Guiver (PPA cover/ECT cover)
- ▶ Mrs Tang/ Mrs Yin (PPA cover)

Arriving to school

- The gates are opened at 8:30.
- Classroom doors open at 8:30 and close at 8:40. If you are late arriving, please enter via the front office. Pupils will be marked late after 8:50.
- Please be safe and courteous when arriving in the mornings. It is very busy and there are a lot of pedestrians in front of school and at Norman Avenue. This is the same in the afternoons.
- It is not possible to turn in the school drive, park on or opposite the zigzag lines, or park on the grass verges. Please respect the safety of our school community and our neighbours.
- Please ensure that children do not climb on the gate when waiting.
- Bikes and scooters should be pushed on the playground as it is very busy. This includes younger siblings not yet at school.



Leaving school

- The gates are opened at 3:00.
- Children in Reception – Year 3 should be collected at the class doors.
- Children in Year 4 are released independently from their classrooms but should be met at an agreed location on the playground or at the school gate.
- Children in Years 5 & 6 are allowed to walk home independently if parents deem the journey safe for their child.
- If your child is being collected by someone different, please inform the school either via the office email address, or in-person at the class door in the morning in younger years.
- Children and younger siblings should not play on the adventure playground equipment after school hours.
- When entering or leaving school, please do not let children enter the codes. We have them in place for the safety of the children and security of the school site.

Attendance

- High attendance is vital for educational success. There is a very strong correlation between good attendance and good outcomes and wellbeing.
- Parents must not take their children out of school for a holiday, and doing so is against the law. Please see the letter sent out by Mr Fawcett last Friday.
- Absences must be reported to the school if your child/ren will be absent for any reason. The school will follow-up with any unreported absence, which may include visiting the child's listed address.

School Uniform:

- Regular school uniform is expected to be worn everyday. On the day that your child has PE, they should wear PE kit. PE days are Monday (outside) and Thursday (inside).
- At times, you may need spare shoes for outdoor PE if the weather is muddy. We will inform you via our weekly communication when this will be required.

Additional reminders:

- No extreme hairstyles please – unnatural colours, shaved styles, etc.
- Long hair should be tied back using a scrunchie, hair band or clip. Hair gel should not be used to style hair.
- Minimal jewellery should be worn. A wristwatch and/or single stud earring in each ear lobe are permitted.
- All jewellery should be removed for PE and games. If ears are recently pierced, please provide tape to cover them.
- Nail varnish and make-up are not permitted.

Lost property:

- Please label coats, jumpers, cardigans, snack pots and water bottles. We have had a lot of unnamed items that never get returned.

Lunch arrangements

- School meals are available to order through ParentMail. They should be ordered at least three days in advance.
- School dinners for KS2 are £2.65. Reception and KS1 receive free school dinners.
- Reception eat at 11:45; Y1-Y2 eat at 12:00; Y3-Y6 eat at 12:30.
- YR – Y2 have playtime at 12:30; Y3-Y6 have playtime at 12:00.

Lunchbox tips



Keep them fuller for longer

Base the main lunchbox item on foods like bread, rice, pasta and potatoes. Choose wholegrain where you can.



DIY lunches

Wraps and pots of fillings can be more exciting for kids when they get to make them. Dipping foods are also fun and a nice change from a sandwich each day.



Mix your slices

If your child does not like wholegrain, try making a sandwich from 1 slice of white bread and 1 slice of brown bread.



Ever green

Always add salad to sandwiches and wraps too – it all counts towards your child's 5 A Day!



Freeze for variety

Keep a small selection of different types of bread in the freezer so you have a variety of options – like bagels, pittas and wraps, granary, wholemeal and multigrain.



Cut back on fat

Pick lower-fat fillings – like lean meats (including chicken or turkey), fish (such as tuna or salmon), lower-fat spread, reduced-fat cream cheese and reduced-fat hard cheese. And try to avoid using mayonnaise in sandwiches.

[See more healthier swap ideas](#)



Always add veg

Cherry tomatoes, or sticks of carrot, cucumber, celery and peppers all count towards their 5 A Day. Adding a small pot of reduced-fat hummus or other dips may help with getting kids to eat vegetables.



Cheesy does it...

Cheese can be high in fat and salt, so choose stronger-tasting ones – and use less of it – or try reduced-fat varieties.



Cut down on crisps

If your child really likes their crisps try reducing the number of times you include them in their lunchbox, and swap for homemade plain popcorn or plain rice cakes instead.



Tinned fruit counts too

A small pot of tinned fruit in juice – not syrup – is perfect for a lunchbox and easily stored in the cupboard.



Switch the sweets

Swap cakes, chocolate, cereal bars and biscuits for malt loaf, fruited teacakes, fruit breads or fruit (fresh, dried or tinned – in juice not syrup).



