



Year 4 Expecta-

www.spsl.towerhamlets.sch.uk



Welcome to Year 4

At St Paul with St Luke Primary School, we recognise that educating a child is a partnership between parents/caregivers and the school. Without the active support with parents/caregivers a pupil is unlikely to thrive and flourish or achieve their potential.

This booklet provides information for parents/caregivers on the end of year expectations for Year 4 children in our school. The staff have identified these expectations as being the minimum requirements your child must meet in order to ensure continued progress throughout the following year.

All the objectives will be worked on throughout the year and will be the focus of direct teaching. Any extra support you can provide in helping your children to achieve these is greatly valued.

If you have any queries regarding the content of this booklet, or want support in knowing how best to help your child, please talk to your child's teacher.

As a school, we look forward
to a successful year of working in partnership with you.

Useful Contacts

Kamaljet Kaur Year 4 Class Teacher		
Tomas Hall Head of School	Dan French Assistant Headteacher (SENDSCO)	Mark Ali Assistant Headteacher Fahima Begum Assistant Headteacher
Asma Bibi School Business Manager	Demi Flaxton and Madeha Khalique Administrative Team	
<i>To make an appointment to meet with any of the above members of staff, please contact the office on 020 7987 4624 or email admin@spsl.towerhamlets.sch.uk</i>		

Our Mission and Vision

Jesus said:

'Love one another as I have loved you'. (John 15:12)

We are the branch,
our children the blossom,
We nurture all in our community,
We grow with love, learn,
and flourish.

Our Mission:

We aim to provide excellent learning and teaching opportunities in all areas of the curriculum so that our pupils achieve their maximum potential: to serve our community by providing an education of the highest quality within the context of Christian belief and practice; to encourage an understanding of the significance of faith, to promote Christian values through the experiences we offer to all our pupils and to provide a safe and welcoming place to all God's children.

Our Vision:

The school's vision stems from the timeless wisdom that is John 15:12, a nurturing community where love forms the foundational ground on which our co-humanity is built enabling all to blossom. We endeavour to cultivate a learning culture where a profound sense of love, exemplified in the teaching of Jesus Christ, fosters compassion, understanding, kindness and service in the promotion of the common good. **Unwavering unity** embraces the command of unconditional love to dissolve the ever-present barriers faced within our context, promote inclusivity, acceptance and celebration of diversity and plurality of existence. **Empathy and compassion** are cultivated in order to foster a deep sense of understanding of the struggles and successes of others, standing with our community through both. **Inclusive excellence** celebrates individuality, our children's unique gifts and talents whilst recognising, accepting and embracing diversity to empower our children to excel academically, socially and personally. Through servant leadership inspired by Jesus's selfless love, we aim to instil a sense of duty, a culture of altruism and interconnectedness of the human experience. By embracing the teaching of John 15:12 we commit to creating a caring school community that mirrors the love and grace of Jesus Christ, committed to the flourishing of our children as children of God. We wish to educate the whole child, knowing that wise education grows hearts, and souls.

Our Values

All staff will live out our values.

Working in partnership with one another, connected by our humanity, we will build capacity within the organisation that exceeds the sum of its parts by recognising and utilising our talents and passion for the success of all our children.



LIFE LONG LEARNING

As a school we want to encourage everyone to keep developing and learning.



SPIRITUAL & REFLECTIVE

As a school we want to develop the whole child which means their spiritual, moral, social and cultural development.



CARING & RESPECTFUL

Some of our values are about how we treat each other.



CELEBRATING INDIVIDUALITY

Inspiring, engaging and motivating our pupils is something we value highly at SPSL.



WORKING TOGETHER

SPSL is part of the local community. Together we can do more than we can individually. We can support each other, share ideas and solve problems.



TAKING RESPONSIBILITY

We acknowledge our responsibilities and acknowledge the responsibilities of others.

End of Year Expectations: Reading

Reading and Spelling

- Can read most words quickly and accurately.
- Can check what I am reading makes sense by talking about it.
- Can use my knowledge of words to help me read and understand the meaning of new words.
- Know that words sound different to how they are spelt.

Log on to
Bug Club, our
online reading resource,
at:

www.activelearnprimary.co.uk

Guided Reading

- Can use non-fiction books to find out about things.
- Can retell some fairy tales and traditional stories.
- Can predict events in stories from what I have read.
- Can use evidence from different parts of the text to support my ideas.
- Can justify my ideas with evidence from the book.
- Can discuss words and phrases that interest me.
- Can discuss words and phrases that interest me.
- Can identify different themes in a wide range of books.
- Can tell what the main ideas of the book are from reading a few paragraphs.

Speaking and Listening

- Can show you I have understood an increasing wide range of texts I have read.
- Can use a dictionary to check the meaning of new words.
- Can retell some fairy tales and traditional stories.
- Can retell and perform poems and play scripts to read aloud.

