



Indian Queens Primary School

Behold the day. It's yours to make.

Year 3 / 4 Expectations

A School Presentation to Parents

Vision and Values

Behold the day. It's yours to make!

We want to be a school where:

- Children will connect with a world of opportunity.
- Everyone will discover that learning is limitless.
- Learning through exploration will enable children to find their own pathway.
- There will be no barriers to excellence in achievement.

What we do:

- We value everyone.
- We communicate with respect.
- We explore every opportunity to grow.
- We provide an inspiring curriculum.
- We are passionate about learning.

Our core values are:

Courage

Kindness

Trust

Attitude

- A good attitude to school life is essential. Doing just enough to get by is not good enough. We need to prepare, and demonstrate, to the children that you can succeed as long as you are determined and prepared to persevere.
- At times, minor disagreements can be blown out of proportion as children can express themselves (and put spin on) their views by using advanced vocabulary. If an adult at school believes an issue is serious enough you will receive a phone call.
- Please be mindful of social media use by children. This is a rapidly growing area of concern. Be mindful of age restrictions and supervision is essential.

Uniform


- This can manifest itself in the form of pushing what is acceptable uniform. Footwear is often an area – black is required.
- PE kit is an area where slight pushing of the boundaries can occur – white t-shirts with small logos. This is not acceptable. The correct PE kit is black shorts, white t-shirt and trainers. A jumper can be brought for particularly cold days.

Attendance

- Everyday lost due to absence will have a negative impact.
- We will revise as many areas as possible in the build up to the tests but it will be too late to learn new areas that were covered earlier in the year.
- Children can miss out on beneficial friendship experiences and can make them feel less secure about their friendships.

Attendance

What is Your Attendance?

<p>190 Days</p> 	<p>9 Days Absence</p> <p>181 days at school</p>	<p>12 Days Absence</p> <p>178 days at school</p>	<p>30 Days Absence</p> <p>162 days at school</p>	<p>More than Half a Term Missed</p> <p>161 days at school or Less</p>
<p>100%</p>	<p>95-98%</p>	<p>93-95%</p>	<p>85-93%</p>	<p>Below 85%</p>
<p>Excellent! Very best chance of success</p>	<p>Good Attendance - a chance of real opportunity</p>	<p>Watch Out! It will be difficult to achieve success!</p>	<p>DANGER! Missing too much school! You will have difficulty keeping up with your work</p>	<p>TAKE ACTION NOW! It will be almost impossible to catch up with work missed!!</p>

Behaviour and Achievements

- Each class has a 'Core Values Tree' where pupils move up towards 'Sky-high' for positive contributions such as showing good manners, persevering, being kind or showing an excellent attitude to work.
- Pupils can move down if they show negative behaviour. If they reach the roots and come off the tree, they will have a chat with a member of SLT who will outline school expectations.
- At the end of the week, those who reach 'Sky-high' receive a certificate at the weekly 'Achievement Assembly'.
- TTRockstar and Spellingframe certificates are given out weekly to pupils who are in the top three.

Trauma Informed Schools

Trauma-Informed Schools



Trauma Informed Schools UK is a registered community interest company working in association with the Centre for Child Mental Health. It provides training to ensure that every adult in a school or community has the skills and understanding to respond appropriately to the relational and emotional needs children may display.

TiS supports schools to create a mentally healthy environment and culture in which all within the school community, adults and children alike, can flourish and achieve. It advocates a whole school response and evidenced based relational approaches to provide an enriched environment to buffer the impact of stress that may result from adversity and painful life events.

In addition, specially trained Trauma and Mental Health Informed Practitioners offer targeted intervention to children who may be experiencing challenges within their life that without support may act as a barrier to their ability to fully engage with life and learning.



Curriculum

- We've a range of motivational topics this year:
- Autumn 1 – The Romans
- Autumn 2 – States of Matter
- Spring 1 – Vikings and Anglo Saxons
- Spring 2 – Digestion
- Summer 1 – Oceans of the World
- Summer 2 – Marvelous Mountains

Visits

- We've a range of motivational visits this year:
- Autumn – Museum (possibly) Botallack - Swimming
- Spring – TBC Tintagel and Minack - Swimming
- Summer – TBC
- Summer Residential – YR4- Camp
YR3 - Camp out at school

The School Day

8:35 - 8:45 Arrival/ Greet/ Morning Maths/ Spellingframe.

