Welcome to the Year 4 Curriculum Meeting

Questions at end. Chairs away.



Please support our school financially so that it can continue to deliver an exceptional education to each child.

PTFA CONTRIBUTION SINCE SEPTEMBER 2022



HOW MUCH DOES THE PTFA NEED TO RAISE?

Where do my donations go?

Every year the PTFA contributes funds specifically for the schools' SPECIALIST STAFF, in particular:

- · Art, language, music and PE Teachers
- Teaching Assistants

This enables exceptional level teaching, and specialists that are not the norm in Government-Funded schools.

Your donations have also contributed across the following categories:

PLAYGROUND IMPROVEMENTS

- · KS1 construction blocks & sandpit
- EYS playground games, toys and roleplay sets

RESOURCES

- · ICT equipment
- · Musical instruments and lessons
- · Books and kindles
- · Creative resources and crafts
- Netball posts and equipment
- Storage facilities

INFRASTRUCTURE UPGRADES

 LED lighting and classroom improvements £20 PER CHILD PER MONTH WOULD GENERATE £120K FOR THE SCHOOL EACH YEAR



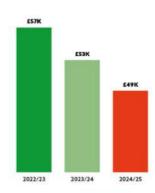
justgiving.com/ barnesprimary schoolptfa



ANNUAL DONATIONS ARE DECLINING

Please support us by setting up a Direct Debit. This helps to raise the total level of donations, and assist with our Financial Planning.

JUST £20 PER MONTH PER CHILD WILL RAISE £120K FOR THE SCHOOL EACH YEAR!



ANNUAL DONATIONS

This Autumn Term

Your donations are needed to fund:

- · Specialist teaching staff and TA's
- · New handwashing facilities for pupils
- · Further investment in ICT equipment
- · LED lighting replacements for failing lights



justgiving.com/



barnesprimary Thank you for your help! O

SOME EXAMPLES OF WHAT YOUR GENEROUS DONATIONS TO THE PTFA CAN MAKE HAPPEN:



























justgiving.com/barnesprimaryschoolptsB



Working together to improve school attendance





Persistent school absence is one of the most significant ongoing impacts of the pandemic.

We know that the highest attendance rates are linked with the best outcomes at all key stages.

Even missing small amounts of education can mean a child misses important sections of the curriculum and may therefore struggle to learn concepts that are built on what they missed.



Your child's attendance percentage will decrease from one of the following:

- Illness
- Medical appointments
- Term time holidays
- · School visits



It is vital that children are in school as much as possible.

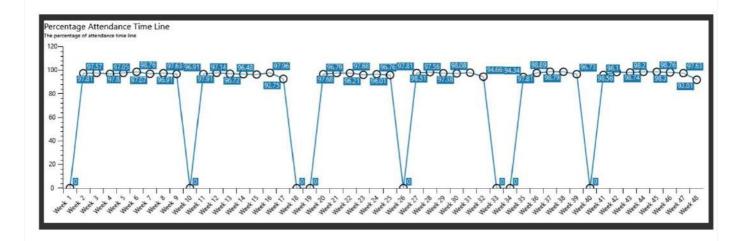
Please book medical appointments during holidays or after school where possible.

The Chief Medical Officer set out in his letter to school leaders on mild illness and school attendance:

> "It will usually be appropriate for parents and carers to send their children to school with mild respiratory illnesses...a minor cough, runny nose or sore throat, [but not] if they have a temperature of 38°C or above."



Please do not take children out of school for a holiday or return late after a holiday. These days will be unauthorised.





Working together to Department improve school for Education attendance

• Thank you in advance for your support. We want to work in partnership and ensure that your child receive a full and outstanding education.

LEARNING LOVE LAUGHTER

Aims

- Weekly timetable and important reminders
- English reading and writing
- Maths
- Foundation subjects
- Trips
- Home learning
- Spelling and times tables

Year 3 Team

Year 3



Mr Brookes





Miss Allen and Miss Palmer

Year 4 Team

Year 4



Mr Beadon 4B





Key Stage 2 Office Staff

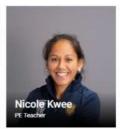


Gill Mais

Key Stage 2 Other Staff















Wellbeing

We have a Wellbeing Mentor (Polly), an ELSA lead (Helen) and support from the Mental Health Support Team at Barnes Primary School. This team work with low level emotional difficulties.

