

Welcome to Year 4



Welcome to Y4

Teaching Staff



Miss Jobe

4J



Mrs Maltby Mrs Longland
4ML



Mrs Shah



Miss Street



Mrs Murphy
PPA cover

Support Staff

School Routines

Start of the Day

- School gates open at 8:30am and children must be in the classroom by 8:45am.
- Children enter school independently and are greeted by staff.
- Coats, bags and water bottles are put away.
- Registration takes place promptly.
- Early morning activities help children settle into learning straight away.
- Please ensure your child arrives on time every day.

During the School Day

- Lessons follow a structured timetable
- Regular opportunities for reading, writing and maths.
- Morning break and lunchtime routines
- Children are encouraged to follow our school values and the Ready, Respect, Safe expectations.
- Water bottles should be brought to school daily.

End of the Day

- Children are dismissed from their classroom door or designated collection point.
- Please wait in the agreed collection area and inform the office of any changes to collection arrangements.
- Children walking home independently must have written parental permission.
- Mobile phones brought to school by authorised pupils are collected from staff at the end of the day.



The Important of Attendance

Every school day is important and counts! Good attendance is essential for your child's educational progress and well-being. Missing time off school may cause your child to fall behind in their learning and miss important social interactions with peers. We thrive for all pupils to achieve 100% attendance but understand there may be circumstances where this is not possible.

Attendance at Dothill

Target

Help us beat
our school
target of 96.5%



Beat the bell

Be in the
classroom
before the bell
rings

Attendance Expectations

We expect children to attend school every day, arrive on time, be in the classroom by 8:45am and ready to learn. We ask parent and careers to ensure this happens in support of their child's education. If your child is going to be absent, then please inform school. The school target is to achieve a minimum of 96.5% attendance across the whole school.

Is it ok to miss a few days?

Missing a few days from school across the year may not seem like a big deal, however, research shows that absence from school can have a high impact on children's learning. At Dothill we have a progressive curriculum, which means it has units of work for each subject that build on previous learning. Each subject has a significant amount of knowledge that the children are expected to know by the end of term year – absence will cause gaps in learning impacting on the progress your child makes. Persistent absence can also impact on friendships and makes it harder for children to form good relationships with other pupils and the staff within school. Unless you have a genuine reason for keeping your child off school, then please send them in each day.

0 days off in a year 0 lessons missed	100%
2 days off in a year 10 lessons missed	99%
5 days off in a year 25 lessons missed	97%
10 days off in a year 50 lessons missed	95%
14 days off in a year 70 lessons missed	93%
20 days off in a year 100 lessons missed	90%

Reporting Absence

If your child is absent from school, then please call on 01952 386870 by 9am and provide a reason for absence.

If you do not call, then the absence may be recorded as unauthorised. We will make contact to check on your child's safety and well-being.

How we Monitor Attendance

We monitor attendance daily and discuss any pupils of concern and those who are increasingly absent from school. We also monitor weekly by looking at the attendance percentage for each class. We meet with our EWO (Educational Welfare Officer) every three weeks to discuss all pupils with attendance of 92% or below. During this meeting we plan how to offer support – this may be further monitoring, phone calls home, inviting parents for a meeting or issuing formal letters.

Attendance Team – Mrs Harvey (attendance lead), Mrs Melish (Administrator), Mrs Love (pastoral) and Leanne Hayward (EWO)

Offering Support

We understand that each family is different, and some will require more support than others. Please speak to us as we can help and support in many ways. We have a fantastic pastoral team who are always happy to help.

Achieving Good Attendance

- Be prepared – organise things in an evening to make the mornings less of a rush!
- Arrange appointments outside of the school day.
- Take family holidays outside of term time.
- Talk to your child about school.
- Attend parents evening.
- Share any problems or concerns with school – we are always happy to help.
- Ensure your child arrives on time (many children feel embarrassed when they enter a full classroom late).

