

Barnfields Primary School

Year 4



Barnfields Primary School

SCHOOL VISION:

At Barnfields, **academic excellence** runs alongside **sporting and artistic excellence**. The whole child is nurtured as **positive wellbeing** is encouraged and supported, enabling them to make **outstanding progress** across the curriculum. This learning is underpinned by **strong values** that encourage and guide the children through the rest of their academic journey and as **citizens of the future**.

Responsibility Reflection Positivity Resilience Respect

Meet the Teachers



Mr Murday
LKS2
Phase Leader



Mr Hardwick
Year 4 Teacher

Mrs Dixon
Year 4 Teacher

Year 4 Timings of the Day

Start of the day - Gate opens at **8:40am** and closes at **8:50am**. **Year 4 will enter through the main school gate behind the Co-Op.** Please help us start on time by ensuring your child arrives at school during this window. **Learning begins promptly at 8:50am.**

Break time - **10:20am** - **10:35am** (Tuck will be available to purchase during this time)

Lunch time - **12:00pm** - **12:55pm**

End of the day - **3.20pm** Children will be dismissed from the main school gate.

The Importance of Attendance

Regular school attendance is the key to enabling children and young people to **maximise the educational opportunities** available to them and become **emotionally resilient, confident and competent** adults who are able to **realise their full potential and make a positive contribution to their community**. Promoting excellent attendance is the responsibility of the whole school community.

Attendance during the school year	Number of days absent	Number of weeks absent	Number of lessons missed
90%	19 days	4 weeks	95
80%	38 days	8 weeks	190
70%	57 days	11.5 weeks	285

96% - 100% WELL DONE - THIS IS EXCELLENT!	YELLOW GROUP 90% - 95.9% LOW ATTENDANCE	RED GROUP Less than 90% PERSISTENT ABSENCE PUPIL
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Provisional Dates

Monday 1st September: Inset Day (children not in school)

Tuesday 2nd September: all children return to school

Wednesday 22nd and Thursday 23rd October: Parents' Evenings

Friday 24th October: Inset Day (children not in school)

Monday 27th – Friday 31st October: Half Term

Monday 3rd November: Children return to school

Thursday 18th December: Children's final day in school

Friday 19th December: Inset Day (children not in school)

The school calendar on website is updated regularly (under

Parent News.)

School Trips – TBC in September

Contact with School Staff

If you need to contact us, email the school office at office@barnfields.staffs.sch.uk. Your email will be acknowledged and actioned, with a response within 48 hours.

For urgent messages, please contact the school office, who will inform the necessary staff immediately.

Alternatively, you may speak with us at the end of the school day during pick up.

The Senior Leadership Team open the gates each morning and are available should you require assistance at the start of the day.

For safeguarding purposes, if your child is going home with another child or family, please ensure that a message is communicated to the school in advance.

Home-School Partnership

As a school, we promote the importance of home working together with school.
You know your child best.

- We employ an open door policy
- Teachers are regularly on the gates at the end of the day (or the start where messages can be passed on)
- Feel free to send emails to the office with any relevant info
- Any concerns, let us know.
- Regular parent events will be signposted throughout the year (TBC)



Stay Connected with the Arbor App!

We are encouraging all parents to download and start using the new Arbor app, which offers a range of useful features, including:

Communications from school (via push notifications)

Reporting absences quickly and easily.

Paying for school trips and other items

We'll continue to expand its use and features from September onwards.

Promoting Excellent Attitudes and Behaviours at Barnfields



READY

Learning Behaviour

READY TO LISTEN,
READY TO LEARN

Listen to others when they talk to us

Stop when the whistle is blown

Line up quietly and sensibly when asked

Wait for an adult instruction




RESPECTFUL

Attitude to Others

RESPECTFUL ATTITUDE,
RESPECTFUL WORDS

Demonstrate our STEPS to good manners

Smile, be positive and have a go!

