

Year 4 Parent Meeting

Mr Carless, Mr Sanders, Mrs Smith

Thursday 17th September 2026

Vision and Values

Be a curious, motivated learner.

Be independent and embrace challenges.

Be respectful and responsible citizens of the world.

Be healthy and positive in mind and body.

BE GRANGE FARM.

Respect
Responsibility
Resilience

Senior Leadership Team (SLT)



Mr Walters - Headteacher



Mrs Noone – Deputy Headteacher



Ms Wallis – Inclusion Lead



Mrs Scott – SENDCo



Mrs Solman – Maths Lead

Key School Staff



Mr Walsh
School Business Manager



Mrs Jacques
**Finance and Administrative
Assistant**



Mrs McKelvie
Clerical Assistant



Miss Hobson
Apprentice Clerical Assistant



Mr Ell
Site Services Officer



Mrs Heath
Pastoral Manager

Cover Staff



Mrs Ramzan



Mr Cotton



Mr Bryant

Attendance

- ◆ School gates open at 8:45am and close at 9am in the morning and again at 3:30pm in the afternoon until 3:45pm.
- ◆ If your child is unable to attend school, call the school or email the attendance email address (absence@grangefarm.coventry.sch.uk) for that day.
- ◆ Where school feel we do not have sufficient information, we may contact parents and carers as this is part of our Child Protection and Safeguarding Policy.
- ◆ Where your child has an appointment (i.e. medical, optician), evidence needs to be provided to school.
- ◆ Leave of absence requests will only be agreed for exceptional circumstances. The school is within it's right to fine parents where there is a leave of absence in term time.

Behaviour Expectations and Rewards

- ◇ Building relationships and positive praise is used at the heart of managing behaviour.
- ◇ Important to set high standards of behaviour and have consistency across the school.
- ◇ Emphasis on the school values of respect, responsibility and resilience.
- ◇ Praise based approach with the use of Dojos for rewards.
- ◇ Where children have been given a consequence through our Behaviour Policy, we use reflection and reparation time to educate the children. For yellow and amber behaviour levels, parents will be informed either via MCAS or a conversation with the teacher.
- ◇ Achievement assemblies weekly and termly governor assemblies celebrate those children who have shown our school values or an exceptional effort in their work.

Communication

- ◆ All parents will need to have signed up for our school app – MyChildAtSchool (MCAS).
- ◆ All school communication is sent through this and we suggest parents enable push notifications so they are notified when new information is added.
- ◆ This is also the method we use for such things as (not an exhaustive list): paying for trips, ordering and paying lunches, information about school clubs, receiving school reports.
- ◆ Please ensure that any medical or dietary needs are completed on MCAS and also that you put the name of anyone you wish to collect your child in the 'data collection' section.

Uniform Expectations



- ◆ The school colours are blue and black. Logo items are not essential and items can be purchased from supermarkets. Please ensure ALL uniform is labelled clearly with child's name.
- ◆ Moved towards 'active uniform' to support with OPAL and children enjoying play. There will be no separate PE kit so uniform must be suitable for children to do PE in.
- ◆ We ask that all children bring in a pair of wellies that can be left in school on the racks. All of the information regarding uniform can be found on the school website and within your pack.
- ◆ Years R to 2 must use book bags to bring items into school (your first one is provided and after this they can be purchased from the office) and Key Stage 2 can use rucksacks that fit into the lockers.

Safeguarding and Wellbeing Team



Mr Walters
Safeguarding
Lead



Mrs Noone
Senior Mental Health
Lead



Ms Wallis
Mental Health First
Aider



Mrs Heath
Mental Health First
Aider

Safeguarding and Wellbeing Team

- ◆ Safeguarding and the wellbeing of children is the first priority.
- ◆ All staff are safeguarding trained.
- ◆ Although Mr Walters is the Designated Safeguarding Lead, Mrs Noone, Ms Wallis and Mrs Heath have also had the elevated training.
- ◆ There are trained staff in mental health first aid.
- ◆ Support is available for children and families and referrals can be made to outside agencies on your behalf by school.

