

Welcome to Year 4

Teachers

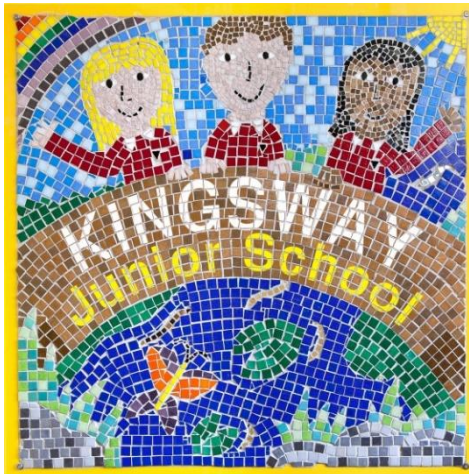
Miss Darwood (Shields)

Ms. Abouchahla (Crowns)

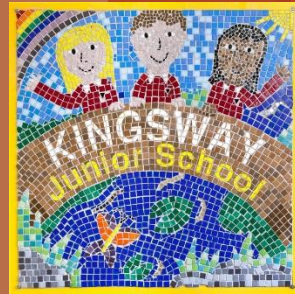
Year 4 TA's

Mrs Nelson & Mr Dolling (Shields)

Mr Thompson & Ms. Spencer (Crowns)

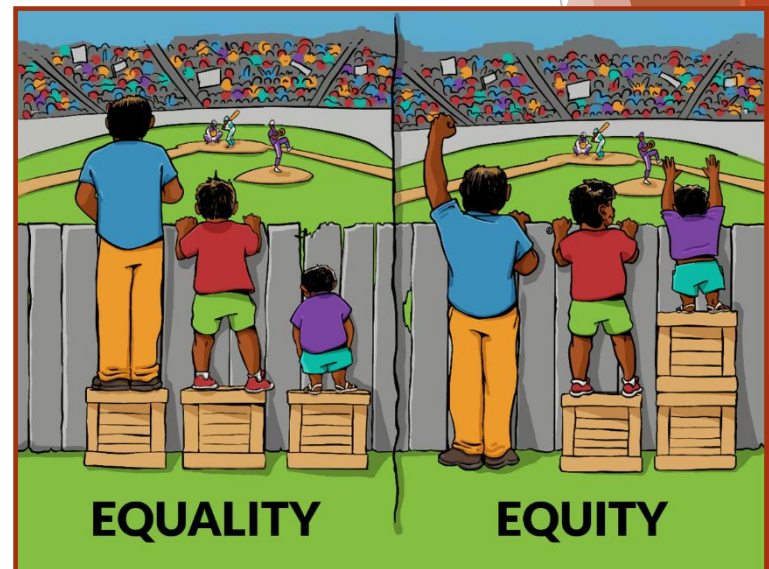


Developing Confident Happy, Enthusiastic learners



- ▶ It is important to make sure that all children are on the playground ready for when the bell rings at 8.45am. **Registration is at 8.50am. Lessons start at 9am.**
- ▶ All teachers and SLT will be on the playground before and after school.
- ▶ **Behaviour** – We have an anti-social and pro-social behaviour chart, where pupils are clear about the behaviour and the restorative consequence. Please see the chart on the next slide.

Respect - Kindness - Equity



Inclusion

Inclusion is at the heart of all we do.

Kingsway Junior School is an inclusive school.

We recognise every child's right to education and it is our aim to support all children to reach their full potential and to be the best that they can be.

- Every child learns in different ways and, from time to time, may have barriers which prevent them from making the progress we expect. When this happens, we work closely with you to explore different ways to support your child, ensuring they get the most out of their time at school.
- Your child's class teacher will speak to you if they feel your child needs a little more help with some aspects of learning. They are your first point of contact and will keep you informed about your child's progress.

Who's who?

Inclusion Lead: Mrs Akers

SENCO: Miss Whiting

Specific Learning Difficulties specialist: Ms Robinson

All teachers are fully trained in supporting children with Special Educational Needs and creating inclusive classrooms.

Get in Touch

Miss H Whiting (SENCO) - inco@kingswayjm.herts.sch.uk

Mrs A Akers (INCO) - inco@kingswayjm.herts.sch.uk

We're here to support you and your child every step of the way.

There is a lot of support on our website:

<https://www.kingswayjm.herts.sch.uk/send>

How do we prioritise wellbeing?

