

Welcome to our Key Information Session - Year 4

Valuing
Everyone

Developing
Character

Passionate
Learners

Agents
of
Change

Please mute
yourself and
turn off your
camera 😊
(we'll be
recording!).

Got a
question?
Use the chat!



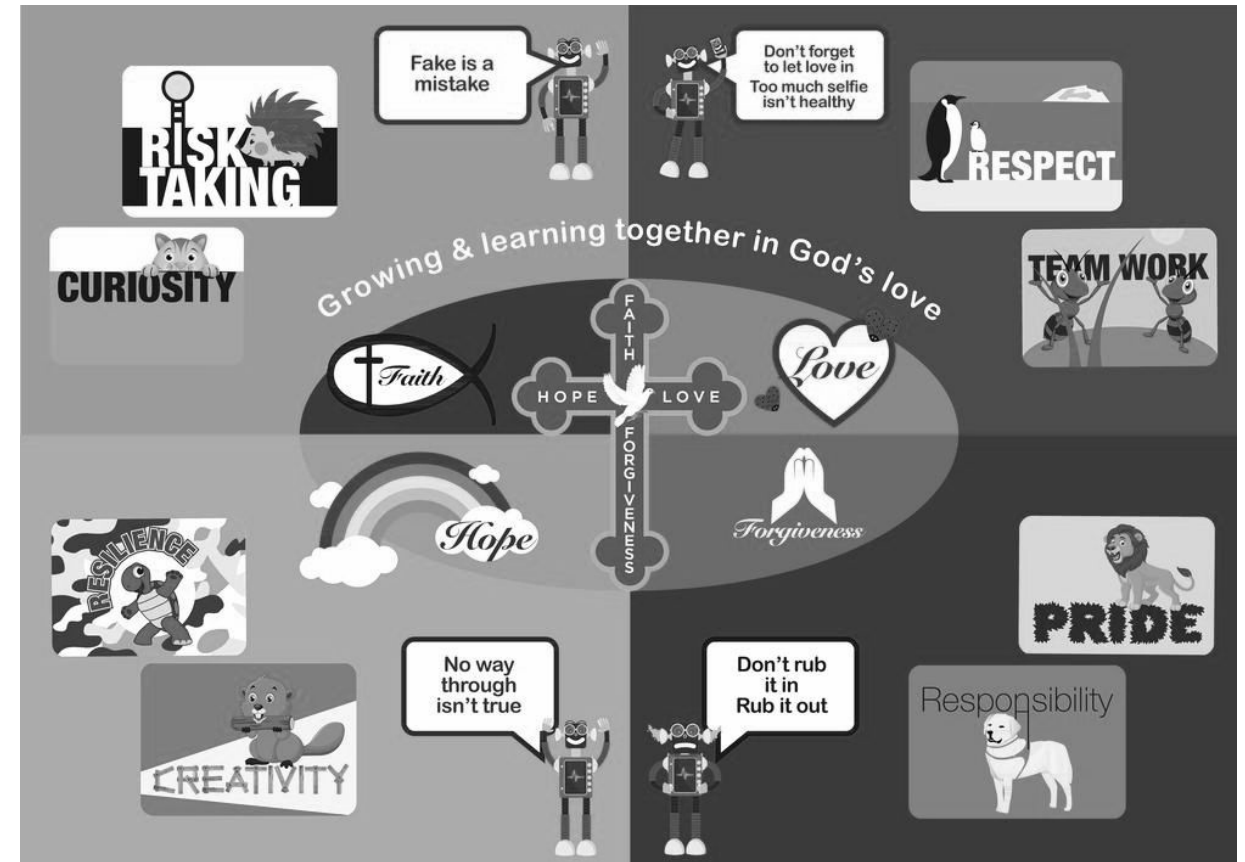
St Mark's Primary School



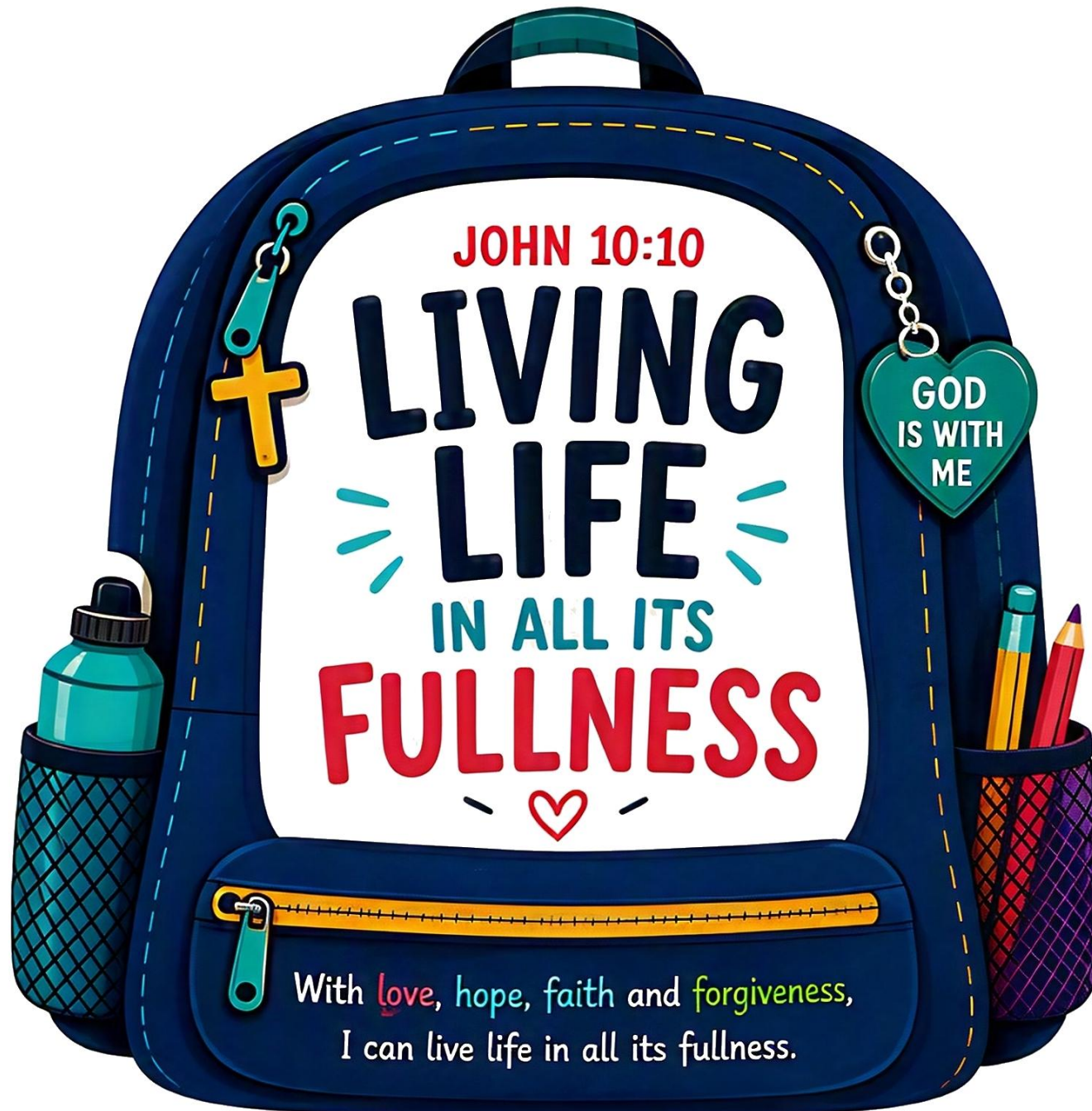
Living Life In All Its Fullness

Refreshing our vision *(or rather, the way we share it!)*

The vision isn't changing; we're simply expressing it more clearly so that everyone can see how it shapes the life of our school.



*Growing and Learning Together
