



# Belmore

## PRIMARY ACADEMY

### Year 4 – Information Meeting

KIND

RESILIENT

READY

ACTIVE

ASPIRE

# Introductions – Who's who?



Mr Chamberlain  
Year Leader  
4CH



Ms Quinn  
Teacher  
4Q



Ms Clegg  
Teacher  
4CL

# Belmore Senior Leadership Team



**Rose Taunt** – Head Teacher

**Emma Cook** – Assistant Head, Designated Safeguarding Lead

**Adrian Cotter** – Assistant Head, SENDCO

**Swata Patel** – Assistant Head Years 1-3

**Gemma Bellfield** – Assistant Head Years 4-6

**Katriona Rae** – Assistant Head

**Chris Chamberlain** – Associate Assistant Head

**Rebecca Earley** – Associate Assistant Head, Deputy SENDCO

# Other useful people:

- Mrs Marsh – Welfare Officer for any thing medical
- Mrs Hopkins – Family Worker
- Mrs Payne – Attendance and Admissions

# Our Values



These are the values that guide everything we do as a school.

KIND

RESILIENT

READY

ACTIVE

ASPIRE

# Behaviour expectations

## OUR VALUED BEHAVIOURS

We are proud to be part of the Belmore community where we have high expectations to represent the school positively.

We have a positive mind-set and even when we are faced with challenges we:

Recognise that everyone is different and we value and encourage them



Use kind words and actions. No swearing, racist, abusive or inappropriate language. No hurting others, fighting or play fighting



Are polite and use good manners



Listen and follow school adults instructions wherever we are



Make sure we are where we are supposed to be, ready to learn



Move around school calmly and safely



Look after our school, classrooms and playgrounds, and everything in them



Speak up when something isn't right



We are honest, take responsibility for our actions and choices and understand that they have consequences



We have high expectations for behaviour.

All children have the right to come and learn with out others disrupting lessons.

We will not tolerate bullying or racism at our school

Children need to be making the right choices now to secure the best outcomes for the future.

# Belmore Valued Behaviours

## Motivators

- Positive praise and recognition
- Dojo points with a 100 point prize at the end of every term
- Positions of responsibility
- Year group incentives

## Consequences

- Support and reminders to do the right thing
- Yellow Card
- Red Card, move to partner class
- Support from Pastoral Team
- SLT support
- Head Teacher
- Internal and external suspensions

We will always support children to reflect on their behaviour and help them with strategies to improve it next time

# Timings of the day

- Start of Day: 8.35-8.50 am
- End of Day: 3.20pm
  
- Please make sure your child comes to school on time

# Topics, Trips and Visits

Topic	Trips and Visits	
Autumn 1	<b>Science</b> <b>The Digestive system and Teeth</b>	
Autumn 2		<b>Theatre Trip – Panto – Sleeping Beauty (TBC)</b>
Spring 1	<b>RE Buddhism</b> <b>Focus on the writing of the Buddhist Canon and how relevant it is today</b>	<b>Buddhist temple Gunnersbury</b> <b>Young Voices - Wembley</b>
Spring 2	<b>RE Christianity</b> <b>Focus on who Jesus is</b>	<b>Protestant Church visit Hayes</b> <b>Science Museum – Astro Nights residential</b>
Summer 1	<b>DT making Biscuits</b>	<b>Visiting Barnhill to make biscuits</b>
Summer 2	<b>Geography Rainforests</b>	<b>Rainforest workshop/experience</b> <b>Beck theatre presentation</b> <b>Yeading cluster group - selected Year 4 pupils</b>

# PE Days

- PE for Year 4
- Our PE lessons are on Thursday and Friday
- Children can wear their PE kit to school on these days.



# By the end of the year

## Reading

### Main age related expectations for the year group

**Develop fluency and understanding:** Read easily, fluently, and with good comprehension.

**Expand vocabulary:** Acquire a wide vocabulary and develop a deeper understanding of words.

**Comprehend various texts:** Understand extended prose, including both fiction and non-fiction.

**Promote reading for pleasure:** Read widely and often for enjoyment.

### Develop comprehension strategies:

**Give a personal point of view:** Offer a personal opinion or viewpoint on a text.

**Re-explain texts:** Explain what they have read with confidence.

**Justify inferences:** Support their understanding of texts with evidence from the text itself.

**Understand text structure:** Learn about cause and effect within narratives and non-fiction texts.

# By the end of the year

## Writing

### Main age related expectations for the year group

#### **Spelling**

I can spell commonly mis-spelt words, including those on the Y3/4 word list.

I can form nouns using a range of prefixes e.g. super..., anti...