Making sure every child has a safe adult to talk to

Children know who they can turn to and are encouraged to share their worries, feelings and experiences.

A caring and supportive Pastoral Team

Our Pastoral Team provides personalised support to help children feel safe, valued and ready to learn.

Giving every child a voice

We listen to our children through pupil voice, school councils and pupil leadership opportunities, helping them to shape our school community.

Celebrating every child

We recognise and celebrate each child's individuality, strengths, achievements and contributions.

Understanding Children's Rights

Children learn about their rights, respect for others and how to create a fair, inclusive and caring community.

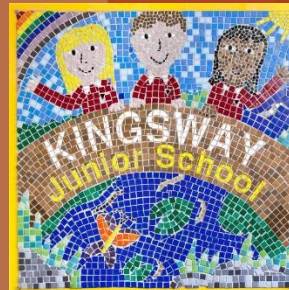
Providing enriching experiences

A wide range of experiences, activities and opportunities helps children develop confidence, resilience, friendships and a sense of belonging.

An open-door approach

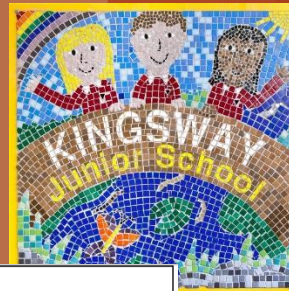
We value strong partnerships with families and encourage parents and carers to talk to us whenever they have a question, concern or need support.

KJS Behaviour Chart



Pro-social behaviours						
		Level 1	Level 2	Level 3	Level 4	Level 5
BEHAVIOUR DESCRIPTORS	*The behaviours listed are examples only and are not exhaustive. All behaviour will be assessed on a case-by-case basis, taking into account context, frequency, and the individual needs of the child. Staff will use their professional judgement to determine the appropriate response.	- Listen to instructions and advice from all adults - Speak with respect to adults and pupils - Be willing to turn a negative situation around with a positive response - To perform an act of kindness for adults or pupils - Showing a positive attitude to learning and behaviour	- Show an increasing independence during learning - Following instructions and advice calmly during a difficult situation - Demonstrate a persistently positive attitude to learning - Demonstrate persistent thoughtfulness to others - Show an increasing understanding of how demonstrating respect leads to respect - Turning a negative situation into a positive outcome	- Show leadership or a willingness to assist others - Encourage kindness in others and lead by example - Taking a leading role in promoting respect - Representing the school in a positive manner - Be truthful about situations	- Show an exceptional attitude to learning with an outstanding piece of work - Take a leading role in encouraging listening skills in others - Encourages a positive attitude in others - Perform an act of kindness - Demonstrates respect on a consistent basis	- A persistent attitude to improving learning - To demonstrate exceptional listening skills in a related task or piece of work - A pupil who shows spirit to benefit others - Perform acts of kindness - Manners and acts lead to recognised respect from the local community - Takes a leadership role among pupils to develop school spirit
	Recognition	Verbal recognition and praise from teacher/staff, class acknowledgement, round of applause/appreciation	+2 House points	+3 House points	+5 House points Visit to SLT or Deputy Head	+10 House points Visit to the headteacher

