



# Welcome to St Brigid's

## September 2025



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WELCOME TO  
St Brigid's Catholic Primary School







# Introduction

- Welcome on behalf of Mrs Tyler (Headteacher)
- Meet the team
  - Your child's class teacher
  - Mrs Lodge (Pastoral Support / Attendance Lead)
- RE & Catholic Life
- How can you prepare your child for school?
- Attendance
- ***Class teacher updates***



# St. Brigid's Catholic Primary School



## RE & Catholic Life



### What is it like to attend this school?

The school is an oasis of calm. It is a safe sanctuary for pupils. They enter the school gates with big smiles on their faces. Pupils are eager to learn and to do their best. This begins in the early years where children's love of learning is harnessed. They joyously engage in activities and flourish.

Pupils told inspectors that people work together and help each other. They benefit from close relationships with staff who know them and their families very well. The school is determined to ensure that pupils, including those with special educational needs and/or disabilities (SEND), achieve highly. Most pupils achieve well from their starting points.

The school's values underpin all that it does. Pupils are proud to be part of this close-knit school that 'loves, believes, achieves'. The school teaches pupils how to behave well. Pupils listen attentively to teachers. They follow instructions quickly and enthusiastically. Pupils behave extremely well.

Our mission is underpinned by Christian values...our St Brigid's values.



### What the school does well

- The mission statement, 'Trusting in God, we love, believe and achieve...together', is known and lived out joyfully.
- The pupils are, 'The jewel in the crown,' in their positive attitudes, very good behaviour, and respect for each other.
- Pastoral support for pupils, families and those who are vulnerable is of the highest quality.
- Relationships at all levels are exemplary and enable pupils and staff to thrive.
- Prayer and liturgy inspire the whole community to praise and give thanks to God.



# St. Brigid's Catholic Primary School



## RE & Catholic Life

### Our faith:

- Parents/Carers are the most important educators of their children
- School provision:
  - Catholic Life & Mission
  - Religious Education
  - Collective Worship
- Fr David Gamble – Parish Priest
  - Class Mass every Wednesday – **17<sup>th</sup> September** (see Autumn Overview)

St Brigid's Catholic Primary School @StBrigidCPS · Sep 2

As we welcome all of our fabulous children back to school, we focus on New Beginnings. We thank God for all of our gifts and talents and ask for His help and guidance as we start our new academic journey 🙏❤️✝️

@lpoolcatholic



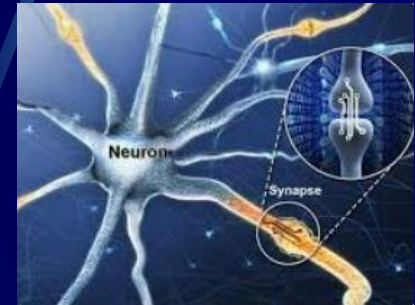




## Helping your child prepare for school?

All children learn at their own rate and will be supported in their personal journey but start with creating good habits:

- **Understanding how children learn – repetition... creating good habits**
- Make sure that your child is in school on time and every day
- Ensure that your child wears school uniform and removes jewellery
- Label all items of clothing so that anything that is misplaced can be found
- Regularly attend meetings that involve your child
- Get in touch with us if you are concerned or worried
- **Teach them to think and respond kindly, to be independent and to be resilient - great qualities to have and important life skills**





- ❑ Newsletters
- ❑ Termly overviews
- ❑ X account
- ❑ Teachers 2 Parents – texts / emails / forms

# Helping your child prepare for school?

## September 2025 Newsletter



**St. Brigid's**  
Catholic Primary School

*Trusting in God - we love, believe and achieve... TOGETHER.*

**Autumn Term 2025/26**      **<https://stbrigidscatholicprimary.co.uk/>**      **Safeguarding/Child Protection Officer—Mrs R Tyler**

Dear Parents / Carers,

Welcome back! Time is really flying by already and you won't be surprised to hear that our children have settled in beautifully. It is always wonderful to see how quickly and responsibly our children adapt to their new class routines. This is due to careful transition, teamwork between home and school, consistent routines, meticulous organisation and the high expectations we have of everyone at St Brigid's. Thank you for all that you do—your support really does matter and makes a huge difference to our work.

*Trusting in God - we love, believe and achieve... **TOGETHER.***

Last week, we celebrated together with a beautiful Mass and we were so pleased to be joined by some of our regular St Albert's parishioners; they love coming into school on Wednesdays for our Class Masses—please join us if you can (see overview for dates and times).

**Religious Education**—In class, the children have started their first unit of work which focuses on 'Creation & Covenant'. Please talk to your child about what they have been learning and we the 'Learning at Home' newsletter which has lots of ideas of things to do at home (see website). Just a reminder that, alongside our daily prayers, we have allocated a traditional prayer to each class and will be saying these regularly—please support your child's faith by sharing these prayers at home.

Reception Class—Oh, Angel of God	Y1—Our Father (The Lord's Prayer)	Y2—Mail Mary
Y3&4—Glory Be to the Father, Son & Holy Spirit	Y5&6—Eternal Rest	

The **fall** prayers are available to view on our school website via the RE & Catholic Life—Newsletter for Parents/Carers tabs.

**Patric Novena**—Just before we broke up for summer, Father wrote to families of all pupils who are eligible to make their First Confession & Holy Communion this year. Please make sure that you collect an enrolment form from Fr David as soon as you can—these are available to collect on Sundays (straight after Mass) and will only be given to parents for official canonisation purposes so please do not ask someone else to collect a form on your behalf. The deadline for returning forms is **FRIDAY 3rd October**. For further information about events that are taking place in our community, the parish newsletters are available from church every week (at Mass on Sundays) and they are also uploaded to our school website.

