

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



Miss Yates
Y4 Teaching
Assistant



Mr Murday
Lks2Phase Leader &
Class Teacher



Mrs Bright
Y4 Teaching
Assistant



Mrs Dixon
Class Teacher

Year 4 Timings of the Day

Gates **open at 8:40 and close promptly at 8:50**. If your child arrives after this, they will need to be taken to the office to register there.

Break time is **10:20 – 10:35**. The children will be able to bring in some money to buy a snack from the kitchen.

Lunch time is **12:15 – 13:15**.

Children will be dismissed from the main gate at **15:20**.

Please help us start promptly by ensuring your child arrives at school on time.

Learning begins promptly at 8:50 AM.

Year Group Timetable

Typical Mornings:

Core subjects: Reading, Writing, Spelling and Mathematics

Typical Afternoons:

Science (Core Subject) + Geography, History, Art, Design & Technology, Computing, PSHE, PE and RE, Music and other wider curriculum related activities.

All children will end the afternoon with a class story.

PE days: Friday mornings (This will be PE with Mrs Whittaker and Dance with Miss Manning)

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

Provisional Dates

Wednesday 14th and Thursday 15th October – Parents' Evening

Friday 6th November- Year group visit to Lunt Roman Fort.

Wednesday 10th and Thursday 11th February – Parents' Evening

Information regarding key dates can be found on the school calendar on website which is updated regularly (under Parent News).

Autumn 1 – Parent Afternoon – Design and Technology



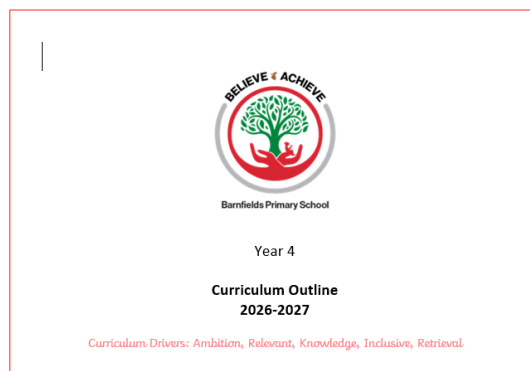
Curriculum Outlines

Explore Our Curriculum Online

We encourage you to visit our school website to find detailed information about all of our subject areas for your child's year group.

A wealth of curriculum mapping is available to support your understanding of what your child is learning.

Curriculum maps will be refreshed and updated this half term– keep an eye out for the latest version!



Curriculum Drivers: Ambition, Knowledge, Relevant, Retrieval and Inclusive

Curriculum Units

Throughout Year 4, children will continue to follow a broad and engaging foundation curriculum.

Subject	Units
Science	States of Matter, Sound, Nutrition, Classification and Habitats, Electricity
History	Romans and Anglo-Saxons
Geography	Volcanoes, The United Kingdom, Stoke on Trent Local area study
Art	Roman Tiles, Comic Strips (Laura Carlin), Still Life Painting (Hilary Pecis and Nicole Dyer)
Design and Technology	Food: Pizza making Levers and Linkages: Make a moving model using levers and linkages Electrical systems: Create a torch/nightlight using a simple electrical circuit
Computing	The internet, audio production, repetition in shapes, data logging, photo editing, repetition in games
Music	Violins (for half of the year) Lean on Me (soul/gospel) Blackbird (The Beatles)
PE	Gymnastics, Rugby, Hockey, Cricket, Dance, Athletics
PSHE	Being Me, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships & Changing Me
RE	Islam & Christianity
French	Numbers, days of the week, vegetables, in the classroom, clothing, in my town

English Expectations: Reading

In Year 4, children are expected to read a wide range of books, including fiction, non-fiction, poetry, and plays, with increasing fluency and understanding.

They should be able to explain what they've read, make predictions and discuss characters, settings, and themes in more depth. They are expected to discuss texts, sharing their thoughts, feelings and opinions.

Building on from their Year 3 learning, children are expected to apply their growing knowledge of root words and suffixes. They also learn to work out the meaning of unfamiliar words and understand how language is used to create effects.

