



Springfield Primary Academy

Welcome to Year 4  
September 2025-26

# Our Touchstones



## Integrity

Being courageously true to our purpose.



## Leadership

Finding the leader in all of us.



## Learning

Creating exceptional opportunities for learning.



## Enjoyment

Loving what we do.



## Inclusion

Realising the greatness in our difference



## Inspiration

Feeling the power of the possible.



## Responsibility

Unwavering commitment to seeing things through.



# Vision, Mission and Values



# SLT and Designated Safeguarding Lead/Deputies



Deputy DSL

Mr Ahmad

Headteacher



Lead DSL

Mrs Kular-Gill

Deputy Headteacher



Deputy DSL

Mrs Dhani-Ali

Assistant Headteacher/SENCO



Deputy DSL

Miss Gibson

Assistant Headteacher



Deputy DSL

Miss Halima

Health and Learning Mentor

## 4 Pullman

Miss Hussen  
Mrs Locke

## 4 Morpurgo

Mr Kendall  
Mrs Kaur



Meet the team- Year 4



# Attendance:

- School starts every single day at 8:45 and Ends 3:15
- Avoid medical appointments during school time. Evidence required.
- Absence calls on 0121 464 3618 **before 8:45am.**
- If absent for more than 3 days within one half-term for the same reason, medical evidence is required.
- Leave of Absence During Term Time request will be denied unless there are exceptional circumstances (**rare, significant, unavoidable and short**). **Any forms and evidence will be required in advance.**
- Referral to LA following 20 sessions (10 days) of unauthorised absence = fine.



# Attendance:

The tables below equate percentage attendance to time missed from school.

**Table 1: Attendance over one whole school year for each pupil**



Attendance	Missed Days
100%	0
98%	Less than 4 days / 8 sessions
97%	Less than 6 days / 11 sessions (school target)
95%	9½ days / 19 sessions
90%	19 days / 38 sessions
85%	28 ½ days / 59 sessions
80%	38 days / 76 sessions

**Table 2: Attendance over 5 years for each pupil**

Attendance	Missed Weeks
85-90%	19 weeks = ½ year absence from school
80%	38 weeks = 1 full year absence from school





# Springfield Primary Academy Uniform:

Boys Uniform	Girls Uniform
Green jumper, white shirt or polo shirt, black or grey trousers, black shoes	Green jumper, white shirt, green jumper, black or grey pinafore, black or grey skirt
PE Kit Boys and Girls	
<p>White Polo shirt, green school jumper/sweatshirt, black joggers, trainers</p> <p>PLEASE NOTE: Pupils should only wear their PE kit to school on the day they have PE!</p>	
<ul style="list-style-type: none"> <li>• <u>Plain black</u> headscarf may be worn.</li> <li>• Jewellery - a watch and one pair of plain stud earrings are the only items of jewellery permitted. Other jewellery is not permitted.</li> <li>• Under no circumstances may denim be worn.</li> <li>• Pupils should not wear Nail varnish, false nails or false eyelashes No extreme haircuts or unnatural dyed hair colours are acceptable.</li> </ul>	

# Personal Development/Enrichment

At Springfield Primary Academy we want to:

Promote Holistic Development -

Enrich Through Curriculum -

Develop Talents and Interests -

**Examples include:**

Supporting the children using 'My Happy Mind.

Providing opportunities linked to these areas including:

- trips to the House of Parliament
- theatre groups visiting the school to do performances and workshops,
- assemblies by different organisations
- taking part in fundraising and charity events.



# Enrichment Clubs

- We offer the children a range of lunchtime and afterschool enrichment opportunities. Each half term, year groups swap to ensure all children can access a range of opportunities.

	Monday								Wednesday		Thursday
Club	Multi-skill/ Football	Arts and Crafts	Computing	Construction	Choir	Board Games	Arts and Crafts	Elective Music Lessons	Multi- skills/ Football	Music Club	Multi-skills/ Football
Aut 1	Year 1	KS1	UKS2	KS1	KS2	KS2	KS2	Year 5	Year 6	Year 2	Selected Children

	Monday			Tuesday	Wednesday		Thursday	
Club	Multi- skills/ Football	Boxing	Arts & Crafts	Multi-skills	Multi-skills/ Football	Cooking	Multi-skills/ Football	Arts & Crafts
Aut 1	Year 3/4	Y6	KS1	Year 1/2	Year 1/2	UKS2	Year 5/6	LKS2