**Staffing**—Last week, both Mrs Collins and Mr Bell said 'forever!' to the children and families of St Brigid's. We marked their departure by celebrating their commitment to school and the service they have given during Mass on Wednesday. Mrs Collins, in particular, will be sorely missed as she has worked here for so long and is a valued member of the local community. Thank you to the many of you who have been into school to pass on your best wishes—your kindness is much appreciated. The current staffing arrangements are as follows:

Assistant Headteachers:	Mrs Richards & Mrs Hunter
Nursery:	Mrs Gilchrist, Miss Barrow, Mrs Clapp, Miss Jones, Mrs Nelson, Mrs Newton, Miss Rice, Miss Mackayne (apprentice)
RECEPTION:	Miss Dailey (class teacher), Mrs Usher, Miss Clew, Miss Mackay (apprentice)
YEAR 1:	Miss Taylor (class teacher), Miss O'Donovan, Miss McEvoy (apprentice) and Miss Gill (apprentice)
YEAR 2:	Mrs McKay (class teacher), Miss Flannery (additional teacher Y2&Y6), Miss Cronin and Miss Kelly (apprentice)
YEAR 3:	Miss Tully (class teacher), Mrs Bowland, Miss Ross (apprentice)
YEAR 4:	Mr Owen (class teacher), Miss Butler and Miss Woods (apprentice)
YEAR 5:	Mr Quinlan, Miss Williams (apprentice) and Miss Burrell (apprentice)
YEAR 6:	Mr North (class teacher), Miss Noon, Miss Baker (apprentice) and Miss Langley (apprentice)

**IQM Inclusive School & Centre of Excellence Awards**—Following rigorous assessment, many of you will be aware that in July we were awarded our Inclusive School & Centre of Excellence Awards. A massive THANK YOU goes to our children, you four parents/carers and our staff for persistently and unwaveringly supporting each other. A special mention also goes to both Mrs Richards and Mrs Hunter for the sterling work that they do in relation to their role as Special Educational Needs Coordinators (SENCOs); their work underpins all aspects of inclusion and ensures that our children, families and staff are well equipped and supported. Some of the wonderful quotes which filter through the report include the following: *'Inclusive practice at St Brigid's Catholic Primary School permeates all aspects of school life, from leadership and curriculum design to pastoral support and community partnerships... Parents are welcomed as equal partners in the life of the school. Engagement is proactive and responsive, and families report high levels of trust in the staff and leadership.'* If you haven't already done so, please take some time to read through the report which is available to view on our website by using the following tabs: Information/Inspection Reports & External Reviews.

**NEURODIVERSITY: we are all different but never less!**—We are all unique and precious in our own right and, in school, we teach our children this as a daily basis by celebrating our differences. Many of our children are neurodiverse, this means that they process the world differently to neurotypical pupils. We take care to be acutely aware of this in our planning and provision and, as a staff, we support training in this area so that we are well equipped to support the ranging needs of our pupils. If you would like to find out more about neurodiversity or would like additional support, please keep a look out for the links that are frequently seen out from our school accounts (T2P and XO). There are also some really good films, books and blogs out there which I have found really useful (and entertaining)—why not find them a watch or a read... Temple Grandin (film—biography of Dr Temple Grandin), Out of my mind (film/book), Professor Simon Baron Cohen (Director of Autism Research Centre, Cambridge—books and blogs).





St Brigid's Catholic Primary School AUTUMN Term Events 2025 – 2026				St Brigid's Catholic Primary School	
September					
Tues	2 <sup>nd</sup>	BACK TO SCHOOL <i>Prayer &amp; Liturgy focus – New beginnings</i>	8.35am	Y1 – Y6	
		Reception Class Parent / Carer Meeting	All week	All children	
		Welcome Back Assembly	9am	Parents/Carers	
Wed	3 <sup>rd</sup>	REC Class start their transition into school	11am	Y1-Y6	
		Welcome Back MASS with Fr David	am	REC	
		Farewell to Mrs Collins & Mrs Pickett	10am	Y2 – Y6	
<b>Week beginning 8<sup>th</sup> September PE lessons resume – children should wear school kit on PE days</b>					
Mon	8 <sup>th</sup>	<i>Prayer &amp; Liturgy focus – Rules</i>	All week	All children	
		Mondays – Y5 PE day	pm	Y5	
		LFC Club for Y5&Y6 GIRLS to begin	3.15-4.15pm	Y5/6 GIRLS	
Tues	9 <sup>th</sup>	Tuesdays – Y6 PE day	pm	Y6	
Wed	10 <sup>th</sup>	<i>Y6 Parent/Carer &amp; Teacher Meeting – Hall</i>	8.50am	Y6 Parents/Carers	
		<i>Y5 Class Mass</i>	10am	Y5	
		Wednesdays – Y1 & Y4 PE day	pm	Y1 & Y4	
Thurs	11 <sup>th</sup>	<i>Y2 Parent/Carer &amp; Teacher Meeting – Hall</i>	8.50am	Y2 Parents/Carers	
		Thursdays – Y2 PE day		Y2	
Fri	12 <sup>th</sup>	<i>Y1 Parent/Carer &amp; Teacher Meeting – Hall</i>	8.50am	Y1 Parents/Carers	
		Fridays – Y3 PE day		Y3	
<b>Week beginning 15<sup>th</sup> September: SPORTS clubs with Miss Anderson begin (tbc)</b>					
Mon	15 <sup>th</sup>	<i>Prayer &amp; Liturgy focus – Resilience</i>	All week	All children	
		<i>Y3 Parent/Carer &amp; Teacher Meeting – Hall</i>	8.50am	Y3 Parents/Carers	
		Healthy Families workshop	9.15-10.30am	KS2 families	