In God's Love*



**We want every child
to flourish - that is, to
Live Life In All Its
Fullness.**

What does “living in all its fullness” look like at St Mark’s?



Belong
Included
Loved



**Character before
qualification**
Learning
Behaviours



Wonder
Learning
Growth



**Making our
world a
better place**

Christian Values — how we live life in all its fullness



These values shape the way we treat one another, approach learning, develop our character and seek to make a positive difference in the world.

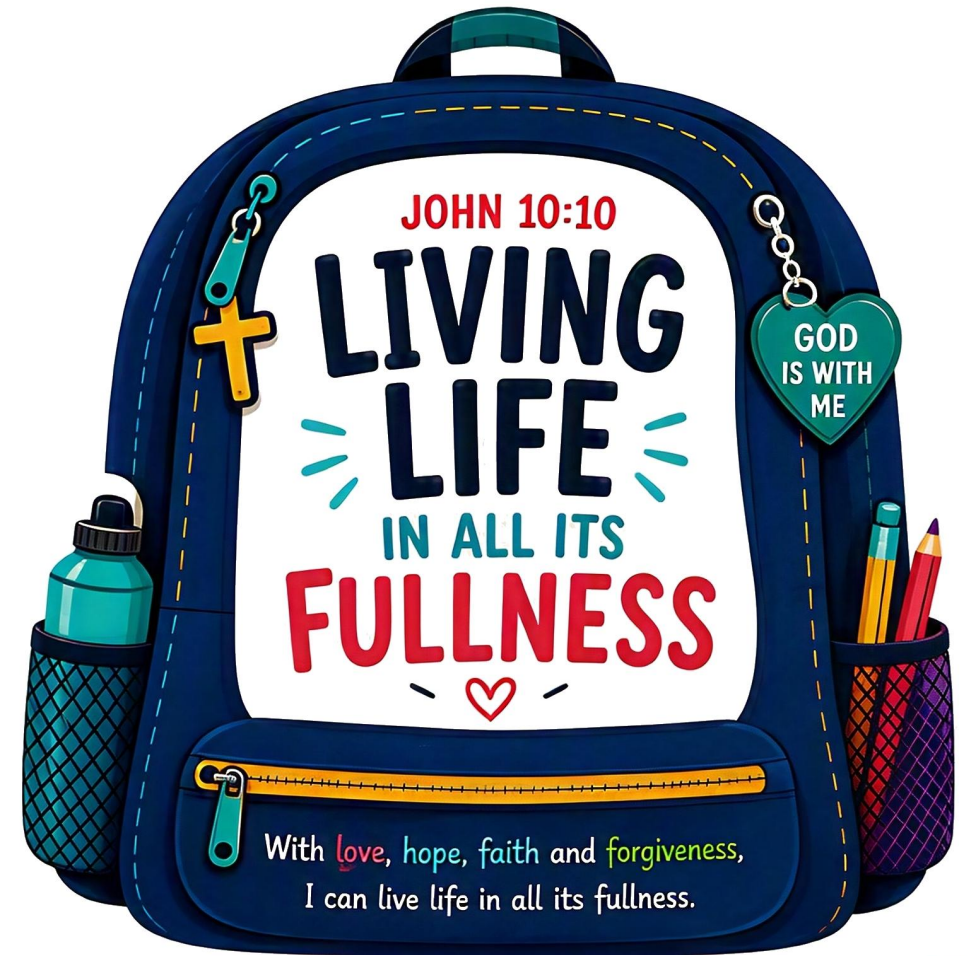
They help us to live out a life in all its fullness.

