

**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**

ATTENDANCE AT ABBEY



- Last year, 32 children achieved 100% attendance.
- 96% is good.
- Ready, respectful, safe.
- Don't miss out!

0 days off in a year 0 lessons missed	100%
2 days off in a year 10 lessons missed	99%
5 days off in a year 25 lessons missed	97%
10 days off in a year 50 lessons missed	95%
14 days off in a year 70 lessons missed	93%
20 days off in a year 100 lessons missed	90%

ATTENDANCE AT ABBEY

Attendance groups

	Pupils	Reading SS	Reading VA	Writing SS	Writing VA	Maths SS	Maths VA	GPS SS	GPS VA	Attendance
Above 95%	39	106.9	+2.4	102.6	+2.2	106.2	+2.4	107.5	+2.2	98% ●
90.1 - 95%	16	106.6	+1.8	100.5	0.0	105.2	+1.1	103.9	-1.0	93% ●
80.1 - 90%	7	104.7	+2.7	97.6	0.0	103.9	+2.0	103.4	+1.4	87% ●
50.1 - 80%	3	97.7	-1.6	95.0	0.0	93.3	-5.6 ●	90.3	-8.6 ●	65% ●

- The children who made the most progress in all areas, had 95% attendance.
- We don't want your child to miss out.

ATTENDANCE AT ABBEY

**MOMENTS
MATTER,
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Our attendance in = %



MONDAY



TUESDAY



WEDNESDAY



THURSDAY



FRIDAY

ATTENDANCE AT ABBEY



ATTENDANCE AT ABBEY

Name:

Class:

Weekly Attendance Tracker



Monday



Tuesday



Wednesday



Thursday



Friday



ATTENDANCE AT ABBEY

- Ring/email the office if your child is unwell.
- Dentist/doctors - bring your child back.
- Below 92% (Arbor) you must provide medical evidence.
- Ask for help.
- Leave of absence request. No holidays in term time will be authorised *except in exceptional circumstances*.
- New rules – August 19th 2024.

ATTENDANCE AT ABBEY

New rules:

- Miss 5 days = £160 fixed penalty fine per parent, per child.
- Irregular attendance (miss 10 sessions within 10 weeks) = £160 fixed penalty fine per parent, per child.
- If repeat within 3 years = £160 fine with no reduction for early payment.
- If further repeat within 3 years = prosecution, magistrate court. £2500 fine.



**PARENT FINES FOR MISSING SCHOOL:
WHAT YOU NEED TO KNOW**

**MOMENTS
MATTER,**

**ATTENDANCE
COUNTS.**



We are becoming a UNICEF UK Rights Respecting School

Abbey Primary School wants to be a school where children's rights are at the heart of our ethos and culture, to improve well-being and to develop every child's talent and ability to their full potential. As part of this plan, we are working towards recognition as a Rights Respecting School, an award given to schools on behalf of UNICEF UK.

At Abbey Primary School pupils will learn about their rights by putting them into practice every day. You can find out more about the Award here: unicef.uk/About_RRSA

We really hope that you will support our school on our Rights Respecting journey.



WELCOME TO YEAR 4'S CURRICULUM OVERVIEW

MISS LEWARNE AND MISS HAYCOCK



KEY STAFF

- Miss H Lewarne – 4L class teacher
- Miss A Haycock- 4H class teacher
- Miss Libby- teaching assistant
- Miss Kent – PPA cover
- Mrs Burge – Spanish teacher



Ms A Haycock

Year 4 Teacher (4H),
ECT & DT Lead



Miss H Lewarne

Year 4 Teacher (4L),
Computing Lead



Ms L Godfrey

Teaching Assistant



Ms G Burge

Spanish Teacher



Ms S Kent

HLTA

Year 4 timetable

	8:30-8:40	8:40-9:10	9:10-10:30		10:30-10:45	10:45-12:10		12:10-1:10	1:10-2:10		2:10-3:00	3:00-3:05
<i>Monday</i>	Registration	Assembly	English		Break	Maths Mastery (20mins)	Music	Lunch	Maths	PSHE / Library		Home
<i>Tuesday</i>	Registration	Whole Class Reading	English		Break	Maths Mastery (20mins)	Science	Lunch	Maths	RE		Home
<i>Wednesday</i>	Registration	Whole Class Reading	Maths Mastery (20mins)	Spanish 4L / English	Break	Maths Mastery (20mins)	Spanish 4H / English	Lunch	Maths	Computing		Home
<i>Thursday</i>	Registration	Whole Class Reading	English		Break	Maths Mastery (20mins)	History	Lunch	Maths	Art		Home
<i>Friday</i>	Registration	Assembly or WCR	English		Break	Maths Mastery (20mins)	Maths	Lunch	Assembly	PE	PE	Home

CURRICULUM OVERVIEW

Writing

Expectations by the end of Year 4:

- Plan, draft, write, evaluate, edit, proofread, read aloud
- Use a wide range of vocabulary and grammatical techniques
- Use the possessive apostrophe accurately
- Find words in a dictionary
- Write sentences from memory
- Handwriting is consistent and a high quality.

