



THE DEAN TRUST
Blacklow Brow School

Blacklow Brow Primary, Tarbock Road,
Huyton, Liverpool, L36 5XW

Transition Booklet

Information for Parents/Carers

Welcome to Year 4

Meet the Staff



Mrs. Paes



Mrs. Simpson

Transition Planning

At Blacklow Brow, we pride ourselves on delivering a fun and balanced curriculum for all our pupils that develops their skills and confidence in preparation for the transition in to each year group.

A smooth transition between the year groups is extremely important to us and we will do everything we can to ensure that your child feels happy and settled, ready to start the new term with their friends in their new class.

Week commencing 4th July 2022, is what we refer to as 'Transition Week'. This is where the children will spend the day in their new classes with their new teacher and teaching assistant. Staff will also meet to discuss individual needs of students and their attainment data, prior to this date.

Wednesday 6th July 2022 is Transition Day and a timetable of activities will take place in school as follows:

Activities	Details
Orientation	Welcome/introduction to the staff, classroom layout, equipment, playground etc. Class timetable.
Class Charter & School Behaviour System	PSHE and behaviour theme. Blacklow promises shared and discussed. Children sign and date.
A Letter To My Teacher	Children write a letter to their teacher introducing themselves and their interests, strengths and what they'd like to improve.
Aspirations	The children set themselves challenges and targets for the year ahead.
PSHE Activity	Children discuss any worries and concerns about the year ahead. Help each other resolve them. Decide how they will deal with them in the coming year.



Allocation of Teaching Time

KS2		
Subject	Time	Sessions
English	Reading – 3:45 hrs English – 5 hours	5 (45 minutes) 5 (1 hour)
Maths	5	5
Science	1.5	1 ½
PE	2	2
History	1	1
Geography	1	1
Computing	1	1
DT	1 hr every other week	1
Art	1 hr every other week	1
Music	1 session per 2 weeks	40 minutes
RE	1 session per 2 weeks	40 minutes
MFL	0.5	30 minutes
PSHE	2 x 20-minute assemblies 1 40-minute session	1hr 20 minutes
Basic Skills		50 minutes
Arithmetic		50 minutes

English covers Writing, Grammar and Spelling lessons.

Basic Skills covers all aspects of the curriculum and is the first 10 minutes of the day.

The School Week – An Example

START: Doors open 8:20am	YR	Basic Skills 8.30-8.40	Period 1 8.40 – 9.25		Period 2 9.25 -10.25	Break 10.25-10.40	Period 3 10:40-11:40	Lunch 11:40-12.40	Period 4 12:40-1:40		Period 5 1:40-2:40	Basic Skills 2.40- 2.50	
Monday			Spellings	Reading	SPAG / Writing		Maths		Assembly	PSHE	Art/DT		
Tuesday			Spellings	Reading	SPAG / Writing		Maths		PE		Computing		
Wednesday			Spellings	Reading	SPAG / Writing		Maths		Science				Music/RE
Thursday			Spellings	Reading	SPAG / Writing		Maths		PE		History		
Friday			Spellings	Reading	SPAG / Writing		Maths		Assembly	Spanish	Geography		

We are constantly improving and adapting our curriculum offer to the children. As you can see, we have moved to a two-week timetable so each subject can be given sufficient time to embed learning.

Art and DT are taught each half-term.

On the following page, you will see the topics we are covering in autumn.



English

Writing

- Use further prefixes and suffixes and understand how to add them.
- Use the first two or three letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- Create settings, characters and plots in narratives.
- Use simple organisational devices in non narrative material.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.
- Read aloud my own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Reading

- Use dictionaries to check the meaning of words.
- Retrieve and record information from non-fiction.
- Predict what might happen from details shared and implied.
- Draw inferences such as feelings and thoughts from a text.
- Recognise some different forms of poetry.
- Prepare poems, play scripts, and read aloud showing an understanding of intonation, tone, volume and action.
- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.

