





Upper Site 4

Year

Parent Meeting

Date: September 2026

The Yr 4 Team

Year 4, 5 and 6 Leader: Mrs Seevakreedam

Clematis - 4C: Mr M Hamdan

Lavender - 4L: Ms S Pretty and Mrs H Gill

Lilac: Mr D Tavey

Learning Support Assistants: Mrs Kamara, Miss Markham and Mrs Karthikeyan

Behaviour & Expectations

At Cardinal Primary School, we have **high expectations for all pupils**. We want every child to feel **safe, valued and respected**, and to be able to learn in a calm and supportive environment.

Positive behaviour is recognised and celebrated through verbal praise, communication with parents/carers, Star of the Week, house points and half-termly rewards.

Working together

We ask parents and carers to support the school's behaviour expectations at home, discuss concerns promptly with the class teacher and work in partnership with us to help children succeed.



Expectations & Working Together

We expect our pupils to:

Respect – Be polite, kind and thoughtful; show respect to adults, other pupils, our school and its property.

Resilience – Keep trying, respond positively to support and develop positive attitudes towards learning.

Responsibility – Make positive choices, follow school routines, wear the correct uniform and take responsibility for their actions.

Curiosity – Focus on learning, contribute positively to class discussions and be ready to learn.

Community – Build positive relationships, cooperate with others and behave positively in school, on trips and online.

Working Together

Please follow the steps below if you have a concern. This helps the school address the matter fairly and work together towards a positive resolution.

1

Class Teacher

Your first point of contact should be your child's class teacher.

You can contact the class teacher by:

- speaking to them at the door
- emailing the class teacher via the school office
- requesting a meeting via the school office

2

Phase Leader (Mrs Seevakreedam)

If the concern is not resolved, please contact the Year 4–6 Phase Leader – Mrs Seevakreedam.

She will look into the concern and work with the class teacher to find a solution.

3

Deputy Headteacher or Headteacher

If the concern remains unresolved, please contact the Deputy Headteacher or Headteacher.

They will review the situation and decide on any further steps.

4

Chair of Governors

If you are still not satisfied, you can contact the Chair of Governors.

They will consider your concern following the school's complaints procedure.

Respect

Resilience

Responsibility

Curiosity

Community

Working Together to Keep Our Pupils Safe Online

Support • Guide • Talk • Stay Alert



The internet is an amazing place for children to learn, be creative and stay in touch, but it can also have risks. By working together, we can help all our pupils stay safe online.



Know What They're Doing

- Take an interest in the websites, apps and games your child uses.
- Know who they are talking to online.
- Check age ratings and content before they use new apps or games.
- Use parental controls and privacy settings.
- Encourage them to talk to you if they see or hear something that worries them.



Talk Openly

- Have regular, honest conversations about their online activity.
- Listen without judgement.
- Remind them to be kind and respectful online, just as they are in school.
- Let them know they can always come to you or a trusted adult if they feel uncomfortable.
- Reassure them that it's okay to make a mistake – what matters is that they tell someone.



Keep Them Safe

- Remind them not to share personal information (name, address, school, photos).
- Talk about the importance of strong passwords.
- Check and adjust privacy settings on apps, games and social media.
- Be aware of the age restrictions for platforms.
- Report and block anything that is harmful or inappropriate.



Small conversations can make a big difference.

Let's work together to keep our pupils safe online.



Be Kind

Be Respectful

Be Safe

Be Smart Online

Supporting Safe & Healthy Online Habits

Balance • Wellbeing • Positive Choices • Support



Set Boundaries

- Agree screen time limits that work for your family.
- Keep devices in shared family spaces where possible (e.g. not in bedrooms overnight).
- Encourage a healthy balance between time online and offline activities.
- Model positive digital habits yourself.



Spot the Signs

- Look out for changes in behaviour, mood, sleep or appetite.
- They may seem worried, anxious or withdrawn.
- Be alert to signs of upset after being online.
- If you notice anything that concerns you, speak to the school as soon as possible so we can support your child.



Be Kind, Be Safe, Be Smart Online

- Treat others with kindness and respect.
- Think before you click, post or share.
- Remember that not everything online is true.
- Always tell a trusted adult if something makes you feel uncomfortable.



