



Welcome to our Parents' meeting

September 2026

Meet the team



Mrs Cartwright
Class Teacher



Miss Hughes
Class Teacher



Mrs Cope
Class Teacher



Mrs Hill
Mon-Wed Teaching Assistant



Mr Fereday
HLTA



Miss Lewis
Thurs-Fri Teaching Assistant

Purpose and aims



- To meet your child's new teacher and to answer any questions you may have
- To provide the expectations for the end of the year in terms of the curriculum
- To explain the purpose of planners
- To clarify information about the school – based on parent questionnaire feedback

School Life



A typical school day



Year 3+4BH Timetable

		9.00 – 10.00	10.00-10.40			11.00 – 12.00			1.20 – 2.00	2.00 – 3.00
Monday		English 	Fluency and Spelling 	BREAK	LUNCH	Maths ($2+3=5$) 	Assembly KC		Topic 	PSHE 
Tuesday		English 	Fluency and Spelling 			Maths ($2+3=5$) 	Handwriting	Spelling test	Science 	
Wednesday		English 	Fluency and Spelling 			Maths ($2+3=5$) 	PE 		RE 	
Thursday		English 	Fluency and Spelling 			Maths ($2+3=5$) 	Handwriting	Computing 	Music 	
Friday		English 	Fluency and Spelling 			Maths ($2+3=5$) 	Assembly AS	Handwriting	Art 	French 

Expectations of the academic year



- We will now explore the curriculum content for Year 3/4.
- This is an overview of the year group of the relevant National Curriculum objectives.
- Essentially, each year group needs to be able to read and spell at their level. There are copies of the spellings relevant for each year group in the front of the planner. These are not exhaustive lists.

Year 3/4 Curriculum content – a general overview

English in Years 3 and 4 is about helping children become **confident readers, writers, speakers and listeners**. Children build on the skills they developed in Key Stage 1 and begin to use more detailed vocabulary, longer pieces of writing and more complex texts.

Reading

Children will learn to:

- Read longer and more challenging books and texts independently.
- Read aloud with greater fluency, expression and confidence.
- Understand what they have read and explain their ideas using evidence from the text.
- Work out the meaning of unfamiliar words using the surrounding text.
- Discuss characters, settings, events and themes.
- Make sensible predictions about what might happen next.
- Explain why an author has chosen particular words or phrases.
- Begin to recognise different types of writing, such as stories, poems, information texts and newspaper reports.
- Develop a love of reading by experiencing a wide range of books, authors and genres.

Children should increasingly be able to **talk about books and give reasons for their opinions**.



Year 3/4 Curriculum content – a general overview

Writing

Children will develop their ability to write for different purposes, including:

- Stories and other creative writing
- Descriptions
- Letters
- Newspaper reports
- Instructions
- Persuasive writing
- Information texts
- Poetry
- Diary entries

They will learn to:

- Organise their writing into **clear paragraphs**.
- Choose interesting and appropriate vocabulary.
- Use a wider range of sentence structures.
- Join ideas together effectively.
- Use punctuation accurately, including **speech marks, commas and apostrophes**.
- Check and improve their own writing.
- Make sure their writing is **clear, interesting and appropriate** for the person who will read it.
- Plan their ideas before writing and edit their work afterwards.

A key focus is moving from simply writing sentences to creating **well-organised pieces of writing** that have a clear purpose and audience.

Year 3/4 Curriculum content – a general overview

Spelling, Grammar and Punctuation

Children will continue to develop their spelling and learn common spelling patterns and rules.

They will also learn about:

- Nouns, verbs, adjectives and adverbs
- Pronouns
- Conjunctions
- Prepositions
- Different types of sentences
- How to use paragraphs
- How to use commas, apostrophes and inverted commas (speech marks)
- Prefixes and suffixes
- How words are built and how their meanings can change
- Direct speech
- Using a dictionary to check spelling and meaning

By the end of Year 4, children should be increasingly able to spot and correct their own grammatical and spelling mistakes.

Year 3 Maths – What will your child learn?

Building confidence with numbers, calculations, fractions and problem solving



Numbers

- Numbers to 1,000
- Place value
- Compare & order
- Round to 10 & 100



Calculations

- Addition & subtraction
- 3, 4 & 8 times tables
- Multiplication & division
- Written methods



Fractions

- Understand fractions
- Fractions of amounts
- Equivalent fractions
- Compare & order



Measurement

- Money & time
- Length, mass & capacity
- Perimeter
- Practical problems



Shape

- 2D & 3D shapes
- Angles & right angles
- Parallel & perpendicular
- Position & movement



Data

- Tables
- Bar charts
- Pictograms
- Answer questions about data



Most importantly: children will learn to explain their thinking and solve problems, not just find an answer.

