



Gilbert Colvin
Primary School

Year 4

Meet the Teacher

September 2025

Welcome from the Year 4 team!

- Teacher- Mrs Afzal, Maple
- Teacher-Miss Dawson, Hazel
- LSA- Mrs Hare, Miss Ahmed, Ms Ireland, Ms Panesar
- LSA-Mrs Shone, Miss Collins, Miss Ahmed

- Phase Leader – Mrs Wajchandler



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Uniform expectations

Lots of useful information can be accessed from our website. Look for the 'Parents' tab on the homepage.

www.gilbertcolvin.co.uk

Some uniform reminders:

- No Smart watches or jewellery. Only plain stud earrings are allowed.
- Pupils should wear sensible black or navy shoes or black trainers. No other colour trainers please. If there's a short term challenge with this, please let the school know.

Teachers will let parents know if their child is not wearing the correct uniform.

School Uniform Requirements



- Plain black shoes or plain black trainers
- Grey or black skirts or trousers
- White shirts or white polo shirts
- Royal Blue sweatshirts/cardigans

Children will also need a school book bag (we do not have storage for large rucksacks).

P.E. Kit



On PE days, children come to school in their PE kit

- Trainers
- A pair of black jogging bottoms (Outdoor P.E.)
- A pair of black shorts (Indoor P.E.)
- White T-shirt
- School Sweatshirt



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Behaviour

Positive not punitive

We have a values based, positive behaviour system. We discuss with our classes what good learning behaviour looks like and how we can show that we are 'Ready to Learn'. This is closely linked with what it means to be a pupil at Gilbert Colvin and the school's values of *courage, perseverance and integrity*.

Green Trackit points and certificates are awarded for positive behaviours. Pupils are asked to reflect upon their behaviour if there are more serious incidents. Parents are informed if pupils have had 'reflection time'.

Inclusion Team

Some children may have additional support and work with our ELSAs individually or in small groups.

Mrs Begum – Inclusion Manager/SENDCo

Mrs O'Sullivan – ELSA (Emotional Literacy Support Assistant)

Miss Collins – ELSA (Emotional Literacy Support Assistant)

Behaviour Policy

This can be read on our website <https://www.gilbertcolvin.co.uk/key-information/policies>

Behaviour – visible consistencies

This is how we do it *here*. Whatever happens at home, in school, we have an agreed set of behaviours that teachers will be modelling and we will expect from the children.

As a whole school, we focus on positive behaviours, including: greeting each other, walking (not running), being kind to each other in the playground.

Behaviour for learning – in classes. This will be more specific and linked to positive learning behaviours and the Gilbert Colvin values of *courage, perseverance and integrity*.

Consequences hold – good behaviours don't cancel out the bad ones. For more serious incidents, children will be asked to write a brief reflection to think about their behaviour choices. We will let you know if that's happened.

Behaviour – Zones of Regulation

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 sad	 happy	 frustrated	 angry
 tired	 calm	 worried	 terrified
 sick	 feeling ok	 silly	 yelling
 bored	 ready to learn	 excited	 hitting
I can try...  stretch	I can try...  drink water	I can try...  deep breaths	I can try...  take a break

Behaviour – Zones of Regulation

- The Zones of Regulation is a framework that helps children develop self-regulation skills by categorising emotions into four colour-coded zones:
- **Blue Zone:** Sad, tired, sick, or bored (low energy state).
- **Green Zone:** Calm, happy, focused, and ready to learn (optimal state for learning).
- **Yellow Zone:** Frustrated, anxious, excited, or wiggly (heightened emotions but still in control).
- **Red Zone:** Angry, overwhelmed, or out of control (extreme emotions).
- Schools use this approach to help children recognize their emotions and develop strategies to move towards the Green Zone.
- Teachers and support staff guide children in identifying triggers and using coping mechanisms like deep breathing, movement breaks, or talking with a trusted adult.

Online Safety

Online safety is:

- Protecting children from harmful content, contact, and conduct online.
- Includes knowing what they're accessing, who they're talking to, and how much time they're spending online.
- It's about helping them navigate the digital world responsibly and confidently.