End of Year Expectations: Writing



- Can write a narrative, across the curriculum, with a clear structure, setting, characters and plot.
- Can write non-narrative across the curriculum, using simple organisational devices such as headings and sub-headings.
- Uses coordination (or, and, but, so) correctly.
- Uses paragraphs for effect.
- Is able to extend the range of sentences with more than one clause by using a wider range of conjunctions including subordination (when, if, that, because).
- Uses: nouns; pronouns; adjectives; adverbs; and fronted adverbials with understanding, to improve their writing mostly correctly.
- Securely uses:
 - all punctuation taught in Year 3/4
 - commas after fronted adverbials (e.g. Then, At home,)
 - punctuate direct speech
 - apostrophes
- Uses diagonal and horizontal strokes needed to join most letters and know which letters are best left un-joined confidently.
- Securely spells the commonly mis-spelt words from the Y3/4 word list.
- Is able to apply spelling rules for suffixes where the final consonant letter of the root word is doubled (e.g. forgetting, beginner) and also 'sion, ly, ous) with successfully.
- Is able to apply prefixes in addition to 'un' (e.g. dis mis in etc.).
- Securely uses knowledge of alternative phonemes to narrow down possibilities for accurate spelling. (e.g. road, rode) including near/ homophones.

Year 4

Grammar Glossary

Grammar term	What does it mean?
adverbial	<p>Adverbials are words or phrases that we use to add information to a verb or clause. They act like adverbs.</p> <ul style="list-style-type: none"> • She laughed <u>like a hyena</u>. • Please hang up your coats <u>over there</u>. • We had a sleepover <u>last night</u>.
determiner	<p>Determiners are words which specify which noun we mean. They come before any adjectives or other describing phrases.</p> <ul style="list-style-type: none"> • <u>A</u>, <u>an</u> and <u>the</u> are common determiners. They are called articles. • <u>That</u> small book, <u>his</u> own name, <u>some</u> flowers
possessive pronoun	<p>Possessive pronouns take the place of a noun+apostrophe+s to show who something belongs to.</p> <ul style="list-style-type: none"> • It is Rachel's birthday. • It is <u>her</u> birthday.
pronoun	<p>A pronoun takes the place of a noun which is already known, perhaps from a previous sentence.</p> <ul style="list-style-type: none"> • <u>I</u> like cheese. • <u>They</u> come from London. • <u>These</u> socks are smelly!

Expected Spelling Words For Years 3 and 4

accident (ally)	continue	group	natural	question
actual(ly)	decide	guard	naughty	recent
address	describe	guide	notice	regular
answer	different	heard	occasion (ally)	reign
appear	difficult	heart	often	remember
arrive	disappear	height	opposite	sentence
believe	early	history	ordinary	separate
bicycle	earth	imagine	particular	special
breath	eight/ eighth	increase	peculiar	straight
breathe	enough	important	perhaps	strange
build	exercise	interest	popular	strength
busy/ business	experience	island	position	suppose
calendar	experiment	knowledge	possess(ion)	surprise
caught	extreme	learn	possible	therefore
centre	famous	length	potatoes	though/ although
century	favourite	library	pressure	thought
certain	February	material	probably	through
circle	forward(s)	medicine	promise	various
complete	fruit	mention	purpose	weight
consider	grammar	minute	quarter	woman/ women

End of Year Expectations: Mathematics

Number, Place Value, Approximation and Estimation/Rounding
I can count in multiples of 6, 7, 9, 25 and 1,000.
I can order and compare numbers beyond 1,000.
I can find 1,000 more or less than a given number.
I can recognise the place value of each digit in a 4-digit number.
I can read roman numerals to 100.
I can identify, represent and estimate numbers using different representations.
I can round any number to the nearest 10, 100 or 1,000.
I can count backwards through zero to include negative numbers.
I can solve number and practical problems.
Calculations
I can add and subtract numbers (up to 4-digits) using column addition and subtraction.
I can estimate and use inverse operations to check answers in a calculation.
I can solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
I can recall multiplication and division facts up to 12×12 .
I can multiply and divide mentally using place value, known and derived facts.
I can multiply 2 and 3 digit numbers by a 1-digit number using a written method.
I can solve problems involving multiplying and adding.
Fractions, Decimals and Percentages
I can count up and down in hundredths.
I can know that hundredths are when dividing an object by a hundred and dividing tenths by ten.
I can recognise and show, using diagrams, families of common equivalent fractions.
I can add and subtract fractions within the same denominator.
I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
I can recognise and write decimal equivalents of any number of tenths or hundredths.
I can round decimals with one decimal place to the nearest whole number.
I can compare numbers with the same number of decimal places up to 2 decimal places.
I know that when dividing a 1-digit or 2-digit number by 10 and 100, the values of the digits in the answer are ones, tenths and hundredths.
I can solve problems involving increasingly harder fractions to divide quantities.
I can solve simple measure and money problems involving fractions and decimals to 2 decimal places.

End of Year Expectations: Mathematics



Measurement
I can compare different measures.
I can estimate different measures.
I can calculate different measures.
I can read, write and convert time between analogue and digital 12 hour clocks.
I can read, write and convert time between analogue and digital 24 hour clocks.
I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
I can convert between different units of measurements
I can measure and calculate the perimeter of a straight lined shape in cm and m.
I can find the area of a straight lined shape by counting squares.
I can calculate different measures.
Geometry - Properties of Shape
I can compare and classify geometric shapes, including quadrilateral and triangles based on their properties and sizes.
I can identify lines of symmetry in 2D shapes presented in different orientations.
I can complete a simple symmetric figure with a specific line of symmetry.
I can identify acute and obtuse angles and compare and order.
Geometry - Position and Direction
I can describe movements between positions as translations (left/right, up/down).
I can describe positions on a 2D grid as coordinates in the first quadrant.
I can plot specified points and draw sides to complete a given polygon.
Statistics
I can interpret and present data using appropriate charts/graphs.
I can solve comparison, sum and difference problems using information in bar charts, pictograms, tables and other graphs.

