



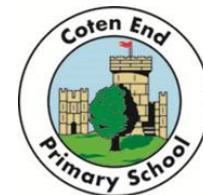
# Year 4

# Introduction Evening

September 2025

# Staffing

The Senior Leadership Team includes:



**Sarah Sheepy**  
Executive Headteacher



**Nick Williams**  
Head of School



**Orlando Graña**  
Deputy Head



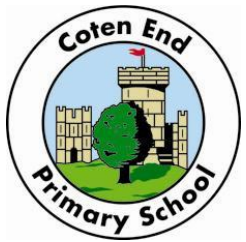
**Kerry Pope**  
Deputy Head and DSL



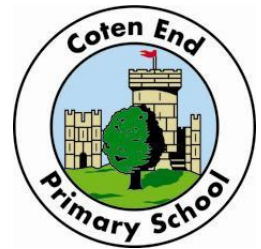
**Joseph Lingard**  
Phase Leader



**Liz Munday**  
SENDCo



# Staffing



The class teachers in Year 4 are:



**Beth Burrows**  
4BB



**Vicky Woodhead**  
4VW



**Joseph Lingard**  
4JL



**Verity Slatem**  
4JL (Thurs)

The teaching assistants in Year 4 are:

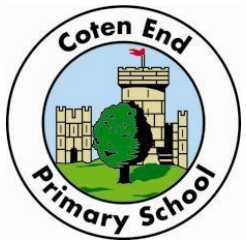


**Kat Turner**  
4BB

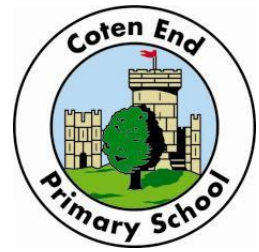


**Rebecca Travis**  
4JL

**Katie Rebbeck**  
4VW



# Staffing



Also working within the year group to support curriculum learning and intervention:



**Emma Bryant**



**Hannah Walters**



**Nicolette Caspar**



**Vienne Tso**



**Julia Day**



**Vicky Allison**  
MFL

# Year 4: Curriculum



The children experience a varied curriculum at Coten End.  
An overview of the year's curriculum content can be found on the website.

**The learning themes in Year 4 are:**

**AUTUMN**

**SPRING**

**SUMMER**



**Groovy  
Greeks**

**History  
Art (Greek Vases)  
Cookery**

**Science (Humans,  
teeth and the  
digestive system)**



**The Big  
Freeze**

**Geography  
RE**

**Science (States of  
Matter)**



**The Variety  
of Life**

**Geography  
RE**

**Science (Habitats)**



**The  
Invention of  
Hugo Cabret**

**Art  
DT (moving toys)**

**Science (Sound)**



**Celts and  
Conquerors**

**History  
Geography  
RE  
DT (bridges)**

**Science  
(Electricity)**

# Year 4: Key Texts



During lessons, the children will have opportunities to read and explore a wide variety of rich literary texts, including:

## AUTUMN



### Groovy Greeks



### The Big Freeze



### The Variety of Life



### The Invention of Hugo Cabret



### Celts and Conquerors

**Retelling of Theseus and the Minotaur (Greek Myths)**

**Mythologica**

**Demon Dentist**

**Shackleton's Journey**

**Survivors**

**Rhythm of the Rain**

**The Variety of Life**

**When the Mountains Roared**

**Ask Dr K Fisher**

**The Invention of Hugo Cabret**

**The Man that Walked Between Two Towers**

**The Iron Man**

**Flotsam**

**Roman Britain**

**Escape from Pompeii**

**Boudica's Army**

## SPRING

## SUMMER

# Year 4: Curriculum Enrichment



Children take part in a range of curriculum enrichment experiences throughout the year.

**In Year 4, curriculum enrichment includes:**

- \* **Theme days – predominantly run by school staff**
  - optional dressing up on these days
  - visit from a polar explorer as part of our Big Freeze theme
  
- \* **Warwick a Singing Town – fortnightly singing sessions led by experts**
  - singing performance opportunities during the year
  
- \* **Blackwell Residential – 3<sup>rd</sup> June 2026 – 5<sup>th</sup> June 2026**
  - a 2-night residential with lots of exciting activities
  - further parent meetings will be held in the lead up to the trip
  
- \* **We are looking at a potential visit to Lunt Fort in the Summer to fit in with our Roman's theme.**





# End of Year 4 Expectations

We have created a pack of useful information for parents to help at home.