We will still be using...

- ✓ Our school song
- ✓ Our 4 Christian values of faith, hope, love, forgiveness
- ✓ Our learning behaviours

... but we won't be using...

- “Growing and Learning Together”
- This poster:



AGENTS OF CHANGE



Making our world a better place



HOME CHALLENGES

- 3 challenges each half-term
- KS2 choose 3 from 4 options
- Earn an AoC card for each challenge



CLASS CHALLENGES

- 1 challenge each half-term
- Linked to class learning



AWARDS

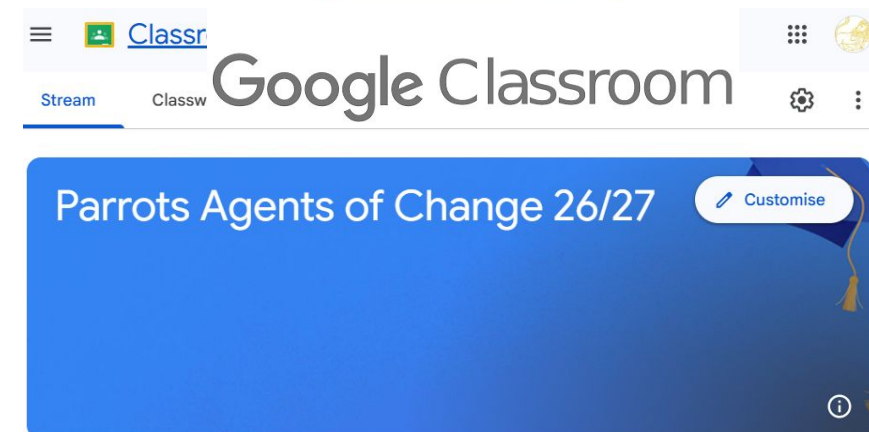
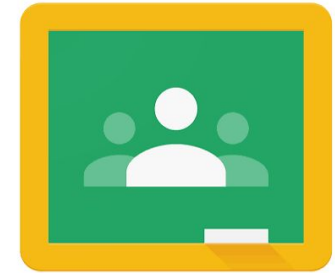
Complete challenges throughout the year to earn special awards.

Visit a local river or park and see how much pollution you can spot. Take photos.

Find out about a courageous advocate for pollution and share facts about them. What characteristics do they have?

Teach Year R how to be a courageous advocate: instruction leaflet/comic strip/powerpoint.

You can choose your own home challenge task as one of your Agents of Change tasks. If you're not sure, just ask your teacher! And don't forget to submit the evidence here.



Did you know....



Lost Property!



You're invited to our
FOSM AGM



7:30pm



in the
staffroom

Come and find out more about FOSM!

Hear what we raised and how it helped the school,
share your ideas for the year ahead and find out
how you can get involed!

Everyone is welcome! See you there!



**FOLLOW FOSM
ON FACEBOOK**

CLICK HERE



**FOLLOW FOSM
ON INSTAGRAM**

CLICK HERE

**VOLUNTEER
HERE!**

Click here to offer an hour at our
discos, or our Christmas, Easter or
Summer Events!



**YOUR
SCHOOL
LOTTERY**

ONE-OFF FUNDED ITEMS



OPAL
setup
£4,000



Picnic
tables
£1,850



PE
equipment
£1,072



Music
resources
£200



Guinea pig
cage
£450



32 x iPads and
accessories
£10,648



Farm
development
£1,000



Staff bike
rack
£135



Wi-Fi
improvements
£1,000



Paper
trimmer
£100



Memorial
benches
£500

**Over
£20,000**

ANNUAL ALLOCATIONS



Forest
School
£500



OPAL
£500



Farm
resources
£1,000



Year 6 coach
for residential
£2,900



YrR-Yr5 £5
trip subsidy
£2,700

**£7,600
Annually**

School Communication

 adminoffice@st-markscfe.hants.sch.uk  01256 346111

 Year groups - yearX@stmarksce.org.uk

Communicating with kindness

We will always aim to communicate respectfully and professionally, and expect the same in return. Abusive, aggressive or intimidating communication towards staff, whether written or verbal, will not be tolerated. Please be careful with AI generated emails!

Weekly Newsletter - emailed and also on website

This week's homework and learning



Click here

Agents of Change

Google Logins were emailed out last week.



Helpful Information

- ✓ Autumn 1 PE Days
- ✓ Autumn 1 Forest School/Outdoor Learning Days
- ✓ Autumn After School Clubs
- ✓ Arbor
- ✓ Wraparound Care: Lions and Breakfast Club

St Mark's Weekly Learning & Homework - "This week, we'll be...."

Week Beginning: Monday 14th September 2026

Remember, The logins for these are at the back of the green reading logs :)

Year	What we are learning	Homework	Spellings
Year 1	- This week we will begin to introduce more whole class learning. - In maths we are continuing to consolidate our understanding of numbers to 10 with sequencing and counting activities. - In English we start a unit based on "The Very Hungry Caterpillar". - We are enjoying our outdoor PE lessons.	- Reading at least four times a week. Numbots: please aim for 20 minutes over the week. Agents of Change on GC	Not testing yet

Front page of the website

Quick Links

[Arbor Payments](#) [School Meals](#) [Agents of Change](#)

[PE, Homework, Spellings, Forest School, Clubs](#)

[School Calendar](#) [Book a farm visit](#)

[Pupil Elections Sept 2026!](#)

Latest Newsletter:

[4th September 2026 Newsletter –Key Info Sessions, Permission Forms, FOSM AGM, Agents of Change and more](#)

A reminder that we use Arbor for school payments



We're using the Arbor Parent App!

