

# What is '*new* and *different*' in Year 4?

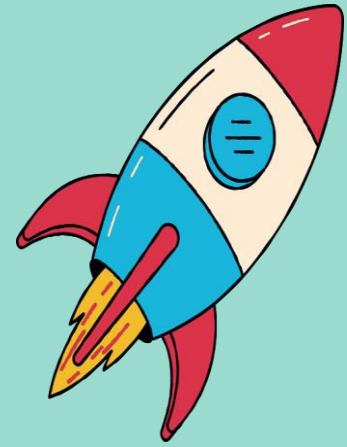
September 2023

# Meet the Year 4 team

**Rowan Class – Mr Bennett and Mrs Moise**

**Aspen Class - Miss Brown and Miss Mitchell**

# OUR VISION



**Dashwood Banbury  
Academy**  
an Aspirations Academy

## OUR VISION

- 🔗 **Inspire, motivate and encourage** everyone to dream big, be creative and become **lifelong learners**
- 🔗 Create a **safe** place where people **take risks**, make the **right choices** and **challenge** themselves to improve
- 🔗 Ensure we have **high expectations and aspirations** for all
- 🔗 Offer **opportunities** to experience the world, **communicate**, build friendships and create a **brighter future**
- 🔗 Develop a culture of **respect, integrity and compassion**
- 🔗 Equip pupils to be **resilient, confident, self-assured** young people who are ready for what their future holds in an ever-evolving world
- 🔗 **Believe in inclusion** ensuring the **community** works together in **unity**

## OUR VALUES

### Self-worth

- 🔗 **Belonging** / consideration
- 🔗 **Heroes** / respect
- 🔗 **Sense of Accomplishment** / pride

### Engagement

- 🔗 **Fun and Excitement** / motivation
- 🔗 **Curiosity and Creativity** / imagination
- 🔗 **Spirit of Adventure** / bravery

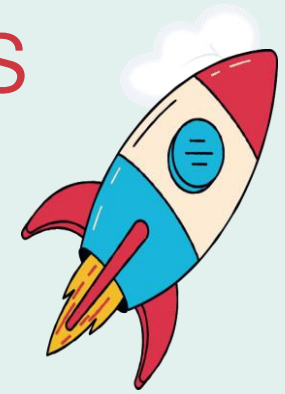
### Purpose

- 🔗 **Leadership and Responsibility** / trust
- 🔗 **Confidence to Take Action** / resilience

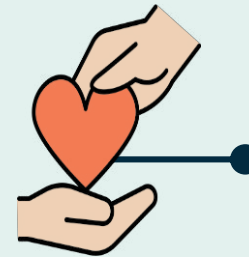
## OUR MISSION

**GROWING TOGETHER; SUCCEEDING TOGETHER**

# CLEAR VISION UNDERPINNED BY A SET OF STRONG GUIDING PRINCIPLES



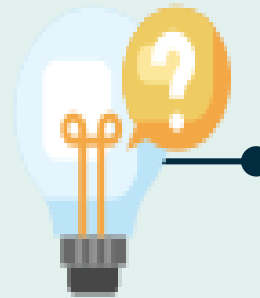
SELF-WORTH



BELONGING  
HEROES  
SENSE OF  
ACCOMPLISHMENT



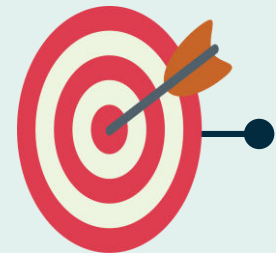
ENGAGEMENT



FUN & EXCITEMENT  
CURIOSITY & CREATIVITY  
SPIRIT OF ADVENTURE



PURPOSE



LEADERSHIP &  
RESPONSIBILITY  
CONFIDENCE TO TAKE  
ACTION



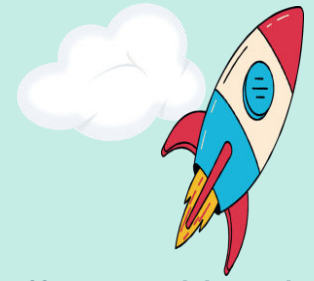
# Self-Worth



Self-Worth flourishes when students and staff know they are valued members of the school community, have people in their lives they can trust and learn from, believe they have the ability to achieve, and know their efforts and hard work are recognized and celebrated in a variety of ways—academically, personally, and socially.



