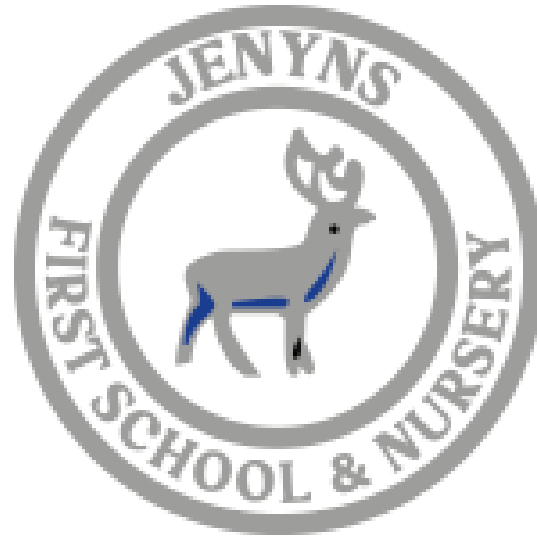


Welcome to Chestnut Class



*Embracing Respect, Nurturing Growth,
Inspiring Ambition*



Meet the Team

- Class Teachers: Mrs Dove (Mon, Tues)
Miss Hargrave (Wed, Thurs, Fri)
- Teaching Assistant: Mrs Nicholson (Mon, Tues, Thurs, Fri mornings)
Mrs Oakins (Wed morning)
- Other adults: Mr Sadler (PE)
Mrs Donno (PPA Cover - Wednesday 2pm -
hometime)
Mrs Smith (Forest School teacher)



Being ready for school

- The gate is open from 8:30am.
- The bell is rung at 8:45am.
- The register is taken straight away (at 8:50 am) - really important that children arrive on time.
- Dressed appropriately for the weather (name everything!)
- Water bottle brought to school each day (not in book bag!)
- Reading book and reading record brought to school each day - please keep their reading book in their school bag.



Home School Agreement Reminder

Jenyns First School and Nursery

Home/School Agreement

At Jenyns First School and Nursery, we believe that every member of the school community should be valued, respected and treated as an individual, in accordance with our values. We believe that every young person should be given the opportunity to develop socially, to learn and to enjoy community life. We believe that high quality teaching promotes effective learning and good behaviour. We promote positive behaviour and teach children to take responsibility for their own actions and accept the consequences of their choices. This vision is underpinned by our three values: Ambitious, Positive, Respectful.

By agreeing to the Home/School Agreement it will assist us, the children and you as parents/carers to work towards achieving our aims and ensuring that the school's values are maintained.

The School will:

- Provide a safe, caring, happy and stimulating environment in which your child can make good progress, feel valued, be comfortable, be healthy, learn well, develop social skills and form friendships.
- Keep you informed about the curriculum your child will follow, and their progress and welfare.
- Make sure you are told about school and class activities for each term by letter and Newsletters through Arbor and the School website.
- Provide an annual written report on your child's progress, attitude and achievement.
- Inform you as quickly as possible about any changes that may affect your child e.g. cancellation of clubs or other events for unforeseen reasons.
- Contact you if your child is marked absent on the register and the school has not been informed of a reason.
- Contact you if your child is unwell or has an injury that needs more than minor first aid.
- Respect your child's beliefs, opinions and ideas and encourage them to do their best in all aspects of school life
- Have high expectations of parents/carers and children, insisting that all discussions are respectful, not tolerating aggression or threatening behaviour.
- Be open and available to listen to your thoughts or your concerns about any matters relating to your child.

Home School Agreement Reminder

- **The School will:**

- Provide a safe, caring, happy and stimulating environment in which your child can make good progress, feel valued, be comfortable, be healthy, learn well, develop social skills and form friendships.
- Keep you informed about the curriculum your child will follow, and their progress and welfare.
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- Have high expectations of parents/carers and children, insisting that all discussions are respectful, not tolerating aggression or threatening behaviour.
- Be open and available to listen to your thoughts or your concerns about any matters relating to your child.

