

# **Parent Information Booklet**



**Year 4  
2022-2023**

Please keep this booklet to refer to throughout the year.

**Parsloes Primary School**

## **WELCOME TO YEAR 4**

Dear Parents/Carers,

We would like to welcome you and your child to Year 4 and we look forward to working with you in the coming year. Our aim as class teachers is for your child to make the best progress that they can, as well as enjoying their time whilst they are here at Parsloes.

If you have any questions about your child's education and progress, please don't hesitate to speak to your child's class teacher. We sincerely hope that your child will have a wonderful time in Year 4 and excel in all that they do.

Kind regards,

Year 4 teachers – Miss Peters (Beech) and Miss Shubh (Maple)

Phase Leader for Years 2, 3 and 4 – Miss Ghouse

Assistant Headteacher – Miss Lipman

## **Our Vision**

At Parsloes Primary School we believe in an enriched and progressive curriculum that is engaging for all. The children and their learning are at the core of all that we do. Our curriculum is designed to take into consideration our children's varied backgrounds and cultural experiences. We believe our children deserve a curriculum that expands their life chances, enabling social equity and mobility.

## **Curriculum Intent**



Our curriculum is language rich with reading at the heart of it. It is based upon our values and promotes positive emotional and physical health and provides experiences and opportunities that broaden children's cultural capital and supports the mindset that they can achieve anything.

## **Year 4 - Reminders to Parents**

### **Attendance and Punctuality**

There is a soft opening from 8.40am to 8.50am. Your child's regular and prompt attendance at school is crucial to their success, so please ensure they are on time every day. The most intensive lessons begin first thing in the morning. If your child is late, they will miss out on very important learning.

### **Reading**

Children will take a book matched to their reading level home and are encouraged to read daily. Once they complete this book, they will take a quiz on 'Accelerated Reader', where they can demonstrate their understanding of what they have read.

Accompanying this book is a reading record, where you can write comments on their reading progress. Please ensure that you sign your child's reading record at least five times each week. Please take the time to also question your child about the books that they are reading to you.

Your child will also be given a log-in for Bug Club, where they can access books online at the level determined by the teacher. This will be monitored weekly by the class teacher and forms part of the homework expectation.

### **Multiplication Table Check**

During the Summer Term, your child will be taking the statutory multiplication tables check (MTC). The purpose of the check is to determine whether pupils can fluently recall their times tables up to 12 x 12, which is essential for future success in mathematics. Please ensure that your child is confident with these tables and can recall them at speed. Further updates will follow throughout the year. Please support your child and encourage them to practise daily online: [www.timestables.co.uk](http://www.timestables.co.uk).

### **Uniform**

The school has high expectations for school uniform. Full school uniform with the school logo must be worn daily. All children should wear appropriate black shoes for school. Please ensure that your child's name is written clearly on all of their belongings. We recommend that long hair is tied back for safety.

Children should not wear jewellery in school, except from small studs if they have their ears pierced.

### **Water**

Your child will need a named water bottle with a covered mouthpiece to access water throughout the day. We cannot provide or share cups in the classroom. Your child will be able to refill their water bottle throughout the day as necessary.

### **Break times**

Each class has access to a range of playground equipment to use at break and lunch times. Children are not allowed to bring their own toys into school to play with.

### **PE**

Children should bring their PE Kit in a PE bag. This consists of a white T-Shirt, red shorts, black joggers and a black sweatshirt. Children should not wear earrings to school on their PE days and long hair must be tied back.

Beech – Wednesday and Thursday

Maple – Wednesday and Thursday

### **Art Shirts**

Please can you provide your child with an old shirt to be used during Art lessons.

### **Library**

Your child will visit the school library with their class once a week, where they will have their opportunity to check out a book and take it home to read. Please ensure that your child returns the book the following week. There is a charge of £5 for any lost or damaged books.

### **Curriculum**

Our theme for the first half term is 'Truly Scrumptious'. Further updates will follow throughout the year.

## **Mobile Phones**

Mobile phones are not allowed in school.

