



# The Royal School

*Wolverhampton*

Year 4

Curriculum Document  
for Parents



2025 - 2026

# Important Information

Class Teachers: **Miss H Evans (4HE), Mrs R Kaur (4RK), Miss E Jones (4EJ)**

Higher Level Teaching Assistants: **Mrs S Powar**

Teaching Assistants: **Mrs M Ahmed, Ms D Copeland-Burchall, Ms L Darbey**

Should you wish to contact the teachers at any time regarding your child, please follow our communication pathway:

- An informal conversation at dismissal should be the first port of call. Most issues can be satisfactorily resolved in this manner.
- If an in-person conversation cannot take place at that time, email [primaryreception@theroyal.school](mailto:primaryreception@theroyal.school) to outline the issue of concern.
- Telephone 01902 349100 to arrange an appointment to see the class teacher or relevant member of staff.

Please direct any emails for class teachers to:

[primaryreception@theroyal.school](mailto:primaryreception@theroyal.school)

We will endeavour to respond to your emails within 24 hours. However, on some occasions this may take a little longer.

If your child is unwell and cannot attend school, you must ring the school reception before 8:30am. Please do not email.

All general enquiries should be sent to: [primaryreception@theroyal.school](mailto:primaryreception@theroyal.school)

01902 349100



# Welcome to Year 4

In this booklet, we will provide you with the relevant information on your child's:

- School Values
- Curriculum
- Timetable
- Homework Timetables
- Reading
- Spellings
- Times Tables
- Rewards and sanctions
- Reports
- Trips

## School Values

- Trust
- Respect
- Initiative
- Community
- Risk

## Primary School Rap

Trust, Respect, Initiative

Be Community,

Take a Risk to be the best,

The Royal's the place to be.

Word!

## Curriculum

This year, we have a very exciting range of topics that incorporate different subjects such as English, Science, Geography, History, Art, D&T and Music

**The year 4 topics are:**

**Ancient Egypt**

**Vikings and Anglo Saxons**

**Below is the curriculum overview for Spring Term:**

<b>Spring</b>	
Mythological Writing - Wing Explanation Texts – Wallace and Gromit Stories with Familiar Settings – Tamara Non-chronological Reports – Vikings Image Poetry	
<b>Multiplication &amp; Division B</b>  <b>Length &amp; Perimeter</b>	<b>Fractions</b>  <b>Decimals A</b>
<b>Sound</b> Hearing, the ear, soundwaves	
<b>Anglo Saxons &amp; Vikings</b> What happened as the Anglo Saxons and Vikings struggled for control of Britain?	
<b>Drawing &amp; Colour:</b> Lindisfarne Gospels	
	<b>Structures:</b> Create a model of an Anglo-Saxon longhouse using natural and craft materials
<b>How important are our beliefs?</b>	<b>Who was Jesus?</b>
<b>Safety &amp; the Changing Body</b>	
<b>Numbers – Calendars &amp; Birthdays</b>	<b>Weather &amp; Water Cycle</b>
<b>Website Design</b>	<b>HTML</b>
<b>Online Safety</b>	

## How I can help my child at home?

Through this vibrant and dynamic curriculum, we aim to inspire the children to become self-motivated learners, in order to enable them to reach their full potential. Learning is not just about academic success and should not stop at the end of lessons or a school day and so family outings and personal interests are to be encouraged. We will give the children opportunities to share their interests and experiences with their peers.

Please check their timetable and encourage them to pack their own bags for each day. Ask them about their learning regularly and support them in their enthusiasm about our topics.