Lunchtimes

- ◆ Everybody has lunch at the same time (12pm – 1pm).
- ◆ Dinners must be ordered by parents on the MCAS app a week in advance. This ensures we have the correct amount of food ready for children and also that allergies are catered for.
- ◆ Years R, 1, 5 and 6: 12-12:30 dining room, 12:30-1 playtime.
- ◆ Years 2, 3 and 4: 12-12:30 playtime, 12:30-1 dining room.
- ◆ Our older children support younger children during lunchtimes.
- ◆ OPAL based outdoor setting continues to grow and be a highlight of the school as we embrace positive play.

Curriculum

- ◆ Children have full access to a broad and balanced curriculum set out in the National Curriculum.
- ◆ Core subjects are taught discretely with a focus on children learning the basics early.
- ◆ Our Cornerstones Curriculum covers the foundation subjects where there are opportunities for children to make meaningful connections across the curriculum.
- ◆ Specialist art and PE teachers enhance the teaching of the curriculum.
- ◆ Termly trips or visitors enrich children's learning.

Outdoor Play and Learning (OPAL)

- ◇ A recent change to school over the past 2 years.
- ◇ Play is an important part of a child's personal and social development.
- ◇ OPAL principles are used to provide children with a range of activities, equipment and play opportunities whilst they are outside.

“It is just amazing! I just can't tell you how much better lunchtimes are now!”
– Y6 child

“I used to just stand and talk to my friends. It was pretty boring. Now there is so much to choose from every day.” – Y3 child



Extra-Curricular Opportunities

- ◆ We offer a wide range of extra curricular opportunities for children from Reception to Year 6 .
- ◆ These include sporting activities, drama, dance, Punjabi classes, coding, Spanish, art and instrumental music lessons.
- ◆ Letters are sent out through the MyChildAtSchool App for the clubs relevant to your child/ren.
- ◆ There will be a charge per session for those clubs ran by school staff.
- ◆ Other clubs are run by outside companies and arrange their own booking systems.

Year 4 Staff



Mr Carless



Mr Sanders



Mrs Smith

Timetable

Year 4 Autumn 1 2026/27

	Early morning Learning	First Morning Session 9:10 – 10:35			10:35 – 10:50	Second Morning Session 10:50 – 12:00	12:00 – 13:00			
Mon	Maths Skills	Reading	Maths	B	English	L	Dash	Geography	PSHE	Assembly
Tues	Spelling	Reading	Maths	R	English	U	Dash	PE	History	Class story
Wed	Maths Skills	Assembly	PE	E	Art (Aut 1) RE (Aut 2)	N	English		Maths	Class story
Thurs	Spelling	Reading	English	A	Maths	C	Dash	Science		Library & Reading 4 Pleasure
Fri	Maths Skills	Reading	English	K	Maths	H	Dash	MFL (Aut 1) Music (Aut 2)	Computing	Assembly

Reading...

We teach reading through a whole class approach so that all children are exposed to high quality texts and rich vocabulary appropriate for their year group. This begins when the children are in Reception.

In Reception and Year 1, children are taught phonics through the Jolly Phonics Scheme. Our reading curriculum has a focus on developing 'Readers for Life' who read both for pleasure and information.

