



Information for Parents / Guardians: Year 4

Welcome to Year 4

Here you will find information pertinent to your child's time with us in Year 4. Further information can be found on the school's website but if there is anything you are unsure of, please do not hesitate to contact your child's class teacher.

Our Vision

Building on our unique local heritage, we will provide a world class British Education inspiring all our students to exceed expectations.

Our Mission

Providing the best teachers, leadership and support in a not-for-profit environment, we nurture a genuine passion for learning.

Our Values

Empathy & Care
Honesty & Integrity
Respect & Inclusivity
Endeavour & Resilience

Staff

Primary Leadership Team		
		
Elaine Rawlings Primary Head	Pete Collings Deputy Head Years 3-6	Tim Barnard Deputy Head Nursery – Year 2



Mr Pete Collings	Deputy Head	pcollings@britishschool.sch.ae
Mrs Charlotte McDowell	Assistant Head	cmcdowell@britishschool.sch.ae
Mrs Hannah Robb	Head of Year / Class Teacher (Scarlet)	hrobb@britishschool.sch.ae
Mrs Marissa Campbell	Class Teacher (Ruby)	mcampbell@britishschool.sch.ae
Ms Rachel Lings	Class Teacher (Garnet)	rlings@britishschool.sch.ae
Mrs Lisa Jones	Class Teacher (Maroon)	lvjones@britishschool.sch.ae
Mr Jeff Payne	Class Teacher (Crimson)	New teacher email tbc
Mrs Lorraine Wormley	Teaching Assistant	
Mrs Briony Emery	Learning Support Leader	bemery@britishschool.sch.ae
Mrs J Wise Mrs Gillian Hirsch	Reception PA to Primary Leadership Team	jwise@britishschool.sch.ae ghirsch@britishschool.sch.ae 02 446 2280 (403)
Mrs Jan McGuire	Administration Manager	jmcguire@britishschool.sch.ae 02 446 2280 (Ext 231)
School Nurses	Medical Provision	nurses@britishschool.sch.ae

Excellent partnership with parents is essential for a successful school. Your first point of contact will always be your child's class teacher; please talk to him/her if you have any queries or concerns.

Code of Conduct

The School Code of Conduct lies at the centre of everything we do in school. The points set out in the Code of Conduct form the basis of our rewards and sanctions systems. Please take time to read it through with your child. It will be discussed in detail (including the few written rules referenced below) with pupils at the beginning of term and will be constantly referred to, throughout the year.

For all pupils:

As a member of the school community, you are expected to behave with courtesy, consideration and common sense at all times. Always be aware of who, and what, is around you and act accordingly.

Courtesy

You should behave with respect towards all members of the school. Fellow pupils, teachers, those in supporting roles, office, catering, cleaning and maintenance staff



are all equally important to the school and deserve your respect. Good manners are expected at all times. **Be courteous.**

Consideration

Behave towards others as you hope they would behave towards you. Whatever you do, think first how you would feel if it happened to you. **Be considerate.**

Common Sense

A few written rules are necessary to any community, but for the most part, common sense will tell you whether something is right or not. **Be sensible.**

Respect

There are three underlying principles of respect that ensure that BSAK pupils benefit from their time at school and enjoy all that school has to offer:

Respect for oneself (appearance; organisation; commitment)

Respect for others (pupils; teaching staff; non-teaching staff and visitors)

Respect for the environment (classrooms; changing rooms and lavatories; stairwells; grounds and other places visited)

All pupils are expected to respect the Code of Conduct at all times. Those showing exemplary standards of behaviour and attitude will gain public recognition such as Effort and Conduct Awards, House Points, Head of Year and Head of School Awards.

Be kind, work hard.

Primary School Rewards

We acknowledge outstanding **effort** or acts of **good conduct** in school through our comprehensive reward system. Staff award 'Conduct Awards' for exemplary behaviour that they witness. On-going exemplary behaviour is recognised with 'Star of the Week', 'Citizen of the Term', 'Year Group Leader', 'Deputy Head' and 'Head Teacher' Awards. Each of these is assigned a House Point value which is logged against the pupil's name.

We value the rewarding of effort that pupils put into their academic work and co-curricular activities. Teachers reward the effort that pupils put into their work by awarding 'Effort Points' which accrue and are converted to 'Effort Awards'. Teachers also nominate pupils for the more substantial 'Year Group Leader', 'Deputy Head',



'Primary Head Teacher' and 'Work Ethic' Awards. These awards are also assigned a House Point value which is logged against the pupil's name.

All children have an opportunity to receive certificates and awards in front of their peers which leads to shared celebration of success. Pupils are rewarded as individuals with stamps and certificates but their personal endeavour also adds to the ongoing House Point total for their school house.

At set milestones, pupils earn House Point certificates for their accrued House Points: Bronze (15), Silver (30), Gold (45) and Platinum (60). At the beginning of the next academic year, individual pupil House Point totals return to zero to provide them with fresh impetus for the new year and to enable new entrants to start from the same point as their peers.

Primary School Consequences

We promote and reinforce the Code of Conduct at every opportunity to maintain a positive and safe learning environment. Consequences are in place to uphold the expectations in the Code of Conduct and ensure the safety of all. We employ consequences appropriately to each individual situation. There is clear escalation of the consequence as the severity of the offence increases.

