

Welcome to Year 4



Banstead Community Junior School

2022-2023

# Our Year 4 Team

## Teachers

Mrs Hawes – Cedar Class Teacher (Lower Phase Leader + Science Lead)

Mr Prior – Willow Class Teacher (PE Lead)

Mrs Woodward – Fir Class Teacher (Mon/Tues)(RE Lead)

Mrs Bahra – Fir Class Teacher (Wed, Thurs and Fri)  
(Year Group Leader + Life Skills Lead)

Mrs Gooding – Maths Support Group Teacher

Mrs Rowbotham – English Support Group Teacher

## Support Staff

Mrs. Pledger (HLTA) Miss Traynor (TA)

Miss Smith + Mrs Yasmeen (Fir Class)

Miss Ryan (Willow Class)

Miss May (Cedar Class)



# Our School Day

- Our gates are open from 8.40am
- After 8:55 am, the main school gates are locked, so you will need to bring your child to the office.
- The register is taken at 8:55am.
- At the end of the day, the school gates are open from 3.25pm. Year 4 finish at 3:30pm.
- Please let us know if another adult is collecting your child, by contacting the school office or informing your class teacher (we never release to unknown adults, so don't be offended when we check).



# Cedar Class

|       | 8.45 – 9.00              | 9.00 – 9.30           | 9.30- 10.30 | 10.30 – 11.00                        | 11.00- 11.15 | 11.15 - 12.20 | 12.20- 1.20 | 1.20-3.30                |                        |                                  |
|-------|--------------------------|-----------------------|-------------|--------------------------------------|--------------|---------------|-------------|--------------------------|------------------------|----------------------------------|
| Mon   | Registration/Supervision | Reading Skills        | English     | SPAG                                 | Break        | Maths         | Lunch       | Art<br>1.20 – 2.20       | RE<br>2.20 – 3.15      | Dan Ass.<br>3.15-3.30            |
| Tues  |                          |                       |             |                                      |              |               |             | Merit Ass.               | Reading Skills         | CS Ass.                          |
| Wed   |                          | Spelling<br>1.20-1.40 |             | Humanities<br>1.40 – 2.50            |              |               |             |                          |                        | 2.50-3.20<br>Music Ass.<br>(PPA) |
| Thurs |                          | Reading Skills        |             | Life Skills<br>1.20 – 2.10           |              |               |             |                          | Science<br>2.10 – 3.10 | 3.10-3.25<br>PL Ass.             |
| Fri   |                          |                       |             | Maths<br>arithmetic/pre-<br>teaching |              |               |             | Computing<br>1.30 – 2.10 | Music<br>2.10 – 2.50   | Spanish<br>2.50 – 3.30           |



# Fir Class

|       | 8.45 – 9.00              | 9.00 – 9.30    | 9.30-10.30 | 10.30 – 11.00                        | 11.00-11.15 | 11.15 - 12.20 | 12.20-1.20 | 1.20-3.30                  |                        |                                   |
|-------|--------------------------|----------------|------------|--------------------------------------|-------------|---------------|------------|----------------------------|------------------------|-----------------------------------|
| Mon   | Registration/Supervision | Reading Skills | English    | SPAG                                 | Break       | Maths         | Lunch      | Humanities<br>1.20 – 2.20  | RE<br>2.20 – 3.15      | Dan Ass.<br>3.15 -3.30            |
| Tues  |                          |                |            |                                      |             |               |            | CS Ass.                    | 1.30 – 3.30 PE (PPA)   |                                   |
| Wed   |                          | Merit Ass.     |            | Reading Skills                       |             |               |            | Spelling<br>1.20-1.40      | Science<br>1.40 – 2.50 | 2.50 -3.20<br>Music Ass.<br>(PPA) |
| Thurs |                          | Reading Skills |            | Maths<br>arithmetic/pre-<br>teaching |             |               |            | Life Skills<br>1.20 – 2.10 | Art<br>2.10 – 3.10     | 3.10 - 3.25<br>PL Ass.            |
| Fri   |                          |                |            | Computing<br>1.30 – 2.10             |             |               |            | Music<br>2.10 – 2.50       | Spanish<br>2.50 – 3.30 |                                   |