Why online safety matters for parents:

- Children often don't recognise risks online.
- Harmful content, strangers, and peer pressure are easier to access.
- Excessive screen use affects mood, health, and behaviour.

What you can do as parents:

- Set up parental controls on all devices.
- Ensure age-appropriate content and apps are used.
- Know what platforms your child uses and who they interact with.

There is an online safety page on our website for pupils <https://www.gilbertcolvin.co.uk/curriculum/online-safety> and for parents <https://www.gilbertcolvin.co.uk/information-for-parents/apps-and-website-guidance>

For all online safety concerns, please contact our deputy designated safeguarding lead, Mr Endacott.

Curriculum – what we will be covering this half term



**Year 4
Autumn 1**

English

- Reading and discussing a play script.
- Understanding the purpose, structure and conventions of a play script.
- Writing a detailed setting description for a scene in play.
- Explore and understand characters focusing on feelings and actions.
- Spelling words using a variety of suffixes and know how they change a word.

Mathematics

- Consolidating understanding of place value to order numbers greater than 1000
- Adding and subtracting four-digit numbers using the column method and explaining appropriate strategies including regrouping.
- Solving word problems with four-digit numbers
- Rounding numbers to the nearest 10, 100, 1000.

PHSE

- Establishing class and school expectations.
- Reminders of school values of kindness, perseverance, integrity and courage.
- How to be a good learner and good classmate.
- Being a good school citizen.
- Understanding who is in my school community and the different roles.
- Understanding how democracy works through the school council.

DT

- Evaluating existing jewellery boxes and purpose.
- Looking at what makes a good box and effectiveness
- Designing and evaluating the jewellery box-how successful is the design?
- To measure accurately and use techniques to join and finish.

Physical Education

Basketball invasion game defending and attacking

Gymnastics-partner balances

Religious Education

What does it mean to be a Hindu?

To understand the meaning of the Aum symbol and to recognise that in Hinduism Brahma is the creator, Vishnu the sustainer and Shiva the destroyer
To name some of the scriptures and how they are used by Hindus



Science

Compare and group materials together, according to whether they are solids, liquids or gases.

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens.

History

- Introduce the Romans
- Map work
- Boudicca
- Ruling system
- Roads and buildings
- Impact of the Romans
- Life before the romans

Music

Musical structures how does music bring us together?

Learning to play the violin

Curriculum – foundation subject topics that will be taught this year



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Geography

Climate zones- Antarctica
Rainforest
Rivers

History

The Roman Empire
Anglo-Saxons
Vikings

RE

Hinduism
What does it mean to be a Hindu
How do Hindus worship

Spanish

Welcome to school
Classroom commands
Places in town
Faces and body parts
Family members

Art

Printing
Exploring architects
Colour and mood painting

Science

States of matter
Living things
Habitats
Sound
Electricity
Digestive system
Food chains

Music

How does music bring us together?
How does music make the world a better place?

PSHE

Being me in the world
Celebrating difference
Dreams and goals
Healthy me
Relationships

Computing
Programming

Data and information

Creating media

PE

Basketball
Tennis
Football
Cycling
Cricket
Athletics

DT

Structures – making a jewellery box
Mechanical systems

English – how we teach reading at Gilbert Colvin



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- Nursery – Year 2 – Read Write Inc phonics programme
- Year 2 – Year 6 – Reading VIPERS programme
- All children read core texts as part of their English lessons
- Children have story time at the end of the day
- Children in KS2 have daily independent reading for pleasure time