We do not tolerate bullying of any kind (refer to Whole School Anti-Bullying Policy on the Parental Portal). If we discover that an act of bullying or intimidation has taken place, we act immediately to prevent any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school feeling safe and secure.

Year Group Weebly

Each year group celebrates the children's successes, provides home learning opportunities and communicates through a Weebly Blog.

<http://bsaky4.weebly.com/>

Please log on regularly to keep yourself up to date with the workings of the Year Group.

Parental Portal

The 'BSAK Parent Portal' will help keep you up-to-date with the data the school holds on your child, as well as important information about what is going on at the school. Currently the portal has the following features:

- Daily bulletin
- School calendar



- Newsletters and other information documents
- Your child's timetable
- Rewards your child receives
- Exam timetables and results
- Assessment and reports
- Links to staff contact details
- Ability to update contact details yourself

Ideally, it is advisable to check the portal once a week. The portal can be accessed via the school website, or by using the direct link below:

<https://parents.britishschool.sch.ae>

You will be provided with the necessary registration codes if you are new to the school. For further support please contact isams@britishschool.sch.ae.

There are iOS and Android Apps available. These Apps will make it even easier for you to access information and be kept up-to-date about your child. The Apps will also feature push notifications.

Healthcare at BSAK

The school clinic at BSAK is staffed by a team of three HAAD registered school nurses and 2 Administrators. The nurses' main role is to provide first aid and/or emergency care to all students to ensure the safety of children at all times, however, the nurses have many other roles within the school setting:

- Implementing and following individually tailored care plans for children with specific health needs
- Working with families and students to manage chronic health conditions such as diabetes, asthma and epilepsy
- Carrying out the annual health screening programme which is a mandatory requirement by the Health Authority Abu Dhabi, monitoring height, weight and vision screening of all students from years 2 to 13
- Planning and coordinating the UAE vaccination programme, alongside the Abu Dhabi Health Services nurses. Please see the School website for the **UAE IMMUNISATION SCHEDULE**
- Providing information, education and support to parents and students
- Providing health education to students and staff in both the classroom and school clinic setting, thus promoting health and wellness in the school community
- Integral role with school trips and external sports events by providing advice, First Aid and medical kits



School clinic opening hours and contact details



The Clinic opening times are as follows:
Sunday – Wednesday
7.30am – 3pm
(with nurse available until 5pm for anything urgent during after school clubs and sports)
Thursday
7.30am – 1.30pm (with nurse available until 3pm for anything urgent during after school clubs sports)
School Telephone Number – 02 446 2280
Email – nurses@britishschool.sch.ae

When to keep your child at home

BSAK has a policy when children are unwell. Please see the school website for certain illnesses that require you to keep your children at home.

Contact details for Parents

When children become unwell in school and parents need to be contacted, it is important to ensure that Parent contact details on our system are correct, as these are used when we call you in an emergency. In order to check and change your details please see the school website for information on how to access the **Parental Portal**.

Collecting your child from the School Clinic

If you receive a call about your child who needs to either go home or be seen by a doctor, we request that you collect your child as promptly as possible. We suggest that within 1 hour is an acceptable time frame, however, we appreciate that this may not always be possible. If parents are unable to collect their child, they should notify the nurse of the details of another person who is able to collect them.

Medical certificates

Please note that the ADEC Student Attendance Policy states that if your child is absent from school for a period of 3 days or more, they will be required to provide a



medical certificate for sickness absence, or for any other excused absence, a signed note from parents/guardians providing the reasons for the absence upon their return to school.

It is important that you ask your physician for a medical certificate at the time of your appointment as they are unable to back date, and therefore your child's absence may be recorded as unauthorised.

If you have questions or are unsure of what you need to provide, then please feel free to contact the Nursing Department Nurses@britishschool.sch.ae

Healthy Eating and Food Policy

BSAK promotes Healthy Eating and we are a nut-free school. Please see the school website for our **Nut and Prohibited Food Policy**

Medical information for school trips

At the start of each term each child is issued with a Medical Sports and Trip form for that academic year. It is an ADEC requirement that we receive a form for every student. Without the form they will be unable to attend any external school trips or sports activities.

Safeguarding

The welfare and safety of children who attend the British School Al Khubairat is our paramount concern. We will promote the health, well-being and safety of the students in all that we do. Our children have the right to protection, regardless of age, gender, ability, race or social background. They have a right to be safe in our school. BSAK expects all of its employees and volunteers to share this commitment. The school recognises and understands its responsibilities to work together in partnership with other agencies both here, in the UAE and the UK to help children to grow up in a healthy and safe environment. All staff appointments are subject to satisfactory checks including the enhanced DBS check, prohibition check and references.

School Houses

When starting at BSAK every child is allocated to a house. Our 4 houses are:

- Falcon (*Red*)
- Dhabi (*Green*)



- Oryx (*Blue*)
- Cormorant (*Yellow*)

Uniform

The wearing of school uniform is mandatory. We insist that pupils present themselves to the highest standards at all times. Zaks, the School Uniform shop, is located in Raha Mall and Mushrif Mall.

