

# Long Lane Primary

## Year 4 Meet The Teacher Evening

2026



**Strive to Succeed**



Our Year 4 team is Mrs Mowbray, Mrs Savard, Mrs Bastida and Miss Jones. Mrs Mowbray is mad about Science, being outdoors and music; Mrs Savard enjoys sharing the French language and culture; Mrs Bastida loves crafting and is also a lunchtime controller, as is Miss Jones.

We enjoy having lots of visitors to our class, parents, work experience students and student teachers – the more the merrier! Please ask if you would like to come in.

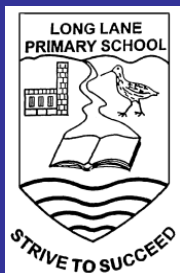
Our class mantra is: *if you're in a panic, it's ok to make mistakes, we can help!* And, *there aren't problems, only solutions.*

If you have any questions please contact the Year 4 team via the school office on [office@longlane.w-berks.sch.uk](mailto:office@longlane.w-berks.sch.uk)

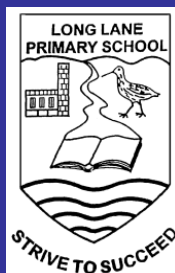


Year 4

Welcome to Year 4



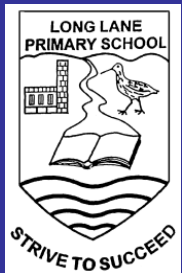
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# Communication

- Available at the end/beginning of school day
- Arrange to meet class teacher – email to school office or telephone
- Newsletters
- Teacher – Parent consultation meetings
- Welcome Time
- Teams
- Twitter
- School website
- Parentmail
- ParentMail APP (*Please ask at school office*).



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# Healthy Lunch and Snacks

We encourage healthy eating habits to support the growth, learning, and well-being of our pupils.

- **Healthy choices please:** Please pack nutritious foods such as fresh or dried fruits, vegetables, bread, crackers, breadsticks, rice cakes, lean proteins, and dairy. Snack portion sizes should be appropriate and may be fruit, veggies or carb-based (crackers, breadsticks, malt loaf etc.)
- **No sweets or junk food:** Items such as sweets and fizzy/energy drinks are not allowed.
- **Nut-free zone:** To protect students with allergies, all lunches and snacks must be **nut-free**.
- **Water encouraged:** Students should bring a reusable water bottle each day.



We appreciate your support in promoting a healthy school environment. Let's work together to help our children thrive!

**For more information visit:** <https://www.nhs.uk/healthier-families/food-facts/>

At Long Lane we believe that learning is a life-long skill and learning how to be a good learner is key to success.

- Woven into the curriculum, class expectations and rewarded at every opportunity
- Through assemblies
- Encouraged through our outdoor learning environment



We approach learning with a growth mindset so that we can encourage resilience in learning and build learning confidence through effective support



# Learning is about the behaviours we show



What is your level of engagement?



**Mistakes**  
are proof that  
you're **TRYING**

[www.Luvreels.com](http://www.Luvreels.com)

# Belonging and Citizenship

- At Long Lane there is a sharp focus on every child feeling like they belong.
- Together we are raising young citizens who care about each other and the world around them.
- Children who feel they belong, feel safe and seek to be prosocial.

**NO OUT  
SIDERS**  
**'All different, All welcome'**



# ATTENDANCE

## WHY IS IT IMPORTANT?

### ABSENCE FROM SCHOOL

Children are required by law to attend school 190 days per year. The Government states that every pupil's attendance should be at least 95%.

How do YOU measure up?

Attendance	Days	Weeks	Lessons
	Absent	Absent	Missed
95%	9 Days	2 Weeks	50 Lessons
90%	19 Days	4 Weeks	100 Lessons
85%	29 Days	6 Weeks	150 Lessons
80%	38 Days	8 Weeks	200 Lessons
75%	48 Days	10 Weeks	250 Lessons
70%	57 Days	11.5 Weeks	290 Lessons
65%	67 Days	13.5 Weeks	340 Lessons

89% & Below  
Drastic effect on  
academic achievement

95%-90%  
Cause for  
concern

100%-96%  
Excellent



- At Long Lane we are committed to ensuring that all children get the best from their education
- First and foremost, we endeavor to make school a safe and engaging place to be where children can have fun and be challenged
- However, we also understand that sometimes there are difficult circumstances, and we want to support families with this



# Class and School Expectations

- Do your best
- Do listen when anyone else is talking to the class
- Do talk about how you are feeling
- Do go to the toilet at break times!