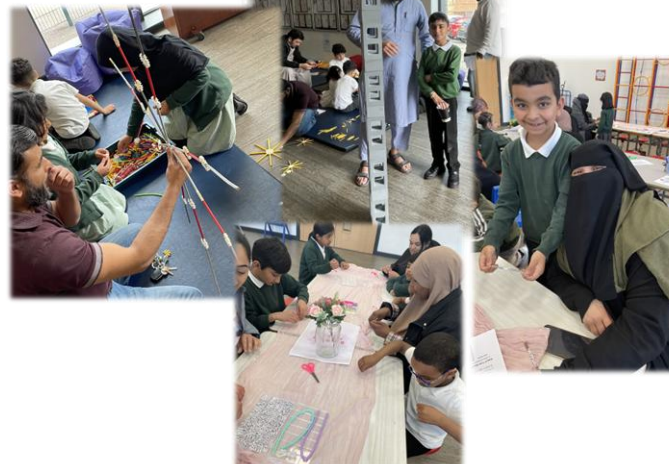


# Community Engagement

Toy Drive at  
Birmingham  
Children's Hospital



Mother's and Father's  
Day Workshops



Food Bank



Springfield Summer Fair



Y6 SAT's Celebration  
Ice Cream Party



Y6 Graduation



Bake sales  
Children in Need  
Choir at Heartlands Care Home  
KS1 and KS2 Disco  
And many more...

# Communication



- **Face-to-face** - Senior Leaders and teaching staff available (drop off, dismissal, parents' evening, workshops etc)
- **The School Website** - is updated regularly. Check out the 'Primary News' section.
- **Twitter** - used to share and celebrate children's and school achievements and successes.  
[@SpringfAcademy](https://twitter.com/SpringfAcademy) / X
- **Email:** [enquiry@springfieldacademy.org.uk](mailto:enquiry@springfieldacademy.org.uk)
- **Telephone:** [01283 246 433](tel:01283246433)
- **Newsletters** – sent out half termly by SLT
- **Text Message** – Announcements via text message are used by the school to remind you of important information, deadlines, and regular updates.







# Key reminders:

- **Administration of Medication** - Where possible, all medication, such as antibiotics, should be administered at home. Parents must inform the school if they wish any prescribed medication to be administered. The school will require parents to sign a consent form and a Health Care Plan may be created if necessary.
- **Healthy Snacks** - All snacks brought into school must be healthy. Fruit, vegetables and snacks such as rice cakes are all ideal
- **Water Bottles** - permitted to bring named water bottles filled with **water**.
- **Free School Meals Entitlement** - If you have not already done so, please check your child's eligibility by clicking on the following link <https://www.gov.uk/apply-free-school-meals> and completing an application.
- **Walk to School** - respect our neighbours, keep pupils safe



# Reading In Year 4

- Children are growing more confident in reading fluency, and are now focusing on meaning
  - Children will be reading age-appropriate texts and answering questions based on the reading domains
  - Word meaning, retrieval, inference, prediction, summarising and author intent
- Children learn best when they read with a familiar adult at home
  - 10 minutes a day with an adult at home
  - Recorded 3 times a week
  - Children copy what they see - read to them and be seen reading a book or newspaper to keep them interested!





# Times tables

- ▶ By the end of Year 4, children will have been exposed to and should have a strong grasp of all Times Tables up to 12s.
- ▶ 2 hours a week are dedicated to Times Tables in Year 4
- ▶ MTC in Summer term - national Times Tables check
- ▶ How can you support at home:
- ▶ Encourage children to use TTRS for at least 5 minutes a day
- ▶ Support your child in completing their Times Table booklet - One page a day until it is complete

# Year 4 Curriculum Overview



## Year 4 Curriculum - At a Glance:

- **English:** Stories, poetry, and non-fiction linked to key texts.
- **Maths:** Number, fractions, decimals, shape, time, and money.
- **Science:** States of matter, electricity, sound, animals, and habitats.
- **History:** Romans, Anglo-Saxons, Vikings
- **Geography:** Mountains, Spain, and the Amazon.
- **Art & DT:** Creative art projects, structures, mechanisms, and cooking.
- **Computing:** Programming, animation, data, and digital content.
- **French, PE, Music, RE & PSHE:** Language, sport, music, beliefs, and personal growth.