See and manage your child's day-to-day school information.
Understand their progress, make payments and bookings,
and receive in-app messages - all from one app



Attendance rules



We'll be sending weekly attendance emails home for absences that week.

There are new rules for unauthorised absences, whether this is due to holiday, irregular attendance, or otherwise. Don't get caught out!

1 I'm a single parent of one child and we want to go on holiday for 5 days.

Make sure you use the absence request form before you book anything. Your holiday will not be authorised. As your child will miss 5 school days, you'll be given a penalty notice fine. See section 2, too!

1 parent & 1 child = £160

Reduced to £80 if paid in 21 days



For each child a penalty is given...



+ £160



+ £160



+ £160



+ £160

1 parent & 4 children = £640

Reduced to £320 if paid in 21 days

For a family of 2 parents & 4 children



+£160



+£160



+£160



+£160

£1280

Reduced to £640 if paid in 21 days

What happens if school suspects children are actually on holiday?

Photos on Facebook?
Foreign mobile dial tone?
Other children talking about your holiday?
Amazing sun tan?
Home visit shows no-one at home?



Please don't be offended if we ask for evidence or mention these questions to you. We're required to do this to ensure a fair system!



Opal Play - what to wear

At St Mark's, we are developing our playground through **OPAL (Outdoor Play and Learning)**. OPAL encourages children to use their imagination, be creative, take appropriate risks, build friendship

Please bring....

A waterproof coat

Wellies or suitable waterproof footwear

Warm layers in colder weather

Hat and sun protection when needed

Please label everything clearly.

The weather shouldn't stop children from playing!



Opal Play - But we need your help!

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Upcycled Loose Parts



Baking Pans



Cake Moulds



Ice Cube Trays



Kitchen Tools



Measuring Spoons



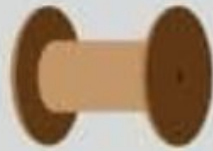
Pots & Pans



Strainers



Baskets



Cable Spools



Cardboard Items



Cones



Containers



Corrugated Pipes



Dress-Up Items



Fabric



Funnels



Milk Crates



Nets



Old Electronics



Pool Noodles



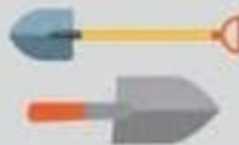
PVC Pipes



Rolling Carriers



Ropes



Shovels & Spades



Sinks & Tubs



Tarps



Tires & Wheels



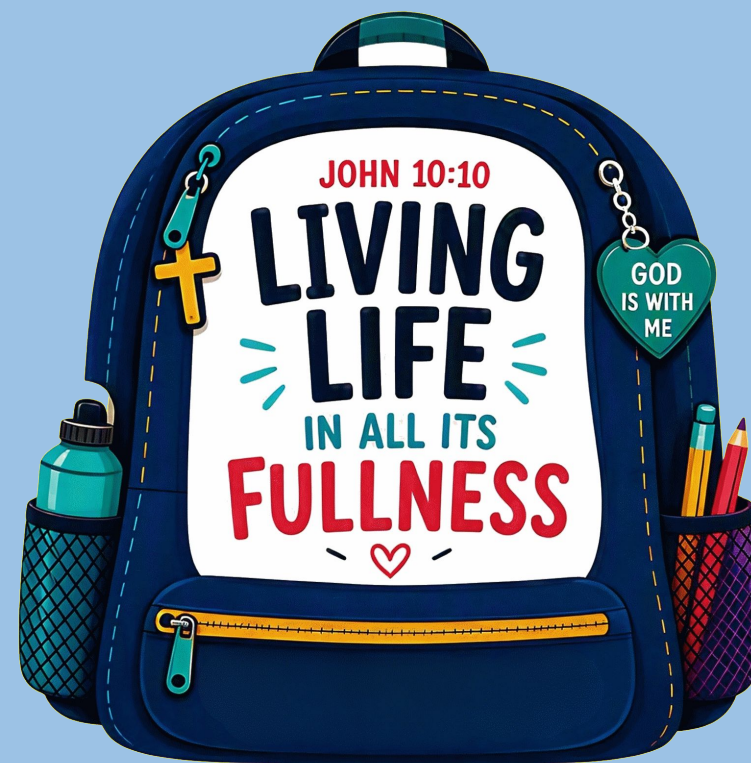
Wooden Planks

Welcome to Year 4

Key Messages

Meet the team

Mrs Boyle and Mrs Spiers (4SB) Heads of Year 4
Mrs Meredith (4M)
Mrs Barr and Mrs Lee (4BL)



Key reminders and a day in Year 4 :

- PE Days – Wednesdays and Fridays
- Water bottles in school daily – Water ONLY!
- Fruit snack to be brought in from home for morning playtime
- Reading wallet needs to be in school every day

Early Morning Work
Bookclub
Times tables or Flashback Maths
Maths
OPAL Playtime
Handwriting
English
Lunchtime
Silent reading and class reader
Spelling
Topic/ Science/ PE Ect
Worship



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Autumn 1 Project – Anglo –Saxons: Unearthing Angle-Land



Hook

Retrieval

Timeline

Key
Vocabulary



Timeline

 449 AD - 550 AD Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany.	 450 AD Saxons, from Germany, settle in Kent.	 556 AD Seven kingdoms are created across Britain	 597 AD St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury	 779 AD Mercia becomes the Supreme Kingdom and King Offa builds a Dyke along the Welsh Border	 787 AD First Recorded Viking attack	 849 AD King Alfred the Great came to power and stopped the Viking Raids	 886 AD King Alfred makes a deal with the Vikings, giving them the east and the Anglo-Saxons keeping the West.	 1066 AD The last Anglo-Saxon King, Harold, is defeated in the Battle of Hastings. Normans rule.
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Autumn 1 Project – Anglo –Saxons: Unearthing Angle-Land

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In **Maths** this term, we will focus on place value, addition and subtraction. Children will consolidate their knowledge of hundreds, tens and ones before moving onto learning thousands. We will use a wide range of visual representations to compare and order numbers. Once the children are secure in their place value knowledge, we will move onto strategies used to solve addition and subtraction calculations and develop formal methods. The children will use methods to solve multi-step problems.