# Attendance

Working together to improve school attendance:

## Working together to improve school attendance

Statutory guidance for maintained schools, academies, independent schools and local authorities

August 2024

## Summary table of responsibilities for school attendance

Statutory guidance for maintained schools, academies, independent schools, and local authorities

Published 19 August 2024

### All pupils

Parents are expected to:	Schools are expected to:	Academy trustees and governing bodies are expected to:	Local authorities are expected to:
Ensure their child attends every day the school is open except when a statutory reason applies.	Have a clear school attendance policy on the school website which all staff, pupils and parents understand.	Take an active role in attendance improvement, support their school(s) to prioritise attendance, and work together with leaders to set whole school cultures.	Have a strategic approach to improving attendance for the whole area and make it a key focus of all frontline council services.
Notify the school as soon as possible when their child has to be unexpectedly absent (e.g. sickness).	Develop and maintain a whole school culture that promotes the benefits of good attendance.	Ensure school leaders fulfil expectations and statutory duties.	Have a School Attendance Support Team that works with all schools in their area to remove area-wide barriers to attendance.
Only request leave of absence in exceptional circumstances and do so in advance.	Accurately complete admission and attendance registers.	Use data to understand patterns of attendance, compare with other local schools, identify areas of progress and where greater focus is needed.	Provide each school with a named point of contact in the School Attendance Support Team who can support with queries and advice.
Book any medical appointments around the school day where possible.	Have robust daily processes to follow up absence.	Ensure school staff receive training on attendance.	Offer opportunities for all schools in the area to share effective practice.
	Regularly monitor data to identify patterns and trends and understand which pupils and pupil cohorts to focus on.		
	Have a dedicated senior leader with overall responsibility for championing and improving attendance.		





## Attendance

360 Attendance view

[Download PDF](#)

St Brigid's RC Pri (3403344)

Comparator:



### Attendance Headlines

Year To Date

26 Aug 24

-

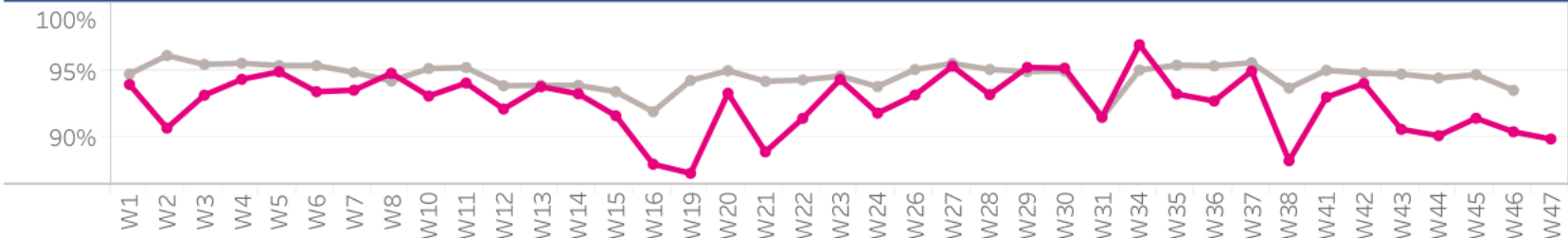
25 Jul 25

All	Female	Male	FSM6	Not FSM6	Persistent absence (YTD)
92.6% ●	92.2% ●	93.1% ●	91.3%	94.8%	28.1% ●

### Weekly Attendance

■ School

■ FFT National



### Attendance breakdown

Year To Date

26 Aug 24

-

25 Jul 25

Pupil Groups		Pupils		All	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
All	All	210	School	92.6%	90.3%	94.1%	94.2%	90.7%	93.2%	93.1%	92.7%
			FFT National	94.5%	93.4%	94.2%	94.7%	94.9%	95.0%	94.8%	94.6%
			Difference	-1.9% <span>●</span>	-3.1% <span>●</span>	-0.1%	-0.5%	-4.2% <span>●</span>	-1.8% <span>●</span>	-1.7% <span>●</span>	-1.9% <span>●</span>



# St. Brigid's Catholic Primary School



## Attendance

Excellent attendance (99%+)

### Attendance percentage

2024-2025 (Y4)	99.5%
This time last year	87.6%
School	93.3%
National	94.8%
Local Authority	93.5%

### Days missed

2024-2025 (Y4)	1.0
This time last year	23.5
School	12.6
National	9.6
Local Authority	11.1

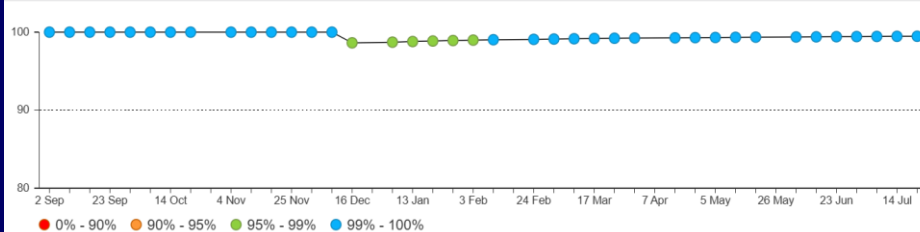
### Absences

- 2 authorised absences
- 1 day missed
- 2 sessions late before register closed
- 1 period of absence due to illness
- 1 broken week

