

Welcome to Year 4

Meet the Teacher



Bounds
Green
School

September 2026

- ▶ Year 4 staff and other adults
- ▶ Useful Information for Y4
- ▶ New Behaviour System expectations
- ▶ Y4 Learning
- ▶ Home Learning
- ▶ Housekeeping
- ▶ Questions & Answers



Year 4 Staff



Euston Square



Leicester Square



Russell Square

Teacher
LKS2 Phase Leader



Brian Mephram

Teacher

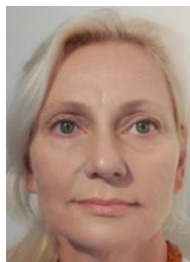


Anthony Noble

Teacher



Helen Classick & Vicky Copas



Cover supervisor

Gosia Zapecka

Wider Staff



Sylvia Laguna
Spanish Teacher



Andrew Woolf
Singing Teacher



Ling Alam
Art Teacher



London Academy
PE Coaches
Luigi, Pierre, Mahkahrie, Ben

Inclusion Team Staff
Working across the
school including Y4

Lauren
Isoken
Gift
Carrie
Angela
Fatma
Natia
Julie
Chrys

Attendance and Punctuality

Attendance and Punctuality

- ❖ The bell goes at 8.50am for a soft start. Please be on time as learning starts straight away.
- ❖ Please be on time to collect your child when school finishes at 3:25pm.
- ❖ If a different adult is collecting your child, please let us know via the school office or on our class email address.

Lateness

- ❖ Children must be in class by 8.55
- ❖ After the doors close at 9.05 children must go via the school office so that they can be marked present in the register.



Useful Information for Year 4

The school week

- ❖ English (including reading, spelling and handwriting) Maths every day
- ❖ Science, History, Geography, RE, PSHE, Computing, PE, Spanish, Art each week
- ❖ Library once per week- **RS Monday, ES Wednesday, LS Thursday** - please ensure your child returns their book on their library day
- ❖ WICIT - **Guitar RS Monday, Violin LS Wednesday, Trumpet/Clarinet LS Thursday** - it is vital that children bring their instrument to school on their WICIT day.
- ❖ See timetable for more detail

Assemblies

- ❖ **Monday** - Phase assemblies - Topical themes and festivals throughout the year
- ❖ **Friday** - Celebration Assembly - star of the week, lunchtime raffle, attendance & punctuality. Lead by Damien/Helen
- ❖ **Wednesdays** - Singing Assembly

School council

- ❖ 2 children elected each term
- ❖ They meet with Helen each half term
- ❖ Mini meeting in class for councilors to feedback and take any ideas from others.



Golden Expectations

We are kind,
helpful and gentle.

We stay safe
and care for people
and property.

GOLDEN Expectations

We are honest
and responsible.

We try our best to
be good communicators.

We do our very best in learning.

Consequence Levels:

1&2. Warnings; 3. Regulation;

4. Lost Marble Time;

5. Workshop; 6. Parents

Golden Expectations Behaviour Record Sheet

Class: Euston Square

Teacher: Brian

Week Beginning:

[illegible]

Yr 4 Curriculum

- ❖ A wide range of rich and exciting topics are taught over the year to provide a broad and balanced curriculum and to ensure full coverage of the National Curriculum
- ❖ ‘Power of Reading’ Core text learning
- ❖ Curriculum map and link to individual coverage of subjects available on school website