# Willow Class

|       | 8.45 – 9.00              | 9.00 – 9.30    | 9.30-10.30 | 10.30 – 11.00                        | 11.00-11.15 | 11.15 - 12.20 | 12.20-1.20 | 1.20-3.30                  |                           |                                   |
|-------|--------------------------|----------------|------------|--------------------------------------|-------------|---------------|------------|----------------------------|---------------------------|-----------------------------------|
| Mon   | Registration/Supervision | Reading Skills | English    | SPAG                                 | Break       | Maths         | Lunch      | Science<br>1.20 – 2.20     | RE<br>2.20 – 3.15         | Dan Ass.<br>3.15 -3.30            |
| Tues  |                          |                |            |                                      |             |               |            | CS Ass.                    | 1.30 – 3.30 PE (PPA)      |                                   |
| Wed   |                          | Merit Ass.     |            | Reading Skills                       |             |               |            | Spelling<br>1.20-1.40      | Art<br>1.40 – 2.50        | 2.50 -3.20<br>Music Ass.<br>(PPA) |
| Thurs |                          | Reading Skills |            | Maths<br>arithmetic/pre-<br>teaching |             |               |            | Life Skills<br>1.20 – 2.10 | Humanities<br>2.10 – 3.10 | 3.10 - 3.25<br>PL Ass.            |
| Fri   |                          |                |            | Computing<br>1.30 – 2.10             |             |               |            | Music<br>2.10 – 2.50       | Spanish<br>2.50 – 3.30    |                                   |



# Attendance

- Excellent attendance is expected. We want all children in on time, every day.
- Term time holidays will not be authorised.
- Illness: if unsure, send in with medicine & instructions. If there is any change, we will call you.
- 48 hr sickness/diarrhoea policy (so please keep your child at home for 48hrs after the last period of being unwell.) Thank you for your support with this.



# Food and Drink

- Please make sure your child brings a named water bottle to school everyday.
- If your child would like a fresh fruit or vegetable snack at break time, please provide this from home.
- Please ensure that your child knows whether they are having:
  - A packed lunch brought in from home
  - A hot lunch provided by the school kitchen
- If your child is having a packed lunch, please ensure that they have a balanced, healthy meal. We encourage children to take their leftovers home in their lunch box so you can monitor what they have eaten.





# Uniform

Full details of our uniform can be found here:

<https://www.bcjs.org.uk/index.php/parents/uniform-guidelines>

A few reminders -

- Stud earrings only which must be removed on PE days.
- Small, discrete green, black or neutral hair bands and bows.
- Shoulder length or longer hair must be tied back for boys and girls.
- No extreme hair cuts, patterns or coloured hair are allowed.
- All uniform must be named.



# PE

PE in Year 4 will be on a Tuesday.

- All children should arrive wearing, clean correct school P.E. kit
- Please ensure your child has a appropriate lightweight jacket
- Please make sure every item of PE kit is clearly named.