### Year 4 Timetable

	8:30-8:45am	8:45-10am	10-10:30am	10:30-10:45am	10:45-12pm	12-1pm	1-2pm	2-3pm	3-3:10pm	
<b>Monday</b>	Times Tables Conceptual lesson	8:45-9am Handwriting	9-10am PE	10-10:30am Assembly	Break	English	Lunch	Maths	Computing	DEAR
<b>Tuesday</b>	Times Tables strip	English (including Spellings/Handwriting)		Guided Reading	Break	Maths	Lunch	1-2:15pm Science	2:15- 3pm Circle Time	Picture News
<b>Wednesday</b>	Times Tables strip/Soundcheck	English (Spellings/Handwriting)		Guided Reading	Break	Maths	Lunch	1-2pm Art/DT	2- 2:30pm French	2:30-3pm Singing
<b>Thursday</b>	Times Tables strip	House Meeting	English (including Spellings/Handwriting)	Guided Reading	Break	Maths	Lunch	History/ Geography	RE/PSHE (Alternate Weeks)	
<b>Friday</b>	Times Tables strip		English (including Spellings/Handwriting)	Guided Reading	Break	11-12pm PE	Lunch	1-2:15pm Maths	2:15-3pm Music	DEAR

## PE

Our PE curriculum is designed to be broad, engaging, and progressive, enabling all pupils to develop their physical abilities while building essential life skills. Lessons are carefully sequenced to ensure pupils build knowledge and skills over time, across a range of sports and physical activities. All children take part in a term of swimming lessons, helping them to develop water confidence, improve their swimming ability, and learn vital water safety skills. Through PE, pupils also have opportunities to develop important life skills such as leadership, resilience, teamwork, and perseverance—skills that support their personal development well beyond the sports

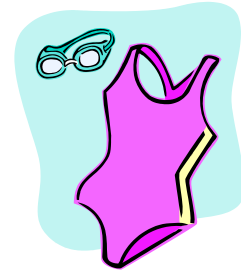
field. Our aim is to foster a positive attitude towards physical activity, encouraging all children to enjoy active, healthy lifestyles.

## PE/Swimming - Monday

Autumn Term Swimming – 4EJ

Spring Term Swimming - 4RK

Summer Term Swimming - 4HE



## PE – Friday

### Homework

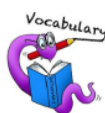





Each half-term, the children will be given an activity sheet that they stick in their homework book, with a group of projects covering different aspects of their focus topic. These tasks may be posters, writing assignments, Power Point presentations, D&T/Art or research projects. They should complete one task per week, in whichever order they choose, and we will share completed homework **each Wednesday morning**.

### Reading

School expects that pupils will read at least three times a week at home with their parents. We ask that parents sign the reading record book after they have heard their child read. Books will be exchanged only if the child can read with expression and fluency, as well as talk clearly and confidently about the book.



Sitting down with your child for 5/10mins, asking questions about the text and discussing unfamiliar words with your child will improve their comprehension greatly.

Examples of progression in question stems from KS1 – KS2 (VIPERS)		
	KS1	KS2
<b>Vocabulary</b> 	What does the word ..... mean in this sentence? Find and copy a word, which means ..... What does this word or phrase tell you about .....? Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think ..... is repeated in this section?	What do the words ..... and ..... suggest about the character, setting and mood? Which word tells you that.....? Which keyword tells you about the character/setting/mood? Find one word in the text, which means..... Find and highlight the word that is closest in meaning to..... Find a word or phrase which shows/suggests that.....
<b>Infer</b> 	Why was..... feeling.....? Why did ..... happen? Why did ..... say .....? Can you explain why.....? What do you think the author intended when they said.....? How does ..... make you feel?	Find and copy a group of words which show that... How do these words make the reader feel? How does this paragraph suggest this? How do the descriptions of ..... show that they are ..... How can you tell that.....? What impression of ..... do you get from these paragraphs? What voice might these characters use? What was .... thinking when.....? Who is telling the story?
<b>Predict</b> 	Look at the book cover/blurb – what do you think this book will be about? What do you think will happen next? What makes you think this? How does the choice of character or setting affect what will happen next? What is happening? What do you think happened before? What do you think will happen after? What do you think the last paragraph suggests will happen next?	From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.
<b>Explain</b> 	Who is your favourite character? Why? Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not? Is there anything you would change about this story? Do you like this text? What do you like about it?	Why is the text arranged in this way? What structures has the author used? What is the purpose of this text feature? Is the use of ..... effective? The mood of the character changes throughout the text. Find and copy the phrases, which show this. What is the author's point of view? What affect does ..... have on the audience? How does the author engage the reader here? Which words and phrases did ..... effectively? Which section was the most interesting/exciting part? How are these sections linked?
<b>Retrieve</b> 	What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....? Why did ..... happen? How did .....? How many.....? What happened to.....?	How would you describe this story/text? What genre is it? How do you know? How did...? How often...? Who had...? Who is...? Who did.....? What happened to...? What does..... do? How ..... is .....? What can you learn from ..... from this section? Give one example of..... The story is told from whose perspective?
<b>Sequence/ Summarise</b> 	Can you number these events 1-5 in the order that they happened? What happened after .....? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?	Can you number these events 1-5 in the order that they happened? What happened after .....? What was the first thing that happened in the story? Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story?