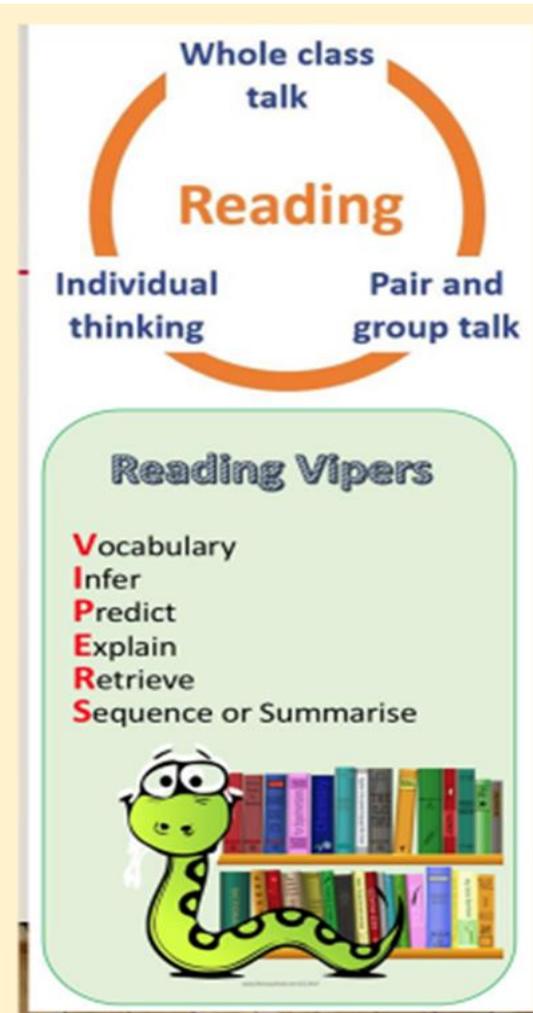
English – how we teach reading at Gilbert Colvin



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VIPERS reading

- Whole Class Reading is the lesson in which children study specific texts and extracts from high quality books to learn and refine their skills in reading and comprehension.
- Children use the 'VIPERS' framework to help break down the individual skills required to read and comprehend a text fully.
- These skills are taught individually and build up over time throughout Key Stage 2, until children can read fluently and comprehend fully.



English – how we teach reading at Gilbert Colvin



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Accelerated Reader



- Accelerated Reader is the system we use in school (years 2 – 6) to find your child a difficulty-appropriate and age-appropriate book to read that will ensure they continue to make progress.
- Children complete 'Star Reader Tests' that give your child a numbered range from which your child can choose books from within. For example, they may have a range of 3.2 - 4.5. They would then begin on a book levelled 3.2 and can read their way through up to books levelled 4.5.
- This range ensures children do not read books that are too difficult for them and allows the child the ability of free choice whilst being guided within a range so they can choose books that meet their interests.
- Children can complete a quick quiz at home after they have finished reading the book to check that they have understood what they have read.

English – how we teach writing at Gilbert Colvin



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- Writing is taught during the designated, hour long, English sessions.
- Writing is based on high quality texts that drive teaching and learning in these sessions
- Children learn a range of literary features to apply to their writing.
- Children have the opportunity to write a variety of different types of writing across the year.
- Children follow a 5 step writing process, in which they plan, write, revisit, edit and publish their work.
- A variety of text types and high quality models of writing are used to support pupils, allowing the children to see how the literary skills learnt in lessons are used effectively in a broad range of genres.
- Writing, at Gilbert Colvin, always has a purpose and an audience.
- Alongside this, children are taught about spelling, handwriting, grammar and punctuation.

Maths – how we teach maths at Gilbert Colvin

- We follow a progressive and ambitious scheme in years 1 – 6: Mathematics Mastery
- It promotes deep, mathematical thinking with connections made across the curriculum
- Lessons follow a 6-part structure, giving children lots of time for rich discussions and ‘doing’ the maths
- Children use manipulatives so they can ‘see’ the maths
- Focus on fluency, alongside problem solving and reasoning
- CPA approach (concrete, pictorial, abstract)

Homework

Homework is sent directly to parents each Friday via Arbor.

Please let us know if you are unable to access the homework.