# Organisation

It is important that children have the right equipment in school everyday and can access it easily.



Come and speak  
with us!

We understand that there may be some reasonable adjustments made for some children. This must be by prior arrangement with the teacher.

# SUPPORTING YOUR CHILD'S TRANSITION TO THE NEXT CLASS

## Why Transition Support Matters

- HELPS REDUCE ANXIETY AND BUILDS CONFIDENCE
- ENSURES CONTINUITY IN LEARNING AND CARE
- PREPARES YOUR CHILD FOR NEW ROUTINES AND

## WHAT WE'RE DOING TO SUPPORT

- Whole class classroom visits during the summer term



- 'My New Class' transition book



- Collaboration between current and future teachers



- Additional classroom visits and informal interactions to begin building relationships where appropriate

# How You Can Help at Home

Talk	Practice	Use	Share
- Talk positively about the move	- Practice new routines gradually	- Use transition book at home	- Share your child's concerns with us



## TRANSITION AND SEND SUPPORT

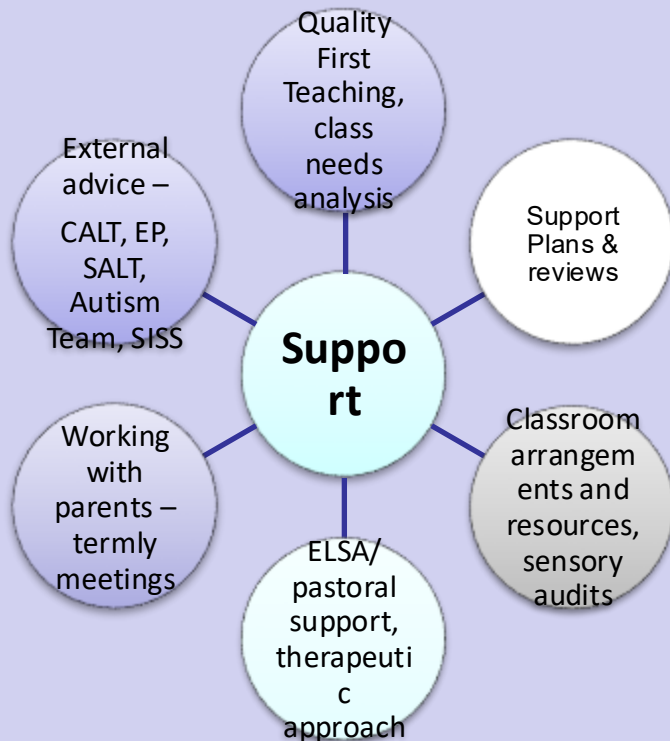
- Staff and SENCo will monitor the transition

- Regular updates to families in the first few weeks

- Adaptations and support will continue as needed



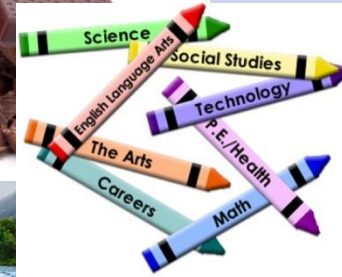
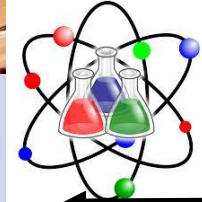
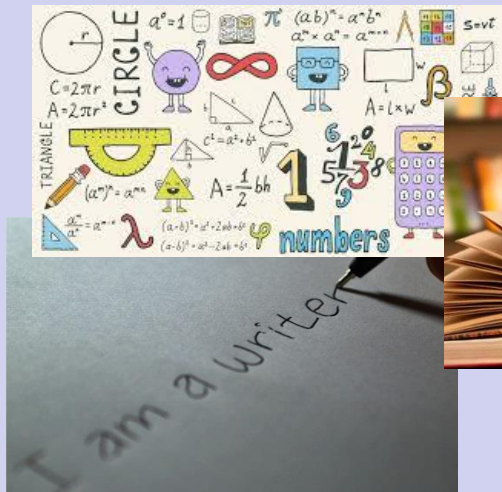
# Supporting Special Educational Needs