## Times tables

**There will be a Y4 Multiplication Check Test in June next year as outlined by the DFE. All pupils will take part. It is essential that pupils practice their times tables in readiness for this test. As a school, we aim for children to reach at least 20 out of 25.**

Throughout the year, we will be using Times Table Rockstars to support the children in learning their times tables. At home, you can use this resource to aid your child's learning at the following website <https://trockstars.com/>

Year 4 pupils will have weekly times tables lessons and tests to aid retention and improve speed and accuracy.

Times tables underpin many maths questions and are invaluable when working out division too. In the summer term, pupils will be taking the government multiplication tables check.



### **Useful Times tables websites:**

[Times Tables Rock Stars – Times Tables Rock Stars \(trockstars.com\)](http://trockstars.com)

[Times Tables Games for 7 to 11 year olds \(topmarks.co.uk\)](http://topmarks.co.uk)

[Times tables games - Learn them all here!](#)

### **Rewards and Sanctions**

The Royal Primary School's behaviour system is based on explicitly teaching positive learning behaviours and supporting pupils to reflect on their actions. It is rooted in our school values of Respect, Trust, Community, Initiative and Risk. We use the *Good to be Green* approach, with a clear visual system to promote positive choices and consistency across the school. Circle time and restorative conversations help pupils understand expectations and reflect on behaviour. When negative behaviours occur, age-appropriate restorative reflections and sanctions focus on repairing harm, understanding impact, and developing better strategies. The pathway includes clear rewards, sanctions, and parental involvement at each stage.

### **Rewards Pathway**



### Class Chart Points

Pupils can earn ClassChart points for demonstrating our school's learning behaviours, both in and outside of the classroom.

1 point can be awarded for positive actions such as completing homework, actively engaging in lessons, and sharing ideas with others.

Each half term, there will be a specific learning behaviour focus. This focus will be introduced in class and highlighted through our assemblies. To emphasise its importance, points awarded for demonstrating the half-term focus behaviour will be worth 2 points.

### Over and Above:

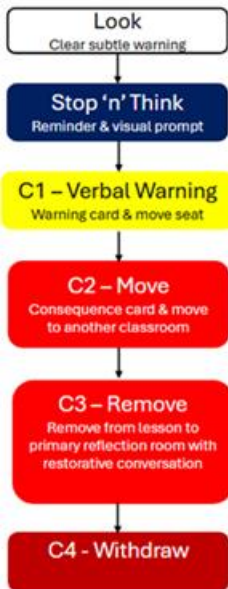
- Raffle entry for Head Teacher's Tea Party
- Reward experiences/trips
- Postcards home
- Courtesy and Playground awards

### Monitoring Achievement Points

Points	Action	Follow up action	Responsibility
125	Merit	House merit badge awarded in class	Class Teacher
250	Bronze	Uniform badge awarded in Reward Assembly	Leadership team
375	Silver	Uniform badge awarded in Reward Assembly	Leadership team
500	Gold	Uniform badge awarded in Celebration Assembly	Head Teacher

Action	Follow up action	Responsibility
Courtesy	Uniform badge awarded in Reward Assembly	Leadership team
Playground	Uniform badge awarded in Reward Assembly	Leadership team
Celebration Certificate	Pupils nominated by class teacher for demonstrating our learning behaviours Certificate awarded in Celebration Assembly	Head Teacher