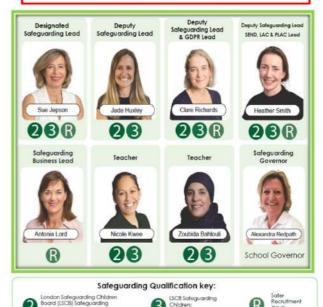
Our team work with allocated children who will benefit from some additional emotional support on a short term basis. These children are allocated through the Senior Leadership Team.

If you have a concern about your child's wellbeing please speak to their class teacher and we will work as a team to allocate appropriate support. If you have a safeguarding concern please speak to Sue Jepson, Jade Huxley, Clare Richards or Heather Smith.





Our Safeguarding Team



У4-В 2025-26	MONDAY Ms Barlow	TUESDAY Ms Barlow	WEDNESDAY Mrs Nolan	THURSDAY Mrs Nolan	FRIDAY Ms Barlow
8.45-9.00am	Maths RTM/warm-up	Morning maths warm up	Morning maths warm up	Spelling warm-up	Spelling warm-up/RTM
9.00-10.00am	Maths 1	PE and Music PPA	Maths 2	Maths 3	Maths 4
10.00-10.15am	BREAK	BREAK	BREAK	BREAK	BREAK
10.15-11.15am	English I	PE and Music	English 2	English 3	English 4
11.15-11.30am	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY	ASSEMBLY
II.30-11.50am	Spelling	Spelling	Guided reading	Spelling	Home learning Tests
11.50-12.15pm	Guided reading	Guided reading	Guided reading	Guided reading	
12.15-1.15pm	LUNCH	LUNCH	LUNCH Gardening Term 2	LUNCH	LUNCH
1.15-2.15pm	Computing and PE Computing 4-BIN	Learning theme RE/Art	Handwriting Maths/English	French 1.15-1.4-5pm for 4-PN French 1.4-5-2.15pm for	Swimming (term 1)
2.15 - 2.45pm 2.45-3.00pm	PE 4B	Handwriting		one class 4B Alternate Termly	Assembly (get home things at 2.20pm)
2.70°0.00pm	Computing 4B PE 4BN	Artist in residence (3 Whole class sessions to start/then groups)	Book Club every HT Handwriting	Science	PD IO
3.00-3.15pm	Home things/read to	Home things/read to	Hit the button/home things/silent reading	Hit the button/home things/silent reading	Home things/silent

Gardening in Year 4. French. Artist in residence.

Year 4 Curriculum

The cross-curricular themes in Year 4 are:

Autumn - Conflict - Britain at War (WW2)

Spring - Civilization (Ancient Greece)

Summer - Change (Rivers)

Meaningful connections make learning stick

Conflict - Britain at War

Our theme for this term, Conflict, includes:

- **History**: World War II and causes and impact of conflict locally, nationally and internationally
- **Design and Technology**: Designing and making Morse Code machines (linked to electricity)
- Geography: Locating and plotting countries involved in WWII at different points in the conflict
- Art: collage and mixed media work
- Computing: code cracking and Enigma

WWII Evacuee Day

As part of our conflict topic, we will have a WWII evacuee day this term (Monday 13th October). Children are asked to dress up as WWII evacuees. More information about this has been in the weekly home learning letter.

Upcoming trips:

HMS Belfast

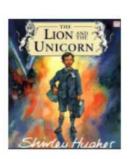
Mortlake Air Raid Shelter

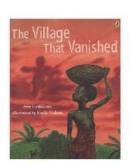
The Imperial War Museum



English:

We are starting the year with The Lion and The Unicorn by Shirley Hughes. We will be completing some diary writing based on evacuation and the Second World War. We will then read The Village that Vanished by Ann Grifalconi. Later in the term, we will then start Krindlekrax by Phillip Ridley. Spoiler alert! Please do not read this text in advance.









Maths

We follow objectives from the National Curriculum (which can be found online if you are interested). We always start the year by focusing on children's understanding of place value and their calculation skills in the four operations. Times tables are extremely important. By the end of Y4, children are expected to know all of their multiplication facts up to 12x12.