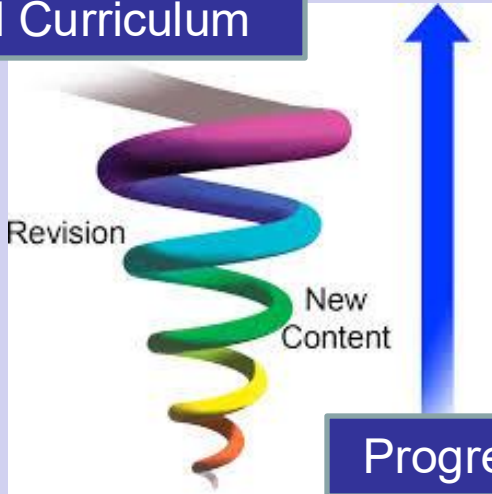
- Identification through observation, assessments, and parental input
- SEN Support Plan: structured interventions and adjustments, reviewed regularly
- SENCo: Coordinates support and communication
- External help: Psychologists, CALT, CAMHS, therapists
- 
- Key Principles
- Inclusion: scaffolding to support learning in class
- Needs-Led Support: Adapting teaching to the child and building independence, structured interventions
- Collaboration: Parents, staff, specialists working together
- 
- Legal Framework
- Guided by Children and Families Act 2014
- SEND Code of Practice

If you think your child may be experiencing difficulties, please talk to their class teacher.

# The Curriculum



Spiral Curriculum

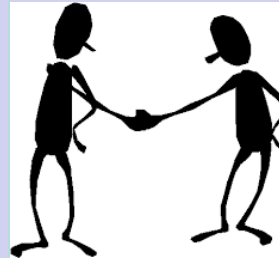


Revision

New Content

Progress

Groupings



# Maths

Mathematics occurs daily.

As they are more able to **assess** their own abilities there is an element of '**choice**', with children being encouraged to move themselves on.

Lessons will be planned that cater for groups and individual needs.

Learning is grouped into **domains** by the National Curriculum Programme of Study.

These are :

number, measurement, geometry, statistics, ratio and proportion and algebra.

We will start using Times Tables Rock Stars early in the first term.

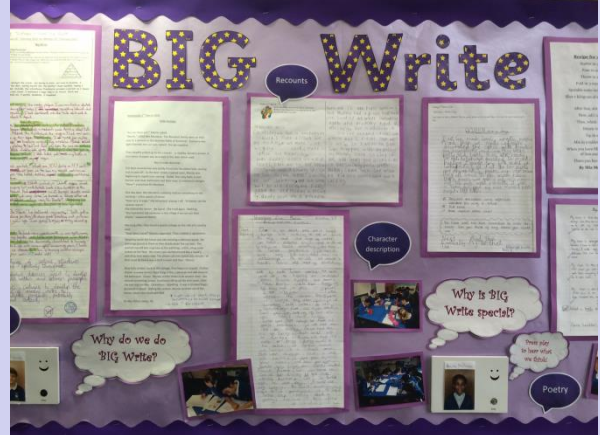
Adults will work closely with individuals and groups during the course of the week. There may be opportunities for **whole class, group** or **1:1** teaching sessions. As children develop they will be encouraged to **discuss** and **challenge** each others thinking, **deepening** and **broadening** their own mathematical knowledge.



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# English



Occurs daily and where possible, it is cross curricular.

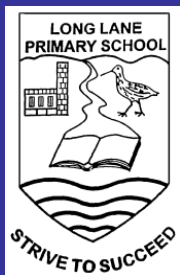
**Reading** - children will be involved in daily reading – independent, guided or 1:1.

Texts may range from short stories, novels, articles, school magazines, internet as well as a range of information books. Recommended books can be found at [www.lovereadings4kids.co.uk](http://www.lovereadings4kids.co.uk) or [Books for Year 3 pupils aged 7-8 in KS2 | School Reading List](#)

**Writing**- children will be involved in daily writing. Grammar will be taught both discretely and linked within writing sessions. Over the year we cover a range of genres both fiction and non-fiction.

- Spelling will be taught daily.
- Handwriting lessons will occur with a focus on correct letter formation and joins to develop a fluent style of writing.

**Speaking and Listening** activities will be incorporated throughout all areas of learning.



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How will I record my results?

How could I make it fair?

What equipment will I use?

What will I observe/measure?

reviewing

Do I need to repeat my measurements?

Have I changed my ideas?

# Science

observing

explaining

Science at Long Lane

planning

predicting

asking

doing

recording

finding

exploring

enquiring

Bloodhound SSC



10 ASTOUNDING FACTS ABOUT BLOODHOUND SSC

- 135,000HP
- 0-1000 in 55 seconds
- 20 tonnes
- 50,000hp

Model car name	Speed	Seconds
Speedy	81	3.99
Fast Lane	88	2.39
FLS	52	3.61
Water Super	53	3.48
Top Speed (Lambert)	41	2.52
SAP	34	4.06



**WATER ROCKETS**

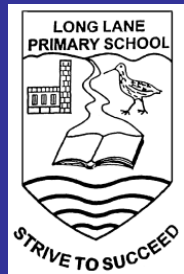
Water Rocket

Water rockets are very fun to play with - they come in all different shapes and sizes! They are powered by water and trapped air. Air is pumped in through a lid of a bottle. When enough air has been pumped into the bottle, the cork will give and the water will fly out the bottom of the bottle. The water will launch the rocket high in the sky.