- Key Skill Walls for Maths and Writing
- Times Tables Rockstars User Guide
- AR/myON User Guide
- Examples of questions to ask when reading to support comprehension (VIPERS)
- A recommended reading list
- Year 4 Spelling List and Practice Methods

**Come and Learn sessions will take place through the year for Reading, Writing and Mathematics with ideas and information to help with supporting at home.**



# Year 4: Homework

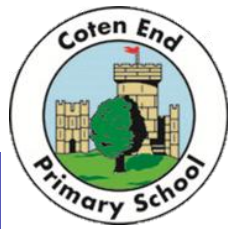
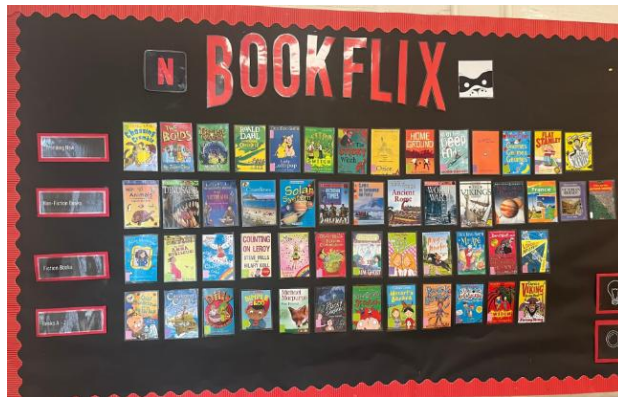
- Accelerated Reader has been very successful in increasing the amount of reading and will continue, alongside myON for homework.
- Mathematics: Task related to current or prior teaching.
- myON reading task assigned to be read and quiz completed
- Daily reading – AR quiz to be completed in school when a book is finished
- Regular multiplication fact practice – TT Rockstars
- Spellings will no longer be tested weekly, but lists will be put on Google Classroom for practice at home. The spelling rules will be taught in school.

**Homework is set on a Thursday and marked together as a class on Monday.**

# Reading

We have a very wide selection of books, across a range of genres, located in our school library. You will also find that many of the children's books at home can be found on AR as there are quizzes on more than 200,000 books, ensuring children never run out of choices. Use this link to check whether a book is part of the AR scheme:

[www.arbookfind.co.uk](http://www.arbookfind.co.uk)



RENAISSANCE  
myON

myON ensures all students can engage in frequent, high-quality reading practice with unlimited, 24/7 access to over 7000 thousand digital books



**Accelerated**<sup>TM</sup>  
Reader



# Uniform



- Grey or black trousers
- Pinafore dress or skirt
- Grey or black trousers or shorts
- Red or white polo shirt
- Red sweatshirt or jumper or cardigan
- Red and white summer dress
- Grey or white socks
- Grey, white or red tights
- Black shoes (trainers, Vans, Dr Marten-style boots, and sandals are not suitable)
- Wellies
- A suitable coat for all weathers (any colour) – a hoodie is not an acceptable alternative for a coat.

# PE Kit



All children will go swimming on a Monday for the Autumn term. They do not need to be in PE kit for this.

Their second session is as follows for the Autumn term:  
4JL and 4BB – Wednesday  
4VW – Thursday

On this day, children may come to school in their PE kits to alleviate the need for changing and maximise curriculum time for PE.

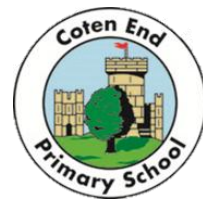
## **The following PE kit may be worn:**

- Red or white round necked t-shirt
- Black PE shorts or skort
- Black or navy blue jogging bottoms
- Black or navy blue tracksuit top or sweatshirt (not a hoodie)
- Trainers for outdoor PE (Years 1-6)

There should be no branded logos/designs on any of the PE clothing nor should children wear any football kit.