BELONGING  
HEROES  
SENSE OF  
ACCOMPLISHMENT



# Self-Worth

- Mentoring Programme
- Range of rewards to recognise effort and hard work
- Achievements celebrated on social media
- Staff wellbeing
- Inter-School events
- Pastoral support
- Anti-bullying Ambassadors
- Links with the local community
- Student Voice
- Drawing and Talking
- Effective transition procedures



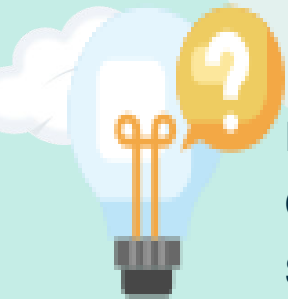
BELONGING  
HEROES  
SENSE OF  
ACCOMPLISHMENT



# Engagement



Engagement takes root when schools ensure that students and staff are deeply involved in the learning process, showing enthusiasm and a desire to learn new things, as well as a willingness to take positive, healthy steps toward the future.



FUN & EXCITEMENT  
CURIOSITY & CREATIVITY  
SPIRIT OF ADVENTURE

# Engagement



- Exceptional enrichment programme
- Trips throughout the academic year
- ATL curriculum
- STEM
- Staff are encouraged to promote questioning, problem solving, innovation, and creative exploration within their lessons.
- Broad and balanced curriculum
- Regular sporting fixtures
- Student achievements celebrated on social media
- Arts award
- Community Events



FUN & EXCITEMENT  
CURIOSITY & CREATIVITY  
SPIRIT OF ADVENTURE



# Purpose

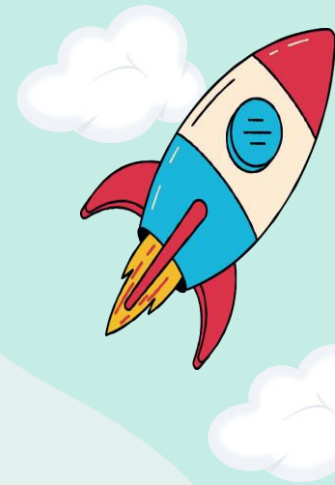


Purpose in school is fostered when students and staff take responsibility for who and what they want to become, both in terms of professional careers and by being confident, responsible members of their community.



FUN & EXCITEMENT  
CURIOSITY & CREATIVITY  
SPIRIT OF ADVENTURE

# Purpose



- High standards and expectations
- \* Student Leadership Team
- Aspirations Academy Council
- Sports Leadership Team
- Eco Warrior team
- Anti-Bullying Ambassadors
- Race Equality Group
- Employability skills thread through the curriculum



LEADERSHIP &  
RESPONSIBILITY  
CONFIDENCE TO TAKE  
ACTION

# BEHAVIOUR IS COMMUNICATION

@kwiens62

UNEXPECTED BEHAVIOUR



SOME PEOPLE SEE "MISBEHAVIOUR". THEY USE REWARDS AND PUNISHMENT TO TRY TO GET COMPLIANCE. THIS DOES NOT ADDRESS UNDERLYING REASONS FOR THE BEHAVIOUR.

BIOLOGICAL

EMOTIONAL

COGNITIVE

SOCIAL

PROSOCIAL

FIVE DOMAINS OF SELF-REG

visit: [www.self-reg.ca](http://www.self-reg.ca)



\*STRESS DETECTIVES\* REFRAME A CHILD'S BEHAVIOUR AS "STRESS BEHAVIOUR". THEY ATTEMPT TO IDENTIFY AND REDUCE STRESSORS WHILE TEACHING THE CHILD SKILLS TO RESPOND TO STRESSORS.

