

**General information
group 4
school year 2025-2026**

Personnel

group 4		
Mon	Willem van Rooden	willem.vanrooden@wijwijzer.nu
Tues to Fri	Cindy van Nobelen	cindy.vannobelen@wijwijzer.nu

organisation		
Special needs Mon, Wed, Fri	Petra Voorderhaak	petra.voorderhaak@wijwijzer.nu
Teamleader Mon to Fri	Cindy van Nobelen	cindy.vannobelen@wijwijzer.nu
Head Mon to Thurs	Lisa ter Veen	lisa.terveen@wijwijzer.nu

Start of the day

The classroom opens at 8:05am and lessons start at 8:15am. We expect group 4 children to come into the classroom on their own whenever possible because this helps them to become more independent. You can say goodbye to your child at the outside door.

Physical Education P.E.

We have P.E. lessons every Monday and Friday. Please provide your children with sports clothes and training shoes for the lessons. Children with long hair will need hairbands to tie their hair up, it might be a good idea to put extra hairbands in your child's gym bag. Please can you arrange this with your child.

Food and drink

The children keep their snack in their bag. The bags are kept in a specific place in the corridor. We think it's important to give your child a snack that is as healthy as possible. Wednesday is 'gruitdag', so all the children must only bring fruit or vegetables, for their snack, on this day.

Birthdays

We celebrate your child's birthday in the classroom. Your child can give a treat to their classmates.

A children's birthday party is, of course, very pleasant for your child and the children who are invited, but to avoid the other children's disappointment, we request that you hand out the invitations outside the school and not in the classroom.

Subjects and course books

You can see which others subjects and courses we follow in the school guide on the website. Please see below for extra information about the subjects that are particularly relevant for the children in group 4.

Arithmetic and numeracy

We use the following maths course in the maths lessons; De Wereld In Getallen 5 (WIG 5) (The World in Numbers). This course offers plenty of repetition of the material. The children are given two blocks to master new strategies. After the two blocks have been completed the children will be tested to check whether or not the goals have been achieved. This course provides a great deal of differentiation as well as repetition and has been designed to enable the children to practise at different levels according to their abilities. From group 7 there will be an opportunity for children who find maths difficult to work on a separate learning path (Fs). We will, of course, consult parents to discuss whether this is acceptable or necessary.

In group 4 the children focus on learning the times tables, subtraction and addition using mental arithmetic. In group 4 we teach sums using numbers up to 100 and by the end of the school year they will also have learned numbers up to 500. At the start of the school year we concentrate on teaching sums and the times tables using mental arithmetic up to 20. When the children have learned this we move further along the number line. To begin with the sums will not exceed tens (such as $67 - 15$) but will progress further later on in the year.

The children will also learn how to make groups, for example: 3 groups of 2. This will help them to understand multiplication sums such as 3×2 . In group 4 the children will learn all the times tables.

Telling the time (analogue and digital), sums of money and the metric system are also taught during group 4.

Reading

In the 2021-2022 schoolyear we started working with a new 'Blink Lezen' course. Why do we like reading? The answer is simple: because we want to know what happens next in the story. This inquisitiveness is the basis of 'Blink Lezen'. It is a complete reading method for groups 4 to 8. The course is a combination of

technical and fluent reading, reading comprehension (and watching/listening), in-depth reading, free reading and reading aloud. 'Blink Lezen' increases the children's inquisitiveness and interest in reading with compelling stories. The various different assignments are never boring. Reading opens up the world to the children, a world full of exciting events, special experiences and surprising people. The children discover more about the world around them and themselves.

At the start of each theme you will receive a message about the new theme on Parro.

Language and spelling

We have been working with a new language and spelling course, known as Staal 2 in groups 3 – 8, since last school year.

Spelling

Staal is based on the proven, preventive spelling approach developed by José Schraven. The fixed rhythm, repetition every lesson and daily dictations (spelling tests) ensure optimal results in spelling. Staal also combines spelling and grammar and is the first method to do so. The children learn the names of new categories and the corresponding new rules alongside previously learned categories and rules which are repeated every day. As a result, the children's knowledge expands and builds on previous information to ensure they learn more effectively. The children learn more effectively when the category and spelling rules are explained in the same way and this is continued and built on throughout the school years.

Language

Staal works with rich and meaningful texts that suit the childrens' world of experience. The theme always starts with 'the grej' of Staal in which the children are introduced to the new theme. The new theme is discussed in detail in the accompanying magazine and workbook. The following areas are covered in a fixed order:

- Vocabulary
- Understanding the language
- Reading comprehension
- Speaking and listening
- Writing

The children work towards producing a final piece of work through a variety of texts and assignments.