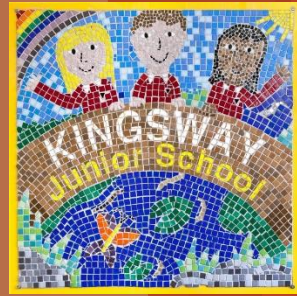
KJS Behaviour Chart



Anti-social behaviours

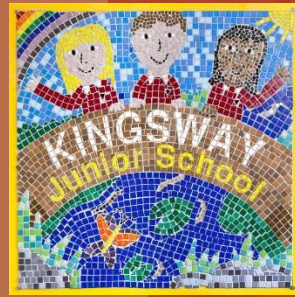
		Level 1	Level 2	Level 3	Level 4	Level 5
BEHAVIOUR DESCRIPTOR	*The behaviours listed are examples only and are not exhaustive. All behaviour will be assessed on a case-by-case basis, taking into account context, frequency, and the individual needs of the child. Staff will use their professional judgement to determine the appropriate response.	- Wandering around classroom - Ignoring adult requests - Disturbing learning - Calling out - Throwing or flicking small items - Interfering with the property of others - Distracting others - Fiddling with things - Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space. - Excluding others from games, conversations or activities	- Choosing not to change behaviour - Refusing to do work/avoiding work - Answering back - Repeated ignoring of adult requests - Insulting others - Denial of inappropriate behaviour - Defacing own or others work - Accidental damage to school or personal property - Encouraging others to misbehave by laughing at or encouraging their poor behaviour choice - Intentionally preventing others from learning - Play-fighting	- Persistent Level 2 anti-social behaviour - - Unwillingness to reflect on an incident or behaviour - Lying or rumour spreading - Minor deliberate damage to property - Disrupting the class so that learning is affected - Manipulating others to make a poor behaviour choice - Minor physical assault: Deliberately hurting someone else including hitting, pinching, pushing - Spitting on things - Regular incidents of unkindness to different individuals. - Leaving the class without permission	- Persistent Level 3 anti-social behaviour - Leaving the classroom without permission - Refusing to follow any instruction from any member of staff - Swearing - Lying to get a child or adult in trouble - Proven stealing of school or personal property - Graffiti - Persistent, significant disruption to learning - Using threats to force others to make poor behaviour choices - Threatened violence - Fighting - Deliberately hurting another child including emotionally - Regular incidents of unkindness to the same individual. - Racist, religious, sexist and homophobic abuse, cyberbullying, taunting or harassment	- Persistent Level 4 anti-social behaviour - Leaving the school site without permission - Swearing directly to intentionally hurt or abuse someone - Threatening remarks - Arson - Serious deliberate damage to school or personal property - Disruption to learning through physical, verbal or emotional abuse of pupils or adults - Trying to deliberately hurt someone else - Possession of an object that could be used intentionally to harm someone - Serious fighting - Serious physical assault: including hitting, strangling, punching, pinching, kicking - Spitting at someone - Sexual misconduct - Proven and persistent bullying
	Restorative Action	Attention prompt/Non Verbal cue from teacher Rule reminder linked to class charter Verbal reminder from teacher of behaviour expectations Positive reinforcement	Verbal warning Possible movement of space / chair within the classroom Teacher may informally speak to parents Potential loss of break time (appropriate to anti-social behaviour)	Time out Loss of break time (appropriate to anti-social behaviour) Teacher verbally informs parents Apology note (appropriate to anti-social behaviour) Recorded on school system	Possible removal from class Loss of break and lunchtime for a definite period (up to 5 days – decided by SLT) SLT or Deputy informed Recorded on school system	Consideration of suspension / exclusion SLT/ Head teacher informed Recorded on school system
	Playtime restorative action	Reminder of rules by staff	Children asked to walk with an adult to reflect on their behaviour Children asked to have a 'time out'	Loss of part of break / lunch Teacher informed	Incident referred to SLT Loss of rest of break / lunch Parents will be contacted	Internal or external suspension/exclusion Meeting with parents and a possible action plan drawn up

KJS Behaviour Curriculum



- ▶ In our school we have also developed a behaviour curriculum, where pupils will be taught and expected to demonstrate our expectations.
- ▶ This includes behaviour outside, inside and around school.
- ▶ Please see our website for further details of what we teach.
- ▶ [Kingsway Junior School - Behaviour](#)

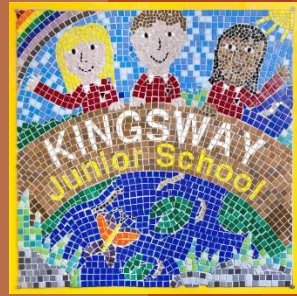
KJS expectations:



- Pupils are expected to **line up ready to start the day on the playground, with their own class teacher.**
- Pupils should be dressed with appropriate school uniform, please encourage your child to tuck their shirt in. Black school shoes must be worn. Hair must be tied up at all times.
- Reading books and reading records should be in school each day. These will be checked weekly.
- PE kit in school. This year, **PE takes place on Wednesday and Thursdays** Children come in school uniform and change into their PE kits before the lesson.



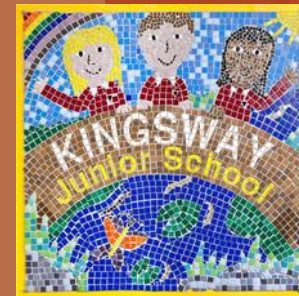
KJS expectations:



- ▶ Water bottles should be taken home daily, washed and refilled – children need to fill these at break and lunch times and not during lesson times.
- ▶ **Toast is provided daily before 8:50am** and fruit is available in classrooms for break times.
- ▶ We are a healthy school, please support us with ensuring snacks and **lunches contain healthy foods. Please avoid nuts and nut spreads.**
- ▶ Lunch options include **four option choices daily** or a packed lunch option.