## **How to support your child in Year 4**

- Read with your child every day and ask them questions about the story.  
Examples of questions you could ask are:  
Why do you think the character behaved in this way?  
What is the meaning of this word?  
How do you think this chapter will end?  
Has your opinion of the character changed after reading the book?
- Help your child to complete their homework. Homework is set on Friday and due in the following Friday.
- Support your child to learn all of their times tables up to 12x12.  
Recommend websites: [Timestables.co.uk](http://Timestables.co.uk) and [trockstars.com](http://trockstars.com)
- Practise the spellings which your child will come home from school with, including the Year 3 and 4 spelling list.
- Discuss with your child topics covered in school, using the half termly parent overviews.
- Encourage conversation through talking about your day.

## PARSLOES PRIMARY SCHOOL UNIFORM

The uniform, including the P.E. Kit, book bags etc. can be purchased from our online uniform supplier which is Premier Schoolwear, [www.premierschoolwear.co.uk](http://www.premierschoolwear.co.uk).

Uniform can be purchased and either delivered or collected from store. If you require any additional information please speak to the school office.

### **COMPULSORY UNIFORM**

#### **BOYS**

Grey tailored trousers  
White school polo shirt (with Parsloes motif)  
Red school sweatshirt (with Parsloes motif)  
Plain grey socks  
Plain black **shoes (NO Trainers)**  
No dyed hair or shaved fashion hairstyles

#### **GIRLS**

Grey pleated skirt or grey tailored trousers  
White school polo shirt (with Parsloes motif)  
Red school sweatshirt (with Parsloes motif)  
Grey tights  
White socks  
Plain black **shoes** (flat heel with a back, **NO Trainers**)  
Red or white hair accessories  
No dyed hair or shaved fashion hairstyles

#### **BAGS**

Parsloes Book Bag only

**Please do not send your child to school with any other bags, handbags or back packs.**

### **OPTIONAL SUMMER UNIFORM (from April to October)**

Children may wear the main uniform all year round, but during the hot weather boys and girls may wear grey tailored shorts with the white school polo shirt.

Girls also may wear a red gingham checked **dress** (not 2 piece suit) with white socks.

#### **PLEASE NOTE:**

All cardigans and sweat shirts **must** have the Parsloes Primary School motif. All shoes should have a back, should be flat heeled and **BLACK**. Please only have laced shoes if your child can do up their own laces otherwise have ones with velcro. Any clothing underneath the uniform especially in the winter months must not be seen, this includes long sleeve tops and leggings.

**Children coming into school with the incorrect uniform will be asked to change.**

The only jewellery pupils may wear are **studs** in pierced ears. These need to be removed by the child for all PE lessons (maybe easier to keep earrings out on P.E. days). Watches may only be worn if pupils know how to tell the time. Pupils wearing nail varnish or make up will be asked to remove it.

### **COMPULSORY P.E KIT**

Red shorts (not cycling or Bermuda)

Plain white round necked T-shirt

Black plimsolls

Plain tracksuit bottoms (black) & a plain (black) sweatshirt (over their white P.E. t-shirt) may be worn during the cold weather for outdoor P.E. Long hair must be tied back in accordance with health and safety regulations.