Trips

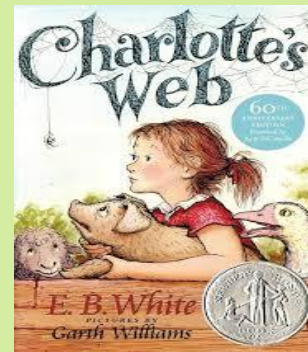
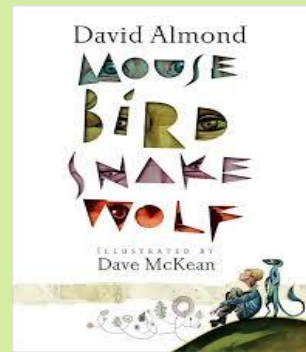
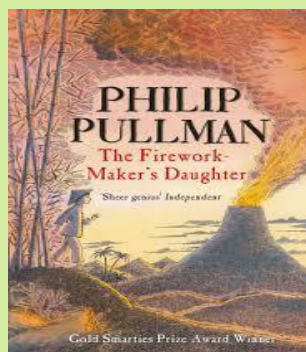
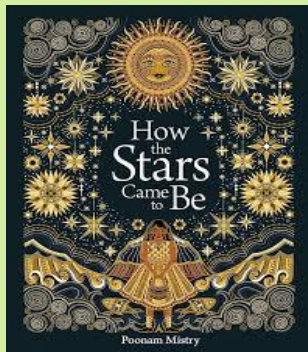
- ❖ selection of trips to enrich our learning
- ❖ Consent/payment via school Gateway
- ❖ Volunteers

Power of Reading



Our Aims at Bounds Green:

- ❖ To immerse children in high quality text - they should be seeing it, hearing it, reading it
- ❖ To encourage children to read and most importantly enjoy reading
- ❖ To improve children's enthusiasm towards writing
- ❖ To give children the ability to communicate effectively through the written word



Reading for pleasure

WE LOVE BOOKS!

- ❖ Through our 'Power of Reading' books books and story times we encourage and nurture a love of reading
- ❖ Please support us in doing this by encouraging your child to read at home and share books and stories together as much as possible
- ❖ Children can borrow books from their classroom book corner and from the school library

Bags must be used to take books home and it is essential that they are returned so that they can be enjoyed by other children.



Maths in Year 4

- ❖ In Year 4, we will be extending our knowledge of our place value system for numbers up to 10,000 as well as the smaller numbers of fractions and decimals.
- ❖ We will be developing various informal and formal methods of calculations using all four number operations including mental calculation techniques.
- ❖ We will be developing maths vocabulary to explain ideas and methods with the help of manipulatives and diagrams to model understanding
- ❖ Learning all times table facts is a key component to Year 4