Look after the equipment on the playground

Treat others as we would want to be treated

Be tolerant to others and their opinions




SAFE

Behaviour

SAFE CHOICES,
SAFE ACTIONS

Use kind hands, feet and words

Act in a calm and considerate manner

Make good choices

Use equipment correctly

Play games that are appropriate for the school playground




STEPS
to good manners:

Smile
Thank-you
Excuse Me
Please
Sorry

The school's core values shine out in pupils' responsible attitudes and thoughtful behaviour',

OFSTED 2024

Rewards and Celebrations

Daily: Verbal praise, celebration of work in class, stickers, sent to partner year group teacher/Phase Leader, raffle ticket reward (drawn at end of week)

Weekly: Phase Leader sticker, email to parents, Hot Chocolate Friday with Phase Leader, raffle ticket draw, Celebration Assembly (Well Done)

Half-termly: Postcards home from Headteacher, Reward Afternoon, a golden band to wear

Termly: Award Assembly, Reward Day

Parent Code of Conduct

At Barnfields, we strongly believe that a positive and honest relationship between home and school is essential to your child's education.

This year, we have created a Parent Code of Conduct, which clearly outlines what we will strive to provide for you and what we expect in return. Please take a copy to read, agree to, and sign before returning it to the school as soon as possible. Kindly note that this agreement only needs to be signed once during your child's time at Barnfields.

This will be sent out in September by the school office.

South East Stafford Academy Trust
Parent Code of Conduct

At SESAT we value and understand the importance of building a strong and positive relationship with parents. This helps us to create a stimulating learning environment that will form a bridge of positive communication between school and home, therefore providing the children with the best opportunity to reach their full potential.

When working with parents, all staff are expected to follow SESAT policies and procedures, including the vision and values applicable to each given school. In addition to this, all teachers must abide by the Teachers' Standards, as set out by the Department for Education. Part two of this refers to Professional Conduct and included within this, teachers must 'treat people with dignity, building a relationship of mutual respect' and 'show tolerance and respect of others'. For positive relationships to build, we truly believe that this approach must work both ways.

<p>What the School will offer you:</p> <ul style="list-style-type: none"> • A vision and values that enable your children to flourish. • A caring and safe environment. • A professional and welcoming environment. • Clear, prompt and appropriate communication between school and home. • A point of contact appropriate to the concern. • Staff who will empathise with a given situation. • Staff who will listen to your concerns, take them seriously and approach them with integrity. • Opportunities to interact with your child and their education within and outside of school. • Strict confidentiality, including through social media. 	<p>What we expect of you:</p> <ul style="list-style-type: none"> • Ensure that your child attends school every day possible. • Ensure that your child is in school on time and that they are picked up at the right time at the end of day. • That you treat and talk to the staff in the manner in which you would expect to be treated. • Seek to clarify a child's version of events which includes the school's point of view. • Support the school to enable the children to live by the school values and charter. • Use any social media linked to school, including WhatsApp, in an appropriate and respectful manner. • Never use defamatory or offensive language when discussing the staff of the school; online or offline. • Understand that decisions made are for the good of all children.
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Please note that there will be times when we get things wrong; we are, after all, human beings. Additionally, so are the children, who are learning their social norms every day. We will all make mistakes along the way, which we endeavour to learn from and put right wherever possible.

I understand the importance of adhering to the SESAT Parent Code of Conduct at all times and will endeavour to do so throughout my child's time at the school.

Name of my Child/ Children:	Signed (parents):	Date:
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Books, Images and Videos Parental Consent

Working together is central to our teaching and learning approach.

We proudly share images of children engaged in group activities and learning experiences. At the end of the year, we would love to celebrate your child's progress by sending some books home. Please note, permission is required for this.

Other photo and video permissions (such as for social media or the school website) are optional.

We are always careful about what we share, why, and how we share images. We also need permission before taking group photographs.

If you wish to update your child's permission settings, please contact the school office staff.

Year Group Timetable

Typical Mornings:

Reading, Writing, Spelling, handwriting and Mathematics with additional times tables practice.

Typical Afternoons:

Science, Geography, History, Art, Design & Technology, Computing, PSHE, PE, RE, Music (violins)

All children have learned the violin this year. TBC for September.

PE days: To Be Confirmed

Children must be able to remove earrings by themselves. Plasters are not permitted.

All of Year 4 take P.E one class after the other. Boys and girls change in separate classrooms.

Curriculum Intention

Our curriculum is underpinned by six key drivers: *ambition, values, knowledge, retrieval, relevance and enquiry*. These determine the direction and development in the work that we do.

We deliver a **knowledge-engaged curriculum** (we recognise that knowledge and skills are the two core components to learning).

