



Year 4 Parent & Carer Meeting

8th September 2026



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Academies Trust

Vision: Learning for Life

Values: Compassion – Integrity – Thankfulness – Respect – Resilience

Drivers: Curiosity – Aspiration – Diversity – Independence



Year 4 Team



Miss S Master

YEAR 4 TEACHER (WOMBATS)



Miss K Warner

YEAR 4 TEACHER (GECKOS)



Mrs C Lalami

YEAR 4 TEACHING ASSISTANT



Mrs M Woods

YEAR 4 TEACHING ASSISTANT

**Miss Master
Wombats**

**Miss Warner
Geckos**

**Mrs Lalami
Year 4 TA**

**Mrs Woods
Year 4 TA**



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Miss Master and Miss Warner
Currently alternate PPA on Thursdays in term 1.
We are covered by Mr Collins.





Year 4 (Wombats) Timetable Term 1

Day	08:50 - 09:00	09:00 - 09:20	09:20 - 09:30	09:30 - 09:55	09:55 - 10:05	10:05 - 10:50	10:50 - 11:05	11:05 - 11:15	11:15 - 12:05	12:05 - 12:15	12:15 - 13:15	13:15 - 13:20	13:20 - 13:35	13:35 - 14:20	14:20 - 15:05	15:05 - 15:20	
Monday KINDNESS AWARDS	Registration & early morning work (handwriting consolidation)	Assembly	Spelling	Guided Reading (Little Wandle Fluency)	Grammar/Dictation	English	Break time	4 Minute Club	Maths	Handwriting	Lunch	Registration & Quick Maths	Mastering Number	Computing	Science	Class story/get ready to go home	
Tuesday														Geography/History			
Wednesday Singing assembly														PE (indoor) Swimming	PSHE/RE		
Thursday BIG DEBATE CLUB														PE (outdoor) OAA	Music/ French		
Friday Awards assembly														Art/DT	Enrichment Time 14:30-15:00		



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Year 4 (Geckos) Timetable Term 1

Day	08:50 - 09:00	09:00 - 09:20	09:20 - 09:30	09:30 - 09:55	09:55 - 10:05	10:05 - 10:50	10:50 - 11:05	11:05 - 11:15	11:15 - 12:05	12:05 - 12:15	12:15 - 13:15	13:15 - 13:20	13:20 - 13:35	13:35 - 14:20	14:20 - 15:05	15:05 - 15:20	
Monday KINDNESS AWARDS	Registration & early morning work (handwriting consolidation)	Assembly	Spelling	Guided Reading (Little Wandle Fluency)	Grammar/Dictation	English	Break time	4 Minute Club	Maths	Handwriting	Lunch	Registration & Quick Maths	Mastering Number	Science	Computing	Class story/get ready to go home	
Tuesday														Geography/History			
Wednesday Singing assembly														PE (indoor) Swimming	PSHE/RE		
Thursday BIG DEBATE CLUB														Music/ French	PE (outdoor) OAA		
Friday Awards assembly														Art/DT	Enrichment Time 14:30-15:00		



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Golden Rules

Here are the golden rules which we expect all children to follow at all times while at school.
When displaying the golden rules, children will have the opportunity to win Dojo points.
The child who has the most Dojos at the end of the week will be 'Star of the week' and win a small prize.

There are many other ways in which positive behaviour is recognised and rewarded at Halling, including weekly certificates, Reward Time and Positive Recognition Boards (as per our Behaviour Policy).



Positive Recognition Boards





Positive Recognition Boards

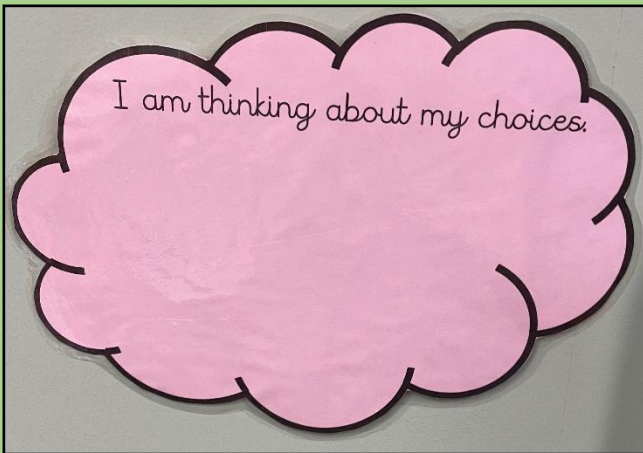
Positive Recognition Boards support Halling's positive behaviour for learning. We introduced these to all classes last academic year and all children responded well.

