



# Meet the Team September 2023



# Who's who in Year 4?



Rezwana Ahed, Agnes Khale, Adam Binding, Usma Ahmed



Helen Bruckdorfer  
Executive  
Headteacher



Lisa Hyland  
Head of School



Laura Lien  
Director of Inclusion



Naomi Cave  
Leader of Learning  
and Maths Specialist



Rachel Fields  
EYFS Leader



Marianna  
Slovackova  
SENCo

# Here to help - senior leadership



Maria Lewis  
School Business  
Manager



Kat Branco  
Director of Research  
School and  
Leader of Learning



# Pastoral Team



Ashleigh Jones is Child and Family Support Worker across the Federation.

John Clark is Learning Mentor and Pastoral Support at Brecknock.

Bernadette Biggs is Community Liaison Officer at Torriano.

Catriona Hale Pastoral Care Lead at Torriano.

Ryan Carroll is the SEN Assistant at Torriano.

# Here to Help - Admin



Lindsey Molyneux  
Finance and Communication  
Officer

Emily Furness  
Administrative Assistant



Jackie Williams  
School Admin Officer



# Here to help - Inclusion Team



Laura Lien is the Director of Inclusion across the Federation.

Marianna Slovackova is the SENCo at Brecknock.

Natalie Reilly is the Deputy SENCo across the Federation.

Sabrina is the Inclusion Assistant and HLTA at Brecknock.

Hannah Long is the SENCo at Torriano.

Rachel Clancy is the LRB Assistant at Torriano.

Finn Keatinge is the Inclusion Assistant at Torriano.

Ryan Carroll is the SEN Assistant at Torriano.

# Safeguarding



## Designated Safeguarding Leads



### Designated Safeguarding Lead

Laura Lien - Director of Inclusion  
Contact: 02074240202



### Deputy Safeguarding Lead

Helen Bruckdorfer – Executive Head Teacher  
Contact: 02074240202



### Deputy Safeguarding Lead

Marianna Slovackova - SENCO  
Contact: 02074240202



### Deputy Safeguarding Lead

Natalie Reilly – Deputy SENCO  
Contact: 02074240202

### Nominated governor for safeguarding:

Name: Alex Gardiner and Paul Smith  
Contact details: 02074240202

### Local Authority Designated Officer (LADO):

Name: Sonia Forbes  
Contact details: 020 7974 4556

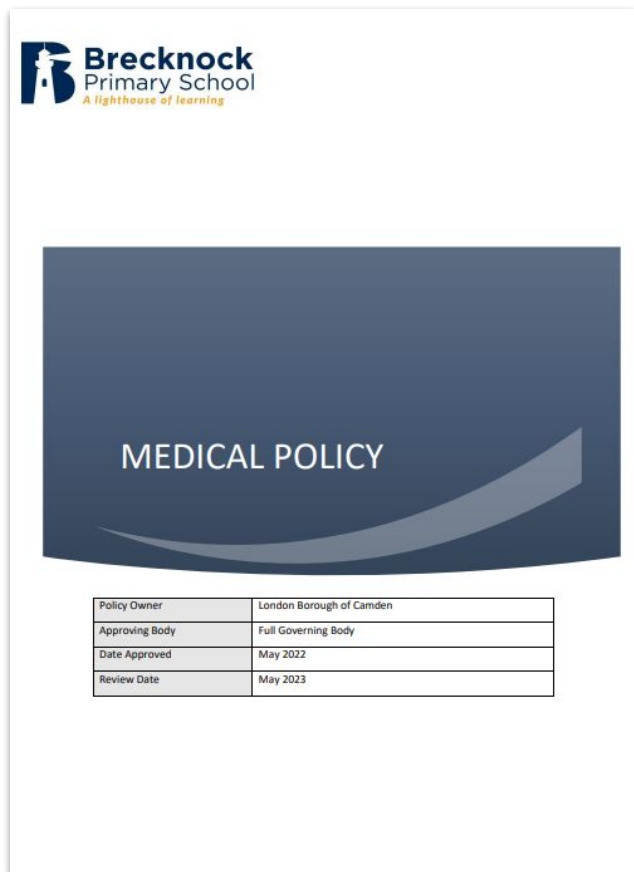
### Camden MASH

Contact details: 020 7974 3317 (9am to 5pm)  
Out of Hours Contact Details: 02079744444

### Islington MASH

Contact details: 02075277400 (9am to 5pm)  
Out of Hours Contact Details: 02072260992

# Medical Needs



Our medical needs policy is available on the school website. If your child requires any medicines in school, you can find further information there.