## Curriculum Overview – English

<p style="text-align: center;"><b><u>Autumn 1</u></b></p> <p><b><u>Narrative 1</u></b>  <b>Text:</b> 'Charlie and the Chocolate Factory' by Roald Dahl  <b>Genre / Plot Structure:</b> Character Description</p> <p><b><u>Non-Fiction 1</u></b>  <b>Text:</b> 'Charlie and the Chocolate Factory' by Roald Dahl  <b>Genre / Plot Structure:</b> Recount – Magazine Article</p>	<p style="text-align: center;"><b><u>Autumn 2</u></b></p> <p><b><u>Non-Fiction 2</u></b>  <b>Text:</b> 'Bill's New Frock' by Anne Fine  <b>Genre / Plot Structure:</b> Persuasive Letter</p> <p><b><u>Non-Fiction 3</u></b>  <b>Text:</b> 'Bill's New Frock' by Anne Fine  <b>Genre / Plot Structure:</b> Persuasive Speech</p>
<p style="text-align: center;"><b><u>Spring 1</u></b></p> <p><b><u>Narrative 2</u></b>  <b>Text:</b> 'Persephone' by Sally Pomme Clayton  <b>Genre / Plot Structure:</b> Defeat the Monster</p> <p><b><u>Narrative 3</u></b>  <b>Text:</b> 'Persephone' by Sally Pomme Clayton  <b>Genre / Plot Structure:</b> Playwriting</p>	<p style="text-align: center;"><b><u>Spring 2</u></b></p> <p><b><u>Narrative 4</u></b>  <b>Text:</b> 'The Wolf's Story' by Toby Forward  <b>Genre / Plot Structure:</b> Traditional Tale with a Twist</p> <p><b><u>Poetry 1</u></b>  <b>Text:</b> 'Don't be Scared' by Carol Ann Duffy</p>
<p style="text-align: center;"><b><u>Summer 1</u></b></p> <p><b><u>Non-Fiction 4</u></b>  <b>Text:</b> 'I Believe in Unicorns' by Michael Morpurgo  <b>Genre / Plot Structure:</b> Discussion</p> <p><b><u>Narrative 5</u></b>  <b>Text:</b> 'I Believe in Unicorns' by Michael Morpurgo  <b>Genre / Plot Structure:</b> Portal Story with Time Slip</p>	<p style="text-align: center;"><b><u>Summer 2</u></b></p> <p><b><u>Non-Fiction 5</u></b>  <b>Text:</b> 'Escape From Pompeii' by Christina Balit  <b>Genre / Plot Structure:</b> Newspaper Report</p> <p><b><u>Narrative 6</u></b>  <b>Text:</b> 'Escape From Pompeii' by Christina Balit  <b>Genre / Plot Structure:</b> Action Scene</p>

## Curriculum Overview – Themes

### Autumn 1

Truly Scrumptious



### Autumn 2

Strike a Pose



### Spring 1

It's all Greek to Me!



### Spring 2

Big Lights, Big City



### Summer 1

I Believe in Unicorns



### Summer 2

When in Rome...



### **End of Year Expectations – Writing**

By the end of Year 4, a child of expected standard will meet the following criteria:

Organises paragraphs around a theme.
Creates characters, settings and plot.
Proof-reads work for spelling and punctuation errors.
Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
Uses standard English forms for verb inflections instead of local spoken forms
Uses fronted adverbials.
Chooses an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.
Uses inverted commas and other punctuation to indicate direct speech.

### **End of Year Expectations – Reading**

By the end of Year 4, a child of expected standard will meet the following criteria:

Applies a growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that are met.
Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Uses dictionaries to check the meaning of words that have been read.
Identifies themes and conventions in a wide range of books.
Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.
Checks that the text makes sense, discussing his/her understanding and explaining the meaning of words in context.
Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.
Predicts what might happen from details stated and implied.
Identifies main ideas drawn from more than one paragraph and summarises these.
Retrieves and records information from non-fiction.

### **End of Year Expectations – Maths**

By the end of Year 4, a child of expected standard will meet the following criteria:

Counts in multiples of six, seven, nine, 25 and 1,000.
Counts backwards through zero to include negative numbers.
Orders and compares numbers beyond 1,000.
Rounds any number to the nearest 10, 100 or 1,000.
Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why.
Recalls multiplication and division facts for multiplication tables up to 12 x 12.
Recognises and shows, using diagrams, families of common equivalent fractions.
Counts up and down in hundredths; recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10.
Rounds decimals with one decimal place to the nearest whole number.
Solves simple measure and money problems involving fractions and decimals to two decimal places.
Converts between different units of measure e.g. kilometre to metre; hour to minute.
Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
Identifies lines of symmetry in two dimensional shapes presented in different orientations.
Plots specified points and draws sides to complete a given polygon.
Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