Get them involved

Get your kids involved in preparing and choosing what goes in their lunchbox. They are more likely to eat it if they helped make it.



Add bite-sized fruit

Try chopped apple, peeled satsuma segments, strawberries, blueberries, halved grapes or melon slices to make it easier for them to eat. Add a squeeze of lemon juice to stop it from going brown.



Swap the fruit bars

Dried fruit like raisins, sultanas and dried apricots are not only cheaper than processed fruit bars and snacks but can be healthier too. Just remember to keep dried fruit to mealtimes as it can be bad for teeth.



Yoghurts: go low-fat and lower-sugar

Pop in low-fat and lower-sugar yoghurts or fromage frais and add your own fruit.



Variety is the spice of lunch!

Be adventurous and get creative to mix up what goes in their lunchbox. Keeping them guessing with healthier ideas will keep them interested and more open to trying things.

Online Safety

- National College online safety posters are shared in each newsletter. They offer advice and information about popular games and apps.
 - Please let us know if you become aware of new games/apps that children may be playing.
- Monitoring: Our IT provider monitors online activity in line with government guidance.

Online Safety:

- We have regular lessons for pupils throughout the school year across subjects.
- We also address issues as they arise in individual year groups.
- Follow SMART rules (Safe, Meeting, Accepting, Reliable, Tell)
 - <https://www.childnet.com/resources/be-smart-online>

At home:

- Ensure the content they access is age-appropriate.
- Set rules and boundaries together.
- Don't ban the internet outright. Have an open conversation about it.
- Train your child to know what to do if something makes them uncomfortable. Show them the tools to use to report abuse.
- Visit <https://www.thinkuknow.co.uk/>



Communication:

- Please ensure that any communication with teachers is sent through the school office (office@rushcommon.school).

My Child at School

Weekly Updates for your year group will be sent out about what your child has learnt in school that week as well as what they will be learning in the upcoming week.

- Weekly Updates share important dates and reminders throughout the year.
- Class and year group reminders from teachers are communicated this way.
- Please read carefully, especially at the start and end of each half term for important updates.

ParentMail

- Any whole-school event or communication will be sent from the office via ParentMail (i.e. Sports Day, class photos).
- All trip information and payments are also through ParentMail.
- Lunches are ordered via ParentMail.
- There is a fortnightly newsletter for all parents from Mr Fawcett.

Communication:

Reporting Progress

- Parents' evenings will be in T1b (wb 11th November) and T2b. More information about sign-ups will happen closer to the time. We use the Sign-up Genius website.
- Parents' evenings are a vital part of children's education. It is an opportunity to discuss how children are settling into school routines and their academic progress. The school will follow-up with any missed parents' evening appointments.
- End-of-year reports are sent out in July.

The School Day

	AM				PM				
	8:30-8:50	8:55-9:30	9:30-10:30	handwashing, break time 10.30- 10.50	10:50-12:00	Lunchtime 12-1pm	1:00-2:00	2:00-3:00	2:50-3:00
M O N	Register, morning tasks	Guided Reading	English		Maths		PE Outdoor PSHE 1-2:30	Assembly 2:30- 3	Handwashing, home time routine
T U E S	Register, morning tasks	Guided Reading	<i>Spelling Test</i> English		Maths		History 4CM Computing 4TJ	Computing 4CM History 4TJ	
W E D	Register, morning tasks	Guided Reading	<i>New Spellings Input</i> English		<i>X tables test</i> Maths		Art/DT (AO) 4CM Music (CG)/ Mandarin (TY) 4TJ	Music (CG)/ Mandarin (TY) 4CM Art/DT (AO) 4TJ	
T H U R	Register, morning tasks	Guided Reading	English		Maths		PE indoor 4CM RE 4TJ	RE 4CM PE 4TJ Homework handing out.	
F R I	Register, morning tasks	Reading	English		Maths		Science Library 2-2:30	Assembly 2:30	