Statutory Times Tables Tests started in 2021. These tests mirror the lay out of Times Table Rockstars and so we encourage all children to use this resource.

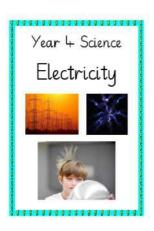








Science Lots of practical hands on experiments





- Electricity
- States of Matter
- Forces
- · Animals including Humans

Supporting at home: Science Museum Non-fiction reading

Design Technology Week Year 4: Design a Morse Code Machine







Home learning

- · Given out/set on a Friday
- Due in following Thursday.
- OUsually Maths, English, Science or History consolidation or research.
- OA new home learning folder to complete their activities in.



Other weekly home learning:

- Spellings (9 words a week, tested on a Friday). Suggested 5 mins daily
- Spelling Journals to practise weekly spellings

Please remember to keep practising the National Curriculum words which the children will bring home. They also practise these at school in GR lessons. These will now be at the front of the home learning folders.

- o-Ongoing times tables practice (tested on a Friday). 5 mins a day (TTR).
- \circ Reading (as often as possible please and children have their hand in date written in the front of their new RJs). I5-30 mins daily.

Top tips:

Routine, Place, Praise effort, Team work

Spelling folders should still be brought in every day along with reading journals

Spelling

- New spellings on a Friday.

These will follow a spelling pattern investigated in class but may also be spellings taken from errors children are making in their own writing or practising the Year 3 and 4 spelling words.

- Please note: the Y3/4 list of words is not an exhaustive list of all the words children need to learn; the weekly spellings are vitally important.
- Their spelling journal should brought in everyday.
- National Curriculum word lists will also still be on Spelling Shed.

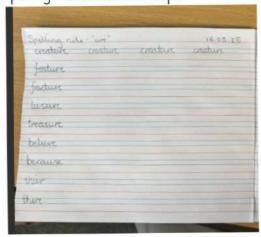


Spelling Journals

- Spelling journals are for practising weekly patterns and using strategies to help long-term memory
- Strategies will be gradually introduced in lessons to build confidence
- Children should practise a little most days at home; journals must be brought to school daily
- Journals are checked every Friday with a short five-word quiz;
 scores are not recorded
- Each week, children select nine words: six linked to the spelling pattern and three from recent mistakes or work
- Journals will be sent home tomorrow after the first week of spelling lessons.

submerge
subheading
submarine
subordinate
subway
superman
supervise
supermarket
superpower
superhuman

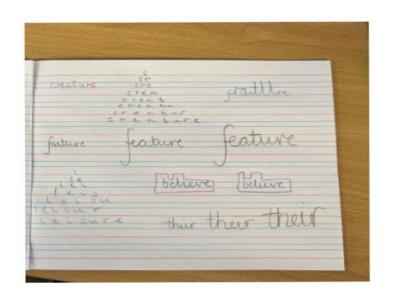
Spelling rule: sub and super

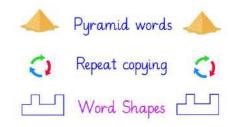


week 5 Summer 1 2025

Copy 5 of these words in your book

The other 4 are words you need to practise. These words can be from National Curriculum words or your English book.





- Words must be spelled correctly when copied.
- o Handwriting should be neat and legible.
- You should practise your spellings using a variety of strategies, filling one page per week. This can be done creatively and does not need to stay on the lines.

On the next page, please use the spelling strategies we have introduced in our spelling lessons to practise these words.

