



Gilbert Colvin
Primary School

Year 4

Meet the Teacher

September 2026

Welcome from the Year 4 team!

- Miss Belov
- Miss Gordon
- Phase Leader – Ms Wajchendler/Mrs Twyford



Gilbert Colvin
Primary School

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

PE Uniform



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



Gilbert Colvin
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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

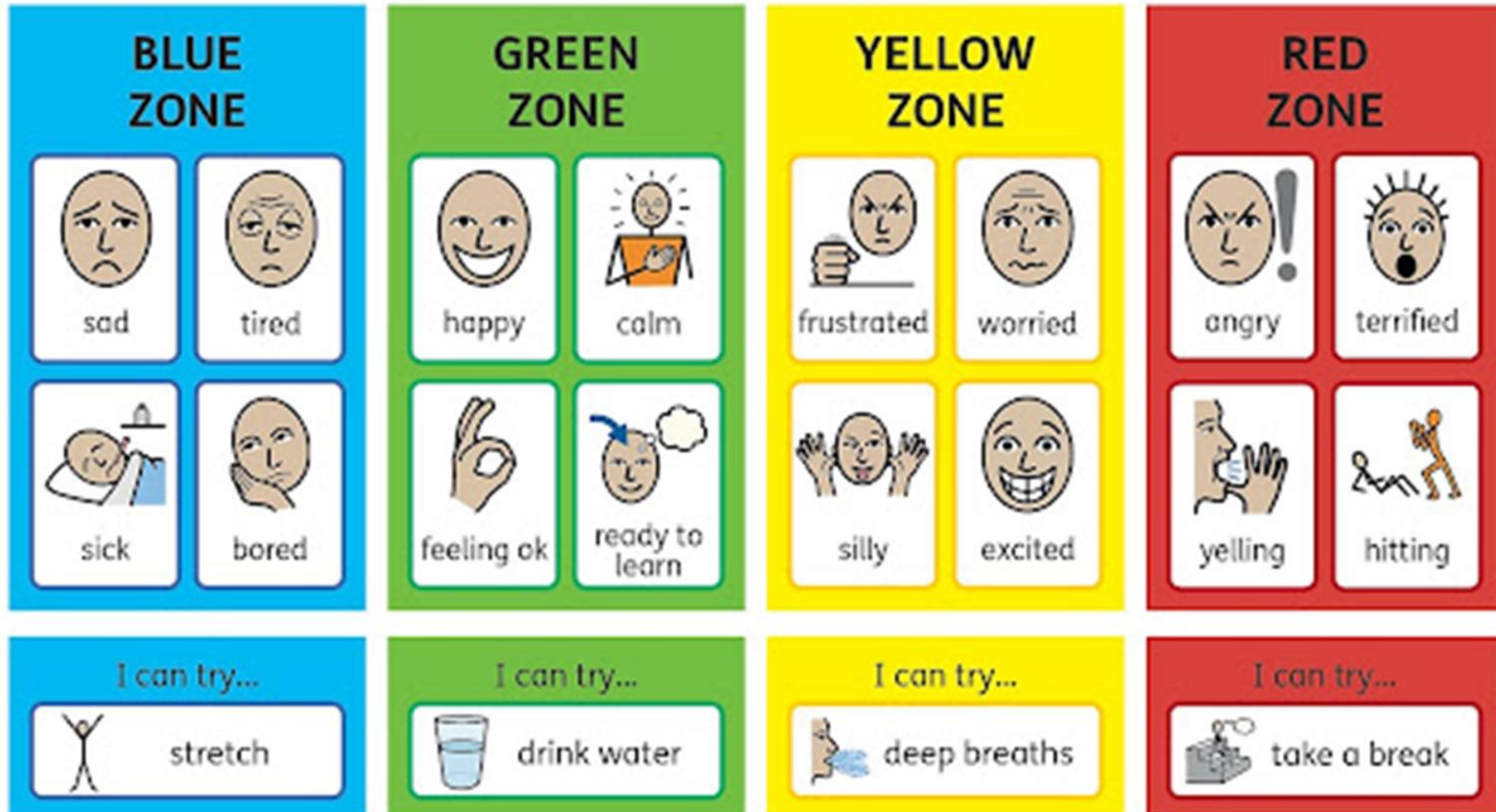
This is how we do it *here*. Whatever happens at home, in school, we have an agreed set of behaviours that teachers will be modelling and we will expect from the children.

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



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, safely and confidently.