A Positive Recognition Board is at the front of every classroom which:

- Is positioned so all children can see it
- Is given importance and is also visually engaging
- Shows a record of what the class have collectively achieved
- Celebrates collective teamwork and can be referred to if behaviour should slip
- Shows the collective aim/reward for when the class marble jar is full



Positive Recognition Boards



Pink think clouds are also displayed alongside our Positive Recognition Boards, children may be 'moved' onto the cloud as a reminder to think about the choices they are making and how this may be impacting themselves and/or others. The aim is for a child/children to be swiftly 'moved' back onto the Positive Recognition Board following a period of reflection.



Consequence

Level 6 - Senior Leader Intervention

If behaviour continues once back in the classroom, they will be collected by SLT for an internal suspension.

Parents will be told, and they may have to attend a meeting with SLT and their parents to discuss their behaviour.

Level 5 - Phase/Senior Leader

An adult will walk them with their work to their Phase Leader, for the remainder of the session.

They will have a restorative conversation with PL and will apologise/repair to/with their Class Teacher.

Parents will be told about the behaviour.

Level 4 - Walked to Buddy Class

Walked by TA to buddy class.

Work taken with them and they work in buddy class for the remainder of the session.

10 Minutes consequence and restorative conversation at breaktime/lunchtime.

Parents informed.

Level 3 - Walked to partner class within year group

Walked by TA to partner class.

Work taken with them and they work in the partner class for 10 minutes using a timer.

5 minute consequence and restorative conversation at breaktime/lunchtime.

Parents informed by class teacher.

Level 2 - Think for Pink

Name moved onto 'Pink for Think' cloud.

2 minutes consequence and restorative conversation at breaktime/lunchtime.

Level 1- Verbal warning/reminder

Eye contact / Clear facial expression
Private positive reminder of expectations
(e.g. I am expecting you to 'golden rule'.)

Examples of Behaviour

Persistently disruptive, unsafe or discriminatory behaviour

Repetition of low level behaviours and including swearing and breaking our golden rules.

Low level behaviours such as eye rolling and chatting in lessons.



Halling's Behaviour Ladder

As you will know, from March 2025, our Behaviour for Learning Policy was updated and shared with all stakeholders-including parents/carers and pupils.

The Behaviour for Learning Policy includes the Behaviour Ladder which is shown below. We will continue with this this academic year.



Our Curriculum

At Halling Primary School, we have a fantastic, personalised curriculum. In some subjects, 'milestone organisation' form opportunities for learning and assessment. Your child is in milestone 2. This means over the 2 years, in some subjects, they will learn the same topics but knowledge and skills will build on a deeper level in the second year. We have based our curriculum design on evidence from cognitive science with the three main principles:

- **Learning is most effective with spaced repetition;**
- **Interleaving helps children to discriminate between topics and aids long-term retention;**
- **Retrieval of previously learned content is frequent and regular which increases storage and retrieval strength.**



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Overviews

Here is what we will be learning in our milestone.

Subject	Term 1		Term 2	Term 3	Term 4		Term 5		Term 6
Geography	Maps of the World	Climate Change	International Trade	Europe		Rivers, mountains, earthquakes and volcanoes.			
History	Stone Age			The Romans		The Egyptians		The Vikings	
Science	Biology Group and <u>Classify</u> living things.		Chemistry States of Matter	Physics Sound	Physics Electricity	Sustainable Energy/ Deforestation	Biology Habitats	Biology The digestive System	Biology Food Chains
Art	All Work and No Play – L.S Lowry		Abstract Art – Wassily Kandinsky	Impressionism – Pierre Auguste-Renoir	Cityscape Art – Camille Pissarro		Art Deco – Tamara De Lempicka		The Renaissance – Leonardo Da Vinci
DT	Mechanisms – Linkages and Levers			Food –Hummus – lemon and parsley		Electrical Systems – Design a night light			
Computing	The Internet		Audio Production (Audacity)	Repetition in shapes (Turtle Academy)	Data Logging		Photo Editing		Repetition in Games (scratch)
Music	Guitar								
RE	Islam Why is Mohammed described as the ‘Seal of Prophets’		Christianity How does believing in Jesus as their saviour inspire Christians to serve others.	Hinduism How does the story of Rama & Sita inspire Hindus to follow their Dharma.	Christianity Why do Christians believe they are people on a mission		Sikhism How do Sikhs put their beliefs about equality into practice,		Christianity What do Christians mean by the phrase love your neighbour as yourself.
PSHE	Being Me in My World		Celebrating Difference	Dreams and Goals	Healthy Me		Relationships		Changing Me



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Trips

We will be organising trips in the year for your child/ren to enjoy their learning in a different environment. We will inform you of any trips by letter, watch this space!



