

Welcome to Year 4



Senior Leadership Team



Miss Williams
Head of School



Mrs Holder
Deputy Headteacher



Mr Haydon
Assistant Headteacher with responsibility
for EYFS and Year



Mrs O'Donnell
Assistant Headteacher & SENDCo with
responsibility for Year 2 and 3



Mrs Shanawaz,
Assistant Headteacher with
responsibility for Year 4,5 and 6

Meet the Year 4 team!



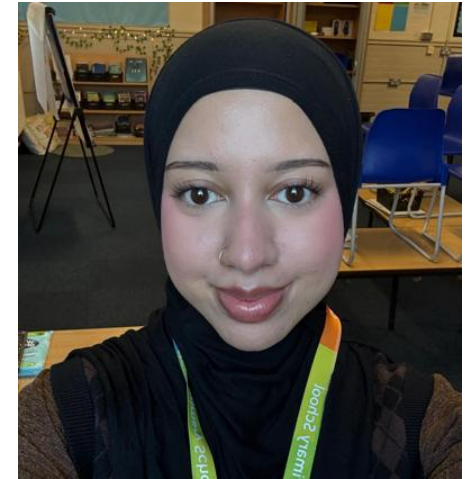
Mr Hankinson



Mrs Khatun



Ms Phillips



Ms Ahmed

Vision & Values

We want our pupils to understand that **there are no limits to what they can achieve.**

We do this through our core values:

Achieving excellence

Social intelligence

Ethical lives

Achieving Excellence

Pursue excellence in all areas of life.

This means, that by the time our pupils leave Greet at the end of Key Stage 2 they will:

- display an ethic of excellence; understand that they need to **work hard** to achieve their goals, that success doesn't come instantly, and mistakes are part of learning.
- be life-long lovers of learning.
- have gained the essential knowledge and skills in all curriculum areas so they can access the KS3 curriculum and are set up well for future academic success.
- have high aspirations for themselves, for their community and the wider world. They are ambitious and motivated to pursue excellence in all areas of their lives.

Social Intelligence

Have self-worth and act with confidence, empathy and integrity.

This means, that by the time our pupils leave Greet at the end of Key Stage 2 they will:

- **be kind** individuals, showing empathy to themselves and others.
- have developed a strong sense of their own identity; knowing who they are, where they come from and valuing their own worth.
- consistently display resilience and perseverance; overcoming challenges and modelling a growth mindset.
- be strong communicators, demonstrating ability to actively listen to others as well as be able to express themselves, their emotions, needs and wants.
- have the self-confidence to interact in a range of social situations.

Ethical Lives

Make decisions about daily life based on strong ethical and moral values.

This means, that by the time our pupils leave Greet at the end of Key Stage 2 they will:

- **make good choices** for themselves, their community and the wider world.
- know how their actions can impact positively on others in the short and long term.
- understand global environmental issues and demonstrate respect for the natural world.
- be implicitly motivated for the greater good and have a clear sense of moral purpose.

G.R.I.T

We achieve excellence by showing G.R.I.T.

G Growth Mindset

R Readiness

I Interest

T Togetherness

In order for pupils to be able to work hard and achieve academic excellence it is vital that they understand **how** to learn. We use the acronym **G.R.I.T.** to teach and remind pupils about the learning behaviours we expect to see in every lesson.



There are no limits to what you can achieve.

We work hard

We are kind

We make good choices

Greet Drumbeat

**“We are what we repeatedly do.
Excellence, then, is not an act, but a habit.”**
(Philosopher Paul Durant, 1926)

At Greet we develop children’s positive learning behaviours through the ‘Greet Drumbeat’ behaviour curriculum. This curriculum defines ‘the way we do things’ at our school.

Drumbeat curriculum

Greet Walking

We know that we *walk* around school using Greet Walking. Greet Walking means

- facing forwards
- walking at a steady pace,
- in a straight line
- with hands by ourselves
- without talking.

We do this to keep everyone safe in school and to make sure we do not disrupt other children's learning.

Drumbeat curriculum

Greet Stop Signal

We know that we use the Greet Stop Signal in class or around school to indicate that we need to listen to an adult.

The Greet Stop Signal is:

- '3 – 2 – 1, show me Greet Listening'.
- put all equipment down
- show Greet Listening.

Drumbeat curriculum

Greet Listening

We know that we use Greet Listening in class. This means that we:

- face forwards
- keep our hands together
- sit up straight
- never interrupt
- pay attention to the speaker.

We all do Greet Listening to ensure everybody is able to learn without distractions.

