

# Welcome to Year 4



Mr Chandler, Miss Tamzin (Cover), Mrs Keem

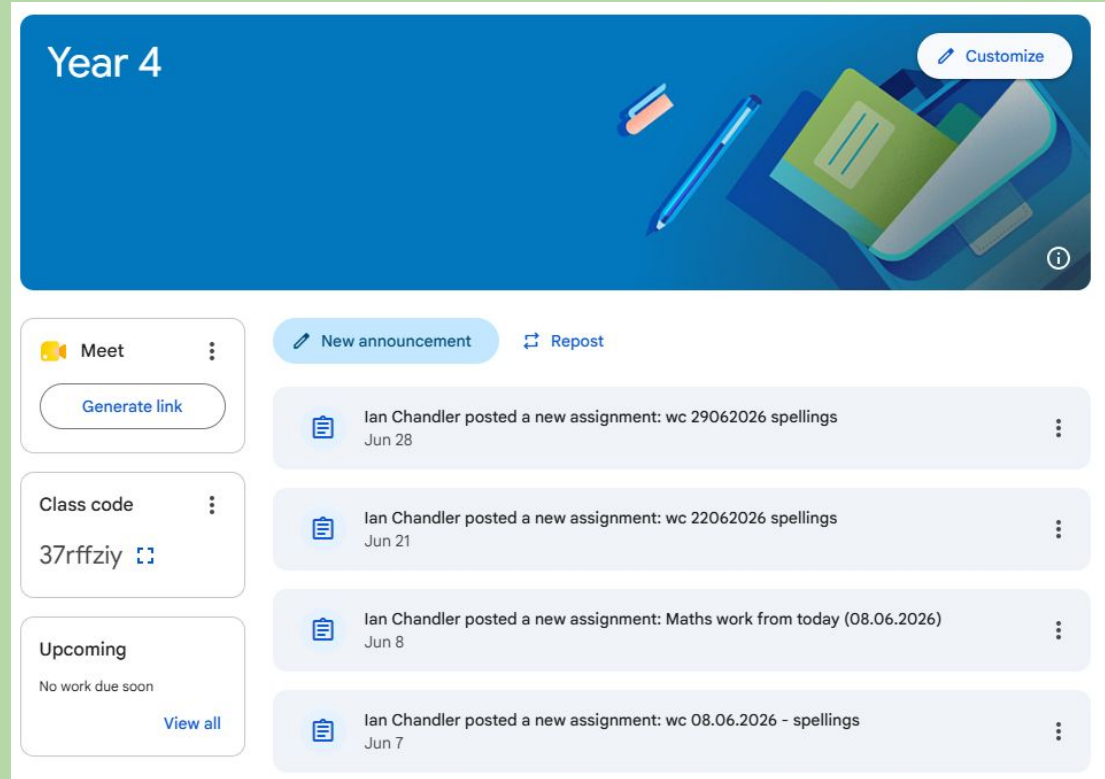
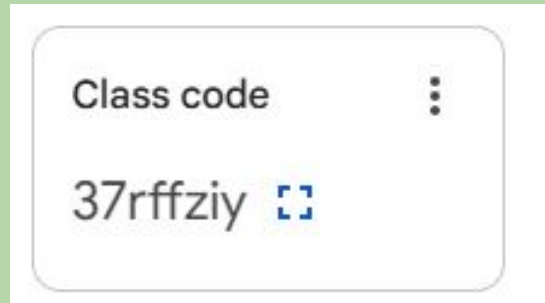
# What do you need for Year 4

- Water bottle
- Named clothing
- Wellies and rain clothes- out in all weather!
- Uniform reminder
- Hair bands
- Reading book and reading record every day

# Google Classroom

Cameron Tyler

23cameront@hollybush.herts.sch.uk



# Google Classroom

23cameront@hollybush.herts.sch.uk

Class invitation: "Year 4" Inbox x

 **Ian Chandler (Classroom)** <no-reply@classroom.google.com>  
to me ▾

6:21PM (5 minutes ago) ☆ ☺ ↶ ⋮

 Google Classroom 🔔 Notification settings



**Ian Chandler**  
chandler@hollybush.herts.sch.uk

Invited you to join Year 4

[Join class](#)

