



Welcome

to year 4

building strong foundations.



Inclusion



Community



Creativity



Integrity

“Building strong foundations, together, for everyone.”

Meet the Team



Mrs Taplin



Mr Levens



Mrs Poole



Miss Ciausu

Pastoral Team



The Binfield Support Partnership Team

Mrs Brazell (SENDSCO), Mrs Cox and Mrs Gray provide support for pupils and families with learning and behaviour.



Year 4 Highlights

Ufton Court



Swimming



Christingle service



Our Year 3 and 4 production



D & T



Recorders



Dragons Den



English

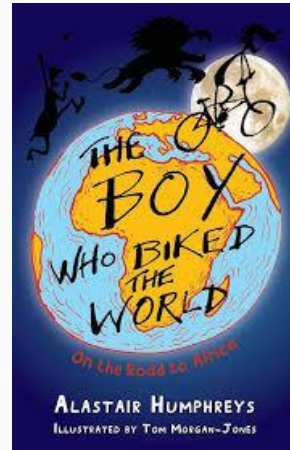
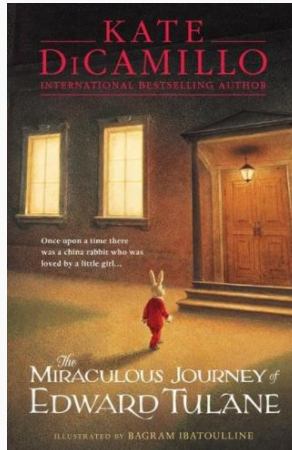
- Daily, plus extra spelling, grammar, reading and handwriting
- Grammar teaching
- Importance of letter formation and neat handwriting
- Coverage of fiction and non-fiction units
- Cross-curricular topic where possible

To support your child at home, encourage them to read a range of quality texts



Reading

Guided Reading - sessions build on the skills the children learnt previously.



Other reading – teachers/LSAs will hear children read regularly
Children will bring home a school reading book, which is changed whenever it is finished.





Binfield C.E. Primary School (V.A.)

Recommended Reads

Year 4



The Queen's Nose
Dick King Smith



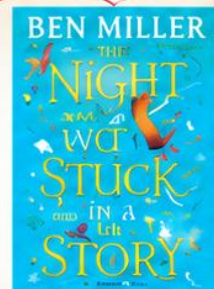
Outlaw
Michael Morpurgo



Stitch Head
Guy Bass



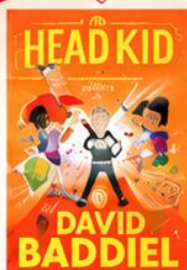
The Train to Impossible Places
P.G. Bell



The Night we Got Stuck in a Tree Story
Ben Miller



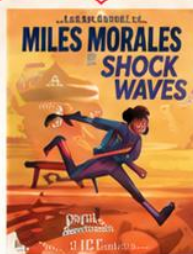
Mort the Meek
Rachel Delahaye



Headkid
David Baddiel



Varjak Paw
SF Said



Miles Morales - Shock Waves
Justin A. Reynolds and Pablo Leon



The Neverland Thieves
Kiran Millwood Hargrave and Kevin Tsang



Pages and Co
Anna James



So You Think You've Got It Bad? A Kid's Life in Ancient Rome
Chae Strathie



Book of Very Silly Poems
Michael Rosen

“The more that you read, the more things you will know.
And the more that you learn, the more places you'll go.”
— Dr Seuss —



Spelling



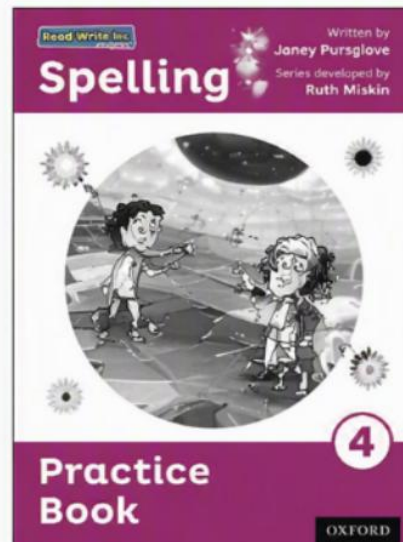
- We follow RWI spelling which leads on from the phonics scheme.
- Taught patterns and spelling rules.
- Children will bring weekly spellings based on the patterns they are learning.
- In addition, children need to learn from a statutory Year 3 and 4 spelling list.
- Children are tested weekly on their spellings.