Reading

Expectations by the end of Year 4:

- Read accurately and at speed
- Apply knowledge of root words, suffixes and prefixes to understand new words
- Read further common exception work
- Develop a positive attitude to reading
- Comprehension – VIPERS
- Participate in discussions and take turns when reading

Maths

- Oak Academy (NCTEM)
- Number and Place Value
- Addition and subtraction
- Multiplication and division
- Multiplication tables up to 12
- Fractions and decimals
- Measurement
- Geometry
- Statistics

Religion & worldwide views:

- Are all religions equal?
- What makes some texts sacred?
- Just how important are our beliefs?
- Who was Jesus really?
- Why is the bible the best-selling book of all time?
- Does the language of scripture matter?

Art:

- Drawing: Powerprints
- Painting and mixed m
- Craft and design: Fabric of nature
- Mixed Media: Light and dark

DT:

- Structure: Pavilions
- Mechanical systems: Making a slingshot car
- Electrical systems: Torches

Science:

- Living things & their habitat
- Electricity
- Sound
- States of matter
- Animals including humans

PSHE:

- Families & relationships
- Health & wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

Music:

The children will be receiving 30 weeks of Ukulele tuition, which will end with a concert.

PE:

- Hockey
- Gymnastics
- Dance
- Dodgeball
- Athletics
- Football
- Sports Day

History

- Roman Invasions
- Roman Britain
- Roman wokshop
- Maya Civilisation

Geography:

- Amazon: Rivers & Rainforests
- Zoo visit
- The USA

Spanish:

- In Year 4, the children will be learning Spanish every Wednesday
- Miss Burge will be their Spanish teacher

YEAR 3 AND 4 SPELLINGS

New Curriculum Spelling List Years 3 and 4

accident	centre	experience	important	ordinary	reign
accidentally	century	experiment	interest	particular	remember
actual	certain	extreme	island	peculiar	sentence
actually	circle	famous	knowledge	perhaps	separate
address	complete	favourite	learn	popular	special
although	consider	February	length	position	straight
answer	continue	forwards	library	possess	strange
appear	decide	fruit	material	possession	strength
arrive	describe	grammar	medicine	possible	suppose
believe	different	group	mention	potatoes	surprise
bicycle	difficult	guard	minute	pressure	therefore
breath	disappear	guide	natural	probably	though
breathe	early	heard	naughty	promise	thought
build	earth	heart	notice	purpose	through
busy	eight	height	occasion	quarter	various
business	eighth	history	occasionally	question	weight
calendar	enough	imagine	often	recent	woman
caught	exercise	increase	opposite	regular	women



READING VIPERS

Vocabulary

Find and explain the meaning of words in context.



Infer

Make and justify inferences using evidence from the text.



Predict

Predict what will happen based from the details given or implied.



Explain

Explain how content is related and contributed to the meaning as a whole.
Explain how meaning is enhanced through choice of language.
Explain the themes and patterns that develop across the text.
Explain how information contributes to the overall experience.



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.



Summarise

Summarise the main ideas from more than one paragraph.



Example questions

- What do the words and suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of show that they are
- How can you tell that.....
- What impression of do you get from these paragraphs?
- What voice might these characters use?
- What was thinking when.....
- Who is telling the story?

Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of effective?
- The mood of the character changes throughout the text.
- Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does have on the audience?
- How does the author engage the reader here?
- Which words and phrases did effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did....?
- How often....?
- Who had....? Who is....? Who did....?
- What happened to....?
- What does.... do?
- How is
- What can you learn from from this section?
- Give one example of.....
- The story is told from whose perspective?

Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/ middle/end of the story?
- In what order do these chapter headings come in the story?

HOMEWORK

- 4x a week reading for at least 15 minutes per session.
- Spellings – given out on Friday due in on the following Friday (spelling test)
- English- given out Thursday due Tuesday
- Maths- given out Thursday due Tuesday
- Foundation- given out Friday due Monday
- All homework will be found on Microsoft Teams or Purple Mash

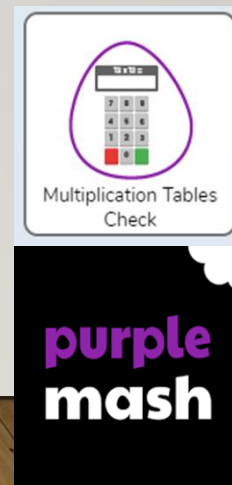
ASSESSMENT

At the end of Year 4, the children will be taking part in a times tables test that will be recorded. It will be taking place within the 2-week period from Monday 2nd June 2025 to Monday 16th June 2025. In order to help them with this, please continue to practice them at home.

<https://www.topmarks.co.uk/maths-games/daily10>

<https://www.timestables.co.uk/multiplication-tables-check/>

- Times tables rock stars
- Purple mash - times tables



TRIPS

- Roman day (at school)-Thursday 17th October 2024
- Cheam Baptist church - Friday 21st March 2025
- High Ashurst- Wednesday 5th March to Friday 7th March 2025
- London Zoo- date tbc (Summer 1)
- Buddahipia temple- date tbc