

Welcome to 4HM

Your Teachers

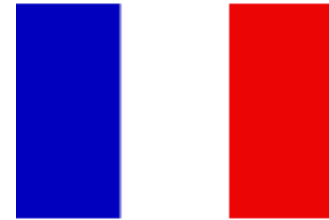
Mr Gibbons will teach on a Monday, Tuesday and Wednesday.

Mrs Murray will teach on a Thursday and Friday.

Other Adults in Year 4

TAs – Mrs Diaz and Mrs S

French Teacher – Madame Wallace



Art and DT Teacher – Mrs Edgar





At St Edmunds we are



and



Rights Respecting Schools (RRS)

**WE ARE A UNICEF GOLD
RIGHTS RESPECTING SCHOOL**



**Children's rights are learned, understood
and lived in this school.**



We are proud to be a Gold Rights Respecting School.

This reinforces our message of being Ready, Respectful and Safe.

Pupils are taught about their Rights as human beings and how we can ensure these rights are met at our school.

Pupils will learn about their rights in assemblies and class reflection time.

The School council and Eco council will help to highlight the importance of these.

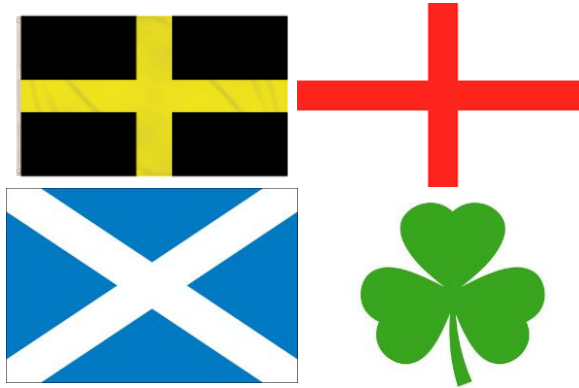
Updates on our Rights Respecting Schools journey will be found in our School Newsletter.

Positive Recognition

Hand of Success

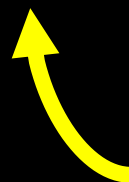
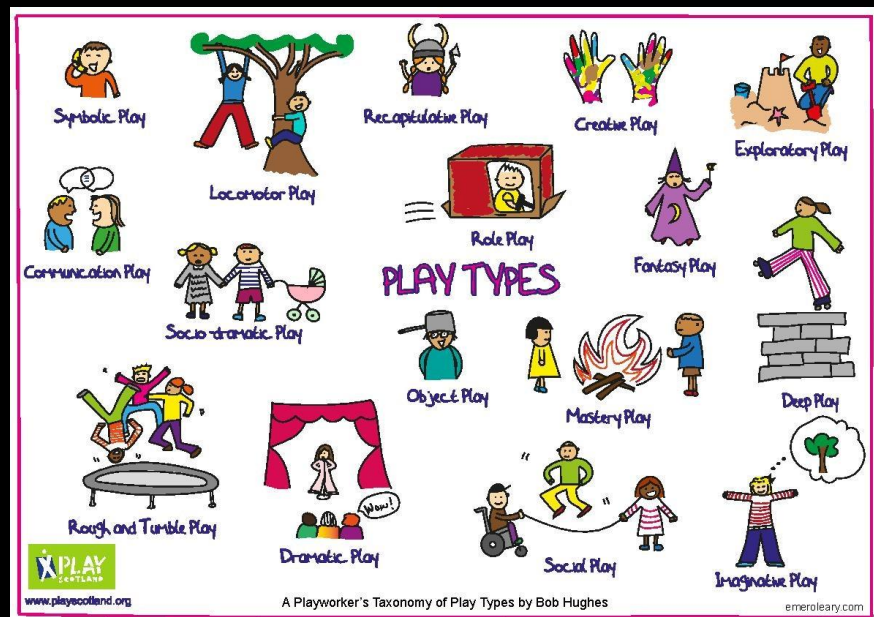


