

**Welcome to
Year 4**



Agenda

Meet the team

Overview / English / Maths

Timetable / Routines

Expectations / Equipment/ Behaviour / Homework

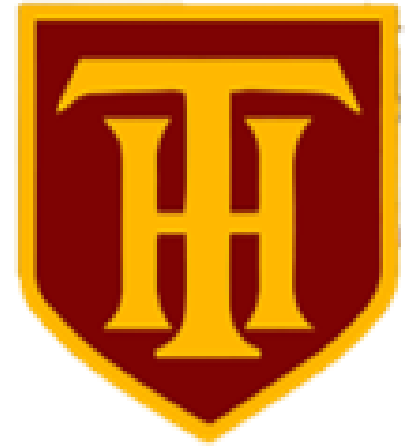
Assessment

Trips

Attendance

E-safety

Homework



Meet the team

4JM

Mr Johal (Mon/Tues/Weds)

Mr Masterson (Thurs/Fri)

4NW

Mrs Naqvi (Mon/Fri)

Mrs Walters (Tues/Weds/Thurs)

LSAs

Mrs Clarke

Mrs Harris

Mrs McLoughlin

Overview

English

Year 4		
Autumn	Spring	Summer
Speaking and listening, spelling, punctuation and grammar		
To Inform Core text: Information texts on Edinburgh Writing outcome: Europe Non-Chronological report (London)	To inform Core text: Boudicca Biography Writing outcome: Biography of a key historical figure	To entertain Core text: Brightstorm by Vashti Hardy Writing outcome: Narrative – Adventure
To entertain Core Text: The Lion, the witch, and the wardrobe by C.S Lewis Writing outcome: Descriptive piece in an imaginary world	To persuade Core Text: The Great Kapok Tree by Lynne Cherry Writing outcome: Persuasive speech to stop deforestation.	Core Text: Wisp Writing outcome: Retelling from another character's point of view Whole School Focus – Art Fortnight – Poetry
Number Place value Addition and subtraction Measurement Area Number Multiplication and division A	Number Multiplication and division B Measurement Length and Perimeter Number Fractions Decimals A	Number Decimals B Measurement Money Time Geometry Shape Position and Direction Statistics

Maths

History

Geography

RE

Roman Empire and its impact on Britain		Anglo- Saxons
Geography skills Locate world's countries with focus on Europe. Physical aspects (mountains, rivers, resources, trade)		Physical and human geography of South America Place and locational knowledge Rainforests Brazil/Amazon Geography skills Climate zones, longitude and latitude
Place and locational knowledge Europe		
Creation Stories	Sacred Texts	Festivals

Overview

Science

Animals including Humans Sound	States of matter	Electricity Living Things and Their Habitats
e-Safety Media Balance & Well-Being Your Rings of Responsibility: How do digital citizens take responsibility for themselves, their communities, and their world? Privacy & Security Password Power-Up: How can a strong password help protect your privacy? PROGRAMMING Repetition in Games	e-Safety Digital Footprint & Identity This Is Me: How does what I post online affect my identity? · Relationships & Communication Our Digital Citizenship Pledge: What makes a strong online community.	e-Safety Cyberbullying, Digital Drama & Hate Speech The Power of Words: What should you do when someone uses mean or hurtful language on the internet? · NEWS & MEDIA LITERACY What is real on the Internet? MULTIMEDIA Branchig Databases TECHNOLOGY IN OUR LIVES

Computing

Art

DT

Music

Drawing Self portraits	Sculpture Creating a clay model of an ancient Roman artifact.	Painting Exploring colour and creating a painting of a Rousseau jungle scene.
Food Healthy and varied diet.	Structures Construct kites.	Electrical Systems Make an illuminated sign with a homemade switch.
This little light of mine Focus: Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1. The Pink Panther theme Focus: Timbre, tempo, rhythm, dynamics, atmosphere, music from a film Composing with colour	The Doot Doot Song (classroom percussion) Focus: Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2 Fanfare for the common man	Global pentatonic Focus: Pentatonic scale, different music traditions and cultures, graphic/dot notation The horse in motion Focus: To create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score,

Overview

PE

Invasion Games Handball Hockey Outdoor Activities Communication and tactics Gymnastics Bridges	Net/wall games Tennis/ Netball Dance Dance Festival	Striking/fielding games Cricket Athletics Running Throwing and Jumping Outdoor Activities Problem Solving
Being Me in My World Celebrating Being part of a class team Being a school citizen Rights, responsibilities and <u>democracy</u> <u>Rewards</u> and consequences	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions	Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends

PSHE

PSHE

Group decision-making Having a voice What motivates behaviour Difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First Impressions	Resilience Positive attitudes Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Showing appreciation to people and Animals Changing Me (RSE)
Review of Y3 Pets At home Going to school In the classroom Christmas	In the classroom Lunch at school School subjects Sports and hobbies Play an instrument	Play an instrument The weather and seasons Fruits and at the market