Through our **English**, we will begin our term with a unit based on the Disney short film 'Feast'. Through our sentence stacking lessons, the children will write the narrative for the wordless film about a dog who finds a home and enjoys delicious food. The children will then apply all of their creative ideas, vocabulary and punctuation skills to creating their own version based on a different animal.

We will then move onto writing a non-chronological report using our knowledge from our History unit and a variety of texts to understand the features and organisation of this type of information text.

If you have any questions or concerns do email us at year4@stmarksce.org.uk



Anglo Saxons

This term, Year 4 will explore the big question:
Anglo Saxons – the ruin of Britain?

PE Days

Monday and Friday



Please actively use spelling shed, TT Rockstars and daily reading as part of your homework tasks.



Within their **History**-led project, the children will focus their attention to looking at the evidence of Anglo-Saxon life. They will discover when the Anglo-Saxons lived in comparison to other key periods. They will learn about where these people came from and why they settled in Britain. Through looking at evidence, the children will find out about daily life and about the significant discovering of Sutton Hoo. They will also learn why King Alfred deserved his 'great' title.

In **Science**, children will be focussing on the digestive system. They will think carefully about the purpose of the teeth, tongue, intestines, stomach and colon and their vital roles when digesting food. We will also recap a healthy diet.

PE will take place twice every week. This term, the children will focus on developing their coordination through footwork practice. Additionally, they will learn how to cope with challenges and build up the resilience to persevere when a task is difficult.

Children will learn to say, read and write the names of vegetables in **French**.

In **RE**, we will explore the concept of 'following'. Children will reflect on the promises within Christianity as well as their own lives.

Children will learn how to responsibly collaborate to shared documents such as 'Google Sheets' in **Computing**.

In **Art**, we will be making observational drawings of Anglo-Saxon artefacts using a range of media and on different surfaces. They will add detail to create a sense of form, shape and proportion.

Our theme for reading this term is Remembrance. We have started reading Llama Out Loud by Anabelle Sami.



Boris and His Brain

PARTS OF THE BRAIN



Let's do a...
Robot Reset!

Boris Breaths	Finger Scan	Bot Break	Doodle-tron	Connection Code
Breathe in for 4 seconds. Hold your breath for 4 seconds. Breathe out for 6 seconds.	Trace your fingers slowly. Breathe in as you trace up and breathe out as you trace down.	Option 1 – Do 10 star jumps Option 2 – Run two laps of playground Option 3 – Do 10 wall press-ups	Complete some quiet doodling or colouring (add calming music too if you can)	Connect with a trusted adult – a chat, a hug or something else that you need

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Year 4 Maths Expectations



- Mastery approach followed.
- Focus on using resources.
- Units lasting a few weeks.
- Begin to teach formal methods.
- Focus on most efficient strategy.
 - Flashback Maths
 - Times Table sessions



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Year 4 Maths Expectations



- Working confidently with numbers up to 10,000
- Count up in 10s, 20s, 25s, 50s, 100s, 200s, 250s and 500s from any point
- Be able to count on and back crossing boundaries e.g. 2,005 – 10
- Be competent in formal column addition, subtraction as well as short multiplication
- Know key number bond facts and times tables facts to 12 x 12



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Times Tables Teaching Sequence and Progression

From 2023, a new Times Tables teaching programme was put into place for years 1 – 6. This programme is designed for children to be moving at broadly the same pace, learning the same times tables together as a class. Our long-term plan and order of teaching is detailed below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Skip Count in 1s, 2s, 5s and 10s					
Year 2	Skip Count in 2s, 5s and 10s	2 x÷ 1 x÷ 0 x÷	10 x÷	5 x÷	Revision	Revision Skip Count in 3s
Year 3	Revision	3 x÷	4 x÷	8 x÷	11 x÷	Revision
Year 4	6 x÷	9 x÷	7 x÷	12 x÷	Revision	Year 4 Multiplication Tables Check
Year 5	Revision				Revision and squares	Revision and cubes
Year 6	Revision and derived facts					