### DfE penalty notice consideration threshold

- (10+ unauthorised absences in 10 rolling school weeks)
- Met the threshold for 13 weeks in 2023-2024

### Cumulative Attendance %



### Weekly Attendance Overview

☐ Show weekly attendance bars < 2024-2025 (Y4) >

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Mon	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Tue	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Wed	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Thu	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Fri	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present

Legend: Present (Green), Late before register closed (Orange), Authorised absence (Blue), Unauthorised absence (Red), 10-in-10 threshold met (Red flag), Closed / no data (Grey)

Persistently absent (10% or more sessions missed)

### Attendance percentage

2024-2025 (Y6)	89.9%
This time last year	88.2%
School	93.3%
National	94.8%
Local Authority	93.5%

### Days missed

2024-2025 (Y6)	19.0
This time last year	22.5
School	12.6
National	9.6
Local Authority	11.1

### Absences

- 4 authorised absences
- 34 unauthorised absences
- 19 days missed
- 51 sessions late before register closed
- 1 period of absence due to illness
- 9 broken weeks

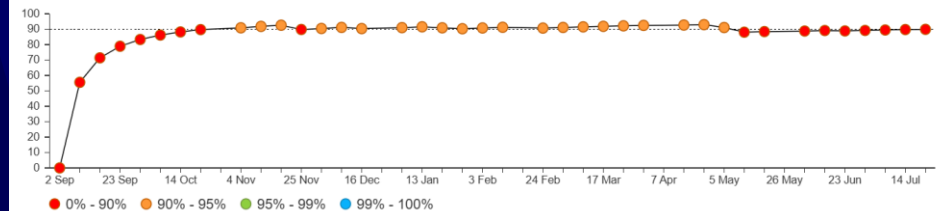
### Absence patterns

- Absence before or after school holiday
- Repeatedly late or absent on the same day

### DfE penalty notice consideration threshold

- (10+ unauthorised absences in 10 rolling school weeks)
- Met the threshold for 12 weeks in 2024-2025
  - Met the threshold for 11 weeks in 2023-2024

### Cumulative Attendance %



### Weekly Attendance Overview

☐ Show weekly attendance bars < 2024-2025 (Y6) >

	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
Mon	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Tue	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Wed	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Thu	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present
Fri	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present	Present

Legend: Present (Green), Late before register closed (Orange), Authorised absence (Blue), Unauthorised absence (Red), 10-in-10 threshold met (Red flag), Closed / no data (Grey)





# Attendance

NUMBER OF DAYS ABSENT FROM SCHOOL	CHILD'S ATTENDANCE AT THE END OF THE YEAR
<i>If your child has 1 day off school during the year...</i>	<i>...their attendance will be 99.5%</i>
<i>If your child has 2 days off school during the year...</i>	<i>...their attendance will be 99%</i>
<i>If your child has 5 days off school during the year...</i>	<i>...their attendance will be 97.4%</i>
<i>If your child has 10 days off school during the year...</i>	<i>...their attendance will be 95%</i>
<i>If your child has 15 days off during the year...</i>	<i>...their attendance will be 92.4%</i>
<i>If your child has 20 or more days off during the year ....</i>	<i>... their attendance will be below 90%</i>



# Welcome to Year 4

*Mr Owen (class teacher)*

*Miss Butler (teaching assistant)*

*Miss Woods (apprentice teaching assistant)*

*Miss Anderson (HLTA – PE)*



*Keeping our children, staff and families happy and safe.*

*Entrance doors open at 8.35am for registration.*

*Water bottles to be brought in daily and taken home each night.*

*Children to be collected at **3:10pm** from the main hall doors.*

*Snack money:*

*£1 per week (Infants – R/Y1/Y2)*

*£1.50 for per week (Juniors – Y3-6)*

*Breakfast club and after school club money to be paid via ParentPay.*



# School Uniform

Full school uniform list and stockists on school website.

Plain black trainers/ shoes.

Earrings are not allowed. Please take them out as soon as possible.

All uniform needs to be clearly labelled.

Suitable coat required as the weather becomes colder.

## P.E. Kit

Kit list and stockists on school website

School/royal blue tracksuit bottoms can be worn in winter months.

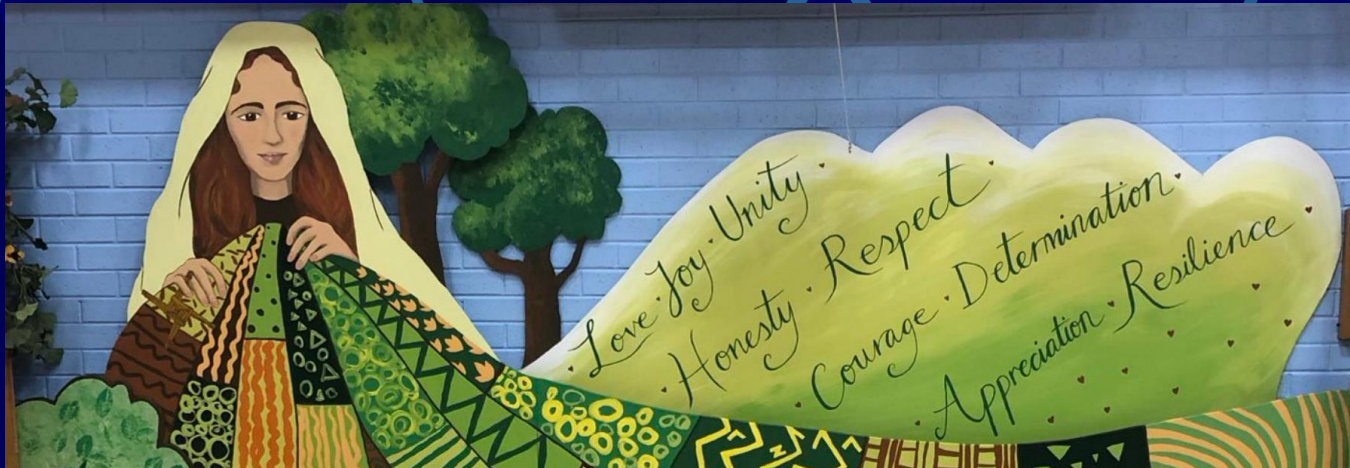
**Y4 PE day is WEDNESDAY**



## Year 4 Expectations

Children are expected to be the best that they can be!