Home School Agreement Reminder

Pupils will try to:

- Follow the school values
- Respect themselves, other people and the community surrounding us
- Always try my best
- Look after my own and other people's possessions
- Take responsibility for myself and my actions
- Feel proud to represent the school

Home School Agreement Reminder

The family will:

- Ensure my child attends school regularly, starting the day at 8.50am, appropriately dressed within the school dress code and ready for the day ahead.
- Notify the school on the first day of absence if my child is unable to attend and provide a note of explanation when they return
- Support our child in their learning and other school activities such as regular homework.
- Attend Parent/Teacher consultations twice per year
- Support the school and its policies for behaviour to ensure the wellbeing of my child and the school community
- Reinforce the school values: Be respectful, try your best, be positive!
- Work in partnership with the school, informing staff of any concerns or problems that might affect my child's ability or behaviour
- Support your child with their academic studies and ensure that all home learning is completed to a high standard and handed in on time.
- Read the schools reading book and other books for pleasure, then sign the reading record to show the school that reading is practiced and valued at home. It is expected children read at least three times at home.

20 is plenty!

Children who read for
20 minutes a day...

Will have a world of
imagination & creativity
opened to them

Will have better
general knowledge

Will be exposed to 1.8
million words a year

Will improve their
communication skills

Will improve critical
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Will have a broad
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Will have reduced
stress levels

Will learn how to
develop empathy

Will improve their test
results



@SonicaEllis

Benefits of Reading to Children

Improves
Focus.

Boosts Language
Skills.

Encourages a
Love for Books.

Builds a
Strong Bond.

Strengthens
Listening Skills.

Supports Brain
Growth.

Introduces New
Feelings.

Sparks
Curiosity.

Promotes Positive
Messages.



Attend today, Achieve tomorrow!

- Missing a few days of school here and there may not seem like a big deal, but research shows that it can have a significant impact on children's learning. Children who miss a substantial amount of school fall behind their peers and struggle to catch up.
- Poor attendance often starts at primary school, and children who fall into this pattern are likely to underachieve at Secondary/Middle/Upper school. Pupils who miss between 10% to 20% of school (that's 19 to 38 days per year) stand only a 35% chance of achieving five or more good GCSEs, compared to 73% of those who miss fewer than 5% of school days.
- Friendships can be affected by persistent absence, too: it can be hard for a child who misses lots of school to form relationships with their classmates

ATTENDANCE MATTERS

WHAT DO YOUR
ATTENDANCE
FIGURES
ACTUALLY MEAN?

95%	=	47 LESSONS MISSED EACH YEAR 8 days in total or 1 week and 3 days
90%	=	95 LESSONS MISSED EACH YEAR 16 days in total or 3 weeks and 1 day
85%	=	142 LESSONS MISSED EACH YEAR 24 days in total or 4 weeks and 4 days
80%	=	190 LESSONS MISSED EACH YEAR 32 days in total or 6 weeks and 2 days

BE SMART BE THERE!

Percentages based on 190 academic days

Term Time Holiday

- Following National Guidance and our Attendance Policy, any term time holiday lasting more than 10 sessions (5 school days) will result in a fixed penalty notice for each statutory school aged child for each parent.

**Working together to
improve school
attendance**

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

August 2024

● WEEK 1: 13 Apr, 5 May, 1 Jun, 22 Jun, 13 Jul, 1 Sep, 21 Sep, 12 Oct ● WEEK 2: 20 Apr, 11 May, 8 Jun, 29 Jun, 20 Jul, 7 Sep, 28 Sep, 19 Oct ● WEEK 3: 27 Apr, 18 May, 15 Jun, 6 Jul, 14 Sep, 5 Oct