When to Speak to School

Please contact the school if:

- You are concerned about your child's online activity or wellbeing.
- Something has happened online that has upset your child.
- You need advice or support with online safety.
- You are unsure about an app, game or website.



**Together we can make a safer, kinder
online world for our children.**



Attendance and Punctuality

Regular attendance and punctuality are very important and we will work with parents to instill good habits.

For children to gain maximum benefit from school it is essential not only that they attend every day, but that they are in good time to listen to the instructions for the day.

Getting your child to school on time really matters.

Did you know...

If in a school year your child is late everyday...	your child would have lost approximately...	or they would have missed approximately...
5 minutes	3.5 days from school	20 lessons
10 minutes	7 days from school	41 lessons
15 minutes	10 days from school	55 lessons
20 minutes	14.5 days from school	82 lessons
30 minutes	22 days from school	123 lessons

You should not take your child on holiday during term time.
Please encourage punctuality to maintain school attendance.
Remember Absence = Lost Opportunity

Medical Information & Keeping Us Updated

To help us **keep your child safe and provide the right support**, it is important that the information we hold is accurate and up to date.

Medical Information

Please let the school know about any **medical conditions, allergies or changes to your child's health**. If your child requires medication in school, please ensure that the office has the correct medication and all required information.

Contact & Collection Details

Please inform the school office promptly if there are any changes to your:

- Phone numbers
- Email address
- Emergency contacts
- Home address
- Collection arrangements or permissions

Please don't wait until we need to contact you — keeping your details up to date helps us keep your child safe.

Gate Opening and Closure

Time	Event
8.45	Open
8.55	Close
3.15	Open
3.25	Close

End of School Day Arrangements

To keep all pupils safe, please follow our end-of-day collection procedures. **Year 4 pupils must be collected by a parent or authorised adult**, while **pupils in Years 5 and 6 may walk home independently if the school has received signed parental/guardian consent**.

If someone different will regularly collect your child, including an **older sibling who attends secondary school**, written permission must be provided. **Pupils cannot be collected by a sibling who attends Cardinal Primary School, including pupils in Years 4–6**. For one-off changes to collection arrangements, or if you are going to be late, please inform the school office as soon as possible.

The School Day

Time	Event
8.45 – 9.00	Registration
9.00 – 11.00	Morning Lessons
11.00 – 11.15	Break time
11.15 – 12.15	Morning Lessons
12.15 – 1.15	Lunchtime
1.15 – 3.15	Afternoon Lessons
3.15	Home time

Break-time and Lunchtime

Water Bottles

- Please ensure your child brings a water bottle to school each day.
- Please ensure water bottles have your child's name on them.

Break-times

- Send in a piece of fruit, vegetable or yogurt to eat during the morning break.

Lunchtimes

- All children are entitled to a Free School Meal
- Hot school meal cooked at school or packed lunch and drink.
- STIR will be the caterers and the meals can be booked through the gateway app
- Healthy eating – we would like to see well-balanced and nutritious packed lunches

Food allergies

- Please ensure there are no nuts in the packed lunches.



Uniform

We are proud of our school and insist the children wear a school uniform and this is as follows:

- A maroon sweatshirt or cardigan with the Cardinal Primary School logo - this can be purchased via Sanco in Hounslow.
- Grey trousers, shorts or skirt.
- Pale blue or white polo shirt

Summer - as above.

- A blue and white checked dress.

Other:

- Jeans, leggings, tracksuits and platform, high-heeled or backless shoes should not be worn to school.
- There is no need to wear make-up to school, and for safety reasons, false nails should not be worn.
- Children can use a school bag of their choice.

PE

PE for:

Lavender class will be on a Tuesday & Thursday

Clematis class will be on a Tuesday & Friday

Pupils should bring their PE kit in a drawstring bag and change into it at school.

This should be at school already. If you would like to wash it weekly, it will need to go home on a Friday and return on a Monday.

PE Kit

Pupils will need:

- A white T-shirt
- Burgundy or black shorts, or black tracksuit bottoms
– no leggings please
- White or black trainers
- Plain black hoodie or jumper

Please ensure that PE clothing has no logos or highly visible branding.