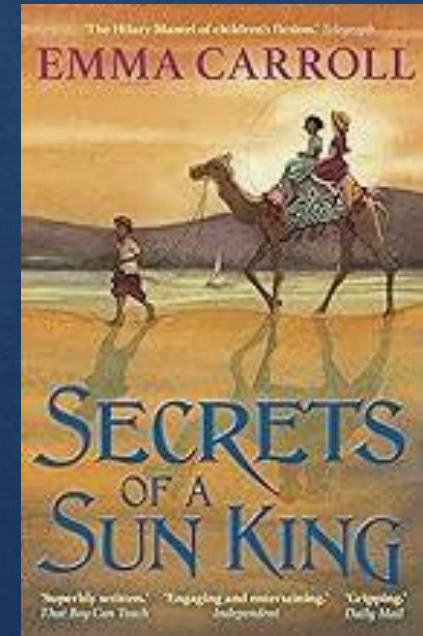
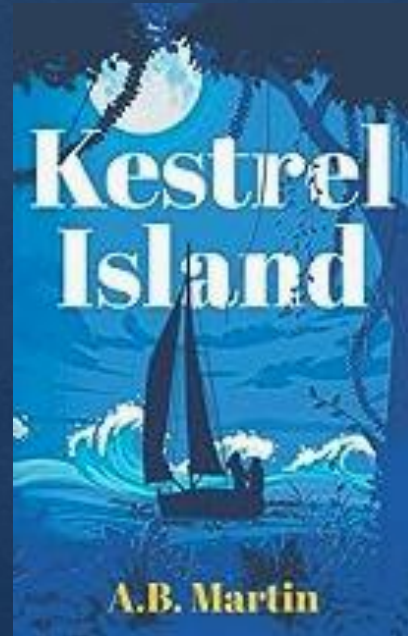
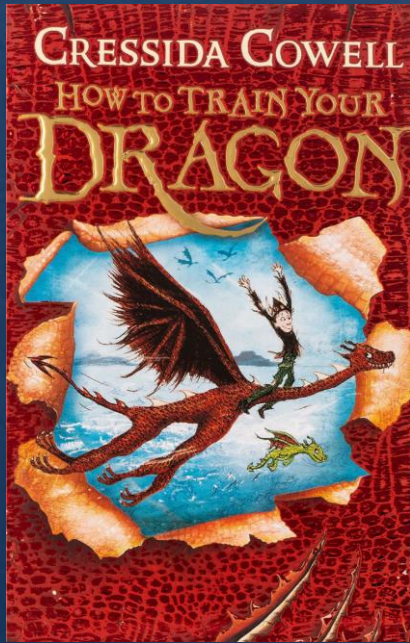
Writing...

When we talk about writing we are talking about much more than just handwriting (although that is important). To write well children need to bring together a wide range of skills – grammar, punctuation, spelling, text structure and organisation, style, purpose, audience, language choice and much more besides (all of this across a wide range of genres – fiction and non-fiction). There is a lot to learn and a lot to remember!

Maths...

Maths is taught using the White Rose Maths approach where the use of concrete, pictorial and abstract resources are used to teach and reinforce key mathematical concepts. The White Rose approach aims to show pupils that everyone can be a successful mathematician and inspire a love for the subject. It focus on developing fluency, reasoning and problem solving skills.

Reading – Key Texts



Reading

In whole class reading lessons, pupils learn to interrogate and investigate texts. There is a focus on different skills such as: exploring Vocabulary, making Inferences, making Predictions, Explaining what has been read, Retrieving information, Summarising the text.

Working at Expected Standard (EXS)

- Read with fluency a range of age-appropriate text types from those specified for Y4 at a speed sufficient to focus on understanding.
- Read most Y4 common exception words by sight (including all those in the Y2 and 3 Spelling appendix).
- Know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Apply growing knowledge of root words, prefixes and suffixes to read and understand new words (Y3 & Y4 Spelling appendix).

- Explain the meaning of words in context, using a dictionary to check meaning.
- Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context; ask questions to improve their understanding.
- Retrieve and record information from non-fiction texts.
- Drawing on more than one paragraph, identify main ideas and summarise these.
- Draw inferences regarding characters' feelings, thoughts and motives from their actions and words, and justify inferences with evidence from the text.
- Predict what might happen from details stated and implied.
- Identify and discuss words and phrases that capture the reader's interest and imagination.
- Identify how language, structure and presentation contribute to meaning within fiction and non-fiction texts.
- Identify themes (eg: journeys/invasion) and conventions (eg: fairy stories; playscript) in a wide range of texts
- Read books that are structured in different ways for a range of purposes; identify their particular characteristics; and recognise typical presentational features.
- Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.

