



Whitchurch Primary School

Welcome to Year 4





Our Vision and Values

Our Vision

Ein Gweledigaeth

At Whitchurch Primary School we aim to deliver a stimulating, exciting and challenging curriculum.
We empower children to lead their learning, become independent thinkers and achieve high standards.
We will develop learning attitudes that will stay with them for life.

Enterprising Creative Contributors



Ambitious Capable Learners

Ethical Informed Citizens



Healthy Confident Individuals

Our Values

Respect - We value children's rights

Achieve - We achieve the highest possible standards

Care - We care about ourselves, each other and our environment

Inspire - We inspire children to be independent and lead their own learning



Our Aims

We aim for us all, as learners to:

1. Feel safe and valued as part of a caring community
2. Be polite and courteous
3. To be able to think creatively, critically and independently
4. To be confident risk takers
5. To be like our learning heroes
6. To understand and respect diversity in our local and global community

Work Together - Play Together - Succeed Together

Gweithio, Chwarae a Llwyddo Gyda'n Gilydd



Whitchurch Primary School

We are safe, respectful learners!



- 1 Keep yourself and others safe.
- 2 Be kind and respectful to everyone.
- 3 Listen carefully and follow instructions.
- 4 Take responsibility for your actions.
- 5 Try your best to keep learning!



'Work Together, Play Together, Succeed Together'

'Gweithio, chwarae a llwyddo gyda'n gilydd'



Parent Meetings

November 2026 - Parent Consultations (Online)

February 2027 - Parent Consultations (Face to face)

July 2027 - Curriculum Celebration event



Attendance and Punctuality

Attendance

Attendance Target: 96%

Currently: 95%



98%
Attendance =
4 days
absent from
school



95%
Attendance =
10 days
absent from
school



90%
Attendance =
4 weeks
absent from
school



85%
Attendance =
5½ weeks
absent from
school



80%
Attendance =
7½ weeks
absent from
school



Punctuality

Teaching at Whitchurch Primary School starts at 8.55am.

Please make every effort to ensure that your child arrives on time, to minimise disruption for the pupil, the rest of the class and the teacher: **late arrivals may miss the important teaching points at the start of the lesson.**

Minutes late	Days lost in school
5 minutes	3 days
10 minutes	6.5 days
15 minutes	10 days
20 minutes	13 days
30 minutes	19 days

Any child who arrives after 8.55am, including those using the Foundation Phase entrance, will need to be signed in electronically at the main Reception office.



Attendance

INCLUSIVE ATTENDANCE

≡ *Miss School? Miss out!* ≡



Attendance is everyone's responsibility.

By working together, we can ensure every child feels safe, belongs to their school community and achieves their best.



TIER 1 – LOW RISK OF PERSISTENT ABSENCE

0-9 DAYS MISSED

Universal Attendance Offer –
What every child and family can expect, every day.

- ✓ Warm welcomes and positive relationships
- ✓ Clear routines and high expectations
- ✓ A safe, inclusive environment where children feel they belong
- ✓ Engaging learning that encourages participation and success
- ✓ Prompt support when attendance concerns emerge
- ✓ Attendance monitored as part of our safeguarding responsibility

★ Most pupils remain within Tier 1 support.



TIER 2 – AT RISK OF PERSISTENT ABSENCE

10-18 DAYS MISSED

- ✓ Contact home
- ✓ Issue a support questionnaire to understand barriers to attendance
- ✓ Identify what is helping and what is making attendance difficult
- ✓ Agree support where needed
- ✓ School Attendance Officer involved



Working Together to Improve Attendance
The questionnaire helps us understand factors such as illness, anxiety, friendships, routines, transport, wellbeing and family circumstances so we can provide the right support early.



TIER 3 – PERSISTENT ABSENCE

19+ DAYS MISSED

(Approximately 10% of the school year)

- ✓ Hold attendance review meetings
- ✓ Create an attendance support plan
- ✓ Involve specialist services where appropriate
- ✓ Support continues throughout
- ✓ School Attendance Officer involved



Working Together to Improve Attendance
A review questionnaire helps us understand what support has already been tried, what is working, what barriers remain and what further help is needed.