St Brigid's Values:



<https://stbrigidsprimary.co.uk/curriculum/>

End of Year Expectations in Reading, Writing & Maths (KS1&2)

 Year 1

 Year 2

 Year 3

 Year 4

 Year 5

 Year 6

**St. Brigid's**  
Catholic Primary School





# Timetable

## Year 4 Timetable (2025-26)



	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 – 8:50	Morning activities: <del>TT Rockstars</del> , Check and Fix, individual interventions to begin.				
8:50 – 9:00	Whole School Collective Worship (8:50 – 9:10)	Collective Worship	Collective Worship	Collective Worship	Multiplication Check
9:00 – 9:30	Spelling Shed: definitions	Spellings Shed: practice	Spelling Shed: practice	Grammar	Spelling Test
9:30 – 9:35	Just Dance	Just Dance	Just Dance	Just Dance	Just Dance
9:35 – 10:20	Maths	Maths	Maths	Maths	Whole School Collective Worship and Celebration
					Facts on Friday
10:20 – 10:40	BREAK	BREAK	BREAK	BREAK	BREAK
10:40 – 11:00	Flashback in 4	Flashback in 4	Flashback in 4	Flashback in 4	Handwriting
11:00 – 12:00	Pathways to Write	Pathways to Write	Pathways to Write	Pathways to Write	Pathways to Read
12:00 – 12:30	PSHE	RE	PE	French	
12:30 – 1:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:30 – 3:00	Science	RE	PE	Singing	Topic
				Topic	
3:00 – 3:15	Picture News – Oracy/ British Values/ Protected Characteristics	Story	Story	Story	Golden Time

Afternoon sessions (Science, R.E and Topic) alternate on a weekly basis to ensure children completing interventions do not miss part of the same lesson each week.



# TOPIC Overview

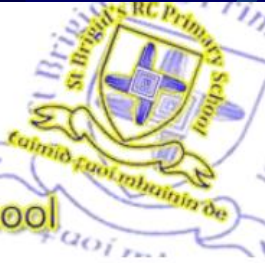
## St Brigid's Catholic Primary School (Year 4 Long Term Plan)

Subject	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>R.E</b>	Domestic Church Other faith – Judaism	Baptism/Confirmation Advent	Local Community Other faith – Hinduism	Eucharist Relating Lent/Easter	Pentecost Other faith – Islam	Reconciliation Universal Church
<b>PSHE</b>	Health and Well-Being  Resilience Looking after our teeth Celebrating mistakes My happiness Emotions Mental health	Safety  Internet safety: Age restrictions Share aware Privacy and security Tobacco	Family and relationships  Respect and manners Healthy friendships Bullying Stereotypes: Disability Change and loss	Journey in Love God love us in our differences Social and Emotional - we all should be accepted and respected. Physical - how we should treat others in the diverse modern society we live in. Spiritual - Celebrate the uniqueness and innate beauty of each of us.	Citizenship  What are human rights?  Diverse communities	Economic well-being  Keeping track of money  Influences on career choices  Transition  Setting goals
<b>Pathways to Write</b>	Fiction (Fantasy) – Gorilla	Recount (Diary) – Leon and the Place Between	Fiction (Historical Narrative) – Escape From Pompeii	Fiction (Adventure) – When The Giant Stirred	Non-Chronological Report – Where the Forest Meets the Sea/ 101 facts about Rainforests	Explanation (Letter) – Blue John
<b>Pathways to Read</b>	A World Full of Animal Stories 50 Folktales and Legends *	The Train to Impossible Places*	Volcanoes	Ariki and the Island of Wonders	The Problem with PLASTIC/ Fantastically Great Women Who Saved the Planet	A Myth-Hunter's Travel Guide
<b>Maths</b>	Place Value Addition and Subtraction	Area Multiplication and Division	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
<b>Science</b>	Animals inc Humans	Sound*	Living Things	Science Week / States of Matter	States of Matter	Electricity
<b>P.E</b>	Fundamentals	Gymnastics	Ball skills	Dance	Swimming	Athletics
<b>History</b>	Ancient Greece		Romans			
<b>Geography</b>		Natural Resources		Mountains, volcanoes and earthquakes		
<b>Art</b>		Exploring Still Life – Paul Cezanne		Storytelling through drawing – Laura Carlin illustrations	Sculpture (working in 3D) – nests	
<b>Music</b>		Body percussion – Rainforests	Motifs - The Romans			Samba and Carnival Sounds and Instruments
<b>Design &amp; Technology</b>	Structures			Food – Pesto Pasta		Electrical Systems – Torches
<b>Computing</b>	Information Technology - Endangered Animals		Online Safety – My Online Life		Computer Science - Games Designer	Digital Literacy - Fake or Real?
<b>MFL – French</b>	Portraits	Clothes	Numbers, Calendar and Birthdays			Food



# Year 4 Expectations

**St. Brigid's**  
Catholic Primary School



## End of Year Expectations for Year 4

This booklet provides information for parents and carers on the end of year expectations for children in our school. The National Curriculum outlines these expectations as being the minimum requirements your child must meet in order to ensure continued progress.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued and will help them to reach their full potential.