Team Points



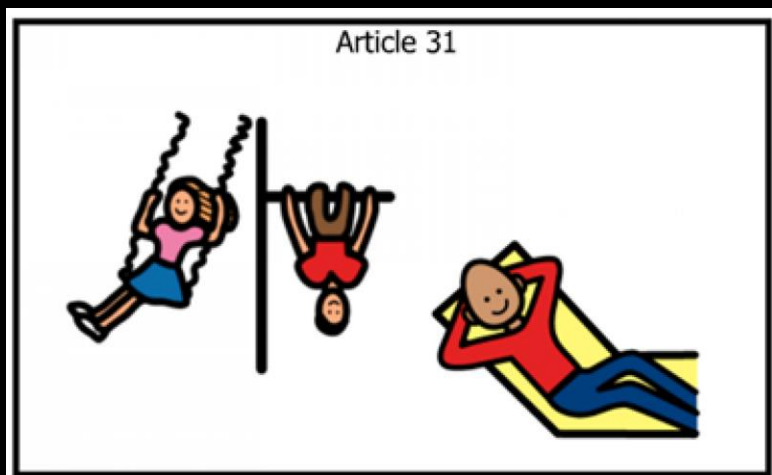
Positive Play Postcards

OPAL – Playing together at St Edmunds



Access to ALL of the grounds, ALL of the year, for ALL children

Article 31 – The right to rest and play



4HM Timetable 2026-27

	8:40	9:00	9:15-10:45		10:45 - 11:00	11:00 - 12:00	12:00 - 13:00	13:30-15:30				
Monday	Registration	Assembly (Whole)	Phonics 1	English 1		Break	Maths 1	Lunch	HW 1	RE 1	Computing	Whole Class Reading
Tuesday	Registration	Phonics 2	English 2		KS2 Assembly		Maths 2		French (PPA) Art (PPA)			
Wednesday	Registration	KS2 Reflection (15 mins)	TTRS Practice (15 mins)	English 3 (GR)		Break 10:15	Maths 3	Lunch	HW 2	RE 2	Outdoor PE	Whole Class Reading
Thursday	Registration	Singing Assembly	English 4		Cornets 10:30-11:30		HW 3		Maths 4	Science	Whole Class Reading	
Friday	Registration	Celebration Assembly	Phonics 3 Spelling	English 5		Break	Maths 5	Lunch	Scripture	History/ Geography	Indoor PE	Whole Class Reading

PE days on Wednesday and Friday – long hair tied up – earrings taken out

Uniform

Please label everything!

Remember to bring a coat and water bottle every day.