If you accept, your contact information will be shared with the class members and applications they authorize to use Classroom. [Learn more](#)

**Google** Google LLC 1600 Amphitheatre Parkway, Mountain View, CA 94043 USA  
This email was sent to you because you indicated that you'd like to receive email notifications from Google Classroom. If you don't want to receive emails like this, you can [unsubscribe](#) or [change your settings](#).

# PE days

Monday (Cricket)  
Friday (Basketball)

Please remember activewear and  
appropriate footwear.



# Hollybush Rules

## SAFE



We move around school in a safe manner. We follow instructions to keep ourselves safe. We keep hands, feet and unkind words to ourselves. We use equipment safely. We stay safe online. We talk to an adult if we feel unsafe.

## READY



We wear correct uniform. We arrive at school on time. We have our equipment ready. We show that we are listening and ready to learn.

## RESPECTFUL



We listen when others speak and we respect the property of our friends and the school. We have an understanding of others cultures and beliefs. We respect that everyone have a right to learn.

# Behaviour



## THE HOLLYBUSH WAY



### Lovely Lining Up

We face forwards  
We keep our hands to  
ourselves  
We line up silently

### Magical Manners

We say please and thank you  
We say 'good morning'  
We hold doors open for  
people  
We knock before entering  
rooms  
We say 'excuse me' before  
speaking to a grown up

### Super Sitting

We sit calmly and sensibly  
We keep our hands to  
ourselves  
We face the adult  
We use our magnet eyes (if  
we can)  
We use our eager ears for  
listening to our adult

### Wonderful Walking

We walk quietly  
We walk sensibly  
We face the direction we are  
walking in  
We keep our hands to  
ourselves

### Delightful Dinners

We use our Magical Manners  
We use our Lovely lining up  
We use our Wonderful walking  
We use our Super sitting  
We talk quietly with our  
friends

### Peaceful Playtimes

We use our Wonderful walking  
to and from the classroom  
We use our Magical Manners  
We remember our school  
values

# Values



Be Kind



Keep Improving



Never Give Up



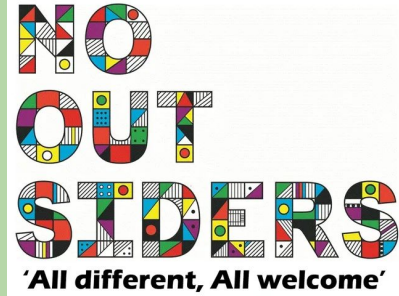
# Let's talk about Racism

- We are an ANTI-RACIST school
- We have no outsiders at Hollybush
- No one is the same but everyone is equal
- Anti-racism is everyone's responsibility
- Racism is a crime
- If you see it or hear it- report it!

## RESPECTFUL



We listen when others speak and we respect the property of our friends and the school. We have an understanding of others cultures and beliefs. We respect that everyone have a right to learn.