MENU OF SUPPORT OFFERED

Support is tailored to each child and family's needs.



Meetings with school staff



Attendance support plan



Emotional wellbeing & anxiety support



Morning routines support



Breakfast club



Visual timetables & routines



Named trusted adult



Transport support



Support with learning



Referral to Family Gateway



School nurse support



Multi-agency support

We will always listen, understand and work together to remove barriers and improve attendance. ♥

OUR APPROACH IS BUILT ON:



School-home communication



Understand barriers



Agree support together



Work together to improve attendance



Create a culture where every child belongs



Important to know

IMPORTANT TO KNOW

- FPNs are not issued for authorised absences such as illness, medical appointments or religious observance, although supporting evidence may sometimes be requested.
- Schools will always seek to understand barriers and offer support before concerns escalate.



We value every child



We build positive relationships



We have high expectations



We act early



We celebrate progress and success

Our approach reflects the All Wales Attendance Framework, Cardiff Council's Code of Conduct and the principles of Inclusive Attendance.

FIXED PENALTY NOTICES (FPNs)

The two routes



FPNs are issued by the Local Authority through the Education Welfare Service based on the information that schools are required to report.

FPN AMOUNTS (PER CHILD)

£60

if paid within 28 days

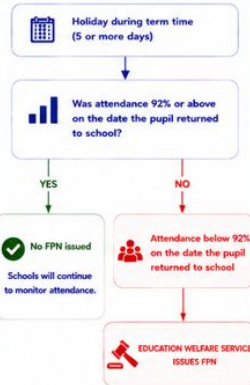
£120

if paid within 42 days



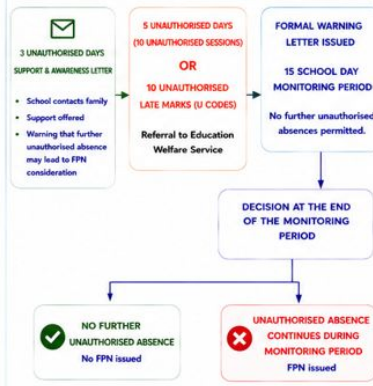
ROUTE 1: TERM-TIME HOLIDAY (UNAUTHORISED)

Applies to holidays of 5 or more days only.



ROUTE 2: UNAUTHORISED ABSENCE & LATENESS

Examples: No reason provided • Reason not accepted • Evidence not provided • Arriving more than 30 minutes late (after register closes)



IMPORTANT TO KNOW

- FPNs are not issued for authorised absences such as illness, medical appointments or religious observance, although supporting evidence may sometimes be requested.
- Schools will always seek to understand barriers and offer support before concerns escalate.



We always listen, understand and work together to remove barriers and improve attendance.



The best place to improve attendance is in partnership – not in court.



Reading

Reading

Children from Year 4 up to Year 6 continue to have reading at the centre of all learning. Now that they can decode accurately and fluently, they build on from these strong foundation skills.

Children read independently, as a class and in all of their other foundation subjects (such as Geography, History, RE and Science).

Children have the opportunity for individual quiet reading every day, reading as a whole class, and being heard read by an adult in school every day, should they require the additional support.