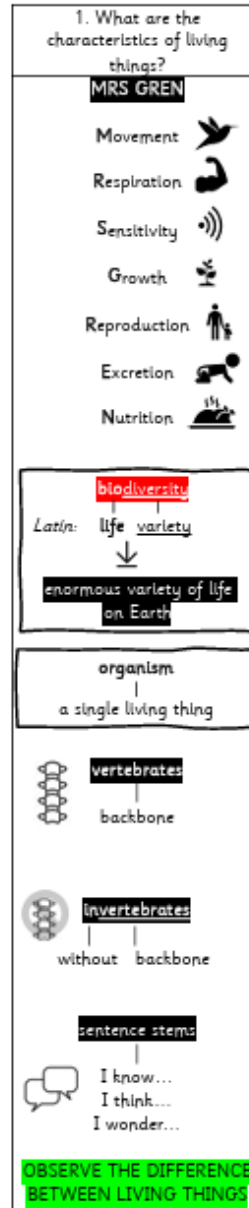
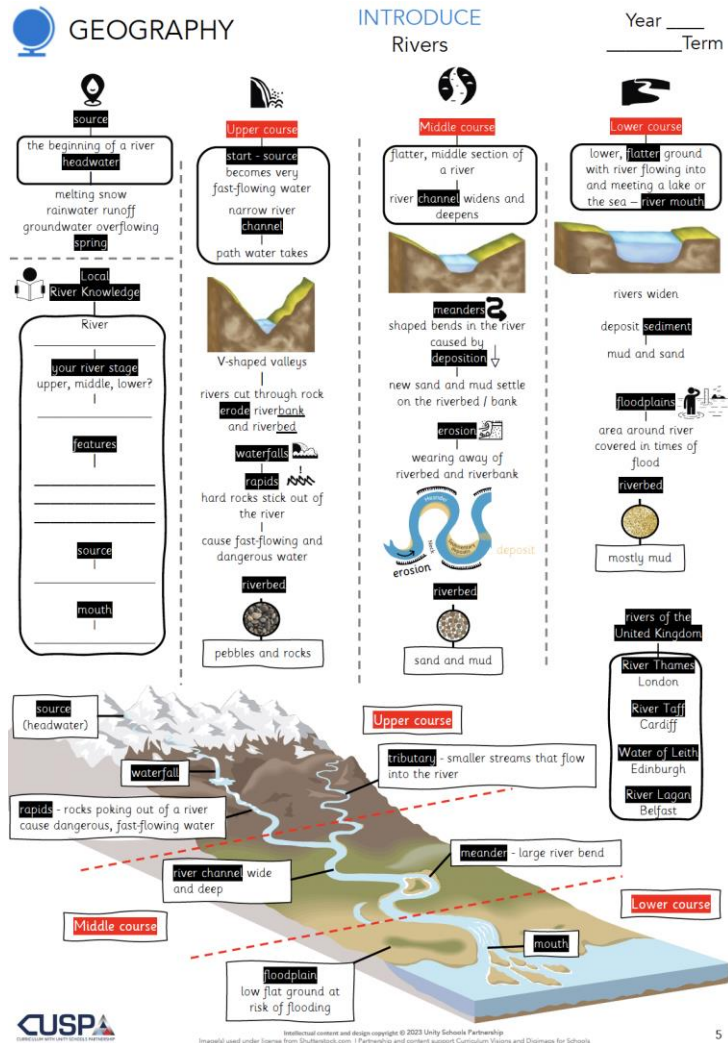
Communication

Half Termly Overview of Learning

Weekly Notices (sent every Friday, includes weekly spellings to learn)

Any other communication via school office/class teacher at the end of the day.

Learning





Sounds Write Phonics



- Scheme used across the school from EYs to Y6 (alphabet code knowledge, alternative spellings, polysyllabic words)
- Children are taught to listen to sounds in words and then taught the spellings that make those sounds
- It focuses on precise pronunciation, sounds taught in context of words and not in isolation, no pictures or actions to represent sounds, no teaching of rules
- Teaching sequence constantly builds on prior knowledge and gives children time to rehearse and practise



Sounds Write Phonics

- In KS2 there is more emphasis on splitting words into their syllables for reading and spelling:

au | t o | bi | o | gra | phi | cal

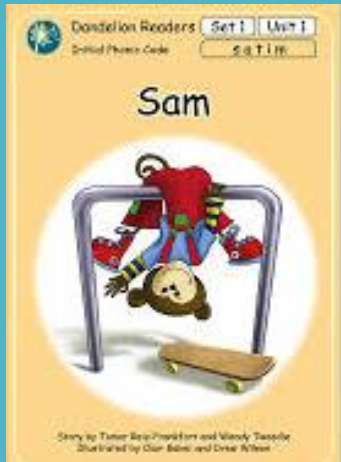
- Words are also sometimes split according to their meaning:

auto | bio | graph | ic | al

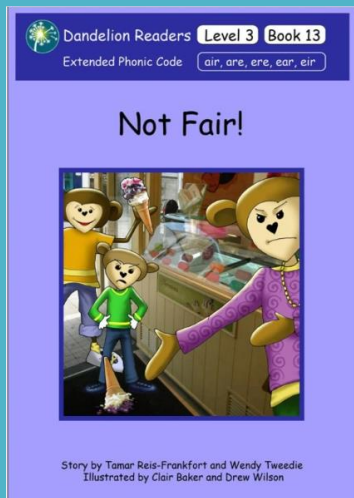
self life writing to do with



Reading



- Children will bring home decodable books to practise reading words with the sounds they have been taught in school
- Children will have been explicitly taught sounds and will have practised reading and writing these in the classroom
- Reading books give the children opportunities to practise words they have already seen and learnt





Spellings

- Spellings will be sent home for children to practise what they have learnt in the classroom
- Spellings will come home with the weekly notices showing you how they are split into their sounds or syllables,
e.g. mat chip shelf rain light
sand|pit ca|len|dar a|cco|mo|date
- Encourage your child to “Say the sounds and write the word” as they are writing



How to support your child at home

Say the sounds and
read the word.