Home Reading Diary

Name:

Class:



Week beginning
I am currently reading:
Ideas/words I can borrow to use in my own writing
Spellings to learn for Friday:
Teacher/LSA comment:
Parent/Carer comment:



Common Exception Words



Year 3 and 4 Common Exception Words Mat



Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa

accident
accidentally
actual
actually
address
although
answer
appear
arrive

Bb

believe
bicycle
breath
breathe
build
busy
business

Cc

calendar
caught
centre
century
certain
circle
complete
consider
continue

Dd

decide
describe
different
difficult
disappear

Ee

early
earth
eight
eighth
enough
exercise
experience
extreme

Ff

famous
favourite
February
forward
forwards

Gg

grammar
group
guard
guide

Hh

heard
heart
height
history

Ii

imagine
increase
important
interest
island

Mm

material
medicine
mention
minute

Pp

particular
peculiar
perhaps
popular
position
possess
possession
possible
potatoes
pressure
probably
promise
purpose

Ss

sentence
separate
special
straight
strange
strength
suppose
surprise

Kk

knowledge

Rr

recent
regular
reign
remember

Tt

therefore
though
thought
through

Vv

various

Ll

learn
length
library

Nn

natural
naughty
notice

Oo

occasion
occasionally
often
opposite
ordinary

Qq

quarter
question

Ww

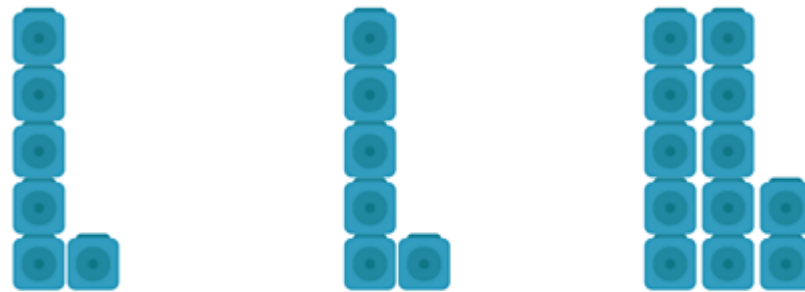
weight
woman
women

"Building strong foundations, together, for everyone."



Maths

- Daily, including mental maths and basic skills coverage
- Lots of emphasis on mental recall of number facts, problem solving and reasoning.
- Times tables are really important (Children are expected to know all their tables up to 12x12 by the end of Year 4).



A visual representation of the addition 6 + 6 = 12 using base ten blocks. The first 6 is shown as a vertical rod of 5 blocks with a single unit block at the bottom. The second 6 is identical. The result, 12, is shown as two vertical rods of 5 blocks each, with two unit blocks at the bottom. Below the blocks, the equation $6 + 6 =$ is written in large purple font.

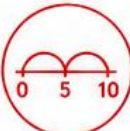
$$6 + 6 =$$





BINFIELD END OF YEAR KNOWLEDGE

A clear progression of mathematical knowledge from Early Years to Year 6

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
 Building Number Sense - Count to 10 - Subitise to 10 (Don't count, say the amount.) - One more, one less - Doubles to 5	 Securing Early Number - Odd and even - Count within 100 - Numbers to 20 in order - Number bonds to 10 (including 6, 7, 8 and 9) - Count in 2s, 5s and 10s - Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples - Doubles to 10	 Developing Place Value - Read and write numbers to 100 - Partition numbers to 100 in 10s and 1s - Non-standard partitioning - Number bonds to 20 2 times table 5 times table 10 times table	 Multiplication Foundations - Count in multiples of 4 - Count in multiples of 8 - Count in multiples of 50 - Count in multiples of 100 - Read and write numbers to 1,000 - Find 10 or 100 more or less - Add and subtract 3-digit numbers mentally 3 times table 4 times table 8 times table	 Fluency & Automatic Recall - Read, write, order and compare numbers to 10,000 - Count in multiples of 6 - Count in multiples of 7 - Count in multiples of 9 - Count in multiples of 25 - Count in multiples of 1,000 - Order numbers beyond 1,000 - Find 1,000 more or less - Round any number to the nearest 10, 100 or 1,000 - Count backwards through zero - Recall multiplication and division facts to 12×12 - Recognise and use factor pairs in mental calculations	 Applying Mathematical Knowledge - Read, write, order and compare numbers to at least 1,000,000 - Round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000 - Identify multiples and factors, including finding all factor pairs of a number and common factors of two numbers - Know some prime numbers - Recognise and use square numbers and cube numbers - Multiply and divide mentally using known facts - Multiply and divide whole numbers and decimals by 10, 100 and 1,000 - Read, write, order and compare numbers with three decimal places	 Ready for Secondary Mathematics - Apply all prior learning fluently and efficiently - Reason and solve increasingly complex problems - Prepare for Key Stage 3 mathematics



By the end of Year 6, children will have developed fluency, confidence and understanding in key number skills, enabling them to reason, problem solve and apply mathematics in a range of contexts.



