



Look at the self-portraits and try to find your child



Class teachers:

Mrs Hall: Monday-Tuesday



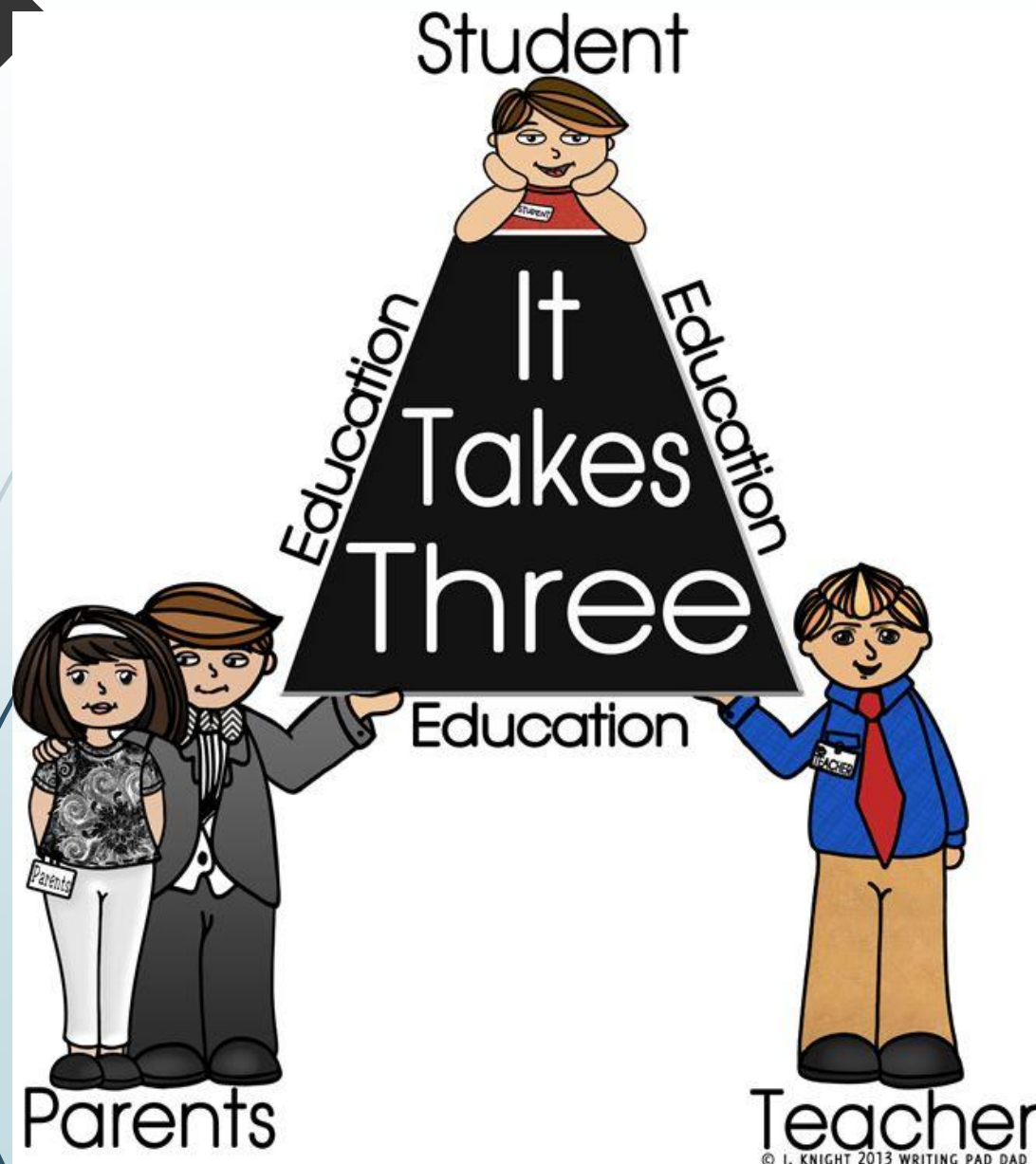
Mrs Ovchynnyk: Wednesday-Friday





Aim of this meeting:

- ❑ Highlight the importance of strong school–parent collaboration in supporting student success
- ❑ Provide an overview of our curriculum and learning goals for the year
- ❑ Share our expectations and approach to homework
- ❑ Clarify updates to the school uniform policy and what families need to know



- ❑ Students thrive when teachers and families work as a team
- ❑ Open communication builds trust and consistency for children
- ❑ Parents' involvement boosts motivation, confidence, and achievement
- ❑ Together, we create a supportive community where every child can succeed