Say the sounds and
write the word.

- If your child makes a mistake, repeat the phrases above and/or point with your finger to the error to see if they can fix it themselves
- In KS2 the children can move on to saying the syllables and reading/spelling the word
- Aim to practise reading and spellings at least four times a week

Learning the text version orally and internalising the pattern of language within it is at the heart of the Talk for Writing approach.



The 3 stages of Talk for Writing:

Imitation

(Knowing the model text)

Innovation

(New version)

Independent Application

(Creating your own)



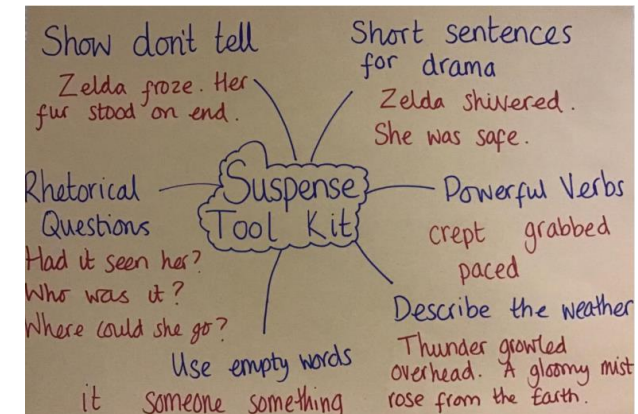
Story/text maps.

This is a visual representation of the model text. Children use the text map with actions to learn and internalise the text.

Throughout the process children will:

- focus on oracy and vocabulary development
- do daily sentence/grammar/spelling games
- engage in drama and role-play
- use toolkits based on the features of their text type

Rain-soaked, the tawny **owl** waits.
Its **eyes** are like forlorn planets.
The thin **beak** curves like a coin's edge.
Owl ruffles its freckled **feathers**,
Scowls as it dangles
its damaged, speckled **wing**.
Cold **legs** in furry tights
and **talons** grip the stone wall.



- create spine poems to develop ambitious vocabulary and imagination
- be involved in shared writing, where being a writer is modelled by the teacher
- do 'short burst writing' to explore and practice the language and skills needed to write
- be exposed to different text types through the year

Handwriting Scheme



Three times weekly, 20-minute sessions

4 strands of learning in each session to create fluency and automaticity in handwriting.

 Making bodies stronger	 Learning the letters	 Holding the pencil	 Flow and fluency
Physical strengthening of the body	Dynamic movements for learning letter shapes	Optimal pencil hold for speed and legibility	Speed and stamina developed
Motor and spatial preparation	Sensory experiences for memory and recall	Diagnostic photos for addressing issues	Economy of movement and use of rhythm for speed
			Joining letters in a 12 week programme

Online Maths Programmes

The logo for Mathletics, featuring the word "Mathletics" in white text on a blue, rounded rectangular background.

Mathletics

The logo for Numbots, featuring the word "NUMBOTS" in a colorful, stylized font where each letter is a different color (orange, green, blue, purple, yellow, pink) on a dark blue background.

NUMBOTS





The log on details were sent to you in the form of a letter when your child first started the school.

For new Early Years children, Numbots will be introduced next half term.