Uniform

Jewellery

- Please do not send your child to school wearing jewellery unless it is for religious reasons. If your child has pierced ears then they should only wear small studs.
- For safety reasons, children must not wear jewellery during PE lessons, unless for religious reasons when it should be covered.

All school uniform and PE kit should be clearly named.

The Curriculum

- Throughout the week, the children will have:
Mathematics, Spellings, Reading, Writing, Personal, Social, Health and Economic Education (PSHE) as well as Physical Education (PE).

- Over the term, they will have:

- Science
- History
- Geography
- Religious Education
- Art and Design
- Design and Technology
- French
- Music
- Computing

Intervention groups happen throughout the day, including during registration.





**Cardinal
Primary School**
Explore Learn Grow Belong



The Hearts and Minds Curriculum

English

Inspire a love of reading. Find your voice. Make a difference.



Big
Questions
Brighter
Futures!



The Great Chocoplot by Chris Callaghan



Reading

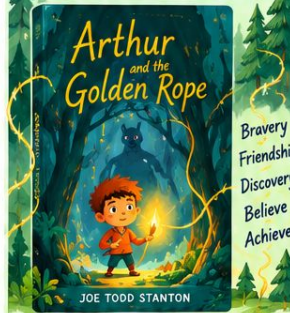
- Read and explore The Great Chocoplot
- Answer questions about the text

Writing

- Write a narrative based on The Great Chocoplot



Arthur and the Golden Rope by Joe Todd Stanton



Bravery
Friendship
Discovery
Believe
Achieve

Reading

- Read and explore Arthur and the Golden Rope
- Answer questions about the text

Writing

- Write a narrative based on Arthur and the Golden Rope



Extra Writing Unit Non-Fiction



Real Ideas
Real Opinions
Real Change
A Safer
Tomorrow

Reading

- Explore sources and examples of non-fiction writing
- Identify and discuss different viewpoints

Writing

- Write a website article, presenting arguments for and against a ban on social media for under 13 year olds.



Knowledge today.
Brighter tomorrows. ♥





**Cardinal
Primary School**
Explore Learn Grow Belong

Following the
White Rose Maths
Scheme

Maths

Year 4 – Autumn Term

♥ The Hearts and Minds Curriculum ♥

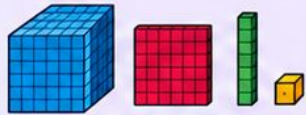
Curiosity
Respect
Resilience
Responsibility
Community

Big
Questions
Brighter
Futures!

Problem
Solve
Reason
Explain
Make
Connections

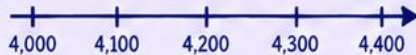
Place Value

We will explore numbers up to 10,000, representing them in different ways. We will read, write, compare and order numbers, find 1, 10, 100 and 1,000 more or less, use Roman numerals and round numbers to the nearest 10, 100 and 1,000.



4,372

I = 1
V = 5
X = 10
L = 50
C = 100
D = 500
M = 1,000



Read • Write • Compare
Order • Round

Addition & Subtraction

We will add and subtract numbers with up to 4 digits, using efficient mental and formal written methods. We will estimate answers, use inverse operations to check our calculations and solve multi-step problems.

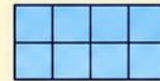
3 7 2 6	6 5 0 3
+ 1 5 4 8	- 2 7 8 6
5 2 7 4	3 7 1 7

Estimate
Check
Use the inverse

Add • Subtract • Estimate
Check • Solve problems

Area

We will understand area as the size of a surface. We will find the area of shapes by counting squares, make different shapes and compare areas.



Area = 8
squares



Area = 12
squares

Which shape has the
greatest area?
How do you know?

Count squares • Make shapes
Compare areas • Solve problems

Multiplication & Division A

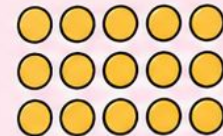
We will develop our times-table knowledge, focusing on the 3, 6, 9, 7, 11 and 12 times tables. We will multiply and divide by 1 and 0, multiply three numbers and solve problems using these skills.

$$6 \times 7 = 42$$

$$7 \times 6 = 42$$

$$72 \div 6 = 12$$

$$72 \div 12 = 6$$



What patterns
can you see?