Addition and Subtraction

Addition

Year 4 Add numbers with up to 4 digits

Move from expanded addition to the compact column method, adding units first, and 'carrying' numbers underneath the calculation. Also include money and measures contexts.

e.g. $3517 + 396 = 3913$

$$\begin{array}{r} 3517 \\ + 396 \\ \hline 3913 \end{array}$$

Add units first.

'Carry' numbers underneath the bottom line.

Introduce the compact column addition method by asking children to add the two given numbers together using the method that they are familiar with (expanded column addition—see Y3). Teacher models the compact method with carrying, asking children to discuss similarities and differences and establish how it is carried out.

Reinforce correct place value by reminding them the actual value is 5 hundreds add 3 hundreds, not 5 add 3, for example.

Use and apply this method to money and measurement values.

Subtraction

Year 4 Subtract with up to 4-digit numbers

Partitioned column subtraction with 'exchanging' (decomposition):

$$\begin{array}{r} 2754 - 1562 = 1192 \\ \hline 2000 + 700 + 50 + 4 \\ - 1000 + 500 + 60 + 2 \\ \hline 1000 + 100 + 90 + 2 \end{array}$$

Compact column subtraction (see video)

$$\begin{array}{r} 2754 \\ - 1562 \\ \hline 1192 \end{array}$$

Give plenty of opportunities to apply this to money and measures.

Mental strategies

A variety of mental strategies must be taught and practised, including counting on to find the difference where numbers are closer together, or where it is easier to count on (see video below).

As introduced in Y3, but moving towards more complex numbers and values. Use place value counters to reinforce 'exchanging'.

Subtracting money: partition into £1 + 30 + 5 for example.

To introduce the compact method, ask children to perform a subtraction calculation with the familiar partitioned column subtraction then display the compact version for the calculation they have done. Ask pupils to consider how it relates to the method they know, what is similar and what is different, to develop an understanding of it (shown on video).

Always encourage children to consider the best method for the numbers involved—mental, counting on, counting back or written method (see video).

Multiplication And Division

Multiplication

Year 4 Multiply 2 and 3-digits by a single digit, using all multiplication tables up to 12×12

Developing the grid method:

Eg. $136 \times 5 = 680$

X	100	30	6
5	500	150	30

500

150

+ 30

680

Encourage column addition to add accurately.

Move onto short multiplication (see Y5) if and when children are confident and accurate multiplying 2 and 3-digit numbers by a single digit this way, and are already confident in 'carrying' for written addition.

Children should be able to:

- Approximate before they calculate, and make this a regular part of their calculating, going back to the approximation to check the reasonableness of their answer. e.g:
 346×9 is approximately $350 \times 10 = 3500$
Record an approximation to check the final answer against.
- Multiply multiples of ten and one hundred by a single-digit, using their multiplication table knowledge.
- Recall all times tables up to 12×12

Approximate,
Calculate,

Division

Year 4 Divide up to 3-digit numbers by a single digit
(without remainders initially)

Continue to develop short division:

Short division should only be taught once children have secured the skill of calculating remainders.

$$\begin{array}{r} 18 \\ 4 \overline{) 72} \end{array}$$

STEP 1: Pupils must be secure with the process of short division for dividing 2-digit numbers by a single digit (those that do not result in a final remainder – see steps in Y3), but must understand how to calculate remainders, using this to 'carry' remainders within the calculation process (see example).

$$\begin{array}{r} 218 \\ 4 \overline{) 872} \end{array}$$

STEP 2: Pupils move onto dividing numbers with up to 3-digits by a single digit, however problems and calculations provided should not result in a final answer with remainder at this stage. Children who exceed this expectation may progress to Y5 level.

Real life contexts need to be used routinely to help pupils gain a full understanding, and the ability to recognise the place of division and how to apply it to problems.

$$\begin{array}{r} 037 \\ 5 \overline{) 185} \end{array}$$

When the answer for the first column is zero

($1 \div 5$, as in example), children could initially write a zero above to acknowledge its place, and must always 'carry' the number (1) over to the next digit as a remainder.

Include money and measure contexts when confident.

Times Tables

2 x	
1 x 2 =	2
2 x 2 =	4
3 x 2 =	6
4 x 2 =	8
5 x 2 =	10
6 x 2 =	12
7 x 2 =	14
8 x 2 =	16
9 x 2 =	18
10 x 2 =	20
11 x 2 =	22
12 x 2 =	24

5 x	
1 x 5 =	5
2 x 5 =	10
3 x 5 =	15
4 x 5 =	20
5 x 5 =	25
6 x 5 =	30
7 x 5 =	35
8 x 5 =	40
9 x 5 =	45
10 x 5 =	50
11 x 5 =	55
12 x 5 =	60

10 x	
1 x 10 =	10
2 x 10 =	20
3 x 10 =	30
4 x 10 =	40
5 x 10 =	50
6 x 10 =	60
7 x 10 =	70
8 x 10 =	80
9 x 10 =	90
10 x 10 =	100
11 x 10 =	110
12 x 10 =	120