Punctuation

- Use commas after fronted adverbials and subordinate clauses.
- Ensure use of capital letters for proper nouns.
- Use ? ! for rhetorical / exclamatory sentences.
- Place the possessive apostrophe accurately in words with regular plurals.

Maths

- I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- I can recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones).
- I can identify, represent and estimate numbers using different representations.
- I can order and compare numbers beyond 1000.
- I can find 1000 more or less than a given number.
- I can round any number to the nearest 10, 100 or 1000 and decimals with one decimal place to the nearest whole number.
- I can count backwards through zero to include negative numbers.
- I can add or subtract with up to 4 decimal places using formal written methods of columnar addition and subtraction.
- I can solve two-step addition and subtraction problems in context.
- I can count in multiples of 6, 7, 9, 25 and 100.
- I can solve number and practical problems that involve ordering, comparing, rounding and estimating and with increasingly large positive numbers.
- I can estimate and use inverse operations to check answers to a calculation. I can find the area of rectilinear shapes by counting squares.
- I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Spelling

- I know endings which sound like /jəp/,
spelt -tjəp, -səp, -tjəp, -səp
- I know words with the /k/ sound spelt ch
(Greek in origin)
- I understand the spelling ch (mostly French in origin)
- I can use the suffixes -ment, -ness, -ful and -less

Year 4 Autumn

Art

To consider the techniques and media used by an artist to create reflections.

To use watercolours to create reflections.
To create reflections in the style of Andy Goldsworthy.
To demonstrate texture with a pencil.
To create a cityscape using collage.

Music

Singing

I can sing a broad range of songs with a range of a octave (do-do).

Listening

I can listen to a piece of music and say whether it is a major or minor key.

Composing

I can improvise using a limited range of pitches making use of musical features including smooth (legato) and detached (staccato).

Performing

I can perform melodic following staff notation using a small range C-G (do-re) as a class or small group.

Musical Notation

I can understand the difference between minims, crotchets, paired quavers and rests.

Design & Technology

Design

I can analyse current products similar to that which I will create.
I can use set criteria to design a product fit for purpose.

Make

I can select and use a range of materials and tools to perform practical tasks accurately.

Evaluate

I can research and understand how key elements have developed technology.
I can evaluate my own designs and suggest improvements.

Technical Knowledge

I can understand the use of mechanical systems in my products.

Geography

Locations

I can locate and name the main island surrounding the UK.
I can link settlements to key events in history.

Place

I can name and locate the capitals/cities of neighbouring European countries.

Human/Physical

I can identify similarities and differences between a UK region and an other European country.

Skills/Fieldwork

I can give accurate measurements between two given places within the UK.

MFL

Speaking

I can name parts of the body.

Listening

I can follow classroom instructions.

Reading

I can read words in Spanish and match them to the correct part of the body.

Writing

I can use a bilingual dictionary to look up new words.

Grammar

I can understand the concept of singular and plural words.



History

Historical Chronology

I can create a timeline to show when in history the Vikings are positioned in relation to other topics we have learnt about.

Historical Contexts

I can understand and explain when and where the Vikings came from and why they invaded Britain.

Historical Interpretation

I can explain the significance of an individual during the Viking period. (Alfred the Great, King Ethelred II, Edward the Confessor)

Historical Inquiry

I can appreciate how historical artefacts (primary and secondary sources) have helped us understand more key aspects of Viking life.

Historical Communication

I can present the main events, people and the changes that the Viking period had on Britain.

PSHE

Respectful Relationships

I can respect other and if necessary constructively challenge their point of view.
I can recognise ways in which friendships and other relationships can be unhealthy and whom to talk to if I need support.
I understand that people sometimes behave differently online and may pretend to be someone they're not.

Family and the People Who Care for Me

I understand how to show that I respect the differences of other children's families.
I understand that healthy families support each other in times of difficulty.
I understand the importance of spending time with family.

Mental Health

I understand how the balance of physical, mental and emotional health affects my wellbeing.
I can realise and understand the consequences of bullying and discrimination on individuals and communities.