General

- ☐ Children are welcome to bring in their own pencil cases from home
- ☐ **PE** days will be on **Monday and Thursday** - Children must come to school in their uniform and get changed in school. We have put in place separate changing arrangements for the girls and boys. PE tops are now white only.
- ☐ The children can bring their own water bottles and a **healthy snack** (no crisps or chocolate) for their break.
- ☐ If your child is attending after school club regularly, please let me know their days via email.
- ☐ Please ensure all uniform, coats and PE kits are labelled.
- ☐ Please adhere to our school uniform policy, inclusive of jewellery. After October half term, we say goodbye to Summer uniform and hello to Winter.
- ☐ Please inform/update us with any allergies, intolerances and medicines.

School Uniform

Our School Uniform, Yr 1 to Year 6

- ? White short or long-sleeved shirt
- ? • Light blue school tie (*)
- ? • Grey tailored long trousers or grey pinafore dress/skirt
- ? • Navy V-neck jumper or cardigan (*)
- ? • Grey socks for trousers
- ? • White socks for skirts/dresses or grey or navy tights
- ? • Plain black shoes
- ? • Black or navy coat
- ? Please note: From September 2026, all pupils in Years 1 to Year 6 will be expected to wear a white collared shirt with the school tie during the autumn and spring terms. As a result, the open neck (revere collar) blouse will no longer form part of the school uniform.

All uniform and PE kit must be labelled with the student's name.



Summer variations

- Short grey tailored trousers
- Plain white polo shirts
- Blue & white check or stripe dress
- School logoed sunhat, alternatively, plain navy or black sunhat

School Uniform

School bags (including PE bags)

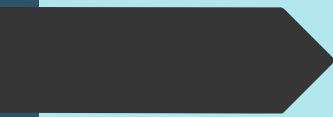
- Students have the option to use our school bags or backpacks, which feature the official St Vincent's logo. These can be purchased from the school office
- Any other school bag should be plain navy or black, without logos. Accessories for bags are unnecessary and the school will not accept responsibility for any lost accessory items.

All uniform and PE kit must be labelled with the student's name.



P.E. Kit

- Plain navy blue or black shorts (PE shorts should be of a suitable length for active movement. PE shorts should be mid-thigh length or longer. Very short or tight-fitting shorts are not appropriate for PE lessons)
- Plain white T-shirt
- Plain navy blue or black tracksuit
- Black plimsolls and/or plain black trainers for games or PE



Topic overview for this half term

-  English: Tar Beach and Varmints
-  Mathematics: Place value and addition and subtraction.
-  Science: Animals including humans
-  RE: Creation and Covenant
-  Geography: Importance of rainforests
-  PE: Outside adventure activities and Hockey
-  PSHE : safety , caring ,resilience, friendships and me and my relationships.
-  Music: Create and notate
-  Computing: (use of Purple Mash, online safety, coding)
-  Spanish: Presenting Myself
-  Art and DT – Drawing:

Year 4 Reading

- ❓ We would ask that the children bring in their reading homework books every Thursday so that we can check with the children to see what they have been reading and monitor reading progress.
- ❓ Children have to select a reading task to complete each week for the book that they are reading at the moment.
- ❓ The reading homework book will be replacing reading records.
- ❓ Please make sure that your child is reading for 20 minutes a day.

FICTION

Summary

Write a paragraph summarising what you have read. Include the main events and key characters without retelling everything.

Important Moment

9/09

Choose one important moment from the text and explain in a paragraph what happens and why it matters to the story.

Character Thoughts and Feelings

Write a paragraph explaining how a character is feeling in this part of the story. Use clues from the text to support your ideas.

Your Opinion

Do you like this part of the book? Write a paragraph explaining your opinion, giving reasons and examples.

Favourite Part

Write a paragraph describing your favourite part of the book and explain why.

What Would You Do?

Imagine you are in the same situation as the character. Write a paragraph explaining what you would do and why.

Diary Entry

Write a short diary entry (one paragraph) from a character's point of view about what has just happened.

Alternate Ending

Write a paragraph describing a different ending to this part of the story.

New Scene

Add a new scene into the story. Write a paragraph describing what happens and how the characters react.

Describe the Setting

Write a paragraph describing the setting in your own words, using details from the text and adding your own ideas.

Prediction

What do you think will happen next? Write a paragraph explaining your prediction and why you think this.

Compare and Contrast

Write a paragraph comparing this text to another book you've read.

Persuasive Letter

Write a short letter convincing someone to read the book.

Word Collector

Find five new or interesting words and write their meanings. Try using them in sentences.