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Maths

For maths, we will base our teaching from White Rose. Below is the overview of what your child will be learning throughout the year.

Autumn term	Number		Number		Measurement Area	Number		Consolidation		
	Place value FREE TRIAL		Addition and subtraction			Multiplication and division A				
	VIEW		VIEW			VIEW				
Spring term	Number		Measurement		Number		Number			
	Multiplication and division B		Length and perimeter		Fractions		Decimals A			
	VIEW		VIEW		VIEW		VIEW			
Summer term	Number		Measurement		Consolidation	Geometry		Statistics		
	Decimals B		Money			Shape			Position and direction	
	VIEW		VIEW			VIEW			VIEW	



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Maths

Here is the method we use to teach the 4 operations. If you would like us to go through this in more detail to help your child at home, please ask.

	Concrete	Pictorial	Abstract
Addition	Children to use place value counters and base 10 to show addition.	Children to draw base 10 and place value counters to represent addition calculations.	Children to use formal written method of column addition. Children to use part, part whole and bar models. $1,378 + 2,148 = 3,526$
Subtraction	Children to use place value counters and base 10 to show subtraction.	Children to draw base 10 and place value counters to represent subtraction.	Children to use formal written method of column subtraction. Children to use part, part whole and bar models.



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Maths

Here is the method we use to teach the 4 operations.

Multiplication	Children to use place value counters and base 10 to show multiplication.	Children to draw base 10 and place value counters.	Children to use formal written method for multiplication. $245 \times 4 = 980$<table><tr><td></td><td>H</td><td>T</td><td>O</td></tr><tr><td></td><td>2</td><td>4</td><td>5</td></tr><tr><td>x</td><td></td><td></td><td>4</td></tr><tr><td></td><td>9</td><td>8</td><td>0</td></tr><tr><td></td><td>1</td><td>2</td><td></td></tr></table>		H	T	O		2	4	5	x			4		9	8	0		1	2	
	H	T	O																				
	2	4	5																				
x			4																				
	9	8	0																				
	1	2																					
Division	Children to use place value counters and base 10 to share and group.	Children to draw place value counters or base 10.	Children to use part, part wholes to partition when dividing numbers. Children to use short division. $844 \div 4 = 122$<table><tr><td></td><td></td><td>1</td><td>3</td></tr><tr><td></td><td>4</td><td>5</td><td>12</td></tr></table>			1	3		4	5	12												
		1	3																				
	4	5	12																				

Mastering Number in KS2 - Year 4

We are continuing from the learning achieved for this cohort in Years 1-3 to secure firm foundations in the development of good number sense, fluency in calculation and a confidence and flexibility with number.

Year 4 will focus on the knowledge of multiplication and division and its application forms the single most important aspect of the KS2 curriculum and is the gateway to success at secondary school. This project enables pupils in Year 4 to develop fluency in multiplication and division facts, and a confidence and flexibility with number that exemplifies good number sense.

The children will have 5 short sessions per week.

4 Minute Club

Multiplication and division recall to support with the Multiplication Tables Check (MTC).
Completed 4 times a week.



Year 4 Information

Your child will be participating in the multiplication tables check (MTC) in June 2027. The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help your child's school to identify if your child may need additional support.

It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question.

All we ask is for you to encourage your child to practice their timetables and use resources such as times table rockstars for speed and accuracy.



English

Non-negotiables in English include using basic punctuation such as full stops and capital letters and neat handwriting (cursive when possible). When completing homework or encouraging writing at home, please support the school with ensuring your child is using the basics within their writing.





Homework

Children will receive homework every Friday.

Homework will need to be returned by Wednesday to allow time for it to be marked.

Homework club will be offered one lunchtime for any children who would like to go over their homework with a teacher in school.

In addition to this, you could use SpellingShed or TTRS/Numbots for some extra practise.

Your child/ren's log-in will be in their contact book.



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Reading/Contact Books

Your child will have a levelled reading book and a reading for pleasure book. The levelled book should allow your child to read 90% of the book fluently. This allows the child to understand the book and answer comprehension questions. The reading for pleasure book could be a chance for your child to enjoy reading or being read to. Please use the child's contact book to record when your child/ren have read. We expect children to read or be read to everyday.