I can spell words with additional prefixes and suffixes and understand how to add them to root words (e.g. create word families; identify the root of longer words)

#### **Handwriting**

I have legible, joined handwriting with greater consistency (with diagonal and horizontal strokes, parallel vertical strokes, appropriate length of ascenders and descenders).

I understand which letters should be left un-joined.

# By the end of the year

## Writing

### Main age related expectations for the year group

#### **Grammar and punctuation:**

##### **Sentence**

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Fronted adverbials

##### **Punctuation**

- Use of inverted commas and other punctuation to indicate direct speech
- Apostrophes to mark plural possession
- Use of commas after fronted adverbials

# By the end of the year

Writing

Main age related expectations for the year group

## Composition

### Purpose and organisation

I can write a narrative with a setting, characters and plot.

I can write non-narrative using simple organisational devices such as headings and subheadings.

I can use paragraphs around a theme.

I can compose and rehearse sentences using a wider range of structures (possibly including direct speech).

I can compose and rehearse sentences using rich vocabulary (well-chosen 'wow words' / phrases).

I can plan by discussing models of writing and noting its structure,

# By the end of the year

## Maths

### Main age related expectations for the year group

#### **Number and place value**

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, 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

# By the end of the year

Maths

Main age related expectations for the year group

## **Addition and subtraction**

add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate  
subtract numbers with up to 4 digits using the formal written methods of columnar subtraction where appropriate

estimate and use inverse operations to check answers to a calculation solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

# By the end of the year

Maths

Main age related expectations for the year group

## **Multiplication and division**

recall multiplication and division facts for multiplication tables up to  $12 \times 12$  (aim for rapid recall within five seconds)

use place value, known and derived facts to multiply and divide mentally (eg  $3 \times 6 = 18$  so  $30 \times 6 = 180$ )

multiply by 0 and 1; divide by 1; multiply together three numbers

recognise and use factor pairs (eg  $12 \times 20$  is the same as  $12 \times 2 \times 10$ )

and commutativity in mental calculations

multiply two-digit and three-digit numbers by a one-digit number using formal written layout

divide two-digit and three-digit numbers by a one-digit number using formal written layout

# By the end of the year

Maths

Main age related expectations for the year group

## Fractions (including decimals)

recognise and show, using diagrams, families of common equivalent fractions

count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten

recognise and write decimal equivalents: any number of tenths or hundredths

recognise and write decimal equivalents to  $\frac{1}{4}$  ,  $\frac{1}{2}$  ,  $\frac{3}{4}$

add and subtract fractions with same denominator

find the effect of (ie begin to do the following) multiplying and dividing a one- or two-digit number by 10 and 100, round decimals with one decimal place to the nearest whole number

compare numbers with the same number of decimal places up to two decimal places

# Whole school Notices & Letters

Weekly Newsletter	emailed every Friday
Class/Year Group Letters	emailed as needed and put on class Dojo
Whole school reminders – e.g. non-uniform day	Text and Class Dojo
Class and Year Group Reminders	Class Dojo
Attendance information	You will be emailed information about your child's attendance in the last week of every half term

# Communicating with school

- As a school, we prefer, where possible to speak to you face to face.
- We may also phone, text or email you or contact you through Class Dojo