Our curriculum encompasses the statutory requirements of the National Curriculum.

We offer a **broad and balanced curriculum** that values the discipline and importance of each subject (e.g. *true to discipline*).

Coherently planned and ambitious lesson sequences ensure progression of knowledge and skills within the year and throughout the years.

We understand that children learn and progress at different rates. We ensure that the curriculum is taught at the appropriate level and challenge for the stage of the child's development.

Curriculum Outlines

Note –these will be sent out in Sep. Will include all subject areas



Reading Texts		
Writing Texts		

Year 4

Curriculum Outline 2025-2026

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge

Mathematics White Rose	Place Value Addition and Subtraction	Area Multiplication and Division	Multiplication and Division Length and Perimeter Fractions	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
Science	<p>States of matter and changes of state</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Animals, including humans (nutrition)</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Classification and Habitats</p> <p>Group living things in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Electricity</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	
History	Roman Britain		Anglo Saxons, Vikings and Scots Settlement in Britain			

English Expectations: Reading

- read aloud and to understand the meaning of new words they meet
- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Identifying themes and conventions in a wide range of books
- explaining the meaning of words in context
- 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
- Discussing words and phrases that capture the reader's interest and imagination
- Retrieve and record information from non-fiction

Reading at Home

Reading is vital and **proficient reading ability** is strongly linked to success in later life. Just a few minutes each day adds up! On average...

20 minutes a day =	5 minutes a day =	1 minute a day =
1.8 million words per year	282,000 words per year	8,000 words per year

Role model reading for pleasure at home – children see, children do.

Reading supports children's learning through fostering better attention, brain development and cognitive ability.

Readers have better speech and language development and literacy skills. It also develops imagination, empathy and creativity.

Selecting Appropriate Books: Book Trust



Search here...



Recommended children's booklists sorted by age or topic

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Booklists by Age

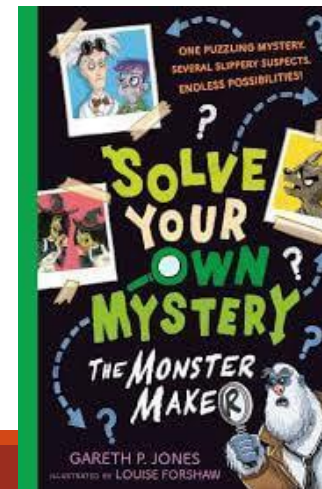
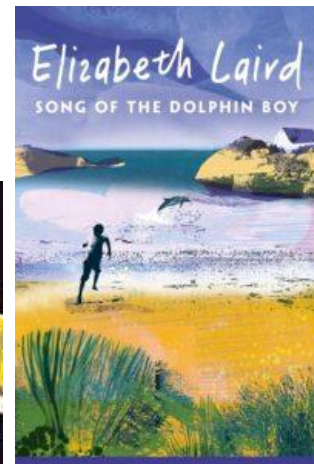
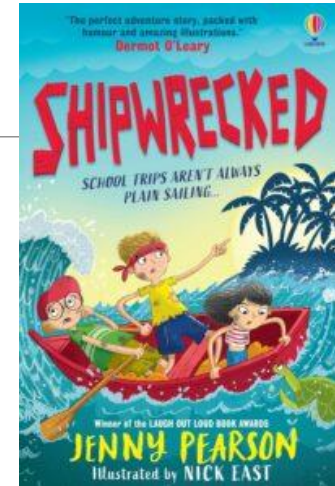
Booklists Sorted by Age or Year Group

Our age-related booklists are here to help you to find the best books recommended for each age and stage of development, sorted by primary school key stage. Whether you are looking for the **best picturebooks for EYFS**, first **independent chapter books for KS1** or top recommended **novels for Year 6**, this is the place to find children's book recommendations by age.

Browse our lists to explore reading for pleasure recommendations and **curriculum topic booklists** handpicked for each age group.

Most of our lists are organised by school key stage:

- **Books for EYFS** (ages 2-5)
- **Books for KS1** (ages 5-7)
- **Books for KS2** (ages 7-11)
- **Books for KS3** (ages 11-14)



Parental Support: Reading

Reading Diaries are used in Reception and KS1 only whilst the children are securing early fluency.