We will be checking the children's contact books daily. We may use it to deliver messages so please check it as well and update it with any messages you have for us.



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Uniform

Please ensure all your child/ren's uniform is labelled in case it goes missing. There is a lost property in the main office if you are missing a piece of uniform.

Item	Optional or Required	How to Acquire
EYFS (Year R) and KS1 (Year 1 and Year 2) Uniform:		
Green school sweatshirt, jumper or school cardigan with optional school logo	Required	- Branded sweatshirt, jumper and cardigan available from school supplier (School Trends) - Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
White polo shirt with optional school logo (EYFS and KS1)	Required	- Branded polo shirt available from school supplier (School Trends) - Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
Grey school trousers school shorts, school skirt or pinafore dress	Required	- Available from school supplier (School Trends) - Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
Green and white check gingham dress (Summer)	Optional	- Available from school supplier (School Trends) - Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
Plain socks (grey/black/white) or plain tights (grey)	Required	- Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
Plain black school shoes	Required	- Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
Green school reversible fleece/jacket with optional school logo	Optional	- Branded fleece/jacket available from school supplier (School Trends) - Second hand via PTA (Uniformly) - Can also be bought from most regular retailers

KS2 Uniform (Years 3 to 6):		
Green school sweatshirt, jumper or school cardigan with optional school logo	Required	- Branded sweatshirt, jumper and cardigan available from school supplier (School Trends) - Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
Plain white shirt with collar (KS2)	Required	- Available from school supplier (School Trends) - Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
School Tie (KS2)	Required	Available from the School Office
Grey school trousers school shorts, school skirt or pinafore dress	Required	- Available from school supplier (School Trends) - Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
Green and white check gingham dress (Summer)	Optional	- Available from school supplier (School Trends) - Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
Plain socks (grey/black/white) or plain tights (grey)	Required	- Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
Plain black school shoes	Required	- Second hand via PTA (Uniformly) - Can also be bought from all regular retailers
Green school reversible fleece/jacket with optional school logo	Optional	- Branded fleece/jacket available from school supplier (School Trends) - Second hand via PTA (Uniformly) - Can also be bought from most regular retailers



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PE

In term 1 your child will have Swimming on Wednesday and outdoor PE on Thursday. Please send your child into school in their PE kit. All PE kit should also be named. If your child have their ears pierced, please ensure these are removed on PE days. If your child has earrings in, they will not be able to join in with PE.

PE & Sports Kit (Years R to 6):		
Plain white or coloured PE crew neck/polo style t-shirt. Houses as follows: Lambard (Red) Gundulph (Green) Harris (Yellow) Scholey (Blue)	White is Required	• Branded crew/polo neck t-shirt available from school supplier (School Trends) • Second hand via PTA (Uniformly) • Can also be bought from most regular retailers
Plain black shorts	Required	• Available from school supplier (School Trends) • Second hand via PTA (Uniformly) • Can also be bought from all regular retailers
White or black sports socks	Required	• Second hand via PTA (Uniformly) • Can also be bought from all regular retailers
Plain black plimsolls/trainers	Required	• Second hand via PTA (Uniformly) • Can also be bought from all regular retailers
Plain grey or black tracksuit (Outdoor PE)	Required	• Second hand via PTA (Uniformly) • Can also be bought from all regular retailers

Please pay close attention to the PE kit expectations. Children whom are not wearing a plain white or plain house coloured PE top and/or plain grey or black shorts/trousers will be reminded of the expectations or their parents/carers if more age-appropriate.



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KS2 Snacks

**Children in KS2 will have the opportunity to buy a piece of fruit each playtime for 30p.
Please send you child in with the correct change to buy their snack for breaktime.**





Clubs

You child will have the opportunity to participate in many different lunchtime and afterschool clubs. Please keep an eye out for letters around information clubs which will be offered this term.



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Arbor

From this academic year, we will continue with the use of Arbor as your point of contact with school in regards to booking and getting permissions.

We will be asking the children what they want for their hot dinners with their morning register.



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Working in partnership with parents/carers

At Halling, we value the positive relationships we build with our families and believe that children achieve their best when home and school work together.

If you have information to share, a question or a concern, please speak to us. We ask that communication is respectful and uses the most appropriate method depending on the nature of the enquiry.

Quick messages (e.g. changes to collection arrangements) can be shared via the school office.

Questions about learning or your child's progress should be directed to us as class teacher. It may be that we schedule an appropriate time to discuss.

More sensitive or complex matters are best discussed by arranging a meeting so that sufficient time can be given to the conversation.

Thank you for working with us to ensure the very best outcomes for every child.