If you have any queries regarding the content of this booklet or want support in knowing how best to help your child, please talk to the class teacher.

**St. Brigid's**  
Catholic Primary School





## Year 4 Expectations

### Reading

- Give a personal point of view on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise apostrophe of possession (plural)
- Identify how sentence type can be changed by altering word order, tenses, adding/deleting words or amending punctuation.
- Explain why a writer has used different sentence types or a particular word order and the effect it has created.
- Skim & scan to locate information and/or answer a question.



## Year 4 Expectations

### *How to help your child with Reading*

- *Read with your child daily.*
- *Make a note in your child's reading record every time you have read with them.*
- *Make a note if your child is struggling with a particular book or is not enjoying the book.*
- *Ask them questions or ask them to summarise a page or chapter in their own words.*

*E.g. Summarise this chapter in exactly 20 words.*

*Can you tell me why.....*

*Encourage your child to use 'because' when giving an opinion.*





## Year 4 Expectations

### Writing

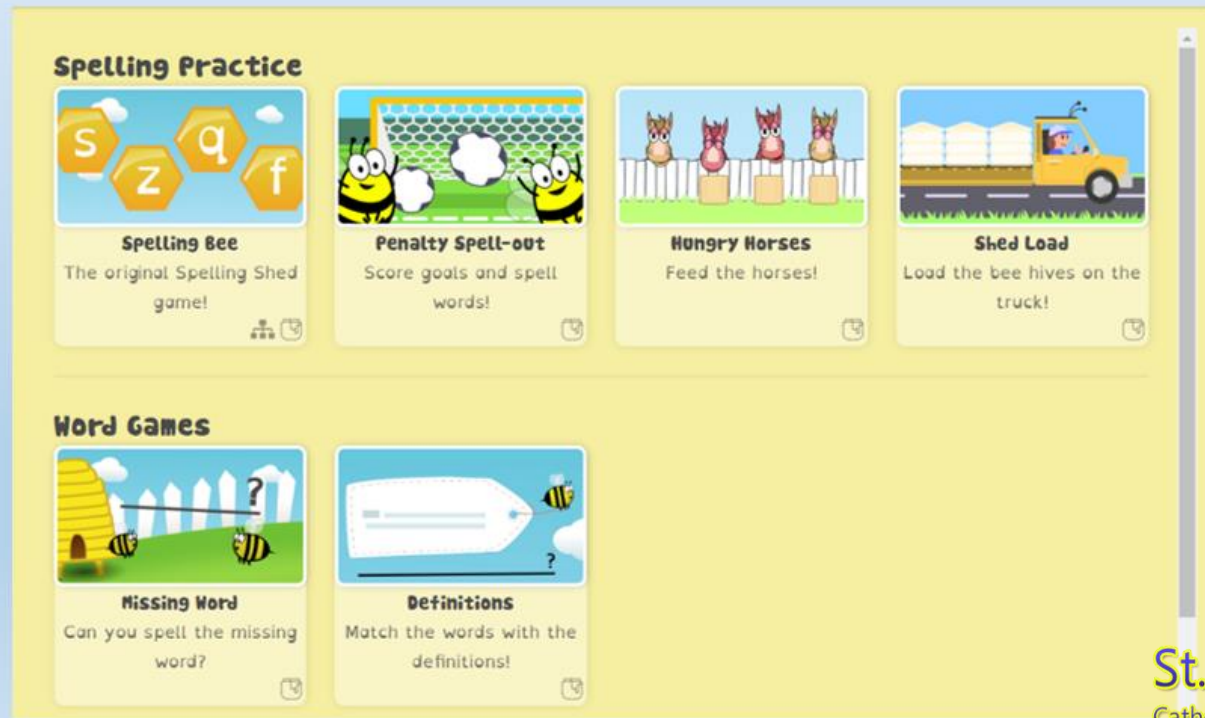
- Vary sentence structure, using different openers.
- Use adjectival phrases (e.g. biting cold wind).
- Use appropriate choice of noun or pronoun.
- Use fronted adverbials.
- Use apostrophe for plural possession.
- Use a comma after fronted adverbial (e.g. Later that day, I heard bad news.).
- Use commas to mark clauses.
- Use inverted commas and other punctuation to punctuate direct speech.
- Use paragraphs to organised ideas around a theme.
- Use connecting adverbs to link paragraphs.
- Write with increasing legibility, consistency and fluency.



# Year 4 Expectations

## How to help your child with Writing

- Encourage children to keep diaries, write comic strips etc.
- Spelling Shed is a great app to make spelling more fun.





# Year 4 Expectations

## Mathematics

- Count backwards through zero to include negative numbers.
- Compare and order numbers beyond 1,000.
- Compare and order numbers with up to 2 decimal places.
- Read Roman numerals to 100.
- Find 1,000 more/less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Recall and use multiplication and division facts all tables to 12x12.
- Recognise PV of any 4-digit number.
- Round any number to the nearest 10, 100 or 1,000.
- Round decimals with 1dp to nearest whole number.
- Add and subtract numbers with up to 4-digits using written columnar method.
- Multiply:
  - 2-digit by 1-digit
  - 3-digit by 1-digit
- Count up/down in hundredths.
- Recognise and write equivalent fractions
- Add and subtract fractions with same denominator.
- Read, write and convert time between analogue and digital 12 and 24 hour clocks.