Times tables • Multiply
Divide • Make connections
Solve problems

Confident Learners
Brighter Futures ♥

Knowledge today. Brighter tomorrows. ♥

Mathematicians
Problem Solvers
Creative Thinkers
Resilient Learners



**Cardinal
Primary School**
Explore Learn Grow Belong

Year 4 Autumn 1

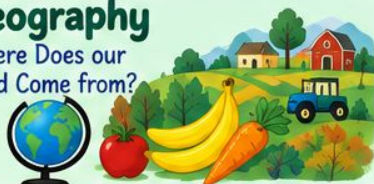
The Hearts and Minds Curriculum

Big
Questions
Brighter
Futures!

Curiosity
Respect
Resilience
Responsibility
Community

Geography

Where Does our
Food Come from?



Art

Drawing: Exploring
tone, texture and
proportion



Science

Animals including
humans: Digestion
and food



Music

A Shining Performance –
glockenspiels



PSHE

Being me in my world

2Be Safe Units
Privacy and security



French

Unit 1: Portraits –
describing in French

Bonjour!

The Hearts and Minds Curriculum

Knowledge today.
Brighter tomorrows.



**Cardinal
Primary School**
Explore Learn Grow Belong

Year 4 Autumn 2

The Hearts and Minds Curriculum

Big
Questions
Brighter
Futures!

Curiosity
Respect
Resilience
Responsibility
Community

History

What changed in Britain
after the Anglo-Saxon
invasion?



DT

Electrical systems:
Exploring electrical
products



Science

Energy: Electricity
and circuits



Computing

Animation



PE

Gymnastics
Fitness



PSHE

Celebrating difference

2Be Safe Units
Privacy and security



RE

Do Sikhs think it is important
to share?

Religion: Sikh
Share with Year 3 (Year 4 plan)



The Hearts and Minds Curriculum

Knowledge today.
Brighter tomorrows.

Homework and Reading



- Mathematics and English Homework is set on a Thursday and due in on a Monday.
- This will be completed in their homework books.
- Homework will be linked to what they have been learning.
- During the school day, the homework will be marked and pupils can ask questions about the homework.
- Homework will be acknowledged by the teacher.
- Projects related to the new topic are sometimes set before or during a topic.
- Spellings are set on a Monday for the week and are tested on a Friday.



Read Together Every Day

Small moments
make a big
difference!



In all year groups, we encourage children to be
reading at home every day.

Sharing a book together
with your child gives you
the opportunity to escape
into another world with
your child. ♥



Reading for pleasure
will help develop
your child's:

- Vocabulary
- Communication
- Empathy
- Imagination
- Concentration



We advise that all children read for at least
10 – 20 minutes a day.

Once a child is reading independently, they still need to be
able to retell their texts and answer questions about what
they are reading.



Can you
tell me what
happened?

Reading for just
20 minutes a day =
1.8 million words a year!



Today a reader...
Tomorrow a leader! ♥



GOOD
IDEAS
START
WITH A
BOOK



Reading
Changes
Lives
♥

Reading Records

Every child is provided with a Reading Record book to record what they have been reading. It also provides an opportunity for parents/carers to comment on their child's reading.

Please ensure that you sign or add a comment daily.

The class teacher will sign this weekly.

Yr4 Multiplication Tables Check

In the **Summer Term**, all Year 4 pupils will take part in the **Multiplication Tables Check (MTC)**. This is a short, online national check to see how confidently children can recall their times tables up to **12×12** .

Children will practise their times tables regularly in school throughout the year. We also encourage parents to support their child with **short, regular practice at home**.

Some simple ways to practise include:

- Asking quick-fire times table questions on the way to school or during car journeys.
- Practising one times table at a time and gradually mixing them together.
- Making times table flashcards and turning practice into a game.
- Practising the related division facts, for example **$6 \times 4 = 24$, so $24 \div 6 = 4$** .
- Encouraging your child to improve their speed as well as their accuracy.

Even **5–10 minutes of regular practice** can help children build their fluency and confidence.

More information about the MTC and how we will prepare the children will follow later in the year.

Any Questions?