Ready, Respect and Safe

About Our Class

4ML

Autumn 1 Timetable

	8.30 8.45	8.45 9.00	9.00-9.40	9.40-10.40	10.40 11.00	11.00 - 12.00	12.00 12.55	1.00 1.30	1.30 2.45	2.45- 3.15	
Mon Spelling	Morning Maths/ TTRS	Registration / Calm Brain	Reading	Writing	Break / Calm Brain	Maths	Registration / Calm Brain	Spelling Mastery Maths	Science	Assembly Whole school	Story time
Tues PPA	Morning Maths/ TTRS		Reading	Writing		Maths		Spelling Mastery Maths	Geography	Picture News Assembly	
Wed Reading Diaries	Morning Maths/ TTRS		Reading	Writing		Maths		Spelling Mastery Maths	P.E	Singing Assembly	
Thurs Times tables check	Morning Maths/ TTRS		Reading	Writing		Maths		Spelling Mastery Maths	French Jigsaw	Class Assembly	
Fri Mrs Longlan d	Morning Maths/ TTRS		Reading	Writing		Maths		Assembly Celebration	Computing		

About Our Class



Dothill Primary School
Autumn 1 2026 Class 4J

	8:55	9:00	10:00	10:40	10:55	12:00	1:00	1:30	2:45	3:00
Monday	Registration Calm Brain	Reading	Writing	Playtime	Maths	Lunch	Registration Spelling Mastering Numbers	French / PSHE	Assembly	Story Time
Tuesday	Registration Calm Brain	Reading	Writing	Playtime	Maths	Lunch	Registration Mastering Numbers	<u>P.E</u>	Assembly	Story Time
Wednesday	Registration Calm Brain	Reading	Writing	Playtime	Maths	Lunch	Registration Spelling Mastering Numbers	Science	Assembly	Story Time
Thursday	Registration Calm Brain	Reading	Writing	Playtime	Maths	Lunch	Registration Mastering Numbers	Computing	Assembly	Story Time
Friday	Registration Calm Brain	Reading	Writing	Playtime	Maths	Lunch	Registration Spelling Mastering Numbers	Geography	Assembly	Story Time

Homework Expectations

Reading	• 4 Times a week • Please sign • Checked weekly
Spelling	• Weekly Spellings (given on a Monday) • To be practised 2 times a week • Please sign • Checked weekly
TTRS	• 15 minutes of garage practice. • 2 minutes of studio practice. • However, ideally, to be practised every day
Project	• Put on the website and sent home half termly

Reading at Home: Working Together

Why is daily reading important?

- Regular reading builds fluency, confidence, vocabulary and comprehension.
- We expect children to read **at least 4 times per week**, but daily reading is even better.
- Children will bring a reading book home from school, but they are welcome to read books from home as well.

Reading Records

- Please sign your child's reading record **each day they read**.
- Reading records help us celebrate progress and support reading habits.

Book Changing

- Reading books can be changed **daily** through the class library.
- From **Year 2 onwards**, children also:
- Visit the school library weekly with their class and have access to the library during one lunchtime each week.



Reading Expectations at Home

- **Younger children:** Read aloud to an adult for **10-20 minutes each day**.
- **Older children:** May read independently, but adults should discuss the book with them and explore any unfamiliar vocabulary.

Read Write Inc. (RWI)

- Children on the RWI programme will bring home:
 - **2 RWI books** matched to the sounds they have learned. **1 sharing book** to enjoy together.
- RWI books should be practised and read aloud repeatedly.
- Sharing books may be too challenging to read independently and are intended to develop a love of stories and reading.

Spelling Homework

Dots Game

Make a square of 4 rows of dots with 4 dots in each row. If the word is spelled correctly, the player can connect two dots. When a square is formed, he can write his initials in the box.



Dusty Words

Go outside to a sandbox and write your words in the sand!

Be sure to clean up afterwards!

Colourful Words

Write each of your spelling words. Write each letter using a different colored pencil

*Example- colourful

Across and Down

Write each of your spelling words across and then down (starting with the first letter).

*Examples- when four
 h o
 e u
 n r

Etch-A-Word

Use an Etch-A-Sketch to write your spelling words.

Read the words to a parent or sibling before erasing.

Good, Clean Words

Find a countertop or flat surface that can be cleaned easily. Spray a small amount of shaving cream and spread it out. Write your spelling words in the shaving cream and be sure to clean up afterwards!

3-D Words

Use Play-Doh or clay to sculpt your spelling words.

Air Write!

Write your spelling words in the air using your finger. Have a partner read your words as you write them. OR have a partner air write and your job is to read the words.