<https://www.zaksstore.com>

Girls	Boys
<p style="text-align: center;"><u>Everyday</u></p> <p>Light blue gingham dress: white collar and BSAK logo on front pocket or Navy blue skort / culottes with blue gingham blouse. White collar and BSAK logo on the front pocket.</p> <p>Navy Blue cardigan / v-neck sweatshirt with BSAK logo</p> <p style="text-align: center;">White ankle socks</p> <p>Shoes: black, sensible leather shoes. Other forms of footwear (i.e. open-toed sandals, trainers, boots or high heels) are inappropriate and not permitted for school wear.</p> <p>Sun hat with BSAK logo. Any other branded caps or hats are not permitted.</p>	<p style="text-align: center;"><u>Everyday</u></p> <p>Light blue, short-sleeved gingham shirt with BSAK logo on front pocket.</p> <p>Navy blue shorts: pleats at the front, elastic at the back, no turn ups.</p> <p>Navy Blue cardigan / v-neck sweatshirt with BSAK logo</p> <p style="text-align: center;">Navy blue ankle socks</p> <p>Shoes: black, sensible leather shoes. Other forms of footwear (i.e. open-toed sandals, trainers or boots) are inappropriate and not permitted for school wear.</p> <p>Sun hat with BSAK logo. Any other branded caps or hats are not permitted.</p>
<p style="text-align: center;"><u>Winter uniform (January and February only)</u></p> <p>Navy blue smart, tailored trousers. Denim, sportswear or casual trousers are not permitted.</p> <p style="text-align: center;">Navy or white tights</p>	<p style="text-align: center;"><u>Winter uniform (January and February only)</u></p> <p>Navy blue smart, tailored trousers. Denim, sportswear or casual trousers are not permitted.</p>
<p style="text-align: center;"><u>PE</u></p> <p>Blue School Polo Shirt with BSAK logo</p> <p style="text-align: center;">Blue shorts</p>	<p style="text-align: center;"><u>PE</u></p> <p>Blue School Polo Shirt with BSAK logo</p> <p style="text-align: center;">Blue shorts</p>



<p>Trainers: non-marking, light trainers</p> <p>Waterproof PE / swimming bag</p>	<p>Trainers: non-marking, light trainers</p> <p>Waterproof PE / swimming bag</p>
<p><u>Swimming</u></p> <p>Plain one-piece, navy, school swimming costume.</p> <p>Waterproof PE / swimming bag</p> <p>Swimming towel</p> <p>Goggles and flip flops</p>	<p><u>Swimming</u></p> <p>Plain navy school swimming trunks.</p> <p>Waterproof PE / swimming bag</p> <p>Swimming towel</p> <p>Goggles and flip flops</p>
<p><u>Other items:</u></p> <p>An analogue watch</p> <p>BSAK Book Bag (available from Zacs, the uniform shop)</p> <p>Lunch box ('cool box' type container with frozen cool pack insert)</p> <p>Pencil case</p> <p>Water Bottle x 2</p> <p>School bag: rucksack or shoulder bag</p>	<p><u>Other items:</u></p> <p>An analogue watch</p> <p>BSAK Book Bag (available from Zacs, the uniform shop)</p> <p>Lunch box ('cool box' type container with frozen cool pack insert)</p> <p>Pencil case</p> <p>Water Bottle x 2</p> <p>School bag: rucksack or shoulder bag</p>
<p><u>General</u></p> <p>Hair longer than shoulder length must be tied up</p> <p>Hair accessories should be in keeping with school colours (blue / white)</p> <p>The use of dye / colouring is not permitted</p> <p>Make up and nail varnish should not be worn</p> <p>Jewellery: one pair of small, stud earrings and a watch are permitted. Anything else, including friendship bands and bracelets are not permitted.</p> <p>Any haircuts which detract from a neat and tidy appearance (i.e. patterns, close shaving, fringes over the eyes) are not permitted.</p>	<p><u>General</u></p> <p>Hair longer than shoulder length must be tied up</p> <p>Hair accessories should be in keeping with school colours (blue / white)</p> <p>The use of dye / colouring is not permitted</p> <p>A watch is permitted. Anything else, including piercings, friendship bands and bracelets are not permitted.</p> <p>Any haircuts which detract from a neat and tidy appearance (i.e. patterns, close shaving, fringes over the eyes) are not permitted.</p>



Please ensure that **ALL** items of clothing and all personal property e.g. school bag, PE / swimming bag, book bag, lunch box, water bottle, hat, jumper and pencil case are **CLEARLY** marked with your child's name and class.

The following items are not allowed in school:

Knives, laser pens, chewing / bubble gum, large amounts of money (if not for a specific purpose e.g. a sponsored event or trip payment, in which case it is to be passed immediately to your class teacher), sweets or fizzy drinks, glass bottles, cans, nuts, personal music players, mobile phones, jewellery (other than one small pair of stud earrings for girls) including friendship bands and bracelets, aerosols, correction fluid, expensive toys or computer games.