8:45 - 9:15 Handwriting

9:15 – 10:15 Maths/ English

10:15 - 10:35 Spellings

10:35 – 10:50 – Morning break, snack (structured games/Daily Mile)

10:50 – 12:00 Maths/ English

12:00- 1:00 Lunch (outside break and then lunch)

1:00 – 1:30 Afternoon maths

1:30 – 2:30 Topic/ afternoon lesson

2:30 – 2:45 Reading/ class book

2:45 – 3:10 Assembly/ News events/ Singing

3:10 Collect Reading Records

3.15 School finishes

Medicines

- We can only administer prescribed medicines.
- You need to complete a form with relevant details from the office.
- Forms need to be filled out for asthma inhalers and given to the office.

Handwriting

- In the past secondary schools stated that they did not mind if joined or printed handwriting was used by children.
- The expectation now is that all children from Year 2 upwards will use joined handwriting.
- We are now using the 'Letter Join' website and there is the potential to allow access to this website at home.
- Pen licences will be awarded to those who have a consistently neat style.
- The first pen and replacements due to running out of ink are free.
- There can be a charge of 50p for replacement pens if they are lost to encourage children to look after equipment.

Spelling, Punctuation and Grammar

- Children need to be able to spell all the words on the curriculum lists. They are available via Spellingframe for children to learn at home. Weekly tests will be based on these lists.
- Grammar and punctuation guides can be added to the school website for use at home.
- Spellings will be set on Spellingframe on Friday for the test on the following Friday. Part of the homework will be to write these spelling in cursive joined handwriting and to find the definition of the word in a dictionary /online.

How to Help Your Child with Writing

- Practise and learn weekly spelling lists – make it fun!
- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories and poems.
- Write together – be a good role model for writing.
- Encourage use of a dictionary to check spelling and a thesaurus to find synonyms and expand vocabulary.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure and punctuation).
- Show your appreciation: praise and encourage, even for small successes!

Reading

- It is essential that all children read something every evening. This can include magazines, comics or newspapers rather than traditional books. Reading ability is like a muscle in that it needs to be exercised.
- In Years 3 and 4 children need to expand their vocabulary. Reading challenging texts is a good way to do this as long as the words are explained to the child.
- We will be checking reading records on a regularly basis, and we expect the children to have read at least four times in the week.
- If this is not possible at home, children will have the opportunity to catch up at school.

How to Help Your Child with Reading

- Listening to your child read can take many forms.
- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child at KS1 and KS2 is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything: fiction, non-fiction, poetry, newspapers, magazines, football programmes and TV guides.
- Visit the local library - it's free!

Maths

- Times tables are expected to be learnt by the end of Year 4. Year 4 will be sitting a multiplication test.
- Children need to quickly respond to formal calculations in the arithmetic test, so they need to be confident when using numbers.
- The reasoning paper covers all areas of maths, so children need to apply their learning. It's not a reading test so questions can be read if the child requests it.
- Asking children how they found the answer is a good way of gauging what they understand.
- We will soon be starting weekly multiplication tests which consist of multiplication facts as well as division facts.

How to Help Your Child with Maths

- Play times tables games.
- Play mental maths games including counting in different amounts, forwards and backwards.
- Encourage opportunities for telling the time.
- Encourage opportunities for counting coins and money; finding amounts or calculating change when shopping.
- Look for numbers on street signs, car registrations and anywhere else!
- Look for examples of 2D and 3D shapes around the home.
- Identify, weigh or measure quantities and amounts in the kitchen or in recipes.
- Play games involving numbers or logic, such as dominoes, card games, darts, draughts and chess.

How to Help Your Child

- First and foremost, support and reassure your child that there is nothing to worry about and they should always just try their best. Praise and encourage!
- Ensure your child has the best possible attendance at school.
- Support your child with any homework tasks.
- Reading, spelling and arithmetic (e.g. times tables) are always good to practise.
- Talk to your child about what they have learnt at school and what book(s) they are reading (the character, the plot, their opinion).
- Make sure your child has a good sleep and healthy breakfast every morning!



Mobile Phones

- Mobile phones are discouraged by the school for all children except those that walk to and from school.
- The school accepts no responsibility for mobile phones, or any devices, brought into school. It is entirely at the owner's risk.
- If phones are brought into school, they are to be placed in a drawer or box upon entry to the school and retrieved at the end of the school day.
- Phones must not be switched on during the school day and all photograph or video capture is prohibited.

Homework

- All homework will be set online via Google Classroom every Friday.
- Homework consists of spelling practice, times table practice and at time additional tasks to support your child's learning.
- Pupils will have weekly spellings to learn using Spellingframe and are expected to read regularly and record what they have read in their Reading Record. Short description or their opinion of what they have read – one line.
- LbQ codes can be used after school. This will be something that we would like to use in the future. We will keep you updated.
- Topic grids will be sent out at the beginning of each half term. These are optional.



We are a nut free school