## Year 4 Expectations

# How to help your child with Mathematics

- Weekly homework is set on website/app called Education City (children have this login in their reading record). This is set on a Friday and due in before the next Friday. This is differentiated and can be adjusted so please let me know if your child is struggling or finding it too easy.

- Practise telling the time.

- Practise times tables on the way to school/shops

- Times table objectives:

Year 2 – 2, 5, 10s

Year 3 – 3, 4, 8s

Year 4 – 6, 7, 9, 11, 12s

- TTRockstars

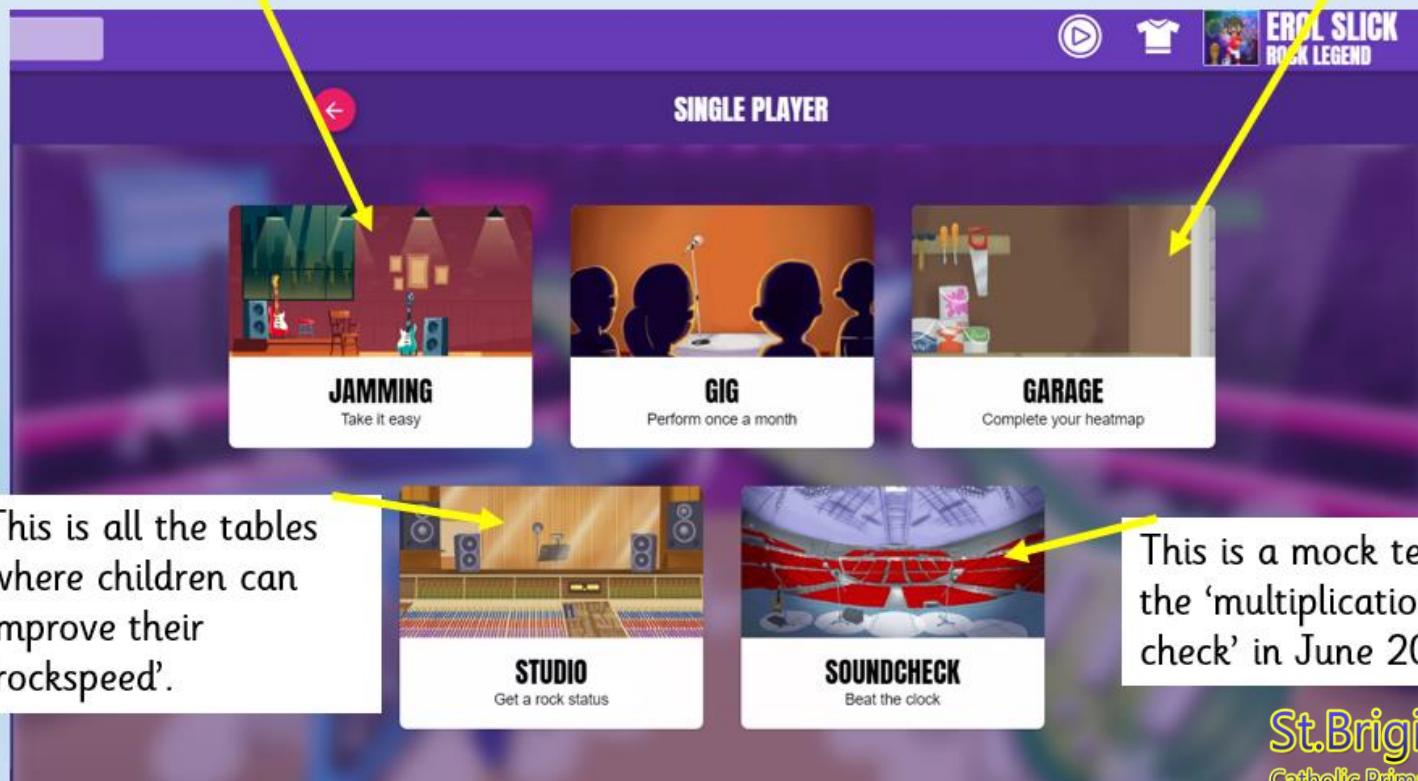


## Year 4 Expectations

# TTRockstars

Children can choose their own table to practise.

This is where I have set specific tables for children to practice.





# Year 4 Multiplication Check

- First three weeks in June 2026.
- 25 random questions (up to  $12 \times 12$ ) where children will have 6 seconds to answer each question.
- Completed on iPad or laptops.
- No pass mark as children are expected to know all their tables by the end of Year 4.
- Results will be shared with parents and used to inform teaching in Year 5 and 6.



# *Relationships and Health Education*

*Relationships and Health Education (revised Sept 2020) is a **compulsory** part of the school curriculum, which comprises two distinct areas:*

- Relationships*
- Physical health and mental wellbeing*

*Our curriculum is designed to be:*

- Appropriate for your child's age and development stage.*
- Sensitive to the needs and religious backgrounds of the children in our school.*



*The Relationships part of the curriculum will teach the children what they need to learn to build positive and safe relationships:*

- *With family.*
- *With friends.*
- *Online.*

*Our school will teach in a way that is appropriate to your child's age and will look at these questions:*

- *What is a relationship?*
- *What is friendship?*
- *What is family?*
- *Who can your child look to for support?*



RSE forms a part of the PSHE, RE and Science Curriculum.

Our key objective is the well-being of the children.  
We believe parents are the prime educators of their children

The school, church and family will work together; our role as a school is to support you and not to replace you

Parents have the right to withdraw their children from **elements** of RSE education. If you wish to do so, please contact Mrs Tyler.