Home Learning



Reading

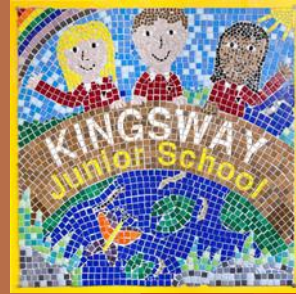
Children are expected to **read to an adult at least 5 x a week**. Free reader books are based in their classrooms. Library books will be in addition to this. Children will also be reading a book in their guided reading sessions as well as in English.

Reading Records: should be completed by adult at home 2 times a week and child every time they read.

Times Tables

Times tables will be taught and practised regularly in class and should be practised at home too. The Multiplication Test will happen in June 2027. Pupils **MUST** regularly practise their times tables using times table rock stars and UR Brainy.

Home Learning



Spellings

We teach spelling three times a week.

Spelling patterns are taught and some words are learnt off-by-heart.

Your child may receive targeted words to practice at home.

Home Learning

This year we are providing pupils with a half termly outline of their home learning.

This will be linked with their in-class learning. Each week 3-5 activities will need to be completed, and can be brought into lessons to help the pupils with their learning. Each half term, the focal foundation subjects will rotate between History/Geography, PSHE/RE/Spanish and Art/DT.

A half-termly project will be set, alongside comprehension questions, and maths practise.

Exemplar Home Learning

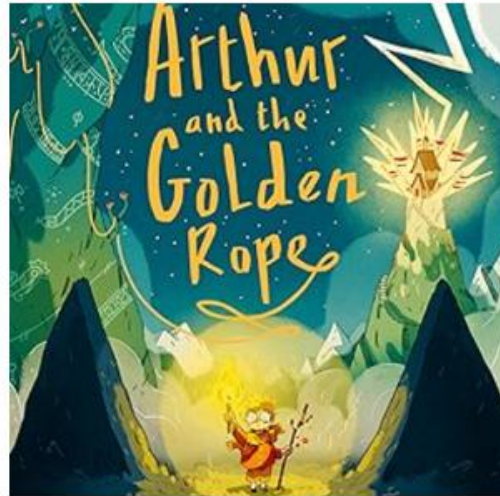
	Week 2	Week 3	Week 4	Week 5
English	Arthur and the Golden Rope Look at the front cover. Write a paragraph (4–5 sentences) predicting what the story might be about. Questions to think about: -Who is the main character? -What could the golden rope be for? -Does the picture show adventure, danger, or magic? Sentence Starters: "I think Arthur will..." "The golden rope might be used to..." "It looks like there might be..."	Arthur and the Golden rope Write a paragraph (4–5 sentences) describing what makes Arthur a hero. Think about: -Using adjectives like brave, clever, determined, kind. -Explain how these qualities help him. Sentence Starters: "Arthur is a hero because..." "He is brave when he..." "What makes Arthur special is..."	The King Who Banned the Dark Imagine you are a citizen or the king. Write a paragraph (4–5 sentences) persuading others to agree with you. Think about: -Sharing your personal viewpoint -Giving reasons for your opinion. -Think about how banning the dark might affect people. Sentence Starters: "I think the dark should/should not be banned because..." "If the dark is banned, people might feel..." "It is important because..." "Personally, I believe that..."	A Small Dragon Write a short poem (4–6 lines) describing what the dragon sees, feels, or does. Think about: -Describing its personality: brave, cheeky, magical. -Use adjectives, verbs, and similes. Sentence Starters / Ideas: "The dragon tiptoes like a..." "Its scales shimmer like..." "With a roar, it..." "It feels... when it..."
Maths	Practice your Multiplication tables on this link: https://urbrainy.com/mtc https://play.ttrockstars.com/auth/school/student/34413 Ordering Numbers Numbers: 6,341 4,298 7,102 5,876 3,905 Task: Put these numbers in order from smallest to largest.	Practice your Multiplication tables on this link: https://urbrainy.com/mtc https://play.ttrockstars.com/auth/school/student/34413 Rounding Numbers 4,287 6,543 9,128 7,496 5,361 Task: Round each number to: The nearest 10 The nearest 100 The nearest 1,000	Practice your Multiplication tables on this link: https://urbrainy.com/mtc https://play.ttrockstars.com/auth/school/student/34413 Estimation Estimate the following totals, then add to check. Write your estimate and the real answer. Example: $348 + 527 = 350 + 530 = 880$ Real answer: 875 Now try these: $487 + 926$ $3,215 + 1,786$ $5,432 + 2,689$	Practice your Multiplication tables on this link: https://urbrainy.com/mtc https://play.ttrockstars.com/auth/school/student/34413 Magnitude Investigation Numbers: 1,234 4,987 6,320 8,104 Task: Which number is closest to 1,000? Which is closest to 5,000? Which is closest to 10,000?
Science	Spot the Electrical Appliances Objective: Recognise common appliances that use electricity. Walk around your home and make a list of 5 things that use electricity. Next to each one, write if they use mains electricity (plugged in) or batteries. Support: An adult can check the plug or battery compartment together.	Safe or Unsafe? Objective: Understand electrical safety. Look around your house and talk with an adult: Is it safe or unsafe to touch a plug with wet hands? Should you pull a plug out by the wire? Is it safe to have too many plugs in one socket?	Electricity Detective Objective: Identify how electricity helps in daily life. For one day, keep a tally of how many times you use electricity (TV on, phone charging, lights, kettle, etc.). At the end of the day, count them up and write: I used electricity _ _ _ times today! Support: An adult can help record tallies.	Battery Hunt Objective: Identify appliances powered by batteries. Look around your home and find 3 things that work with batteries (e.g. remote control, torch, toy). Write or draw them. Bonus: Can you find out what size batteries they use (AA, AAA, etc.)?