Hopscotch Words

Make a hopscotch board on your sidewalk or driveway with chalk.

Write letters instead of numbers and HOP your words!

Letter Writing

Write a friendly letter to a friend or family member using each of your words. Underline the spelling words that you use in your letter.

After your homework is checked, you can MAIL your letter!!

Secret Agent Words

Number the alphabet from 1-26. Example: a=1, b=2, c=3, d=4, etc.

Then convert your words to a number code.

You must write the actual spelling word next to the "code word."

Back Writing

Use your finger to spell out each of your spelling words, one letter at a time, on your mom or dad's back.

Then it's YOUR turn to try to FEEL and spell!

Magazine Words

Use an old magazine and find your words (or the letters that make up your word).

Cut them out and glue on your paper.

Match-Up

Write each of your words on two different index cards. Turn all the cards face down and mix them up. Lay out your cards in rows (like Concentration) and flip over two cards at a time. Read each card aloud to see if they match. Keep them if they match or flip over and try again!

Spell-er-size!

Pretend you are a cheerleader and call out the letters of your words!

Cheer up high for letters that touch the top handwriting line (ex. t and l), hands on hips for middle letters (ex. a and e), and cheer down low for low letters (Ex. y and j).

Choo-Choo Words

Write the entire list end-to-end as one long word (like a train). Use a different colored crayon for each word.

Ex.
homestepdrep

HOMework

Year 4 Project Home work



For our project homework for this half term, we would like children to find out about living things and their environments linked to our science work.

You could:

Draw and label a diagram of an environment and the animals and plants that live there.

Create a chart showing different environments / living things

Make a model of an environment e.g. the desert and what lives there

OR anything else you like about living things and their environment

Useful websites:

[Living Things- Students | Britannica Kids | Homework Help](#)

[Why Do Living Things Change their Environment? | MightyOwl Science | Kindergarten](#)

[Adaptations & the Environment | Science Lesson For Kids | Grades 3-5](#)

Weekly Homework:

Read 4 times a week, to be recorded in your reading record

Times Table Rockstars

15 minutes on Garage, 2 minutes on Studio

(login is in the front cover of your reading record)

Spellings

We are going to continue sending home weekly spellings for your child to practice. Attached to this sheet is a set of activities that you can choose from each week to help your child practise their spellings in a more fun and interactive fashion.

Please choose 2 activities to complete each week. To evidence this please sign and date the spelling book and write which activities you completed.