Springfield Primary Academy Long-Term Planning - 25/26											
Year 4											
Autumn 1			Autumn 2			Spring 1			Spring 2		
Writing			Reading			Maths			Science		
<b>Text</b> Beware of the iron man  <b>Plot type</b> Warning story  <b>Focus toolkit</b> Suspense	<b>Non-Fiction</b>  <b>Text</b> Magnificent Machines  <b>Text type</b> Explanation  <b>Focus toolkit</b> Description	<b>Fiction</b> The Lion, the Witch and the Wardrobe – C.S. Lewis  <b>Non-Fiction</b> There was a Roman in your garden – Bethany Hughes  <b>Poetry</b> Hot Like Fire Poetry Collection	<b>Text</b> The Clock  <b>Text type</b> Information/ Persuasion  <b>Focus toolkit</b> Description	<b>Fiction</b> The Lion, the Witch and the Wardrobe – C.S. Lewis  <b>Non-Fiction</b> Mountains (Kowal)  <b>Poetry</b> Hot Like Fire Poetry Collection	<b>Fiction</b> The Lion, the Witch and the Wardrobe – C.S. Lewis  <b>Non-Fiction</b> The Anglo-Saxons – M. Butterfield Everything Anglo-Saxons: unorthodox history with facts, photos and fun! – A.H. Wilkinson  <b>Poetry</b> Deep in the Green Wood Poetry Collection – W. McGee	<b>Text</b> Brave – what to do if you're scared  <b>Text type</b> Recount - diary  <b>Focus toolkit</b> Suspense	<b>Fiction</b> Mr Big  <b>Text</b> Creative subjects  <b>Text type</b> Discussion  <b>Focus toolkit</b> Character	<b>Fiction</b> The Explorer – Katherine Rundell  <b>Non-Fiction</b> The body book – Nicola Choudhury  <b>Poetry</b> Deep in the Green Wood Poetry Collection – W. McGee	<b>Text</b> Alien Landing  <b>Text</b> Suspicious  <b>Plot type</b> Suspense  <b>Focus toolkit</b> Openings and endings	<b>Text</b> The Game  <b>Text</b> How to trap a tarantula  <b>Plot type</b> Finding Tale  <b>Text type</b> Instructions	<b>Fiction</b> The Explorer – Katherine Rundell  <b>Non-Fiction</b> A rainforest story: the animals of the Amazon – Jane Sumner and Kendra Birney (Illustrator) The Where on Earth Book of Rainforests – Sate Books  <b>Poetry</b> Sensational Poetry Collection – R. McGough
<b>Maths</b>	<b>Number:</b> Place Value <b>Number:</b> Addition and Subtraction	<b>Measurement:</b> Area <b>Number:</b> Multiplication and Division	<b>Number:</b> Multiplication and Division <b>Fractions</b>	<b>Fractions</b> <b>Decimals</b>	<b>Decimals</b> <b>Measurement:</b> Money <b>Measurement:</b> Time	<b>Geometry:</b> Properties of Shapes <b>Statistics</b> <b>Geometry:</b> Position and Direction	<b>Geometry:</b> Properties of Shapes <b>Statistics</b> <b>Geometry:</b> Position and Direction	<b>Geometry:</b> Properties of Shapes <b>Statistics</b> <b>Geometry:</b> Position and Direction	<b>Geometry:</b> Properties of Shapes <b>Statistics</b> <b>Geometry:</b> Position and Direction	<b>Geometry:</b> Properties of Shapes <b>Statistics</b> <b>Geometry:</b> Position and Direction	<b>Geometry:</b> Properties of Shapes <b>Statistics</b> <b>Geometry:</b> Position and Direction
<b>Science</b>	<b>States of Matter</b> Describe the properties of solids, liquids and gases and know the processes that cause something to change from one state to another.	<b>Electricity</b> Know where electricity comes from and some types of renewable energy. Construct devices with simple series circuits.	<b>Sound</b> To explore how sound is made and how the volume and pitch can be changed.	<b>Animals including Humans</b> Describe the basic parts of the human digestive system and identify the different types of teeth and know their simple functions.	<b>Living Things and Their Habitats</b> To learn about changes that impact the environment, and how we can help by creating a pond in our school grounds.	<b>Living Things and Their Habitats</b> Observe the characteristics of and ask questions about plants and animals, and the habitats they live in, that help to classify them in a scientific way.	<b>Living Things and Their Habitats</b> Observe the characteristics of and ask questions about plants and animals, and the habitats they live in, that help to classify them in a scientific way.	<b>Living Things and Their Habitats</b> Observe the characteristics of and ask questions about plants and animals, and the habitats they live in, that help to classify them in a scientific way.	<b>Living Things and Their Habitats</b> Observe the characteristics of and ask questions about plants and animals, and the habitats they live in, that help to classify them in a scientific way.	<b>Living Things and Their Habitats</b> Observe the characteristics of and ask questions about plants and animals, and the habitats they live in, that help to classify them in a scientific way.	<b>Living Things and Their Habitats</b> Observe the characteristics of and ask questions about plants and animals, and the habitats they live in, that help to classify them in a scientific way.
