

Welcome to Year Four



Leadership Team



Mrs Weaver - Head of School

Mrs Smith - Assistant Headteacher

Mr Lander - Phase Leader for Year 3 & 4

Mr Wibberley - Phase Leader for Year 5 & 6



Year Four Teaching Staff

Mr Lander - 4L

Miss Morgan - 4M

Mrs Insley - 4I



Year Four Support Staff

Mrs Marsh

Mrs Cooper



Roles & Responsibilities

- Designated Safeguarding Officers - Mrs Weaver, Mrs Wardle, Mrs Smith, Mr Wibberley, Mr Lander
- Anti-Bullying Officers - Mrs Weaver, Mr Wibberley and Mr Lander.
- Behaviour and Mental Health Leader - Mrs Insley.
- Writing Leader - Miss Vickers.
- Reading Leader - Mr Roper.
- Maths Leader - Miss Rushton



Thrive

- To develop healthy, happy, confident children, who are ready to learn.
- Working with children to support social and emotional development.
- All children are 'screened' and some children may require 'reparative' support.
- Parents are fully involved in the process.
- Thrive Practitioners are Mrs George, Mrs Wardle and Mrs Watson.



Communication at Newhall Junior School



The following plan outlines the communication channels at Newhall Junior School.

Stage 1 – Child's Class Teacher

Please speak to your child's class teacher regarding your concern or question. The class teacher is the best person to speak to first as they know your child so well. They will always endeavour to come back to you as soon as possible. There may be several meetings or conversations that take place at this stage.



Stage 2 – Phase Leaders: Mr Lander (Year 3 & Year 4) or Mr Wibberley (Year 5 and Year 6)

Yourself or the class teacher may decide to move to stage 2. The Phase Leaders are all on the Leadership Team. An appointment or phone call will be arranged either via the school office or through direct contact with the Phase Leader themselves. Please note that our Phase Leaders are also full-time class teachers but they will endeavour to get back to you as soon as possible. There may be several meetings or conversations that take place at this stage.



Stage 3 – Assistant Headteacher: Mrs Smith (Inclusion Lead)

If you have spoken to the Phase Leader but would like further support from school you will be directed to speak to the Assistant Headteacher. Alternatively, if your concern is regarding SEND or Inclusion then you may contact the Assistant Headteacher directly. An appointment or phone call will be arranged either via the school office or through direct contact with the Assistant Headteacher. There may be several meetings or conversations that take place at this stage.



Stage 4 – Head of School: Mrs Weaver

If you have spoken to the Assistant Headteacher and your concern or question continues then you will be directed to speak to the Head of School. Please request an appointment with the Head of School by contacting the school office. There may be several meetings or conversations that take place at this stage.



6Rs
Weekly
leaderboards
Character
Stars
Gone Green



The School Day

Breakfast Club 7:45am

Arrive at 8:45am

Registration at 8:55am

Break at 10:20am

Lunch at 12:05pm to 1:05pm

School Finishes at 3:20pm

	Autumn 1 (8 wks)		Autumn 2 (7wks)	Spring 1 (6wks)	Spring 2 (5wks)	Summer 1 (6wks)	Summer 2 (7wks)	
Art/DT	Art; Drawing Power Prints		Art; Craft and Design Ancient Egyptian Scrolls	Art; Painting and Mixed Media Light and Dark	DT; Mechanical System Making a slingshot car	DT; Structures Pavilions	DT; Electrical Systems Torches	
Computing	E-Safety - Play Like Share Lv1		Computer Skills - Word - Egyptians	Document Creation - Publisher	Programming -Scratch - Maze	Digital Content Creation - Video -Trailer	Programming - Logo - Shapes	
French	Salut! Core Unit 1		Salut! Core Unit 2	Salut! At School	Salut! Playtime	Salut! My Home	Salut! My town	
Geography/History	Geography: The Americas Can you come on a Great American Road Trip?		History: The Ancient Egyptians How much did the Ancient Egyptians achieve?	Geography: Rivers and the Water Cycle How does the water go round and round?	History: Roman Britain Was the Roman invasion good or bad for Britain?	Geography: Earthquakes and Volcanoes How does the Earth shake, rattle and roll?	History: Crime and Punishment How has crime and punishment changed over time?	
Music	ABBA's Mamma Mia (Pop)		Glockenspiel: Exploring/developing playing skills	Fife Flute	Lean on Me	Blackbird (Pop) The Beatles, equality and civil rights	Fife Flute	
PE	Hockey Dance		Fitness Basketball	Football Gymnastics	Tag Rugby Dodgeball	Athletics Rounders	Tennis Golf	
PSHE and RSE	Being Me in My World ‘Who am I and how do I fit?’		Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique	Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this	Healthy Me Being and keeping safe and healthy	Relationships Building positive, healthy relationships	Changing Me Coping positively with change	
RE	Beliefs and Practices: How special is the relationship Jews have with God?		Christmas: What is the most significant part of the nativity story for Christians today?	Passover: How important is it for Jewish people to do what God asks them to do?	Easter: Is forgiveness always possible for Christians?	Rites of Passage and good works: What is the best way for a Jew to show commitment to God?	Prayer and Worship: Do people need to go to church to show they are Christians?	
Science	Grouping Living Things	Space Week	Human Nutrition	Changes of State	Sound	Science Week	Dangers to Living Things	Electricity