<https://www.brecknock.camden.sch.uk/wp-content/uploads/2022/07/Medical-Policy-2021-22.pdf>



# Enrichment



Carmen Blanco Crespo  
Sports Coach



Abdi Ahmed  
Sports Coach



Tom Cambata  
Music Teacher



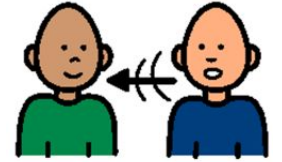
Rod Arran  
Specialist Teacher and  
Media Teacher



Justin Bioletti  
Computing Teacher



# Together, our Future Starts Here



We are going to continue with our whole school theme 'Together, Our Future Starts Here' which highlights how we will be working collaboratively across the Brecknock and Torriano partnership.

Our ambition is to increase our capacity to achieve SDG 17, Partnership for the Goals.



We will further develop our oracy and STEAM curriculum in our ambition to offer a horizon broadening, inclusive and creative curriculum.



# CAMDEN

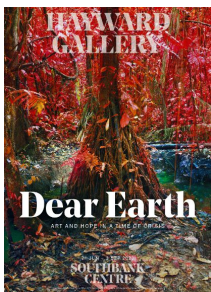
# STEAM

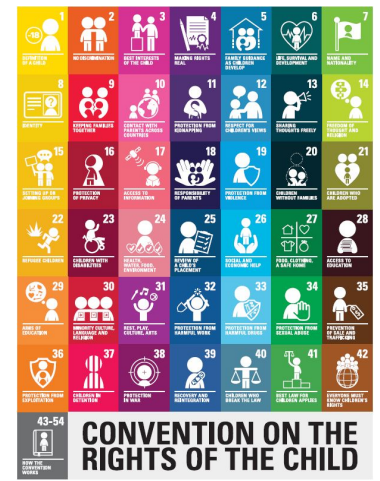


SCIENCE, TECHNOLOGY, ENGINEERING, ARTS AND MATHEMATICS

*Dear ...*

# DARWIN 200





KS2

Brecknock Primary is proud to be a Gold Rights Respecting school.

**B R I G H T** Who do I want to be?

unicef RIGHTS RESPECTING SCHOOLS

**Brecknock Primary School**  
*A lighthouse of learning*

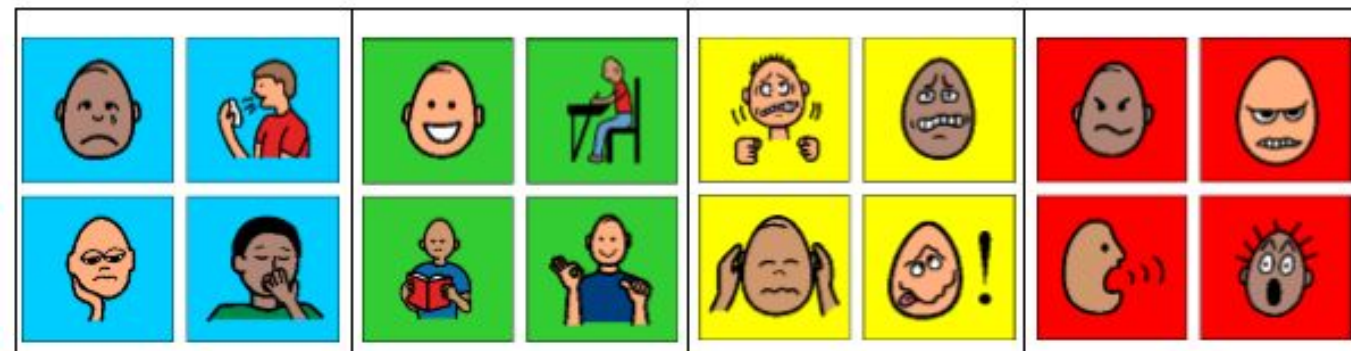
<p>Belief</p>	<p>Resilient</p>	<p>Innovative</p>	<p>Giving</p>	<p>Healthy</p>	<p>Tolerant</p>
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# Charter and Behaviour

# 1 2 3 Magic

Parent workshops to be announced.

What 'zone' am I in right now?