Project due Monday October 19th

Thank you for supporting your child with **their** homework,

Miss Jobe Mrs Maltby Mrs Longland

Curriculum Overview

Enrichments— Apley Woods

Home Project— Living Things and their Habitats



Reading

Charlotte's Web



Writing

Narrative Diary

Setting Description

Narrative



Mathematics

Place value

Addition and subtraction

T	H	T	O
0	0	0	0
Thousands	Hundreds	Tens	Ones

Science—Living things and their habitats



Respect

Happiness

Responsibility

Creativity

HONESTY

Enthusiasm

Confidence

Kindness

Cooperation

fairness

Nature Around Me



Year 4 -Autumn One



Geography Compass work - Apley Wood



Computing—The Internet



PE—Invasion Games - Tag rugby



MFL (French) - Gone Shopping



PSHE— Being me in my world



Curriculum Overview

Dothill Curriculum Map



Year Four Overview

Ready, Respect and Safe

	Autumn		Spring		Summer	
	Nature Around Me	It wasn't built in a day	Bonjour Mon amie	Keeping in Shape	Face the Facts	Enlighten Me
Enhancements	Nature Reserve	Chester - Roman Discovery Centre Church - Christmas	Wellington Town Centre & Library	Visit to a Mosque	Shropshire Hills Discovery centre - Anglo-Saxon settlers workshop	Electricity workshop
Homework	Reading Spelling TT Rock Stars Project - Where does food come from?	Reading Spelling TT Rock Stars Project - How soldiers protect themselves	Reading Spelling TT Rock Stars Project - Wellington project	Reading Spelling TT Rock Stars Project - Make a meal	Reading Spelling TT Rock Stars Project - Make an artefact	Reading Spelling TT Rock Stars Project - Diary of electric usage
Writing	Setting description Narrative diary Narrative	Narrative Letter advert Personification poetry	Non-chronological report Narrative recount	Argument Narrative	Narrative description Information fact file Formal letter	Narrative diary News report
Reading Quality Text	Charlotte's Web - E B White	Firework Maker's Daughter - Philip Pullman Jabberwocky - Lewis Carroll	Thieves of Ostia - Caroline Lawrence	Varjak Paw - SF Said Performance poetry	Beetle Boy - M.G. Leonard	The Boy at the Back of the Class - Onjali Q Rauf
Maths	Number & place value Addition & subtraction Multiplication & division Measurement Geometry Statistics	Number & place value Multiplication & division Fractions Measurement Geometry	Number & place value Addition & subtraction Multiplication & division Fractions Measurement Statistics	Number & place value Addition & subtraction Multiplication & division Fractions Geometry	Number & place value Addition & subtraction Multiplication & division Fractions Measurement	Number & place value Addition & subtraction Multiplication & division Fractions Statistics Geometry

Curriculum Overview

Science	Living things and their habitats	Animals, including humans	Living things and their habitats - conservation	State of matter	Sound	Electricity
Continuous Learning - Seasonal Changes and working scientifically						
History		The Roman Empire and its impact on Britain <i>Historical concepts - invasion</i>			Britain's settlement by Anglo-Saxons and Scots <i>Historical concepts - settlements</i>	
Continuous Learning - Chronology						
Geography	Compass work - Apley Wood		Student of a region in Europe - <u>Châtenay-Malabry</u> , France (Twinned with Wellington)			
Design Technology				Pasta - the history of pasta (Healthy)		Torches - Conrad Hubert
Art		Drawing and painting Portraits - Leonardo da Vinci -			Collage Landscape - David Hockney	
Computing	The Internet			Repetition in Shapes		Audio Production
Continuous Learning - Internet Safety / Digital Literacy - thread throughout curriculum, assemblies, and regular newsletters/ updates to parents						
Physical Education	Invasion Games - tag rugby	Dance - Romans	Outdoor Adventurous Activities	Gymnastics - Shape and balance	Striking & Fielding - Cricket	Athletics

Enhancements



Meet the Wider Team and key responsibilities



Mrs Thomas Head Teacher	Mrs Harvey Deputy Head	Mr Kirkpatrick Assistant Head	Miss Brotherton Assistant Head	Miss Love Pastoral	Mrs Sturme Learning Mentor	Mrs Wood	Mrs Willoughby
Lead DSL Governance	Deputy DSL Attendance Curriculum Behaviour Nurture	Deputy DSL Y3/4/5 Leader Maths	Deputy DSL SENCo Rainbow Room Y1 / 2 Leader	Deputy DSL Early Help Nurture	Deputy DSL Early Help ELSA Mental Health Lunch (with Phil the dog!)	EYFS Leader	Y6 Leader English

DSL – Designated Safeguarding Lead; SENCo – Special Educational Needs Coordinator; ELSA – Emotional Literacy Support Assistant

Phase leaders (marked **blue**) have a dedicated email if you need to be in touch with them rather than the class teacher. Please see the website for these.

Office Staff



Mrs Nicola Hughes



Mrs Lorna Mellish



Mrs Julie Thornton
School Business
Manager

School Contact Information

General Enquiries – Lorna or
Nicola (admin team)

Telephone - 01952 386870

Email - dothill@taw.org.uk

SEND Email -
dothill.primarysend@taw.org.uk



Dothill Primary School

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Ready • Respectful • Safe
Be Your Best

Communication

In Person

- Daily contact with SLT who will be on the gates
- Teacher / TAs on the classroom door each day

Email

Letters

Weekly Newsletter

School Website

- Weekly Newsletter (News and Events section)
- Class Page updates (see Parents section)