Students Requesting to Phone Home

Primary Reception regularly receives requests to phone home for items such as forgotten homework, folders, PE kit, swimming kit, pencil cases, instruments. As part of a children's development, we teach them responsibility and we would therefore appreciate your support in encouraging your child to remember the items necessary for lessons/after school activities.

Phone calls home will be allowed for items such as forgotten lunch boxes or for items of sporting equipment which may be needed from a safety aspect i.e. a gum shield or shin pads however, phone calls will not be permitted for general PE or swim kits. However, please be assured that discretion will be used with all requests received.

School planner

Your child will be provided with a school planner. It will be an integral part of school life and should be looked after and used effectively each day. Pupils and parents will be given guidelines on how to use the planner at the beginning of term.

Equipment:

All pupils should have a pencil case containing the following:

- Pencils
- Ruler
- Rubber
- Sharpener



- Glue stick
- Colouring pencils
- A green and orange highlighter

Reading list:

This list is not exhaustive but will give you some idea of which books your child could be reading over the summer and throughout the year, in addition to books found on our reading scheme. You should encourage a mix of independent and shared reading. When reading with your child, praise frequently, ask questions about the story, encourage prediction of what will happen next, analyse characters and their behaviour and evaluate vocabulary and sentence types. Ensure that your child finds evidence from the text to back up thoughts and opinions. Your child's reading record is in the school planner and should be updated regularly.

Recommended Authors	
Allan Ahlberg R. L. Stine Michael Morpurgo Helen Cresswell David Walliams Roald Dahl Tom Gates Dick King Smith Darren Shan Jeremy Strong Francesca Simon Enid Blyton C S Lewis Jill Murphy Jacqueline Wilson	

Fiction / Poetry Titles	Author
Running Wild	Janet Ahlberg
A Boy at War	Michael Morpurgo
Woof	Allan Ahlberg
The Bungleweed	Helen Cresswell
How to Train your Dragon	Helen Cresswell
The Diary of a Killer Cat	Anne Fine



The Chicken Gave it to me	Anne Fine
Bill's New frock	Anne Fine
Mr Stink	David Walliams
The Phantom Tollbooth	Norton Juster
A Wrinkle in Time	Madeleine L'Engle
The Hodgeheg	Dick King Smith
The Beast Quest Series	Adam Blade
Alex Rider Series	A Horowitz
Penelope Crumb series	Shawn Stout
Charm Hall Series	Tabitha Black
Genie Series	Ciaran Murtagh
The Terrible Thing That Happened To Barnaby Rooker	John Boyne
Magical Detectives	Brian Keany
The Wolves of Wiloughby Chase	Joan Aiken
Diary of a Wimpy Kid	Jeff Kinney
Snow Spider	Jenny Nimmo
The Firework-Maker's Daughter	Phillip Pullman
I was a Rat	Philip Pullman
The Indian in the Cupboard	Lynne Reid Banks
Harry Potter Series	J K Rowling
Talking Turkeys	Benjamin Zephaniah
Pie in the Sky	Roger McGough
Everybody has a Gift	Grace Nichols



Non Fiction Titles / Themes		
<u>Books on the themes of:</u>		
Early Islamic Civilisation Titanic Water Cycle & Story of a River		
Endangered Species / The Environment		
Egyptians		
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The Guinness Book of Records		

Year 4 Statutory Word List

accident	extreme	particular
accidentally	famous	peculiar
actual(ly)	favourite	perhaps
address	February	popular
answer	forward(s)	position
appear	fruit	possess(ion)
arrive	grammar	possible
believe	group	potatoes
bicycle	guard	pressure
breath	guide	probably
breathe	heard	promise
build	heart	purpose
busy	height	quarter
business	history	question
calendar	imagine	recent
caught	increase	regular
centre	important	reign
century	interest	remember
certain	island	sentence
circle	knowledge	separate
complete	learn	special
consider	length	straight
continue	library	strange
decide	material	strength
describe	medicine	suppose
different	mention	surprise



difficult	minute	therefore
disappear	natural	though
early	naughty	although
earth	notice	thought
eight/eighth	occasion	through
enough	occasionally	various
exercise	often	weight
experience	opposite	woman
experiment	ordinary	women