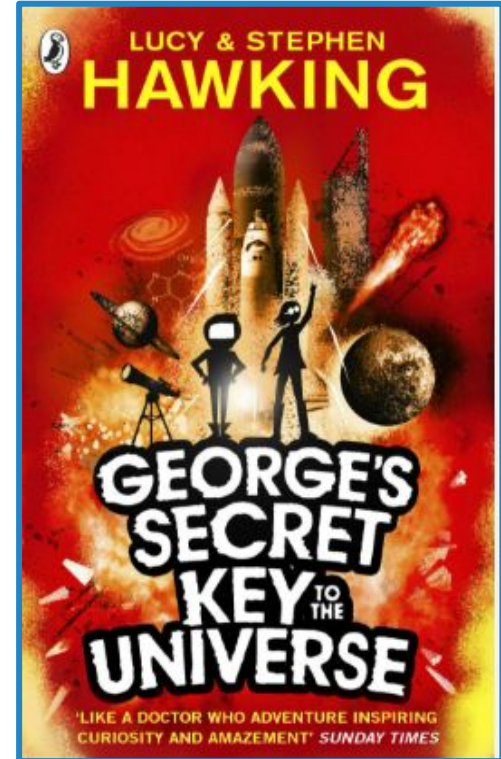
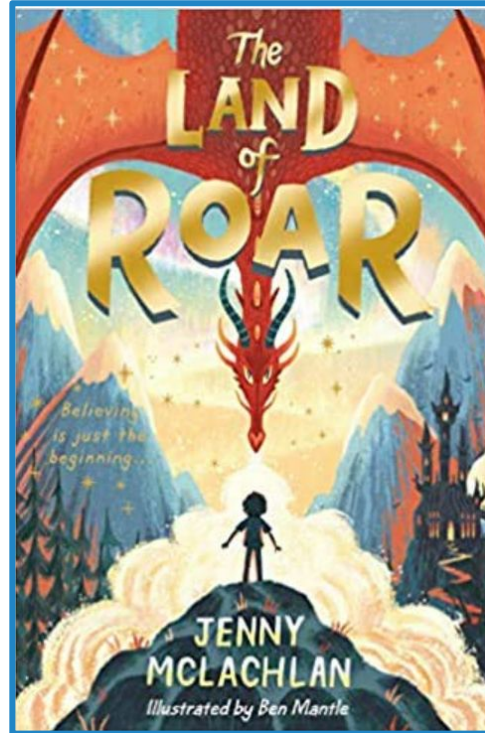
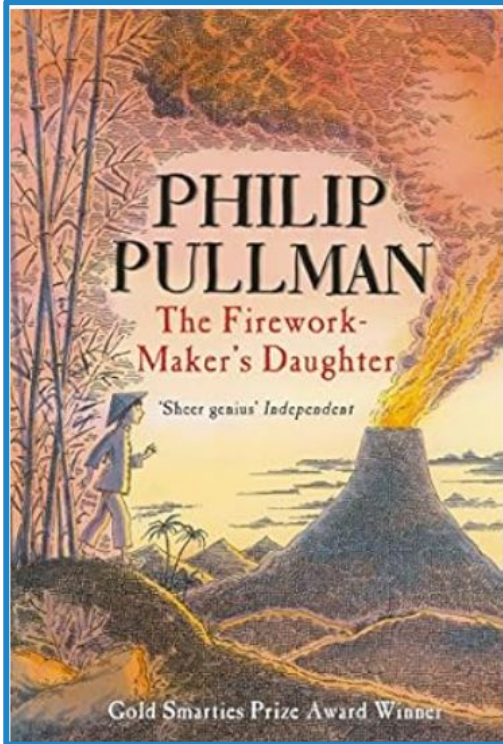
Reading

At this age, it is still important to read to and listen to your child read daily. We need all children to foster a love of reading, whether this be novels, information texts, graphic novels or magazines.

Children need to bring their reading records into school each week. If they have read at least three times a week they will get a raffle ticket which gives them a chance to win a prize.

Fridays - Books can be changed
Reading records will be checked

Whole Class Reading Texts for Year 4



Reading Books

Children are provided with opportunities to read independently and for pleasure daily in Year 4.

Therefore, your child will be expected to have a reading book in school every day. These can be borrowed from our book corner, a book banded book or their own book from home.

These books can be kept in their lockers at school or brought home if they wish to continue reading in their free time.

Power of Reading

Children that read 20 minutes every day or more can learn upward of two million words annually.

Regular reading has been shown to lower stress levels by as much as 68%.

80% of children have increases in specific areas of the brain when they're read to daily.

Children that read for five minutes every day take in 282,000 new words every year.