Link to the behaviour policy (on website):

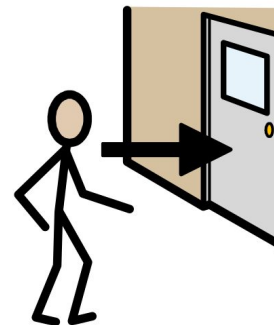
<https://www.brecknock.camden.sch.uk/parents/behaviour/>



# Attendance and Punctuality



- The target for all children is 95%
- Please ensure if your child is absent for an unavoidable illness, you call the school before 9am to let us know.
- School registration and learning begin at 9am and finishes at 3:30pm, for all children. Therefore, the school gates will open at 8:50am and a bell will ring at 8:55am, allowing the children to be in class for a 9am start.
- We encourage you to monitor your child's attendance using Arbor to ensure their attendance remains excellent. Please ensure you download the Arbor App to access your child's profile and complete payments.



# Uniform and Healthy Lunches

We have an agreed school uniform of white/yellow polo shirts with a school logo, and navy blue sweatshirts and fleeces. These are all on sale from the school office.

In addition, navy blue trousers or shorts/navy blue skirts or pinafore dresses can be worn.

We are going to start a *Uniform Swap* on Fridays where we will be asking parents to donate any old uniform that could be re-distributed. More information on this will follow in the Newsletter.



This year we will be focusing on becoming an even healthier school.

Please ensure your child brings a healthy packed lunch, with at least one piece of fruit.



Also, please remember that we are a water only school.

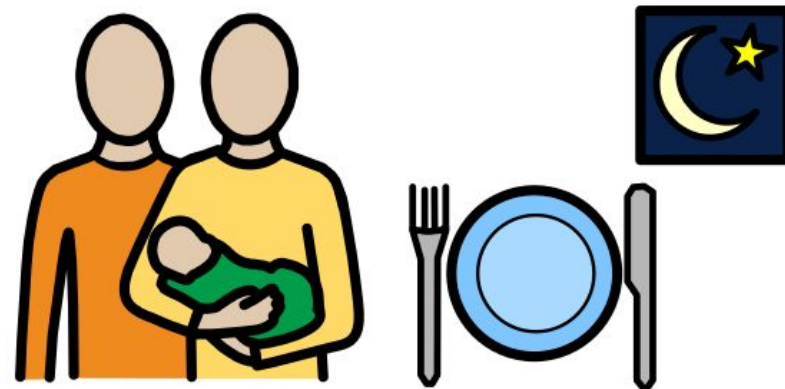


# Friends of Brecknock

As you know we have many exciting community events throughout the year and the first one is a favourite for many of us. Family Supper takes place on November 22nd, with dishes from around the world and melodious music.

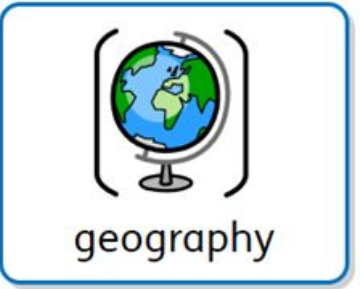
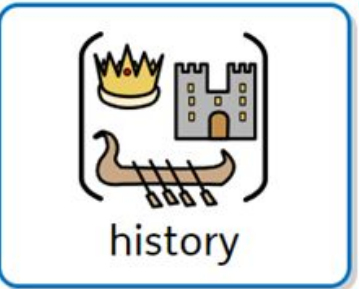
We are always looking for parents to help make these events great by offering their time and expertise. If you would like to join Friends of Brecknock, please let the office or a member of SLT know.

Or just come along to our first Friends of Brecknock meeting on Wednesday 20th September at 9.00am in the Dining Hall.

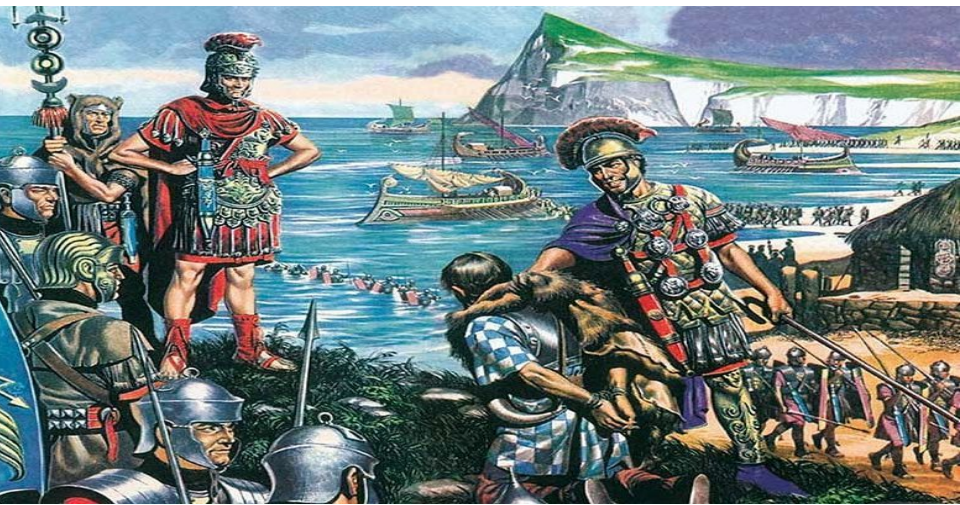




# History and geography



This term our focus will be on Ancient Greece and Ancient Rome.