4 x	
1 x 4 =	4
2 x 4 =	8
3 x 4 =	12
4 x 4 =	16
5 x 4 =	20
6 x 4 =	24
7 x 4 =	28
8 x 4 =	32
9 x 4 =	36
10 x 4 =	40
11 x 4 =	44
12 x 4 =	48

Times Tables

3 x	8 x	6 x	9 x	7 x
1 x 3 = 3	1 x 8 = 8	1 x 6 = 6	1 x 9 = 9	1 x 7 = 7
2 x 3 = 6	2 x 8 = 16	2 x 6 = 12	2 x 9 = 18	2 x 7 = 14
3 x 3 = 9	3 x 8 = 24	3 x 6 = 18	3 x 9 = 27	3 x 7 = 21
4 x 3 = 12	4 x 8 = 32	4 x 6 = 24	4 x 9 = 36	4 x 7 = 28
5 x 3 = 15	5 x 8 = 40	5 x 6 = 30	5 x 9 = 45	5 x 7 = 35
6 x 3 = 18	6 x 8 = 48	6 x 6 = 36	6 x 9 = 54	6 x 7 = 42
7 x 3 = 21	7 x 8 = 56	7 x 6 = 42	7 x 9 = 63	7 x 7 = 49
8 x 3 = 24	8 x 8 = 64	8 x 6 = 48	8 x 9 = 72	8 x 7 = 56
9 x 3 = 27	9 x 8 = 72	9 x 6 = 54	9 x 9 = 81	9 x 7 = 63
10 x 3 = 30	10 x 8 = 80	10 x 6 = 60	10 x 9 = 90	10 x 7 = 70
11 x 3 = 33	11 x 8 = 88	11 x 6 = 66	11 x 9 = 99	11 x 7 = 77
12 x 3 = 36	12 x 8 = 96	12 x 6 = 72	12 x 9 = 108	12 x 7 = 84

Log on to TT Rock Stars,
our online times tables
resource, at:
www.ttrockstars.com

Working Scientifically

- **Can ask relevant questions and use different types of scientific enquiry to answer them.**
- Can use practical science to ask questions about the world around them.
- Can decide which type of enquiry to use to answer the questions they come up with. (research, observing over time, sorting and classifying, fair testing, pattern seeking).
- Can identify when to plan and carry out a fair test.
- **Can set up simple practical enquiries, comparative and fair tests.**
- Can suggest how to plan a fair test.
- Can suggest criteria for grouping, sorting and classifying information.
- Can recognise when secondary sources of information should be used when their questions cannot be answered practically.
- Can make predictions.
- **Can make systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, inc. thermometers and data loggers.**
- **Can gather, record, classify and present data in a variety of ways to help in answering questions.**
- **Can record findings using simple scientific language, drawings, labelled diagrams, bar charts, and tables.**
- Can sort information into criteria that they have decided.
- Can identify where patterns might be found and what data to collect to identify them.

- Can make decisions about observations - what to make, how long to make them for and what equipment to use. (with help).
- Can use equipment like data loggers and microscopes.
- Can collect data from observations and measurements by using notes, tables and standard units.
- Can help make decisions on how to record and analyse this data.
- **Can report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions**
- **Can use results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions.**
- **Can identify differences, similarities or changes related to simple scientific ideas and processes using straight forward scientific evidence to answer questions or to support their findings.**
- Can identify simple changes, patterns, similarities and differences in data. (with help)
- Can draw simple conclusions from data or relevant enquiries (including research) to answer questions. (with help)
- Can identify new questions arising from the data, information and research. (with help)
- Can find ways of making improvements
- Can use scientific language to discuss ideas and communicate findings.

Supporting Your Child

Ensuring Children Do Their Best in Meeting Their Year Group Expectations, They Need To:

- Read for at least ten minutes every day, tell stories.
- Practice mathematical calculations in everyday life, telling the time, counting money, playing board games and figuring out fractions when sharing and puzzles.
- Be punctual and attend daily unless seriously ill. If learning is missed it cannot be caught up so cannot be met.
- Complete home learning projects, spellings and tasks.
- Ensure enough sleep, water and breakfast.

Online Resources

The following resources are used to support your child's learning at home.

- **Reading:** Bug Club online at www.activelearnprimary.co.uk
- **Times Tables:** Times Table Rock Stars www.ttrockstars.com
- **Google Classroom**