NON-FICTION

Information Summary

Write a paragraph summarising what you have learned from the text. Include the most important facts and key ideas.

Explain the Topic

Imagine you are teaching someone about this topic. Write a paragraph explaining it clearly in your own words.

Why Is It Important?

Write a paragraph explaining why this topic matters (e.g. why we should care about climate change, animals, or history).

Most Interesting Fact

16/09

Pick the most interesting fact you read. Write a paragraph explaining it and why you found it interesting.

Vocabulary in Context

Choose 2-3 key words from the text. Write a paragraph explaining their meanings and how they help you understand the topic.

Persuasive Paragraph

Write a paragraph to persuade someone to care about or learn more about this topic.

Question and Answer

Write one thoughtful question about the text, then answer it in a paragraph using evidence from what you've read.

Link to Real Life

Write a paragraph explaining how this topic connects to real life or the world today.

Key areas to help reading with your child at home

Vocabulary : Give/explain the meaning of words in context

Infer : Make inference from the text/ explain and justify using evidence from the text.

Predict : Predict what might happen from the details stated and implied.

Explain : Identify/explain how information/narrative content is related and contributes to the meaning as a whole.
Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.

Retrieve: Retrieve and record key information/key details from fiction and non-fiction.

Summarise main ideas from more than one paragraph

Spellings and Times tables

- The children will be sent home spellings and times tables/number facts weekly which will be handed out on a Friday and then tested the following Thursday.
- To help prepare for Thursday spellings - 'say it , spell it , check it' rule
- Children should also look up the meanings of any unknown spellings in the dictionary and use in sentences.
- Need to know times tables up 12 times tables - Times Table Rockstars

Times tables screening June 2027

Times tables screening



Multiplication

1 ONE	2 TWO	3 THREE	4 FOUR	5 FIVE	6 SIX
1x1 = 1	2x1 = 2	3x1 = 3	4x1 = 4	5x1 = 5	6x1 = 6
1x2 = 2	2x2 = 4	3x2 = 6	4x2 = 8	5x2 = 10	6x2 = 12
1x3 = 3	2x3 = 6	3x3 = 9	4x3 = 12	5x3 = 15	6x3 = 18
1x4 = 4	2x4 = 8	3x4 = 12	4x4 = 16	5x4 = 20	6x4 = 24
1x5 = 5	2x5 = 10	3x5 = 15	4x5 = 20	5x5 = 25	6x5 = 30
1x6 = 6	2x6 = 12	3x6 = 18	4x6 = 24	5x6 = 30	6x6 = 36
1x7 = 7	2x7 = 14	3x7 = 21	4x7 = 28	5x7 = 35	6x7 = 42
1x8 = 8	2x8 = 16	3x8 = 24	4x8 = 32	5x8 = 40	6x8 = 48
1x9 = 9	2x9 = 18	3x9 = 27	4x9 = 36	5x9 = 45	6x9 = 54
1x10 = 10	2x10 = 20	3x10 = 30	4x10 = 40	5x10 = 50	6x10 = 60
1x11 = 11	2x11 = 22	3x11 = 33	4x11 = 44	5x11 = 55	6x11 = 66
1x12 = 12	2x12 = 24	3x12 = 36	4x12 = 48	5x12 = 60	6x12 = 72
7 SEVEN	8 EIGHT	9 NINE	10 TEN	11 ELEVEN	12 TWELVE
7x1 = 7	8x1 = 8	9x1 = 9	10x1 = 10	11x1 = 11	12x1 = 12
7x2 = 14	8x2 = 16	9x2 = 18	10x2 = 20	11x2 = 22	12x2 = 24
7x3 = 21	8x3 = 24	9x3 = 27	10x3 = 30	11x3 = 33	12x3 = 36
7x4 = 28	8x4 = 32	9x4 = 36	10x4 = 40	11x4 = 44	12x4 = 48
7x5 = 35	8x5 = 40	9x5 = 45	10x5 = 50	11x5 = 55	12x5 = 60
7x6 = 42	8x6 = 48	9x6 = 54	10x6 = 60	11x6 = 66	12x6 = 72
7x7 = 49	8x7 = 56	9x7 = 63	10x7 = 70	11x7 = 77	12x7 = 84
7x8 = 56	8x8 = 64	9x8 = 72	10x8 = 80	11x8 = 88	12x8 = 96
7x9 = 63	8x9 = 72	9x9 = 81	10x9 = 90	11x9 = 99	12x9 = 108
7x10 = 70	8x10 = 80	9x10 = 90	10x10 = 100	11x10 = 110	12x10 = 120
7x11 = 77	8x11 = 88	9x11 = 99	10x11 = 110	11x11 = 121	12x11 = 132
7x12 = 84	8x12 = 96	9x12 = 108	10x12 = 120	11x12 = 132	12x12 = 144

Multiplication

Multiplication can be understood as repeated addition or, in other words, when we multiply two numbers, we add as many copies of one of them.