Kristin Wiens 2016

**At Dashwood, we understand that all behaviour is communication.**

Challenging behaviour requires an understanding of its underlying communication in order to create successful support and intervention for all.

# The Dashwood Way

At Dashwood Banbury Academy we believe that all behaviour is a form of **communication** and treat it as so. We **acknowledge** how others are feeling and aim to build a **positive mind-set** in order to tackle problems head on. At the core of what we believe stands our vision and values.

Emotions are a part of everyday life and **self-regulation** is the key to being able to realise and live by our vision and values. Self-regulation is tricky for adults at the best of times and even more so for children. When emotions are strong (there are no negative emotions) it becomes even harder to control. We use a system created to develop language around emotions and support **mental and emotional well-being** which is based on 'Zones of Regulation' (more information can be found at:

<https://www.zonesofregulation.com/index.html> and in appendix 1.

All actions have consequences and so it is our responsibility to teach pupils about this (this includes criminal responsibility lessons).

## 1. Give me some attention

- Way to communicate a need for attention, whatever that attention may look like.
- For some it does not matter if the attention they receive is positive or negative, as long as they are gaining attention of some description.

## 2. Get me out of here!

- Fight or flight...the fear of threat. A need to escape from a situation that a person does not want to be in.

## 3. It feels good

- Challenging behaviour may also have a sensory function.
- Some young people behave in a challenging way because for them, it just feels good to do so.
- Their behaviour might communicate a need to have some power because exercising power makes them feel empowered; it establishes a sense of control.
- Attachment, behaviours of traumatised children

## 4. Give me a reward

- Challenging behaviour might communicate a desire for a tangible reward.
- Some children learn very quickly that challenging behaviour can be rewarded (eg: the child gets what they want) and in-turn the function of the behaviour is reinforced. Adults may find a short-term solution but they are setting up a longer-term problem.

# Behaviour Policy

Low states of alertness including sluggish. The brain is moving slowly. 'Zoned out'

Regulated state of alertness, shows control: ready to learn and/or be social.

Heightened state of alertness but with some control including stress, anxiety, excitement, silliness, nervousness and confusion.

Which zone are you in?

Blue	Green	Yellow	Red
REST AREA ↑	GO	SLOW	STOP
sad tired sick bored	calm ready to learn happy okay	silly/wiggly frustrated hyper worried	mad out of control angry yelling/hitting

Heightened state of alertness but with very intense emotions including rage, explosive, terror, panic. There is no control over emotions here. No ability to think, be rational, negotiate or reflect.

## Attachment/trauma

- Hyperactive - often seen as naughty but a sign often of neglect (yellow)
- Anger - an expression of fear, threat response (red zone)
- Being 'zoned out' - psychological shutdown (blue zone)
- Attention-seek, risk-take, act angry and tough to hide their vulnerability (yellow/red zones)

## What you can do to support your child at home:

- Consistency of high-expectations
- Positive reminders of the three school rules - **Ready, Respectful, Safe** - and why we have them
- Consistent reiteration of the same message
- Label the feeling - not the behaviour
- Talk about the different colour zones at home with your child - use this to help begin to identify feelings and emotions

**‘Children soak up  
what is around  
them’**

# S.T.O.P

a powerful, yet surprisingly basic strategy that helps you to be focused, alert, relaxed, and at your emotional best when a big moment presents itself in your life.

A four-step mental checklist to use anytime you want to add a burst of fresh energy, creativity, or insight to whatever is going on.

The whole idea behind it is that by taking a very brief break—even less than one minute—you can determine the very best action to take in the moment.

## S = Stop

Stop what you are doing: Press the pause button on your thoughts and actions. Be still.

## T = Take

Take a few deep breaths to center yourself and bring yourself fully into the present moment.

## O = Observe

Observe what is going on with your:

### Body

What physical sensations are you aware of (touch, sight, hearing, taste, smell)?

### Emotions

What are you feeling right now?

### Mind

What assumptions are you making about your feelings? What is the story you're telling yourself about why you are having them?