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
MAIN MEAL 1	Pork Sausages & Gravy	Beef Lasagne	Roast Chicken with Stuffing & Gravy	Quorn Burger (v)	Fish Fillet Fingers
MAIN MEAL 2	Lentil Bolognese Pasta Shells (Ve)	Plant-Based Grill (Ve)	Cheese & Tomato Puff Pastry Tart (v)	Butternut & Chickpea Biryani (Ve) (New)	Margherita Pizza (v)
SIDE DISH	Mashed Potatoes	Herby Garlic Bread or Potato Wedges	Roast Potatoes or Wholemeal Pasta	Potato Wedges or Herby Garlic Bread	Chips or Tricolour Pasta
JACKET POTATO FIXED	Beans & Cheese (v)	Grated Cheese (v)	Tuna Mayo	Beans & Cheese (v)	Baked Beans (Ve)
COLD OPTION FIXED	Tuna Mayo Baguette	Chicken Mayo Baguette	Ham Baguette	Egg Mayo Baguette (v)	Cheese Baguette (v)
DESSERT	Peach & Apple Crumble & Ice Cream (v)	Fresh Fruit Wedges (Ve)	Fresh Fruit Jelly (Ve)	Raspberry & Lemon Square (v) (New)	Marble Cookie (v)
MAIN MEAL 1	Chicken Curry	Plant-Based Meatballs with Tomato Sauce (Ve)	Roast Beef with Yorkshire Pudding & Gravy	Chicken Pie & Gravy	Battered Fish
MAIN MEAL 2	Plant-Based Sausages & Gravy (Ve)	Mac 'n' Cheese (v)	Quorn Fillet with Stuffing & Gravy (Ve)	Mild Bean Chilli (Ve)	Margherita Pizza (v)
SIDE DISH	Brown & White Rice or Potato Wedges	Pasta or Herby Garlic Bread	Roast Potatoes or Wholemeal Pasta	New Potatoes or Brown & White Rice	Chips or Tricolour Pasta
JACKET POTATO FIXED	Tuna Mayo	Grated Cheese (v)	Beans & Cheese (v)	Baked Beans (Ve)	Beans & Cheese (v)
COLD OPTION FIXED	Cheese Baguette (v)	Egg Mayo Baguette (v)	Chicken Mayo Baguette	Ham Baguette	Salmon Mayo Baguette
DESSERT	Apple Tart & Ice Cream (v)	Fresh Fruit Wedges (Ve)	Fresh Fruit Jelly (Ve)	Strawberry Mousse (v)	Chocolate Muffin (v)
MAIN MEAL 1	Pulled Paprika Chicken Flatbread (New)	Beef Burger	Roast Chicken with Stuffing & Gravy	Quorn Hotdog (v)	Fish Fillet Fingers
MAIN MEAL 2	Breaded Bean & Vegetable Grill (Ve)	BBQ Bean Loaded Hash Browns (Ve)	Roasted Summer Veg Quiche (v)	Cauliflower Cheese Pasta Bake (v) (New)	Margherita Pizza (v)
SIDE DISH	Brown & White Rice or Pasta	Potato Wedges	Roast Potatoes or Wholemeal Pasta	New Potatoes	Potato Wedges or Tricolour Pasta
JACKET POTATO FIXED	Salmon Mayo	Grated Cheese (v)	Baked Beans (Ve)	Grated Cheese (v)	Beans & Cheese (v)
COLD OPTION FIXED	Tuna Mayo Baguette	Chicken Mayo Baguette	Ham Baguette	Egg Mayo Baguette (v)	Cheese Baguette (v)
DESSERT	Pancake with Blueberries (v)	Ice Cream with Chocolate Cookie Crumb (v)	Fresh Fruit Jelly (Ve)	Fresh Fruit Wedges (Ve)	Orange Shortbread (Ve)

£3.60 for
Years 3 and 4

Vegetables and a variety of salads are served daily. V = Vegetarian Ve = Vegan.