We use the symbol $\times$ to mean multiplication.

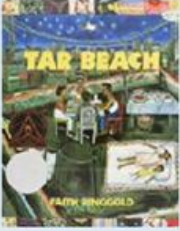
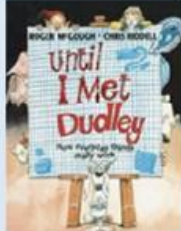
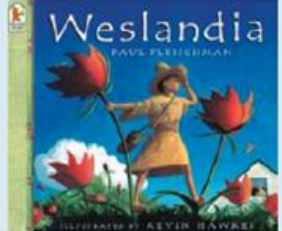
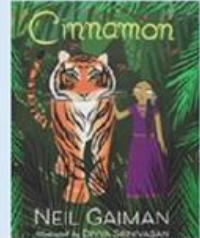
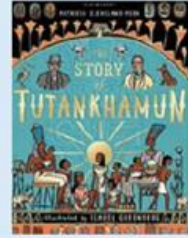


$$5 \times 3 = 5 + 5 + 5 = 15$$

We have 3 rows of 5 stars each which, in total, are 15 stars.

The Glitter Teacher

Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Finding Freedom	Theme: Invention and innovation	Theme: Darkness and light	Theme: Taking courage	Theme: Unearthing civilisations	Theme: A window to the world
Tar Beach	Until I Met Dudley	The Selfish Giant	The Baker by the Sea	Weslandia	Granny Came Here on the Empire Windrush
					
Main outcome: Narrative retelling as a play script	Main outcome: Two explanation texts	Main outcome: Own version narratives	Main outcome: Tourist brochures	Main outcome: Non-chronological reports	Main outcome: Factual reports
Writing Opportunities: Poetry, setting descriptions, formal letters, dialogue (as a script)	Writing Opportunities: Letters, short explanatory paragraphs	Writing Opportunities: Letters, first person recounts, diaries, letters, posters, reports	Writing Opportunities: Job applications, advertisements, setting descriptions, letters in role	Writing Opportunities: Retellings, character descriptions, book reviews	Writing Opportunities: Informal letters, statements, aspirations, postcards, diary, a speech, quotations
Varmints	The Iron Man	Cinnamon	Odd and the Frost Giants	The Story of Tutankhamun	Jabberwocky
					
Main outcome: Explanations of a life cycle	Main outcome: Mystery narratives	Main outcome: Own version fables	Main outcome: Retellings	Main outcome: Tutankhamun biographies	Main outcome: Nonsense poems
Writing Opportunities: Diary entries, instructions, letters, descriptions, speeches	Writing Opportunities: Character descriptions, news bulletins, letters of advice, diary entries	Writing Opportunities: Diaries, informal letters, dialogue, adverts, limericks and other poetic	Writing Opportunities: Narrative recounts, character and setting descriptions, letters, short	Writing Opportunities: Reports, instructions, character descriptions, diaries, newspaper	Writing Opportunities: Performance poetry, explanatory descriptions



What the children will need daily

- ? Named water bottle with water only – No squash or fizzy drinks please
- ? Healthy Snack – No crisps, chocolate, sweets etc
- ? Coat/light jacket
- ? PE kit to be left on peg at school
- ? **Please ensure all items of clothing and footwear are clearly labelled**





Experts needed

As part of our current science topic, we'll be learning all about **teeth**. If you are a dentist—or know someone who is—and would be happy to come in and talk to the children about their work and the importance of looking after our teeth, please let me know. We'd love to give the children the chance to learn from an expert!

More generally, if you feel your profession or skills could inspire the children, we'd love to invite you in to share your expertise. We're always looking for ways to make the children's learning as **fun, engaging, and meaningful** as possible, and real-life experiences make such a difference.

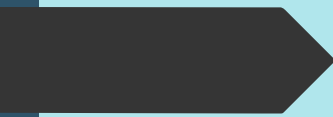


Upcoming dates

Wednesday 23rd September- Celebration of the Word

Week of 2nd November- Parents meetings

Dates for masses, library visits, school trips TBC.



Contacts:

General.post@st-vincent.bromley.sch.uk

0208 857 5134

Miss Edumijeke (Special Educational Needs Co-Ordinator SENCo)

