Welcome to Year 4 Meeting

Tuesday 16th September 2025

Kestrels & Swallows

Miss Hannah
Ms Noori

LKS2 Team

Kestrels (Y4)
Class Teacher – Ms Noori
Teaching Assistant – Ms Solano

Swallows (Y3/4)
Class Teacher – Miss Hannah
Teaching Assistant – Mrs Lucchini

Other Staff

Key Stage Leader: Ms Noori
PE Coach – Mr Akkourri
Spanish Teacher – Ms Solano
Music Teacher – Miss McCarthy
SENCO – Mrs Waine

Year 4 School Day

Start time: 9:00am (Soft opening from 8.45am)

Morning Break: 11.00 – 11.15am

Lunch: 12.30 – 1.30pm

Home time: 3.25pm

END OF SCHOOL DAY		
KEY STAGE	PICK UP TIME	PICK-UP LOCATION
Foundation Stage Ducklings (Nursery) & Robins (Reception)	3.20pm Part time Nursery 12.00	Nursery gate
Key Stage 1 Goldfinches (Yr1), Hummingbirds (Yr 1/2), Kingfishers (Yr 2)	3.25pm	Playground gate Pick-up from classroom door
Lower Key Stage 2 Swifts (Yr 3), Swallows (Yr 3/4), Kestrels (Yr 4)	3.25pm	Playground gate Pick-up from teacher in the playground
Upper Key Stage 2 Herons (Yr 5), Pelicans (Yr 6), Swans (Yr 6)	3.30pm	Playground gate Pick-up from teacher in the playground

Our mission is to follow Jesus in all we think, do and say and our Golden Rules help us to do this.

- **We are gentle** – we don't hurt others
- **We are kind and helpful** - we don't hurt anybody's feelings
- **We work hard** - we don't waste our own or others' time
- **We listen well** – we don't interrupt and we follow instructions
- **We are honest** – we don't cover up the truth
- **We look after our own and other people's property** – we don't damage things
- **We keep each other safe.**

St Mary of the Angels is an exceptionally welcoming and joyful community. Pupils understand and fully embrace the Catholic identity and mission of the school. The school mission of 'Following Jesus in all we think, do and say' is evident in every aspect of school life. Pupils explain with pride how the school mission relates to their everyday lives and exactly what it means in their school. Pupils told inspectors 'We should always try to love people like Jesus did'. Pupils are happy, confident and feel secure in their daily experience of the school. They greatly enjoy being part of the community and value the support of adults around them.

Catholic School Inspection report June 2024

Curriculum

At St. Mary of the Angels Catholic Primary School we study Religious Education, the National Curriculum and age appropriate Relationships and Health Education. We offer a provide a broad, balanced and creative curriculum to enable every child to develop their gifts from God and be the best they can be.

We aim to:-

- create a welcoming, happy, secure and caring environment in which all can work and achieve their full potential;
- provide a broad, balanced and creative curriculum that meets the spiritual, emotional, moral, intellectual and physical needs of all pupils and prepares them for the responsibilities of adult life;
- develop a spirit of care, generosity, forgiveness and equal opportunity within our multicultural community through prayer and living our faith;
- worship together as a community, celebrating meaningful and appropriate liturgy
- ensure that the prayer life of all in our school community is nourished, guided and developed

For further information re the curriculum please visit the homepage of the school website or click here.

Religious Education Directory

Curriculum: Religious Education

Term 1 – Creation and Covenant
Term 2 – Prophecy and Promise
Term 3 – Galilee to Jerusalem
Term 4 – Desert to Garden
Term 5 – To the Ends of the Earth
Term 6 - Dialogue and Encounter

Please see the termly RE newsletter for more detailed information; alongside the monthly Ten:Ten parent newsletter.

Catholic Life and Mission of the School

Rooted in Love

A new project to support schools in their journey with Catholic Social Teaching

Half Term	CST Theme
Autumn A	Care of Creation
Autumn B	Preferential Option for the Poor
Spring A	Solidarity and Peace
Spring B	Community and Participation
Summer A	Dignity of Workers
Summer B	Human Dignity

Available Summer 2023

For more information, contact:

caritaswestminster@rcdow.org.uk

Or speak to your RE Primary Advisor

Caritas Westminster

We started our Rooted in Love journey in the summer term of 2023 and continue this term with the autumn topics: Care of Creation & Preferential Option for the Poor.

More details in the Curriculum Newsletter.