# Year 4 Long Term Planning

|                        | Autumn Term<br>1 <sup>st</sup> ½  | Autumn Term<br>2 <sup>nd</sup> ½   | Spring Term<br>1 <sup>st</sup> ½   | Spring Term<br>2 <sup>nd</sup> ½   | Summer Term<br>1 <sup>st</sup> ½   | Summer Term<br>2 <sup>nd</sup> ½  |
|------------------------|---|--|--|--|--|---|
| Subject                | Topics  | Topics   | Topics   | Topics   | Topics   | Topics  |
| <b>English Writing</b> | <p><b>Book Study</b><br/>The Great Kapok Tree;<br/>The Shaman's Apprentice<br/>by Lynne Cherry</p> <p><i>Narrative Writing:</i><br/>Setting<br/>Character description</p> <p><b>TWS</b><br/>The Plague</p> <p><i>Non-fiction Writing:</i><br/><u>Playscript</u></p> | <p><b>TWS</b><br/>The Iron Man by Ted Hughes</p> <p><i>Narrative Writing:</i><br/><u>Science Fiction</u></p> <p><b>Book Study</b><br/>The Iron Man by Ted Hughes</p> <p><i>Non-fiction Writing:</i><br/><u>Spoken news report</u></p>  | <p><b>TWS</b><br/>Aladdin and the Enchanted Lamp by Philip Pullman</p> <p><i>Narrative Writing:</i><br/><u>Traditional Tale</u></p> <p><b>TWS</b><br/>Gut Garden – A Journey into the Wonderful World of your Microbiome by Katie <u>Brosnan</u><br/>(Linked to Science – digestion)</p> <p><i>Non-fiction Writing:</i><br/><u>Explanation</u></p> | <p><b>TWS</b><br/>An alternative to plastic straws – <u>Stroodles</u></p> <p><i>Non-fiction Writing:</i><br/><u>Persuasive advert</u></p> <p><b>TWS</b><br/>The Great <u>Chocoplot</u></p> <p><i>Narrative Writing:</i><br/><u>Mystery</u></p> | <p><b>Book Study</b><br/>How to Train Your Dragon by Cressida Cowell</p> <p><i>Narrative Writing:</i><br/><u>Story-telling</u></p> <p><b>Book Study</b><br/>How to Train Your Dragon by Cressida Cowell</p> <p><i>Non-fiction Writing:</i><br/><u>Instructions</u><br/><u>Fact files / Non-chronological reports</u></p> | <p><b>TWS</b><br/>Once Upon a Raindrop</p> <p><i>Non-fiction writing:</i><br/><u>Script</u></p> <p><b>Book Study</b><br/><u>Variak Paw</u> by S. F. Said</p> <p><i>Narrative Writing:</i><br/><u>Recount</u></p>                    |
| <b>GPS</b>             | <ul style="list-style-type: none"> <li>Singular and Plural Nouns</li> <li>Pronouns</li> <li>Standard English</li> <li>Compound Words</li> <li>Adverbs To Express Time and Cause</li> </ul> <p><b>Assess &amp; Review</b></p>  | <ul style="list-style-type: none"> <li>Possessive Pronouns</li> <li>Fronted Adverbials</li> <li>Prepositions To Express Time and Cause</li> <li>Plural and Possessive 's'</li> <li>Commas</li> </ul> <p><b>Assess &amp; Review</b></p> | <ul style="list-style-type: none"> <li>Adjectives</li> <li>Homophones</li> <li>Commas after Fronted Adverbials</li> <li>Expanded Noun Phrases</li> <li>Editing and Evaluating</li> </ul> <p><b>Assess &amp; Review</b></p>   | <ul style="list-style-type: none"> <li>Determiners</li> <li>Word Families</li> <li>Prepositional Phrases</li> <li>Verb Tenses - Present</li> <li>Inverted Commas</li> </ul> <p><b>Assess &amp; Review</b></p>                                  | <ul style="list-style-type: none"> <li>Verb Inflections</li> <li>Conjunctions to Express Time and Cause</li> <li>Suffixes</li> <li>Possessive Apostrophes</li> <li>Paragraphs</li> </ul> <p><b>Assess &amp; Review</b></p>   | <ul style="list-style-type: none"> <li>Verb Tenses - Past</li> <li>Prefixes</li> <li>Plural Possessive Apostrophes</li> <li>Subordinate Clauses</li> <li><u>Organisational Devices</u></li> </ul> <p><b>Assess &amp; Review</b></p> |

A copy of this planning is available on the school website.