Writing

In writing, we will cover a wide range of genres in Year 4 which includes a variety of fiction, non-fiction and poetry. Examples include narratives, a range of poetry types, explanation texts, play scripts, persuasive letters, newspaper reports, setting descriptions etc. We ensure that pupils write for a breadth of purposes. Throughout the year, they will write pieces to inform, to entertain, to persuade and to discuss.

Neat, legible and joined handwriting is an expectation in Year 4. Handwriting practice now takes place every day.

Summer Term

Composition

- Explore and discuss writing similar to that which they are planning to write, looking at structure, vocabulary and grammar
- Discuss and note ideas
- Compose and orally rehearse sentences, including dialogue, progressively building a varied and rich vocabulary and increasing range of sentence structures
- Consistently organise writing into paragraphs around a theme
- In narratives, create settings, characters and plot
- In non-narrative material, use simple organisational devices such as headings and sub-headings
- Assess the effectiveness of their own and others' writing and suggest improvements
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Proofread for spelling and punctuation errors
- Read aloud their own writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Vocabulary, Grammar & Punctuation

- Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Make appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
- Make tense choices that are mostly accurate and maintained with other devices to build cohesion within and across paragraphs
- Include a comma after fronted adverbials, when using these in writing
- Extend a wider range of sentences with more than one clause
- Use and correctly punctuate direct speech - use of inverted commas, a comma after the reporting clause, use of end punctuation within inverted commas and the use of a new line for a new speaker
- Use common punctuation accurately, including commas for clauses (including fronted adverbials), apostrophes for contraction, apostrophes for singular and plural possession
- Use the grammatical terminology taught, accurately and appropriately when discussing in their writing

Spelling

- Access the school-agreed Spelling programme for Yr 4 Summer term
- Apply spelling rules learnt, in own writing
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary
- Begin to use a dictionary to support editing of own writing
- Write from memory simple sentences, dictated by the teacher, that includes words and punctuation taught

Handwriting

- Use the diagonal and horizontal strokes needed to join letters and understands which letter, when adjacent to one another, are best left unjoined
- Develop increased the legibility, consistency and quality of their handwriting (eg ensuring downstrokes are parallel and equidistant, and lines of writing are spaced so ascenders and descenders do not touch)

Maths Long Term Plan

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value FREE TRIAL VIEW			Free trial Number Addition and subtraction VIEW				Measurement Area VIEW	Number Multiplication and division A VIEW			Consolidation
Spring	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions VIEW					Number Decimals A VIEW		
Summer	Number Decimals B VIEW	Measurement Money VIEW		Measurement Time VIEW		Consolidation	Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW		

Maths

White Rose follows the programme of study from the National Curriculum.

Multiplication Tables Check (MTC)- June

Year 4 programme of study

Number – number and place value

Statutory requirements

Pupils should be taught to

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

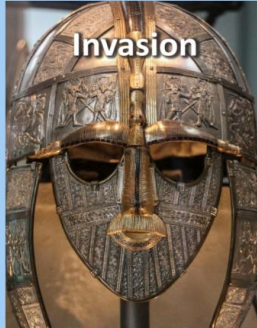
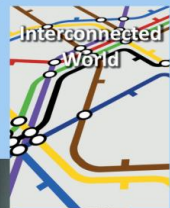
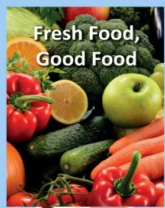
Maths – KIRFs