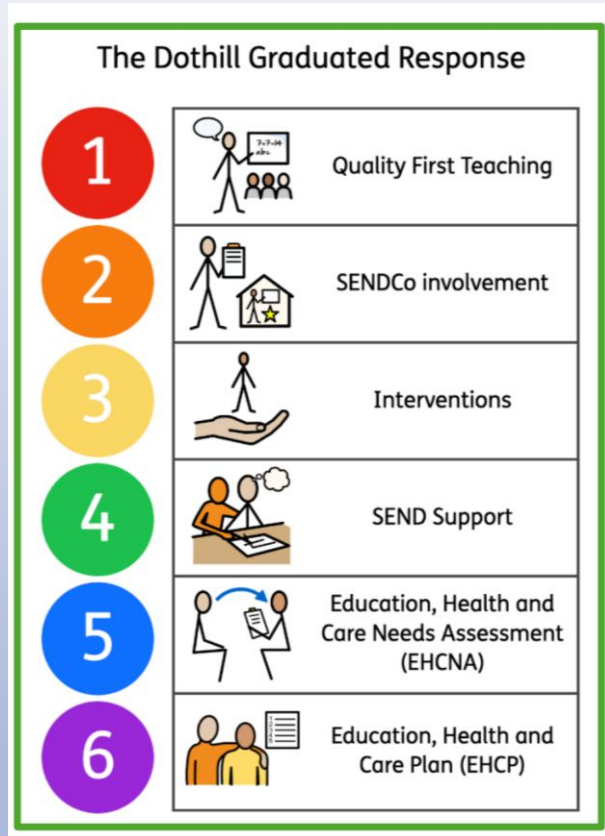
Contact Us

- Telephone and email
- Phase leader email

(See Contact Us page of website)

Dothill Primary School
RECEPTION

SEND



Our Graduated Response supports children at every stage of their learning journey. Quality First Teaching in every classroom helps to identify areas children who may need additional help.

As SENDCo, Miss Brotherton may carry out observations or direct work with your child following discussions with parents and staff. This helps us to identify next steps for your child and may involve referrals for help from other professionals.

In response to the very latest Government recommendations, the structure of the UK SEND system is changing, meaning quicker routes to support through schemes such as 'Experts at Hand'. Other new terminology will be appearing over the school year and we will be happy to navigate this with you.

We work closely with nurseries and pre-schools to ensure your child starts school confidently and with the best possible provision. We also work with secondary school staff to ensure that transitions are as smooth as possible. For children moving up into their next year groups, SEND information is carefully handed over so that your child has a smooth transition.

We will continue to offer more SEND coffee meets, offering parents the opportunity to chat informally with our SENDCo and with support workers from bodies such as PODS, the Tourette's Action Group, Family Hubs and Telford Autism Hub. Dates for these are advertised in our weekly school newsletter, alongside various SEND articles for families.

Our first SEND coffee morning is on 29th September – hope to see you there!



Behaviour at Dothill

Behaviour is everyone's responsibility.
We work together to support our children.

Be Ready	Be Respectful	Be Safe
- Being ready for lesson - Completing homework on time - Remembering to bring equipment to school - Wearing correct school uniform - Tidying up your own workspace and the classroom - Accepting responsibility if you make a mistake and saying sorry	- Say please and thank you - Hold doors open for people - Talk kindly to other pupils - Say good morning/ afternoon to adults - Respect others right to learn - Respect school property by looking after it - Use a calm and polite tone of voice - Value differences - Follow teacher instruction	- Sitting sensibly in the classroom - Walking through corridors - Playing games that do not become too physical. - Using calm and respectful tones when we communicate.

Inappropriate Behaviours

At Dothill, we refer to 'Amber' behaviours which are unacceptable and will result in the child being removed from the classroom:



- Swearing
- Violence
- Racism (or other discrimination)
- Disrupting learning
- Damaging property
- Repeated low-level behaviours

It is a serious sanction to be removed from a classroom.

Stepped response

- Redirection and positive praise
- Clear reminder of expectations
- Warning
- Consequence
- Follow up

Additional support

- Nurture provision
- 1:1 sessions
- Pastoral support
- Behaviour plan
- Interventions

Gliding with Pride



We walk around school sensibly with pride

Fantastic Listening



We teach children how to behave – they must learn right from wrong.