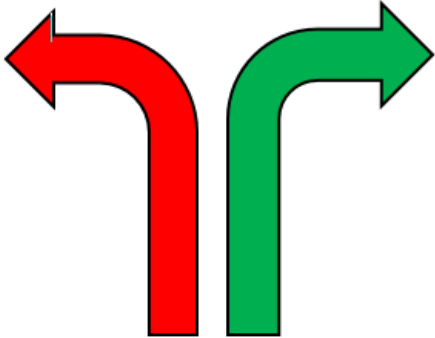
## P = Proceed

Proceed with whatever you were doing, making a conscious, intentional choice to incorporate what you just learned.

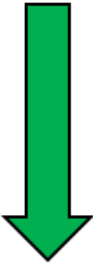


Options for a negative outcome?

Options for a positive outcome?

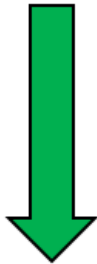


**S**



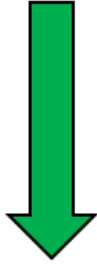
Stop.  
Be Still.

**T**



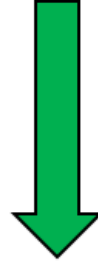
Take a  
breath.

**O**



Observe.  
Options?

**P**



Proceed.

# Key points

- **Tone** of voice - calm and kindly educating *'Children soak up what is around them'*
- **Acknowledgement and understanding** of feelings - self and others *'Someone cares'*
- Use of the 30 second **script** *'Consistency'*
- **Flow chart** - not as rigid in terms of order and meant to be more preventative than always reactive (if you see someone bubbling - get in there first) - *'Support and nurture'*
- **Choices** to help self regulation - Thinking Zone - *'Choose to Change'*
- **Consequences** of behaviour, not sanctions. Developmentally appropriate level understanding the needs of the child - the same consequence is not always appropriate for every child and will be well-thought-through on an individual basis.
- **Reconciliation** to repair relationships - *'Support to build trusting relationships'*

Linked to our new school rules: **Ready Respectful, Safe** *'Clear, consistent'*

It's **ok** to have **emotions** - we all do. Emotions are in the **red zone** are **strong**  
**not wrong!**

# Behaviour

- Whole school rules; Ready, Respectful and Safe.
- Using the Zone of Regulation, pupils can reflect on their emotions, feelings and behaviour. At Dashwood Banbury Academy we support pupils to self-regulate and we understand that all behaviour is communication. Pupils learn that there are positive and negative consequences for all behaviour.
- Pupils have the chance to earn Dojo points for working independently and as a class.
- Pupils can earn Dojo points for doing good work, listening well, being a good friend, helping others and any other amazing things they do!



# Behaviour

## The **ZONES** of Regulation<sup>®</sup>

			
<b>BLUE ZONE</b> Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b> Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b> Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b> Mad/Angry Mean Terrified Yelling/Hitting Out of Control

# Homework

- Homework will be given out every Friday and is due in on the following Thursday.
- Homework will be set on Seesaw and children will have homework books to work in. New Seesaw home learning codes will be sent home with your child.
- The children will be given spellings on Seesaw each week which will be based on their individual phonics or spelling groups.
- Homework projects will be given out three times a year corresponding to the longer school holidays.

# Wellbeing

This will be teaching children how to:

- Keep themselves safe
- Focus on their rights and responsibilities
- Know what situations and secrets are safe and unsafe
- Manage situations
- Know who to talk to in a variety of situations
- Manage their emotions through the Zones of Regulation
- Commando Joe's mission.

# Academic Expectations



- Pupils are expected to write in cursive script at all times including in their homework books.
- In maths, pupils will be consolidating and extending their knowledge of the four operations. They will be telling the time on analogue and digital clocks as well as working with decimals and fractions.
- In literacy, pupils will be writing a variety of stories as well as reports, discussions, letters and poems.

# Project Based Learning

- Make the curriculum challenging and engaging for all students.
- Working on a termly project based on a topic.
- Children will be leading their own learning and developing 21<sup>st</sup> century skills needed in life.
- The shared outcomes may be a video, a presentation, a written report or a making a product.