@hclcatering

www.hcl.co.uk

Uniform

- School royal blue jumper/cardigan (preferably with logo)
- School royal blue fleece (optional)
- Grey long trousers, shorts, skirts or pinafore, white polo shirt
- When warm, royal blue and white checked dresses can be worn
- Grey tights or grey/white socks
- Black, comfortable school shoes - no visible logos or coloured soles
School royal blue base-ball cap (optional)
- Coats should be a colour or design to ensure that children are visible when it is dark for going home in the winter months

PE Kit Reminders

PE Kit

Navy shorts

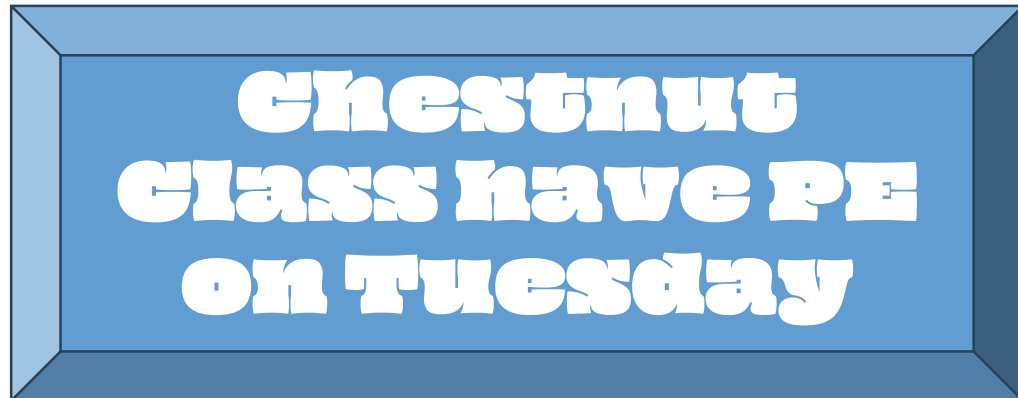
Royal blue T-shirt (preferably with logo)

Navy jogging bottoms

School royal blue hooded sweatshirt (optional)

Trainers (white or black- plain) in the summer months or children can wear plimsolls or have bare feet in the winter months when PE is inside

White socks



PE Kit Expectations

It is better for PE Kits to be left in school every day.

It is our preference that PE kits are taken home and washed weekly.

Children will be able to do PE kit in their school uniform as long as their footwear is deemed safe for the activity being carried out.

If a PE Kit is missing on a regular basis e.g. 3 weeks in a row, then a letter will be sent home.

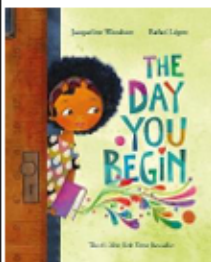
Class Timetable

	8:45-9:00	9:00-10:00	10:00-10:20	10:20-10:45	10:45-11:00	11:00 - 11:45	11:45-12:00	12:00-1:00	1:00-2:00	2:00-3:00	3:00-3:20
Monday	Early Morning work	Handwriting Dictation SPaG English	Whole Class reading	Snack, Newsround and Break	Spelling lesson	Maths	Times Tables	Lunch	French	PSHE	Assembly
Tuesday									PE CD PPA	Forest School	Assembly
Wednesday			1-1 Reading/Literacy Shed		TT practise				Computing	RE	Assembly
Thursday									JH PPA		
Friday			Spellings Quiz (dictation)		TT quiz				Art	Geography/History	
									Science	Music	2:50pm Celebration Assembly

Curriculum Map

English

Our focus texts throughout the first part of the Autumn term will be 'The Day You Begin', 'Tar Beach' and 'Varmints'.



Maths

For the first part of the Autumn term, we will be exploring place value. Each lesson's 'small steps' focus is outlined below.

