



# Welcome

Year 4

Badbury Park Primary  
School



**The Blue Kite**  
Academy Trust



## Meet the Year 4 team

Teacher-  
Mrs Tkocz (Willow Tree)



Teaching Assistants -  
Miss Lawrence



## What uniform does your child need in Year 4?

School uniform:

- Grey school jumper/cardigan
- White polo t-shirt
- Black trousers/skirt
- Black shoes/trainers

PE kit:

- Green t-shirt
- Black joggers/shorts
- Daps/trainers



**Please name everything!**



## What else does your child need in Year 4?

- Water bottle (with only water)
- Wellies and waterproofs
- Bookbag or folder containing your child's reading book and record (please bring this in every day)
- Spelling folder (every Friday)



Your child does not need a large back pack.

**Please name everything!**



# PE

At least 2 hours a week.

Willow Tree: Tuesday and Thursday

Please help to support your child's independence by giving them opportunities to dress themselves at home- this will help with a quick change for PE in school.

All uniform will stay in school. PE kits will go home at the end of every term.

**Please name everything!**



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## PE - Swimming

In January, all year 4 children will be swim at Dorcan Recreation Pool as part of our statutory PE delivery



Please again help to support your child's independence by giving them opportunities to dress themselves at home- this will help with a quick change for PE in school.

Further details will follow closer to the time.

**Please name everything!**



## Our Vision

We want happy, engaged learners within a beautiful, authentic learning space that is calm and consistent. We use natural, versatile, open ended resources that are carefully chosen to provoke creativity, wonder and concentration both inside and outside. We want an environment where children are confident to risk take and problem solve whilst learning both knowledge and skills and where the natural world takes center stage.

## Nurturing and enrichment

We are aware that children will continue to need lots of nurture and wellbeing work and we have planned our curriculum around this. Interventions to help any children will be put in place once we get to know your children. Wellbeing and feeling safe and secure are our primary goals because without that, the learning won't take place.



# Our School Day

8.45 School begins

8:55 Register

9.00 English

10.00 Spelling/Big Reading

10.30 Assembly

10.45 Playtime

11.00 Maths

12.00 Lunch

1.00 Circle time

1.10 Maths meeting

1.20 Whole class learning time (Foundation subjects)

3.00 Storytime and book talk

3.15 Home time





Year 4  
Term 1 and 2

Ancient Egyptians



Maths

English

We will be...

- Writing poems
- Writing an emotive pledge
- Writing a newspaper recounts
- Writing historical story
- Continuing to learn Year 3 and 4 common exception words and year 4 spelling patterns.

We are reading...



- Multiplication – Time Tables  
Facts
- Place Value
- Addition and Subtraction
- Measurement
- Multiplication and Division

Science

States of Matter

Sound

PE

- Fundamentals
- Outdoor Adventurous Activities - Orienteering
- Games

## Computing

**Online Safety** – self image and identity  
**Computer Systems and Networks** – The Internet

**Online Safety** – Health, Wellbeing & Lifestyle  
**Creating Media** – Audio Production

## ESR

**What is Fair Trade?**

## Outdoor Learning

Planned for outdoor opportunities throughout English, Maths and Foundation subjects

## Music

**Mamma Mia** – sing, play, compose and improvise with ABBA songs

**Glockenspiel Stage2** – learning about the language of music through using the glockenspiel.

## PSHE/ RE

**PSHE:** Families & Friendships; Safe Relationships; Respecting Ourselves & Others

**RE:** Hinduism in Britain; Learning about right and wrong from religion

## Humanities

**History**  
Ancient Egyptians

**Geography**  
Water

## Art/DT

**Art**  
Egyptian Pots

**DT**  
Egyptian Flatbread

# About Year 4...

In Year 4, children will continue to follow the National Curriculum in all areas and will develop knowledge and skills that builds on from their learning in Year 3. There will be a continued focus on independent learning alongside whole class and small group teacher led sessions.