Day in the life of Year 4

Example Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9 - 9.30	Morning Task & Helpwr Heddiw				
9.30 - 10.30	9:15 - 9:30 Welsh Assembly	Maths Place Value to 10,000	Maths Partition up to 1000	Maths Partition up to 10,000	PPA • Jigsaw • MfL • Art
	Maths Place Value to 1000				
10.30 - 10:45	B R E A K T I M E				
11 - 12.00	Cynefin Lesson 3 See-Think-Wonder	Literacy Comprehension	Literacy Thinking Routine: Double Bubble	Literacy Alan Peat 3 if,if, then sentence.	PPA
12.00 - 1.00	L U N C H T I M E				
1:00-1:30	GGR	GGR	GGR	GGR	1:00 - 1:30 Spelling test
1:30 - 3:00	Literacy Oracy activities: Babble gabble Thought tapping	Cynefin Lesson 6 DCF - Acceptable Language/Digital Footprint	PE Scratch GGR (or capital letters/ full stops recap?)	Cynefin Lesson 5 RVE Big Question Cynefin Lesson 7 DCF - Google Forms	1:30 - Merit Assembly
		2:45-3:00 - Pupil Voice Assembly	2:45:3:00 - Singing Assembly		Spelling EdShed Lesson
					G2BG
3 - 3.30	Maths Fluency/Pre-Teaching				



Useful Information about Year 4

Drinks Bottles and Snacks

We are a Healthy School and promote the children having continuous access to clean water.

Please ensure your child brings in a labelled drinks bottle. This is in addition to any water bottles you wish to provide for lunchtime. The children will have continual access to drinking water throughout the day.

Our Healthy Schools Monitors provide a fruit trolley service each playtime, if your child would like to use this, we ask for 20p per day.

If they would like to bring their own snack for playtimes, please ensure it is healthy (e.g. fruit, vegetables or cereal bars).

P.E.

Your child's P.E. days is as follows:

Wednesday afternoon

Please send your child to school with their PE kit (black shorts/ leggings/ joggers, white t-shirt and trainers) on the PE day.

Extra Help

Free School Meals; additional funding. If you receive the following, your family can apply for Free School Meals funding:

- Income Related Employment Support Allowance
- Income Support
- Income Based Jobseeker's Allowance
- Guarantee Element of State Pension Credit
- Child Tax Credit with an income less than £16,190 or
- Universal Credit if the net household earnings is less than £7400.

Why apply?

The school will get a small amount of funding per child- this can be used to support the children with resources in school, additional adult help if needed and contributions and payment of after school clubs, music lessons, trips and residential trips. This will ensure that all our pupils get the best possible experiences at Whitchurch.

To apply visit this link on Cardiff Council's website:

<https://www.cardiffcouncilforms.co.uk/article/1684/>



Allergies

Should your child have any food allergies and receive a school meal:

- Parents/carers must consult with their health professional in regard to their child's specific dietary need.
- Parents/carers or their chosen health professional should contact Education Catering at educationcatering@cardiff.gov.uk to outline the specific dietary requirement.
- A member of the Education Catering Operations Team will liaise with the prates/carers/health professional to develop where possible a menu and environment that addresses the pupil's specific dietary needs.
- The agreed menu will then be implemented in school

Please note that when considering the safe provision of a meal to a child with a severe allergy Cardiff Education Catering will follow the recommendation of the health professional. Additionally, they are unable to provide a therapeutic diet to pupils of primary school age without the guidance of a health professional. Where a pupil has a complex need, Cardiff Education Catering are happy to work with parents/carers, schools and pupils to develop a school meal solution.

Education Catering operates and maintains an allergen matrix, which lists all the 14 allergens listed under retained EU regulation 1169/2011 Food Information to Consumers that appear or may appear in dishes on their menu. This matrix is available upon request.

PTA

The PTA help organise events and activities for the children which raise money for the school.

Activities include: Colour Run, Discos, Fetes, Easter bonnets, Halloween pumpkin competitions.

However, we only have a small team of 5 people and would love more help so we can organise a better and bigger range of family events. Please let us know if you would be interested in joining the PTA.

Thank you in advance!