No reading records in KS2 from September

Reading regularly with your child at home (15 minutes a day) is the most important way you can impact your child's education. To check children's understanding, discuss what they have read by asking simple questions such as "What do you think will happen next?" or "Why do you think the character do that?"

Most importantly, encouraging a love of reading will help build confidence and fluency.

English Expectations: Writing

- simple and compound sentences,
- Uses of a wide and varied range of sentence openings.
- Noun phrases extended by the addition of modifying adjectives, nouns, prepositions, phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).
- Choice of tense is accurate and consistent.
- Use of fronted adverbials (e.g. Later that day, I heard the bad news).
- Basic grammar is accurate reflecting written standard English instead of local spoken forms (e.g. should have, would have).
- Capital letters, full stops, question marks, commas, inverted commas, apostrophes and exclamation marks are used accurately.

Parental Support: Writing

Praise effort

Encourage creativity – if they want to write a comic, let them!

Practice on handwriting

Some individual children may have spellings sent home

Aa	breath	consider	enough	group	island	natural	popular	Rr	surprise
accident	breathe	continue	exercise	guard	Kk	naughty	position	recent	Tt
accidentally	build	Dd	experience	guide	knowledge	notice	possess	regular	therefore
actual	busy	decide	extreme	Hh	Ll	Oo	possession	reign	though
actually	business	describe	Ff	heard	learn	occasion	possible	remember	thought
address	Cc	different	famous	heart	length	occasionally	potatoes	Ss	through
although	calendar	difficult	favourite	height	library	often	pressure	sentence	Vv
answer	caught	disappear	February	history	Mm	opposite	probably	separate	various
appear	centre	Ee	forward	Ii	material	ordinary	promise	special	Ww
arrive	century	early	forwards	imagine	medicine	Pp	purpose	straight	weight
Bb	certain	earth	fruit	increase	mention	particular	Qq	strange	woman
believe	circle	eight	Gg	important	minute	peculiar	quarter	strength	women
bicycle	complete	eighth	grammar	interest	Nn	perhaps	question	suppose	

Mathematics Expectations

The principal focus of mathematics teaching in lower key stage 2:

- ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value.
- develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.
- develop their ability to solve a range of problems, including with simple fractions and decimal place value.
- analyse shapes and their properties, and confidently describe the relationships between them.
- By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Parental Support: Mathematics

Times tables practice is very important:

MTC (Multiplication Tables Check) in June 2026 for all year 4 children.

Practice in the car/walking home

3x3=9

Timestables.co.uk
Learn the times tables here!

Teacher login | Login | Create free account | - English (UK)

Advertisement

Google Ads

"We've managed to drive ROI of over 500%"
EMMANUEL ERIBO - CEO, LOCI

Learn more

Learn your times tables

At timestables.co.uk you can easily practise all of your tables. The arithmetic problems are clear and simple so you can immediately get started on practicing your tables. Select one of the times tables you wish to practise from the list below and show what you can do on the speed test, Multiplication Tables Check or printout great worksheets.

Which times tables do you want to learn?

1 times table	2 times table	3 times table	4 times table
5 times table	6 times table	7 times table	8 times table
9 times table	10 times table		

Menu

- Home
- Times tables games
- Speed Test X
- Times Tables diploma
- Multiplication Tables Check
- Times tables grid
- Worksheets

TTRS

TIMES TABLES ROCK STARS

MULTIPLICATION & DIVISION. SOLVED.

Homework

Weekly, the children will receive two pieces of homework – **one Maths based and one English based**

Each of these tasks will take them **10-15 minutes each** – so they will do no more than 30 minutes of homework each week.

They are designed to be consolidation tasks (we will have covered it in lessons). They are there to get children into good habits – not to extend them.

They will bring their homework in to be marked once per week (confirmed in September).

We also ask that children continue to **read** daily, practice their **spellings** from the **Y3 and 4 statutory lists** and practice their **times tables** on **timestables.co.uk** / **TTRockstars**

Keeping in Touch

Email: office@barnfields.staffs.sch.uk

Mr Ball: headteacher@barnfields.staffs.sch.uk

Mrs. Darlington: deputy@barnfields.staffs.sch.uk

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We also publish **Barnfields' Bulletin** every two weeks which contains important information, such as any upcoming events.