<b>History</b>	<b>Romans</b> To understand the impact of the Roman invasion from the time they arrive until their departure	<b>Anglo Saxons</b> Understand the life, beliefs and culture of the Anglo Saxons.	<b>Vikings</b> Understand where the Vikings came from, their way of life, beliefs and struggles.	<b>Romans</b> Understand where the Vikings came from, their way of life, beliefs and struggles.	<b>Vikings</b> Understand where the Vikings came from, their way of life, beliefs and struggles.	<b>Romans</b> Understand where the Vikings came from, their way of life, beliefs and struggles.	<b>Vikings</b> Understand where the Vikings came from, their way of life, beliefs and struggles.	<b>Romans</b> Understand where the Vikings came from, their way of life, beliefs and struggles.	<b>Vikings</b> Understand where the Vikings came from, their way of life, beliefs and struggles.	<b>Romans</b> Understand where the Vikings came from, their way of life, beliefs and struggles.	<b>Vikings</b> Understand where the Vikings came from, their way of life, beliefs and struggles.
<b>Geography</b>	<b>Mountains</b> Understand how a mountain is formed, the different types of mountains and how they play an important part in the water cycle.	<b>Spain</b> Understand the traditions and cultures of Spain, its climates and trade links with the UK.	<b>Amazon</b> Understand which countries make up South America and its location in the world. Locate the hemispheres and tropics and imagine how climates differ between them. Name the layers of the rainforest and consider the impact of deforestation.	<b>Spain</b> Understand the traditions and cultures of Spain, its climates and trade links with the UK.	<b>Amazon</b> Understand which countries make up South America and its location in the world. Locate the hemispheres and tropics and imagine how climates differ between them. Name the layers of the rainforest and consider the impact of deforestation.	<b>Spain</b> Understand the traditions and cultures of Spain, its climates and trade links with the UK.	<b>Amazon</b> Understand which countries make up South America and its location in the world. Locate the hemispheres and tropics and imagine how climates differ between them. Name the layers of the rainforest and consider the impact of deforestation.	<b>Spain</b> Understand the traditions and cultures of Spain, its climates and trade links with the UK.	<b>Amazon</b> Understand which countries make up South America and its location in the world. Locate the hemispheres and tropics and imagine how climates differ between them. Name the layers of the rainforest and consider the impact of deforestation.	<b>Spain</b> Understand the traditions and cultures of Spain, its climates and trade links with the UK.	<b>Amazon</b> Understand which countries make up South America and its location in the world. Locate the hemispheres and tropics and imagine how climates differ between them. Name the layers of the rainforest and consider the impact of deforestation.
<b>Art and Design</b>	<b>Street Art</b> Artist Study: Mohammed Ali (Painting, Stencil/ Spray paint)	<b>Faust</b> Artist Study: Matisse (Mixed media - Paper cutting)	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems
<b>Design Technology</b>	<b>Structures</b> Frames	<b>Structures</b> Frames	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems	<b>Mechanisms</b> Pneumatic systems
<b>Computing</b>	<b>Programming</b> How can we use it? We are worried! Who can we talk to if we are worried?	<b>Animation Adventures</b> Self-manage and identify How can people change their identity online?	<b>Presenting Data</b> Online Presentation How can we show respect online?	<b>Advertising</b> Game Development How can we keep games fun and friendly?	<b>Advertising</b> Game Development How can we keep games fun and friendly?	<b>Advertising</b> Game Development How can we keep games fun and friendly?	<b>Advertising</b> Game Development How can we keep games fun and friendly?	<b>Advertising</b> Game Development How can we keep games fun and friendly?	<b>Advertising</b> Game Development How can we keep games fun and friendly?	<b>Advertising</b> Game Development How can we keep games fun and friendly?	<b>Advertising</b> Game Development How can we keep games fun and friendly?
<b>French</b>	Presenting myself	My family	Goldilocks and the three bears	Habitats	In the classroom	My home	My home	My home	My home	My home	My home

# Trips and Visitors



Year 4	Half Term					
	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
	RE- Mandir Tipton		<i>Saxons workshop with MTCD or Freshwater Beowulf &amp; The Anglo Saxons</i>		Allotment science	Dudley Zoo





# 11b411:

Across our broad and diverse Trust there is huge diversity. Although this is very much welcomed, it also stimulates a range of life challenges for the young people we support. For example, some of our children will have very little chance to spend time in the countryside, others will never have the opportunity to experience different countries and cultures, similarly many will never consider engaging with the arts.



# What can you do at home to support your child?

- ▶ Read together regularly
- ▶ Make learning part of everyday life
- ▶ Create a positive homework routine
- ▶ Talk about school and learning
- ▶ Use educational games and apps for example MyMaths and Edshed
- ▶ Stay in touch with teachers





Thank you  
Questions?