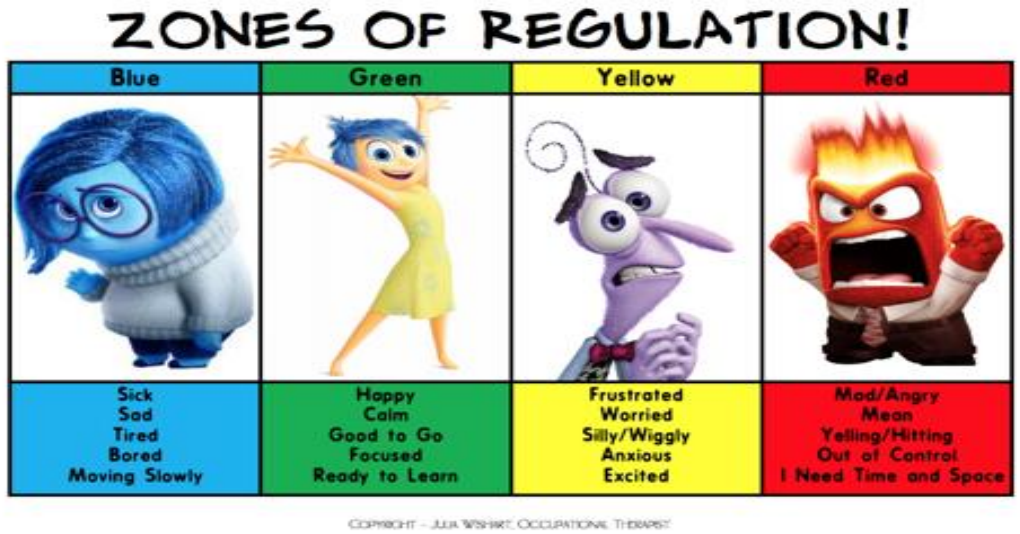
For more information please visit

https://education.rcdow.org.uk/rooted-in-love/

Catholic Life and Mission of the School (cont'd)

On our Rooted in Love journey this term we will be introducing the children, at an age appropriate level, to the concepts of:

- **Caring for Creation** – what it means to be a 'good steward' and how they could look after our world. It is important that the children understand that the way we treat our common home affects everyone, in every country, now and in the future.
- **Preferential Option for the Poor** - God calls us to look for those in need and work hard to support them as best we can. This means allowing someone to have the first choice. It means giving someone the best that is available; not just the scraps or leftovers.





Relationships and Health Education (RHE)

We continue to follow the Life to the Full Plus programme to teach RHE and Personal Social and Health Education (PSHE). The Life to the Full Plus Parent Portal can be accessed as follows:

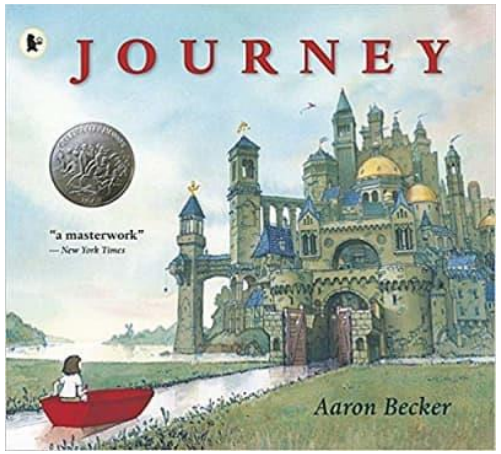
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www.tentenresources.co.uk/parent-portal

School username: st-mary-angel-w2

School password: palace-gardens

We will also be learning about and identifying our feelings and emotions using the **'Zones of Regulation'.**



English

Our English curriculum follows the programmes of study from the National Curriculum. At our school, we have designed our English curriculum in partnership with Lillie McCotter from the Reading Room. The English Curriculum is taught using a 'teach-through-a-text' approach, with quality texts as the basis for each writing unit. Each term, classes with start with a poetry focus before exploring various text types connected to a theme. For example we started the school year by studying the whole school text ***'Journey' by Aaron Becker.*** This focused on visual literacy, and included a short, descriptive piece of writing.

Maths

We continue to use White Rose Maths scheme of work. This term, we will be looking at Place Value to tens of thousands, Addition and Subtraction, Length and Perimeter, and Multiplication and Division.

Science

From September 2024 we will be following the White Rose Science scheme of work. This term, we will be looking at Skeletons, Movement, Nutrition and Diet, Food Waste and Rocks.

History, Geography, Art & Design and Design & Technology

From September last year, we are teaching the national curriculum for these foundation subjects using Kapow Primary's schemes of work.

Kapow Primary provides engaging, knowledge-rich and progressive curriculums and lesson plans for foundation subjects along with professional development for teachers. Improving teaching and learning in these foundation subjects is a key focus for school improvement this year.

We are continuing to update our school website with more detailed information on the curriculum. The parent guides below can be found on the relevant page in the School Information/Curriculum tab.