# Year 4 Long Term Planning

|                                       |  |  |   |   |   |   |
|---------------------------------------|--|--|---|---|---|---|
| <p><b>Spelling</b></p>                | <p>Words with /aw/ spelt with augh and au</p> <p>Adding the prefix in- (meaning 'not' or 'into')</p> <p>Adding the prefix im- (before a root word starting with 'm' or 'p')</p> <p>Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')</p> <p>Homophones &amp; near homophones</p> <p>Words with /shun/ endings spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p><b>Review</b></p> | <p>Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd')</p> <p>Words with a /shuhn/ sound, spelt with 'ssion' (if root word ends in 'ss' or 'mit')</p> <p>Words with a /shuhn/ sound, spelt with 'tion' (if root word ends in 'te' or 't' / or has no definite root)</p> <p>Words with a /shuhn/ sound, spelt with 'cian' (if root word ends in 'c' or 'cs')</p> <p>Words with 'ough' to make a long /o/, /oo/ or /or/ sound</p> <p>Statutory Spellings &amp; Challenge Words</p> <p><b>Review</b></p> | <p>Homophones &amp; Near Homophones</p> <p>Homophones &amp; Near Homophones</p> <p>Nouns ending in the suffix -ation</p> <p>Nouns ending in the suffix -ation</p> <p>Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning 'above')</p> <p>Plural Possessive</p> <p>Apostrophes with plural words</p> <p><b>Review</b></p> | <p>Words with the /s/ sound spelt with 'sc'</p> <p>Words with a 'soft c' spelt with 'ce'</p> <p>Words with a 'soft c' spelt with 'ci'</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Word families based on common words, showing how words are related in form and meaning</p> <p>Statutory Spellings &amp; Challenge Words</p> <p><b>Review</b></p> | <p>Adding the prefix inter- (meaning 'between' or 'among')</p> <p>Adding the prefix anti- (meaning 'against')</p> <p>Adding the prefix auto- (meaning 'self' or 'own')</p> <p>Adding the prefix ex- (meaning 'out')</p> <p>Adding the prefix non- (meaning 'not')</p> <p>Words ending in -ar/-er</p> <p><b>Review</b></p> | <p>Adding the suffix -ous (No change to root word)</p> <p>Adding the suffix -ous (No definitive root word)</p> <p>Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')</p> <p>Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')</p> <p>Adverbials of frequency and possibility</p> <p>Adverbials of manner</p> <p><b>Review</b></p> |
| <p><b>Spelling Investigations</b></p> | <p><b>WK 1</b> Endings/Suffixes -tion and -sion</p>  | <p><b>WK 7</b> Recognising Punctuation Apostrophes for plural nouns ending in 's</p>   | <p><b>WK 13</b> Understanding Plurals Words ending in 'ff', 'f' and 'fe'</p>  | <p><b>WK 19</b> Prefixes Meaning of re-, anti- and auto-</p>  | <p><b>WK 25</b> New Meaning / Homophone Compound words</p>  | <p><b>WK 31</b> Year Specific 'wa' and 'wo' letter strings</p>  |

A copy of this planning is available on the school website.





# Year 4 Long Term Planning

|                  |   |  |   |   |  |   |
|------------------|---|--|---|---|--|---|
|                  | <b>WK 3</b><br>Endings/Suffixes<br>-que and -que                    | <b>WK 9 Organising Sounds</b><br>Adding '-y'                                     | <b>WK 15 Understanding Plurals</b><br>Words ending in 'sh', 'ch', 's(s)', 'x'   | <b>WK 21 Irregular/Exception Words</b><br>'aw', 'au' and 'augh'         | <b>WK 27 New Meaning / Homophone</b><br>Homonyms                       | <b>WK 33 Syllables</b><br>Three-syllable words  |
|                  | <b>WK 5 Recognising Punctuation</b><br>Apostrophes for plural nouns | <b>WK 11 Organising Sounds</b><br>Soft 'c' sound                                 | <b>WK 17 Prefixes</b><br>Meaning of sub-, super- and inter-   | <b>WK 23 Irregular/Exception Words</b><br>Irregular plural verb endings | <b>WK 29 Year Specific</b><br>Words containing the letter 'v'          | <b>WK 35 Order of Letters</b><br>Double consonants  |
| <b>Maths</b>     | <b>Number:</b><br>Place Value<br>Addition and subtraction           | <b>Measurement:</b><br>Area<br><br><b>Number:</b><br>Multiplication and Division | <b>Number:</b><br>Multiplication and Division<br><br><b>Measurement:</b><br>Length and Perimeter<br><br><b>Number:</b><br>Fractions | <b>Number:</b><br>Fractions<br>Decimals                                 | <b>Number:</b><br>Decimals<br><br><b>Measurement:</b><br>Money<br>Time | <b>Geometry:</b><br>Properties of Shape<br><br><b>Statistics</b><br><br><b>Geometry:</b> Position and Direction |
| <b>Science</b>   | Sound – vibrations, pitch and volume                                | Electricity – making simple circuits, switches and conductors and insulators     | Animals, including humans – digestive system, teeth and food chains.  | States of matter – solids, liquids and gases                            | Living Things and Habitats – classifying and changing environments     |   |
| <b>Computing</b> | Computing systems and networks – The Internet                       | Creating media – Audio editing   | Creating media – Photo editing  | Data and information – Data logging                                     | Programming – Repetition in shapes (Logo)                              | Programming – Repetition in games (Scratch)   |
| <b>Art</b>       | 3x Skills lessons<br>Hockney<br>landscapes                          | Iron Man 3D  | Magic carpet weaving  | Tudor portraits – mixed media   | Fantastic bugs   | Egyptian art  |
| <b>DT</b>        | Mechanisms – rowing a Viking ship                                   |  | Electricity - Magic lanterns  |   | Textiles – Hieroglyph drawstring bag                                   |   |
| <b>PE</b>        | Badminton   | Netball  | Volleyball  | <u>Rounders</u>   | Cricket  | Dodgeball<br><br>Fitness games<br><br>Bench-ball  |