We will mark these every Friday

Times Tables

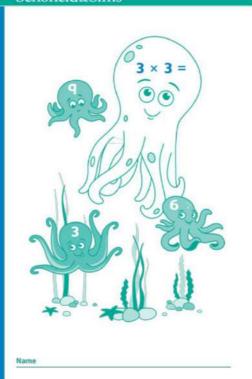


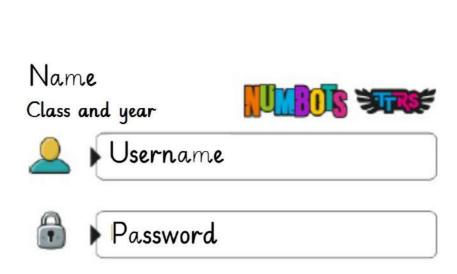




Times Tables Practice 1

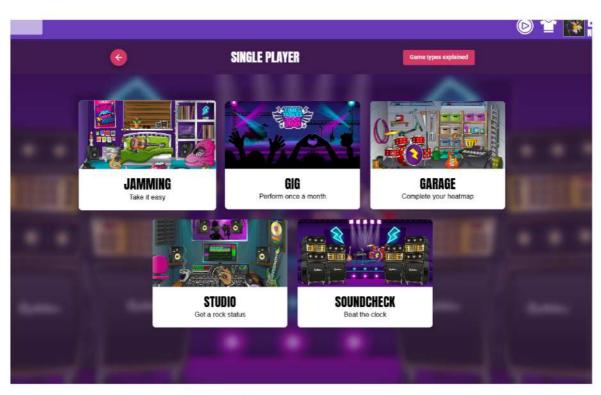
Schofield&Sims













Soundcheck MTC





Reading Journals

We ask children to record what they have been reading at home at least four times a week plus an extended entry in their reading journal. Children will be encouraged to extend their logs as the year progresses. The more you are able to read with your child, the greater the benefit will be.

We ask children to have their reading journals with them every day.

Children will give in their journals on set days to be marked.

Reading Challenges

I Pick 3 descriptive words from the text, write them down and explain why you think the author used them.	2 Complete a picture gallery of some of the characters. Eplain the role of each character.	3 Make up 3 questions you would use to check someone has read the book carefully. 6 Look at a non-fiction book. Write a five bullet point summary. Add diagrams if you wish. 9 Write the main events from a story as a story mountain.		
I+ Write a description of one of the characters from your book. Add a picture if you wish.	5 Find words you don't understand in the story, write down their meanings from a dictionary. Find synonyms and antonyms for each.			
7 Design a poster advertising the book. Remember to write on the poster why people should read it.	8 Draw a picture of one of the settings in the book; write words/phrases from the book around the setting to describe it.			
10 Write an alternative ending to the story.	Il Write a new blurb for the back of the book.			
13 Write a letter to a character.	I+ Write a list of questions you would like to ask the author or a character in the book.	15 Write about your favourite part of the story and explain why you have chosen it.		

16 In your reading book which character are you most like and why?	17 Identify and explain the main themes.	18 Who would you recommend this book to and why?		
19 What are the similarities and differences between the book and film?	20 Write a diary extract for one of the characters.	21 Choose two books by the same author and compare them. Write a list of similarities and differences.		
22 Draw a decision tree/branched diagram to show the characteristics of different personalities.	23 From a non-fiction book write a glossary of technical words used.	24 Make a list of questions that pop into your head as you read (Think Aloud).		
25 Write a summary of the story in no more than 200 words.	26 Complete a question quadrant.	27 Read the opening sentence. What does it make you think? Why does the author use it? What themes does it suggest?		
28 Make a list of books with a similar theme — explain how they are similar.	29 Finish the sentence 1 like the way the author' then oplain your thinking.	30 Which book do you want to read next and why?		

Please number each task so we can track

PE

- PE with Miss Kwee is on a Tuesday morning and with the class teacher on a Monday afternoon (Spring/Summer). There will be no indoor PE with the class teacher until January Miss Kwee will take Mr Beadon's class swimming this term.

When swimming, please remember all children need a swimming hat, goggles, appropriate swim wear and we would recommend a snack for the journey back.

We will finish end of Autumn 2 - the children will have sessions right up until the end of this term.

We also strongly encourage the children to keep swimming outside of school when they can as this really helps consolidate their skills. We will feedback after lessons when necessary.

- Please ensure your child is coming to school in the correct PE kit with their uniform in a bag Including the correct shoes



- No jewellery please.

AB

Swimming in Year 4



The more they go swimming the better!

Water bottles & healthy snacks:

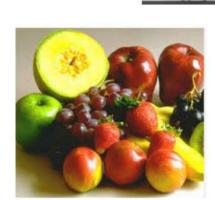
- · Every child needs a labelled water bottle. School water bottles are available from the school office. Children will bring their water bottles home everyday to washed.
- · Please remember that children can bring in a healthy snack for break time. They are allowed to bring the following:

Fresh or dried fruit, vegetables, fruit strips/strings, yogurt, cheese, rice cakes, breadsticks, sandwich

No: Crisps, Sweets or Chocolate

Please remember that the school is nut free!