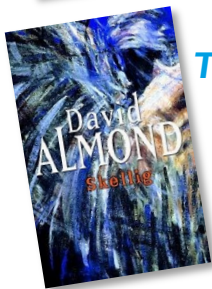
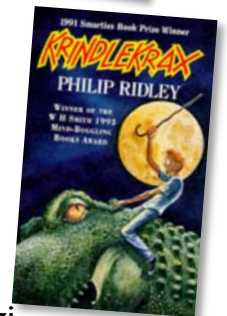
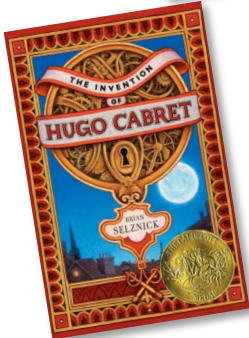
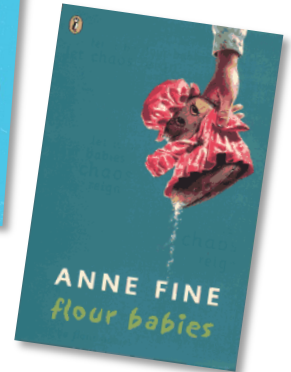
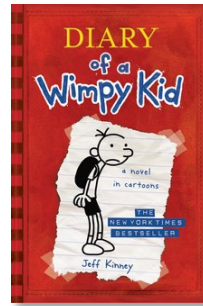
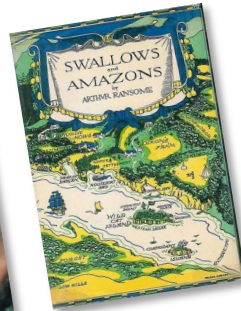
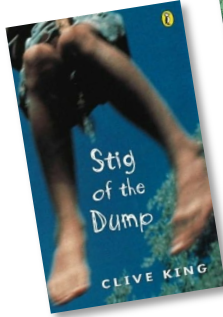
All children have been given log in details for these online resources.

For further assistance, please speak with the class teacher.

Places to Visit:

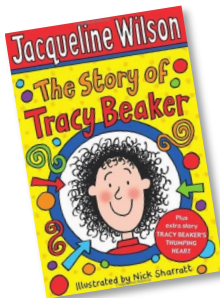
- Museum of Docklands - www.museumoflondon.org.uk/museum-london-docklands
- Museum of London - www.museumoflondon.org.uk
- The Science Museum - www.sciencemuseum.org.uk
- The Natural History Museum - www.nhm.ac.uk
- Tower of London - www.hrp.org.uk/tower-of-london
- Royal Museums Greenwich - www.rmg.co.uk
- V&A Museum of Childhood, Bethnal Green - www.vam.ac.uk/moc
- Art galleries, such as:
 - The National Gallery - www.nationalgallery.org.uk
 - National Portrait Gallery - www.npg.org.uk

Suggested Books to Read



Charlotte's Web by E B White
Five on a Treasure Island by Enid Blyton
The Diary of Wimpy Kid by Jeff Kinney
Krindlekrax by Philip Pullman
The Adventures of Tin Tin by Hergé
Wolves in the Walls by Dave McKean
The Story of Tracy Beaker by Jacqueline Wilson
Flour Babies by Anne Fine
A Monster Calls by Patrick Ness
Harry Potter and the Philosopher's Stone by J K Rowling
The Spiderwick Chronicles by Holly Black and Tony DiTerlizzi

The Arrival by Shaun Tan
The Invention Of Hugo Cabret by Brian Selznick
The Graveyard Book by Chris Riddell
Stig of the Dump by Clive King
Skellig by David Almond

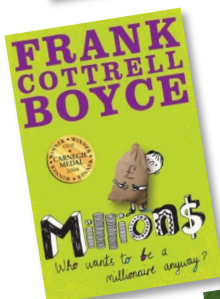
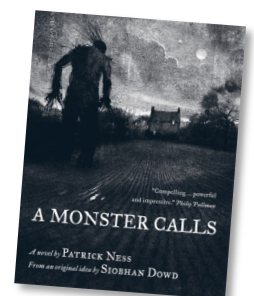


Truckers: The First Book of Gnomes by Terry Pratchett
Wonder by R J Palacio

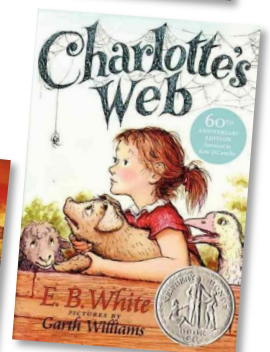
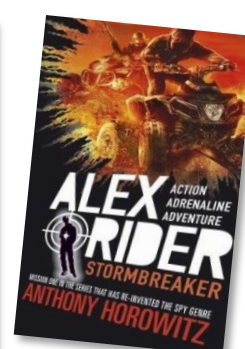
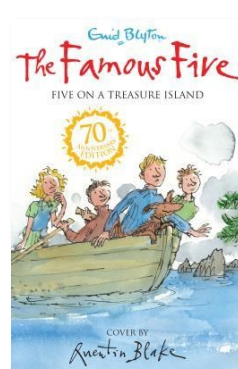
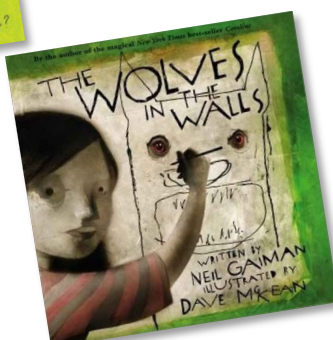
The Witches by Roald Dahl
Swallows and Amazons by Arthur Ransome
The Hobbit by J R Tolkien

The Borrowers by Mary Norton
Tom's Midnight Garden by Philippa Pearce
Millions by Frank Cottrell Boyce

Alex Rider Stormbreaker by Anthony Horowitz
Goodnight Mr Tom by Michelle Magorian



Holes by Louis Sachar
Private Peaceful by Michael Murgporgo









Executive Functions

At St Paul with St Luke School, we incorporate executive function skills into our approach to teaching and learning and recognise their benefits for aiding emotional regulation. Executive function is a set of mental skills that include working memory, flexible thinking, and self-control - some people refer to executive function as 'the management system of the brain'. We use these skills every day to learn, work, and manage daily life. Trouble with executive function can make it hard to focus, follow directions, and handle emotions, among other things.