# What will your child be learning?

|           |  |                                                                                                       |                                                                            |                                                                                         |                                                                                         |                                                                                                       |                                                                                   |
|-----------|--|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| History   |  | How did the mighty Romans conquer Britain?                                                            |                                                                            |                                                                                         |                                                                                         | Anglo-Saxons and Vikings: who fought for Britain's future—and who won?                                |                                                                                   |
| Geography |  |                                                                                                       | What can we learn from biomes about how nature adapts to survive?          | What can we learn about South America from its landscapes, cities and people?           | What makes each region, county, and city in the UK unique?                              |                                                                                                       |                                                                                   |
|           |  | How can we move quickly and work as a team?                                                           | How can we balance, travel, and use skills in games?                       | How can we express ourselves and play with control?                                     | How can we solve challenges and stay healthy?                                           | How can we improve speed, aim, and tactics?                                                           | How can we use different skills in striking and fielding games?                   |
| P.E       |  | Basketball / Tag Rugby                                                                                | Gymnastics / Football                                                      | Dance / Cricket                                                                         | Yoga / OAA                                                                              | Swimming / Tennis                                                                                     | Swimming / Hockey                                                                 |
| R.E       |  | How does believing Jesus is their saviour inspire Christians to save and serve others?                | Why do Muslims call Muhammad the 'seal of the prophets'?                   | How does the story of Rama and Sita inspire Hindus to follow their dharma?              | Why do Christians call themselves the 'body of Christ'?                                 | Why do Christians believe they are people on a mission?                                               | How do Sikhs put their beliefs about equality into practice?                      |
| PSHE/RSE  |  | How can I build kind relationships and understand others?                                             | How can I take care of my body and mind to feel my best?                   | How can I make safe and smart choices?                                                  | How can I help my community and the world around me?                                    | Why is it important to use and save money wisely?                                                     | How do I change as I grow, and how can I stay healthy and feel good about myself? |
| Science   |  | How do animals, including humans, eat, digest, and live in their habitats?                            | How are sounds made, changed, and heard?                                   | How do solids, liquids, and gases change and move around our world?                     | How does electricity help us and how can we use it safely?                              | How do we group living things and protect where they live?                                            | How do liquids behave and affect our bodies?                                      |
| Art       |  |                                                                                                       | How has sculpting changed?                                                 | Can anyone be the subject of a painting?                                                |                                                                                         | Can still life look real life?                                                                        | Craft & Design - Whole School Project                                             |
| Music     |  | How can we shape musical ideas to tell powerful stories of the Romans?                                |                                                                            | How can we make music burst with the colour and energy of South America?                | How can music flow like a river, rising, falling, and rushing along?                    |                                                                                                       | How can we capture the magical sounds and patterns of Indonesian music?           |
| DT        |  | Could we impress a Roman emperor with our perfect pizza creation?                                     |                                                                            |                                                                                         | How can we create a buzz-worthy game everyone wants to play?                            | How can we use decorative stitches to design and make a unique bookmark?                              |                                                                                   |
| MFL       |  | Phonetics 1 & 2                                                                                       | What is your favourite season and how do I say it in Spanish?              | What vegetables would I like to buy and how do I say it in Spanish?                     | How can I introduce myself and talk about myself in Spanish?                            | Who are the members of my family and how do I talk about them in Spanish?                             | What is in my classroom and in my pencil case, and how do I say it in Spanish?    |
| Computing |  | What is the internet and how does it connect us all?                                                  | How can we create a podcast using digital sound?                           | How can we use loops to draw shapes with code?                                          | How can we use technology to collect and learn from data?                               | How can we improve and change images responsibly?                                                     | How do loops make our games more fun and efficient?                               |
|           |  | The Lion and the Unicorn<br>F: Narrative - historical<br>The Baker by the Sea<br>NF: Tourist Brochure | Frindleswyde<br>F: Narrative - sequel<br>The Crown<br>NF: Information Text | Jabberwocky<br>Poetry<br>Granny Came Here on the Empire Windrush<br>NF: Factual Reports | The Beach<br>F: Narrative - play script<br>The Mermaid Zennar<br>F: Narrative - legends | Riddle of the Runes<br>F: Narrative - alternative ending<br>The Story of Tutankhamun<br>NF: Biography | The Iron Man<br>F: Narrative - mystery<br>Varmints<br>NF: Explanation             |