Year 4 Maths – What will your child learn?

Building confidence with larger numbers, calculations, fractions and problem solving



Numbers

- Numbers to 10,000
- Place value & comparing numbers
- Round to the nearest 10, 100 & 1,000
- Roman numerals & negative numbers

+ Calculations

- Times tables: up to 12×12
- Addition & subtraction
- Multiplication & division
- Written methods & mental strategies



Fractions & Decimals

- Equivalent & comparing fractions
- Add & subtract fractions
- Tenths & hundredths
- Fractions and decimals in everyday problems



Measurement

- Money, time and converting units
- Length, mass & capacity
- Perimeter & area
- Solve practical measurement problems



Shape & Position

- Angles, including right angles
- 2D & 3D shapes and symmetry
- Coordinates, position & movement
- Identify parallel & perpendicular lines



Data

- Read and interpret tables
- Bar charts & pictograms
- Line graphs
- Answer questions and solve problems using data



Most importantly: children will learn to explain their thinking and solve problems, not just find an answer.

Year 3 & 4 Curriculum topics – non-core subjects



Topic includes history and geography.

Topics this year are: The Romans and Volcanoes (Autumn), Benin Civilisation and Africa (Spring), Rainforests (Summer)

Science topics include Rocks and States of Matter (Autumn), Forces & Magnets and Electricity (Spring), Animals including Humans.

In addition, we teach: Art, Music, PE, French, PSHE, Computing, RE, DT.

Roman Day: 2nd September

P.E Kits



3/4 JC – Thursday
3/4 MC – Wednesday
3/4 BH – Wednesday

Attendance



Above 97%: Less than 6 days absence a year – Less than 30 Hours of Learning Lost

Excellent attendance! These young people will almost certainly get the best levels/grades they can, leading to better prospects for the future. Pupils will also get into a habit of attending school which will help in the future.

95%: 10 days absence a year – 50 Hours of Learning Lost

These pupils are less likely to achieve their target levels/grades and will start to find it difficult to maintain a habit of attending school regularly. Pupils who take a 2-week holiday every year can only achieve 95% attendance.

90%: 19 days absence a year – 95 Hours of Learning Lost

The Government classes pupils in this group as "Persistent Absentees", and it will be almost impossible to keep up with work and achieve their target levels/grades.

Parents of young people in this group could also face the possibility of legal action being taken by Dudley Council, including the issuing of Penalty Notices and Fines.

Homework

- ▶ Homework will be set weekly on a WEDNESDAY, this should be completed by the following TUESDAY.



Online homework

- Mathletics
- Spelling Shed
- Times Tables Rock Stars.
- Numbots.
- Log ins for the above are put in the inside cover of the planner.



Spelling Shed



Planners



Planner content

- English glossary of terms – helpful for grown-ups as well as children!
- Phonics grapheme chart
- Writing – Alan Peat Sentences
- Maths aids
- School's assessment policy
- Year group specific spellings
- 5 ways to wellbeing



Behaviour Curriculum



S	 Self-belief
H	 Honesty
A	 Achievement
R	 Respect
E	 Enjoyment
D	 Determination



The Blanford Mere Way



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	SELF-BELIEF	HONESTY	ACHIEVEMENT	RESPECT	ENJOYMENT	DETERMINATION
All year groups from Nursery to Year 6	Explicit teaching of the full 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content	Longer recap of 'Blanford Mere Way' curriculum content	Ongoing revision of content

We believe that as our children practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

The Blanford Mere Way



Wonderful Walking

We know that we use **Wonderful Walking** to keep everyone **safe** in school and to make sure the learning of other children is not disrupted as people move around school.



Facing forward,
Walking at a steady pace; in a
straight line,
Hands behind your back,
Without talking during
learning time.



Super Sitting

We know that **super sitting** ensures that everybody is **ready** and able to learn without distractions.



Sitting up straight with legs
crossed,
Facing forwards with hands in your
lap,
Looking at the speaker,
Lips closed.



Legendary Lines

We know that **legendary lines** keep everyone **safe** in school and make sure the learning of other children is not disrupted as people move around school.