Step 1 Hundreds, tens and ones

Step 10 Number lines to 10,000

Step 2 Represent numbers to 1,000

Step 11 Estimate on a number line

Step 3 Partition numbers to 1,000

Step 12 Compare numbers

Step 4 Thousands

Step 13 Order numbers

Step 5 Represent numbers to 10,000

Step 14 Round to the nearest 10

Step 6 Partition numbers to 10,000

Step 15 Round to the nearest 100

Step 7 Flexible partitioning

Step 16 Round to the nearest 1,000

Step 8 Find 1, 10, 100 or 1,000 more or less

Step 17 Round to the nearest 10, 100 or 1,000

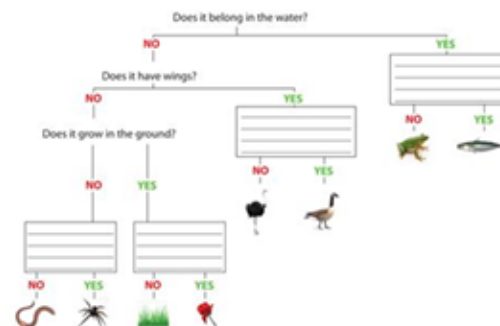
Step 9 Number lines to 1,000

Step 18 Roman numerals

Following this, we will move onto Addition and Subtraction.

Science - Living things and their habitats

During this unit of work, we will learn to recognise the seven life processes common to all living things. We will learn to sort living things using a variety of criteria and extend our use of scientific vocabulary to describe features and characteristics of animals and plants. We will conduct a local habitat search and learn to identify unknown living things using a classification key. We will consider how environmental change impacts the local area and suggest ways in which humans can prevent further damage.



Art - Sculpture

We will create observational and experimental drawings of nests using a variety of media. Then, we will make sculptures of a nest. We will question what it is like to be a bird placing the first tentative twigs in place to build their nest. We will explore different materials and construction methods to build inventive nests.



Geography – Weather and Climate

In this unit, we will review our knowledge of weather and climate differences. We will learn about the six main climate zones and the weather conditions in each. For instance, we will understand that the UK falls under the temperate climate

Chestnut Class

Year group: 3 and 4

Year A/ **Year B**

Term: Autumn 1

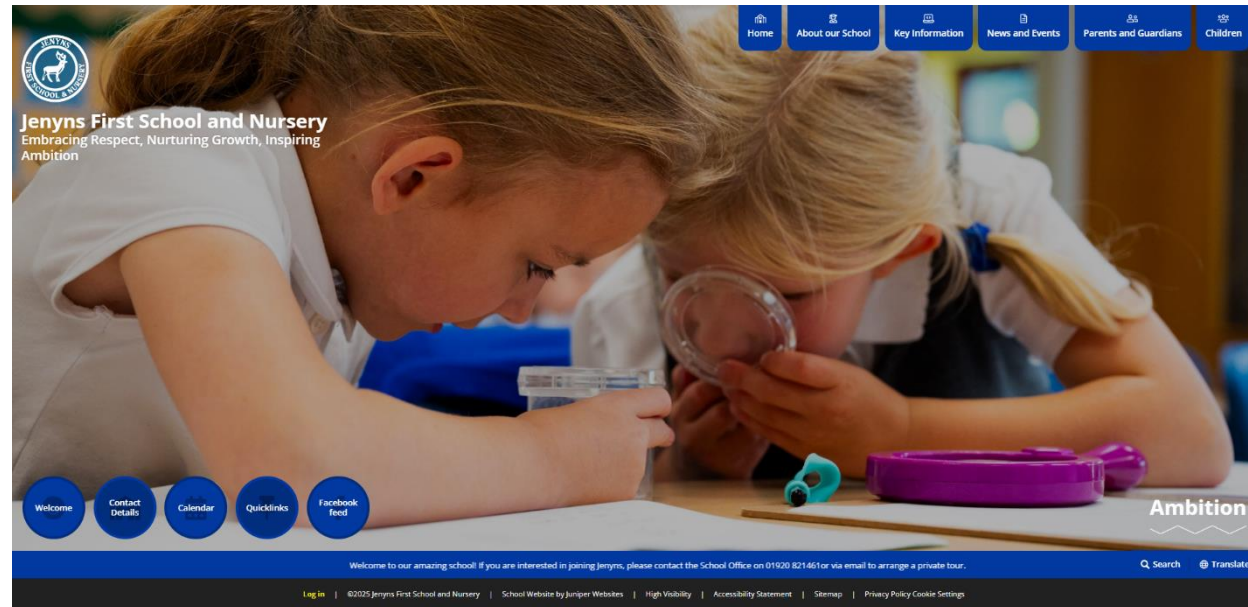
Music - Body and tuned percussion (Rainforests)