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

New Books ▾

Booklists by Topic ▾

Booklists by Age ▾

Reading for Pleasure ▾

Seasonal Booklists

Resources ▾

Blog

Home > Blog

Booklists by Age

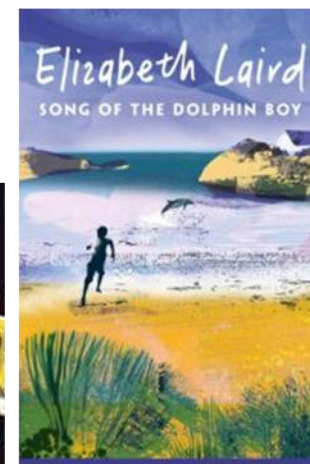
Booklists Sorted by Age or Year Group

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 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?"*.

Discuss yours and your children's thoughts and opinions about the book to help build deeper comprehension skills.

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

Provide children the opportunity to use Maths at home:

- Everyday tasks (food shopping, baking, etc.)
- Practising times tables – TTRockstars , [Timestables.co.uk](https://www.timestables.co.uk)
- Encourage telling the time
- Number games and puzzles
- Maths homework

Spelling

Spelling lessons will take place weekly. Children will be introduced to 10 new words each week which follow specific Year 4 spelling patterns and rules. These words will be sent home each Friday to support children in practising and consolidating their learning. (Homework sheet)

At the beginning of each spelling lesson, children will complete three dictated sentences in their books. These sentences will include spelling words from the previous week to assess retention and encourage children to apply their learning in context.

The remaining lesson time will be used to explicitly teach the new spelling rule and provide opportunities for children to complete a range of spelling activities designed to reinforce understanding and support long-term retention.

RSHE Curriculum



From **September 2026**, all schools are required to teach the updated statutory RSHE curriculum. We have updated our **Jigsaw PSHE** programme to ensure it fully meets the new Department for Education guidance while continuing to deliver age-appropriate, inclusive and engaging lessons.

What has changed?

- **Online safety has been strengthened**, including: AI and deepfakes, online scams and misinformation, healthy online relationships and digital footprints and privacy
- Greater emphasis on **respectful relationships**, kindness and recognising unhealthy or harmful behaviour.
- Children will develop a stronger understanding of **consent**, personal boundaries and seeking help from trusted adults.
- Health education now includes more learning about: mental wellbeing, managing emotions, healthy lifestyles, body changes and puberty (**age appropriate**)
- Lessons continue to promote **equality, inclusion, diversity and respect** for all.

What stays the same?

- Lessons remain **age appropriate** and carefully sequenced from Year 1 to Year 6.
- Relationships Education and Health Education are **statutory** for all primary pupils.
- Parents retain the **right to request withdrawal from the non-statutory Sex Education lessons** that are beyond the National Curriculum for Science.
- Science lessons about human growth, reproduction and puberty remain part of the **National Curriculum** and cannot be withdrawn from.

How we teach RSHE

Our lessons are delivered through the **Jigsaw PSHE** programme and are designed to:

- build confidence and resilience
- help children keep themselves safe
- encourage respectful, healthy relationships
- prepare children for life in modern Britain
- provide a safe environment where pupils can ask questions and discuss important issues appropriately.