Exemplar Home Learning

Year 4 Home Learning (Autumn 1)

Resources

Week 3 – English



Week 3 – History

Why did the Anglo-Saxons come to Britain?

To fight

The Anglo-Saxons arrived firstly as **warriors** employed by the Roman army and then, two generations later, as settlers, to farm the land.

To farm

Many Anglo-Saxons came peacefully, to find land **to farm**. Their homelands in Scandinavia often flooded so it was tough to grow enough food back there.

To make new homes

Whole families set sail across the sea in small boats to live in Britain. They brought tools, weapons and farm animals with them and built new villages.

They were invited

With **Picts** and **Scots** attacking from the north, the Britons invited some Anglo-Saxons to help defend them. But they didn't leave! They took over.

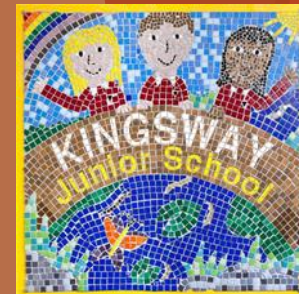
Home Learning: Building Independence

Our approach to home learning is designed to develop children's independence, reflection and ownership of their learning. Rather than receiving a tick from an adult, children will self-mark and reflect on their learning during lessons, with support from their teachers.

Home learning ideas will contribute to our classroom learning and discussion: children will regularly share their ideas and learning in lessons and will have dedicated opportunities to contribute to the class forum, sharing suggestions, questions and insights with their peers.

This helps us move beyond simply checking that work has been completed and instead focuses on children engaging with, discussing and taking responsibility for their home learning and using their pre-learning to help them in school.

Expectations in Year 4: Curriculum



Curriculum Newsletters will be sent out each term summarising what your children will be covering within each subject. A copy will be sent via email.

School pledge and classroom charter

- ▶ At Kingsway we encourage independence – taking responsibility for own work and actions.
- ▶ We strive to create a learning environment that encourages children to 'take a risk' and grow as a learner.
- ▶ All we ask is children try their best. Mistakes are a part of learning.