Curriculum

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Topic	Tudors		Asia		Changes and Discoveries	
Enrichment Activities		Abingdon Science partnership workshops Tudor day	Curriculum assembly	Youlbury residential	Walk to Abingdon Nature Reserve	
Reading Texts	The Devil and His Boy	The Devil and His Boy	Vorvik Paw	Vorvik Paw	The Explorer	The Explorer
Writing genres: Fiction	Character description in a historical setting Play script writing in the style of Shakespeare		Hero story in the style of Vorvik Paw	Narrative poetry	Rescue stories	Persuasive advert Alternative viewpoints
Writing genres: Non-Fiction		Biography based on a figure from the Tudor period. Persuasive letter to Queen Elizabeth I Christmas poetry	Diary writing	Acceptance speech from the viewpoint of Vorvik receiving 'cat of the year'	Instructional text	
Mathematics	Number: Place value Number: Addition and subtraction	Measurement: Area Number: Multiplication and division consolidation	Measurement: Length and Perimeter Number: Fractions	Number: Decimals Consolidation	Measurement: Money Measurement: Time Geometry: properties of shape	Statistics Geometry: position and direction Consolidation
Science	Electricity	States of Matter	Sound	Animals including Humans (Digestion)	Living Things and their habitats (Environment)	Living Things and their habitats (Classification)
Computing	Online Safety Manipulate and animate text, media and design features on Google Slides	Understand the internet	Create and repeat codes in Logo Online Safety week	Create and repeat codes in Scratch	Online Safety Photo editing using vector images	Use word processing features to write a piece of fiction and nonfiction writing.
Geography			Comparisons between human geography of the UK and countries in Asia.	Importance and impact of elephants and human interactions in Thailand The impact of plastic pollution in Asia	Studying human and Physical changes to our world over time, and the impact of these changes. Using Google earth.	
History	How the Tudor period fits into British History and significant events that shaped the era	Study of what life was like during the Tudor era.				Comparisons between Iron Age landscape and today.
Mandarin	Festivals and Celebrations (dates and birthday)	Days of the week	Age	Family and Pets	All of me	Introduce people in my family
Art & Design	Tudor portraits drawing and painting	Remembrance Day art	Exploring Japanese artists and creating in the style of Ukiyo-e and origami	Exploring Japanese artists and creating Manga art and creating hand fans		Iron Age artefacts using clay Landscape drawing of the Amazon rainforest using watercolours
Design Technology		Creating, designing and sewing a Tudor style money pouch			Creating STEM bridges using a range of resources	
PE	Circuits Cross Country	Dodgeball Tag Rugby	Dance Netball	Gymnastics NFL Football	Athletics Swimming Cricket	Athletics Swimming Golf
P3HE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
RE	Stories from a Christian text (Bible)	Stories from a Hindu text (Vedas)	Stories from a Muslim text (Qur'an)	Stories from a Jewish text (Torah)	Stories / sayings from a Sikh text (Guru Guru Sahib)	Stories from a Buddhist text (Tripitaka)
Muslc	Listening to Tudor music/describing some musical elements/learning about Tudor instruments.	Composing a "Tudor" rap (using voice). Exploring Tudor Carols.	Exploring a piece of Chinese music through pitch.	Composing own Chinese music using pentatonic scale.	Appraising Music: John Williams. Using standard notation to compose a leitmotif to represent Amelia Earhart	Singing: 'Yellow Submarine' Improvising Rhythms

Curriculum and enrichment

- Tudor enrichment activity- TBC- Term 1
- Year 4 residential to Youlbury- 27th-28th March- Term 2
- Year 4 swimming- Dates TBC- Term 3 (Roughly £17)
- Year 4 nature walk- Term 3 (no cost)
- Abingdon School Science Enrichment- TBC (no cost)

Please refer to the school calendar on our website for whole school events.

Curriculum and teaching methods

- ▶ Reading- reading each term is focused on a different text with secondary texts to support. The class reads as a group and independently to ensure a range of practice types.
- ▶ English- Throughout the year, we will explore and produce a range of text types in writing, covering different features and styles to appeal to everyone.
<https://www.bbc.co.uk/bitesize/subjects/zv48q6f>
- ▶ Maths- Maths lessons explore a variety of aspects of mathematical learning, ranging from number skills, spatial reasoning, statistics, geometry and measurement, and incorporate fluency, reasoning and problem solving. Please also refer to the calculation policy on the school website.
- ▶ A useful site for helping parents understand approaches to teaching Maths:
<https://whiteroseeducation.com/parent-pupil-resources/maths/maths-with-michael>
- ▶ Wider curriculum- We aim to build on skills and knowledge from previous years to explore subjects such as History, Music, Computing, Mandarin, Science and more.

Multiplication Tables Check

- ▶ During the summer term the Year 4 children will take part in the Multiplication Tables Check (MTC).
- ▶ This is a statutory assessment carried out by the government.
- ▶ For more information, please refer to the link below:

[Multiplication tables check: information for parents - GOV.UK \(www.gov.uk\)](https://www.gov.uk/multiplication-tables-check)

Google Classroom

- Your child's new class is being set up by our IT support, Sweethaven.
- Please ensure that you are able to access Google Classroom through your devices at home.
- Please monitor your child's use at home. Google Classroom is not meant to be used for chatting and posting non-school related things.

Homework expectations

- Homework will be handed out in homework books.
- Each week the children will receive a set of spellings to learn and either a maths or Reading/Writing task (alternating each week). These will be stuck into the homework books and sent home on a Thursday.
- Homework will need to be returned by Tuesday the next week. Spelling tests will be carried out in the back of the homework books on a Tuesday morning.
- Twice per half term the children will also receive an open question. More information about this will be on the next slide.