# Timetable for this term

|               | Monday                         | Tuesday                        | Wednesday                      | Thursday                       | Friday                         |
|---------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 8:45 - 9:10   | Registration/ Four from before | Registration/ Four from before | Registration/ Four from before | Registration/ Four from before | Registration/ Four from before |
| 9:10 - 10:00  | Handwriting, Spelling, Reading | Handwriting, Spelling, Reading | Handwriting Spelling Reading   | Handwriting Spelling Reading   | PE                             |
| 10:00 - 10:10 | Breaktime                      | Breaktime                      | Breaktime                      | Breaktime                      | Breaktime                      |
| 10:10 - 11:00 | English                        | English                        | English                        | English                        | MFL                            |
| 11:00 - 11:10 | Hollybush Hike                 | Hollybush Hike                 | Hollybush Hike                 | Hollybush Hike                 | Hollybush Hike                 |
| 11:10 - 12:00 | Maths                          | Maths                          | Maths                          | Maths                          | Maths                          |
| 12:00 - 12:45 | Lunch                          | Lunch                          | Lunch                          | Lunch                          | Lunch                          |
| 12:45 - 1:00  | Class Story                    | Class Story                    | Class Story                    | Class Story                    | Class Story                    |
| 1:00 - 1:50   | Leadership Cover: PE           | Science                        | Computing                      | History                        | English                        |
| 1:50 - 2:00   | Breaktime                      | Breaktime                      | Breaktime                      | Breaktime                      | Breaktime                      |
| 2:00 - 2:50   | Leadership Cover: PSHE         | Science                        | DT                             | RE                             | Music                          |
| 2:50 - 3:10   | Assembly                       | Assembly                       | Assembly                       | Assembly                       | Assembly                       |
| 3:10 - 3:15   | Home                           | Home                           | Home                           | Home                           | Home                           |

**A few minutes  
each day...**  
can make a  
big difference!

"Your time,  
your attention,  
their tomorrow."



**Star Reader** ★  
Read 5 times a week?

Get your reading record signed 5 times  
per week and put your name in the raffle  
to **win a book!**



**Listen to your  
child read**

It's more than just  
reading a book –  
it's building their  
future. ♥



**Builds confidence**

Children feel proud when they  
can read and share their ideas.



**Improves language skills**

They learn new words, express  
themselves better and understand  
the world around them.



**Strengthens focus and memory**

Listening and thinking about a story  
helps them concentrate and remember.



**Opens up future opportunities**

Good reading skills lead to better learning,  
more choices and greater opportunities  
in school, work and life.

**Make reading  
a daily habit**

Just 10–15 minutes a day  
can help your child grow  
in confidence, skills and opportunity.



♥ Read together ♥ Learn together ♥ Grow together

# What can you do to support your child?

Reading  
TTRS  
Attendance  
Punctuality

|               | Monday                         |
|---------------|--------------------------------|
| 8:45 - 9:10   | Registration/ Four from before |
| 9:10 - 10:00  | Handwriting, Spelling, Reading |
| 10:00 - 10:10 | Breaktime                      |
| 10:10 - 11:00 | English                        |
| 11:00 - 11:10 | Hollybush Hike                 |
| 11:10 - 12:00 | Maths                          |
| 12:00 - 12:45 | Lunch                          |
| 12:45 - 1:00  | Class Story                    |
| 1:00 - 1:50   | Leadership Cover: PE           |
| 1:50 - 2:00   | Breaktime                      |
| 2:00 - 2:50   | Leadership Cover: PSHE         |
| 2:50 - 3:10   | Assembly                       |
| 3:10 - 3:15   | Home                           |

# MTC

## Multiplication Tables Check

### Multiplication tables check

Helping schools ensure that all children know their times tables by the end of primary school.



Standards  
& Testing  
Agency

# TTRS and the MTC



## MTC PREP SCHEDULE



21 minutes a week is the magic number for achieving top MTC scores.

