

HALLAM FIELDS PRIMARY SCHOOL

WELCOME TO YEAR 4



HALLAM FIELDS
PRIMARY

Class Teacher: Ms Patel
Head Teacher: Mrs Sultana

Year 4 Team



**HALLAM FIELDS
PRIMARY**

Badger Class

Miss Patel

LSA:

Miss Rowlands



Drop off and Pick up



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The start of the day is **8.40am.**

Register and lessons start at **8.55am.**

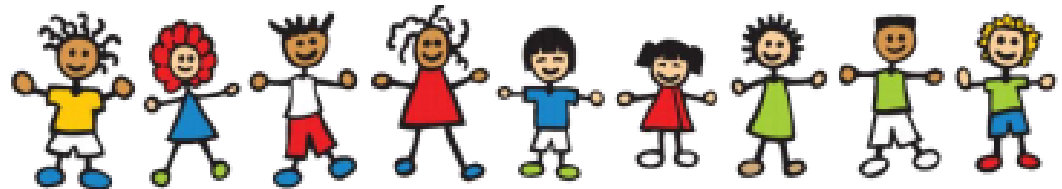
The end of the day is **3.20pm.**

Attendance



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- Good attendance is vital. If the children are late in the morning they will miss the morning starters.
- The Head teacher of a school is no longer allowed to authorise absences of any kind except in exceptional circumstances.
- Where a child has been absent for a significant time, either through lots of occasional days or one long absence, parents are asked to talk to our Attendance Officer to see what can be put in place to prevent further absences / lates.
- **Attendance below 97%** will trigger a letter home- unless there is a genuine medical reason and it has been authorised by the Head Teacher.



Expectations



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- As the weather gets colder- please make sure your child has appropriate footwear and a waterproof coat!
- Wear PE Kit on PE days – **Wednesday** and **Thursday**.
- Black shorts / black jogging bottoms, red t-shirt, a black/red jumper and suitable trainers. Plain clothing, no brands.
- Please no jewellery for PE. Earrings to be taped on a PE day or taken out.
- Water bottles every day.
- Reading book and reading diary every day.
- If your child is prone to toileting accidents, please feel free to keep a change of clothes on their peg.
- **We only have the pegs at the back of the classroom so, please, only bring essentials into school.**
 - ** All uniform and belongings must be named – clothing, coats, bookbags, water bottles... **

YEAR 4 CURRICULUM



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Our Topics this year



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AUTUMN TERM: Fairgrounds

SPRING TERM: The Tudors

SUMMER TERM: Inspiring India

Please feel free to bring in any books and resources. However, please ensure they are named!

Our curriculum builds character



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6Rs Respect
 Reflection
 Resilience
 Responsibility
 Resourcefulness
 Reciprocity



