



Welcome to Year 4

2025-2026



The Year 4 Team!



Kingfishers

Mrs Thompson – Hogg (Monday,
Tuesday, Wednesday)



Mrs Ahmed

(Wednesday, Thursday and Friday)

Woodpeckers

Mrs Bone



LSAs

Miss Griffiths, Mrs Neagle and Mrs Loveridge



The School Week

A typical School Day:

8.40-9.00	9.00 – 9.10	9.10-9.30	9.20-10.30	10.30-10.45	10.45-11.45	11.45-12.00	12-1	1-1.30	1.30-2.30	2.30-3.30
Early Morning Task – learning response, reading or Thinking task	Fluency – maths / handwriting or spelling	Assembly	Maths or Literacy	Break	Maths or Literacy	Class story	Lunch	Guided Reading	Project / Discreet curriculum subjects	Project / Discreet curriculum subjects

PE Days – Monday (indoor) and Thursday (outdoor)

PPA time – Wednesday am



Class Routines



- Toilets
- Water
- Equipment – pencil cases
- Toys and personal belongings



Our Vision:

"To foster a safe environment where everyone flourishes to make a difference to themselves and others"

Our School Values:



Our School Expectations:



Good for Me	Good for You	Good for Everyone



Rewards



Headteacher's Award

 **STRIVE**

Presented to

.....

For

.....

Signed *Date*




  

ASPIRE - 25

Make a Difference Award






Presented to

_____ *Date* _____ *Signed* _____

My STARS Chart

Name: _____ **Class:** _____



Setting Expectations



Prep4Best

- **Prep4Best** helps us to think through how we can be at our very best.
- It helps us to think through our needs:

1

Body Needs



2

Feelings Needs



3

Learning Needs



- And to work out how these can be met in ways that are:

Good for me



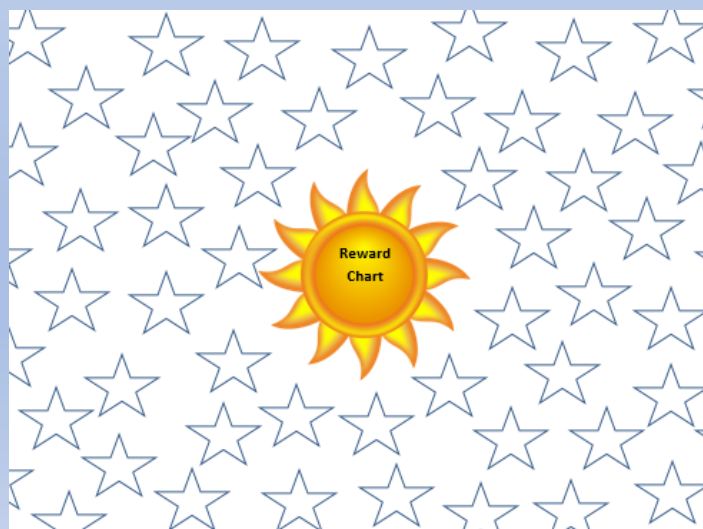
Good for you



Good for everyone!'



- It helps us to think through what could go wrong and take action, so it goes right. We call this 'Predict to Prevent'.
- This means we 'Plan to succeed' rather than waiting for things to go wrong for us.





Behaviour Expectations



- The Behaviour Policy is on the Website and is updated annually. Our policy reflects The Empowerment Approach.
- As a school we are into our second year using this approach.
- Our overarching ambition is to create an **inclusive** school where children are **supported** to become **confident**, **prosocial** members of our school community who have both the skills and the intrinsic motivation to do the right thing, whether or not someone is watching.





Wellbeing in School

Looking after the wellbeing of our school community is very important to us.



'Bingo' wellbeing award

Comfortable	Connected	Count	Capable	Control
I feel uncomfortable	I feel disconnected	I feel I do not count or belong	I feel incapable	I feel a lack of control





Communication



- A strong home/school communication is vital
 - Please do contact us if you have any queries or concerns...
-
- Write a note in the home-school communication book. Teachers will also use this book to communicate to you. Please sign to show you have seen the note.
 - Pass a message through the members of staff on morning duty
 - Arrange a telephone appointment via the school office: 01962 732801
 - All emails to class teachers to go via the office:
adminoffice@sunhill-jun.hants.sch.uk We endeavour to answer emails within 48 hours
 - The office needs notifications about absence – telephone: 01962 732801



Our Projects this year



The drivers for our curriculum:

- **CONFIDENCE**
- **INITIATIVE**
- **DIVERSITY**



- Autumn Term – Geography – Europe

What impact do people have on our planet?

- Spring Term – Creative – Sustainability

- Summer Term – History – Trade and Transport.



Trips and Visitors



Trips are currently being planned in line with projects – there will be more information to follow on this.

13th October 2025	Minstead Study Centre – a river study trip.
February 2026	Trip to the Sustainability Centre - environmental art workshops.
July 2026	The Watercress line workshops.