Executive function is made up of three main elements:





- **working memory** (the ability to hold information and use it)
- **cognitive/mental flexibility** (the ability to switch gears and shift thinking in response to new rules or a change of situation)
- **inhibitory control** (the ability to control thoughts and impulses)

Executive functioning skill development by age

	 PLANNING	 TIME MANAGEMENT	 TASK INITIATION	 ORGANIZATION	 PROBLEM SOLVING	 FLEXIBILITY
INFANT (0-24 MONTHS)	<ul style="list-style-type: none"> • focusing for objects • pointing & grabbing 			<ul style="list-style-type: none"> • shows interest in color, size, shapes • beginning matching skills 	<ul style="list-style-type: none"> • engages in cause and effect play • figuring out 'how things work' through simple body movements and basic play skills 	<ul style="list-style-type: none"> • Older children in this age range play simple role play or imaginative play games
TODDLER (2-4 YEARS)	<ul style="list-style-type: none"> • understands simple instructions and can run simple errands 	<ul style="list-style-type: none"> • beginning understanding of time concepts including seasons, days, weeks, etc. • follows visual picture schedules to order tasks. • practices waiting. 	<ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 10 minutes 	<ul style="list-style-type: none"> • understands categories and patterns • can sort toys and objects by function, form, and class • cleans up toys and belongings with adult assistance 	<ul style="list-style-type: none"> • completes simple puzzles and games that combine language and movement to accomplish a goal. • decision making and turn-taking during play promote basic problem solving 	<ul style="list-style-type: none"> • Beginning skills to shift between activities. • Sometimes able to manage transitions and unexpected changes without upset.
EARLY LEARNER 5-12 YEARS	<ul style="list-style-type: none"> • able to follow a planned out set of steps to meet an end goal. • plays fast moving games and games requiring strategy and planning ahead. 	<ul style="list-style-type: none"> • developing time estimation and a sense of how long tasks will take. • beginning skills to manage leisure time and required tasks. 	<ul style="list-style-type: none"> • able to independently start and complete tasks that take up to 30-60 minutes 	<ul style="list-style-type: none"> • organize and sequence stories • can follow simple checklists • gathers materials for familiar routines, often with adult assistance and reminders 	<ul style="list-style-type: none"> • identifies and defines problems to many simple social and academic tasks; • emerging skills to brainstorm and break apart problems to identify solutions. 	<ul style="list-style-type: none"> • Participates in organized social activities like sports, clubs, and activities where unpredictable events occur. Often uses adult support to dynamically adjust.

These three core executive functions work together in different ways resulting in 11 high-order skills called *executive function skills*. Executive function refers to children's use of memory, how they adapt to change, regulating their behaviour and planning next steps. Which are all essential in their development as they learn to problem solve, reason and plan.

Executive functioning skills, such as regulating behaviour, will also help children to deal with change and new experiences. Especially through transitions, which can be a key moment in children's educational experience and considerably impact their wellbeing and attainment. By developing these different abilities and encouraging children to plan, focus and think about their behaviour, we are helping them to better understand the role they have in the learning process. If children cannot focus their attention, keep information in their mind and regulate their behaviour, they will find it very challenging to learn effectively and make the best progress possible.

 WORKING MEMORY	 EMOTIONAL CONTROL	 IMPULSE CONTROL	 ATTENTIONAL CONTROL	 SELF MONITORING
<ul style="list-style-type: none"> • plays hide-and-seek and simple recall games • participates and enjoys familiar rhymes and songs 			<ul style="list-style-type: none"> • plays simple games like peek-a-boo and pat-a-cake • imitation and copying behaviors emerge 	
<ul style="list-style-type: none"> • follows along to songs and fingerplays with many steps and movements. 	<ul style="list-style-type: none"> • labels own emotions and the emotions of others • may often have tantrums or upset when frustrated, tired, or overwhelmed requiring adult comfort to soothe. 	<ul style="list-style-type: none"> • plays active inhibition games like musical chairs, and freeze dance • learns to inhibit safety-related behaviors like touching a hot stove and street safety. 	<ul style="list-style-type: none"> • able to direct attention to objects and activities for longer periods of time. • Responds to adult cues and redirections back to 'pay attention' when needed. 	<ul style="list-style-type: none"> • talks about own feelings and connects simple behaviors with emotions. • plays along with other children, directing play and accepting play ideas.
<ul style="list-style-type: none"> • Independent with puzzles, logic games, and coordinated group activities. • able to collect information and apply it to new settings. 	<ul style="list-style-type: none"> • learns to control tantrums and frustrations without adult comfort. 	<ul style="list-style-type: none"> • follows safety rules and most social norms for behavior. • behavior maintains when teachers or adults are not around 	<ul style="list-style-type: none"> • able to save money for desired objects. • developing note taking, reminders, and planning tools to help sustain attentional control. 	<ul style="list-style-type: none"> • able to complete activities like journaling to reflect on own behavior. • checks own work for simple mistakes.

It is therefore vital that the importance of executive function is appreciated.