If these are brought to school for PE, the children will be asked to take them home again and will be given spare PE kit to wear for the lesson that day.

# OPAL (Outdoor Play and Learning)

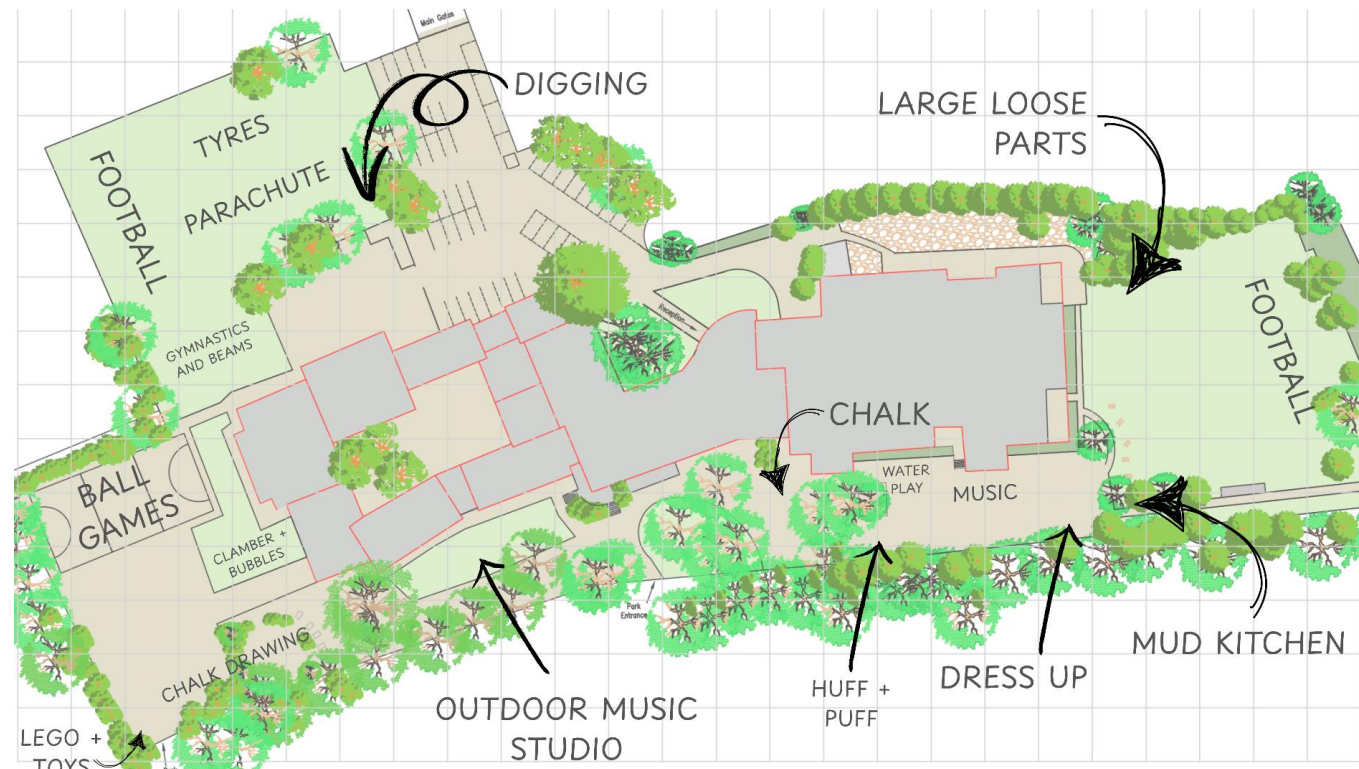


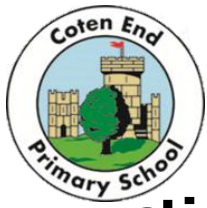
We have come very far with our play offer over the last 18 months.

We have lots of welly donations from last year so please do have a look at the end of tonight for a suitable pair.

Wet weather gear! Optional, but if your child has got waterproof trousers as well as a waterproof coat, they are welcome to bring them in.