### Year 3 and 4 Spellings

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

## Year 4 Curriculum Overview

YEAR 4	AUTUMN 1 Truly Scrumptious	AUTUMN 2 Strike a Pose	SPRING 1 It's All Greek to Me	SPRING 2 Bright Lights, Big City	SUMMER 1 I Believe in Unicorns	SUMMER 2 When in Rome...
English	Charlie and the Chocolate Factory Character Description & Recount <b>Reading:</b> Retrieval & fluency	Bill's New Frock Persuasion <b>Reading:</b> Summarising & predicting	Persephone & Greek Gods and Heroes Overcoming the Monster & Playwriting <b>Reading:</b> Retrieval & identifying themes and genres	The Wolf's Story, When Jessie Came Across the Sea & Life Doesn't Frighten Me Traditional tales with a twist & Poetry <b>Reading:</b> Inference & performing poetry	I Believe in Unicorns Discussion & Portal Story <b>Reading:</b> Inference	Escape from Pompeii & Meet the Ancient Romans Action Scene & Newspaper Report <b>Reading:</b> Retrieval & vocabulary
Maths	<b>Number</b> Number and Place Value Addition and subtraction	<b>Number</b> Fractions (decimals) Money Time	<b>Number</b> Multiplication and division <b>Measurement</b> Fractions	<b>Number</b> Fractions <b>Number</b> Fractions (decimals)	<b>Number</b> Addition and subtraction <b>Measurement</b> Number Multiplication and division	<b>Statistics</b> <b>Geometry</b> Properties of shapes Position and direction
Science	<b>Animals inc. Humans</b> What is the digestive system and what part do teeth play?	<b>Sound</b> What are vibrations, pitch and volume?	<b>Ancient Greece</b> What was society like in Ancient Greece and what did they believe?	<b>Electricity</b> What do you need to create a series circuit?	<b>Living Things/Habitats</b> How do food chains work? How can you classify animals?	<b>States of Matter</b> What are the changes in state for solids, liquids and gases? <b>Roman Empire</b> How did the Roman Empire change Britain?
History						
Geography	<b>Human Geography</b> How important is water to our lives? How does the trade of food impact people's lives?			<b>Locational Knowledge / Place Knowledge</b> How does London compare to New York?		<b>Physical Geography</b> What are the causes and consequences of natural disasters?
Religious Education	<b>Hinduism</b> How and why do Hindus worship in the home and the Mandir?	<b>Beliefs</b> What makes you the person you are?	<b>Beliefs</b> What happens when someone gets married?	<b>Celebrations</b> Why is Easter important to Christians?	<b>Christianity</b> Why is the Bible a special book for Christians?	<b>Community</b> What religions are represented in our locality?
Computing		<b>Programming</b> How can we use Scratch to produce continuous loops?	<b>Communication / Research</b> How can we refine our searches online and present our findings?	<b>Programming</b> How can we create decomposing algorithms and IF functions using Crumble kits?	<b>Multimedia</b> How can we plan and record stop motion animation?	<b>Data</b> How can we use databases to create graphs and tables to represent real world data?
Art		<b>Famous artist &amp; Printing</b> How can we design and print in the style of Orla Kierly?	<b>Sculpture</b> How do we make a Greek mask?		<b>Drawing</b> How do we create an effective fantastical scene using pastels?	
Design & Technology	<b>Structures/Key Individual/Cooking and Nutrition</b> How do we design, make and package a chocolate treat?	<b>Textiles</b> How do we design and make a fabric bag?			<b>Mechanisms</b> How do we use pneumatics to create a mythical creature?	
PSHE	<b>Jigsaw:</b> Being Me in the World	<b>Jigsaw:</b> Celebrating Difference	<b>Jigsaw:</b> Healthy Me	<b>Jigsaw:</b> Dreams and Goals	<b>Jigsaw:</b> Relationships	<b>Jigsaw:</b> Changing Me
Physical Education	<b>Ball Skills:</b> travelling and dribbling (Football) <b>Gymnastics:</b> travel and balance	<b>Ball Skills:</b> passing with hands (Basketball) <b>Gymnastics:</b> travel and balance	<b>Ball Skills:</b> travelling and dribbling (Hockey) <b>Greek Dance:</b> perform dances using a range of movement patterns	<b>Ball Skills:</b> striking with equipment (Tennis) <b>Gymnastics:</b> travel and balance	<b>Athletics</b> Animal Dance: perform dances using a range of movement patterns	<b>Ball Skills:</b> striking and fielding (Cricket) <b>Roman Dance:</b> perform dances using a range of movement patterns.
Music	<b>Charanga / Drumming</b> What are the features of pop music?	<b>Charanga / Drumming</b> How can we develop our glockenspiel skills?	<b>Charanga / Drumming</b> How can we write lyrics linked to a theme?	<b>Charanga / Drumming</b> How can we work together to compose music in the soul / gospel genre?	<b>Charanga / Drumming</b> How is music linked to social change?	
Spanish		<b>Language Angels</b> Phonetics / I Can...		<b>Language Angels</b> Vegetables	<b>Language Angels</b> Ancient Britain	