KS2 Homework: Open Questions

- Twice per half term, a question will go home as part of the homework. The work done to answer the question can be as small or as large as you would like to make it, depending on your child's interest and the time you have available. Examples include:
 - A simple answer with evidence
 - An investigation
 - Additional research
 - A model (or other creative approach) to demonstrate your answer
- If your child completes work that requires a photo being taken, either stick a picture of this in the homework book or upload it on Google Classroom. If you upload a picture to Google Classroom, please leave a note in the homework book so that we know to check Google Classroom.
- Example question: If the Tudor Rose wasn't used as the symbol for the Tudor period, what could be the symbol and why?

Other ways to support your child

- Daily reading – listen to your child read, but also read to them. It helps them to hear and understand rhythm and fluency. Even older children like to listen to stories.
- Conversation – talking about current events, plans, what you or they are reading. This will help build their vocabulary.
- Practise Maths – mental maths, times tables (using TTRS), adding, baking, shopping, etc.
- Help them learn social skills by encouraging them to say hello to known people or order their own food.
- Encourage independence to make simple snacks, pair up socks, tie laces or help around the house.

Pupil Welfare

- Keep the school up-to-date on any medical conditions. We will need to see a letter from a medical professional.
- Only prescription medication required more than 3 times daily can be administered. This will need to be signed in by a First Aider. Requests for any exceptions to this must be made to Mr Fawcett.
- It is parents' and carers' responsibility to ensure medication/inhalers are in date.
- Please ensure that your child/ren are equipped appropriately for the weather. (i.e. sunscreen/hats in summer, coats in winter and raincoats as necessary).
- Please communicate any significant bumps or injuries to class teachers.

Pupil Welfare

Bullying: when someone is deliberately hurtful to someone over a period of time.

At school we:

- have anti-bullying ambassadors
- raise awareness through assemblies, presentations, forums, nurture groups, PSHE lessons and pupil leadership.

Banter: According to Oxford Languages, banter is defined as "the playful and friendly exchange of teasing remarks." It's a reciprocal interaction that typically occurs between friends, involving a "verbal ping-pong" of comments meant to be light-hearted and humorous.

- When banter is shared with a wider audience or repeated excessively, it can lose its playful nature and become hurtful.
- Understanding verbal and non-verbal cues is critical in recognising when banter is appropriate. Tone of voice, body language, and facial expressions all play a role in conveying intent. However, for some pupils including neurodiverse individuals, these cues might be harder to interpret, necessitating explicit communication and support.



Wellbeing and Mental Health

Mental health is

"... a state of wellbeing in which every individual recognises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her own community."

World Health Organisation, August 2014

At school we:

- have a mindful approach to PSHE lessons with built-in mindfulness practice. This is reinforced in assemblies and a new programme, Jigsaw Resilience.
- promote secure relationships.
- mark World Mental Health Day and Children's Mental Health Week.
- have calm spaces and regulation stations.

Ways to support a child or young person



Be there to listen

Regularly ask your child how they're doing, to help them get used to talking about their feelings, and know there's always someone there to listen. You can get tips on [Young Minds: How to talk to your child about mental health](#).



Support them through difficulties

Pay attention to how your child is feeling or behaving and try to help them work through difficulties. It may not be easy facing challenging behaviour, but try to help them understand what they're feeling and why. Learn more from [the Maudsley Charity on difficult behaviour](#).



Stay involved in their life

Show interest in their life and what's important to them. It not only helps them value who they are but also makes it easier for you to spot problems and support them.



Encourage their interests

Support and encourage your child to explore their interests. Being active or creative, learning new things and being a part of a team helps connect us and boost our mental wellbeing.



Take what they say seriously

Listening to and valuing what they say makes them feel valued. Consider how to help them work through their emotions in constructive ways. [Anna Freud Centre's guide on ways to support children and young people](#) has more on this.



Build positive routines

Try to have structure around regular routines, especially around healthy eating and exercise. A good night's sleep is also important, so have a fixed time for going to bed and getting up. The [Sleep Charity has relaxation sleep tips for children](#).

Behaviour:

Be Safe, Be Kind, Be Respectful

- Our behaviour management is based on a restorative approach.
- We create a positive environment throughout the school and model our three school rules.
- Recognition of positive behaviour through House Points, Celebration Nominations, Homework Champions and Sporting Champions.

How you can support the school

- Support social and fundraising events.
- Join Friends of Rush Common (FoRC).
- Become a Governor.
- Volunteering your skills and talents – gardening, crafts, resources, class trips.
- Become a reading volunteer or help in forest school – please contact the school office.
- Follow us on social media and share our news.

Questions