Year 4 Autumn



Computing

To explain that the composition of digital images can be changed
 To explain that colours can be changed in digital images
 To explain how cloning can be used in photo editing
 To explain that images can be combined
 To combine images for a purpose
 To evaluate how changes can improve an image

Science

Scientific Knowledge

I can identify how sounds are made, associating some of them with something vibrating.
 I can recognise that vibrations from sound travel through a medium to the ear.
 I can find patterns between the pitch of a sound and features of the object that produced it.
 I can find patterns between the volume of a sound and the strength of the vibration that produced it.
 I can recognise that sound gets fainter as the distance from the sound source increases.
 I can identify common appliances that run on electricity.
 I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
 I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
 I can recognise that a switch opens a and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
 I can recognise some common conductors and insulators, and associate metals with being good conductors.

Working Scientifically

I can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
 I can gather, record, classify and present data in a variety of ways to help in answering questions.
 I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
 I can set up simple practical enquiries, comparative and fair tests.
 I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
 I can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

PE

Fitness and Athletics

I can begin to adopt my running style and pace with confidence.
 I can link running and jumping activities with some fluency, control and consistency.
 I can throw a variety of objects, changing their action for accuracy and distance.
 I can describe good athletic performance, using the key vocabulary.
 I use effective techniques in relay.

Swimming

I can swim competently, confidently and proficiently over a distance of at least 25 metres.
 I can use a range of strokes effectively.
 I can perform safe self-rescue in different water-based situations.

Gymnastics

I can plan and perform longer sequences that include a change of speed, level and partner with a partner.
 I can perform gymnastic actions, balances, shapes and rolls with confidence, fluency and control.
 I can use unison, canon, symmetry and asymmetry.
 I can describe and evaluate my own and others performance using gymnastics vocabulary.
 I understand that strength and flexibility can improve my performance.

Dance

I can confidently improve a sequence using balance and technique.
 I can demonstrate precision, rhythm and some control.
 I can begin to vary dynamic and development.
 I can describe, interpret and evaluate dance.
 I can refine, repeat and remember dance phrases.
 I can perform dances clearly and fluently.

RE

Buddhism

I can start to show an understanding of why people think it is difficult to be happy all the time.
 I can tell you some of the things a Buddha did to try to be happy and explain why I think they didn't work for him.
 I can begin to show an understanding of what being happy means to Buddhists.

Christianity

I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.
 I can describe one thing a Christian might learn about Jesus from a Christmas symbol.
 I can ask questions about what Christmas means to Christians and compare this with what it means to me.

Year 4 Autumn

Developing Reading

Key Stage 2

Every Day (45 mins)

We have adopted a very structured approach to reading in classes from Year 1 to Year 6. Guided reading is a strategy we use to develop reading skills and extend understanding of the text the children have read.

We have implemented a whole class reading approach focusing on Reading VIPERS.







What are Reading VIPERS?

VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

Vocabulary, Inference, Prediction, Explanation, Retrieval, Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

Below are examples of the question stems that children will answer regularly to improve their understanding in reading sessions.

Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
Example questions <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that.....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	Example questions <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	Example questions <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	Example questions <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	Example questions <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	Example questions <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

English Scheme of Work

YEAR	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN Writing to INFORM	Writing to ENTERTAIN Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM
2	Writing to ENTERTAIN Writing to INFORM	Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to ENTERTAIN	Writing to INFORM Writing to ENTERTAIN
3	Writing to INFORM	Writing to ENTERTAIN	Writing to ENTERTAIN	Writing to PERSUADE	Writing to INFORM	Writing to ENTERTAIN
4	Writing to ENTERTAIN	Writing to INFORM	Writing to PERSUADE	Writing to ENTERTAIN Writing to INFORM	Writing to ENTERTAIN Writing to INFORM	Writing to ENTERTAIN
5	Writing to INFORM	Writing to ENTERTAIN Writing to PERSUADE	Writing to PERSUADE Writing to ENTERTAIN	Writing to INFORM	Writing to ENTERTAIN	Writing to DISCUSS
6	Writing to INFORM	Writing to PERSUADE	Writing to ENTERTAIN	Writing to INFORM Writing to ENTERTAIN	Writing to ENTERTAIN	Writing to DISCUSS