Year 4

Ancient Greece  
c.330 BC  
The History of their  
Life, Achievements  
and Influence



Year 4

The History of the  
Roman Empire and  
its impact on  
Britain  
C 42 - 410 CE



# Knowledge Mats - Humanities

## VOCABULARY

- acropolis** - the citadel of an ancient Greek city
- archaeologist** - someone who studies the past by exploring old remains
- architecture** - the art of planning, designing and constructing buildings
- amphitheatre** - Outdoor theatre with seats on all sides where singing, dancing and even sacrificing took place.
- citadel** - a strong building in or near a city, where people could shelter for safety
- civilisation** - a human society with its own society and culture.
- culture** - activities such as the arts and philosophy, which are considered to be important for the development of civilisation
- deity** - a god or goddess
- democracy** - a fair political system where all adults vote for an elected government. This government then makes decisions on how to run the country.
- empire** - a number of individual nations that are all controlled by the government or ruler of one particular country
- invasion** - to try and take over a place by force
- merchant** - a person who buys or sells goods in large quantities
- mythology** - a group of myths, especially all the myths from a particular country, religion, or culture.
- Olympics** - Athletes competing against each other. Began in Olympia and included religious festivals in honour of Zeus
- philosophy** - the study or creation of theories about basic things such as the nature of existence, knowledge, and thought, or about how people should live. 'love of wisdom'
- polis** - an ancient Greek city-state
- polytheists** - the worship of or belief in more than one god
- society** - people in general, thought of as a large organized group
- trade** - the activity of buying, selling, or exchanging goods or services

## HISTORY KNOWLEDGE MAT

### Ancient Greece



#### IMPORTANT FIGURES

**Archimedes (287-212 B.C.)**  
Mathematician and philosopher

**Alexander the Great (356-332 B.C.)**  
King of Macedonia who conquered Greece

**Hippocrates (460-370 B.C.)**  
Doctor. The 'Father of Medicine'

**Pericles (494-429 B.C.)**  
Athenian General who led Athens

## KEY LEARNING

- Greece was divided into city-states (polis) that each had their own laws and way of life, but that all spoke the same language. Two of the most well-known city states are **Athens** and **Sparta**.
- In Athens, Greek styles of art, architecture, philosophy and theatre were developed - these helped shaped our modern society along with science, language and maths.
- Athens had a **democratic** government - this means that the people who lived there made decisions by voting, like we do in Britain.
- In Sparta, life was very different; all that was important was being able to defend Sparta in **battle**.
- The first **Olympic** games were held in 776 in the city-state Olympia.
- Religion was very important in ancient Greece. They were **polytheists** - they believed in different gods and goddesses that were in charge of different parts of their lives, such as a god of the sea and a goddess of wisdom. Temples were built in their honour and they featured heavily in the stories of Greek mythology.
- A **polis** consisted of an urban centre, often fortified and with a sacred centre built on a natural acropolis (citadel) or harbour.

#### WHAT CAME BEFORE

Year 3 - Kingdom of Benin

#### WHAT COMES NEXT

Year 4 - Roman Empire in Britain

## VOCABULARY

**aqueduct** Long stone waterways that delivered fresh water to cities, flowing into a holding tank (castellum).

**baths** Using a central heating system, the Romans would create public bathing areas using terracotta bricks.

**Colchester—Camulodunum** The Roman capital of Britain until it was destroyed under Boudica's rebellion.

**Empire** Controlled from Rome, the Empire included most of Europe, the Mediterranean and North Africa.

**Hadrian's Wall** A defensive wall separating Scotland and England with forts every 5 miles, stretching for 80 miles.

**legacy** a direct result of something in history and which continues to exist after it is over

**raid** a sudden armed attack against a place

**rebellion** fighting back and opposing the people who have attacked you

**roads** The Romans built the first roads in Britain (over 9000km of them) and were distinctively straight.

**toga** Romans often wore large, white wool-

## HISTORY KNOWLEDGE MAT

### The History of the Roman Empire and its impact on Britain CE 42 - 410

#### IMPORTANT FIGURES

**Julius Caesar (100 BC - 44 BC)** - Roman general who won many battles. He invaded Britain twice but did not set up any forts.