Multiplication Times Table Check

Multiplication tables check

00:03

0 / 25

$2 \times 12 =$

1	2	3
4	5	6
7	8	9
<-	0	Enter

<https://www.timestables.co.uk/multiplication-tables-check>



History and Geography

Detailed information about the topics we shall be covering can be found in the termly 'Learning News'. This is also available on the school website.



Romans



Rainforests



Mayans



Extreme Earth



Home Learning

Home-Learning Expectations

Core Home-Learning expectations for all pupils

	• Reading • Daily practice of spelling/phonics and mental arithmetic.
Y3 & Y4	25 mins
Y5 & Y6	30 mins

Optional Home-learning (Use of A.I. program Century Tech)

	Optional Additional Home Learning
Y3 & Y4	Up to 20 mins
Y5 & Y6	Up to 30 mins

Ask questions

Why is the story true? What does this tell me about her character?
Why is she going there? What could that word mean? Why has the author used a short sentence?

Infer and deduce

Read between the lines to find hidden meaning. Look for clues the author leaves you about the character, setting or plot.

See images

Can you picture what is happening? Can you describe these images to others?

Hear a voice reading

Whose character's voice do you hear? What does it sound like?

Empathise

Think how the character might feel and give them advice. 'Quick, run!'

Predict

What might happen next? Use what you have read so far, as well as what you know about the characters, to predict.

Summarise and reflect

Describe what has happened so far. Consider how the characters have changed or how the mood of the book might have changed. Consider how the text has made you feel and why.

Make a judgement

Give your opinion about what you're reading and explain why you think this.

Re-read

Go back over the best bits or re-read to help you understand something.

Core Home-Learning Reading/daily practice of spellings/phonics and mental arithmetic

YR	10 mins
Y1 & Y2	20 mins
Y3 & Y4	25 mins
Y5 & Y6	30 mins

Daily expectations – reading, maths, spelling.

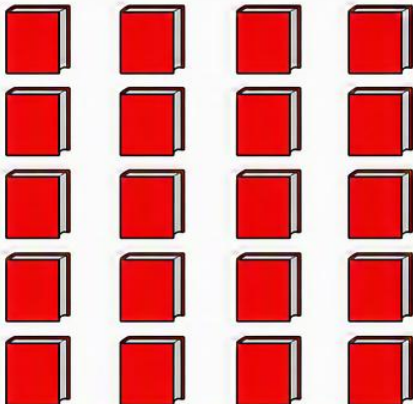
Additional but strongly recommend – Century Tech.



Home Learning

THOSE WHO READ SUCCEED!

Why read 20 minutes at home?

Child A Reads	Child B Reads	Child C Reads
♦ 20 minutes per day	♦ 5 minutes per day	♦ 1 minute per day
♦ 3,600 minutes per school year	♦ 900 minutes per school year	♦ 180 minutes per school year
♦ 1,800,000 words per year	♦ 282,000 words per year	♦ 8,000 words per year
		

★★
★ If they start reading for 20 minutes per night in Reception, by the end of primary school, child A will have read for the equivalent
★ of 60 school days, child B will have read for 12 school days and child C will have read for 3.
★

Want to be a better reader? Simply read!

Want to be a better reader? Simply read!



Expectations in Year 4

We encourage children to become more independent and take responsibility for their learning.

Organisation:

- Completing home learning daily to support their learning
- Bringing in their reading book and reading record on a daily basis and ensuring it signed by an adult
- Learning to tie their ties.
- Bringing letter replies in on time.
- Filling up water bottle / going to the toilet at break times.



Behaviour

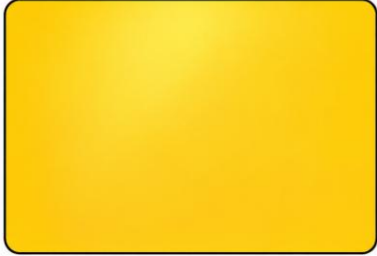
At Binfield we believe that every child learns when behaviour is good and teachers and staff are consistent.