Autumn Y4		Spring Y4		Summer Y4	
Entertain	Inform	Persuade	Entertain	Inform	Entertain
Genre focus	Genre focus	Genre focus	Genre focus	Genre focus	Genre focus
Description / Poetry	Recount / Biography	Poster/Letter	Description/Explanation	Narrative/Newspaper	Description/Narrative
Key Text	Key Text	Key Text	Key Text	Key Text	Key Text
					

Maths in Blacklow Brow

At Blacklow Brow, we follow the White Rose Maths Schemes of Learning. Through our mathematics lessons it is our aim to develop:

- Enjoyment and enthusiasm for mathematics
- Confidence and fluency in mathematical knowledge, concepts and skills.
- An ability to use and apply mathematics across the curriculum and in real life.
- An ability to solve problems, by applying their skills to a variety of routine and non-routine problems.
- To reason, to think logically and to work systematically and accurately.
- An ability to reason mathematically and explain relationships using mathematical language.
- An understanding of mathematics through a process of enquiry and experiment.
- Initiative and an ability to work both independently and in cooperation with others.

The school uses a variety of teaching and learning styles in mathematics lessons. Our principal aim is to develop children's knowledge, skills and understanding in mathematics. We do this through a daily mathematics lesson where children are given opportunities for:

- Practical activities and mathematical games
- Problem solving
- Individual, group and whole class discussions and activities
- A range of methods of calculating e.g. mental, pencil and paper and using a calculator
- Working with computers as a mathematical tool
- Using a wide range of support resources e.g. Numicon, number squares, digit cards and number lines
- Using and applying their learning in everyday situations

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW				Number Addition and subtraction VIEW		Measurement Area VIEW		Number Multiplication and division VIEW		Consolidation	
Spring term	Number Multiplication and division VIEW			Measurement Length and perimeter VIEW		Number Fractions VIEW			Number Decimals VIEW			
Summer term	Number Decimals VIEW		Measurement Money VIEW		Measurement Time VIEW		Consolidation		Geometry Shape VIEW		Statistics Position and direction VIEW	



Transition Timetable

Week 1 (06.06.22-10.06.22)

- Welcome meetings for new starters (EYFS)
- Y1 Phonics screening takes place
- Y4 Multiplication check window opens

Week 2 (13.06.22-17.06.22)

- EYFS transition begins.
- Staff transition meetings take place.
- Y4 Multiplication check takes place.
- Submit Phonics Screening Check data to local authority

Week 3 (20.06.22 -24.06.22)

- Year group assessments begin Y1-Y5.
- Staff transition documents are completed.
- EYFS transition

Week 4 (27.06.22-01.07.22)

- Data collection, moderation & analysis begins.
- Submit KS1 Teacher Assessment to local authority
- Submit KS2 data to local authority
- Submit EYFS to local authority

Week 5 (04.07.22-08.07.22)

- Transition Week
- Y6 / Y7 school transition meetings
- Y6 children attend Secondary Schools
- Moving Up Day (Nursery – Yr. 5)
- Pupil reports to parents

Week 6 (11.07.22-15.07.22)

- Parents' Evening
- Sports Week

Week 7 (18.07.22 -19.07.22)

- Leavers assembly
- School Closes for summer on Tues 19th July.
- School re-opens to pupils on Tues 6th Sept for the new academic year.

Transition Documentation

The transition for children between year groups is vital so they are prepared and ready for the next stages in their learning. Staff work collaboratively so every detail is known about the children in their class so they can start work immediately. This year it is going to be even more paramount as children will not have the time in school to see their new class and new teacher.