We will identify the structure of a piece of music and play a sequence in the correct order in time with our partner. We will try to have two contrasting rhythms being played together, as well as two different melodies being played together.

zone, while other countries may have different climate zones. To understand weather forecasts, we will learn about the symbols used to display weather conditions. We will also be introduced to various weather instruments such as anemometers, rain gauges, and thermometers, and their uses in measuring wind speed, rainfall, and temperature respectively.				<u>RE – Sikhism</u> Enquiry Question: Does joining the Khalsa make someone a better Sikh? 
<u>Computing – Networks and The Internet</u> We will recognise that a network is two or more devices connected and its purpose and identify key components that make up the school’s network. We will explain the difference between wired and wireless connections. We will recognise that files are saved on a server and understand the role of the server in a network when requesting a website. We will identify parts of a website’s journey to reach your computer and recognise that routers connect to send information. We will understand that data is broken into packets.	<u>PE - Gymnastics</u> PE will be on a Tuesday, so please ensure PE kits are in school on these days. Also, please make sure all jewellery is removed prior to coming into school. If earrings remain, they will be taped over, or children will have to remove by themselves. 	<u>Trips/Experiences</u> Old Man’s Day Harvest Festival Black History Week	<u>French - Phonics</u> We will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of our language learning experience. Each of the four lessons is accompanied by a song that we will be encouraged to actively participate in.  Your child will be given a Language Angels login, which will allow access from home.	<u>PSHE</u> <u>Being me in my world</u> 

Links to website

- Lots of class information can be found on the school website





Jenyns First School and Nursery
Embracing Respect, Nurturing Growth, Inspiring Ambition

- Home
- About our School
- Key Information
- News and Events
- Parents and Guardians
- Children

[HOME](#) → [CHILDREN](#) → [CLASS PAGES](#)

Class Pages



Search Translate

Communication Reminders

- Teachers will be outside their classroom gate to greet the children and welcome them into school. This will be an opportunity to communicate any **urgent** messages.
- If you miss your child's teacher, feel free to speak with Mr Sadler or speak with Mrs Turner in the office if needed.
- Under no circumstance, do you enter the classroom or cloakroom door as this is a safeguarding risk.
- All non-urgent messages that you wish to communicate via email should be directed to the School Office on admin@jenyns.herts.sch.uk - in the subject heading you can state who you wish the email to be forwarded to. Please remember that teachers may not have time to check forwarded emails during the school day.
- To make an appointment with the class teacher, please speak to the school office or telephone the school office on 01920 821461.

Home-Learning

Sent home on a Friday via Google classroom to be returned online (take a picture and upload), or in paper form by the following Friday. *If you require a paper copy sent home on the Friday, please let a class teacher know.*

Spelling and times tables quiz takes place every Friday.

1. Reading:- At least 3 times a week (see next slide) Reading Raffle -If they read three times a week, they will be put into the weekly reading raffle.

2. Spellings and times tables:- practise at home. Integral part of the Year 3 and 4 curriculum, they also help to embed previous year's learning.

3. One Maths/Grammar/Topic activity (alternated).

- Your help in supporting your child with their home-learning is greatly appreciated.
- It is important that the children try their best with the activity set. Please let us know if your child is finding it difficult.
- Feedback on home-learning is verbal.

Reading at Home

- Children will develop their reading skills through a variety of opportunities including independent reading, whole class reading and shared reading.
- How you can help at home:
 - Children should be reading at home 3 times a week (part of our home school agreement)
 - Aim to read books at least twice if possible, this will help to increase your child's fluency and embed any new vocabulary
 - Talk about the book and ask questions.
- Staff will aim to change children's reading books weekly (if they have been read).