Your child should complete a minimum of 10 minutes a week on either Numbots (Early Years to Year 3) and / or TTRS (Years 1 to 6)



Mathletics
A 3P Learning Product

Sign in Mathletics

Username/email:

Password:

☒ I agree to the [terms and conditions](#) to enter

☐ Remember my username/e-mail for future logins on this device

Sign in

[Forgot your password?](#)

Are you a parent with a home account? [Login here](#)

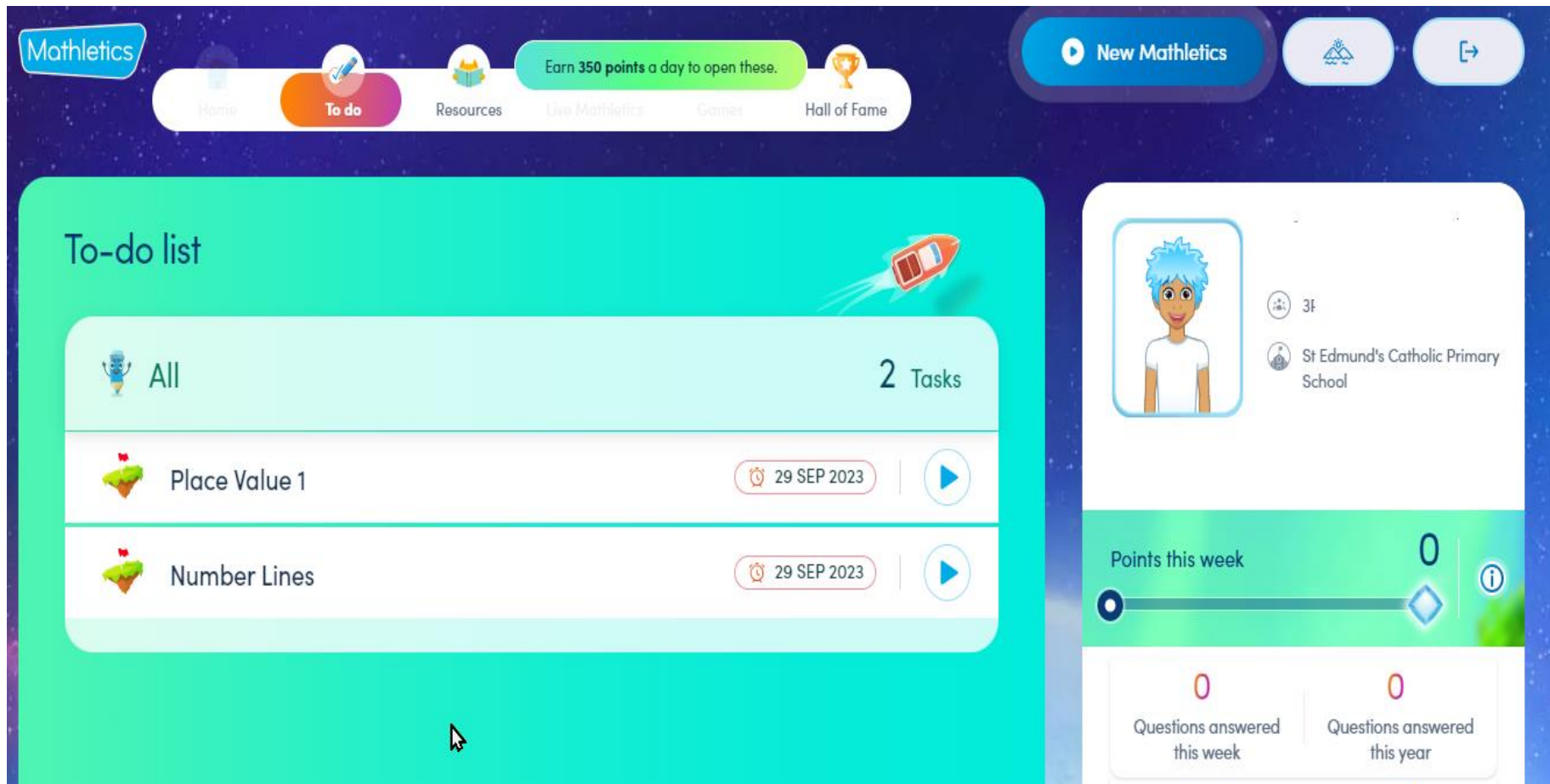
SIGN IN WITH GOOGLE

SIGN IN WITH OFFICE 365

SIGN IN WITH NSW DOE



- Your child has a passcode slip similar to above. They can log in automatically by scanning the QR code or the user name and password on the card.
- We ask for a minimum of 10 minutes practise at home each week.
- Your child's teacher will set at least one homework task a week.
- Once they complete the homework task, they can choose to do anything else on Mathletics.



