Year 4

2026-2027

Meet & Greet Booklet

Welcome to Year 4





Mr Holland

Class 9

Miss Cox

Class 10

Year 4 Curriculum Overview 2026 - 27

Year 4	Autumn 1 Romans and The Conquerors	Autumn 2 Antarctica and Shackleton's Journey	Spring 1 Firework Maker's Daughter	Spring 2 Electricity	Summer 1 Rainforests and The Explorer	Summer 2 Rainforests and The Explorer
History	Romans					
Geography		Antarctica Climate Zones and biomes			Rainforests Climate Zones and biomes	Rainforests Climate Zones and biomes
Science		States of matter (solids, liquids, gases) and the water cycle	Sound Digestion and teeth	Electricity	Living things, their habitats and how these environments are changing	Living things, their habitats and how these environments are changing
DT and Nutrition		Textiles- Making a wallet/purse		Electrical Circuits and switches		Cooking – Making smoothies and understanding a healthy and varied diet
Art and Design	Drawing- Cezanne	Sculpture- linked to Shackleton's Journey	Textiles- Tie-dye t-shirts linked to Firework Maker's Daughter	Collage- Journeys	Painting- linked to rainforests and the artist Henri Rousseau	Printing- linked to rainforest and the artist Henri Rousseau
Physical Education	Games: Netball Gym: Wall Bars	Games: Hockey Dance: The Water Cycle	Games: Cricket Gym: Shape & Balance	Games: Rugby Dance: Street Dance 2	Games: Football Gym: Key Steps Floor Exercises – Step 2	Games: Athletics Dance: The Rainforest
HeartSmart	Get HeartSmart	Don't Forget to Let Love In	Too Much Selfie Isn't Healthy	Don't Hold on to What is Wrong	Fake Is A Mistake	No Way Through Isn't True
RE	Places of Worship	Angels	Devotion - Mahashivratri	Suffering – Easter through art	Creation and the environment	Learning – stories about Jesus (Devotion – Mahashivratri)
Music	Romans Link to History	Angels Link to Angels RE unit	Sounds Like India Link to RE/Hinduism	Instruments	Lucy in the Sky	Superheroes
Computing	Real or Fake Fake news	Dinosaurs Making movies	Minecraft Planning	Games designing	My Online Life	My Online Life
MFL	Greetings Feelings Numbers 1-31	French – Roman Unit Christmas	Food Likes and Dislikes	TEXT: Bon Appetit Monsieur Lapin	TEXT: Le Chateau Hante	TEXT: La Chambre Secrete

Year 4 Educational Visit/Visitors 2026 - 2027

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Trips	St. Mary's Church- Harvest Ufton Court- Romans			St Mary's Church- Easter production	Living Rainforest- Rainforests Stubbington Residential	
Homework Projects		Geography: Biome project	Science: Ear defenders project		Science: Rainforest animals project	

Year 4 Reading Key Objectives

Read further exception words, including those with unusual spelling/sound links
Choose to use a dictionary to check the meaning of unknown words
Can use non-fiction features such as contents page, glossary and index to locate information
Choose to read a wider range of books and authors
Check that a text makes sense, including explaining the meaning of words in context
Read and discuss differences between types of poems
Identify how structure and presentation contribute to meaning
Identify how language contributes to meaning
Discuss words and phrases which capture the reader's interest
Identify themes and conventions in a range of books
Identify and summarise the main ideas drawn from more than one paragraph
Use evidence to justify inferences
Predict what might happen from details implied
Perform plays and poetry aloud using intonation, tone, volume and action

Year 4 Writing Behaviours & Key Objectives

Writing Behaviours:
Generate ideas through role play, oral retelling and discussion
Comment on the text they are reading to deepen understanding for their writing
Plan their writing to include new ideas and new language structures
Set writing goals for intent, purpose and desired effect
Monitor and reread their writing for accuracy, sense and improvement possibilities
Assess most effective aspects of own writing and agree next steps
Key Objectives:
Read aloud own work using appropriate intonation, tone and volume
Make effective decisions about form of writing based on the audience and purpose
Adopt, create and sustain a range of roles as a writer
Apply organisational devices and paragraphing in non-fiction
Develop characters, settings and plot with increasing detail
Use the possessive apostrophe with plurals
Use conjunctions, adverbs and prepositions for desired effect
Apply spelling rules to spell tricky words from Year 3/4 list
Use and punctuate direct speech correctly