If you have any concerns about developmental challenges of your child, talk to the class team and SENDCO.

Behavioural Expectations and Understanding Self

Can include children being able to:

Hold Information in Mind



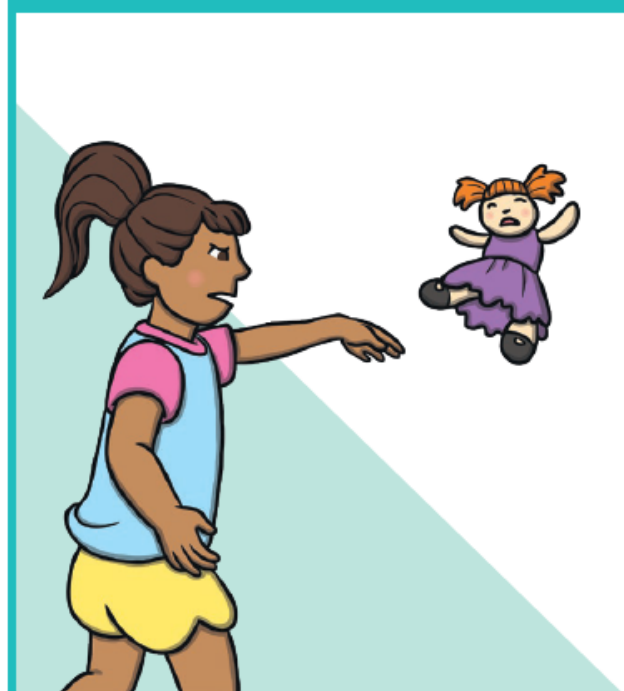
Focus Their Attention



Think Flexibly



Inhibit Impulsive Behaviour



Executive Function Support at Home

Detailed here are games and activities that are great fun played as a family but also develop executive functioning skills.



Games that involve strategy are great for learning self-control, planning and flexibility:

- Jenga
- Chess
- Draughts
- Battleships
- Rummy



Games that require working to a time limit with develop time management and organisation skills:

- Don't Panic
- Pictionary

Any games that require you to hold information in your head are great for developing working memory:

- Card games such as Happy Families, Pairs, UNO.
- Crosswords
- Sudoku
- Songs and games such as 'I went to the shops and I bought...', 'Boom Chica Boom', '20 Questions'.
- Snap is great for developing a faster response to things.



Physical games that require coordination are also great fun:

- Football
- Tennis or Badminton
- Obstacle course
- Aerobics



Working Memory Boosters

At a glance

- Working memory refers to how we hold on to and work with information stored in short-term memory.
- Kids use working memory to learn and follow directions.
- Working-memory boosters can be built into your child's daily life.
- Does your child have a hard time keeping one bit of information in mind while he's doing something else? For example, if he's helping make spaghetti and the phone rings, does he forget he needs to go back and keep stirring the sauce? If he often has trouble with such tasks, he might have working memory issues.
- Working memory refers to the manipulation of information that short-term memory stores. (In the past, the term "working memory" was used interchangeably with the term "short-term memory.") It's a skill kids use to learn. It's needed for tasks like following multi-step directions or solving a math problem in your head.
- You can help your child improve this executive function by building some working memory boosters into their daily life.

1. Work on Visualisation Skills

Encourage your child to create a picture in his mind of what he's just read or heard. For example, if you've told him to set the table for five people, ask him to come up with a mental picture of what the table should look like. Then have him draw that picture. As he gets better at visualising, he can describe the image to you instead of needing to draw it.

2. Have Your Child Teach You

Being able to explain how to do something involves making sense of information and mentally filing it. If your child is learning a skill, like how to dribble a basketball, ask him to teach it to you. Teachers do something similar by pairing up students in class. This lets them start working with the information right away rather than waiting to be called on.

3. Suggest Games That Use Visual Memory

There are lots of matching games that can help your child work on visual memory. You can also do things like give your child a magazine page and ask him to circle all instances of the word the or the letter a in one minute. You can also turn license plates into a game. Take turns reciting the letters and numbers on a license plate and then saying them backwards, too.

4. Play Cards

Simple card games like Crazy Eights, Uno, Go Fish and War can improve working memory in two ways. Your child has to keep the rules of the game in mind. But he also has to remember what cards he has and

Working Memory Boosters

which ones other people have played.

5. Encourage Active Reading

There's a reason highlighters and sticky notes are so popular! Jotting down notes and underlining or highlighting text can help kids keep the information in mind long enough to answer questions about it. Talking out loud and asking questions about the reading material can also help with this. Active reading strategies can help with forming long-term memories too.

6. Chunk Information into Smaller Bites

Ever wonder why phone numbers and social security numbers have hyphens in them? Because it's easier to remember a few small groups of numbers than it is to remember one long string of numbers. Keep this in mind when you need to give your child multi-step directions. Write them down or give them one at a time. You can also use graphic organizers to help break writing assignments into smaller pieces.

7. Make it Multisensory

Processing information in as many ways as possible can help with working memory and long-term memory. Write tasks down so your child can look at them. Say them out loud so your child can hear them. Toss a ball back and forth while you discuss the tasks your child needs to complete. Using multisensory strategies can help your child keep information in mind long enough to use it.