Writing

We use the Pennenstreken (pen strokes) method to teach the children how to write quickly and legibly. We teach the children to write the letters separately first, so the letters are not joined up. In our experience the children learn to write in their own style later on in the school. In order to ensure that they develop a good, legible writing style we teach them how to write the individual letters first. The Pennenstreken lessons complement the spelling rules lessons. Both methods work together well as they allow the children to practise the various different writing categories.

English

We use the "Blink Engels" course to teach English. Each lesson focuses on a well-known song. Music has a positive impact on children and encourages them to move, which also helps them to remember the things they have learned. The children learn English through contemporary pop songs. Sometimes the lessons focus on the artist (for example the children need to describe Justin Bieber's clothes and style) and sometimes they focus on clips (e.g. put the pictures of the accidents from Noah Kahan's videoclip in the correct order) or they may even focus on song lyrics (using the Sheppard song *Coming home* to talk about the things you miss when you're away from home). The children learn English words and sentences during the lessons.

World orientation (working in themes and learning by discovery)

We use the Blink Wereld coursebook for world orientation lessons. In group 3 and 4 we use this coursebook to teach geography, history, the natural world, and technology. The lessons follow themes and group 4 will start the first theme after the Christmas holidays. We will send you some information on Parro at the start of each theme.

Creative education lessons

We spend two hours on creative education lessons every week. During these lessons we focus on the creative development of the children in various different ways. Each week we give the children a lesson from the 'Laat Maar Zien' course. This focuses on visual and cultural education. We also have music lessons once every two weeks. These lessons are done alternately by the Pier K music teacher and the group 4 teacher. We also pay attention to ICT skills and media literacy during these lessons.

Parental involvement

An important part of your child's growth is the golden triangle between children, parents and the school. Your child's well-being is paramount and this triangle is essential to ensuring that your child develops according to their abilities. The chart below shows you how you can support your child.

How can I support my child's education?		
I am involved For example: I Show interest in school, I ask: what did you learn today? Talk about how things like Dutch, English and maths are going. Talk about their behaviour too Help my child to do the best they can at school Do educational things together Stand by the school rules Say something nice or kind about the teacher or to the teacher Think along the same lines as the school And....	I help my child For example by: Eating healthy food Going to bed at bedtime and sleeping well Getting enough exercise Coming to school on time Knowing what my child is doing and who they are with Making sure that my child doesn't spend too much time on their Ipad or mobile phone or watching television And....	I know what my child can and cannot do For example: Learning, behaviour and attitude to work at school What my child understands or doesn't understand. Things I can ask or tell my child and things I cannot What my child can achieve, not only this school year, but in the future and after primary school And....

Marleen Buwalda & Maaïke Monsees (2024), inspired by Debora van der Heuvel & Myrthe Drexhage (2024). Source: Met plezier naar school: de onmisbare rol van ouders in het succes van kinderen (Pameijer, 2021)

Social and emotional development

In group 4 children take important steps in their social and personal development. They move from the 'me' phase to the 'we' phase, learn to play together, and begin to compare themselves to others more, which can affect their self-image and self-confidence. They develop empathy and learn to recognise, name and control their emotions.

More and more is expected of children in group 4, for example:

- Children say goodbye to their parents or guardians outside the school and go inside independently without waving at the door.
- They have to take responsibility for their belongings for example, remembering to bring their own P.E. kit.
- The children need to be in their seats at a specific time and with the correct items, ready to start the lessons. Parents need to involve children in the process of being ready for school on time every day.
- Children develop a solution-orientated approach if they get stuck when doing their work trying to fix the problem on their own.
- They keep their workspace tidy and organise their own belongings.
- Children independently inform the teacher of any issues.

Important dates and events in group 4

Introductory chat:	9 September 2025
Progress meeting 1st round:	18 November 2025
First round IEP-tests:	January/February 2026
Report 1 to be taken home:	20 February 2026
Progress meeting 2nd round:	16 April 2026
Second round IEP-tests:	June 2026
Report 2 to be taken home:	26 June 2026

A number of other trips and activities will be planned during the school year. We will let you know about these extra activities and will also request your help on these special days using Parro. If you have the time and would like to come along to help us on these days – please check Parro!

We are looking forward to a great school year and would like to thank you in advance for your cooperation.

Willem van Rooden and Cindy van Nobelen

Our school guide is on the homepage of our website.

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