Creative Curriculum

Skills Attitudes

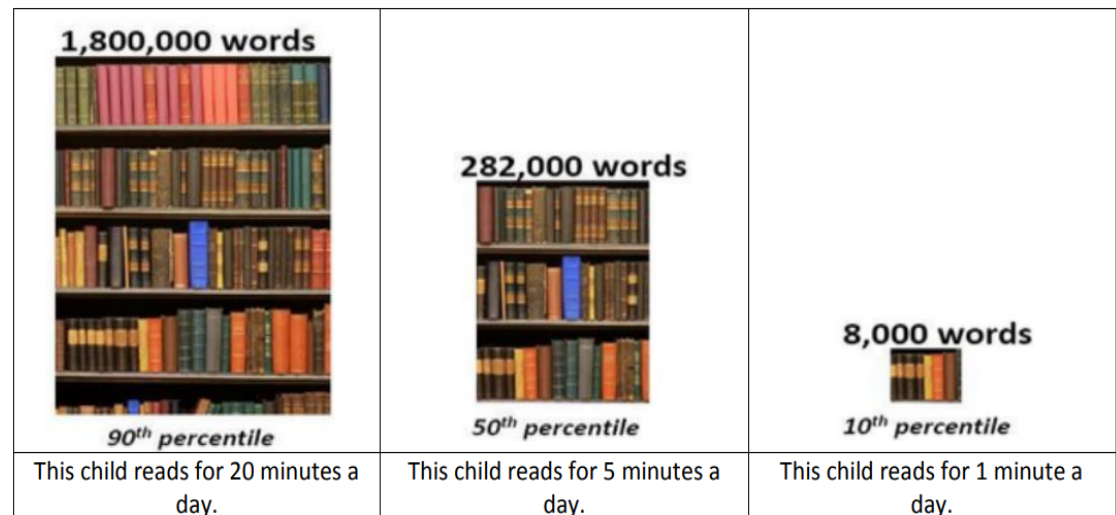
Reading



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- Reading to and with your child every evening for at least ten minutes can make a dramatic difference to a child's achievement within school.
- A report from the Oxford University Press highlighted the importance of parents reading with their children. 'Children who read outside of class are 13 times more likely to read **above** the expected level for their age'.

**Why should
you read with
your child?**



What can you do to support?



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- Read every night for up to twenty minutes.
- Read to your child. This will help them to understand how to use expression to bring stories to life and develop their own voice as readers.
- Listen to your child read. This helps them to develop their fluency.
- After listening to them, or reading to them, ask them some questions. The discussion you have will be very valuable to their reading development.
- Talk about the meanings of new words.
- Read the same book again and again if you have to!



Reading Expectations



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- Every children should read for only 10 minutes each day.
- Please record these in their reading record.
- Reading records will need to be brought to school every day- an adult will be checking to see if your child has read.
- When an adult has read with your child in school, you will see a comment in their reading record.
- **Reading Raffle-** This is now running every Friday- Children who read a minimum of 3 times during the week will get a raffle ticket and a chance to win a brand-new book to add to your library at home.



Writing: Working Towards



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Writing Mat

Working towards Year 4

Top Tip: Use pronouns like **he, she, them** or **they** instead of repeating a name or names.

You need to be organising your writing into **paragraphs** as much as possible. Just make sure each one is about the same theme.

Which is Witch? Don't Muddle Your Homophones

there/their/they're	your/you're
our/are	accept/except
two/too/to	whether/weather

Does it All Agree?

Check through your work for:

was/were	is/are
----------	--------

Is your writing in the correct tense?

Fantastic Ways to Show Time, Place and Cause in Your Sentences

Subordinating Conjunctions

when	before	because
after	while	

Prepositions

in	during	because of
over	near	until
above	behind	

Adverbs

next	soon	then
therefore		

Know your Prefixes

un- means not

pre- means before

mis- means wrong

super- means above

re- means again

sub- means under

inter- means between

anti- means against

auto- means self

im/ir/in/il- mean not

Super Spellings... I need to know many of these:

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

Punctuation Power!

A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't.
,	Commas to separate items on a list.
" "	Inverted commas around speech.

Expanded Noun Phrases: Get Descriptive!

the hideous, fire-breathing dragon with green scales

a magnificent, sparkling necklace with priceless diamonds

Writing: Expected



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Writing Mat Expected Year 4

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

Know your Prefixes
un- means not
pre- means before
mis- means wrong
super- means above
re- means again
sub- means under
inter- means between
anti- means against
auto- means self
im/ir/in/il- mean not

Top Tip: Use pronouns like **he, she, them** or **they** instead of repeating a name or names.

Front it Out!	
Use fronted adverbials with a comma.	
After the storm,	Running for his life,
Behind the clouds,	All of a sudden,
Before lunch,	Waiting anxiously,

Super Suffixes!		
-ation		
preparation	sensation	
-ous		
courageous	curious	serious
-ly		
gently	angrily	frantically

Punctuation Power!	
A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't..
'	Commas to separate items on a list.
“ ”	Inverted commas around speech.

**Expanded Noun Phrases:
Get Descriptive!**

the hideous, fire-breathing dragon with green scales

a magnificent, sparkling necklace with priceless diamonds

Does it All Agree?	
Check through your work for:	
was/were	is/are
Is your writing in the correct tense?	