We will be assessing against the age related expectations for the year group that your children are working in. In the next few slides you will see examples of work that are at ARE (Age related expectations). Please remember that this is what we are striving for by the end of the year- you might not be seeing this right now!



## Example of ARE writing

The Odd Black hat

My house was untidy, damp and dusty. I lived <sup>there</sup> with my mute grandma, just me and my grandma, alone. After dinner, I decided to take a walk in the old creepy woods. In the sky, the moon rose up and the woods got darker and colder. Near the trees, I could see the leaves falling down from the trees moving left and right. The owls inside the tall brown trees stared at me like a a creepy watcher <sup>staring</sup> at my sweaty face. In the left of my position, I saw an eerie glow orange glow near the abandoned cabin and then I realized that someone was watching me...

I walked on the grey path silently. As I walked along, in front of me was a strange looking object. I thought, what is this? Is it a soul? Is it a cooking pot? Whatever it was, it was like a top hat. Carefully, I placed it on my head. It was big and black with a ribbon in the middle of the object. It was then, I noticed what it was, it was a top hat. I whispered. It fitted me very well so I took it and walked away away like nothing happens. I kept it on my bedroom desk. The next morning, I stretched my arms to see a colourful bird standing on my window desk next to the Raven black top hat. It had soft rainbow feathers, with green and blue patterns around its smooth, fuzzy tummy. However, the amazing features was its ruby-red beak and its short yellow legs. I didn't want to lose this beautiful bird so I trapped it in a bird cage gently.

When I woke up, I opened my eyes and the bird was unlocked. The bird was gone, ~~the~~ the magnificent bird was gone. I sprinted rapidly into the woods to find the bird. I looked and searched, then, then, I saw the rainbow bird. I looked flapped away so I followed it. When I followed it, I saw more beautiful animals gathering up on the tree. I saw a blue diamond butterfly flew over my head and had a neon glow. Another butterfly flew above my head with cherry-red wings. A flying snake hung on the tree with flamingo-pink wings and emerald-green scales. ~~the~~ orange bird sat next to the rainbow bird. Slowly, I watched the bugs and birds flapped flapped flapping ~~that~~ their wings (or not) and standing near my feet staring at me.

It was then I realized that I shouldn't trap that beautiful cute bird, I should have freed it to nature. So now I learned a lesson that I should free things to nature.

This is an example of a child writing at the standard of Year 4 in the summer term.



- Can write neatly, legibly and accurately, usually maintaining a joined style – in line with the school’s handwriting style
- Can write in a lively and coherent style.
- Can use a range of styles and genres confidently and independently.
- Can use interesting and ambitious words sometimes
- Can organise ideas appropriately for both purpose and reader, (e.g. captions; headings; bullets; fonts; chapters; letter formats; paragraphs; logically sequenced events; contextual and background information
- Can use a wide range of punctuation including: full stop and capital, question mark, exclamation mark, apostrophe (including how to mark plural possession) and comma, mainly accurately. Use of inverted commas and other punctuation to mark direct speech e.g. *Oliver nervously asked, “Please sir, can I have more?”*
- Can use more sophisticated connectives, (e.g. although, however, nevertheless, despite, contrary to, as well as etc). See also [English - Appendix 2: Vocabulary, grammar and punctuation](#)
- Can use links to show time and cause
- Can open sentences in a wide range of ways for interest and impact
- Can use paragraphs although may not always be accurate
- Can produce thoughtful and considered writing
- Can use or attempt grammatically complex structures, (e.g. expansion before and after the noun – ‘The little, old man who lived on the hill...’; ‘... by the lady who taught me the guitar,...’ ; subordinate clauses – ‘I felt better when...’
- Can spell unfamiliar regular polysyllabic words accurately and most or all of the Year 4 Spelling List Words and in the N.C. Appendix 1. See also [English Appendix 1: Spelling](#)
- Can use nouns, pronouns and tenses accurately and consistently throughout
- Can select from a range of known adventurous vocabulary for a purpose, some words are particularly well chosen.
- Can select interesting strategies to move a piece of writing forward
- Can advise assertively, in factual writing, (e.g. ‘An important thing to think about before deciding...’; ‘We always need to think about...’
- Can develop ideas in creative and interesting ways