	Reception	1	2	3	4	5	6
Autumn 1	Name and write numbers in order to 10.	Know number bonds for each number to 5.	Know number bonds to 20.	Know number bonds for each number up to 20.	Know number bonds of 100.	Find factor pairs of a number	Identify common factors of a pair of numbers.
Autumn 2	Recognise quantities, without counting, up to 5.	Know number bonds to 10.	Recall doubles and halves for numbers to 20.	Know times and divide facts for the 3 times table.	Know times and divide facts for the <u>6 and 9 times</u> table.	Identify prime numbers up to 20.	Know common fraction, decimal, percentage equivalence.
Spring 1	Say one more or less than a given number to 10.	Recognise numbers to 50.	Know the 2 times table.	Know times and divide facts for the 4 times table.	Know times and divide facts for the <u>7 and 11 times</u> table.	Recall square numbers to 12 and their square roots.	Find fractions of amounts.
Spring 2	Partition numbers to 5 into 2 groups.	Recall doubles and halves to 10.	Know the 10 times table.	Know times and divide facts for the 8 times table.	Know all times table facts up to 12 X 12.	Recognise equivalent fractions and decimals.	Find simple percentages of amounts 1, 5 and 10%
Summer 1	Recite number names in order to 20.	Know number bonds for each number to 10.	Know the 5 times table.	Recall facts about durations of time.	Multiply and divide a digit by 10 and 100.	Know decimal number bonds to 1 and 10.	
Summer 2	Identify triangles, squares, circles and rectangles.	Tell the time to the nearest half an hour.	Tell the time to the nearest 5 minutes.	Tell the time to the nearest minute.	Identify simple equivalent fractions.	Recall metric conversion facts.	

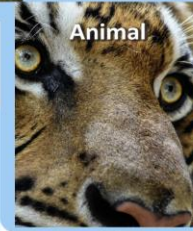
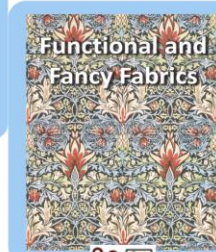
Wider Curriculum Topics



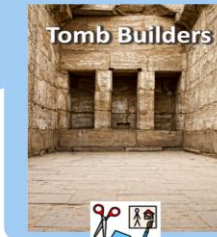
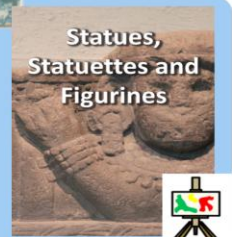
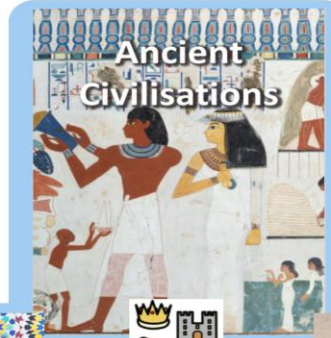
AUTUMN



SPRING



SUMMER



Wider Curriculum Topics – Autumn Term

Our main topic for Autumn Term is **Invasion**.

Linked to this will be:

Science – Food and the Digestive System & Sound

Geography – Interconnected World

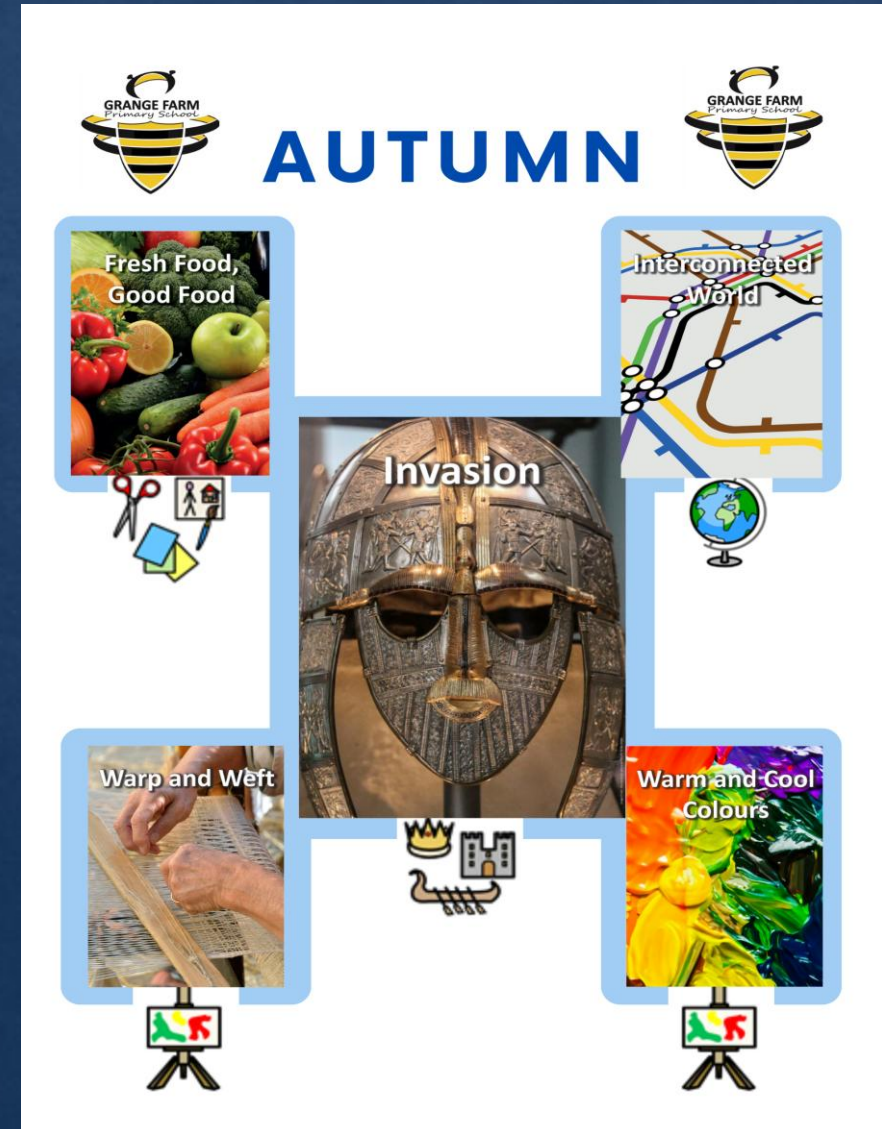
Art & Design – Warp and Weft & Warm and Cool Colours

PSHE – Family and Relationships & Health and Wellbeing

French – Phonetics & I am Learning French

Computing – The Internet

D&T – Fresh Food, Good Food



Trips

- ◆ Invasion – Tamworth Castle
- ◆ Ancient Civilisations - Ashmolean Museum, Oxford
- ◆ Misty Mountain, Winding River – Ilam Hall residential, Peak District

Assessment

- ◆ Children are assessed at three points during the year at the end of each term.
- ◆ An assessment week takes place where children have an opportunity to experience testing.
- ◆ Formative and summative assessments are used to make an overall judgement of each child.
- ◆ Through daily marking, teaching staff can support children make progress.
- ◆ Spelling tests now take place half termly (with a focus on the rules taught that half term) rather than weekly.

Homework Expectations

- ◇ Reading at least three times a week at home.
- ◇ Spelling activities - words linked to the spelling rule to go home weekly in a spelling book.
- ◇ Maths activities are set through TTRS or Numbots with an expectation of at least 20 minutes per week spent on it. Optional weekly homework sheets will also be sent home for children to embed weeks learning. These will not be marked by teachers.
- ◇ Termly Topic homework with an opportunity to complete activities based on subjects from the wider curriculum.
- ◇ Opportunity to showcase their homework projects to the rest of the class

Useful Web Sites and Apps

- ◇ ttrackstars.com (Timestable practice)
- ◇ Mathsbot.com – Maths activities
- ◇ Topmarks.co.uk – Maths games
- ◇ Gov.UK – National Curriculum