Homework Expectations Per Learning Phase:

EYFS		
Time	Area	Task
Daily	Reading	1 x Read levelled RWI book 1 x Read along for pleasure book
	Phonics	High frequency words and sounds book
Weekly	Read Write Inc. Phonics	Weekly activity links given
Fortnightly	Maths	A piece of Maths homework will be sent home fortnightly. Other suggested activities to do at home.
Termly	Project/Creative	Suggested trip to a place of interest Outside learning Cooking together
Key Stage 1		
Time	Area	Task
Daily	Reading	2 x Read levelled RWI book or 1 x Accelerated Reader book 1 x Read along for pleasure book
	Phonics / Spellings	High frequency words and sounds book / spelling words given by class teacher
Weekly	Phonics (Year 1)	Read Write Inc. activities set
	Spellings	Spelling Shed activities
	SPAG	Answer set questions on www.spag.com
	Maths	Answer set questions on www.maths.co.uk
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together
Key Stage 2		
Time	Area	Task
Daily	Reading	Accelerated Reader book
	Spellings	Spelling Shed activities
	Times Tables practice	TTRS (Times Tables Rock Stars)
Weekly	Reading	Accelerated Reader Quiz
	SPAG	Answer set questions on www.spag.com
	Maths	Answer set questions on www.maths.co.uk
Termly	Project/Creative	Topic Research Suggested trip to a place of interest Creative project Outside learning Cooking together Media/Computing Project



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Homework



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English

- ☐ Complete your test and read your band book every day and talk to someone at home about it.

Maths

- ☐ Practise the 2, 5 and 10 times tables and ensure you know them with speed in any order.
- ☐ Complete the test set on maths.com

Website Learning: Have you tried these website games?

EducationCity.com

bbc.co.uk

Times Table Rock stars

Homework

Year 4

Date: 13.3.25



Mental Maths

Practise the 2 and 10 x tables, so that you know them in any order. Practise division facts.

Spellings

Practise Week 2 spellings. Find out the meaning of any unknown words and write sentences using the spellings.



Talk Topic/ P4C Question

What is Perseverance?

How can you show perseverance in school and at home?

We are learning about...

In maths, we will be learning about place value and rounding numbers to 10,100 and 1000. You can support your child at home by discussing the value of digits in 4 digit numbers and discussing how to order them from smallest to largest.

In English, we are reading a play script. You can support your child by looking at a variety of play scripts, either in books or on the internet and talking about the features and the purpose of them.

Dates of events and school trips

- *World Teachers' Day* (non-uniform day fundraising event) – Monday 6th October
- *'Bring and Share'* (European Day of Languages) – Friday 26th September
- *Black History Month* – October
- *Harvest Festival* – TBC October
- *Bake Sale* (fundraising event) – Thursday 16th October

How can I support my child this year?

- Please ensure your child arrives at school promptly (before 9am) so that they don't miss any learning
- Check Arbor daily for messages, email and homework
- Look at what your child will be learning each term by exploring our 'curriculum' part of the website
- Make sure your child reads every day and sign their reading record
- Talk to your child about what they have been learning each day
- Screen time at home could include Times Tables Rockstars, Spelling Shed and (anything else you suggest)

Parent/school communication

For most communication, the school office will be parents' first port of call. You can email the admin team on Admin.GilbertColvin@redbridge.gov.uk or telephone directly. For anything class related, you can contact your teacher by sending an email to the office. If your query is about day-to-day arrangements including absence, changes to pick up arrangements, please let the office know.

If you have a concern and have already raised it with the class teacher, the phase leader should be contacted via the office. If a concern is escalated, one of the core leadership team will speak with parents.

Our [Complaints Policy](#) provides parents with clear guidance on how to raise a concern and outlines the steps involved in the process. However, the school is committed to addressing and resolving any issues before they escalate to a formal complaint.

As always, we ask that parents speak to all of our staff politely and respectfully, and of course, you should expect exactly the same from us!



Important notices

- Please send your child in wearing their PE kit on **Wednesday**
- Children can bring in their own water bottles. These can be filled at the sink in their classroom
- If parents want to speak to the class teacher, either speak to the teacher on the playground or arrange an appointment through the school office
- Check the weekly newsletter for important dates or the calendar on the school website <https://www.gilbertcolvin.co.uk/information-for-parents/school-calendar>
- If parents have concerns about their child, speak to the class teacher. If it needs to be escalated, arrange a meeting with the phase leader. Concerns or queries may be passed on to the Assistant Headteacher, the Inclusion Manager, Deputy Headteacher or Headteacher.