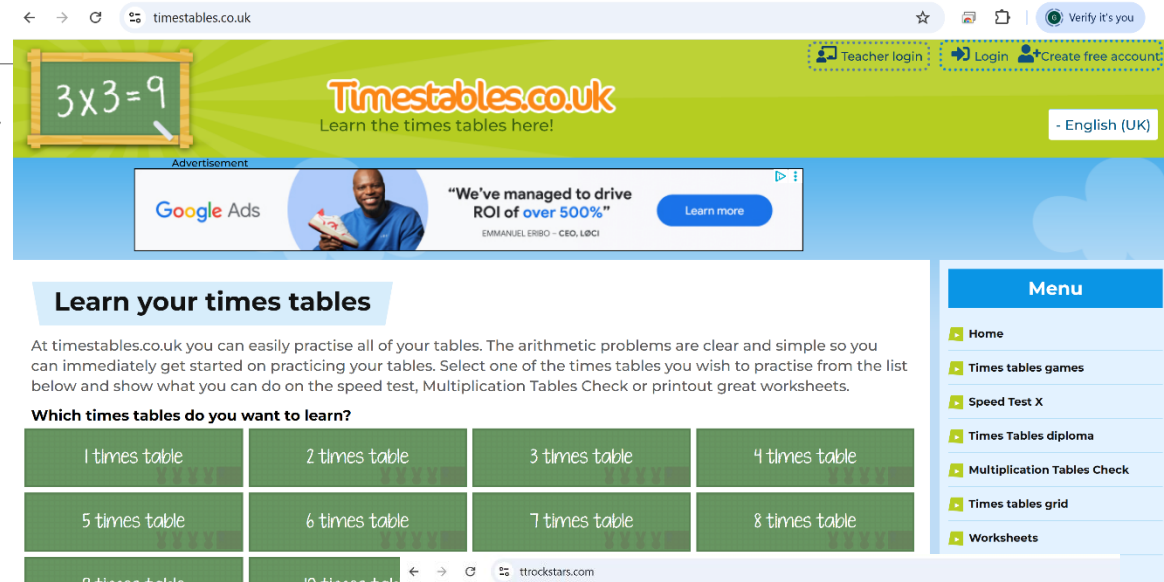
Further information, including our curriculum overview and parent resources, will be available on the school website and parents are always welcome to speak to their child's class teacher or the PSHE lead with any questions.

Parental Support: Mathematics

Times tables practice is very important

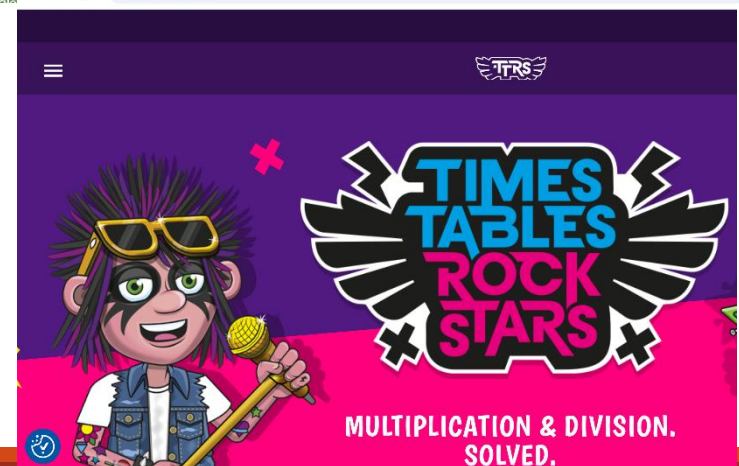
MTC (Multiplication Tables Check) in June 2026 for all year 4 children.

Practice in the car/walking home



The screenshot shows the homepage of timestables.co.uk. At the top, there's a navigation bar with links for 'Teacher login', 'Login', and 'Create free account'. Below this is a green banner with the site's logo and the tagline 'Learn the times tables here!'. A Google Ads banner is visible, featuring a man holding a book and the text 'We've managed to drive ROI of over 500%'. The main content area is titled 'Learn your times tables' and provides instructions on how to use the site. Below this, there's a section 'Which times tables do you want to learn?' with a grid of buttons for different tables (1 to 10). A sidebar menu on the right lists various resources like 'Home', 'Times tables games', 'Speed Test X', 'Times Tables diploma', 'Multiplication Tables Check', 'Times tables grid', and '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		



Homework

Weekly, the children will receive two pieces of homework – **one Maths based and one English/Spelling 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 on Fridays.

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](https://www.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

Mrs Chesworth-Hull [senco BP@barnfields.staffs.sch.uk](mailto:senco_BP@barnfields.staffs.sch.uk)



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 back within 48 hours. For urgent messages, please contact the school office, who will inform the necessary staff immediately.