School day

Year 4					
	Mondays	Tuesdays	Wednesdays	Thursdays	Fridays
8:40 – 8:50	Morning Greetings and VIP Time (Independent readers / spelling practise / TT Rockstars / Mindfulness / 1:1 reading)				
8:50 - 9:00	Registration				
9:00 – 9:30	Whole School Values Assembly	Y4/5/6 Phase Assembly	Big Picture News	Y4/5/6 Celebration Assembly	Happy Minds
9:30 – 10:30	Maths			9:20 – 11:50 PPA Morning MFL Music PE <i>PPA team to take the children to lunch</i>	Maths
10:30 – 10:40	Regulation break				Regulation break
10:40 – 11:50	English (including handwriting)				English (including handwriting)
11:50 - 12:40	Lunch (teachers line children up for lunch from 11:50 until 11:55) Teachers collect children at 12:35				
12:40-12:50	Registration & ERIC			Registration & Happy Minds breathing	Registration & ERIC
12:50 – 13:15	Mastering Number			Grammar (linked to writing unit)	Mastering Number
13:15–13:25	Beautiful Read and Happy Minds breathing				Beautiful Read and Happy Minds breathing
13:25 14:15	PSHE	Science	Humanities	Maths	Blocked lesson
14:15 – 14:25	Outdoor Break				
14:25 – 15:00	Reading	Reading	Reading	Reading	Class GRIT Time

Here We Are

Here We Are is our whole school transition unit of work in which children across the school learn about our local area and community.

This essential knowledge geography project teaches children about:

- physical and human features
- maps
- cardinal compass points
- positional and directional language
- the countries, capital cities and settlements of the United Kingdom

School Focus Author



- Unit is launched with Here We Are by Oliver Jeffers.
- Oliver Jeffers is our school focus author.
- Every year group has a selection of Oliver Jeffers books to read throughout the year.

Autumn Curriculum units

English: Narrative quest and a persuasive text

Humanities: Invasion – Anglo-Saxons

Art: Contrast and Compliment

DT: Fresh food, good food

Science: Food and the Digestive System/Grouping and Classifying

RE: Sikh rites of passage/Christmas journeys

You will receive a curriculum leaflet at the start of each unit.

Home learning projects will be linked to the curriculum.

Spring Curriculum units

English: descriptive story and a faction report

Humanities: Misty mountain, winding river

Art: Animal

DT: Tomb raiders

Science: Electrical circuits and conductors

RE: Hindu Home and Mandir/ Why is Easter important

You will receive a curriculum leaflet at the start of each unit.

Home learning projects will be linked to the curriculum.

Summer Curriculum units

English: Suspense story and a non-fiction set of instructions

Humanities: Ancient Civilisations

Art: Warp and Weft

DT: Functional and funky fabric

Science: States of Matter/Sound

RE: Buddhist festivals/ Identity and belonging

You will receive a curriculum leaflet at the start of each unit.

Home learning projects will be linked to the curriculum.

Maths Curriculum

This half term, we will be focussing on 'Place value and number'.

We will move on to using all four operations later in the term and next term.

Your child will have an opportunity to learn about shape, measure and statistics.

PE

Our PE day is Thursday

PE kit:

- White polo shirt or white t-shirt
- Navy blue, royal blue or black shorts / joggers / leggings
- Navy blue, royal blue or black sweatshirts (either hoodies, sweatshirts or sweat-cardigans)
- Black plimsolls or trainers (any colour)

Children can wear their PE kit to school on PE days.

Music and MFL (Mandarin)

We have two specialist teachers in school for these subjects:

Mrs Rochford – Music

Mr Twilley – Mandarin

Children across the school will have lessons each week with our curriculum specialists in our Curriculum Hub in the old Mavis Legge nursery building.

Musical Instrument Lessons

4DH – Ukulele

4SP – Brass

4SK – Clarinet

4ZA – Violin

School Trips & Experiences for Year 4

Autumn 1: Anglo Saxon visitor

Autumn 2: Now Press Play - Vikings

Spring 1: Trip to Mandir as part of our RE topic

Spring 2: Malvern Hills visit

Summer 1: Residential at Ackers

Summer 2: Now Press Play – Ancient Egyptians

School Trips & Experiences for Year 4

Following parent feedback about trips and experiences last year we have changed how we are organising trips this year.

As part of our commitment to providing a rich and engaging curriculum, every child will take part in a **Curriculum Entitlement Trip**.

This trip is designed to support and enhance classroom learning and will be **fully funded by the school and the Creating Futures Fund**. There will be no cost to parents for this curriculum experience.

School Trips & Experiences for Year 4

In addition to the curriculum trip, children will also have the opportunity to participate in two enrichment experiences:

Internal Enrichment Experience – This will take place within the school and offer children a chance to explore new interests and skills beyond the standard curriculum.