Our steps to Legendary Lines:

1. Face forward.
2. Stand in a straight line.
3. Hands behind your back
without talking.



The Blanford Mere Way



Marvellous Manners

STEPS

Say full names when addressing members of staff.

Thank You – children know that they should say 'thank you' when they receive something or someone does something nice for them.

Excuse Me – children know that they should always use 'excuse me' if someone is in their way or they want to say something to someone when they appear busy.

Please – children know that they should always say 'please' when they are asking for something.

Smile – children know that they should demonstrate self-belief and be positive and upbeat when talking to adults and each other.



Tremendous Transitions

We know that **tremendous transitions** ensure a safe, calm and purposeful learning environment for all. They help to maximise learning time and create a sense of order and routine within the classroom and around school.

Our steps to Tremendous Transitions:

- 1) We are silent — to listen to instructions.
- 2) We are ready — to make the transition.
- 3) We are swift— to action the transition.

Examples of transitions may be moving from the carpet to tables; handing out books; lining up at the classroom door or leaving assemblies etc.



The Blanford Mere Way

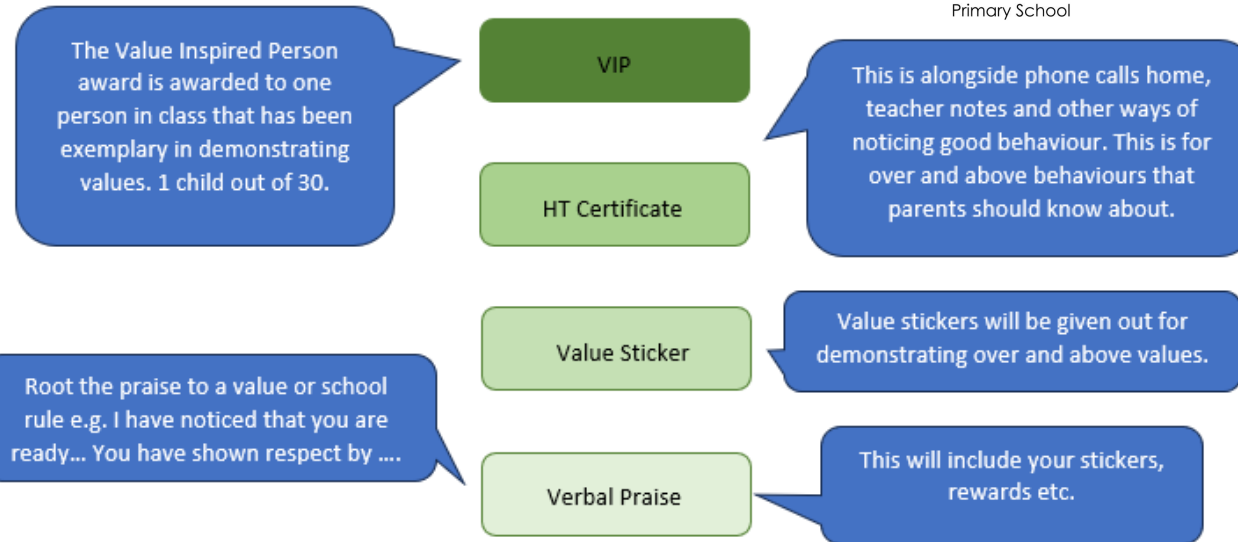


Shared Values Day

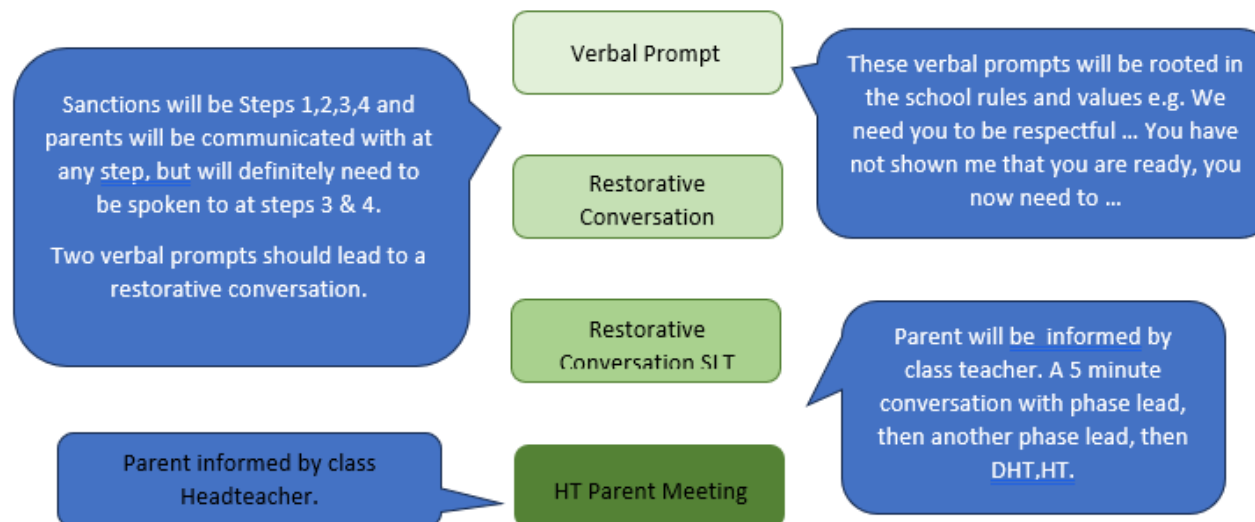


S	 Self-belief
H	 Honesty
A	 Achievement
R	 Respect
E	 Enjoyment
D	 Determination

BLANFORD MERE REWARDS & SANCTIONS CHART



BE READY BE RESPECTFUL BE SAFE



Sanctions

At Blanford Mere, we have developed a consistent and robust behaviour curriculum that allows children to be taught expected behaviours. We believe in a consistent and immediate response to the behaviours that we do not wish to see.



If a child is not demonstrating the behaviours that we would like to see, a **verbal prompt** will be given. This prompt will signal to children that they need to rectify their behaviour and respond appropriately. At this point, we would hope that the child is now demonstrating the right behaviour.

However, if this is not the case, a short **restorative conversation** will be had with the child at this point or at the end of the session. We believe it is the immediacy of the response, not the weight of the sanction that matters. During the conversation we will connect with the child, acknowledge the undesirable behaviour, discuss how this behaviour can be improved and move forward.

If this behaviour continues, a **restorative conversation with a member of the senior leadership team** will take place with the child. This will take place during a break or lunchtime session.

If all of these restorative approaches have not had the desired effect, a **meeting** will be arranged by the Headteacher with the child and their parents/carers.

This information will be recorded on a behaviour log and monitored by the Senior leadership team.



Anti-bullying

S – Several

T – Times

O – On