Times Tables Facts Taught by Year Group

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	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0 x 0 0 ÷ 0	0 x 1 0 ÷ 1	0 x 2 0 ÷ 2	0 x 3 0 ÷ 3	0 x 4 0 ÷ 4	0 x 5 0 ÷ 5	0 x 6 0 ÷ 6	0 x 7 0 ÷ 7	0 x 8 0 ÷ 8	0 x 9 0 ÷ 9	0 x 10 0 ÷ 10	0 x 11 0 ÷ 11	0 x 12 0 ÷ 12
1	1 x 0 1 ÷ 1	1 x 1 1 ÷ 1	1 x 2 2 ÷ 2	1 x 3 3 ÷ 3	1 x 4 4 ÷ 4	1 x 5 5 ÷ 5	1 x 6 6 ÷ 6	1 x 7 7 ÷ 7	1 x 8 8 ÷ 8	1 x 9 9 ÷ 9	1 x 10 10 ÷ 10	1 x 11 11 ÷ 11	1 x 12 12 ÷ 12
2	2 x 0 2 ÷ 1	2 x 1 2 ÷ 1	2 x 2 4 ÷ 2	2 x 3 6 ÷ 3	2 x 4 8 ÷ 4	2 x 5 10 ÷ 5	2 x 6 12 ÷ 6	2 x 7 14 ÷ 7	2 x 8 16 ÷ 8	2 x 9 18 ÷ 9	2 x 10 20 ÷ 10	2 x 11 22 ÷ 11	2 x 12 24 ÷ 12
3	3 x 0 3 ÷ 1	3 x 1 3 ÷ 1	3 x 2 6 ÷ 2	3 x 3 9 ÷ 3	3 x 4 12 ÷ 4	3 x 5 15 ÷ 5	3 x 6 18 ÷ 6	3 x 7 21 ÷ 7	3 x 8 24 ÷ 8	3 x 9 27 ÷ 9	3 x 10 30 ÷ 10	3 x 11 33 ÷ 11	3 x 12 36 ÷ 12
4	4 x 0 4 ÷ 1	4 x 1 4 ÷ 1	4 x 2 8 ÷ 2	4 x 3 12 ÷ 3	4 x 4 16 ÷ 4	4 x 5 20 ÷ 5	4 x 6 24 ÷ 6	4 x 7 28 ÷ 7	4 x 8 32 ÷ 8	4 x 9 36 ÷ 9	4 x 10 40 ÷ 10	4 x 11 44 ÷ 11	4 x 12 48 ÷ 12
5	5 x 0 5 ÷ 1	5 x 1 5 ÷ 1	5 x 2 10 ÷ 2	5 x 3 15 ÷ 3	5 x 4 20 ÷ 4	5 x 5 25 ÷ 5	5 x 6 30 ÷ 6	5 x 7 35 ÷ 7	5 x 8 40 ÷ 8	5 x 9 45 ÷ 9	5 x 10 50 ÷ 10	5 x 11 55 ÷ 11	5 x 12 60 ÷ 12
6	6 x 0 6 ÷ 1	6 x 1 6 ÷ 1	6 x 2 12 ÷ 2	6 x 3 18 ÷ 3	6 x 4 24 ÷ 4	6 x 5 30 ÷ 5	6 x 6 36 ÷ 6	6 x 7 42 ÷ 7	6 x 8 48 ÷ 8	6 x 9 54 ÷ 9	6 x 10 60 ÷ 10	6 x 11 66 ÷ 11	6 x 12 72 ÷ 12
7	7 x 0 7 ÷ 1	7 x 1 7 ÷ 1	7 x 2 14 ÷ 2	7 x 3 21 ÷ 3	7 x 4 28 ÷ 4	7 x 5 35 ÷ 5	7 x 6 42 ÷ 6	7 x 7 49 ÷ 7	7 x 8 56 ÷ 8	7 x 9 63 ÷ 9	7 x 10 70 ÷ 10	7 x 11 77 ÷ 11	7 x 12 84 ÷ 12
8	8 x 0 8 ÷ 1	8 x 1 8 ÷ 1	8 x 2 16 ÷ 2	8 x 3 24 ÷ 3	8 x 4 32 ÷ 4	8 x 5 40 ÷ 5	8 x 6 48 ÷ 6	8 x 7 56 ÷ 7	8 x 8 64 ÷ 8	8 x 9 72 ÷ 9	8 x 10 80 ÷ 10	8 x 11 88 ÷ 11	8 x 12 96 ÷ 12
9	9 x 0 9 ÷ 1	9 x 1 9 ÷ 1	9 x 2 18 ÷ 2	9 x 3 27 ÷ 3	9 x 4 36 ÷ 4	9 x 5 45 ÷ 5	9 x 6 54 ÷ 6	9 x 7 63 ÷ 7	9 x 8 72 ÷ 8	9 x 9 81 ÷ 9	9 x 10 90 ÷ 10	9 x 11 99 ÷ 11	9 x 12 108 ÷ 12
10	10 x 0 10 ÷ 1	10 x 1 10 ÷ 1	10 x 2 20 ÷ 2	10 x 3 30 ÷ 3	10 x 4 40 ÷ 4	10 x 5 50 ÷ 5	10 x 6 60 ÷ 6	10 x 7 70 ÷ 7	10 x 8 80 ÷ 8	10 x 9 90 ÷ 9	10 x 10 100 ÷ 10	10 x 11 110 ÷ 11	10 x 12 120 ÷ 12
11	11 x 0 11 ÷ 1	11 x 1 11 ÷ 1	11 x 2 22 ÷ 2	11 x 3 33 ÷ 3	11 x 4 44 ÷ 4	11 x 5 55 ÷ 5	11 x 6 66 ÷ 6	11 x 7 77 ÷ 7	11 x 8 88 ÷ 8	11 x 9 99 ÷ 9	11 x 10 110 ÷ 10	11 x 11 121 ÷ 11	11 x 12 132 ÷ 12
12	12 x 0 12 ÷ 1	12 x 1 12 ÷ 1	12 x 2 24 ÷ 2	12 x 3 36 ÷ 3	12 x 4 48 ÷ 4	12 x 5 60 ÷ 5	12 x 6 72 ÷ 6	12 x 7 84 ÷ 7	12 x 8 96 ÷ 8	12 x 9 108 ÷ 9	12 x 10 120 ÷ 10	12 x 11 132 ÷ 11	12 x 12 144 ÷ 12

Year 2 Facts

Year 3 Facts

Year 4 Facts

Multiplication Test – Summer 2027



- Approximately June 2027, the children will sit a multiplication test set by the Department of Education.
- By end of Year 4 – children expected to know all times tables and related division facts up to 12×12 .