8. Help Make Connections

Help your child form associations that connect the different details he's trying to remember. Grab your child's interest with fun mnemonics like Roy G. Biv. (Thinking about this name can help kids remember the order of the colours in the rainbow.) Finding ways to connect information helps with forming and retrieving long-term memory. It also helps with working memory, which is what we use to hold and compare new and old memories.

Memory-boosting tricks and games are just some of the ways to help your child with executive functioning issues. If your child continues to have significant difficulties with working memory, it might be a good idea to get an evaluation for possible attention issues. You may also want to explore tips from experts on topics like getting organized and managing attention.

Key Takeaways

- Teaching your child ways to visualize thoughts can help improve his working memory.
- Card games and other fun activities can help build working memory.
- Finding ways to connect information can help your child with long-term memory as well as working memory.

Well-Being Top-Tips

Loving each other is at the core of our Mission, Vision and Values and at St Paul with St Luke School we recognise the vital need to prioritise the well-being of our pupils in order for them to be able to flourish personally, academically, socially, physically, emotionally and mentally.

Detailed on these pages are some top-tips to support pupils at home with their well-being.

1

Think of a way
you can be
active every day
this month.

2

Play an outdoor
game with
friends or
family.

3

Reflect on
something you
are really proud
of.

4

Visit a
museum
with a trusted
adult.

5

Take five
minutes
to just sit still
and breathe.

6

Try
stargazing.

7

Put on some
calming music
and colour in
some colouring
pages.

8

Do some
baking – you
could try to
make some
biscuits.

9

Arrange a
play date
with one of
your friends.

10

Get up early
to enjoy
the sunrise.

11

Keep a sleep
diary over the
course of a week
to check if you're
getting enough
sleep each night.

12

Watch one of
your favourite
films or a brand
new one!

Well-Being Top-Tips

13

Go for a walk with a friend or family member. Explore somewhere you haven't been before.

14

Draw a picture to show the best thing that happened today.

15

Listen to some music that makes you feel good.

16

Give a loved one a hug.

17

Go for a picnic outdoors and pack your favourite snack.

18

Read a book.

19

Go to the park and play on your favourite equipment.

20

Cook a delicious meal for your family.

21

Make a thank-you card for somebody.

22

Do something that makes you laugh.

23

Make a time capsule that includes information about your life today. Keep it somewhere safe.

24

Visit the park.

25

Think about a person in your life you are grateful for. What is it about them that makes them special?



Child Protection And Safeguarding

Safeguarding is a duty of care that all staff have for all the children in school.

As part of our statutory duties, we are bound by the guidance of and in line with *Keeping Children Safe in Education* and have a duty to prevent radicalisation and other local and national arrangements. As such staff are tasked to notice any changes in children and report any child reported incidents to a Designated Safeguarding Lead (DSL).

All staff, volunteers and parents/caregivers play an active role in making sure children are protected from harm. Persistent or prolonged or patterned absence may be seen as a safeguarding issue.

Our Child Protection Policy can be found on our website:

www.spsl.towerhamlets.sch.uk/policies

Designated Safeguarding Staff

**Designated
Safeguarding Lead:**

Mark Ali

**Deputy Designated
Safeguarding Leads:**

Tomas Hall

Fahima Begum

Dan French

SENDCo:

Dan French

What Should You Do if you are Concerned

If you have any concerns about the welfare or safety of a child you can share them with a member of the designated safeguarding staff team or report directly to:

Tower Hamlets Multi-Agency Safeguarding Hub (MASH)

(During the office hours of 9am-5pm)

Tel: 020 7364 5006 option 3

Extensions: 5606/5601/5358/7796

Email: mash@towerhamlets.gov.uk

Emergency Duty Team (EDT) –

Out of hours service

(After 5pm and at weekends)

Tel: 020 7364 4079

**If a child is in immediate danger,
please call the police on 999.**

If you need support,
contact the Early Help Hub on
020 7364 5006
(Option 2).



Attendance and Punctuality

High attendance is essential for a child to reach their full potential

It is very important that your child arrives at school on time and ready to learn - the doors open at **8:30am** in order for pupils to get a settled start to their learning.

In order to maintain safety for all pupils, the side gates are locked during the day. Please use the main gate after this time.

If, for any reason, your child is late/absent, a message or letter must be given to the school office **before 9:00 am** explaining the reason for the absence/lateness. If a child has not arrived by the end of registration, the school office will call home to enquire the reason for the absence.

Children should be collected at on time.

If your normal collection arrangements fail, please telephone before the end of school to let us know.

*It is vital that you keep us informed
of any changes of address or telephone numbers.*

Other Ways You Can Help Your Child Succeed



There are lots of ways parents and caregivers can help children at home, but making sure they regularly complete their homework and hand it in on time is essential.

It would also help if you could:

- Ensure your child has a calm quiet working space.
- Talk with your child about what they are learning and the homework they have been set.
- Visit the library regularly.

Ideally parents/caregivers should read with or listen to their children daily to help them to develop fluency, confidence and a love for reading.

We ask parents/caregivers in Foundation Stage and Key Stage One to sign and record comments in their child's Reading Diary to show that they have heard their child read and to maintain a dialogue between home and school of how well their child is reading.

If parents/caregivers have any questions about homework or their child's learning they should, in the first instance, contact their child's class teacher.







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 St Paul with St Luke CE Primary School

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