# Spellings

## Year 4 expectation

accident(ally)  
actual(ly)  
address  
answer  
appear  
arrive  
believe  
bicycle  
breath  
breathe  
build  
busy/business  
calendar  
caught  
centre  
century  
certain  
circle  
complete  
consider  
continue  
decide  
describe  
different  
difficult  
disappear  
early  
earth  
eight/eighth  
enough  
exercise  
experience  
experiment  
extreme  
famous  
favourite  
February

forward(s)  
fruit  
grammar  
group  
guard  
guide  
heard  
heart  
height  
history  
imagine  
increase  
important  
interest  
island  
knowledge  
learn  
length  
library  
material  
medicine  
mention  
minute  
natural  
naughty  
notice  
occasion(ally)  
often  
opposite  
ordinary  
particular  
peculiar  
perhaps  
popular  
position  
possess(ion)  
possible

potatoes  
pressure  
probably  
promise  
purpose  
quarter  
question  
recent  
regular  
reign  
remember  
sentence  
separate  
special  
straight  
strange  
strength  
suppose  
surprise  
therefore  
though/although  
thought  
through  
various  
weight  
woman/women

# Reading

- Just like last year, your child will be assessed on their reading early in the term and will be bringing appropriately levelled book home
- Please read with your children on a regular basis.

# Times Tables

This year your child will be doing a Government times table test in June.

They will have to answer 25 multiplication facts up to  $12 \times 12$ . They will be given 6 seconds to answer each question.

To prepare, your child can use Times Table Rock Stars. Information on how to login in will be coming home with your child.

# PE

- PE will be on Tuesdays and Wednesday.
- Please make sure your child has their kit in school every day as we often take the opportunity to go outside when we can.
- Please label ALL PE kit, including shoes.
- As the weather will soon be getting cooler, please make sure a hoodie is available as we do go outside in inclement weather.

# A healthy balanced diet - it matters because...

We care about all of our pupils' health and want to work with parents, carers and families to educate our pupils to form healthy habits now that they can take into their future. The **NHS** advises following:

- **The effects of too much sugar**
- Too much sugar is bad for children's health as it can lead to the build-up of harmful fat on the inside that we cannot see.
- This fat can cause weight gain and serious diseases like type 2 diabetes, heart disease and some cancers.
- Having too much sugar can also lead to painful tooth decay - every 10 minutes, a child in England has a tooth removed in hospital.

Let's all work together  
to give children the  
best possible start to  
their lives.

Using NHS advice, we  
ask that you support us  
with the following:

## The NHS recommends that a healthier lunchbox should include:

Starchy carbohydrates that keep your child feeling fuller for longer (wholemeal bread, pasta, potatoes, rice). **Top Tip:** If your child does not like wholemeal bread, try making a sandwich from one slice of white and one slice of wholegrain to get them used to it. Please ensure sandwich filling are also low sugar - no chocolate spread please.

Make healthy swaps to cut down on crisps, chocolate and fruit bars that are high in refined sugar. Find out more about healthier snack swaps at <https://www.nhs.uk/healthier-families/food-facts/healthier-snacks/>

Only **ONE** small treat should be included in lunchboxes if absolutely necessary. No 'grab bag' crisps or extra-large sized chocolate should be included. A portion of fruit or a low-sugar yoghurt are much healthier choices. Calories should be under 100 calories.

Include at least one portion of vegetables or salad: cherry tomatoes, cucumber, celery sticks and sliced peppers all count towards your child's '5 a day'. You could add a small pot of cream cheese for your child to dip their vegetables in.



**At Dashwood Banbury Academy, we believe that school meals are a great choice for your child, but if you choose to make a packed lunch for them instead, here are some tips for providing a healthier lunchbox. Please help your child to live a healthy life.**



Include fresh fruit that is in season: chopped apple, raspberries, strawberries, blackberries, blueberries and melon, all make great snacks too. **Top Tip:** add a squeeze of lemon juice to chopped fruit to stop it from going brown.