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Reading

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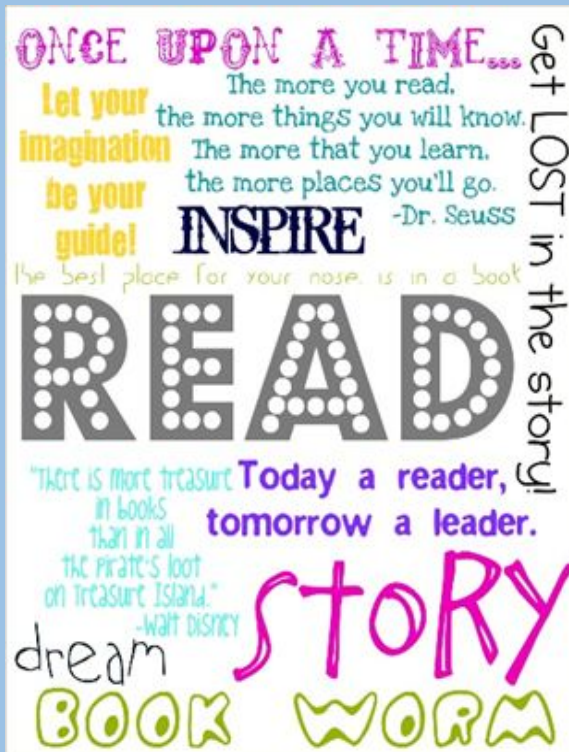
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LittleWandle
TEACH READING CHANGE LIVES



- Children who are still developing their phonic knowledge will bring home a little wandle book or Fresh Start text.
- Children who have been taught all of their phonics (sounds) will bring home a book banded reading book matched to their reading and comprehension skills.

Learning to Read at St Mark's

How we teach reading from Years R to 6, and what we send home each week.

1



We use a system called "Read Write Inc" to teach children to read, starting in Year R. The goal is to be 'off' the RWI programme by the end of Year 2. Most children in Years 3-6 are off RWI - they wouldn't have a RWI book but an ORT book. As well as using RWI at school, we send colour-banded RWI books home for practice. Books change every 3 school days. Whilst on RWI, children use "Oxford Owl" online to access to one RWI book each week; this gives variety.

2

Oxford Reading Tree (ORT) is an additional book we send home each week whilst children are on RWI. This gives extra books to read. Once off RWI, ORT books become the main reading book and children work their way through the new colour bands.

3

Children bring home a library book each week. They choose it themselves for enjoyment!

RWI Colour Bands Progression	RWI Sounds children are learning	To be in this RWI colour band, they can/are	Typical End of Year Expectation
Wordtime	Set A, B, C	Learning to sound Single Letter sounds and then blend (e.g. c-a-t = cat)	
Red/Ditty (1-10)	Set 1	Know single letter sounds of Set 1. Only reading real words, not alien words!	
Red/Ditty (11-20)	Set 1	As above, plus know all of Set 1 sounds and read words containing these sounds	
Green	Set 2	As above, plus know all of Set 1 sounds and read words containing these sounds (more complex books!)	End of Year R
Purple	Set 2	As above, plus know all of Set 1 sounds and read words containing these sounds, without sounding out	End of Year R
Pink	Set 2 / 3	As above, plus know first half of Set 2 sounds speedily and read words containing these sounds, without sounding out	
Orange	Set 3	As above, plus know all Set 2 sounds by sight, without sounding out	
Yellow	Set 3	As above, plus read some of the sounds at Set 3 and words containing these sounds, without sounding out	
Blue	Set 3	As above, plus read first 6 of the Set 3 sounds, and read at 60 words/minute	End of Year 1
Grey	Longer Words	As above, plus read all Set 3 sounds and read at 70 words/minute (with intonation)	
Off (no RWI book is sent home)		As above, plus fluency/intonation at 80 words/minute	End of Year 2

ORT Colour Banded books	ORT Colour Bands Progression	Typical End of Year Expectation
Once children are off RWI, ORT banded books begin. Also used in school (e.g. 1-1 reading with adults)	Purple	
	Gold	End of Year 2
	White	End of Year 2
	Lime	
	Brown	
	Grey	End of Year 3
	Dark Blue	End of Year 4
	Dark Red	End of Year 5

Library Book
Books of interest as chosen by children, with some guidance by adults

Turn over for the
RWI Sounds!

Don't forget to read at least **4** times per week!

RWI have updated their assessment process to include 'fluency'. Therefore some children may need to revisit a colour band within RWI to improve their sight reading and fluency. We reassess each half term; sometimes children may change bands more-quickly.