# Writing in Year 4

## Statutory requirements

### Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

## Statutory requirements

Pupils should be taught to:

- plan their writing by:
  - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
  - discussing and recording ideas
- draft and write by:
  - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures ([English Appendix 2](#))
  - organising paragraphs around a theme
  - in narratives, creating settings, characters and plot
  - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
  - assessing the effectiveness of their own and others' writing and suggesting improvements
  - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## Statutory requirements

Pupils should be taught to:

- develop their understanding of the concepts set out in [English Appendix 2](#) by:
  - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
  - using the present perfect form of verbs in contrast to the past tense
  - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
  - using conjunctions, adverbs and prepositions to express time and cause
  - using fronted adverbials
  - learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
  - using commas after fronted adverbials
  - indicating possession by using the possessive apostrophe with plural nouns
  - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

## Statutory requirements

### Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## Spelling in Year 4 – Common Exception Words

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



# Maths in Year 4



## Number – number and place value

### Statutory requirements

Pupils should be taught to

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

## Number – addition and subtraction

### Statutory requirements

Pupils should be taught to:

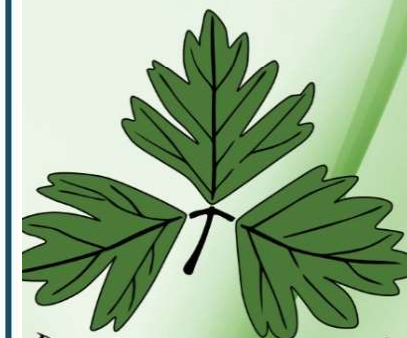
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

## Number – multiplication and division

### Statutory requirements

Pupils should be taught to:

- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects.



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# Continued ...

## Measurement

### Statutory requirements

Pupils should be taught to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

## Geometry – properties of shapes

### Statutory requirements

Pupils should be taught to:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to two right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.

## Number – fractions (including decimals)

### Statutory requirements

Pupils should be taught to:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places.

## Statistics

### Statutory requirements

Pupils should be taught to:

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

## Geometry – position and direction

### Statutory requirements

Pupils should be taught to:

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon.

## Example of ARE Reading.

A child working at age related expectations should be reading grey books by the end of Year 4

Colour
Light Pink
Dark Pink
Red
Yellow
Light Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime
Brown
Grey
Dark Blue
Dark Red
Black

**Grey:** Say hello to Year 4 and the grey book bands. To master texts with a grey book band, students should be able to:

- Explain a character's motivations
- Understand the use of word-plays and puns
- Understand the use of figurative and literal language
- Make notes and highlight the key events in a story
- Talk in different voices to represent each character and narration
- Have a wider knowledge of narration styles



Reading at home is one of the best ways to support your child's learning. At Badbury Park we strive for five.

# Please look after books!



# Reading in Year 4

## Reading – word reading

### Statutory requirements

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in [English Appendix 1](#), both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

## Reading – comprehension

### Statutory requirements

Pupils should be taught to:

- develop positive attitudes to reading and understanding of what they read by:
  - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
  - reading books that are structured in different ways and reading for a range of purposes
  - using dictionaries to check the meaning of words that they have read
  - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
  - identifying themes and conventions in a wide range of books

### Statutory requirements

- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
  - checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
  - asking questions to improve their understanding of a text
  - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
  - predicting what might happen from details stated and implied
  - identifying main ideas drawn from more than one paragraph and summarising these
  - identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.



# Phonics



For those children who need it, phonics continues in year 4. Children will be taught at the phase they are learning at in order to continue sound recognition, segmenting and blending skills leading into reading fluency.