External Enrichment Experience – This will be an off-site activity designed to broaden children's horizons and provide memorable learning opportunities.

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These enrichment experiences are **optional and not part of the core curriculum**, so we **kindly ask parents to contribute towards the cost** if their child wishes to take part. Full details, including dates and costs, will be shared in advance by Year Group Leaders to help you plan accordingly.

School Trips & Experiences for Year 4

Year Group	Curriculum entitlement trip (funded by school)	External enrichment experience (optional)	Internal enrichment experience (optional)
Year 4	Clent Hills linked to Misty Mountains Winding River Unit (Spring) £0	Theatre Trip (Autumn) Cost TBC	Anglo-Saxon visitor (Autumn) Cost TBC

Paying for trips to be updated by SLT

Summer Fair raised £3000.00! This money is being used to subsidise the cost of trips for this school year.

Payment and consent for trips is given through MCAS.

- Voluntary contributions.
- We urge all families that can afford to pay to please do so, if we cannot cover the cost of the trip we risk having to cancel.
- Any families who are struggling to afford to pay, please come in and have a conversation with leaders – we can help.

Uniform

- **Jumpers and cardigans are royal blue.** These can either be plain or with the Greet logo.
- **Trousers, skirts, dresses, leggings and shorts should be grey** only (children can wear blue gingham dresses in the summer term).
- Socks should be either white, black or grey. Tights should be either black or grey.
- **White polo-neck shirt or a white collared shirt.**
- Footwear should only be **black school shoes or plain black trainers.** No boots. (In winter, children can wear boots for the journey, but must change into school footwear)

Uniform

- **All religious headwear should be royal blue or white. Headscarves must be fitted** for health and safety reasons.
- **Jewellery is limited to studs** only for health and safety reasons and a simple wristwatch (no smart watches).
- Items of religious jewellery may be worn.

Uniform



Home Learning projects

Each term the children are challenged to complete one (or more!) home learning projects linked to their wider curriculum units of work.

e.g. Making a model volcano, researching an artist and making a fact file, creating a poster about a famous landmark.

These are specified on the termly curriculum leaflets.

Home learning projects are to be sent into school for celebration and display.

Reading and weekly homework

Read with children at least once a week and sign reading diary – this will be checked by a member of the Year 4 team

50 Books Reading Challenge

We have identified 50 books from Year 2 to 6 for children to challenge themselves to read across the academic year. They are displayed centrally around school.



50 Books Reading Challenge

Children will get rewards when they have read a specified number of books.

Earn Rewards!	
Finished 5 books	5 House Points
Finished 10 books	10 House Points
Finished 25 books	GRIT certificate
Finished 50 books	Enter into a mystery prize draw!

We have copies of the books in school, but you can also get copies out of the local library to support them in achieving the challenge.

Year 2 50 Books Reading Challenge!

Name:		Class:	
			
			

GREET
PRIMARY SCHOOL



Inclusive Attendance

- At Greet Primary School, we work with an organisation called *Inclusive Attendance*, who help us shape our approach to school attendance.
- This approach means staff, families, and children work together to support attendance, encourage engagement in learning, and overcome potential barriers.
- **1) Tiered Approach**
 - We use a tiered system of support that caters to individual needs:
 - **Tier 1:** Everyday practices in school that support all children.
 - **Tier 2:** Additional support and early help for families who need it.
 - **Tier 3:** Access to specialised support when required.

Celebration Assemblies

GRIT Certificates are given out to a child in each class every week during Celebration Assembly.

Celebration Assemblies take place on a Thursday morning at 9:00.

House Point Tokens

- Gold tokens
- 1 token = 1 house point

Awarded around school
(corridors, lunchtimes,
assembly) for children
demonstrating school values.



Token Collection

- Central house point token stations in each building for children to deposit their tokens
- Tokens counted each week & points shared in Celebration Assembly



Winning House Celebrations



- End of each term the House with the most points will receive an award
- Celebration event
- Trophy

If you have a concern...

Please come and speak to us.

We want to help and resolve any concerns quickly and this is achieved best through a conversation.

Class teachers in the first instance.

Year Group Leaders if you are unsatisfied with the response.

Process for raising concerns

1. Speak to your child's **class teacher in the first instance.**

- Please be aware that staff will not discuss concerns on the playground. This is response, confidentiality for children and families.
- You will be asked to come inside for a brief meeting to speak privately, or your child's class teacher might arrange to speak to you on the phone.

2. **Year Group Leaders** can be spoken to if you are unsatisfied with the response.

Further information

We will update our year group page: [Greet Primary School](#) regularly with further information about the year group.

Any questions?

Autumn 1 Parent Survey- How Are Things Going?