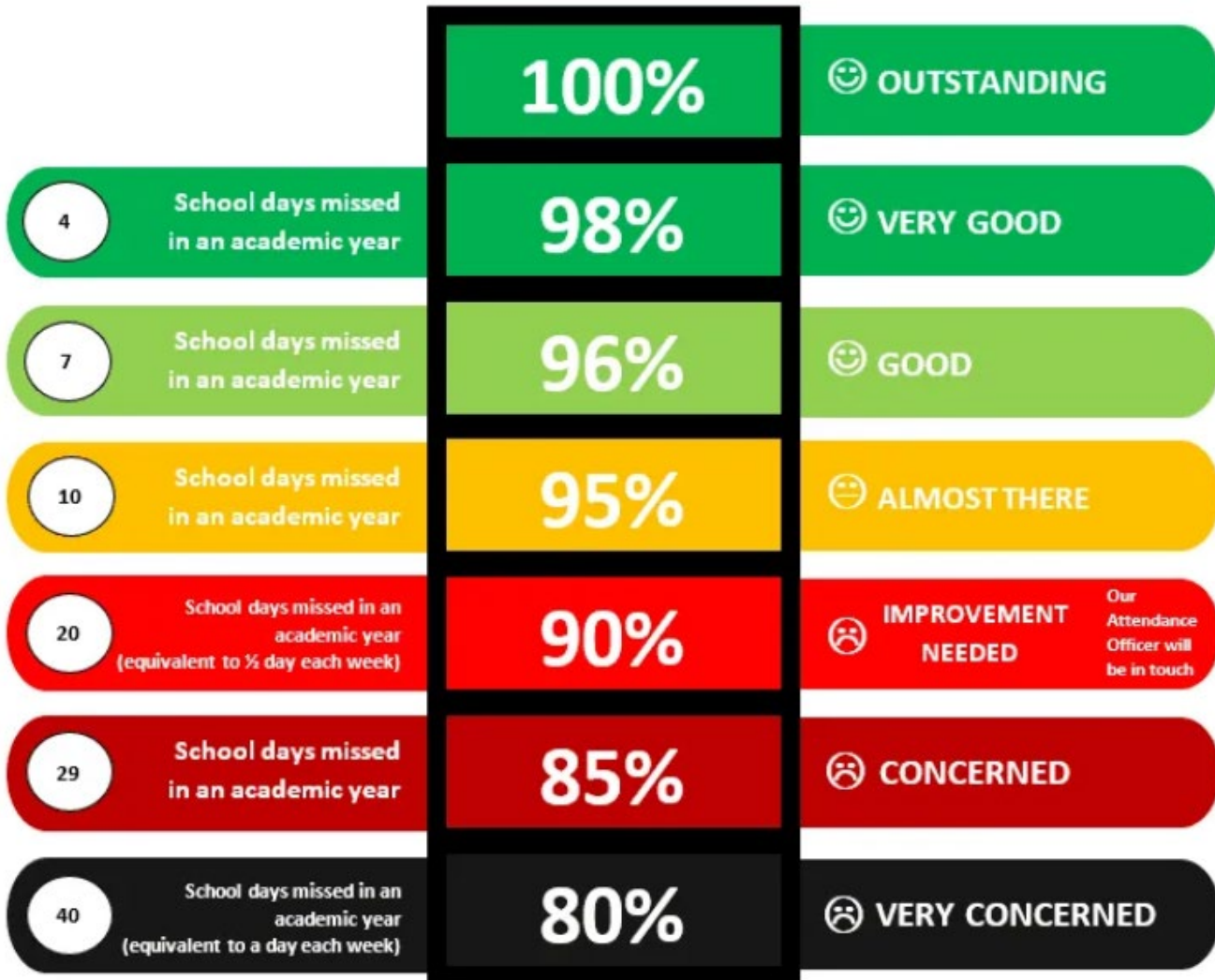
	How we'll be in touch
Communication with class teacher -	<ol style="list-style-type: none"><li>1. In person at the end of the day</li><li>2. On Class Dojo after school hours</li><li>3. Telephone call after school hours</li></ol>
Communication with Year Group Lead or SLT	<ol style="list-style-type: none"><li>1. In person at the end of the day</li><li>2. Telephone call after school hours</li></ol>
Communication with admin staff (front office, attendance, admissions, finance etc.)	<ol style="list-style-type: none"><li>1. In person at the front office</li><li>2. By telephone</li><li>3. By email</li></ol>

# Making appointments

Please make an appointment if you need to meet with a member of staff. We are unlikely to be able to meet you immediately if requested as staff are teaching or have planned meetings.

Our staff are here to do their very best for your children. Please treat all staff with respect.

# Attendance Matters



25% more likely to be at the expected standard at the end of Y6\*

# When to keep your child off school

1. If your child has a temperature of over 38 degrees keep them off until it returns to normal
2. Vomiting or diarrhoea – please keep them off for 48 hours after the last time they were ill
3. Contagious illnesses: Chicken Pox, Diphtheria, Hepatitis A, Impetigo, Measles, Mpox, Mumps, Rubella (German Measles), Scarlet fever, TB, Whooping cough. Please check government guidelines - [Children and young people settings: tools and resources - GOV.UK](#)

***Please send them to school if they are under the weather, we will always call you if they need to go home.***

# Other absence

- All holidays during term time will be unauthorised including trips to visit family
- School can only authorise absence in exceptional circumstances
- Taking unauthorised absence may result in you being fined by Hillingdon Council. An attendance penalty notice is £160 per parent per child.

# When your child is off school

- They miss
  - Important lessons which aren't repeated, especially in reading, phonics, writing and maths
  - Developing friendships. Children who are frequently absent find it harder to make friends
  - Maintain concentration and focus
  - We want your child in school!