Include a source of protein such as beans and pulses; eggs; meat; cheese; and fish.



**REMEMBER: We are a NUT-FREE school.**

Please **NO** peanut butter, chocolate spread or nuts as snacks as some of our children and staff members have severe allergies.



Find healthy lunchbox choices and ideas from the NHS at Change4Life and <https://www.nhs.uk/live-well/eat-well/food-guidelines-and-food-labels/the-eatwell-guide/>

## Healthy Break-time Snacks

At Dashwood Banbury Academy, we are committed to supporting our pupils to make healthier choices to ensure they form the best habits now, for a healthier future. We know that it can be difficult to know what to do when it comes to snacks, so we have sought NHS advice to help you make and buy healthier options. Fruit and veg snacks are always the best choice, but if children are having packaged snacks, remember to only aim for one small one once a day that is under 100 calories.

Find out more at: <https://www.nhs.uk/healthier-families/food-facts/healthier-snacks/>



**Please support your child's health by only giving them one of these snacks to eat at break time**

- Lower sugar fromage frais or yoghurt
- Plain rice cakes or crackers with lower-fat cheese
- Sugar-free jelly
- Fruit: an apple, pot of berries, satsuma segments
- Vegetable sticks; carrots, cucumber, celery, tomatoes
- Low-sugar cereal bars (check the sugar content as these can often be high)
- Under 100 calories - healthier choice snacks - rice cake snacks, malt loaf or small portion of dried fruit



**If your child brings these in as snack, they will be asked to pack it away and bring it home with them.**

- Croissant - plain or chocolate/syrup filled - the sugar content in these are very high
- Cereal bars or chocolate-covered cereal bars the sugar content in these are very high
- Crisps
- Chocolate bar of any kind
- Cookies, biscuits or cake of any kind



Keep an eye out for the 'Good Choice' badge on products in stores and when shopping online to help you quickly find healthier options.

**Drinks:** To support oral health, in class, drinks must be **WATER ONLY**. Squash is only permitted to be drunk with lunch and should be a low-sugar or no-added sugar options. Fruit juices are also very high in sugar.

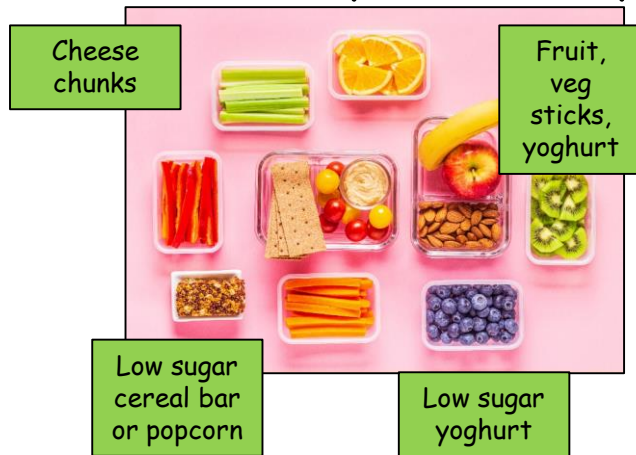
**NO fizzy or energy drinks** are permitted at any time.





# Break Time

One healthy snack only



No crisps, cakes, chocolate bars or any high-sugar foods

Please support your child in living a healthy lifestyle with a balanced diet to set them up for a healthier future

# Lunch Time



## Drinks

Water only in water bottles used in the classroom

Squash can be given as a lunch time drink but NO fizzy or energy drinks (low-sugar squashes are better for teeth)

# Year 4 Camp Night

This is will be the main experience of the year and focuses on outdoor and adventurous learning.

We will be camping in the school grounds in one of Summer terms and taking part in a range of outdoor activities to develop resilience, collaboration and a sense of independence.

The cost is likely to be around £25 which includes food, activities and tents.

A letter will be sent home later in the year with the details.

# Finally...

Don't forget to check our newsletters and websites for special dates and events

If you have any questions please catch us at the start and end of the day.

**Thank you from the Year 4 team!**