Silent Signals



Team stop!
We use consistent signals across school

Behaviour Lead: Mrs Harvey

Our Behaviour Expectations



We are **ready** to Learn

We are **respectful** to each other, to school property and to our differences

We keep ourselves and others **safe** in and out of school and online

We draw attention to good behaviour in the following ways:

- Recognising children's achievements with certificates in celebration assemblies
- Giving golden letters
- Sending positive notes home
- Giving Class Dojo points
- Using teacher stickers
- Using stampers for effort and quality in work
- Sharing work with teachers, leaders and parents to show pride in their achievements
- Termly Dojo Rewards (all children are rewarded)

Zones of Regulation

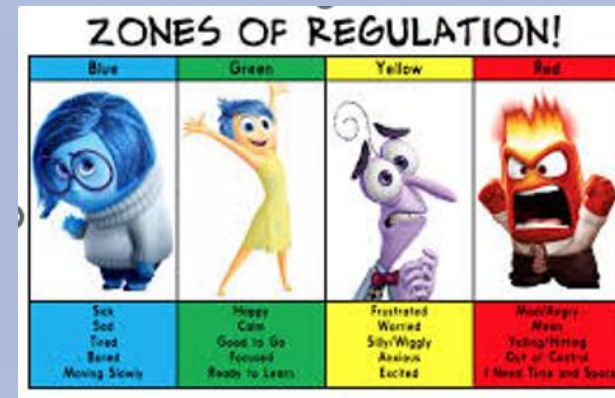
We are introducing the **Zones of Regulation** across school to support children in understanding and managing their emotions in a positive way.

The Zones of Regulation is a simple, child-friendly approach that helps children recognise how they are feeling and learn strategies to help them regulate their emotions and behaviour. It teaches children that **all feelings are okay**, but we can learn helpful ways to manage how we respond to them.

The Four Zones

Children learn about four coloured zones to describe how they might feel:

- **Blue Zone** – feeling sad, tired, bored or unwell
- **Green Zone** – feeling calm, happy, focused and ready to learn
- **Yellow Zone** – feeling worried, excited, frustrated or silly
- **Red Zone** – feeling very angry, out of control or overwhelmed

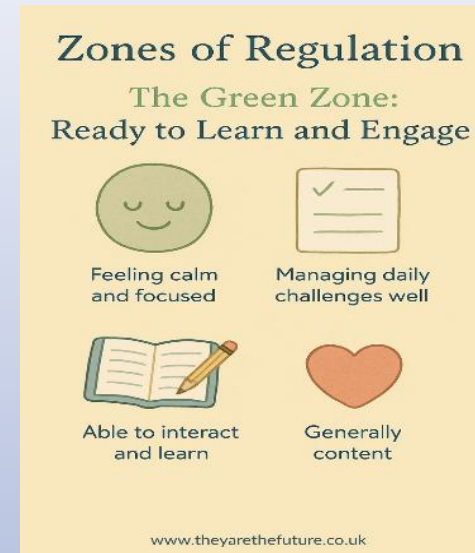


Throughout the day, children are encouraged to identify which zone they are in and use strategies to help them return to the **Green Zone**, where learning is easier.

How Zones Helps Children

Using the Zones of Regulation helps children to:

- Build emotional awareness and vocabulary
- Learn that feelings change and can be managed
- Develop coping strategies for tricky moments
- Improve self-control, resilience and wellbeing



Staff talk openly about emotions and model strategies, helping children feel safe and supported.

How Parents and Carers Can Help at Home

You can support your child by:

- Talking about feelings and using the zone colours at home
- Reassuring your child that all emotions are normal
- Helping your child practise calming strategies such as deep breathing, movement, or quiet time
- Encouraging your child to talk to a trusted adult when feelings feel big



Key Dates

These are always published on the school website and weekly newsletter

Up and coming events for the Autumn Term

- School photos 15.9.26
- Year 6 SATs meeting 17.9.26
- Year 4 MTC meeting 22.9.26
- SEND Coffee morning 29.9.26
- Grandparents Tea Party 5.10.26
- Diversity Week WB 12.10.26
- Open Afternoon 19.10.26
- Coffee Morning 24.11.26
- Year 5 Christmas Event 1.12.26
- Year 4 Christmas Event 2.12.26
- Year 3 Christmas Event 3.12.26
- EYFS Stay and Play 4.12.26 / 11.12.26
- Year 6 Christmas Event 8.12.26
- KS1 Christmas Performance 9.12.26 at 2pm / 10.12.26 at 9:15am
- Dojo Reward Afternoon 14.12.26
- Christmas dinner 16.12.26