Maths skills

Year 4 Maths Coverage		
Term 1	Term 2	Term 3
<p>Number, place value and money</p> <p>Understand place value in 4-digit numbers</p> <p>Write place value subtractions</p> <p>Comparing pairs of four-digit numbers, using < and ></p> <p>Placing and ordering 3-digit numbers</p> <p>Placing and ordering 4-digit numbers</p> <p>Mental addition or subtraction</p> <p>Add pairs of two-digit numbers</p> <p>Add two-digit numbers to three-digit numbers</p> <p>Find a difference by counting up</p> <p>Count up and use number bonds to subtract two-digit numbers from 100</p> <p>Choose counting up or back to subtract two-digit numbers from numbers >100</p> <p>Written addition and Frog subtraction</p> <p>Adding two 3-digit numbers using compact written addition</p> <p>Adding three 3-digit numbers using compact written addition</p> <p>Using counting up (Frog) to subtract, e.g. 402 – 356</p> <p>Use Counting up (Frog) to subtract (e.g. 421 – 356) and check with addition</p> <p>Using counting up (Frog) to subtract; check with addition</p> <p>SHAPE</p>	<p>Number, place value and money</p> <p>Divide 2-digit numbers by 10 to create 1-place decimal numbers</p> <p>Recognise decimal and fraction forms of tenths</p> <p>Relate fractions to decimals ($0.1 \equiv \frac{1}{10}$)</p> <p>Relate one place decimals to cm and mm</p> <p>Compare one place decimal numbers</p> <p>Written addition and subtraction</p> <p>Add amounts of money using expanded and compact addition</p> <p>Add amounts of money using expanded and compact addition</p> <p>Count up to solve 3-digit subtractions</p> <p>Count up to find change from £5 and £10</p> <p>Count up to find a price difference</p> <p>Written addition and mental subtraction</p> <p>Add three 2-digit numbers using compact addition</p> <p>Add four 2-digit numbers using compact addition</p> <p>Subtract 3-digit numbers using expanded column subtraction</p> <p>Subtract 3-digit numbers choosing an efficient method</p> <p>Investigate patterns when subtracting 3-digit numbers</p> <p>MEASURES/DATA Length,</p>	<p>Number and place value</p> <p>* Place value addition and subtraction (4-digit numbers).</p> <p>* Place 4-digit numbers on landmarked lines (sections with 10s, then just 100s marked) and round to the nearest 10 and 100.</p> <p>* Place four-digit numbers on landmarked lines (marked in 1000s) and round to the nearest 1000.</p> <p>* Count on and back in steps of 25 and 1000.</p> <p>* History of zero and place value, Roman numerals to 100.</p> <p>Mental and written subtraction</p> <p>* Revise compact decomposition of 3-digit numbers.</p> <p>* Expanded decomposition of 4-digit numbers (one move).</p> <p>* Use expanded then compact decomposition to subtract pairs of 4-digit numbers (2 moves).</p> <p>* Use compact decomposition to subtract 3 and 4-digit numbers from 4-digit numbers.</p> <p>* Use counting up (Frog) to subtract pairs of numbers which are close to multiples of 1000, or when the larger number has zeroes.</p> <p>Addition and subtraction</p> <p>* Expanded and compact decomposition, including 3 moves.</p> <p>* Add any pair of 4-digit numbers using compact addition.</p> <p>* Add and subtract near multiples of 10, 100 and 1000.</p> <p>* Choose mental or written methods</p>