Binfield's Golden Rules

- Show respect to everyone and use our 'Best Binfield Manners'.
- Treat others how we would wish to be treated – kind hands, kind feet, and kind words
- Listen carefully when other people are talking
- Walk even when we are in a hurry
- Keep the school clean and tidy
- Look after our things
- Always try our best



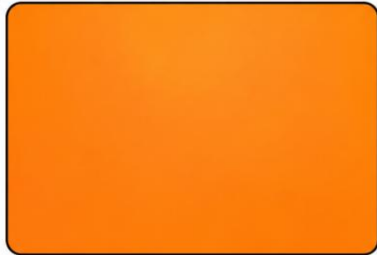
Behaviour



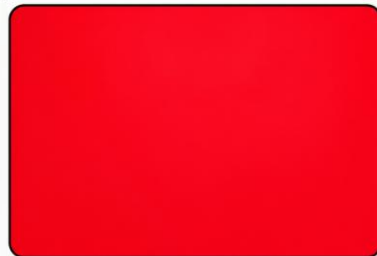
Gold — Consistently staying on green and being a good role model to others.



Green — Following the Golden Rules, making good choices and being ready to learn.



Amber — Behaviour is not meeting expectations. Time to reflect, make the right choices and return to green.



Red — Behaviour has continued or is more serious. An appropriate consequence will be given.



Rewards



Team Points

Awarded for following the Golden Rules and using the Power Tools for Learning.



Going for Gold

Stay on green consistently all week.



Pupil of the Week

For positive learning behaviours, kindness, good manners and going the extra mile.

Awarded in Friday assembly.



Achievement Book

Celebrates achievements in or outside school.

These are shared in Team Assembly / newsletter.



Class Marble Jar

Marbles are earned when the whole class follows routines well, e.g. lining up, being ready, tidying up or walking into lunch.

When the class reaches its target, they earn a short class reward.



Snacks

As a **HEALTHY** SCHOOL,



we ask that children
bring either



a piece of
FRUIT

or

a piece of
VEGETABLE

for snack **EVERYDAY!**



Attendance

- At Binfield, we aim for every child to achieve excellent attendance and strive towards 100%.
- If your child is unwell and unable to attend school, please contact the school office on each day of absence.
- Upon your child's return to school, please provide a written explanation for the absence.
- Requests for leave of absence should be submitted at least **two weeks in advance** using the *Request for Leave of Absence* form, available from the school office or on the school website.
- Wherever possible, medical and dental appointments should be arranged outside of school hours.



Uniform

- Winter: grey trousers/skirt
- Summer: dresses/shorts can be worn
- White shirt – top button done up and shirt tucked in
- Tie to be done up to meet collar
- School shoes (black – no trainers)
- Binfield logo jumper or cardigan



Uniform

- Hair tied back with red, white, grey or black hair tie
- Nail varnish not to be worn
- Earrings: gold or silver studs.
- Watch can be worn.
- No bracelets/bands
- **BOLE: waterproof trousers and coat, wellies.**
To be in school **AT ALL TIMES**
- An art apron or old shirt is essential.



ALL ITEMS NEED TO BE NAMED PLEASE!



P.E. KIT

- Red fleece/ jacket
- Red Binfield T-shirt
- Plain black jogging bottoms
- Trainers
- Black shorts for indoor PE
- White socks.



To be kept in school all week

ALL ITEMS NEED TO BE NAMED PLEASE!



Bole Kit

- Waterproof trousers
- Waterproof coat
- Wellies



To be kept in school all week



ALL ITEMS NEED TO BE NAMED PLEASE!



Costings and 'extras'

- Ufton Court residential trip
- Costume for production
- Swimming
- D & T ingredients (dips)

Throughout the school year, we actively take part in fundraising events for different charities



Ufton Court



- top tips: tetanus injection, doctors name, two telephone numbers, prescribed medicine, non-prescribed medicine, general info, bed wetting.



What to do if you have any queries...

What to do if you have any queries...

- Drop in after school
- Make an appointment at school office
- Speak to the class teacher in the morning if none of the above are possible

We encourage parents to talk to their child's class teacher directly if they have any questions or concerns.

Please avoid using social media as a forum for these kinds of issues.



We look forward to working with you this year.