Why online safety matters for parents:

- Children often don't recognise risks online or understand how quickly situations can escalate.
- Harmful content, strangers, peer pressure, and AI-generated content (including deepfake) are increasingly accessible.
- Excessive screen use affects mood, sleep, health, and behaviour.
- Social media features designed to keep children online longer are now recognised as harmful and subject to new restrictions.

What you can do as parents:

- Set up parental controls on all devices and home Wi-Fi.
- Ensure apps, games and platforms are age-appropriate.
- Know what platforms your child uses, who they interact with, and how they communicate.
- Talk regularly with your child about online behaviour, kindness, and what to do if something feels wrong.

Online Safety

New legislation and guidance (2025-2026)

1. Mobile phone use in schools (England)

From 1 September 2026, all schools in England must follow statutory guidance requiring that:

- Schools are mobile-phone-free environments by default.

2. New rules to protect children online (UK Online Safety Framework)

Updated July 2026, the UK government introduced major changes to protect children online:

- Social media will be banned for under-16s (phased implementation).
- Platforms must introduce mandatory age verification and remove harmful features that encourage excessive use.
- Children will have mandatory breaks on certain platforms to reduce screen-time harms.
- AI-generated harmful content (e.g., deepfakes, altered images) is now explicitly included in safeguarding definitions.

These changes mean parents should expect stricter controls on social media access and more robust age-checking on apps and websites.

Online Safety

3. Updated safeguarding expectations for schools (KCSIE 2026)

Schools must now:

- Treat mobile-phone restrictions as part of safeguarding.
- Address risks from AI-generated content, including fake images or messages.
- Ensure filtering and monitoring systems can detect emerging online harms.

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



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**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.

Art

- Evaluate firework art
- Look at different architects
- Explore printing and paint layering
- Create a large group piece of firework and architecture art
- Evaluate my group piece

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.

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.

Geography

- Where are tropical rainforests?
- What is the Amazon rainforest like?
- Who lives in the rainforest?
- How are rainforests changing?
- How is our local woodlands used?

Physical Education

Basketball invasion game defending and attacking

Gymnastics-partner balances

Music

Mamma Mia

Learning to play the violin

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

Curriculum – foundation subject topics that will be taught this year



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Geography

Why are rainforests important to us?
Who lives in Antarctica?
What are rivers and how are they used?

RE

What does it mean to be a Hindu?
Who should inspire us?
Where, how and why do people worship?
How and why do religious believers show their commitments during the journey of life?
What matters most to Humanists and Christians?

History

The Impact of the Roman Empire on Britain

Anglo-Saxons and Scots

Vikings and Anglo-Saxons

Spanish

Seasons
Vegetables
Presenting myself
My family
In the classroom
At the cafe

Art

Firework painting and printing
Mosaics and batik
Colour and mood painting

Music

Mamma Mia
Glockenspiels
Stop!
Lean on me
Blackbird

Science

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

PE

Basketball
Gymnastics
Tennis
Dance
Football
Cycling
Cricket
Athletics

PSHE

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

Computing

Computing systems and networks – the internet
Creating media – audio production
Programming – Repetition in shapes
Data and information – Data logging
Creating media – Photo editing
Programming B – Repetition in games

DT

Structures – making a jewellery box
Electrical systems – design a torch for a character
Mechanical systems – create an animal with moving parts

English – how we teach reading at Gilbert Colvin

- 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



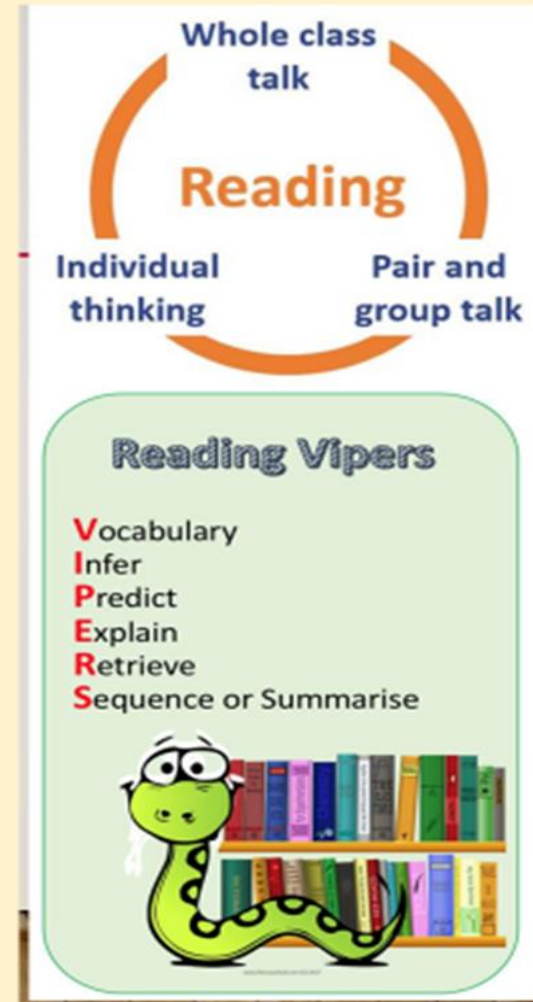
English – how we teach reading at Gilbert Colvin