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Parent Volunteers

- We would very much appreciate any volunteers who would be able to come in to listen to children read.
- Some pupils would really benefit from extra reading.
- If you are interested in volunteering (even if it is just for 20 minutes!) please speak with Mr Sadler or Mrs Turner.

Interventions that could be used to support your child

Through our ongoing formative assessments, decisions over the weeks ahead will be made as to best help your child to make progress in their learning.

Interventions may include :

- Targeted / booster phonic groups
- Early morning Writing/ Reading and Maths groups
- Social group activities led by familiar and trusted adults
- Additional fine-motor skills/ handwriting support
- Pre-teaching and guided teaching opportunities
- Drawing and Talking
- Protective Behaviours
- Lego Therapy
- Speech and Language support

Year 3 Key learning statements - Reading

- 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.
- Apply knowledge of root words, prefixes and suffixes.
- Recognise common exception words
- **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 3 Key learning statements - Writing

- **Vary sentence structure, using different openers.**
- Use phrases containing adjectives (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 organise ideas around a theme.**
- **Use connecting adverbs to link paragraphs.**
- **Write with increasing legibility, consistency and fluency.**

Year 3 Key learning statements - Maths

Place value and regrouping

Counting on and back in ones, tens and hundreds

Estimation, magnitude and rounding

Measures – comparisons, estimations and magnitude

Mental fluency – addition

Mental fluency – subtraction

Fact families and applying the inverse

Written addition

Written subtraction

Problem solving – worded problems

Properties of 2-D and 3-D shapes

Geometry – symmetry

Geometry – rotation and right angles

Angles, right angles and estimation

Perpendicular and parallel lines, horizontal and vertical lines

2-D shape – properties and drawing

Perimeter including problem solving using written and mental methods

Multiplication 3,4,8 times tables including counting

Division – 1,2,3,4,5,8, times tables

Multiplication – strategy, associative and distributive laws

Multiplication and division word problems

Statistics – interpreting bar charts and tables

Statistics – interpreting pictograms and scaled bar charts

Fractions – finding halves, quarters, thirds of shapes

Fractions - finding three quarters of shapes

Fractions – finding halves, quarters and thirds of amounts

Finding Fractions of Discrete and Continuous Quantities

Ordering and Comparing fractions

Adding and Subtracting Fractions with the Same

Denominators

Fractions – Problem Solving with Unit and Non-Unit Fractions

Year 3 Key learning statements – Maths continued

Multiplication – multiples of 10

Multiplication – formal written multiplication

Sharing and grouping

Division – problem solving, sharing and grouping

Division – two and three digit numbers by ones

Time – Hours, Minutes, Seconds, Days, Weeks, Months, Years

Telling time to the nearest 5 minutes

Telling the time (analogue and digital) and estimation

Time – duration

Multiplication, Division and Fractions – Scaling and

Correspondence Problems

Division – long division

Securing the Four Operations with Whole Number Including

Problem Solving

Place Value and Decimals - Ten Times Greater and Ten Times Smaller

- **Place Value and Decimals – Regrouping**
- **Place Value and Decimals – Estimation, Comparing and Rounding**
- Measures- measuring and problem solving
- **3-D shape - building and identifying properties**

Year 4 Key learning statements - Reading

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet □
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, reading books that are structured in different ways and reading for a range of purposes, using dictionaries to check the meaning of words that they have read, increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally, identifying themes and conventions in a wide range of books.