# Attendance Incentives KS1

- Weekly Class Teddy
  - The class with the highest attendance the previous week looks after the teddy for the whole of the next week
  - The whole class gets attendance stickers
- 100% attendance winners
  - 3 children with 100% attendance are picked randomly for attendance prizes
- Whole Class 100% Attendance
  - Any class with 100% attendance the previous week gets a non uniform day on the Monday

# Attendance Incentives KS2

- Weekly Trophy
  - The class with the highest attendance the previous week is awarded the attendance trophy
  - The whole class gets attendance stickers
- 95% club
  - All children with 95% attendance that term so far are entered into a prize draw of toy shop prizes
- Whole Class 100% Attendance
  - Any class with 100% attendance the previous week gets a non uniform day on the Monday

# What happens when your child misses school

## Day 1

- Text sent if you haven't already contacted the office

## Day 2

- Ms Payne will phone you as to when your child may be better enough to return
- Class teacher will send a Dojo Message

## Day 3

- Class teacher will phone

## Day 4

- You may receive a home visit from the attendance team to see if there's any thing we can do to help.

\*If contact can't be made, a home visit will be made on day 3

# What to wear ....

## Uniform

- Blue sweat shirts or cardigans with the Belmore logo
- Grey or black trousers or skirts
- White shirts, blouses or collared T shirts
- Plain blue, black or white hijab
- Trainers, shoes or boots. No Ugg style boots, sandals, sliders or crocs

## PE Kit

- Black shorts or black footless leggings and white T shirts (long or short sleeved)
- Black plimsolls or trainers in KS2 (these must be different from day time shoes)

# Homework

Children will be set homework every Friday.

These tasks will include:

- Reading comprehension

- Maths

- spelling (10 words from our weekly spellings and 1 word from the Year 3/4 spelling list) tested and new spellings given out on Thursday

- Homework is due the following Wednesday each week.

# Reading

- Reading is the foundation for all other learning. Daily reading aloud builds vocabulary, expands background knowledge and supports learning across all subjects. Reading aloud strengthens fluency, prosody and comprehension, making it a vital part of the daily home routine.
- All children will bring home either a Little Wandle book linked to their phonics stage or a 'free reading' book. These books should be read aloud to an adult each night.
- Children with a Little Wandle decodable book will also bring home a book to share. This book is to be read together and enjoyed with your child, it does not matter if the child cannot access it independently.
- Free reading books are sent home for children to read as soon as their journey with fully decodable books has finished as research shows that continuous book banding destroys a love of reading.
- Reading should be logged on the Boom Reader app – this can be logged on either the parent app or the child app. Logging daily reading allows teachers to see progress, track book choices and note the wider progress that is being made due to frequent home reading.
- Boom Reader logins will be shared with you via teachers.

We test children every term to check their progress and see the main areas we need to teach the following term.

We help children build up their resilience so they don't find these tests overwhelming or stressful.

We don't share the test scores but they inform whether your child is on track to meet age related expectations.

# Times Tables

X tables will now be formally tested in June  
Children in Year 4 need to know all their X  
tables up to  $12 \times 12$  off by heart as well as the  
corresponding division facts

Times Tables facts should be recalled in no less  
than 6 seconds to demonstrate fluency

They will only achieve this if they are  
practising regularly at home as well as in  
school

# What is the MTC? Multiplication Tables Check

The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June). The MTC's purpose is to ensure the times tables knowledge is at the expected level. In the 2025/2026 academic year, the multiplication tables check (MTC) is statutory for primary schools.

The Multiplication Times Tables Check is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question, you have 6 seconds to answer, and in between the questions, there is a 3-second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.

# Statutory Assessment - MTC Check

In 2026, schools must administer the MTC to all eligible year 4 pupils between Monday the 1st of June and Friday the 12th of June.

# Online Safety

- Children should have their screen time closely monitored at home
- They should not be spending more than 1 hour a day on screens
- Children under 12 should not be using WhatsApp, Facebook, Instagram, snapchat, Tiktok etc.
- Look on the newsletter for our weekly online safety tips and guidance



OPAL is based on the idea that, as well as learning through good teaching, children also learn when they play.

Benefits of regular, quality outdoor play:

- Physical: Enhances physical fitness, coordination, and strength.
- Emotional: Reduces stress, improves mood, and boosts self-esteem.
- Social: Encourages teamwork, communication, and social skills.
- Cognitive: Stimulates creativity, problem-solving, and critical thinking.

# Belmore Adventurers

- After-school club runs every day from 3.20-6pm
- Includes snacks and dinner
- Run by Miss Paisley and Mr Lane
- More information and bookings - [Belmore Primary School - NEW! Belmore Adventurers](#)
- Bookings close at 12.00 on the day

# Questions

Thank you for giving up your time to come to the meeting  
and for your continued support