

# **Parent Information Booklet**



**Year 4  
2025-2026**

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 – Mrs Atkin (Beech) and Ms Smikle (Maple)

## **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 three times each week. Please take the time to also question your child about the books that they are reading to you.

### **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.

### **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 toys to use at break and lunch times. Children are not allowed to bring their own toys into school to play with.

## **PE**

PE kit 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 – Tuesday and Friday

Maple – Tuesday and Wednesday

## **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.

## **Extra-Curricular Clubs**

We have a wide range of clubs on offer for our pupils. These take place before and after school. These include Cooking, Art, Wellbeing, Bright Minds

(Reception only), and Homework club. We also have a wide range of Sports Clubs including Football, Dance and Multi-sports. Information is sent at the beginning of every academic year via Parent Mail. Please see a member of the school office if you require any further information.

### **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.
- Help your child to complete their homework.
- Support your child to learn all of their times tables up to 12x12.
- 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  
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  
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



## Year 4

<p><b>Autumn 1</b> <b>Truly Scrumptious</b></p> <p><b>Charlie and the Chocolate Factory</b> Text: 'Charlie and the Chocolate Factory' by Roald Dahl</p> <p>Genre 1: Character Description Focus: Revealing a character (show not tell) Grammar Focus: selection of nouns, adjectives, verbs and adverbs Hot Task: description of eccentric character</p> <p>Genre 2: Letter Focus: formal tone, conveying meaning Grammar Focus: paragraphs, conjunctions to link paragraphs Hot Task: Letter to Mr Wonka from a parent of a child who visited the factory</p>	<p><b>Autumn 2</b> <b>Strike a Pose</b></p> <p><b>The Boy at the Back of the Class</b> Text: 'The Boy at the Back of the Class' by <b>Ottol</b> Rauf</p> <p>Genre 1: Diary Entry Focus: Revealing emotions (show not tell) Grammar Focus: complex sentences, selection of adjectives for emotion Hot Task: A diary entry inspired by an event in the text</p> <p>Genre 2: Non-Chronological Report (Personal) Focus: Conveying meaning Grammar Focus: headings and subheadings, tense, conjunctions to explain and add detail Hot Task: a report about their own background, culture and heritage</p>	<p><b>Spring 1</b> <b>It's All Greek to Me</b></p> <p><b>Persephone</b> Text: 'Persephone' by Sally Pomme Clayton</p> <p>Genre 1: Overcoming the Monster Focus: Action Grammar Focus: precise choice of verbs, <b>-ing</b> openers, <b>-ing</b> clauses, varied sentence lengths, fronted adverbials Hot Task: a hero defeats a villain</p> <p>Genre 2: Playscripts Focus: structure of playscripts Grammar Focus: parentheses for stage directions Hot Task: write a scene from Persephone as a playscript</p>
<p><b>Spring 2</b> <b>Bright Lights, Big City</b></p> <p><b>Goldilocks and Just the One Bear</b> Text: 'Goldilocks and Just the One Bear' by Leigh Hodgkinson</p> <p>Genre 1: Traditional Tales with a Twist Focus: Revealing a character (show not tell) Grammar Focus: using and punctuating dialogue, use of verbs and adverbs in speech Hot Task: Twist on a different familiar traditional tale</p> <p><b>Don't be Scared</b> Text: 'Don't be Scared' by Carol Ann Duffy Genre 2: Poetry Focus: Metaphors and figurative language</p>	<p><b>Summer 1</b> <b>I Believe in Unicorns</b></p> <p><b>I Believe in Unicorns</b> Text: 'I Believe in Unicorns' by Michael Morpurgo</p> <p>Genre 1: Discussion Focus: Giving both sides of the argument Grammar Focus: Sentence signposts, subordinating conjunctions to add detail Hot Task: Discussion about another mythical creature</p> <p>Genre 2: Portal Story Focus: Dialogue Grammar Focus: using and punctuating dialogue, use of verbs and adverbs in speech, complex sentences Hot Task: portal story with a helping theme</p>	<p><b>Summer 2</b> <b>When in Rome...</b></p> <p><b>Escape from Pompeii</b> Text: 'Escape From Pompeii' by Christina Balit</p> <p>Genre 1: Action Scene Focus: Action Grammar Focus: Verb choices, <b>-ing</b> clauses, short sentences for effect Hot Task: action scene based on a natural disaster</p> <p>Genre 2: Newspaper Report Focus: Journalistic writing style Grammar Focus: direct and indirect speech punctuation, time conjunctions and adverbials Hot Task: newspaper report for the same natural disaster</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.