**Children must have wellies in school.**





# Relationships and Behaviour

**At Coten End, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. Our vision is that everyone at Coten End is valued, treated with respect and fulfils their potential - through an ambitious and inclusive curriculum.**

## **BE RESPECTFUL**

## **BE SAFE**

- The school's rules, in red, have been successfully embedded, over the last 2 years – through the school's Relationships and Behaviour Policy; the policy can be found on the school website.
- Positive behaviours are encouraged by all staff.
- Praise is given regularly and attributed to specific behaviours (e.g. 'Thank you for listening and showing respect, whilst I am talking.')
- Some low-level behaviours are purposefully ignored – staff 'positively notice' and choose to highlight positive behaviours (in an attempt for these to be copied by others) so negative attention is avoided, where possible.
- Staff are constant role models - offering stability, by being measured and consistent, to create a calm, safe and supportive environment.

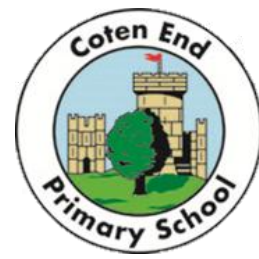


# Relationships and Behaviour



- The school's values, above, continue to play an integral role in promoting positive behaviour choices in school. They are referred to when offering praise; children are rewarded with stickers and certificates related to the values – and the values are directly referenced when having restorative conversations with children.
- The school's restorative approach encourages pupils to take responsibility for their actions and understand the consequences of their behaviour on others. 'Repair' may be through actions or an apology (sometimes this is supported/facilitated by an adult).
- As well as the relationships that staff build with children, the relationship between teachers and parents/carers is equally as important and is reciprocal in nature. Just as parents/carers may look to the school for support, the school may also reach out to parents. Having an open relationship, where any issue can be discussed, is key to a successful year.
- Hierarchy, related to role in school, is not used. All staff offer the same consistent messages to children – so that children know that all staff have the same expectations of behaviour and that behaviour choices are dealt with in the same way.
- The use of 'Zones of Regulation', and other self-regulation strategies, are explicitly discussed with children to help children regulate their emotions (with the support from adults), so they are ready to learn.

# Awards



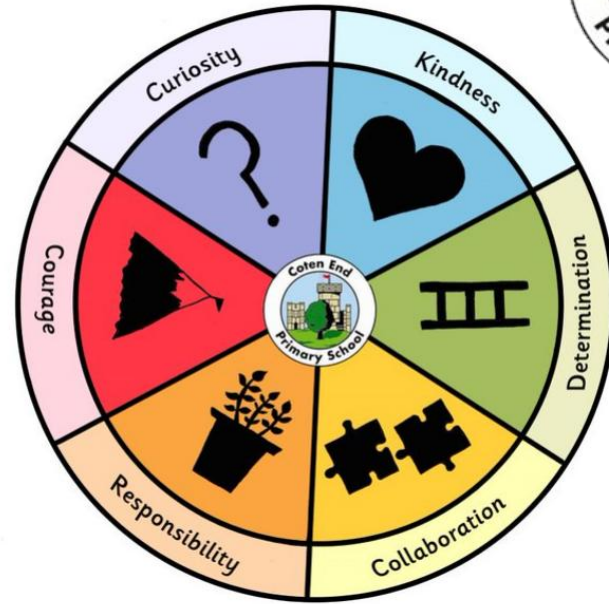


 Coten End  
**Values Award**

awarded to \_\_\_\_\_

class \_\_\_\_\_

for \_\_\_\_\_

signed: \_\_\_\_\_ date: \_\_\_\_\_



Values Awards and two Achievement Awards will be presented each week in assembly.

Year 4 Celebration Assembly will take place in the **Lower School Hall** on **Thursday mornings at 9:00.**

Mathematician and Writer of the Week will be presented in the school corridor via the office weekly.



# Communication

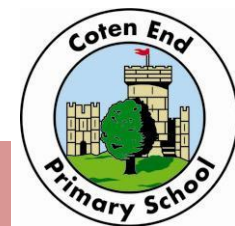
## Ways in which communication is shared:



- **School App - MCAS ([mychildatschool.com](http://mychildatschool.com)):** communication from school office, lunch orders and payments, trip payments, absence notifications – **essential, please enable push notifications**
- **School website:** newsletters every fortnight, class blogs, knowledge organisers
- **Google Classroom:** homework, spelling

Please update us of any changes of address, phone number, medical needs as a matter of urgency.