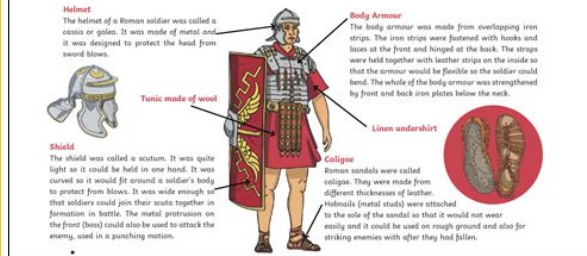
**Claudius (10 BC - CE 54)** - Led to the successful invasion of Britain and was responsible for building many new roads and aqueducts throughout the Empire.

**Queen Boudicca** - led a revolt against the Romans in CE 60. She was Queen of the Iceni tribe.

**Hadrian (CE 76-138)** - Hadrian was the 14th Roman emperor, and ruled during a very successful time for Roman Britain. He is known for having a wall built along the border of England and Scotland (Hadrian's Wall)

**Lucius Septimius Severus (CE 145-211)** - He was an African Emperor, born in modern day Libya, who brought a huge army to Britain. He died in York.

**Constantine (CE 272-337)** - The first Christian Emperor who tried to unite a split Empire.



## KEY LEARNING

- Roman Britain was part of the **Roman Empire** from CE43 to 410.
- After two initial invasions, in CE44, the Romans capture **Colchester**. It is the first fortress in Roman Britain and made the capital city in AD 49. It was named Camulodunum.
- In CE 61, **Queen Boudicca** led a rebellion against the Romans.
- After the initial rebellions, the Romans controlled the lands south of **Hadrian's Wall** in relative peace. A distinctively Romano British culture developed.
- They developed paved straight roads, infrastructure (e.g. sewage).
- They also influenced the written and spoken language, measurement system, way of life, cities buildings (built out of bricks and stone), technology, religion.
- Eventually, the Empire became too big to rule and in CE 285, Emperor Diocletian split the Empire in two halves, East and West. The Romans left Britain in CE 409 because the soldiers and leaders needed to defend other parts of the Empire.
- The **legacy** of Roman rule was felt for many centuries.

#### WHAT CAME BEFORE

Year 3 - Stone Age to Iron Age

#### WHAT COMES NEXT

Year 5 - Anglo Saxons, Picts and Scots

#### TIMELINE

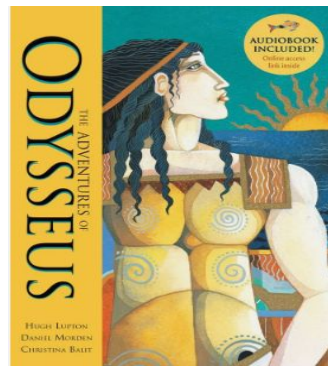
753 B.C.	54 B.C.	CE 43	CE 61	CE 122	CE 211	CE 200	CE 480-550	480-550
Rome was founded	Julius Caesar attempts to invade Britain	Successful Roman invasion, ordered by Claudius,	Iceni revolt led by Queen Boudicca	Hadrian's Wall built to separate Scotland and England	Emperor Lucius Septimius Severus dies in York	Christianity introduced	Arrival of the Anglo-Saxons in Britain	Arrival of the Anglo-Saxons in Britain

# What to expect in Year 4

In Maths we will start with place value establishing basic number facts.

In Science we will be learning about animals, including humans which includes the human digestive system and teeth!

We are going to have a big focus on writing, with a particular focus on developing vocabulary and oracy. We will be learning from the book 'The Adventures of Odysseus' by Hugh Lupton.



# Knowledge Mats - Science

## Scientist



## Skills

I'm identifying differences and similarities like an audiologist.

I'm using scientific enquiries to answer questions like a sound engineer.

## Careers

Audiologist (studies sound and its properties)  
Sound engineer (deals with sound for broadcasts or musical performances)

## Enquiries

How does the volume of a drum change as you move further away from it?

When is our classroom the quietest?

Is there a link between how loud it is in school and the time of day? If there is a pattern, is it the same in every area of the school?

How would you group these items/instruments, based on what kinds of sound they make?

How has the hearing aid changed over time? [See history here](#)



## Y4 SOUND

## Main idea

Pupils will learn about how sound is made, and how it is heard. Sound is an energy, and it is created by vibrations. It travels through the air as soundwaves, and the bigger the vibration, the louder the sound. There is no sound in space!