P – Purpose



Online Safety



- ▶ Talking about online safety
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/talking-child-online-safety/>
- ▶ Setting up parental controls
- ▶ <https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>

Online Safety – Social Media

APPS AND THEIR AGE RATINGS

13+		16+	
 Facebook	 Snapchat	 WhatsApp	
 Instagram	 Twitter		
 TikTok	 Kik	 Sarahah	 MeetMe
 YouNow	 Yubo	 YOLO	 LiveMe
 House Party	 Monkey		

In June 2026, the UK Government announced plans that, from Spring 2027, under-16s will no longer be able to use certain social media platforms.

The policy aims to reduce exposure to harmful content and improve children's wellbeing.

The exact list of affected platforms and implementation details are still being developed.

Online Safety

<https://nationalonlinesafety.com/guides>



What Parents & Carers Need to Know about **YOUTUBE KIDS**

YouTube Kids is a child-friendly version of YouTube which offers a colourful and easy-to-navigate environment that's suitable for young children. This app is easily accessible and available for mobile devices, which can be downloaded without needing the YouTube app on the device. Despite YouTube Kids seeming like a very child-friendly platform, it has raised concerns over its advertising and inappropriate content seeping through the curation process.

SETTING UP

- Download the YouTube Kids app and connect your own YouTube channel.
- Input your child's name, age and birth month.
- Select the types of videos you want to include for your child based on their age and your own personal choice.
- If you decide to approve the content yourself, the app will present you with sample videos for you to accept and reject.
- Once you've made your choice, you're ready to use the app!

Advice for Parents & Carers

- REMOVE ADVERTISEMENTS**
YouTube Kids advertises on your child's device as well as the app itself. If you decide you don't want your child to see ads, you can turn them off. However, this will remove all ads from the app, which means you won't be able to promote your own channel or any other content you want to share.
- BE AWARE OF UNSUITABLE CONTENT**
YouTube Kids has a filter to remove inappropriate content, but it's not perfect. Some inappropriate content can still slip through, so it's important to monitor what your child is watching.
- RESTRICT VIEWING TIME**
The YouTube Kids app provides you with the option of setting up a timer to restrict and limit your child's viewing time. This can be helpful to ensure your child doesn't spend too much time on the app.
- MONITOR WATCH HISTORY**
YouTube Kids has also made it possible for parents and carers to see what their child has watched. This can be helpful to ensure your child is watching appropriate content.
- WATCH TOGETHER**
It's important to make YouTube Kids a fun and positive experience for your child. This may require spending time watching videos and content with your child. This can be a great way to ensure your child is watching appropriate content.