Homework tasks will appear on the To-do list when the children first log on.



When children have completed their homework, they can then participate in quests, live Mathletics and much more.

RE at St Edmunds.



To know You more clearly

The Religious Education Directory
*for Catholic Schools, Academies and Colleges
in England and Wales*



**Religious
Education
Directory**

A new RE curriculum is now being followed by the whole school that has been designed and approved by the Bishops of England.

It is based on the liturgical year and is divided into 6 branches, one for each half term. It is structured this way so that so that the children can build on their knowledge of each branch every year.



A Prayer for the New School Year:

Teacher

Loving God, we thank you for this new school year and for the opportunity to learn and grow.

We ask for your Holy Spirit to guide us as teachers and parents of our children and help us work and learn together in God's love.

Bless our teachers, that they may inspire our children with knowledge, wisdom and kindness.

Bless our children, that they may be receptive to learning and eager to share their gifts.

Bless our school families as they support our children in their education journey.

May our school community be a place of faith, of hope, and of love.

Let this year be filled with opportunities for growth, discovery, learning and a deeper understanding of your love. We ask this in the name of Jesus, your Son, our Lord. Amen.

ALL

Our Father....

Relationships & Behaviour

Building Relationships is at the heart of our policy & procedures

Positive Recognition

Consistent routines and expectations

THRIVE

Therapeutic Thinking

Co-regulation and explicit teaching

Support and interventions



Helping to keep our children safe online

Reminders:

Be involved in your child's online life - Consider what parental controls you have in place at home to filter inappropriate content. Do you monitor your child's online activity? Do you check the privacy settings on tablets, phones, laptops? Are the devices your child uses kept in a communal space in the home so you are aware of what they are accessing?

Limit your child's time spent online to support the development of healthy habits (especially before going to bed)

Have you talked to your child about **what to do if they feel unsafe online**? Not everyone is who they say they are.

Are you APP aware? - Age restrictions – most social media apps require children to be 13+ to access them. (TikTok, WhatsApp, Instagram, Snapchat, Discord etc)

Only children in Year 6 are permitted to bring a phone to school (if they are walking home). These are handed in to the office for safe keeping during the day. No access to these is permitted whilst in school.

We ask that children **do not wear smart watches to school**. Notifications cause a distraction from their learning and online connectivity could pose a risk to themselves and others when in school. Any smart watch worn to school will be stored in the office, as per mobile phones, and these will then be available to collect at the end of the school day.

Extra Curricular Clubs and Activities

Premier Sports

Sporting 87

Keep an eye out on emails from Office

Home Learning

Reading- aim to read at least 5 times a week. This can include discussing the book with your child (characters, plot etc) or simply sharing a book at bedtime.

Times tables – at the end of Year 4 your child will complete the Multiplication Times Tables Check. Practice at home is essential! Children should be on Times Table Rock Stars for a minimum of 15 mins a week. 3-4 short sessions is better than one long session.

Spellings

Children will be given a new list of spellings each Friday that they will be tested on the following week.

These will be sent home via the weekly notices.

Mathletics - 2 homework tasks set by teacher each week.

Learning Logs - The children will be given a specific homework task each Friday to be completed in their Learning Log. The homework will be due the following Wednesday and will be linked to a learning objective that has been covered in the class.

Please, as in school, can the children use a ballpoint pen for writing and a pencil for any drawing.

What the children need each day

- School Bag
- Reading Book
- Learning Log due on Wednesdays
- Water Bottle
- Coat
- Packed Lunch (if not school dinners)
- A healthy snack – fruit/vegetables/plain crackers/breadsticks/cheese (cheese strings/cereal bars/pepperoni/smoothies not appropriate and definitely NO NUTS)
- Wellies

Any Questions?