## Key Learning

- Know how sound travels from the source to the ears.
- Know to associate sound with vibration.
- Know the correlation between pitch and the object producing a sound.
- Know the correlation between the volume of a sound and the strength of the vibrations that produced it.
- Know what happens to a sound as it travels away from its source.

## What you should already know

Sound can be described as loud or quiet, and this is called volume. Pitch of a sound refers to whether it is higher, or lower. Loud sounds can damage our eardrums, the part of our body that enables us to hear. Some people are deaf and cannot hear at all, or not fully, and can communicate through sign language instead.

## What comes next?

KS3 Physics - children will learn about sound waves including frequencies, echoes, reflection and absorption of sound.

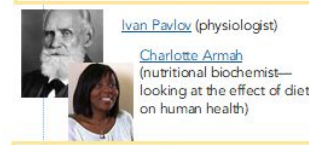
## Key vocabulary

Sound	Amplitude
Eardrum	Loud
Vibrations	Faint
Soundwaves	
Volume	
Pitch	
Insulation	

## Literacy Link



## Scientist



## Skills

I'm using results to make predictions and draw conclusions like a nutritionist.

I'm making systematic and careful observations like an orthodontist.

## Careers

Nutritionist (studies nutrition in food and how it affects our bodies)  
Orthodontist (a doctor who looks after people's teeth and gums)

## Enquiries

In our class, are omnivores taller than vegetarians?

How does an egg shell change when it is left in cola?

Are foods that are high in energy always high in sugar?

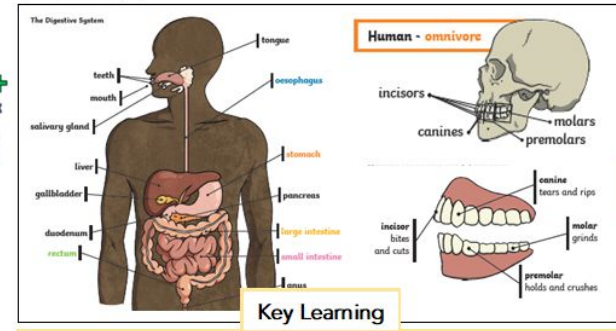
What are the names for all the organs involved in the digestive system?

How do dentists fix broken teeth?

## Y4 ANIMALS INCLUDING HUMANS



Children should be able to describe the functions of the basic parts of the digestive system in humans. Similarly, they will be able to identify different human teeth and explain their functions. Finally, they will construct a variety of food chains in order to identify predators and prey.



## Key Learning

- Humans look after their teeth by brushing and flossing. They ensure that they do not regularly eat foods high in sugar. Not looking after teeth can lead to an increase in plaque and tooth decay.
- Canines are pointed for tearing and ripping food—these are usually used when chewing meat.
- Incisors are shovel shaped and help bite lumps out of and cutting food.
- Premolars and molars are flat and they grind and crush food.
- The smell of food triggers saliva to be produced. Saliva is mixed with the food which helps to break it up.
- When the food is small enough to be swallowed, it is pushed down the oesophagus by muscles to the stomach. In the stomach, food is mixed. The mixed food is then sent to the small intestine which absorbs nutrients from the food. Leftover broken down food then moves on to the large intestine.
- A producer is typically a plant, it is eaten by a primary consumer. The primary consumer is then hunted by the secondary consumer. Finally, the tertiary consumer attacks its prey.

## What you should already know

The parts of the human body and what they do. All animals need water, air and food to survive. Animals, including humans, get nutrition from what they eat. Humans, and some animals, have skeletons and muscles for support, protection and movement. Carnivores eat meat, herbivores only eat plants and omnivores eat meat and plants.

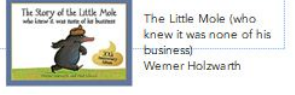
## What comes next?

Year 5 – recognise the changes as humans develop to old age.

## Key vocabulary

Canine	Molar
Decay	Muscles
Digestion	Oesophagus
Enamel	Plaque
Excretion	Predator
Incisor	Producer
Ingested	Prey
Intestines	Saliva

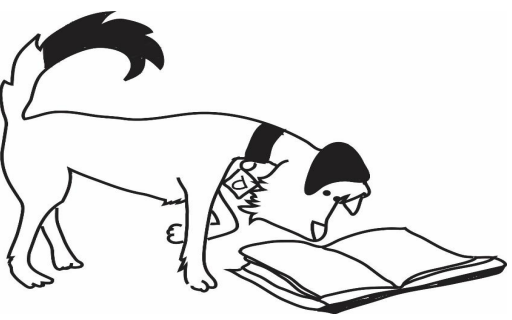
## Literacy Links



# Reading Expectations



- Your child can swap their reading for pleasure book as regularly as they like. Access to books in class book corners.
- We have story time every day.
- Children should read their decodable book at home for at least 20 minutes everyday.
- We encourage adults to read to and to listen to their child daily in Year 4, and write comments in their reading records, so we know they have read with you.