Curriculum Newsletters

Kingsway Junior School

Curriculum Newsletter

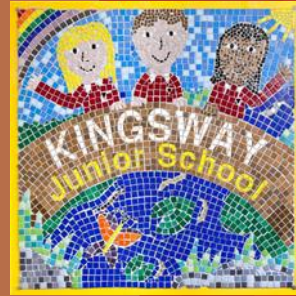
Year 4 Autumn Term 2026

The children have settled into Year 4 well and have come back to school focused and ready to tackle the year ahead. In Shields this year, Miss Darwood will be your teacher, supported by Mr Dolling and Mrs Nelson. In Crowns this year, Ms. Abouchala will be your teacher, supported by Mr Thompson and Ms. Spencer.	
Home Learning Home Learning will be sent out half termly and will link to the <u>pupils</u> curriculum learning. Please speak to class teachers for further information.	
English In English, we will be following the Herts For Learning Curriculum, which combines the use of outstanding rated books to approach learning in a creative, engaging and enthusing manner. Year 4 will be exploring the following texts: Pocket Poems, Arthur and the Golden Rope, The King who Banned the Dark, 'A Small Dragon', Until I met Dudley, Rosie Revere, Engineer, Starbird and Zeriffa Gimfa. Throughout the year the children will complete extended writing to ensure that the writing techniques are embedded. We will also be writing cross curricular pieces which combine their knowledge of English, Geography, History and Science. We encourage reading at ALL times.	Maths We follow the Herts For Learning scheme for Maths. It will focus heavily on times tables, reasoning and problem solving skills. We will cover a range of areas throughout the term such as place value, fractions, decimals and percentages, properties of shape, area and formal methods of all four operations. We encourage pupils to regularly review and complete their multiplication tables, and ensure they are confident and fluent in them.
Science In Science this term, we will be exploring the unit of... The key scientific skills that the children will be developing are...	PE PE will be taught by CSE coaches twice a week. This term we will be focusing on Fitness and Cross Country, Tag Rugby and Hockey. Please ensure your child's PE kit is labelled and in school at all times.
RE We are continuing to follow the Jigsaw curriculum for our RE learning. This term we will be focusing on the key beliefs and practices and worldview of the...	PSHE We are continuing to follow the Jigsaw curriculum for our PSHE learning. For this term we will be exploring the units of 'Being Me in my World' and 'Celebrating Differences'.
Computing In computing this year, we will be using the NCCE curriculum. This term our focus for learning will be: The Internet, Online safety, Audio Production.	History & Geography This term we will continue to use the CUSP scheme of work, which will focus on the topics of Rivers and Longitude and Latitude as well as Anglo-Saxons and Vikings. The children will be exploring the key historical and geographical skills needed to meet the year 4 curriculum.
Spanish, Music Spanish will be taught by Mrs Hallahan and will focus on likes, dislikes, classroom objects and the singular and plural form. Music will be focussing on trumpets, being able to assemble and use them as well as reading simple music notations.	Art & DT Art and DT will be taught by class teachers this year and for this term, the children will be exploring clay sculptures with a focus on Viking Longships.
Class assemblies: 11th December 2026 - Crowns class assembly 18th December 2026 - Shields class assembly Educational Visits: ADD ANY EDU VISITS UPCOMING	Open Door Policy If you would like to talk to us about any issues, share further information you would like us to know about your child or ask any questions, please feel free to come and have a chat with us on the playground before or after school. Due to staff meetings, we are unavailable for meetings on Tuesday and Thursday afternoons, but you can make an appointment through us or the office at any point during the term.

Our termly curriculum newsletters will give you an overview for what we will be covering.

These can be found on our school website.

Maths



Maths

During the week your children will carry out tasks in both arithmetic and reasoning activities.

Your children will have the opportunity to use a wide range of resources throughout their learning where needed.

This will help embed the core skills required for their progress and learning.

Fluency sessions will take place throughout the week to recap and practise the concepts your children have already learned to ensure they go into the long term memory.

Reading and Writing



Reading

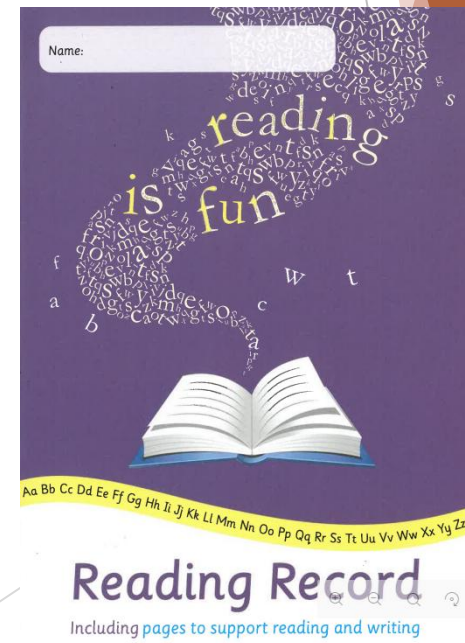
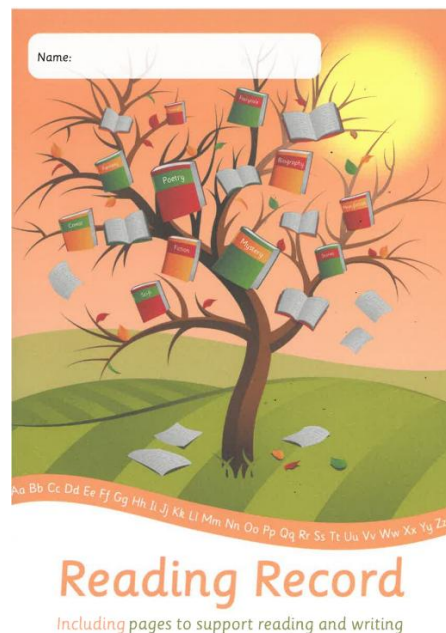
Pupils will have various opportunities for carrying out reading tasks. These will be within guided reading lessons, English lessons and class books. These lessons will focus on building vocabulary as they will be reading a range of texts and genres.