Sex education is separate from the Relationships and Health curriculum.

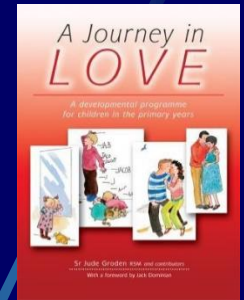
You can withdraw your child from some or all of the lessons on Sex Education. The head teacher must grant your request to withdraw your child.

But before making a request, please:

- Remember that the Science curriculum in all maintained schools includes content on human development, which includes human reproduction. There is no right for a parent to withdraw their child from the science curriculum.



# Year 4



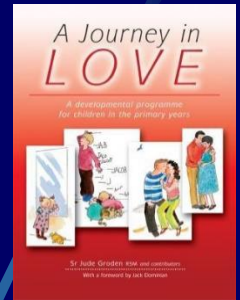
## God loves us in our differences

**Aim:** To make links and connections to show that we are all different. To celebrate these differences as we appreciate that God's love accepts us as we are now and as we change.

**Key words:** God, gifts, talents, difference, development, change, stereotype, acceptance, cultural, biological, respect, courtesy, manners, sensitivity, religious, belief, bullying, polite, uniqueness, innate, beauty, dignity



# Year 4



## Key Objectives:

- To describe how we all should be accepted and respected
- To describe how we should treat others making links with the diverse modern society we live in
- To celebrate the uniqueness and innate beauty of each of us





# PSHE

## Health and Wellbeing

- Experiencing different emotions
- Developing a growth mindset
- Healthy diet
- Looking after our teeth

## Families and relationships

- Families are all different
- Unhappy friendships
- Introduction to manners and courtesy
- Change and loss
- Gender stereotypes: Careers and jobs

## Safety and the changing body

- Communicating online
- Secrets and surprises
- Staying safe with medicine
- Road safety

## Living in the wider world

- Rules beyond school
- Similar yet different my local community
- Giving my opinion
- Wants and needs
- Looking after money



# Mental Health & Well-being

## Zones of Regulation

### The **ZONES** of Regulation®

			
<p><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>



## Key points:

- There is no 'bad' Zone.
- Everyone experiences all of the Zones at different times and in different circumstances.
- We can't change the way children feel BUT we can help them manage their feelings/states and behaviours. "It's OK to be angry but it is not OK to hit..."
- You can be in more than one Zone at a time (eg. sad and angry)
- If your child is in the Red Zone...
- Limit verbals – this is not a teachable moment.
- Discuss use of tools when child is regulated.
- Plan for if/when child is in Red Zone. "I wonder if this strategy would help...?"



## ***Sacramental Preparation:***

*Application forms for entry into the preparation programme will be available on Sundays after Mass during September. The closing date for entry into the preparation programme will be **Friday 3<sup>rd</sup> October**, after that no applications will be accepted and a Mass of Enrolment will be held on **Sunday 5<sup>th</sup> October** at 10.00am in St. Albert's church – attendance is compulsory.*

*The children will receive the Sacrament of Reconciliation on **Tuesday 3<sup>rd</sup> March 2026 at 1.30pm** and the preparation meetings for both children and parents/guardians will be held after Mass on:*

*Sunday 2<sup>nd</sup> November*

*Sunday 7<sup>th</sup> December*

*Sunday 11<sup>th</sup> January*

*Sunday 1<sup>st</sup> February*

*Sunday 1<sup>st</sup> March*

*Sunday 12<sup>th</sup> April*

*First Holy Communion – **Saturday 16<sup>th</sup> May 2026 at 10am***



## *Residential 2026:*

### *PGL Boreatton Park*

- *Wednesday 22<sup>nd</sup> April – Friday 24<sup>th</sup> April.*
- *Deposit of £40.00 due by the end of September.*



**St. Brigid's**  
Catholic Primary School





## Homework

Daily reading – please ensure that you make a note of when your child has read at home. It is really important that the children bring their reading books into school **every** day.

Spellings / Handwriting

Friday booklets containing Maths Basic skills and Grammar activity linked to the text we are reading in class. These are due in before the following Friday

Picture News to encourage communication at home.

Other apps to use:

**Spelling Shed**

**Duolingo**

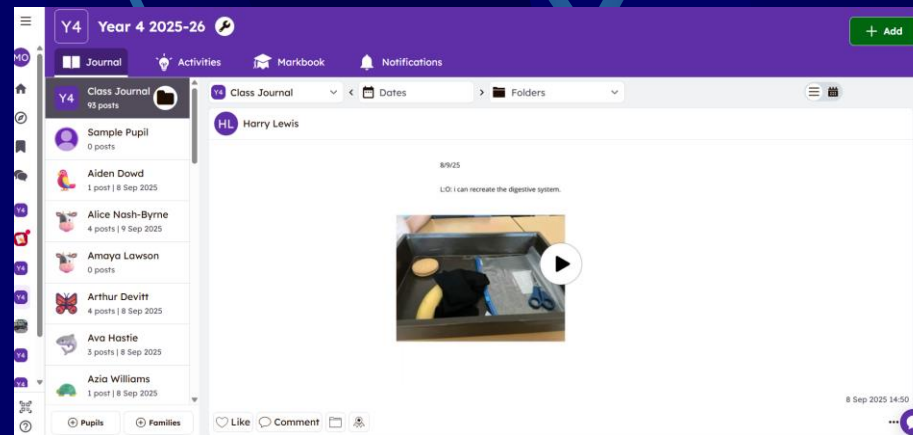
**Doodle Maths**

**TTRockstars**



Communication

See Saw



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THANK YOU ☺

Any questions?