<p>Use compass to draw circles to given radii. Draw different polygons; identify their properties Study different triangles and identify their properties. Study different 3-D shapes and identify their properties. Identify and sort 3-D shapes acc. to their properties</p> <p>Mental multiplication and division</p> <p>Double and halve 2-digit numbers, including odd numbers Double and halve three-digit numbers Revise 4 and 8 times tables, and divisions</p> <p>Double the 3 times table to get 6 times tables Division facts for 3, 4, 5, 6 and 8 times tables</p> <p>Number, place value and money</p> <p>Add and subtract using place value Add and subtract using place value Add/subtract 1 or 1000 to/from 4-digit numbers Add/subtract 10 to/from 4-digit numbers Add/subtract 100 to/from 4-digit numbers</p> <p>Mental addition and subtraction</p> <p>Add/subtract using PV and number facts Add/subtract 3-digit numbers using PV and number facts Add/subtract money using place value and number facts. Add near multiples of 10 or 100 to 3-digit numbers Subtract near multiples of 10 or 100 from 3-digit numbers</p> <p>Written addition or subtraction</p> <p>3-digit expanded decomposition with one exchange 3-digit expanded decomposition with one exchange</p>	<p>weight, bar charts</p> <p>Measure in m and cm; convert from cm to m and m & cm to m Measure in cm/mm; convert from mm to cm Weigh in Kg/g; convert from kg to g and vice versa Estimate weights and order items by weight; display information on a bar graph Measure weights or lengths using SI units; display results on a bar graph</p> <p>FRACTIONS</p> <p>Identify equivalent fractions, especially in relation to halves and quarters Simplify fractions by reducing to their simplest form Identify equivalent fractions and mark on a number line Mark equivalent fractions/decimals on a number line Add fractions with the same denominator</p> <p>Number, place value and money</p> <p>Multiply and divide by 10 and 100 using 1-place decimals Multiply multiples of 10 and 100 by single-digit numbers Add and subtract 0.1 and 1 to/from numbers with one decimal place Use negative numbers in context of temperature Place negative numbers on a line; Order positive and negative numbers</p> <p>Written addition and mental subtraction</p> <p>Add/subtract single-digit numbers to and from 3 and 4-digit numbers Subtract single-digit numbers from 3 and 4-digit numbers Add multiples of 10, 100 and 1000 Subtract multiples of 10, 100 and 1000 Add and subtract multiples of 10, 100 and 1000</p> <p>Written addition and mental subtraction</p> <p>Add three 3-digit numbers using</p>	<p>for addition and subtraction.</p> <ul style="list-style-type: none"> * Solve addition and subtraction word problems. <p>Shape and Measures</p> <ul style="list-style-type: none"> * Find area of rectilinear shapes by counting squares. * Find area of rectilinear shapes by counting squares. * Calculate perimeter in centimetre and metre of rectangles. * Investigate area and perimeter. * Revise co-ordinates, complete polygons. <p>Fractions and decimals</p> <ul style="list-style-type: none"> * Revise numbers with one decimal place: mark on ENLs and round to the nearest whole. * Introduce numbers with 2 decimal places on place value grids, multiply and divide single-digit numbers by 10 and 100 to give tenths, then hundredths. * \times and \div 2-digit, then 3-digit numbers by 10 and 100 to give tenths & hundredths. * Find equivalent $\frac{1}{100}$s and 0.01s, $\frac{1}{10}$s and 0.1s. * Place value addition and subtraction, e.g. $4.06 + 0.5$, $4.56 - 0.06$. <p>Fractions and decimals</p> <ul style="list-style-type: none"> * Compare and order numbers with 2 decimal places. * Place numbers with 2 decimal places on landmarked lines (marked in 0.1s). * Add/subtract $0.1/0.01$ to/from numbers with 2 decimal places; count on and back in tenths and hundredths. * Add/subtract multiples of $0.1/0.01$. * Solve simple measure problems. <p>Multiplication or division and measures</p> <ul style="list-style-type: none"> * Revise factors; use to aid mental multiplication. * Multiply 3 numbers together, use commutativity to make easier, e.g. $2 \times 6 \times 5 = 10 \times 6$. * Use knowledge of times tables and place value to divide multiples of 10, e.g. $350 \div 7$. * Solve scaling problems; convert
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<p>Expanded decomposition, 3-digit – 3-digit Expanded decomposition, 3-digit – 3-digit Subtracting using decomposition or Frog MEASURES/DATA Time, bar charts, pictograms Revise telling time, am and pm, to the nearest minute on both analogue and digital clocks; convert between the two Find times later, crossing the hour, both analogue and digital clock. Calculate time intervals, crossing the hour, using both analogue and digital clocks Time events in seconds, record in a bar chart, one step is 5 or 10 seconds Collect and represent data in pictograms – one picture represents four units Mental multiplication and division Grid multiplication Grid multiplication Grid multiplication Division using chunking Division using chunking Mental multiplication and division Divide 2-digit numbers just above the 10th multiple with remainders Divide two-digit numbers just above the 10th multiple with remainders Count ins 1/4s, 1/3s, 1/8s and 1/10s saying equivalent fractions Find unit and non-unit fractions of amounts Find unit and non-unit fractions of amounts</p>	<p>compact addition Use compact addition to add amounts of money Use expanded decomposition to subtract three-digit numbers Introduce compact decomposition to subtract three-digit numbers Use compact decomposition to subtract three-digit numbers MEASURES/SHAPE Time, position and direction Tell time on digital and analogue clocks using 24 hour clock Convert 24 hour clock to am and pm times Use timetables and calculate intervals Use x, y co-ordinates on a graph (first quadrant) Use x, y co-ordinates to draw shapes in first quadrant Mental multiplication and division Know multiplication and division facts for the 9 times table Begin to know multiplication and division facts for the 7 times table Revise all times tables up to 12×12 Find factors of numbers up to 40 Use tables facts and place value to multiply multiples of 10 and 100 by single-digit numbers Written multiplication and division Use partitioning to multiply 3-digit numbers by 1-digit numbers Use partitioning to multiply 3-digit numbers by 1-digit numbers Use partitioning to multiply 3-digit numbers by 1-digit numbers Know the 11 and 12 times Divide 2-digit numbers by single-digit numbers (with remainders)</p>	<p>from centimetres to metres. * Solve correspondence problems. Shape * Complete symmetrical shapes and patterns with respect to a line of symmetry. * Recognise acute and obtuse angles, compare angles. * Recognise different types of triangle; recognise acute, obtuse and right angles. * Recognise acute, obtuse and right angles and find what numbers of each sort of angles are possible in quadrilaterals. * Sort quadrilaterals according to different properties. Measures and Data * Revise 24-hr clock, convert to am and pm times and vice versa (including clocks with Roman numerals). * Find time intervals using 24-hour clock. * Convert between units of time. * Read interpret and describe time graphs * Draw a time graph Fractions and division * Identify equivalent fractions, including decimals. * Revise finding non-unit fractions of amounts. * Solve fraction word problems. * Divide two-digit numbers by single-digit numbers, answers less than 30 (without remainders). * Divide two-digit numbers by single-digit numbers, answers less than 30 (with remainders). Multiplication/division and addition/subtraction * Use the ladder method to multiply 3-digit numbers by single-digit numbers. * Use the ladder method to multiply 3-digit numbers by single-digit numbers, estimating answers first. * Multiplication and division word problems. * Mix of all four operations – all straight calculations mix of mental and written. * Solve word problems, all</p>
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		operations.
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Year 4 National Expectations

By the end of Year 4, children should be able to confidently:

- Locate 4 and 5 digit numbers on a landmarked line and use this to compare and order numbers; round to ten, a hundred and a thousand.
- Understand the numbers of 1s, 10s, 100s, 1000s and 10,000s in a 5-digit number and the use of zero as a place holder.
- Know that one-place decimal numbers represent ones and tenths e.g. $3.7 = 3$ ones and 7 tenths.
- Count in steps of 2, 4, 5, 10, 50, 100 and 1000.
- Recognise negative numbers in relation to number lines and temperature.
- Add multiples of 1, 10, 100, 1000 without difficulty, e.g. $15,347 + 3000$, $434 + 300$ and $648 - 220$
- Mentally add and subtract any pair of two digit numbers.
- Know how to use the written addition: first expanded method, moving onto concise method. e.g. $300 + 80 + 5 = 385$

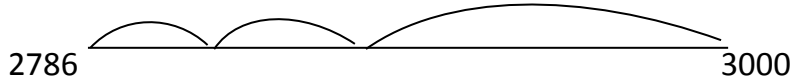
$$\begin{array}{r}
 300 \quad 40 \quad 6 \quad 346 \\
 \underline{100 \quad 10} \quad \underline{11} \quad \text{(these are the 'carry' digits)} \\
 700 \quad 30 \quad 1 \quad 731
 \end{array}$$

- Subtract 3 digit numbers from 3 digit numbers using 'Frog' and counting up, e.g. $426 - 278$ by hopping along a line from 278 to 426



- Use Frog to subtract from multiples of 1000 where the difference is less than 500, e.g.

+4 +10 +200 $3000 - 2786 = 214$



- Multiply 1 and 2 digit numbers by 10, 100 and 1000; divide 1 and 2 digit numbers by 10 and 100 to understand place value in decimal numbers with one place.
- Know and recite all times tables incl. division facts up to 12th multiple; include multiplying by 0 (e.g. $5 \times 0 = 0$, $7 \times 0 = 0$) or by 1 (e.g. $5 \times 1 = 5$, $\frac{1}{2} \times 1 = \frac{1}{2}$).



- Multiply 1- digit numbers by 2-digit or friendly 3-digit numbers using grid method.
- Know how to use 'efficient chunking' for division above the range of the tables' facts, e.g. $84 \div 6 = ?$
- Re-write as $\square \times 6 = 84$

$$10 \times 6 = \underline{60}$$

$$= 24 \quad (84 - 60)$$

$$4 \times 6 = \underline{24}$$

Add the red numbers: so $14 \times 6 = 84$

0

So $84 \div 6 = 14$

Begin to extend this to 3 digit numbers, e.g. $145 \div 5 = ?$

- Write the equivalent fraction for fractions with given denominators or numerators, e.g. $\frac{1}{2} = \frac{?}{8}$; reduce a fraction to its simplest form, e.g. $\frac{6}{12} \equiv \frac{1}{2}$.
- Convert between units of measurement, e.g. cm to m, g to Kg and ml to L; convert between units of time and between analogue and digital times.
- Identify acute and obtuse angles, compare and order angles up to 180° .
- Interpret and present discreet data using bar charts and pictograms.

Suggested holiday activities in preparation for next year (but don't work them too hard – it is holiday time!)

Your child should:

- Read regularly: independently and shared.
- Write a postcard or letter to his/her class teacher telling them about their holidays.
- Make a memory box or scrap book of their time over the holidays and bring it into school at the start of term.
- Practise multiplication tables and inverses (division facts).
- In Term 1 the pupils study the Ancient Egyptians so your child may like to do some reading and research on this topic. If your child has any books, postcards or artefacts linked to the Ancient Egyptians, please bring them in to school.
- In Term 2, pupils study Early Islamic Civilisation.

The first day back

The first day back in school is **Sunday 10th September 2017**. Pupils will need to **meet their class teachers on the shaded pitch at 7.25am**.



They will then be escorted to class. We encourage independence in your children in the Primary School so please wave them off at that point – you do not need to be with them in the year group area or classroom.

This routine will be in place for **the first two days back** at school. After that, the pupils will be expected to make their way **independently** to class in the mornings.

Registration each day is between **7.25am and 7.35am** and it is essential that your child is in class for this period.

No child should be left unsupervised on the school premises before the school day starts.

Collection

Please collect your child at 2.35pm from the shaded pitch (1.35pm on Thursdays). The class teacher will line the class up on the pitch and will release

your child when you make yourself known. Please ensure you are punctual when collecting your child each day.

At the beginning of the year, you will be asked which designated adult will collect your child each day. Please notify your child's class teacher if there is any planned change to your child's normal collection routine. If arrangements change on the day of collection, please phone Primary Reception at the earliest opportunity so that we may convey the message to the class teacher. You will appreciate the possible difficulties in a large school of conveying messages regarding the children's safe collection to teachers at the end of the day. It is particularly important for any child travelling by bus that any changes in arrangements are made clear to the class teacher. It is not acceptable to only inform bus company employees.

Break times

Break time is an important part of our school day where children can relax, play actively and eat. There are two break times each day; both breaks include a period for designated quiet eating. Pupils are supervised by staff and a nurse is on duty in the medical room to deal with any minor injuries or health issues. As part of our commitment to sun safety, we ask all parents to ensure that their children have a named school hat to wear outside and a re-usable water bottle.



Equipment

Please ensure that your child has a school bag, fully stocked pencil case and a library bag. Items should be clearly named.