Assessment



An essential and integral part of the teaching and learning process

Formative Assessment

- continuous, ongoing assessment during classroom teaching and marking of daily learning

Summative Assessment

- assessment of individual learning – ‘tests’ (NFER / SATS). Beginning, middle and end of each year in maths and English.
- Part of normal learning journey and classroom practice. A way for children and adults to find out next steps.

Specific Learning Assessments

- used to assess and plan for how to meet specific learning needs.



Homework



- Reading journals – to record reading 4x each week.
- Spellings – individual ‘focus 5’ fortnightly in communication book
- Times tables –Daily practice (TTRS) to prepare for weekly challenge in school.
- Home learning research or project work

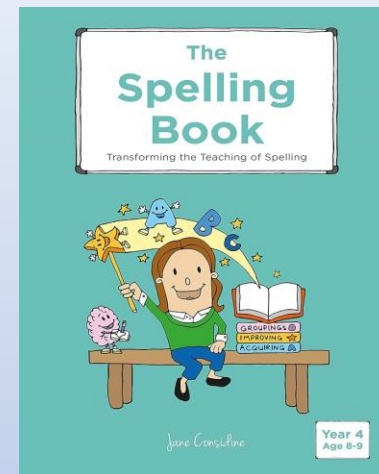


Spelling



We use ***The Spelling Book*** to teach spelling at Sun Hill. The system is built on strong phonic foundations and includes a range of deep exploratory investigations, alongside short-burst 'chunked' revision activities.

The Spelling Book is not a scheme, it's a way of teaching spelling that relies on teachers to bring the 'wonder of words' to life.



The Spelling Book aims to:

- 1) provide structure and support to teachers whilst allowing enough room for creativity, ensuring that all National Curriculum fundamentals are covered.
- 2) exceed all expectations around making the teaching of spelling effective, and 'stick-able', for children.
- 3) ensure that all concepts, activities and tasks taught increase 'stickability' and retention of vocabulary.



Spelling



In addition to being exposed to and exploring key vocabulary to enable children to cover the curriculum, the children will also have a **Focus Five**. **The children will write their Focus Five in their reading records, so you can see what they're focusing on.**

These will be five words that your child finds tricky. They will identify the tricky part and aim to spell the word correctly within their writing at school. Once achieved, they change it for another tricky spelling.

The children will not be tested on their Focus Five, but encouraged to use the words correctly within their writing.

Differentiate approach focusing on what your child needs at that point.

My Focus Five

My Focus Five: hesitantly not tent stored i achieve eve in achieve curiosity Rio ancient

How it relates to text in: discussing pots a 'c' instead of 'g' regarding

First evidence used correctly in their writing: FF FF FF FF FF FF FF FF

Name: Fred Flintstone

Start Date: 6th September

Year 6

Crash! Crash! Crash! The wind screeched as it swirled ^{eris} around the abandoned ferris wheel. The same distorted carnival music could be heard from the mould-covered, scarlet tents. Rustling with age the doggers stood in a line-like soldiers ^{standing} to attention. Pardon Iry smothered the ripped banners and suffered the suffocated the stalls. The rose-burnin stench of rotting apples and damp bushes covered the Funfair like a blanket. Grappoli was all over the ^{the} giving the funfair an extra sense attention.

The little girl, Raven, started ^{stood} at the creaking gold gables as the sound of ^{silent} medicinal laughter filled her head. the air.



Reading Books

Reading Books

- ❖ 'Learn to Read' and 'Love to Read' Books
- ❖ Bug Club book at child's reading level – books and quizzes available on line
- ❖ Children are welcome to bring in age-appropriate books for independent reading
- ❖ Book shelf in class to borrow from
- ❖ 'Learn to Read' books sent home for practise. To be returned please.

Library

- ❖ Class visits to the Library every other week when it is open
- ❖ Children can have two books from the library
- ❖ These could be reading age books or books they would like to take home and share with people at home
- ❖ The children will all have a username and password for the 'SORA' system. This is an online library linked to Hampshire School Library Service. They can borrow a full range of reading material including books and magazines.



School Uniform and Equipment



- ALL named
- Long hair to be tied up – boys and girls
- NO nail varnish, coloured hair dye or make-up
- Single stud earrings which can be removed or covered for PE.
Please provide surgical tape to cover earrings
- A coat in school if any chance of rain
- A hat and sun cream
- Any mobile phones or smart watches handed-in during the school day



School Uniform and Equipment



- As per on the website: <https://www.sunhilljs.net/uniform>
- Any problems with uniform let us know; for example temporarily misplaced items or sensory needs.
- Second hand uniform available in the front lobby



Reporting



- Parents' Evenings in autumn and spring (5th and 6th November, 11th and 12th February)
- SEND parents' evenings week before
- A full written report in the Summer Term with an opportunity for a follow up meeting and 'book look' if required.



Helping in School



- Listening to readers, playing maths games, helping in the library
- Helping on school trips
- Sharing experience
- Indicate on sign-in sheet