Parents Guide History

Parents Guide Geography

Parents Guide Art & Design

Parents Guide Design & Technology

St. Mary of the Angels Catholic Primary School

Long Term Plan: History and Geography Lower KS2 (Year 3 & 4)

Cycle B 2025 2026					
Autumn Term		**Spring Term**		**Summer Term**	
History	**Geography**	**History**	**Geography**	**History**	**Geography**
How have children's lives changed? Investigating the changes in children's lives through time, learning how: spare time, children's health and work have changed and learning about a day in the life of a working child. Finding out about the significance of Lord Shaftesbury and his impact on schools and working conditions.	**Who lives in Antarctica?** Learning about latitude and longitude and how this links to climate. Contemplating the tilt of the Earth and how this impacts the Antarctic circle and global temperatures. Exploring the physical features of a polar region and how humans have adapted to working there, taking into account that there is no permanent population. Studying Shackleton's expedition and planning their own expeditions, using mapping skills.	**What did the ancient Egyptians believe?** Developing awareness of how historians find out about the past using mummies, the Book of the Dead and pyramids. Learning about the importance of religion in the ancient Egyptians' lives and considering how this is evident in pyramids, worship and mummification. Learning how the ancient Egyptians explained the existence of the world using their creation story.	**Are all settlements the same?** Exploring different types of settlements and land use, and the difference between urban and rural. Describing the different human and physical features in the local area and how these have changed over time. Making land use comparisons between the local area and New Delhi to find key similarities and differences between these two locations.	**How did the achievements of the Ancient Maya impact their society and beyond?** Investigating historical and archaeological evidence, children explore the achievements of ancient peoples like the Maya. By making inferences and observing artefacts, they study the Ancient Maya's settlements in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.	**What are rivers and how are they used?** Exploring the different ways water is stored and moves, developing an understanding of the water cycle. Naming and mapping major rivers both in the UK and globally. Learning about the features and courses of a river and how they are used by humans, and studying a local river to identify these features.

Spelling

Essential Spelling

Year 4/Primary 5 Unit Overview

Unit	Focus
Unit 1	Introduction: **sent**, **heal**
Unit 2	**scribe**
Unit 3	**act**
Unit 4	**note**
Unit 5	**favour**
Unit 6	**exper**
Unit 7	**know**
Unit 8	**cent**
Unit 9	**centre**
Unit 10	**cid**
Unit 11	**nat**
Unit 12	**lieve**
Unit 13	**gram**
Unit 14	**c** and **sc** as /s/
Unit 15	**ch** letter string
Unit 16	**gue** and **que** letter strings
Unit 17	The extra **u**
Unit 18	Double consonants
Unit 19	Prefix **pro**-
Unit 20	Prefixes **ad**- and **ar**-
Unit 21	Prefixes **con**- and **com**-
Unit 22	**min**
Unit 23	**breath** and **breathe**
Unit 24	**reg**
Unit 25	**ord**
Unit 26	**spec**
Unit 27	**image**
Unit 28	**pare**
Unit 29	**popul**
Unit 30	**pose**
Unit 31	**cas**
Unit 32	**pecu**
Unit 33	Suffixes **-ar** and **-er**
Unit 34	Additional morphemes: **libr**, **land**, **oft**, **mater**, **fruit**

Physical Education

PE Uniform

- Navy blue school PE shirt
- Navy blue school sweatshirt
- Navy blue school shorts (summer)/tracksuit bottoms (winter)
- Plain black plimsolls/trainers
- Winter/Summer hat.

School uniform policy allows pupils to wear stud earrings – no other jewellery is allowed.

PE lessons

Kestrels Tuesday and Thursday
Swallows Tuesday & Thursday

After school clubs

ART & SPORTS CLUBS						
Clubs	***Year/Class Group(s)**	**Day/run by**	**First Session**	**Last Session**	**Cost**	**Places**
Football	3, 4, 5, 6	**Monday** Mr Ben Tomlinson ***(Coach Ben)***	**15 Sept** 3.30-4.30pm	08 Dec	**£48** (12 Weeks@£4.00 p/w)	20
Multisport	3, 4, 5, 6	**Tuesday** Mr Akourrih ***(Coach Yousef)***	**16 Sept** 3.30-4.30pm	09 Dec	**£48** (12 Weeks@£4.00 p/w)	20
Athletics	3, 4, 5, 6	**Wednesday** Mr Akourrih ***(Coach Yousef)***	**17 Sept** 3.30-4.30pm	10 Dec	**£48** (12 Weeks@£4.00 p/w)	20
Zumba	3, 4, 5, 6	**Wednesday** *Coach* ***Mrs Fuenmayor***	**17 Sept** 3.30-4.30pm	10 Dec	**£48** (12 Weeks@£4.00 p/w)	15
Gymnastics	4, 5, 6	**Thursday** *Coach* ***Miss Smaller***	**18 Sept** 3.30-4.30pm	11 Dec	**£48** (12 Weeks@£4.00 p/w)	15
Art	4, 5, 6	**Thursday** ***Miss St Louis***	**18 Sept** 3.30-4.30pm	11 Dec	**£48** (12 Weeks@£4.00 p/w)	20

Enrichment

We continue to offer a wide range of enrichment activities throughout the year. This will include trips to Forest School, as well as other essential learning and cultural experiences. For some trips and visits we will ask for parent volunteers so we thank you in advance for your support.