Curriculum



Geography: The Americas

Can you come on a Great American Road Trip?

History: The Ancient Egyptians

How much did the Ancient Egyptians achieve?

Geography: Rivers and the Water Cycle

How does the water go round and round?

History: Roman Britain

Was the Roman invasion good or bad for Britain?

Geography: Earthquakes and Volcanoes

How does the Earth shake, rattle and roll?

History: Crime and Punishment

How has crime and punishment changed over time?



Assessment

Summative assessments are completed once per term in Year 4. Year 4 will complete a White Rose Maths assessment, a PIRA Reading assessment and a GAPS GPS assessment. From these tests, children are given a raw score that is then converted to a standardised score.

The assessment data will be shared with you every half term so that you can monitor your child's progress.



Multiplication Tables Check

The purpose of the check is to determine whether pupils can fluently recall their times tables up to 12×12 .

The Multiplication Tables Check is an on-screen check consisting of 25 times tables questions. Your child will answer 3 practice questions before moving on to the official check and will then have 6 seconds to answer each question.

The assessment window will be in June 2026.



Homework

Home Reading - The expectation is that the children will read at least 4 times a week. This should be recorded by an adult in their reading record.

Spellings - The expectation is that children will access Spelling Shed at least 4 times a week.

Multiplication Tables - The expectation is that children will access TTRS at least 4 times a week.



Opportunities

- Derbyshire Music Partnership
- Expert Visitors
- A visit from the Open Centre
- A one-night residential stay
- Exploring the local area
- Egyptian workshop in school
- Sports Week



Expectations

- We expect high standards of behaviour and conduct from all pupils to ensure the safety and happiness of everybody at the school.
- We expect pupils to be completing their weekly homework. This will be monitored through the online systems and reading records.
- We expect all children to adhere to the uniform policy. Children should attend school in full uniform daily, unless a PE day. Trainers are not school shoes.
- We expect children to maintain an attendance of 96% and above. We do not authorise holidays in term time.



Home Support

- Listen to your child read at least four times a week and record this in their reading record.
- Encourage your child to complete Times Table Rock Stars and Spelling Shed at least four times a week.
- Incidental learning - make the most of everyday learning opportunities to develop skills and knowledge.
- Engage with your child's class teacher - What advice do they have to support your child?



Lionheart - Who are we?

- Academic Excellence and Holistic Development
- Any young person deserves an equal chance to be successful in whatever they choose to do.
- Every voice should be heard and have a place at the table to influence decision making.





Lionheart - Embracing Our Vision

- Pupil Centred - Everything we do is for pupils. Schools are run for pupils. We value nothing more than equity and quality learning for all pupils.
- Positive - We embrace all challenges and look for opportunities. We don't get influenced by negative voices.
- Professional - We model professionalism at all times. All staff will be highly qualified; quality first teaching is at the core.

Moving Forward

- DfE Rebuild Programme
- Brand new, two-storey school on current footprint
- Newhall After-School Provision until 5:30



Lionheart