Year 4 Key learning statements - Reading

- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Discussing words and phrases that capture the reader's interest and imagination
- Recognising some different forms of poetry [for example, free verse, narrative poetry]
- Understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, asking questions to improve their understanding of a text, drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, predicting what might happen from details stated and implied, identifying main ideas drawn from more than one paragraph and summarising these.
- Identifying how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.
- Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Year 4 Key learning statements - Writing

- Use further prefixes and suffixes and understand how to add them (English Appendix 1)
- Spell further homophones
- Spell words that are often misspelt (English Appendix 1)
- Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Year 4 Key learning statements - Writing

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting.
- Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar □ discussing and recording ideas
- draft and write by: composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures, organising paragraphs around a theme, in narratives, creating settings, characters and plot, in non-narrative material, using simple organisational devices [for example, headings and sub-headings] .
- Evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements, proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proof-read for spelling and punctuation errors.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Year 4 Key learning statements - Maths

- Count in multiples of 6, 7, 9, 25 and 1,000
- Find 1,000 more or less than a given number
- Count backwards through 0 to include negative numbers
- Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- Order and compare numbers beyond 1,000
- Identify, represent and estimate numbers using different representations
- Round any number to the nearest 10, 100 or 1,000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- Estimate and use inverse operations to check answers to a calculation
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Year 4 Key learning statements – Maths

- Recall multiplication and division facts for multiplication tables up to 12×12
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Year 4 – Multiplication Tables Check

- In June (the week commencing **Monday 7 June 2027**), all the Year 4 children will sit a multiplication tables check. This is a check that all Year 4's across England take part in.
- This involves the children being able to recall their times tables up to 12 fluently.
- It consists of 25 times-table questions. Children will have 6 seconds to answer each question.
- We will be using a variety of methods to practise throughout the year, including TT Rockstars. Any additional practise and support you can do at home, will benefit your child immensely.
- A list of helpful websites/apps is on Google Classroom.

New Values



Key Dates

- Autumn Term 2026
- 7/9/26 - Birch Class Welcome meeting 2:45pm
- 9/9/26 - Chestnut Class Welcome meeting 9:00am
- 9/9/26 - Ash Class Welcome meeting 2:45pm
- 21/9/26 - Individual pupil photos
- 25/9/26 - Harvest Festival @ St Mary's Church (TBC) - 9:30am
- 1/10/26 - National Poetry Day
- 2/10/26 - Old Man's Day - Sweeping the lane - 9:30am
- 5/10/26 - Reading Parent Workshop - 9:00am-10:00am
- 14/10/26 - Parent Consultations
- 19/10/26 - 23/10/26 - Black History Week
- 21/10/26 - Parent Consultations
- 23/10/26 - Parent Stay and Read and Class Sharing assembly 9:00am - 10:00am
- 23/10/26 - FOJ Halloween Disco afterschool
- 26/10/26 - 30/10/26 - Half Term
- 16/11/26 - 20/11/26 - Anti Bullying Week
- 20/11/26 - Children in Need
- 26/11/26 - Glitter Afternoon
- 26/11/26 - 1/12/26 - Book Fair afterschool
- 4/12/26 - Occasional Day (School Closed)
- 7/12/26 - INSET (School Closed)
- 8/12/26 - Theatre company performing a Pantomime to whole school
- 17/12/26 - Rocksteady performance (2:30pm)
- 18/12/26 - End of term - 12:15pm
- TBC - Christmas Performance
- TBC - Christmas Jumper Day and Christmas Dinner

FOJ



- Friends of Jenyns are: Nic Donno (Luna's Mum) & Rachael Evans (Harper E's Mum)
- Friends of Jenyns are always looking for help with the various events that take place throughout the year. These include:
 - Halloween Disco (Autumn Term 1)
 - Christmas Fair (Autumn Term 2)
 - Quiz night (Spring Term 2)
 - Wheelbarrow Race! (Summer 2)
- Please sign up to the FOJ Whatsapp group if you would like to help. Clipboard at the front.



Ways FOJ have helped

- Funded huge projects such as the new library and new climbing frame. Our next project is a climbing frame for the field.
- Ice Cream van on the last day of term.
- Easter Egg hunt
- Whole School Christmas Pantomime
- Whole School trip to Hertfordshire Zoo and Aquarium/beach last year
- Supplement the costs of class trips (helping to pay for transport)
- Provide Leavers experiences, such as bouncy castle event, hoodies for our Year 4 leavers and leaving gift.

Thank you for joining Chestnut's Class
Workshop

Any Questions?