Site security

Access to the school campus **by adults** is controlled by using ID Cards and Lanyards system. The ID application form is issued to parents by the Registrar and her team. Once the application process is completed parent lanyards and valid BSAK ID cards must be worn at all times, around the neck, whilst on BSAK campus. This is to ensure that students can identify parents and staff from general visitors and contractors. Thank you for your understanding and co-operation in this matter.

Late arrival

If your child arrives in school after 7.35, please report to Reception with your child. The class register will then be updated. Your child may then move to lessons.

Absence

If your child is unwell, going to be late or cannot make it into school for any other reason, please contact Reception before 8.30am. The number for Reception is: **02 446 2280 Option 1 – (Nursery to Year 6 – Primary Receptionist) or Option 3 – Absent (answermachine to leave a message).**

Alternatively you may send an email to absent@britishschool.sch.ae detailing your child's name, class and reason for absence/lateness. It is only necessary to call on the first day of absence.

If we do not hear from you, we will try to call you, however, if there are many absentees, this can be a long process and may delay our Receptionist from discovering if there is an emergency issue.

After a period of absence, please ensure that your child has a note, or send an email to absent@britishschool.sch.ae formally explaining their absence. If you do not confirm a child's absence and provide a reason, this will be noted as an unauthorised absence.



Request for children to leave school early

If your child has an appointment with the doctor or dentist or has to leave school during school time for any other reason, please notify your child's class teacher accordingly. Please notify the Primary Receptionist if you collect your child early for any reason so that a note detailing that he/she is no longer on the premises may be added to the class register for safety reasons.

Late Collection

The official end of the day is 2.35pm (1.35pm on a Thursday). Shortly after this time, any child who has not been collected will be taken to the Primary Reception area to enable the teacher to start the next part of his/her working day; leading after school clubs, marking, attending meetings, planning and preparing resources.

The Receptionist will log the child's name in the 'Late Collection' log and will endeavour to contact parents to confirm collection arrangements.

Please ensure that children are collected on time at 2.35pm (1.35pm on a Thursday) as late collection has a negative impact on the smooth running of the school and in particular, the co-curricular activities programme.

The same procedure will be followed for late pick up after co-curricular clubs.

Attendance and Punctuality

Regular attendance and punctuality are prerequisites for pupil progress and vital preparation for adult life. Please promote positive attitudes towards learning in your child through supporting your child's regular attendance. Levels of attendance and late arrivals and collection are logged and monitored in the interests of pupil welfare and may trigger a letter of concern to parents.

Request for leave of absence

Whilst we understand that in certain exceptional circumstances, students may have to be withdrawn from school and miss curriculum time, we would advocate that this disruption is minimised wherever possible. If you intend to withdraw your child, you



are requested to email the school (absent@britishschool.sch.ae) with reasons clearly stated, in advance, so that the details can be added to your child's attendance

record. We would strongly advise parents to avoid holidays during term time. Absences for holidays will be recorded as 'unauthorised'.

Transportation

British School Al Khubairat offers a school bus transport service. The buses and service are fully compliant to the stringent Department of Transportation and Abu Dhabi Education Council regulations.

The service covers all areas of Abu Dhabi City and will cost 750 dirhams per child per month, including collection and drop-off. Any parent who wishes their child/ren to use the service will be asked to sign an undertaking of behaviour compliance. Please send all enquiries to schoolbus@britishschool.sch.ae alternatively you can visit the Transport Coordinators office located behind the security office of the Primary School entrance.

Details of the School Transport Regulations, Specifications and Roles and Responsibilities can be found on:

[www.dot.abudhabi.ae/en/info/School Transport Regulations and Guidebook](http://www.dot.abudhabi.ae/en/info/School_Transport_Regulations_and_Guidebook)

Co-curricular Clubs

Co-curricular clubs will be advertised and a booking system will be provided in the first few weeks of Term 1.

Homework

Homework will be set according to Year Group in order to ensure it is age appropriate and supports a smooth transition for the pupils from year to year. It will also offer pupils opportunities to consolidate and extend learning, develop independence, cultivate a good work ethic and help promote sound organisational skills. The school understands that children lead busy lives and hence there will be set both mandatory and optional homework to best support the learning of all pupils. Core tasks will be mandatory for pupils to complete and optional homework will be set for those children who would like to have extended consolidation opportunities at home. The amount, format and expectations of homework will be progressive through the school. Homework tasks will be varied and engaging for every learner.



Term 1 and 2

Core Reading: 20 minutes per day

Core Spelling: 10 minutes per day

Core Maths: multiplication tables and **related** inverses: 20 minutes per day

Optional Tasks

Term 3

Take Away homework

Internet access

All computers are enabled for internet access. As part of the school's computing provision, we offer pupils supervised access to the internet. Before the school allows pupils to use the internet, they must obtain parental permission. Both you and your child must sign the internet Permission letter that will be sent at the beginning of the school year. This will be held as evidence of your approval and their acceptance of the school rules on this matter. Pupils are taught, as part of the school's Personal, Social, Health and Citizenship Education programme, how to stay safe online and how to deal with any potential problems and issues associated with the use of modern technologies.