Maths Mastery

The National Curriculum emphasises the importance of all children mastering the content taught each year and discourages the acceleration of children into content from subsequent years.
We aim for all children to
• become fluent in the fundamentals of mathematics, experience varied and frequent practice with increasingly complex problems over time in order to develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately
• reason mathematically by following a line of enquiry, spotting relationships and generalisations, and developing justification or proof using mathematical language
• solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Year 4 Key Objectives

Count backwards through zero, including negative numbers
Recognise place value in four-digit numbers
Round any number to the nearest 10, 100 or 1000
Know tables up to 12 × 12
Use place value and number facts to carry out mental calculations
Interpret and present discrete and continuous data on appropriate graphs
Use short multiplication method
Recognise and use hundredths
Recognise and write decimal equivalents to ¼, ½ and ¾
Divide one- or two-digit numbers by 10 and 100, using tenths and hundredths
Round decimals with one decimal place to the nearest whole number
Compare numbers up to two decimal places
Convert between different units of metric measurement, including money
Find the area of rectilinear shapes by counting squares
Solve problems converting units of time
Compare and classify shapes, including quadrilaterals and triangles
Complete a simple symmetric figure with respect to a specific line of symmetry.
Describe positions on a 2-D grid using co-ordinates

Year 4 Science Key Objectives

Take accurate measurements using a range of scientific apparatus
Present findings using tables, graphs and charts as appropriate
Use straightforward evidence in support of ideas
Use a classification key to identify plants or animals
Describe the simple functions of the basic parts of the digestive system in humans
Construct and interpret a variety of food chains, identifying producers, predators and prey.
Compare and group materials together, according to whether they are solids, liquids or gases
Explain the main stages of the water cycle
Recognise that vibrations from sounds travel through a medium to the ear
Construct a simple series electrical circuit, identifying and naming its basic parts

Year 4 Spelling

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Adding suffixes beginning with vowel letters to words of more than one syllable	If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. The consonant letter is not doubled if the syllable is unstressed.	forgetting, forgotten, beginning, beginner, prefer, preferred gardening, gardener, limiting, limited, limitation
More prefixes	Most prefixes are added to the beginning of root words without any changes in spelling, but see **in–** below.	
	Like **un–**, the prefixes **dis–** and **mis–** have negative meanings.	**dis–**: disappoint, disagree, disobey **mis–**: misbehave, mislead, misspell (mis + spell)
	Before a root word starting with **l**, **in–** becomes **il**.	illegal, illegible
	Before a root word starting with **m** or **p**, **in–** becomes **im–**.	immature, immortal, impossible, impatient, imperfect
	Before a root word starting with **r**, **in–** becomes **ir–**.	irregular, irrelevant, irresponsible
	re– means ‘again’ or ‘back’. **sub–** means ‘under’.	**re–**: redo, refresh, return, reappear, redecorate **sub–**: subdivide, subheading, submarine, submerge

Year 4 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
	inter– means 'between' or 'among'.	**inter–**: interact, intercity, international, interrelated (inter + related)
	super– means 'above'.	**super–**: supermarket, superman, superstar
	anti– means 'against'.	**anti–**: antiseptic, anti-clockwise, antisocial
	auto– means 'self' or 'own'.	**auto–**:autobiography, autograph
The suffix –ation	The suffix **–ation** is added to verbs to form nouns. The rules already learnt still apply.	information, adoration, sensation, preparation, admiration
The suffix –ly	The suffix **–ly** is added to an adjective to form an adverb. The rules already learnt still apply. The suffix **–ly** starts with a consonant letter, so it is added straight on to most root words.	sadly, completely, usually (usual + ly), finally (final + ly), comically (comical + ly)
	Exceptions: (1) If the root word ends in –y with a consonant letter before it, the **y** is changed to **i**, but only if the root word has more than one syllable.	happily, angrily
	(2) If the root word ends with **–le**, the **–le** is changed to **–ly**.	gently, simply, humbly, nobly
	(3) If the root word ends with **–ic**, **–ally** is added rather than just **–ly**,except in the word *publicly*.	basically, frantically, dramatically
	(4) The words *truly*, *duly*, *wholly.*	