Writing

Your children's English lessons will be based around a range of high quality texts. Alongside an excellent model of writing, they help build children's vocabulary, which can be applied in their writing. Spellings are a key focus and these will be taught in regular short sessions, in English lessons and also through other subjects.

Reading Records

- Please listen to your child read at least 5 times a week.
- Record this in their reading record, with the date, book, pages, signature and a comment if you wish.



Date, book and page number	Comments Give a score out of 10 to show how much you enjoyed your reading
	10
	10
	10
	10
	10
	10

Tricky words, or new words I have learned			

Date, book and page number	Comments Colour in or tick the stars to show how much you enjoyed your reading
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆
	☆☆☆☆☆

Tricky words, or words to practise			

National Curriculum Word List for Years 3-4

You are expected to know these words by the end of Year 4. Tick ✓ each word when you know the meaning ☐ and when you know the spelling ☐

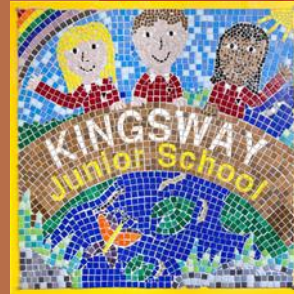
accident(ally)	☐ M ☐ Sp	disappear	☐ M ☐ Sp	interest	☐ M ☐ Sp	pressure	☐ M ☐ Sp
actual(ly)	☐ M ☐ Sp	early	☐ M ☐ Sp	island	☐ M ☐ Sp	probably	☐ M ☐ Sp
address	☐ M ☐ Sp	earth	☐ M ☐ Sp	knowledge	☐ M ☐ Sp	promise	☐ M ☐ Sp
answer	☐ M ☐ Sp	eight/eighth	☐ M ☐ Sp	learn	☐ M ☐ Sp	purpose	☐ M ☐ Sp
appear	☐ M ☐ Sp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

National Curriculum Word List for Years 5-6

You are expected to know these words by the end of Year 6. Tick ✓ each word when you know the meaning ☐ and when you know the spelling ☐