Year 4 Times Tables

X	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144





**Entry Point** – Willy Wonka's Chocolate Factory – we will design our own sweets and taste test chocolate!

### **Geography – Human & Physical**

We will learn where cocoa beans are grown and the journey they make to become chocolate. Also, we will learn the importance of water and ways that it can be conserved.

**Activities:** Read food packaging labels and see if you can find out where it travels from and how far away that is from the UK. Think of ways that you can save water in your home.

**Key Vocabulary:** cocoa, fair trade, conservation

**Key questions:** How is water delivered to your home? In what ways are you encouraged to save or use water in the media?

### **PE – Invasion games – football**

This term we will be learning the skills and rules of football, learning to turn, travel and strike the ball.

**Activities:** Watch a football match. Roll and pass a ball to a partner.

**Key Vocabulary:** turn, travel, strike, defence, attack, position, tackle, posture, control.

**Key questions:** What are the rules? How many players are in a team? What skills are needed to play this game?



### **Science – Human digestion and teeth**

We will learn about the basic parts of the digestive system in humans and identify the different types of teeth in humans.

**Activities:** Research the length of time it takes different foods to digest. Record the results and bring into school.

**Key Vocabulary:** Canines, digestion, incisors, large intestine, molars, oesophagus, small intestine, rectum

**Key Questions:** What is the use of the different teeth in your mouth? What are the different ways we can protect our teeth? What is the role of saliva in digestion?



### **DT – Food & Key Individuals**

This term we will learn about the Cadbury family and how chocolate is made. Exploring different flavours and designs, we will create and make our own chocolate and design appealing packaging.

**Activities:** Research the packaging of sweets and chocolates; look in the shops and watch TV adverts.

**Key Vocabulary:** packaging, advertising, productive

**Key questions:** Why do you think they have used the material chosen? What colours and designs are used on the packaging of products?

**RE – Hinduism** – We will explore Hindu worship at home and in the Mandir, and explore some of the objects used in worship and their symbolism, and how these have an impact on daily life. We will be reflecting on our own thoughts and experiences.

**Activities:** Write your own class prayer.

**Key Vocabulary:** Arti, Aum, Ganesh, Mandir, Murti, Prasad, Puja and Puja Tray, Deity, Mandir, Temple, incense

**Key Questions:**

How do people worship God?

How do people show their religion?

What places of worship are there in my local community?

### **PSHE – Being Me**

This term we will learn how to help others feel welcome and understand our role in the school and wider community.

**Activities:** Read or watch daily Newsround and think about the importance of democracy, linked to our rights and responsibilities.

**Key Vocabulary:** rights, laws, protect, Rights of the Child, actions, inappropriate, appropriate

**Key questions:**

What does it mean to live in a democracy? What are my human rights?

What can be done to make our school or community a better place?

**Exit Point** – Chocolate Invention Shop





## Truly Scrumptious

Year 4 – Autumn Term 1



### Curriculum Core Text



Charlie and the Chocolate Factory by Roald Dahl

### English – TalkForWriting

**Text:** Charlie and the Chocolate Factory by Roald Dahl

**Focus:** We will be writing a character description and a magazine article

### **Key Vocabulary**

genius, extraordinary, grin, graceful, chuckle, splendour, captivate, legendary, gape, bizarre

### Recommended Reads