# Attendance



We are committed to working in partnership with families to achieve the best possible attendance for your child.

- Set high expectations regarding your child's attendance at school
- Absence from school affects your child's progress both academically and socially
- Target of no more than **three days** absence per academic year
- Avoid absence from school where possible
- Contact the school office each day before 9.30am either by email, telephone or via the app
- DO NOT take family holidays during term time – risk of penalty notice > 10 days consecutive absence
- Avoid GP and dental appointments during school hours
- If your child is reluctant to come to school, share any concerns with the appropriate member of school staff to seek support at the earliest opportunity
- See the Attendance policy which can be found on the school website
- Attendance Lead –Kerry Pope    Parent Support Advisor – Nicky Pittaway
- Coughs and colds don't usually mean a child needs to be kept at home. We can keep their medicine e.g., Calpol in the school office and administer it, with your permission, to help them through their day.






# Lateness and Punctuality

We are aware that consistent lateness can have an affect on a child's entitlement to education.

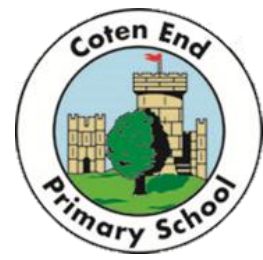
As a school we have clear expectations that children should be in on time, each day. When appropriate, parents/carers will receive half termly information when the school is concerned about your child's lateness.

EVERY MINUTE COUNTS		
MINUTES LATE PER DAY	EQUIVALENT OF MISSING	HOW MANY LESSONS THIS IS MISSED
5 MINUTES	3.4 SCHOOL DAYS A YEAR	17 LESSONS
10 MINUTES	6.9 SCHOOL DAYS A YEAR	35 LESSONS
15 MINUTES	10.3 SCHOOL DAYS A YEAR	51 LESSONS
20 MINUTES	13.8 SCHOOL DAYS A YEAR	69 LESSONS
30 MINUTES	20.7 SCHOOL DAYS A YEAR	104 LESSONS



- School doors open at **8.40am** and close at **8.50am**.
- Any child who arrives after 8.50am will need to do so through the schools main office.
- Children who are late must sign in through the schools system with a reason, accompanied by a parent.
- All late episodes are recorded on the schools registration system along with the minutes absent, past 8.50am.
- Each week the Attendance Support Team will monitor those children who are late and record any patterns of punctuality concerns.
- If necessary, parents/carers will be contacted to discuss their child's punctuality.
- When there are consistent punctuality concerns or patterns, it may result in further conversations with a member of the Attendance Support Team. This could result in a meeting and a support plan to be implemented.

# Online Safety



**At Coten End, we provide children with an effective, reactive Online Safety curriculum through, but not limited to, our Computing, PSHE and RHSE lessons.**

## At school:

- We encourage children to consider what positive, healthy and respectful online relationships looks like.
- How to use technology safely and how/where they can seek support and advice.
- Our online safety programme is regularly revisited – this includes relevant and up to date messages about internet usage, video gaming and apps we are made aware of.
- Key online safety messages will be reinforced during assemblies and activities annually on World Safer Internet Day.
- Pupils are taught to be critically aware of the materials/content they access online and be guided to validate the accuracy of information – including the use of AI.

The key online safety themes explored within our curriculum include:

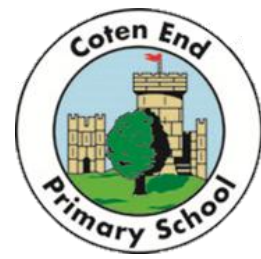
1. Self-image and identity
2. Online relationships
3. Online reputation
4. Online bullying
5. Managing online information
6. Health, Well-Being and Lifestyle
7. Privacy and security
8. Copyright and ownership

**Children are encouraged to have open and honest conversations about their activity online. If school staff have any concerns surrounding a child's online activity, they have a duty to report it as a safeguarding concern.**



# Online Safety

We recognise the benefits of technology and utilise various platforms as a school to support children with their learning. We support and appreciate the need for a balanced approach that considers both the pros and cons.