Home Communication



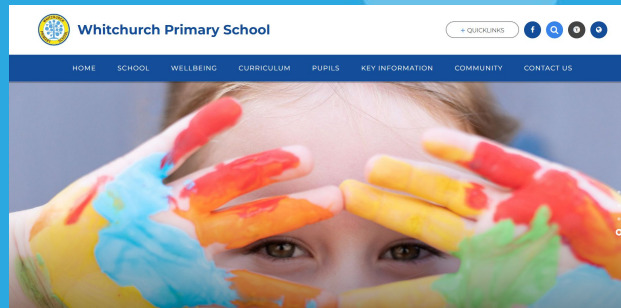
Homelinks

General school information can be found on the website.

<https://whitchurchprm.web11.juniperwebsites.co.uk/>

Weekly updates will be sent initially through Parentmail but we will moving to Arbor in the near future.

Celebrations and achievements will be visible on Facebook.



Homework

Spelling activities

We practise spellings regularly in class. Children complete a range of activities to consolidate their understanding of spelling patterns and are given opportunities to apply them in their writing. **Spelling activities will be set on Google Classroom. We will provide the children with a small homework book.**

Maths

Times Tables Rockstars - focusing on multiplication fluency. Children have a login for this.

Reading

Reading books will be sent home, we encourage pupils to change their books on Fridays, when they have finished.

Arbor Parent App



We are launching the Parent App for Arbor. This will give all parents access to key information such as; attendance, your child's contact details and allergy and medical information. Consent for trips and photographs will also be able to be accessed.

Please check this is accurate when it is launched and amend as necessary if incorrect. Please also speak to teachers if there are any medical and allergy changes.

Moving forward all messages and emails are going to be through the app once fully launched.



Curriculum

Example Yearly Overview

Autumn Term

Spring Term

Summer Term

Language, Literacy and Communication

Mathematics and Numeracy

Health and Wellbeing

Humanities

Expressive Arts

Science and Technology



Literacy, Language & Communication:

1. Non-Chronological Report
2. Persuasive advert
3. Diary
4. Narrative

Welsh: language patterns... Recap...
Ble mae... Wyt ti eisiau ...

Key concepts:

Belonging, community,
place, change,
chronology, viewpoints

Numeracy:

1. Place value
2. Addition & Subtraction
3. Multiplication & Division
4. Area

Year 4 Autumn Term: Changing Cardiff

Humanities:

Maps and locate places and
describe features. Map drawing.

Changes to Cardiff overtime. The
history of Cardiff Bay and the
Windrush generation.

Expressive Arts:

Art: Line and shading
techniques.
Photography

Science & Technology:

Teeth and the digestive
system
DT - Sliders and Levers
IT - eSafety and online
behaviour

Health & Wellbeing:

PE - invasion games; football,
netball and benchball.
Jigsaw e.g. belonging, me and
my world

Other Experiences: Trip to the Senedd and Cardiff Bay
Christmas Concert

Wednesday 16th September

We will be walking to Bethesda Church on Wednesday.

We are in need of parent volunteers to help us walk there and back safely.

Timings are as follows:

4SH - 9.30 - 10.35 (Leaving at 9.05)

4TP - 10.15 - 11.20 (Leaving at 9.50)

4JP - 11.00 - 12 (Leaving at 10.30)

Please let your class teacher know if you can make it.



Literacy, Language & Communication:

1. Narrative
2. Poetry
3. Biography
4. Non-chronological report

Welsh: language patterns... Gwisgo ...
Mynegi Barn (1st Person)

Key concepts:
Fashion design
Craft
Mixed Media

Numeracy:

1. Length & perimeter
2. Fractions
3. Decimals

Expressive Arts:

Materials, patterns and colours
Fashion designers
Sustainable fashion
Eco friendly fashion show

**Year 4 Spring Term:
Sustainable Fashion**

Science & Technology:

DT - sewing and alterations
IT - Multimedia presentations and data handling

Humanities:

Map work
Fashion around the world.

Health & Wellbeing:

PE - gymnastics and evasion games; rugby and hockey.
Jigsaw - Making decisions and considering consequences

Other Experiences: Visit from Cardiff Metropolitan University Fashion Design team.