Science

STATES OF MATTER

SOLID

LIQUID

GAS



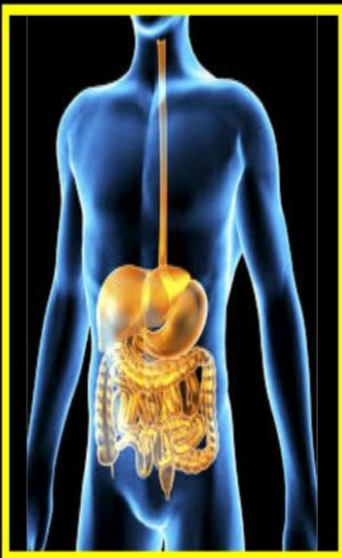
Changing States of Matter



Electricity



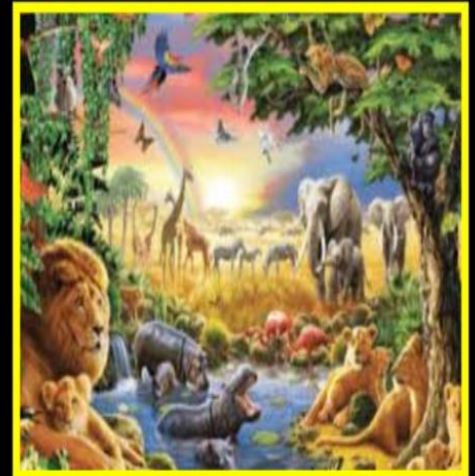
Human Impact on the Environment



Human Digestive System



Sound



Classifying Plants and animals

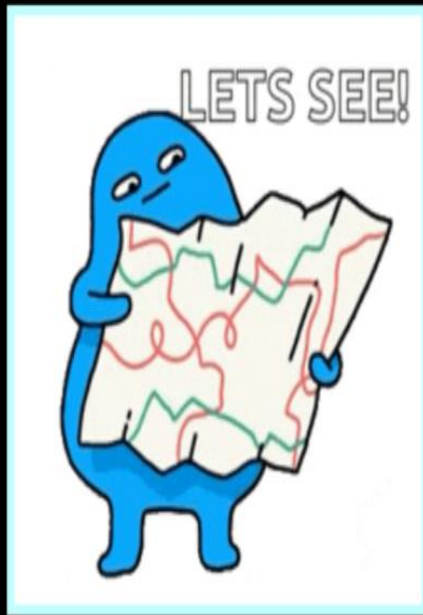
History

Ancient
Greece

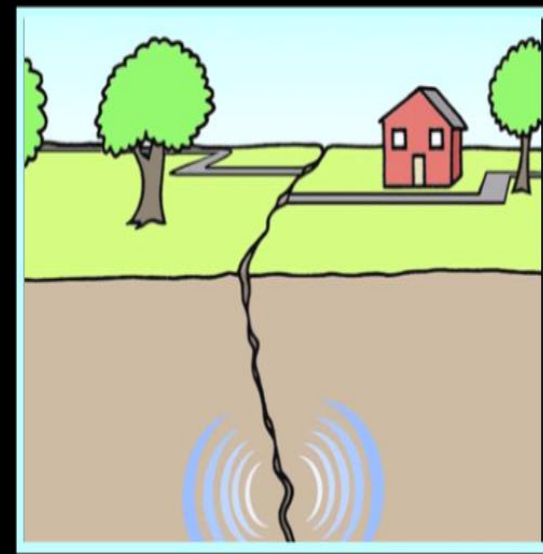
Roman
Britain

The
Roman
Republic

The
Roman
Empire



Geography

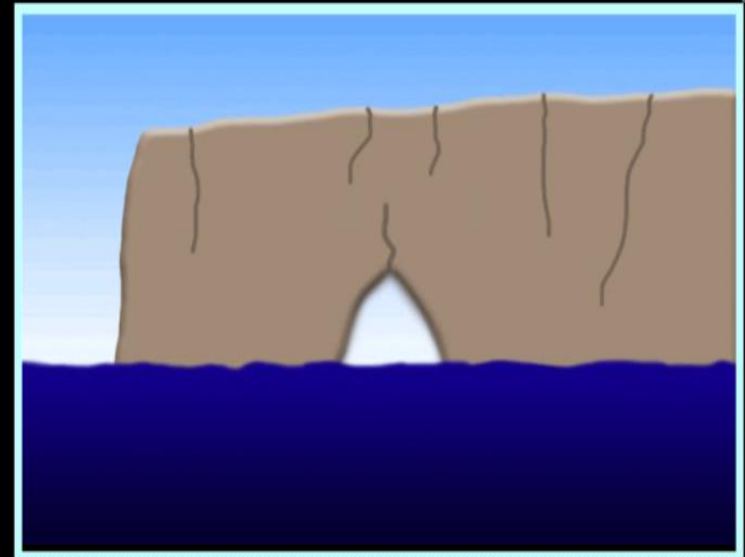


Earthquakes

Exploring maps and Settlements



Volcanoes



Coastal Processes

Computing

We are software developers

Developing a simple educational game

We are musicians

Producing digital music

We Are Logo Users

Using a text-based programming language

We Are Photo Editors

Understanding how digital images can be changed and edited, and how they can then be resaved and reused.



Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and media influence in propagating stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.



Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships, respecting, giving and denying consent and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.



Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.



Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.



Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation of data, the recognition of risks and the management of online threats and challenges. It explores how online threats can pose risks to our physical safety as well as online safety. It also covers learning relevant to ethical publishing.



Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle e.g. mood, sleep, body health and relationships. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.