There has been a noticeable rise in how technology use at home can affect children within school. We regularly see stress, anxiety and mental health issues linked to use of social media, video apps and gaming.

## Screen Time:

Excessive screen time in children can potentially lead to dopamine-related issues, similar to addiction, impacting focus, motivation and emotional regulation. The rapid rewards offered by digital platforms can overwhelm the developing brain, making it harder for children to self-regulate and find pleasure in other activities.

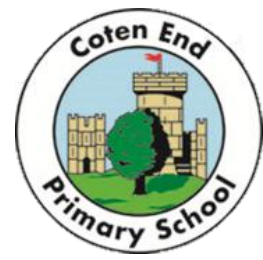
Screens release dopamine, a 'feel-good' neurotransmitter and hormone, associated with pleasure and reward. The brain develops a tolerance to dopamine, cause children to crave more screen time to achieve this 'feel-good' effect. If screen time is reduced or stopped, withdrawal-like symptoms such as irritability, restlessness and difficulty concentrating may occur.

## Social Media:

Online games, social media and video chat programs provide opportunities for children to connect and play with their friends, parents and relatives. However, most social media sites and apps have age restrictions due to older content that could be accessed and for which children below that age are not prepared for.

13+	13+	13+	12+	13+	13+	18+	Check age recommendations

# Online Safety



## The most impactful online safety comes from home:

- Have an open and honest dialogue around use of technology – it is important as parents and educators that we react calmly to incidents – we want children to feel safe, not scared.
- Have a balance in screen time – create boundaries and rules together.
- Enable content filters on devices, including gaming consoles.
- Use child-friendly versions of apps/websites e.g. YouTube Kids – be aware of age ratings!
- Regularly check messages and internet usage.
- Model healthy internet usage - consider tech-free zones in your household e.g. no bedrooms.
- Turn off screens at least 30 minutes – 1 hour before bed.



# Online Safety

## Further Support:



## Websites with further information for parents, carers and young people:

- [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- [www.commonsemmedia.org](http://www.commonsemmedia.org)
- [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- [www.net-aware.org.uk](http://www.net-aware.org.uk)
- [www.internetmatters.org](http://www.internetmatters.org)
- [www.childnet.com](http://www.childnet.com)
- [www.nspcc.org.uk/keeping-children-safe/online-safety](http://www.nspcc.org.uk/keeping-children-safe/online-safety)
- <https://nationalcollege.com/experts/national-online-safety>

## Check age ratings:

- [www.bbfc.co.uk](http://www.bbfc.co.uk) - films
- <https://pegi.info/page/pegi-age-ratings> - games





# Pupil Premium



If your child is eligible for Free School Meals, they are also entitled to a range of support in school funded by the Pupil Premium Grant.

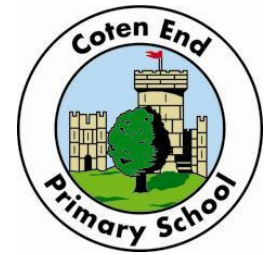
This includes access to additional learning and extra-curricular opportunities, academic support, financial support for school trips and a fully funded music lesson or sports club.

Even if children are only eligible for Free School Meals for a short time, they continue to receive Pupil Premium funding for **6 years**.

You can find out if your family is eligible on the Warwickshire County Council website: <https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>



# Pupil Premium



## Eligibility

To apply for free school meals, visit:

<https://www.warwickshire.gov.uk/education-learning/apply-free-school-meals>

Families who receive the following are eligible for free school meals:

- income support
- income-based Jobseeker's Allowance (JSA)
- income-related employment and support allowance (ESA)
- guarantee element of state pension credit
- Universal Credit (with an annual income of less than £7,400)
- Both income-based and contribution-based JSA/ESA if you receive the same amount for both. You should also qualify if you receive both, but the income-based amount is greater, but not if the contribution-based amount is greater.
- Families who are awarded Child Tax Credit and have an annual income assessed by HMRC to be no more than £16,190, providing there is no entitlement to Working Tax Credit (unless in respect of a 4-week 'run-on').



# Questions?

Please speak to your child's class teacher individually if you would prefer.