Literacy, Language & Communication:

1. Narrative
2. Newspaper report
3. Letter

Welsh: language patterns... Beth wyt ti'n gallu wneud? Mynegi Barn (1st Person).

Key concepts:

Energy
Forces

Numeracy:

1. Decimals
2. Money
3. Time
4. Shape
5. Statistics

Science and Technology:

Forces - air resistance, water resistance, buoyancy, friction, magnetism.
Planets and the Solar System
IT - Algorithms and programming, Scratch and Lego Wedo.

Year 4 Summer Term:

Earth and Beyond

Humanities:

During COW, map work, orienteering, shelter building.

Expressive Arts:

Painting
Creating music on Scratch

Health & Wellbeing:

PE - Athletics and rounders
Jigsaw - Caring for ourselves and others, goals and dreams

Other Experiences: Call of the Wild Trip
Visitors from: Visit from the RNLI



RSE Overview

RSE Overview – Year 4

Relationships and identity	Sexual Health and well-being	Empowerment, safety and respect
Positive behaviours in relationships. Hwb - Valentines Day: family and friendship Being Me in my World Piece 2	The knowledge and understanding of how people experience significant physical, emotional, social and cognitive changes during puberty. Hwb - Growing up	Understanding of the importance of fair treatment for all and of respect in all interpersonal interactions offline and online. Keeping safe online 2021/22 round up - Hwb (gov.wales) Hwb - Rings of responsibility
Valuing others. Being Me in my World 8-9 Piece 4	Describe the main stages of the human lifecycle. Describe the body changes that happen when a child grows up. https://drive.google.com/file/d/1CszgoTSYKtbDfowY0ZjVjP1rcQH4i941/view?usp=share_link	Value non-discriminatory behaviours. When and how we to take safe action to respond to and challenge discrimination. Hwb - Hate speech Hwb - online racism
Valuing and recognising the contributions of everyone; and the importance of sex and gender equality. Hwb - Gender Equality Being Me in my World 8-9 Piece 1	To identify some basic facts about puberty. Discuss male and female body parts using the agreed words. Knowledge of skills needed to manage personal self-care and hygiene. https://drive.google.com/file/d/1Mc8FopQnztvSFd2fPTr3LDa35t0x1g/view?usp=share_link	An awareness of different kinds of harmful or abusive behaviour including physical, sexual, and emotional abuse and neglect, including peer on peer harassment and bullying and the role technology can play. Online racism (Primary) - Hwb (gov.wales) Hwb - Is it ok for someone to do this?
How to safely respond to unfair behaviour. Hwb - Is it ok for someone to do this? Hwb - Rings of responsibility Being Me in my World 8-9 Piece 3	Explore puberty and physical and emotional changes that happen in puberty. https://drive.google.com/file/d/1Mc8FopQnztvSFd2fPTr3LDa35t0x1g/view?usp=share_link (NOT point 4- leave for year 5) Jigsaw Changing Me 8-9 Pieces 1-6	Awareness of the benefits and dangers of the internet and social media in forming friendships online. Keeping safe online 2021/22 round up - Hwb (gov.wales)
Recognise and know how to safely respond to and challenge gender and sexual stereotypes and unfair behaviour. Being Me in my World 8-9 Piece 6	Identify trustworthy sources of information and raise issues and questions with trusted adults. Jigsaw Celebrating Difference 8-9 Pieces 1-6	Bullying and the role technology can play. Anti-Bullying Week 2021 – One kind word - Hwb (gov.wales)

	Awareness of sources of information offline and online that help us learn about our bodies and affect how we feel about our bodies and other people's bodies. Jigsaw Celebrating Difference 8-9 Pieces 1-6	Understanding of the right to bodily privacy, personal boundaries including online. Jigsaw Healthy Me 8-9 Pieces 1-6
		Know how and when digital media can be shared safely, with permission and when it can be a source of harm
		An understanding of the need to keep safe online, an ability to take steps to protect themselves and an ability to share with trusted adults where something is seen that shouldn't have been, or is upsetting or uncomfortable.

Call of the wild- please click the
link

Call of the wild