Privacy and security

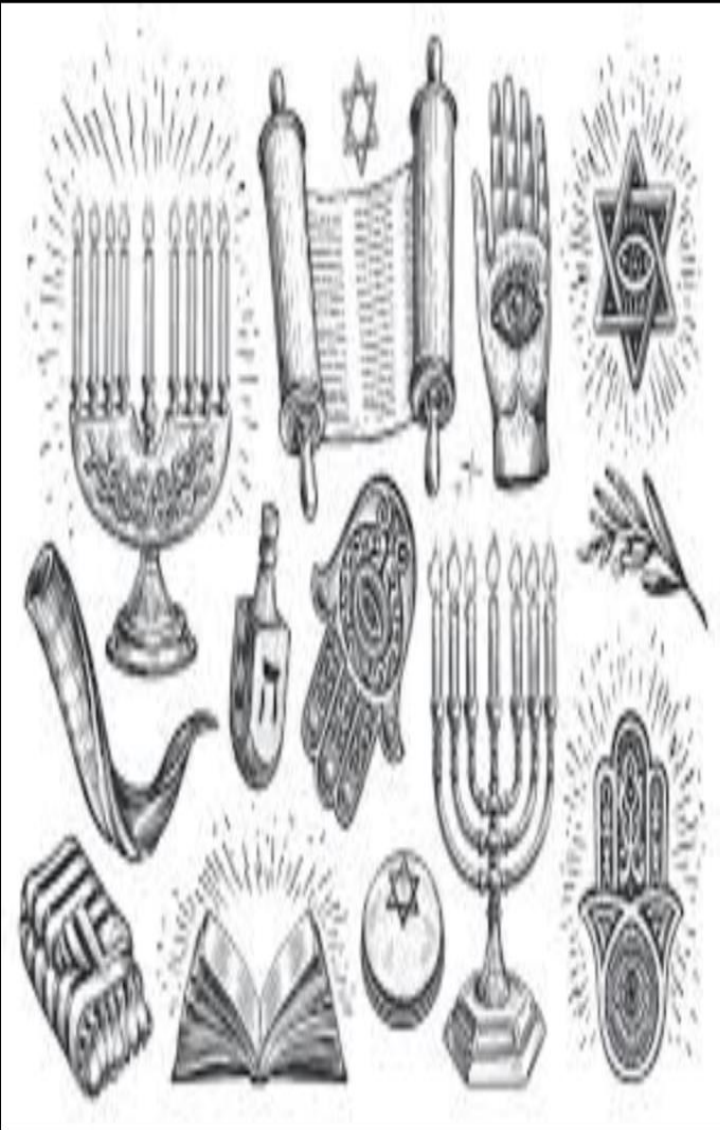
This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.



Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

RE



Judaism



Exploring Leaders



Hinduism

Home Learning

Please help to support your child's learning by:

- ❖ sharing a book with your child each day
- ❖ listening to your child each week
- ❖ practising their spellings regularly and supporting them to do the related spelling checker on Purple Mash each week
- ❖ engaging in topic related tasks that are set each term
- ❖ using Purple Mash activities to consolidate learning and practise skills
- ❖ encouraging use of the Times Tables Rock Stars to improve maths fluency and quick recall of number facts
- ❖ Use the class *Google Classroom* to consolidate and deepen learning explored in class.

Housekeeping

What to bring to school

Each day:

- ❖ a book bag/back pack
- ❖ a named, reusable water bottle



Each Tuesday RS PE LS Art or Thursday ES & LS PE ES & RS Art :

- ❖ come to school wearing suitable clothing and trainers for PE
- ❖ an old oversized t-shirt or shirt which can be used to protect clothing in art lessons (this can be kept in school)

A polite reminder that:

- ❖ no toys or other belongings from home should be brought into school
- ❖ No jewellery should be worn to school with the exception of small studded earrings

Housekeeping

- ❖ Bounds Green believes in good communication and partnership with parents. If we are unable to speak with you at the end of the day then we will arrange an alternative mutually convenient time.
- ❖ Please make sure that the office has your up to date contact details including telephone numbers and email addresses. It is very important that we can contact you quickly during the school day.
- ❖ You can contact us by calling/emailing the office or emailing us directly on our class email.



Any Questions?

Before you go...

- ❖ Please feel free to look around your child's classroom.
- ❖ Collect an information sheet from your child's class teacher with all the information you have heard today and a timetable.