Meet Our Expert
Chris Davies is a parent and has worked in the gaming industry since 2015, providing reviews and advice on gaming for parents and children. He has extensive experience in the gaming industry and is currently working on various gaming-related projects including game development and writing for gaming websites.

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What Parents & Carers Need to Know about **WHATSAPP**

WhatsApp is the world's most popular messaging service, with around two billion users exchanging texts, photos, videos and documents, as well as making voice and video calls. It's a free app and available on most mobile devices. However, it's important to be aware of the risks associated with using WhatsApp, particularly for children and young people.

WHAT ARE THE RISKS?

- SCAMS**
Fraudsters occasionally send WhatsApp messages pretending to be other people, encouraging the user to click on a link to win a prize. These links can lead to a website that steals your personal information or to a scam where you are asked to pay money to win a prize.
- DISAPPEARING MESSAGES**
WhatsApp has a feature called 'disappearing messages' which allows users to send messages that will disappear after a set period of time. This can be useful for sending sensitive information, but it can also be used to hide inappropriate content.
- ENABLING FAKE NEWS**
WhatsApp has unfortunately been linked to the spreading of fake news. This is because the app is often used to spread rumors and misinformation, which can be harmful to individuals and communities.

Advice for Parents & Carers

- CREATE A SAFE PROFILE**
Even though someone would need a child's phone number to add them to a group, it's still important to create a safe profile. This includes using a real name, a real profile picture, and a real bio.
- EXPLAIN ABOUT BLOCKING**
If your child receives spam or offensive messages, they should block the sender. This will prevent the sender from sending them any more messages.
- REPORT POTENTIAL SCAMS**
If your child receives a message that seems suspicious, they should report it to WhatsApp. This will help WhatsApp to remove the message and prevent it from being sent to other users.
- LEAVE A GROUP**
If your child is in a group chat that is not for them, they should leave the group. This will prevent them from seeing any more messages from the group.
- THINK ABOUT LOCATION**
If your child needs to use the 'live location' feature, they should think about whether they want to share their location with the group. This can be helpful for finding each other, but it can also be used to track someone's location.
- DELETE ACCIDENTAL MESSAGES**
If your child sends a message that they don't want to send, they should delete it. This will prevent the message from being seen by the other users in the group.
- CHECK THE FACTS**
If your child receives a message that seems suspicious, they should check the facts. This can be done by searching for the message online or by asking a trusted adult for help.

Meet Our Expert
Helen is a child and adolescent mental health professional and has worked in the gaming industry since 2015, providing reviews and advice on gaming for parents and children. She has extensive experience in the gaming industry and is currently working on various gaming-related projects including game development and writing for gaming websites.

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What Parents & Carers Need to Know about **MINECRAFT**

Minecraft is a beloved classic of modern gaming. First released in 2011, this open-ended 'sandbox' game of building and exploration still has over 140 million players who happily return to play it at least once every month. Minecraft has also been utilised for much more than just entertainment: it's sometimes used in schools to teach children coding, and it's also employed as a tool for computer-aided design, which is another valuable skill. Encouraging creativity and problem solving, Minecraft has plenty to offer gamers of all ages, and it's available on almost all video game platforms.

WHAT ARE THE RISKS?

- PUBLIC SERVERS**
Joining a public network (called a 'server') lets your child potentially interact with strangers through text chat. Some servers focus on building, while others are dedicated to role-playing - encouraging direct player interaction. Anyone can join public servers and connecting to one is relatively simple. Public servers in addresses (and therefore someone's location) are easy to find with search engines.
- GRIEFING**
Some people in Minecraft delight in purposefully damaging or destroying another player's creation. This is called 'griefing' and is a form of bullying. It intentionally spoils someone else's experience in the game by deleting hours or their work and forcing them to start from scratch. Many public servers treat griefing as a severe offence and frequently ban offenders.
- ADDICTIVENESS**
Minecraft's gameplay is relatively simple, and the outcome when a child has built something new, for instance, can be extremely gratifying. This can make the game highly addictive. It's easy to lose track of time while playing Minecraft, so it's important to encourage young players to forget about other activities like homework or enjoying family time.