## Learning Behaviour Pathway



### Negative Behaviour

#### Staff will:

- Ensure all pupils start on green at the beginning of the day.
- Go through the system stage by stage.
- From C1 negative behaviour will be logged on ClassCharts.
- Clearly notify pupils they have a consequence and explain why.
- When a pupil reaches C2, parents will be notified and pupils will not participate in weekly green time on a Friday.
- At C3 staff will provide work for pupils to be able to access independently in the reflection room.
- Staff will monitor pupil engagement in the reflection room and decide if and when they are ready to return.
- A C4 is awarded by a member of the primary leadership time.
- 3 x C1 in a week will result in time in the reflection room.

### Monitoring Behaviour Points

	Action	Follow up action	Responsibility
C1	-1 negative behaviour point		Class teacher
C2	-3 negative behaviour points	Phone call home	Class teacher
C3	-5 negative behaviour points	Face to face parent meeting	Year Group Lead Phase Lead Leadership Team
C4	-7 negative behaviour points	Parents informed Reintegration meeting	Leadership Team

## Reports

The first two reports are interim reports with a full report at the end of the year. The reports are given to parents at the termly parents' evenings as a basis for discussion or sent to parents if the parents' evenings are online.

The parents' evenings will allow you to be kept up to date with your child's progress. There will be an online booking system allowing you to book a convenient time for you that will help when you have more than one child at the school.

## Trips and Visitors

School trips and visitors are not only fun but help bring the curriculum to life. They

provide deeper subject learning and increase self-confidence. Research has shown that school trips can enhance teamwork, social skills, and helps pupils to develop risk awareness.

In addition, we sometimes hold workshops in school where visiting experts provide exciting learning opportunities, activities and artefacts.

All monies for trips and visiting workshops will be paid for online via the school app Schoolcomms.

Trips and visitors may include:

- PGL (Boreatton Park) Residential
- Steve the Viking
- Egyptian Day
- SPARKS – Wolverhampton Fire Service
- Rockstar Day
- Dental Visit
- Barclays all-electric van
- Eva Abley



## **Volunteering in school**

**Volunteers** - If any parents could spare some time to help hear readers at school, please let their teacher know or email the Year 4 Lead via [primaryreception@theroyal.school](mailto:primaryreception@theroyal.school) . This would involve completing a DBS check by the school and signing a confidentiality form.







The Royal School  
Wolverhampton

# Improving ATTENDANCE

At The Royal School Wolverhampton Mrs. Dhanda is the Primary Attendance Officer. You will see her out on the gates in the morning and in the reception foyer after 8:30am. If your child is late then they must be brought to Primary reception by a grown up. Miss. Vlckova is the Senior Attendance Officer.

When a child is absent from school, they can miss out on these vital opportunities and their learning, personal development and friendships may suffer.

<b>Absence from School</b>			
Children are required to attend school for 180 days each year at The Royal.			
Attendance during one school year	Equals days absent	Equates to weekly absence	Equates to number of lessons missed
95%	9	1.8	54
90%	18	3.6	108
85%	27	5.4	162
80%	36	7.2	216

## Medical Appointments

- If your child has a medical appointment please send into school proof of appointment.
- School requires at least 48 hours notice prior to any appointments.
- If your child is unwell you can inform us by sending a message through School Gateway by 8.25am each day.
- Routine dental checks need to be arranged after school or during school holidays.

**Emergency appointments only.**

**ATTENDANCE  
MATTERS**  
**All day, every day**



### Attendance Policy

Any absence that is not authorised by the school is a reason for concern.



### Term Dates

At The Royal School you can find our school term dates on our website. When booking holidays please refer to these dates to avoid a fine.



### Leave of Absence

If you require time off during term time you will need to complete a Leave of Absence Form at least 2 weeks prior to any leave.



**The Royal School, Wolverhampton  
Penn Road  
Wolverhampton  
WV3 0EG**

**Primary Head: Mrs Kathy Jefferson  
Phone: 01902 349100  
Email: [primaryreception@theroyal.school](mailto:primaryreception@theroyal.school)  
Website: [www.theroyal.school](http://www.theroyal.school)**



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