SEPT

GAME MODE:  
**GARAGE**  
21 MINS PER WEEK

JOIN OUR SEPTEMBER WEBINAR: HOW TO PREPARE FOR THE MTC

OCT

GAME MODE:  
**GARAGE**  
21 MINS PER WEEK

OFFICIALLY  
UNOFFICIAL **MTC**  
AUTUMN EDITION

NOV &  
DEC

GAME MODE:  
**GARAGE**  
21 MINS PER WEEK

JOIN OUR NOVEMBER WEBINAR: YOUR NEXT STEPS TO THE MTC

JAN &  
FEB

GAME MODE:  
**SOUNDCHECK**  
3 GAMES PER WEEK

GAME MODE:  
**GARAGE**  
18 MINS PER WEEK

OFFICIALLY  
UNOFFICIAL **MTC**  
SPRING EDITION

JOIN OUR FEBRUARY WEBINAR: SUSTAINING ENGAGEMENT UNTIL THE MTC

MAR,  
APR &  
MAY

GAME MODE:  
**SOUNDCHECK** <sup>MTC†</sup>  
6 GAMES PER WEEK

GAME MODE:  
**GARAGE**  
15 MINS PER WEEK

OFFICIALLY  
UNOFFICIAL **MTC**  
SUMMER EDITION

JOIN OUR APRIL WEBINAR: CLOSING THE GAPS – FINAL MTC PREP

JUN

GAME MODE:  
**SOUNDCHECK**  
21 GAMES PER WEEK

\* The Officially Unofficial MTC is our own mini MTC, in semi test conditions. Take part in three OUMTCs throughout the year to give you a baseline, benchmark and time to respond to the results

† Soundcheck has two modes: regular, and MTC Mode. MTC Mode mirrors the look of the real test, and is automatically switched on for all Year 4 students



# Attendance

You play a vital role in ensuring that your child attends school everyday ontime.

## Always make school a priority

- **Never** make doctor, dentist or optician appointment during school time unless this is absolutely necessary. (If you do need to make an appointment in school time try to ensure that your child misses as little of school as possible) We will need proof of the appointment for this to be authorised.
- We know that travel companies don't make it easy for families, but never book a holiday during term time (it won't be authorised, your child will fall behind and you may be fined).
- Don't allow your child to miss school on Mondays and Fridays if you are going away for the weekend.
- Don't allow your child to take a day off because of the weather.
- Don't allow your child to take a day off for their birthday.

# E-safety KS1/ KS2

- Children must not publish images of other pupils
- Please ensure your child is using their device under your supervision
- Minimum ages for Instagram (13+), WhatsApp (16+), Facebook (13+), Snapchat (13+)
- We will contact you if we suspect a pupil is misusing their device
- Talk about your child's eSafety with them so they know they can come to you or any school adult with problems
- It is important that pupils feel safe to discuss worries and that they will not lose access to their device if they do make a mistake

## Uniform - Update to the New Uniform from September

- Existing uniform can still be worn until Easter 2027
- All new pupils who join from September 2026 are asked to wear the new Smart Active Wear

### Smart Active Wear

- Black quarter zip top with bottle green side panels (with school logo) only available from kids connection
- Black fleece zip up - no branding or hood
- Bottle green polo top (with or without school logo)
- Black leggings
- Black tracksuit bottoms/ jogging bottoms
- Black jersey shorts
- Black cycle shorts (must reach to just above the knee)
- Black skater style skirt (shorts must be worn underneath) must not be worn with tights.
- Green and white checked summer dress (shorts must be worn underneath) must not be worn with tights. Can be worn from the Summer term until October half term.
- Green knitted cardigan can be worn with the summer dress only
- Plain black trainers - no coloured stripes or logos



# How will we communicate with you?

- Arbor
- Social media -facebook and instagram - please follow us
- Phone calls
- Newsletter (fortnightly)
- Website

Make sure we have up to date contact details

# Other information

concerns - direct to us, please don't use social media

# Safeguarding

Safeguarding is everyone's responsibility.

Mr Fisher- Designated Safeguarding Lead  
Mrs Cracknell- Deputy Designated Safeguarding Lead  
Miss Borgeat- Deputy Designated Safeguarding Lead (when she returns from maternity leave)  
Mrs Richardson- Deputy Designated Safeguarding Lead  
Mrs Sally Poole- Deputy Designated Safeguarding Lead