A copy of this planning is available on the school website.



# Year 4 Long Term Planning

|                    |  |   |  |  |  |   |
|--------------------|--|---|--|--|--|---|
|                    | Touch rugby  | Lacrosse  | Basketball   | Hockey   | Football   | Athletics / sports day preparation<br>Fitness games<br>Relay games              |
|                    | Circus skills  | Dance   | Gymnastics   | Boot camp/fitness  | Athletics / sports day preparation                   | Athletics / sports day preparation<br>Fitness games<br>Parachute games          |
| <b>History</b>     | The Viking and Anglo-Saxon struggle                          |   | British History beyond 1066 – Tudors                 |  | A depth study on Ancient Egypt                       |   |
| <b>Geography</b>   | What are the features of England?                            |   | What are the different regions of the UK?            |  | Comparing and contrasting the four regions of the UK |   |
| <b>Music</b>       | <b>Charanga – Pop (ABBA)</b><br>Mamma Mia                    | <b>Charanga – Exploring &amp; developing instrument skills</b><br>Glockenspiel Stage 2<br><br>Later in the ½ term, Christmas Music focus for production | <b>Charanga – Grime &amp; Lyric writing</b><br>Stop! | <b>Charanga – Gospel</b><br>Lean On Me   | <b>Charanga – Pop (Beatles)</b><br>Blackbird         | <b>Charanga – Classical</b><br>Reflect, Rewind & Replay<br><br>Composer Writing |
| <b>RE</b>          | Jesus - How did Jesus change lives?                          | Christmas - How do artists help us understand Christmas?  | Prayer - Why is prayer important for Christians?     | Easter - How do Christians share communion?<br>How does Lent help Christians prepare for Easter? | Judaism - What are important times for a Jew?        | Sikhism – What do Sikhs value?  |
| <b>Life Skills</b> | Me and My Relationships                                      | Valuing Difference  | Keeping Myself Safe                                  | Rights and Responsibilities  | Being My Best  | Growing and Changing  |
| <b>Spanish</b>     | Phonetics (core vocab fonetica) 1 & 2 (C)<br>Fruits Unit (E) | Vegetables (E)  | Ancient Britain (E)                                  | Presenting myself (I)  | Classroom (I)  | House (I)   |

A copy of this planning is available on the school website.



# Homework

## Maths

Homework is set on a Thursday and due in the following Thursday. This will alternate between written tasks and Mathematics (online).

## English

Children will have spellings to learn every week, which will be tested in school on Wednesday. A SpaG/Reading or Writing task will be provided which should be completed in spelling homework books.

## Reading

The expectation is that your child reads 5 times a week (daily) and this should be recorded in their Reading Record.