Helping at home with Reading

- Reading daily – Minimum 4 times a week
- Hearing books read to them and answering questions about books
- Look at vocabulary in books when reading



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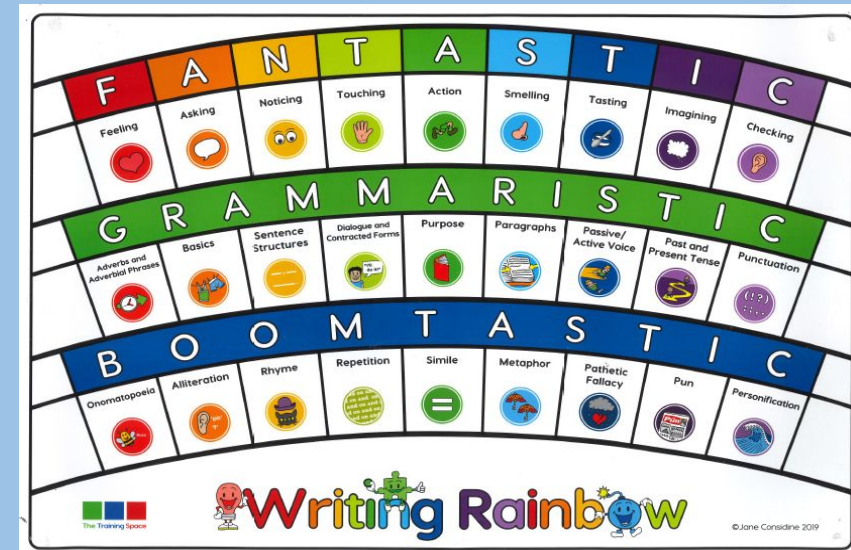
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Year 4 Writing Expectation

- A strong composition and awareness of the reader
- Beginning to use paragraphs
- Expanded noun phrases
- A maturing vocabulary
- Joined, legible handwriting
- Capital letters and full stops to separate sentences
- Using commas for lists, for a fronted adverbial and for subordinate clause
- Punctuating speech correctly
- Consistent tenses and verb agreement



It was a cold winters night in the middle of January and owls were hooting in nearby trees while leaves rustled creating spooky sounds and scary shadows. Slowly, Baser Barely alive, a tiny, timid hamster ^{crept} out of a dark dingy alleyway into a brightly lit park to scavenge for food. Slowly, he crawled ^{crept} around a bin and peeked inside. ^{crept} R. apidly, he



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Spelling



- Talking about spellings and spelling rules
- Spotting patterns & making connections
 - Breaking words down into syllables

- *Spellings will be available every week on Spelling Shed*



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Swimming

- National curriculum requirement
- QMC swimming pool
- Funded by the school
- We will send out more information in the Spring term

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations



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Homework

Reading at least 4
days a week their
school book.

Independently
recording as well as
when reading with
an adult.



**Spelling
Shed**



Spelling Shed for
twenty minutes a
week.

TT RockStars for at
least thirty minutes
per week. Please
encourage Garage
and Studio.
Other times tables
practise as well as
or instead.



Valuing
Everyone

Developing
Character

Passionate
Learners

Agents
of
Change

Forest School

Spring 1 2026 (starting Jan)

- Monday AM 4BL
- Tuesday AM 4M
- Thursday AM 4SB

Summer 2 2026 (starting June)

- Monday PM 4SB
- Tuesday PM 4M
- Friday PM 4BL

If you would like to
be a parent helper
who can commit to
a termly block,
please let us know.



Reminders and Pleas!

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PE —
Wednesday
and Friday

Named
uniforms



Love donations/
volunteer to help
make things



Early morning work is
learning based



St Mark's Elections

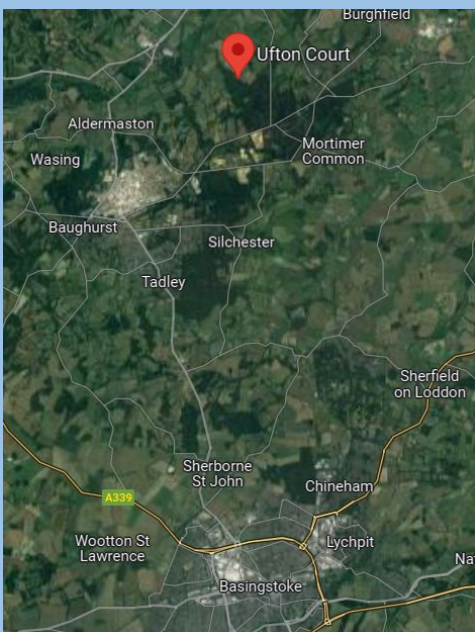


Parent helpers —
reading, sewing, times
tables, Forest School



Farm bookings

Year 4 Residential Trip 2026



Address:
Green Lane
Ufton Nervet
Reading Berkshire
RG7 4HD

(About 30/40 minutes
away)

Cost:

£255

Includes all food, bedding and
activities



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Day 1 – Monday 22nd March

10.00am Arrive
10.45am Activity 1
11.45am Activity 2
12.45pm Lunch
2.00pm Activity 3
3.00pm Settle into rooms
4.15pm Activity 4
5.30pm Dinner
6.30pm Activity 5
7.45pm School led activity
9.00pm Bedtime

Day 2 – Tuesday 23rd March

8.00am Breakfast
9.30am Activity 1
11.15am Activity 2
12.45pm Lunch
2.00pm Activity 3
3.00pm Quiet time
4.00pm Prepare for Feast
5.15pm Dinner
7.15pm Return costumes
7.45pm School led activity
9.00pm Bedtime

Day 3 – Wednesday 24th March

8.00am Breakfast
9.30am Activity 1
11.30am Reflect and Review
12.00pm Lunch
1.00pm Leave
1.30pm ish arrive at school

Year 4 Residential Trip 2026

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- St Mark's will be only school on residential
- There may be day trips but they will be separate to us and where we are
- Around 12 - 14 members of staff will accompany the children
- We will use Hampshire approved coaches to take us there and return
- Information, packing lists etc. will be sent out during Autumn term
- We will discuss a little more at key information evening, with a packing list and other general information
- Please chat to us if you have any worries or concerns
- All children will be attending as this is incredibly immersive and the children will learn so much but we can discuss how this can be adapted for your child

Thank you for
joining us
Any General
Questions?