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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

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

- 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.

English – how we teach phonics at Gilbert Colvin

- At Gilbert Colvin we follow Read Write Inc. The structure of a Read Write Inc lesson has a consistent and systematic approach in learning to read and write.
- A new sound is introduced to the children daily. Sounds are split into different sets. Set 1, set 2 and set 3.
- Children are taught to firstly spot if a word has a Special Friend sound. If it does then they state it, then Fred Talk the word (by saying the sounds) and reading the word.
- We use the term 'Special Friends' when two or more letters make one sound.
- Each half-term, we assess and group our children based on their *stage* of reading not age of reading. This means all children practise reading at the right level.
- Your child will have their book changed weekly. They will take home two Read Write Inc books. One book they will be familiar with as this is the book they would have been reading in class. The other book is unfamiliar to them but has the same targeted sounds as the other book. There will also be video links sent weekly via school ping.
- Please visit www.readwriteinc.co.uk for free videos on how to help support your child.

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

- Read your band book every day and talk to someone at home about it.
- Complete the test set on spag.co.uk

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?

Spag.com maths.co.uk

bbc.co.uk

Mathsframe

Times Table Rockstars



Homework

Year 4

18.09.26



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 will be talking about play scripts. 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.



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.

Music

- We want all our pupils to enjoy a rich range of clubs and enrichment opportunities throughout their time at school. Every child in Years 3, 4 and 5 takes part in whole-class ensemble teaching in recorder, violin and cornet, and some pupils also learn piano with our peripatetic teacher. If your child is interested in learning an instrument, you can contact [Redbridge Music Services here](#). If enough families sign up, lessons can take place here in school. A letter with further details has already been sent home.
- Following another successful year with **Rocksteady**, children will have the chance to sign up again for next year.

Music

ROCK
STEADY

ROCK AND POP BAND LESSONS!

TAKES PLACE AT SCHOOL



IGNITE THEIR INNER SPARK!

-  Children learn to play an instrument in their very own band.
-  Fun and inclusive in-school band lessons. No music theory involved.
-  Follow their musical journey in your Backstage account.
-  Exam-free, Ofqual-regulated Trinity music qualification.
-  Instruments provided and no experience necessary.

BOOK YOUR CHILD'S
PLACE ONLINE!



0330 113 0330 (Mon-Thurs 8am-8pm, Fri 8am-6pm, local rate)

rocksteadymusicschool.com



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Dates of events and school trips

- *European Day of Languages and 'Bring and Share' event* – Friday 25th September
- *Black History Month* – October
- *Harvest Festival* – TBC October
- *Bake Sale* (fundraising event) – Friday 16th October
- *Library trip* – Thursday 5th November pm
- *Redbridge museum* – Wednesday 11th November

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 Mathsframe

Healthy Snacks

- We encourage pupils in Years 3-6 to bring a healthy and nutritious snack for break time to help maintain their energy and focus throughout the school day. Early Years and Key Stage 1 pupils are provided with free fruit at break time, so they do not need to bring a snack from home. Nursery and Reception children who are aged 3 and 4 are provided with free milk every day.
- I would like to remind parents to avoid sending in foods that are high in sugar. Chocolate and sweets will be sent home.
- Healthy Snack Ideas:
 - Fresh fruit (e.g. apples, bananas, grapes)
 - Vegetable sticks (e.g. carrot, cucumber, pepper)
 - Plain rice cakes or oatcakes
 - Cheese cubes or a small portion of plain popcorn
- [This NHS webpage](#) is full of great ideas for healthier snacks for children - whether at home, picked up from the shops, or packed to take on the go.
- Thank you for supporting our commitment to promoting healthy eating habits!

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 **THURSDAY**
- **Violin lessons on Wednesday mornings**
- 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.