- Swimming lessons at Porchester Pool
- Class trips
- More to follow…

Forest School Timetable 2025 2026

Swallows (Year 3/4) (30ch.)	05.11.25	25.02.26	10.06.26	Wednesday 09:30 - 14:30
Kestrels (Year 4) (30ch.)	24.09.25	07.01.26	15.04.26	Wednesday 09:30 - 14:30

Times Table Check

- Takes place in June 2026

Multiplication tables check

Do you have a child in year 4 at primary school?

If so, your child will be participating in the multiplication tables check in June.

The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help your child's school to identify if your child may need additional support.

What is the Multiplication tables check?

It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

What if my child cannot access the check?

There are several access arrangements available for the check, these can be used to support pupils with specific needs. Your child's teacher will ensure that the access arrangements are appropriate for your child before they take the check in June.

The check has been designed so that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL). However, there may be some circumstances in which it will not be appropriate for a pupil to take the check, even when using suitable access arrangements. If you have any concerns about your child accessing the check, you should discuss this with your child's headteacher.

Do I need to do anything to prepare my child for the check?

No, you do not need to do anything additional to prepare your child for the check. As part of usual practice, teachers may ask you to practise times tables with your child.

Schools will have unlimited access to a try it out area from March. They can use this to make sure pupils have the necessary support required to access the check. This includes opportunities for pupils to familiarise themselves with the check application and try out any access arrangements that may be required.

How will the results be used?

Schools will have access to all their pupils' results, allowing those pupils who need additional support to be identified.

Will I receive feedback on my child's check?

Yes. Your child's teacher will share your child's score with you, as they would with all national curriculum assessments. There is no pass mark for the check.



How can you help?

- Ensure that they go to bed early.
- Provide them with a good healthy breakfast.
- Establish clear routines after school, including time to complete homework
- Encourage your child in all aspects of academics.
- Praise their good behaviour.
- Practise spelling words and timetables
- Take turns reading to each other and asking questions to promote comprehension skills.
- Check the school website for updates.
- Ask about your child's day.

Home Learning

Children will be expected to complete home reading each night with physical school books & library books given.

Oxford Reading logins will be stuck in your child's reading record.

Spelling Homework – Given out Wednesday – Tested on Wednesday

Homework – Given every Friday.

Reading Books – Changed every Monday

	Mon	Tues	Wed	Thurs	Fri
Reading Books	**Changed** Read @ home	Read @ home	Read @ home	Read @ home	Read @ home
Spelling Homework			Given out **Test**		
Times Tables					Given out **Test**
Homework (topic, maths or English or comprehension)					Given out **Due in**

Home Learning



- Spellings will be handed out on Wednesday and due back on Wednesday, with a test also on Wednesday.

- Writing/Reading/Maths/Topic homework will be handed out on Friday and will be due in the following Friday.

Children are expected to read for at least 20 minutes every night. Please sign reading records each night. We promote a love of reading and children are encouraged to take books home from school to read. A suggested book list is also available from us.

Oxford Reading Buddy and Purple Mash logins will be stuck in your child's reading record.

Social Media Code of Conduct

We are aware that some parents/carers may choose to communicate with other parents on social media platforms. If you do so, the school expects you to behave in a civilised nature online.

A **Social Media Code of Conduct** will be shared with you shortly which will set out clear procedures for how we expect parents/carers to conduct themselves on social media and when using messenger apps, such as WhatsApp.

For now, Mrs Hough has asked us to share with you that the school will not tolerate

- the posting of defamatory content about parents, pupils, the school or its employees.
- the creation or joining of private groups or chats that victimise or harass a member of staff or the school in general.

Home School Communication

To contact the class teacher:

- Telephone the school and leave a message
- Email office@stmaryangels.co.uk

To contact Mrs Hough (Acting Headteacher), Miss Hulands (Acting Deputy Headteacher) or Mrs Waine (SENCO)

- Telephone the school office and ask to speak to Ms Chadwick (Senior School Administrator)
- Email Ms Chadwick at office@stmaryangels.co.uk

It would helpful if you can give as much information as you feel comfortable with and the class teacher/senior member of staff will call you back as soon as possible.



Thank you for coming!