## The National Curriculum

We provide a broad and balanced curriculum which includes teaching:

- English- grammar, spellings, handwriting, reading and writing
- Maths
- Science and Education for Social Responsibility (ESR)
- Computing
- Design Technology
- Art
- Music
- R.E.
- P.E.
- P.S.H.E. including S.R.E.
- History and Geography
- MFL (Spanish)



## Outdoor Learning and Forest School

In Year 4, children will still be having opportunities for outdoor learning. Our outdoor learning will include cross curricular links with the following:

- Education for social responsibility (ESR)
- Science
- Design Technology
- Art
- Geography
- English
- Maths

Year 4 will have a term of Forest School learning with Mrs Bickerton (Mrs B) in Term 6



## Assessments, parents evenings and learning journeys

- Parents evenings x2 and termly 'book looks'
- Termly report cards (PUC)
- End of year report assessed against the expectations for Year 4

We will also complete ongoing assessments to inform our planning. This may include things like live marking, show of whiteboards, questions and quizzes.



# Statutory Year 4 Assessment – Times Tables

## Summer Term

### **What is the multiplication tables check?**

It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

Schools will have unlimited access to a 'try it out' area from April. They can use this to make sure pupils have the necessary support required to access the check. This includes opportunities for pupils to familiarise themselves with the check application and try out any access arrangements that may be required.

### **Will I receive feedback on my child's check?**

Yes. Your child's teacher will share your child's score with you, as they would with all national curriculum assessments. There is no pass mark for the check.



“How was your day?” “Fine!”

“What did you learn today?” “I can’t remember!”

Sound familiar?

Ideas of questions to ask your children...

- What did your friend tell you that you did not know before?
- Who did you sit next to at lunch?
- Who was the first person you smiled at?
- Who made you laugh?
- What was your favourite moment from today?
- What did you find easy and what did you find hard?

Also be ready to share some of your day too.

If we listen to the small stuff now, which to them can often feel like big stuff, when they are older children and it really is big stuff, they have built up a trusting relationship with you and will be in the habit of telling you things that are important to them.



# If things aren't going so well.....

- Please do come and talk to us.  
In the morning, the line can be busy, but if it is urgent, please let us or the office know. You can make an appointment through the office. They have access to our diaries and also can pass a message on.
- Please speak to your child's class teacher first, as we work with your child everyday. If the class teacher is not available please speak to Mrs Debono as the teaching and learning lead.
- If you continue to have concerns you can then, after speaking to the class teacher and Mrs Debono, speak to an assistant head; Mrs Christmas and if you still do not feel that the matter is resolved, please speak to Mrs Dance. We have a formal complaints policy on our website.
- Please email, telephone or tell us if there is anything we need to know about your child or any change of circumstances.



# Other notices:

## **First aid:**

- We will notify you of a head injury or if we feel your child needs to be collected, as stated in our policy.
- You will receive a message if your child has been given first aid.

## **Communication:**

- All important information is in the newsletter. Please make sure you read this as it will inform you of important dates that you need to be aware of.



# Safeguarding

## End of the day pick up

Willow Class will come out on to the playground and line up in front of the staffroom. They will then be dismissed by their school adult to you.

Please do not call your child's name as they exit the doors. Wait patiently until the school adult dismisses them to you. Please do not approach the school adult they will get to your child as soon as they are able. Please remember that they have a duty of care to make sure all of the children make it safely to their adults.



# Safeguarding

We aim to promote wellbeing and maintain a safe, secure and caring environment where everyone is treated with respect.

If you have any concerns about a child please report it to **Mrs L Dance** as the designated safeguarding lead. You can also report your concerns to **Mrs Christmas** if Mrs Dance is not available or **Mr Hanks**.

DSL



Mrs Louise Dance

DDSL



Mrs Eleanor Christmas



Mr Ian Hanks