## Year 4

At the end of the year in June, all children in Year 4 will be sitting the multiplication tables check (MTC). All children in Year 4 are expected to be able to recall all their multiplication tables from 2 - 12. More information will be provided at workshops held during the academic year.



Parent workshops to be announced.

# Physical Education and Daily Mile

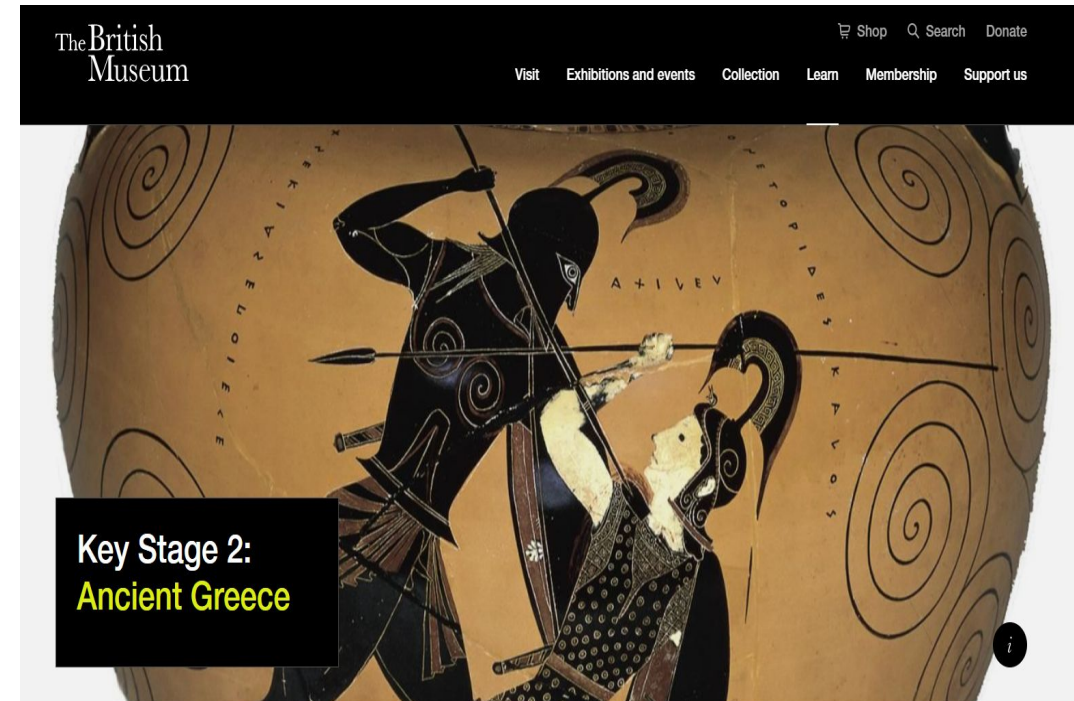
- P.E. twice a week -  
**Monday** - INSPIRE, CREATE, PERFORM Perform dance using a range of movement patterns - Teacher led.  
**Tuesday** - Develop flexibility, strength, technique, control and balance - Gymnastics Coach.
- **Daily mile** - Everyday straight after break.
- Please ensure the children are wearing appropriate footwear on all days.



Carmen (Sports Coach)  
Abdi (Assistant Sports Coach)

# Exciting Trips and Projects

- British Museum - Ancient Greece
- London Mithraeum - The Roman Empire

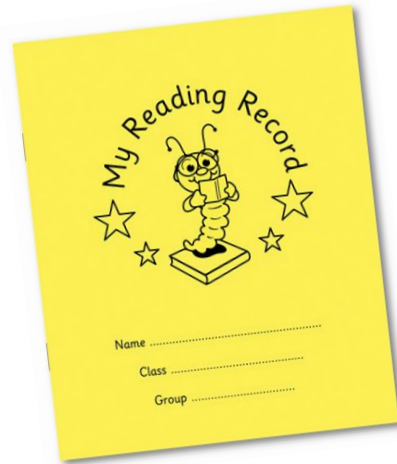




# Home Learning



Google Forms



**Home Learning** Year 1

We are starting a new homework format. This sheet outlines the home learning to be completed for this half term. We have incorporated a hybrid of online and paper activities wherever possible, we will be sticking copies of paper based activities into their home learning books. If you are happy to just access these online then let a member of the team know.