## Working like a Scientist is hands-on, practical.



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# Foundation Subjects

- Geography
- History
- Music
- PE
- Art
- Design Technology
- RE
- Computing

# PE and Sport

## Children will need;

- Royal blue shorts
- White or House colour T-shirt
- Tracksuit
- Trainers

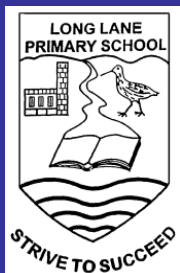


**PE kits need to be in school throughout the whole week!**

- ❖ A range of clubs available.
- ❖ Sportsman/woman of the month.



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# School Trips

Class trips and events will take place depending on learning/curriculum themes.



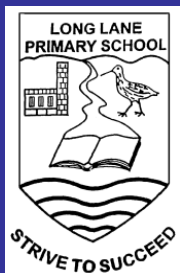
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# Additional Extras!



- Science Technicians.
- Librarians.
- School Council.
- House Captains, Peer Mentors & Sports Ambassadors.
- Reading Ambassadors.
- Sports man/woman of the month.



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# Teacher Assessment

- ✓ The majority of pupils will be working on the curriculum for their year group.
- ✓ Some pupils will be working on the curriculum lower than their year group, particularly pupils with Special Educational Needs.
- ✓ No pupils will be working on the curriculum higher than their year group.

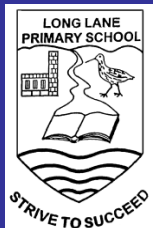
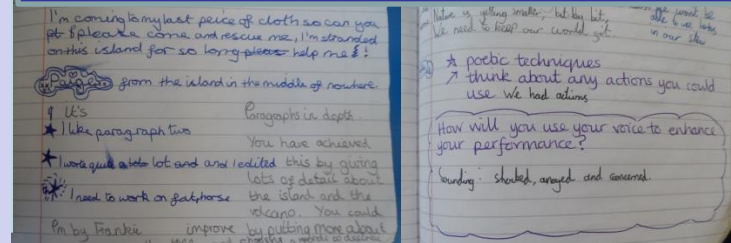
For example, 4E means 'emerging on the Year 4 curriculum'.



## Self Assessment



## Peer marking and Feedback



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# Shared Learning Expectations

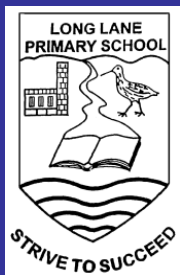
REFER TO HOMEWORK POLICY

Your child may also receive times tables to learn or be asked to practise number facts in order to improve recall. Suggested websites to use are **Times Table Rock Stars (pupils have their own log-ins)** or Hit the button <https://www.topmarks.co.uk/maths-games/hit-the-button>

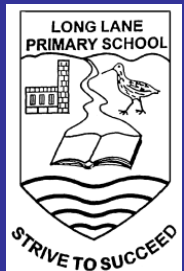
Daily 10-20 minutes (minimum) of reading.

IXL – whole school – may be targeted or children can choose from recommendations based on analysis of diagnostic (done in school).

Where appropriate we may send suggested tasks to complete at home. These may be a pre-learning tasks or related to work we are doing in the classroom.



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# Can you help?



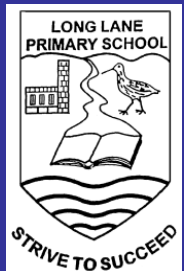
We always welcome adults to come into school to help – when we can.

- All adults need to be DBS cleared
- Sometimes helpers are needed who can commit to a regular slot, e.g. reading activities or helping groups in the classroom
- Other help is needed for 'one offs' e.g. DT, art, etc.

**If you have any hobbies/talents/interests that could enhance our curriculum,  
then please let us know!**



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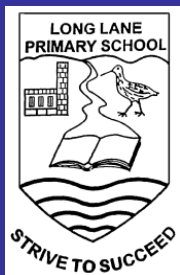
# LABEL EVERYTHING!



**Thank you for joining us this evening.  
We all look forward to working closely with you  
and your children.**



**Any Questions?**



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