For your information, staff will have socially distanced meetings so discussions about all children in their new class will be in detail and in-depth. Discussions about your child's attainment and gaps in their learning that need addressing.

Assessing Learning

Deeper learning is the delivery of rich core content to children in innovative ways that allows them to learn and then apply what they have learnt. We enable deeper learning by:

- Linking work with prior knowledge, rooting work in real life problems and concepts by mapping facts.
- Thinking critically and solving complex problems.
- Working collaboratively.
- Communicating effectively.
- Encouraging pupils to initiate their own learning and reflect on their own progress and turn setbacks into opportunities for growth.
- Developing persistence and resilience.

Special Education Needs Information

If you have any significant concerns about your child's learning and progress, please contact your child's class teacher first, who will arrange to meet you and discuss your child and provide advice. The teacher will record your concerns and inform the school SENCO (Mrs Humphreys). If your concerns persist and/or the class teacher also has concerns, they will complete a Cause for Concern Form and arrange to meet with the SENCO. They may discuss support strategies, signposts to outside agencies and possible further interventions to be put in place. If we feel your child needs to be added to the SEND register, you will be consulted and have the opportunity to meet with the SENCO at the termly parent evenings.

Assessment

Teachers formally assess children in the 2nd half of each term using the following assessment materials:

Autumn Term 2	Spring Term 2	Summer Term 2
NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6	NTS tests Phonics Screening check Mock SATs Practice Tests Y2 & Y6

Reports on pupil progress are shared with parents at the end of each term. These will give information about attendance, where your child is working at relating to curriculum expectations as well as homework, uniform, reading at home, behaviour, PE kit and engagement in lessons. There will also be a comment from the class teacher.

Behaviour Policy at Blacklow Brow

We aim to provide a school environment that is safe and stimulating for the children in our care. We also aim to work with the whole school community to promote and encourage positive behaviour in and out of the classroom.

We have a Home School Agreement and we ask each child, family and teacher to sign this agreement. At Blacklow Brow, we recognise that the education of the children is a shared venture between the staff, parents and children themselves.

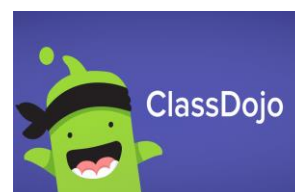
Our 'Good to Be Green' behaviour system provides an effective way to promote positive behaviour in the classroom. It gives recognition to pupils who behave appropriately, while keeping track of pupils who find it harder to meet the school's behaviour code. It is a fair and consistent approach and ensures that pupils know the rules and behaviour expected in school regardless of what classroom they are in or who is teaching them. The school's expectations of staying on 'Green' is to celebrate positive learning behaviours. All Children begin the day on 'Green'. Class Dojo reinforces positive praise.

- Particularly good work effort
- Displaying good manners
- Displaying a good attitude towards others
- Staying on task



It is very important that praise and reward should have great emphasis. Children will achieve more and show greater motivation which will then allow staff to commend and reward their successes rather than focus on their failure.

All children start the day on a Green Card. This shows they are following the Park View Values/Behaviour for Learning Promise and classroom charter. Class Dojos are awarded to children for positive reinforcement.



On the occasions children do not follow the school behaviour agreement, appropriate sanctions are put in place to assist the children to reflect on their behaviour and how they can improve their choices in the future.

How can you help your child at home?

Reading

- Reading with your child is vital. Research shows that it's the single most important thing you can do to help your child's education.
- Think of ways to make reading fun – you want your child to learn how pleasurable books can be. If you're both enjoying talking about the content of a particular page, linger over it for as long as you like.
- Schedule a regular time for reading – perhaps when you get home from school or just before bed.
- Look for books on topics that you know your child is interested in – maybe dragons, insects, cookery or a certain sport.
- Make sure that your children's books are easily accessible in different rooms around your house.

