

WELCOME TO 4GC



hi



# WEEKLY TIMETABLE

So much to do  
and so little  
time!



Carr Junior School - Year 4 2024-25

Autumn

	8:45 - 9:00	9:00-10:00	10:00 - 10:45	10:45 - 11:00	11:00 - 12:00	12:00 - 12:15	12:15 - 1:05	1:00 - 3:15
Monday	EARLY BIRD MATHS	MATHS (Number Sense)	READING Novel (Phonics Int)	Break	ENGLISH	CLASS NOVEL	Lunchtime	ASSEMBLY PE (Outdoor slot) Spellings Singing
Tuesday	EARLY BIRD MATHS	MATHS (Number Sense)	READING Extract (Phonics Int)	Break	ENGLISH	CLASS NOVEL	Lunchtime	Assembly Big Idea
Wednesday	EARLY BIRD MATHS	MATHS (Number Sense)	READING Ex tract (Phonics Int)	Break	ENGLISH	CLASS NOVEL	Lunchtime	Singing assembly French Jigsaw
Thursday	EARLY BIRD MATHS	Music	MATHS (Number Sense)	READING Novel (Phonics Int)	Break	ENGLISH	Lunchtime	Spellings Big Idea
Friday	EARLY BIRD MATHS	VIP ASSEMBLY	MATHS (Number Sense)	Book of the week (Phonics Int)	Break	ENGLISH	Lunchtime	TT Rock Sound Check PE (Indoor slot) Spelling Test Computing



# The Three Carr Rules



## Be Ready



- We arrive on time every day and ensure we are not late for lessons
- We have remembered what we need for each task
- We demonstrate positive body language and maintain eye contact
- We are ready to learn, we stay focused and work to the best of our ability
- We respond quickly and positively when given an instruction

**Aim High,  
Shine Bright**



## Be Respectful



- We are polite and show respect for all members of the school community
- We are tolerant of others and we celebrate our differences
- We listen carefully when the teacher or another person is talking, making sure we do not disrupt the lesson
- We always do as we are told by all our staff - first time, every time
- We treat our resources and the school environment with care and respect
- We remain in our seats unless we have permission to move
- We wait for the right time to speak in lessons and don't interrupt others

## Be Safe



- We move carefully and calmly around the school, keeping our hands to ourselves
- We follow our keep to the left system to make sure we all feel safe
- We intervene when something isn't right and try to support those who might be vulnerable
- We know that verbal and physical aggression is not tolerated
- We only use permitted areas in school and ensure we are at the right place at the right time
- We know that safe adults in school will be wearing a lanyard

# BEHAVIOUR

## EVERGREEN

*#carrstars*

I follow the classroom code.

I produce work that I am proud of.

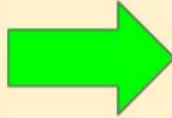
I always make kind and considerate contributions.

I am always a polite and positive member of the school.

I show respect for myself, others and the shared environment.

I am always tolerant of others.

I always take responsibility for my actions.



I will receive a reward.

I might be chosen for always club.

I will be helping to make school a happy place.

I will make others around me happy and proud.



# BEHAVIOUR

## GOLD

*#timetoshine*

I have made an adult proud of me by doing something special.

I have represented school in a positive way.



I will receive a gold behaviour postcard.

I will make my friends, family and myself proud.

I will be mentioned in the school newsletter.

I will receive a mention in achievement assembly.



# BEHAVIOUR

## AMBER

*Time to turn it around*

I am not showing respect and tolerance that others deserve.

I have stopped other children from learning.

I am not working as hard as my teacher expects.

I am not thinking about how my actions affect other people's feelings.

I am not making kind and considerate contributions.

I am not following the classroom code.

My behaviour choices are unsafe.



My name will be placed on Amber and I will think about how to improve my behaviour, turn things around to get back onto Evergreen.

I will reflect on my behaviour and have the opportunity to put things right.

You may be asked to talk to an adult about your behaviour.

Your teacher might decide that your amber behaviour is deserving of a sanction.

# BEHAVIOUR

## RED

*Unacceptable behaviour*

Hurting ourselves, hurting others or the environment.

Aggressive physical contact (eg kicking, pushing or hitting).

Verbal aggression (eg intimidation or swearing) .

Racist, homophobic or sexist language.

Stopping my teacher teaching or stopping and adult from doing their job.

Persistent amber behaviour may also lead to red behaviour.



I may have to go to a safe place.

I need to reflect on behaviour choices over lunchtime.

The adults who look after me will be informed about my behaviour.



# LUNCH AND BREAK TIMES

At breaktime children may bring a snack to eat.

**We are a nut free school so please ensure that lunch items and snacks are nut free (sorry, no Nutella!)**



Daily the class teacher will confirm their lunches.

Children will be able to move between playgrounds at lunchtime (sensibly) allowing them to socialise with their siblings and children from across school.

Lunchtime clubs.

Afternoon break is down to the discretion of the class teacher.





# CURRICULUM

Our curriculum is delivered through our 'Big Ideas'. These are whole school, cross-curricular topics that aim to inspire and excite children about new learning. The children go on a learning journey from launch to landing. This half term's 'Big Idea' is Agents for change!

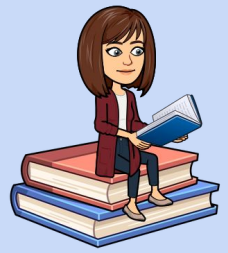
The Big Idea usually has a whole school launch day where we experience a range of activities. This term however, the launch will take place in the classrooms.

We are now exploring the 'Big Idea' in Year groups as our Learning Adventure.

Our Learning Adventure will end with a landing event!



# READING



Everyday, children's planners are checked to see if they have read the day before. Planners need to be signed by an adult in order for children to move up the class reading chart.

Reading is now part of homework and children will be expected to read 3 times a week and be signed off by an adult. If the class teacher does not see this happening the child may be asked to read in their time in school, supervised by the class teacher.

In addition to this, every half term class teachers will add up how many times children have read and children who have read over a given number of times will be entered into a prize draw.

The exact number required will be confirmed in due course once all children in school have a dedicated reading book. The lucky winners will be rewarded with brand new books of their choice!

This year we are also introducing class novels, which will be read to the children for fifteen minutes every day.

# HOMEWORK

asdfghijkl;  
kvjiad  
ilkdf



Reading as often as possible (at least 3 times a week!)

Spellings will be set weekly (change accordingly)

TTRockstars to support learning their tables



# HOW TO GET INVOLVED

Follow us on twitter @CarrJuniorYork - best place to see what we get up to and for the latest news!

See Weekly Newsletter which is emailed out on a Friday.

Visit our Carr Junior School website.

We hope that in the future the following ways to get involved:

- Celebration Assemblies
- Landing Events
- Reading Volunteers