Year 4 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Endings which sound like /ʒən/	If the ending sounds like **/ʒən/**, it is spelt as **–sion**.	division, invasion, confusion, decision, collision, television
The suffix –ous	Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters.	poisonous, dangerous, mountainous, famous, various
	Sometimes there is no obvious root word.	tremendous, enormous, jealous
	–our is changed to **–or** before **–ous** is added.	humorous, glamorous, vigorous
	A final 'e' of the root word must be kept if the /dʒ/ sound of 'g' is to be kept.	courageous, outrageous
	If there is an /i:/ sound before the **–ous** ending, it is usually spelt as **i**, but a few words have **e**.	serious, obvious, curious hideous, spontaneous, courteous
Endings which sound like /ʃən/, spelt –tion, –sion, –ssion, –cian	Strictly speaking, the suffixes are **–ion** and **–ian**. Clues about whether to put **t**, **s**, **ss** or **c** before these suffixes often come from the last letter or letters of the root word.	
	–tion is the most common spelling. It is used if the root word ends in **t** or **te**.	invention, injection, action, hesitation, completion
	–ssion is used if the root word ends in **ss** or –**mit**.	expression, discussion, confession, permission, admission
	–sion is used if the root word ends in **d** or **se**. **Exceptions**: *attend – attention*, *intend – intention.*	expansion, extension, comprehension, tension
	–cian is used if the root word ends in **c** or **cs**.	musician, electrician, magician, politician, mathematician

Year 4 Spelling (cont'd)

Statutory requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
Homophones and near-homophones		accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's

Year 4 Grammar & Punctuation

Sentence Structure

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***)
Fronted adverbials [for example, ***Later that day, I heard the bad news.***]

Text Structure

Use of paragraphs to organise ideas around a theme
Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition

Punctuation

Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: ***The conductor shouted, "Sit down!"]***
Apostrophes to mark plural possession [for example, ***the girl's name, the girls' names***]
Use of commas after fronted adverbials

Terminology for Pupils

determiner, pronoun, possessive pronoun, adverbial

Behaviour Policy

We have chosen three rules through which the code of conduct is promoted in all aspects of school life.

Be

- Ready
- Respectful
- Safe

Incentives and Rewards

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of recognition and reward. All staff give verbal or written recognition as often as possible. Other rewards include:

- **Positive notes home**
- **Beads in a bottle (**class reward)
- **Certificates**
- **Hot Chocolate Fridays**
- **VIP wrist bracelets (Over and above)**

The mindfulness room

At breaktimes and lunchtimes, a calm room is available for children to come to if they are feeling angry or upset and need to calm down.

Sanctions

Our sanctions policy concentrates on encouraging children to make sensible choices and putting things right when possible. If a child breaks a school rule (e.g. by disturbing others through chatting, calling out etc) the 'Sanctions Ladder' should be followed with children moving to the next point on the ladder if the behaviour continues or worsens.

Before going on to the "ladder", the teacher will notice by giving the child a look or let the child know that they are making a poor choice.

If the child continues to break school rules…

1. **Reminder**
2. **Warning**
3. **Time out or move in class**
4. **Repair** (discuss behaviour with teacher and consider how best to repair the problem)

If you are sent out of your classroom, your teacher will speak to your parents.

If your behaviour does not improve you will discuss this with your class teacher and Head Teacher and your parents will be contacted.

Repeated classroom disruption may result in a behaviour chart or plan being implemented.

If a child wastes time or does not complete work that has been set, the work will be completed in the child's own time i.e. at break or lunchtime.

Serious Breaches of the Behaviour Policy

For more serious behaviour e.g. swearing, spitting, causing physical harm, damaging school property, which goes beyond the breaking of class rules, the adult dealing with the situation will need to use their professional judgement over the best course of action ensuring the safety of children and staff first.