Advice for Parents & Carers

- RESEARCH CONTENT CREATORS**
There are a lot of Minecraft content creators who release helpful videos about the game on YouTube. Not all of them, however, are suitable for children. Watching these content creators' channels yourself first is a safe way to find appropriate Minecraft videos to share with your children. This also helps you learn more about the game itself, and how your child plays it.
- CHOOSE THE RIGHT MODE**
Selecting 'Creative' or 'Peaceful' mode allows children to play Minecraft without having to contend with enemies. It's also a great way for you to get used to playing the game with them, since the difficulty level is lower. This allows you to work together on a long-term project, creating something special without the threat of menacing zombies or creepers damaging your build.
- ENCOURAGE BREAKS**
It's easy for the hours to fly by while your child is playing Minecraft, so reminding them to take regular breaks is essential. This is a useful way for them to learn good time management, which they'll benefit from as they get older. It will also teach them to play Minecraft in moderation - keeping addictive behaviour and allowing them to manage their play better.
- TALK ABOUT STRANGERS**
At some point in their lives, almost everyone needs to have contact with a stranger online. Talking to your child about online safety, therefore, is a natural 'on' to having a plan to play for dealing with any hostile or difficult strangers. Ensure that your child knows never to tell a stranger about themselves online, and that they should come to you straight away if they do encounter a problem.

Meet Our Expert
Chris Davies is a parent and has worked in the gaming industry since 2015, providing reviews and advice on gaming for parents and children. He has extensive experience in the gaming industry and is currently working on various gaming-related projects including game development and writing for gaming websites.

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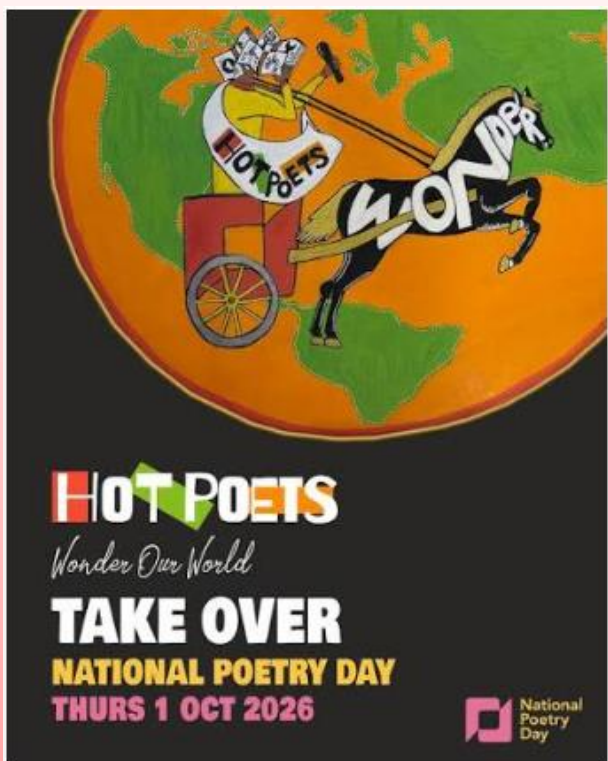
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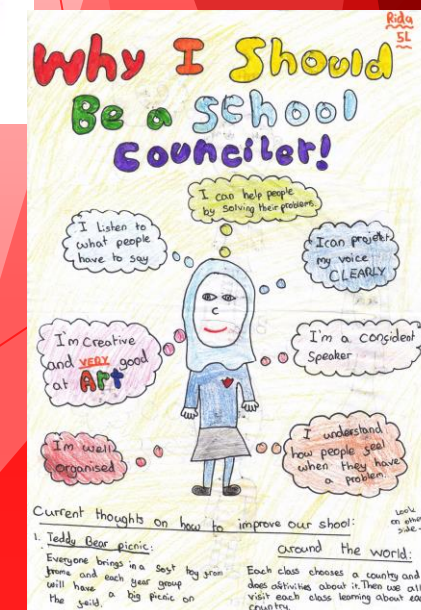
Making an appointment



- ▶ We like to work together with parents; teachers may ask to see you at the end of the day to talk with you and your child. This may be to highlight things they've done well, support their learning or to discuss a behavioural issue. We work together to resolve issues.



Some Year 3/4 fun
to look forward to!



Finally...



Any questions?