The home learning book can be used in anyway to help with the learning your child does at home- phonics practice, drawing, research, handwriting practice or anything they want to share!

**Weekly recap:**  
Each week, children will be assigned a recap sheet from a lesson that we have completed in class. These will be stuck into the home learning book and shared on the google classroom.

**Maths fluency practice:**  
Use the maths activities in your book to practice your fluency of addition and subtraction within 20.

**Phonics:**  
Use the table provided on a separate sheet to follow what sounds have been taught or recapped this half term. You are free to practice, write or play games with these sounds.

**Memory quiz:**  
Follow the QR code for this half term's curriculum quiz! Children can use this to track their learning throughout the unit.

**Weekly Quiz:**  
Each week, children will be assigned new questions on work covered in class. Take the quiz as many times as you like, we will share efforts in class.

**Daily reading:**  
Your child should read with you every night, recording the reading session into their 'monkey book', aka reading record, when possible.

We also have access to the 'Collins ebooks' online provision, which mirrors the books your child reads in week in class. Your child has their login for this inside their monkey book.

Download the 'mote' chrome extension to help with answering questions using voice notes.



Week 1	Example words
ay	play, spray, tray, crayon, day, slay
a-e	made, same, game, snake, amaze, lake
ea	bead, sea, read, heap, treat, least
e	fever, being, secret, me, we, she

**Tricky Words**

eye	sure	pure
said	were	people

**Alien Words**

vo!	quass	sloom
labe	jair	joil

**Sentence**

I have seen a green snake in the forest.





Google Forms



Home learning is practice! It reviews learning from school.

Who do I want to be? **Home Learning** Year 1

Autumn 1 Home Learning

**INFORMATION**

Weekly recap  
**LESSON SHEET**

<p><u>Maths fluency practice</u></p> <p><b>1/2 TERM MATHS</b></p>	<p><u>Phonics</u></p> <p><b>1/2 TERM PHONICS</b></p>
<p><u>Memory quiz</u></p> <p><b>1/2 TERM QUIZ</b></p> <p></p>	<p><u>Weekly Quiz</u></p> <p><b>WEEKLY QUIZ</b></p> <p></p>

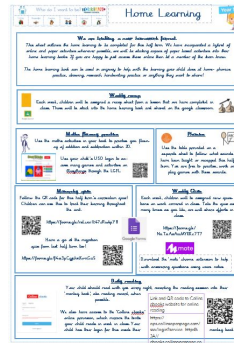
Daily reading

**READING**





Week 1	Example words
ay	play, spray, tray, crayon, day, stray
a-e	made, same, game, snake, amaze, take
ea	bead, sea, read, heap, treat, least
e	lever, being, secret, me, we, she
<b>Tricky Words</b>	
eye	sure pure
said	were people
<b>Alien Words</b>	
vol	quass sloom
labe	jair joil
<b>Sentence</b> I have seen a green snake in the forest.	



# Home Learning

- Online - aim is for the majority of learning to be completed online via Google Classroom
- Reading everyday- reading record
- Home Learning book
- Handed out on Tuesdays and returned on following Monday
- All resources will be available online each half term/week
- Teachers to send out new Google Classroom links during the first week back.

# Home learning

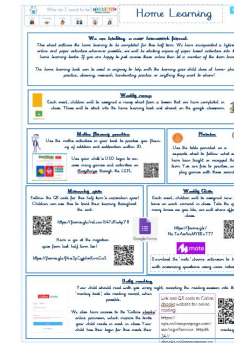



Google Forms

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e	fever, being, secret, me, we, she	
Tricky Words		
eye	sure	pure
said	were	people
Alien Words		
vol	quass	sloom
labe	jair	joil
Sentence		
I have seen a green snake in the forest.		

- Feedback - teachers will spend time in class reviewing home learning.
- Work will be acknowledged by teachers e.g. values stickers, class discussion etc
- Parents/carers workshop to take place in September
- Spelling quiz book to stay in school- practice to be carried out in home learning book

# Home Learning



Week 1	Example words
ay	play, spray, tray, crayon, day, stray
a-e	made, same, game, snake, amaze, lake
ea	bead, sea, read, heap, treat, least
e	fever, being, secret, me, we, she
<b>Tricky Words</b>	
eye	sure pure
said	were people
<b>Alien Words</b>	
vo!	quass sloom
labe	jair joil
<b>Sentence</b> 	
I have seen a green snake in the forest.	

If you have concerns or issues regarding online access please speak to your class teacher.

# Questions...