Maths

- Practise number bonds and times tables frequently. Knowing these number facts is a cornerstone of maths.
- Try to make maths as much fun as possible – games, puzzles and jigsaws are a great way to start.
- It is also important to show how we use maths skills in our everyday lives and to involve your child in this.
- Point out the different shapes to be found around your home.
- Take your child shopping and talk about the quantities of anything you buy.
- Let your child handle money and work out how much things cost.
- Look together for numbers on street signs and car registration plates.
- Play Times Tables Rockstars / Numbots at least 5 times a week.

Tips for good Homework Habits:

- Find a quiet place at home to use as a homework area. It needs to have a flat surface, a good light source and the right equipment, e.g. pen, pencil, ruler, scissors, glue etc.
- Be aware of modern teaching methods – ask your child’s teacher for any examples
- Plan a homework timetable and agree on when your child will do their homework.
- Allow your child to have something nutritional to eat before starting on homework.
- Discuss any homework tasks with your child and how it connects with what they are studying at school.
- Turn off the TV – but you could have music on in the background if they find it helpful.
- Don’t give your child the answer in order to get a task finished. Instead, explain how to look up information or find a word in the dictionary.
- Don’t teach your child methods you used at school as this may confuse them.
- Don’t let homework become a chore. Keep it fun and make it a special time that you both look forward to.

Home Reading

Reading at home should be done daily and is a critical part of a child’s development. Please encourage your child to read a range of books so that they can apply the skills they have learnt in school. Parents can help by questioning the children on what they have read and should encourage their children to read both fiction and non-fiction in

Other Useful information:

Extended Year 4 Reading List:

These books will assist your child in gaining a wider knowledge of our learning as well as being able to make comparisons between authors.

Book Title	Author
<i>The Highland Falcon Thief</i>	<i>M. G. Leonard & Sam Sedgman</i>
<i>When The Mountains Roared</i>	<i>Jess Butterworth</i>
<i>The Queen's Nose</i>	<i>Dick King Smith</i>
<i>A World of Cities</i>	<i>James Brown</i>
<i>How to Train Your Dragon</i>	<i>Cressida Cowell</i>
<i>Race to the Frozen North</i>	<i>Catherine Johnson</i>
<i>The Lion, The Witch & The Wardrobe</i>	<i>C. S. Lewis</i>
<i>The Great Chocoplot</i>	<i>Chris Callaghan</i>
<i>Illumanatomy</i>	<i>Kate Davies</i>
<i>Apes to Zebras</i>	<i>Liz Browlee</i>
<i>Shackleton's Journey</i>	<i>William Grill</i>
<i>Olympic Poems</i>	<i>Brian Moses & Roger Stevens</i>
<i>Dog Man</i>	<i>Dav Pilkey</i>

This list is not exhaustive and does not have to be stuck to rigidly.

This is a wide range of fiction novels from a variety of authors and different genres and topics in each. It is important that children should also read non-fiction resources such as newspapers, magazines and encyclopaedias. Please speak to your class teacher for more advice.

Blacklow Brow Term Dates

If you require any further information in relation to transition at Blacklow Brow, please contact school.



Knowsley Term Dates

2022- 2023

Autumn Term		No of days
Tuesday 6 th September 2022	Friday 21 st October 2022	34
Monday 31 st October 2022	Wednesday 21 st December 2022	38
Spring Term		
Wednesday 4 th January 2023	Friday 10 th February 2023	28
Monday 20 th February 2023	Thursday 30 th March 2023	29
Summer Term		
Monday 17 th April 2023	Friday 26 th May 2023	29
Monday 5 th June 2023	Wednesday 19 th July 2023	32

Total Days: **190**

INSET Days

Monday 5th September 2022
Friday 31st March 2023
Friday 30th June 2023 (Trust INSET Day)
2 days from twilights

Bank Holidays

Monday 26th December 2022 (Boxing Day)
Tuesday 27th December 2022
Monday 2nd January 2023
Friday 7th April 2023 (Good Friday)
Monday 10th April 2023 (Easter Monday)
Monday 1st May 2023
Monday 29th May 2023