# Accelerated Reader (AR)

Accelerated Reader (AR) is a reading program that helps teachers support and monitor children's independent reading practice. Your child picks a book at their own level and reads it at their own pace. When finished, your child takes a short online quiz at school to measure how much of the book they understood.

## **AR Book Finder**

<http://www.arbookfind.co.uk>

The AR book finder website can help you to search for more AR books that will develop your child as a confident, fluent reader, and more importantly, will help you to find books that interest them. Some children are already using this website to find other books from home or from the library that they want to read.



# Mathletics

Mathletics is an online program which provides a wide range of maths activities based on curriculum objectives for each year.

Username and passwords can be found in your child's Reading Records.

Maths teachers will set specific tasks to be completed as homework. However, your child can complete additional tasks and games at home, earning bronze, silver and gold certificates as they work.



# Times Tables Rockstars

This is a website/App where children can practice their times tables to improve accuracy and speed. We encourage children to play regularly (little and often) especially if they are still not secure in their time tables.

Username and passwords can be found in your child's Reading Record.



# Reading Record

YEARS 3 & 4

| DATE | BOOK  | COMMENT                                    | DATE | BOOK | COMMENT |
|------|---|--|------|------|---------|
| 13/9 | The Twits<br>p 30   | One of our fav.<br>authors! SB.            |      |      |         |
| 14/9 | The Twits<br>p 41   | Amy read clearly. SB                       |      |      |         |
| 15/9 | The Twits<br>- end.                                       | Amy read well. SB.                         |      |      |         |
| 16/9 | Poem.   | Amy struggled with<br>the word "engine" SB |      |      |         |
| 17/9 | Horrid<br>Henry   | Read well with grandad<br>PB               |      |      |         |
| 20/9 | Amy will<br>be late in tomorrow -<br>hospital appointment | TB   |      |      |         |
|      |   |  |      |      |         |
|      |   |  |      |      |         |
|      |   |  |      |      |         |
|      |   |  |      |      |         |
|      |   |  |      |      |         |

This is an example of how you should use a Reading Record.







# Celebrations

We love to celebrate the children's successes.

- Once a week, we hold a merit assembly. The teachers give merits to two children from their class for good work, behaviour choices etc. These are announced in assembly, they receive a certificate and this is shared on the website.
- Children receive Athletics and AR certificates to celebrate their hard in maths and reading.
- If the children have achieved something they are proud of, they are invited to share this in assembly. This may be work in school or something they have achieved outside of school e.g. a certificate or trophy in a club.
- Every child in our school is put into a team – Emerald, Sapphire, Amber and Garnet. The children's good work/ behaviour in school is rewarded by team points which are counted each week. The totals are announced and celebrated. Once a term, the winning team are rewarded with a mufti day.
- Each class has a behaviour chart where good behaviour choices are rewarded with a 'name move up'. The more they move their name up, the more they are rewarded and may receive a sticker or star certificate.
- Every term, the teachers choose two children that have shown consistently good choices for the whole term and these children are rewarded a Head Teachers Certificate in a special assembly which is also shared on our website.



# Communication

[office@bcjs.org.uk](mailto:office@bcjs.org.uk)

01737 351 788

Write a note in the Reading Record.

ParentMail – Weekly Update

Twitter - @BansteadJunior

(Please 'like' the posts to acknowledge that you have read these and feel free to add a positive comment if you wish too!)

Please be aware that staff cannot always reply to messages during the school day as they are focused on teaching. However, we will always aim to respond within 24hrs unless the communication is urgent.

We also work hard to promote a work / life balance for our staff, so we do not respond to messages after 6 pm or over the weekend unless urgent. Thank you for your support with this.



# Communication continued



Mrs Shooter  
Deputy Head Teacher  
[cshooter@bcjs.org.uk](mailto:cshooter@bcjs.org.uk)



Mr Scott  
Head Teacher  
[head@bcjs.org.uk](mailto:head@bcjs.org.uk)



Miss Wood  
Inclusion Manager  
[kwood@bcjs.org.uk](mailto:kwood@bcjs.org.uk)