Don't forget your paragraphs!

Which is Witch?	
Don't Muddle Your Homophones	
there/their/they're	your/you're
our/are	accept/except
two/too/to	whether/weather

Writing: Greater Depth



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Writing Mat Working Greater Depth Year 4

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

Super Suffixes!		
-ation		
preparation		sensation
-ous		
courageous	curious	serious
-ly		
gently	angrily	frantically

Top Tip: Not only can you use pronouns like **he, she, it** or **they** instead of repeating a name or names but how about other names or titles too?
Here's some examples: the teacher, she, Mrs Smith, the lovely woman or the lady with the long hair.

Punctuation Power!

A	Capital letters for the start of sentences, names and places.
.	A full stop at the end of a sentence.
!	Exclamation marks for exclamations or surprise.
?	Question marks for questions.
'	Apostrophes for showing something belongs to someone and to mark missing letters in contracted words, e.g. didn't..
,	Commas to separate items on a list.
“ ”	Inverted commas around speech.

Know your Prefixes

un-	means not
pre-	means before
mis-	means wrong
super-	means above
re-	means again
sub-	means under
inter-	means between
anti-	means against
auto-	means self
im/ir/in/il-	mean not

Front it Out!

Use fronted adverbials with a comma.

Time

At that moment, On Saturday,

Place

Over the bridge, Inside my bedroom,
Beyond the clouds, Within the classroom,

Frequency

Every few weeks, Never before,

Manner/Behaviour

As quick as a flash, Breathing heavily,
Waiting anxiously, Without warning,

Expanded Noun Phrases: Get Descriptive!

the ferocious, snarling beast inside the cage
a magnificent, sparkling necklace with
priceless diamonds
the breath-taking, scenic view beyond
the valley
the wonderful, talented pupils in Class 9

Have you...

made your verbs and subjects agree?	was/were	did/done
written in the correct tense and person?		
written in paragraphs?		
included all the features of the genre?		

Common Exception Words



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Year 3 and 4 Common Exception Words

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	

Year 3 and 4 Words



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New Curriculum Spelling List Years 3 and 4

accident
accidentally
actual
actually
address
although
answer
appear
arrive
believe
bicycle
breath
breathe
build
busy
business
calendar
caught

centre
century
certain
circle
complete
consider
continue
decide
describe
different
difficult
disappear
early
earth
eight
eighth
enough
exercise

experience
experiment
extreme
famous
favourite
February
forwards
fruit
grammar
group
guard
guide
heard
heart
height
history
imagine
increase

important
interest
island
knowledge
learn
length
library
material
medicine
mention
minute
natural
naughty
notice
occasion
occasionally
often
opposite

ordinary
particular
peculiar
perhaps
popular
position
possess
possession
possible
potatoes
pressure
probably
promise
purpose
quarter
question
recent
regular

reign
remember
sentence
separate
special
straight
strange
strength
suppose
surprise
therefore
though
thought
through
various
weight
woman
women

Maths



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- We are following the maths mastery curriculum which encourages fluency, reasoning and problem solving. We will introduce concepts by using concrete objects, then build on this concrete approach by using pictorial representations and finally move on to the abstract.
- We will develop the use of maths vocabulary, and we encourage children to answer questions in full sentences. We encourage the children to explain how they have come to a particular answer using precise mathematical vocabulary.

It would be great if you could work on some of these skills at home:

- times tables...all of them
- analogue and digital time
- money
- Understanding the place value of numbers up to 10,000.

Reminders



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- Messages regarding appointments, collections and medicines must be given at the office. They will then be passed onto the teaching staff.
- For longer discussions, please arrange a time for after school at the office.
- Please ensure your details are up to date, let the office know of any changes.
- Please fill in the form of who is authorised to collect your child.

Thank you



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Thank you for attending the Year 4 welcome meeting, all information and resources will be available on the school website.

Please take a Common Exception Word sheet as you leave.