Birthday books



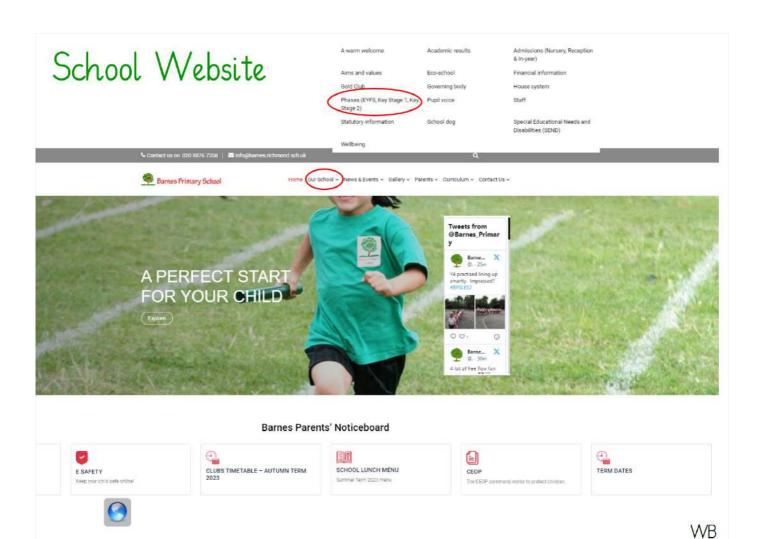
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Website



Curriculum maps Knowledge maps Maths page Reading page Handwriting page

WB



Knowledge Maps



This shows where bombs were dropped during WW2. It helps us to understand why children were evacuated and where they went to.

Links to other subjects

History - the origins of WW2.
evacuation, the Buttle of Britain,
The Blitz and how WW2 ended
DT - make a Morse Code muchine
Art - collage and mixed media work

Conflict

Geography Y4: The Second World War, 1939-1945

Key Questions

Which countries were involved in World War 2? Where were children evacuated to? How was the local area affected?

Key Facts

The principle countries involved in the Allied Powers were the UK, USA and France.

The principle countries involved in the Axis Powers were Germany, Jupun and Italy

Children were evacuated from large cities to rural locations as these places were less likely to be bombed.

Many places in the local area were bombed during the war. It was targeted for its railway that connected Burnes to central London.

Links to prior learning

Y3: Richmond Park and other Royal Parks

KSI: Local history day

Key Vocabulary

allied powers the countries that fought against the wis powers This included the UK, USA and France.

was powers the countries that fought against the allied powers. This included Germany, Italy and Japan.

equator the imaginary line that divides the world in two halves northern homisphere countries which are north of the equator southern homisphere countries which are south of the equator around a countries which are south of the equator around a countries which are south of the equator around a countries.

rural areas the countryside





Curriculum Maps

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Year 4

Curriculum Map - Art and Design

Curriculum Map - Computing

Curriculum Map - Design and Technology

Curriculum Map - Geography

Curriculum Map - History

Curriculum Map - Maths

Curriculum Map - Music

Curriculum Map - Personal Development

Curriculum Map - Religious Education

Curriculum Map - Science



Read More

Read More

Read More

WB

Promoting positive learning behaviour



- o Listening and contributing to class discussions
- Focusing on tasks
- Taking care of equipment
- · Moving sensibly around the school
- Responding appropriately and politely to all adults and to each other
- · Completing all work with care



- · Clear enthusiasm for learning
- $\circ\, \mathsf{Maturity} \,\,\mathsf{in}\,\,\mathsf{all}\,\,\mathsf{situations}$
- o Responding positively and sensitively to difficult situations
- o Taking responsibility to extend learning further

Contacting Teachers:

We are around at the end of the day (except for Tuesdays due to a staff meeting) and are very happy to talk with you.

If you require more than a few minutes please arrange an appointment directly with us via email.

We just kindly ask that you email at appropriate times and understand that we cannot always answer during the school day or on weekends. Our aim is always to respond as soon as possible however.

Any Questions?