accommodate	☐ M ☐ Sp	correspond	☐ M ☐ Sp	identity	☐ M ☐ Sp	queue	☐ M ☐ Sp
accompany	☐ M ☐ Sp	criticise	☐ M ☐ Sp	immediate(ly)	☐ M ☐ Sp	recognise	☐ M ☐ Sp
according	☐ M ☐ Sp	curiosity	☐ M ☐ Sp	individual	☐ M ☐ Sp	recommend	☐ M ☐ Sp
achieve	☐ M ☐ Sp	definite	☐ M ☐ Sp	interfere	☐ M ☐ Sp	relevant	☐ M ☐ Sp
aggressive	☐ M ☐ Sp	desperate	☐ M ☐ Sp	interrupt	☐ M ☐ Sp	restaurant	☐ M ☐ Sp
amateur	☐ M ☐ Sp	determined	☐ M ☐ Sp	language	☐ M ☐ Sp	rhyme	☐ M ☐ Sp
ancient	☐ M ☐ Sp	develop	☐ M ☐ Sp	leisure	☐ M ☐ Sp	rhythm	☐ M ☐ Sp
apparent	☐ M ☐ Sp	dictionary	☐ M ☐ Sp	lightning	☐ M ☐ Sp	sacrifice	☐ M ☐ Sp
appreciate	☐ M ☐ Sp	disastrous	☐ M ☐ Sp	marvellous	☐ M ☐ Sp	secretary	☐ M ☐ Sp
attached	☐ M ☐ Sp	embarrass	☐ M ☐ Sp	mischievous	☐ M ☐ Sp	shoulder	☐ M ☐ Sp
available	☐ M ☐ Sp	environment	☐ M ☐ Sp	muscle	☐ M ☐ Sp	signature	☐ M ☐ Sp
average	☐ M ☐ Sp	equipped/ equipment	☐ M ☐ Sp	necessary	☐ M ☐ Sp	sincere(ly)	☐ M ☐ Sp
awkward	☐ M ☐ Sp	especially	☐ M ☐ Sp	neighbour	☐ M ☐ Sp	soldier	☐ M ☐ Sp
bargain	☐ M ☐ Sp	exaggerate	☐ M ☐ Sp	nuisance	☐ M ☐ Sp	stomach	☐ M ☐ Sp
bruise	☐ M ☐ Sp	excellent	☐ M ☐ Sp	occupy	☐ M ☐ Sp	sufficient	☐ M ☐ Sp
category	☐ M ☐ Sp	existence	☐ M ☐ Sp	occur	☐ M ☐ Sp	suggest	☐ M ☐ Sp
cemetery	☐ M ☐ Sp	explanation	☐ M ☐ Sp	opportunity	☐ M ☐ Sp	symbol	☐ M ☐ Sp
committee	☐ M ☐ Sp	familiar	☐ M ☐ Sp	parliament	☐ M ☐ Sp	system	☐ M ☐ Sp
communicate	☐ M ☐ Sp	foreign	☐ M ☐ Sp	persuade	☐ M ☐ Sp	temperature	☐ M ☐ Sp
community	☐ M ☐ Sp	forty	☐ M ☐ Sp	physical	☐ M ☐ Sp	thorough	☐ M ☐ Sp
competition	☐ M ☐ Sp	frequently	☐ M ☐ Sp	prejudice	☐ M ☐ Sp	twelfth	☐ M ☐ Sp
conscience	☐ M ☐ Sp	government	☐ M ☐ Sp	privilege	☐ M ☐ Sp	variety	☐ M ☐ Sp
conscious	☐ M ☐ Sp	guarantee	☐ M ☐ Sp	profession	☐ M ☐ Sp	vegetable	☐ M ☐ Sp
controversy	☐ M ☐ Sp	harass	☐ M ☐ Sp	programme	☐ M ☐ Sp	vehicle	☐ M ☐ Sp
convenience	☐ M ☐ Sp	hindrance	☐ M ☐ Sp	pronunciation	☐ M ☐ Sp	yacht	☐ M ☐ Sp

Dates for your Diary



There are some in-school workshops as well as off-site trips happening this year. More information will be provided closer to each trip. There are also class assemblies which we love to invite parents to.

Autumn

- ▶ 8th October 2026 Tri-golf Future Academy (Free)
- ▶ 15th October 2026 Cassiobury Rivers trip
- ▶ 11th November 2026 – Visit to Garston Library
- ▶ 11th December 2026 – Crowns class assembly
- ▶ 18th December 2026 – Shields class assembly
- ▶ Black History workshops (Free)
- ▶ Anti-racism workshops (Free)
- ▶ Give, help, share – Food technology (Free)

Spring

- ▶ Natural History Tring - exploration day (teacher led in class)
- ▶ Subject Revolution – Math's – (£3)
- ▶ Judaism trip / visitor

Summer

- ▶ British Museum - Ancient Egyptians

Communication

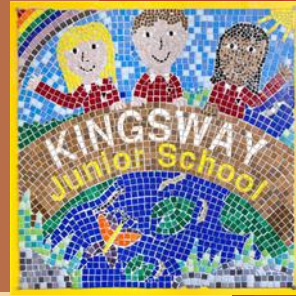


We value and appreciate all communication from you.

Please talk to us **after school or email/ call the office** to set up an appointment with us if you require a longer slot.

Unfortunately due to meeting times in school, teachers are unavailable on **Tuesday and Thursday** afternoons, but we will always try to accommodate where possible.

Keeping up to date



Please keep up to date with our school developments, via the following ways:

<http://kingswayjm.herts.sch.uk/>

Texts

emails

Newsletter

Twitter

Termly class assemblies–

Dates will be on our curriculum newsletter

Thank you for your time.

Any questions?