French

English Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Purpose	To inform	To inform	To persuade	To entertain	To entertain	To entertain
Core Text in English	Information texts on Europe and London	The Lion, the witch and the wardrobe by C.S Lewis	Biography texts – Boudicca	The Great Kapok Tree by Lynne Cherry	Brightstorm by Vashti Hardy	1) <u>Brightstorm</u> 2) Whole School Focus – Art Fortnight – Poetry
Writing Outcomes	Biography	Non-Chronological report on London	Persuasive Speech	Descriptive piece in an imaginary world	Imaginary Setting	Imaginary Setting - <u>continued</u>
Topic Driver	Geography – Europe	Descriptive writing	Linked to our History topic – Romans (Boudica)	Linked to our geography unit - Rainforests	STEM – Electricity/gadgets	English
Whole Class Reading Main texts listed but other extracts also used.	Non – Fiction – Teeth (AB) Fiction – Picture books (AB) Poetry – Poetry Volume 1 (AB) Non-fiction – States of Matter (AB) Fiction – Different Cultures (AB) Poetry – Poetry volume 2 (AB)	Non – Fiction – Recycling week (AB) Fiction – Mama Miti Poetry – Non-fiction – International Women's Day (AB) Fiction – Witches and Wizards (AB) Poetry – Songs (AB)	Non – Fiction – Sports People (AB) Fiction – Lost Happy Endings Poetry – Revolting Rhymes (Complexity of plot) Non-fiction – Sports People (AB) Fiction – Spies and Crime (AB) Poetry – Robert Browning	Non – Fiction – NGK: Beginner's World Atlas Fiction – Picture Books Volume 2 (AB) Poetry – Werewolf Club Rules, Catch a Little Rhyme (Complexity of plot poem), You are old father William (L. Carroll – Archaic poem) Non-fiction – Migration (AB) Fiction – Jennifer Killick (AB) Poetry -	Non-fiction: Electricity (AB) Fiction – Novels Volume 1 (AB) Poetry – Disney Songs Non-fiction – Mental Health (AB) Fiction – Children's Classics Vol 1 (AB) Poetry - Songs from Musicals (AB)	Non- Fiction - Roman Texts – Boudica and other significant figures (AB) Fiction – Dominic Grows Sweetcorn (Non-Linear Time Sequence) Poetry – Malorie Blackman (Cloud Busting) Non-fiction – Habitats (AB) Fiction – Children's Classics Vol 2 (AB) Poetry -
Class Novel	There's a boy in the girls' bathroom by Louis Sachar	The Land of Roar	<u>Varjak Paw</u> by S. F. Said	The miraculous journey of <u>Edward Tulaine</u>	<u>Brightstorm</u>	Charlotte's Web by E.B. White
LTE	The Tunnel	Wolves	Promise	Blue Yellow Red	The See Saw	Foundling

English at TH

- Writing outcomes vary depending on unit
- Writing always has a purpose (to entertain/ inform/ persuade or discuss)
- Study a core text per unit - sometimes a range
- Writing Targets
- Grammar and punctuation
- Spellings given weekly

Marking Codes

Symbol	Symbol meaning
	Highlighter Pen: Green= Highlights successes within work Orange= Next steps or places where improvements can be made
CL	A CL in the margin means that a capital letter is required in that sentence. <i>A red circle may be used to identify exactly where it is missing depending on age/ability.</i>
P	A P in the margin means there is missing punctuation on that line. <i>A red circle may be used to identify exactly where it is missing depending on age/ability.</i>
^h scHool	This letter should be lower case.
SP	A SP in the margin means that there is a spelling error in that sentence/ paragraph. <i>See Appendix 2: spelling</i> for what a child is expected to do at each level.
^	A word is missing. Child inserts word.

//	A new paragraph is required.
?	This does not make sense. May lead to prompt of how to correct or a conversation with the child.
✓	Correct
.	Incorrect
	This indicates that all work inside the box needs improvement and re-writing in purple pen. It might be to improve/ up level a sentence or paragraph. Or might be because it has several mistakes/ does not make sense and needs re-writing.
Levels of Support 1-5	1= Needs little support and only occasional reminders or reassurances 2= Needs some reminders and guidance about a task but is able to retain large parts of method/ ideas/ concepts of the lesson 3= Reminders of success criteria, method or key knowledge needed but some understanding shown. Some elements remodelled by adult. 4= Needs each step of a task explained or modelled <u>in order to</u> be successful 5= Needs additional teaching and resources to access task- little to no understanding shown
I	Independent work. This will be displayed at the top of a page if a child that usually has some form of support has worked completely independently on this particular piece of work. <i>Does not need to be used for those children that work mostly independently.</i>
Scribed	This indicates that sentences have been verbalised by the child and that a teacher/LSA has scribed them on a white board. A level of support scale will also need to be added. If work is scribed in the book, then no annotation for scribing needs to be made; however, a scale of support does still need to be added.
Groupwork and 1-5	If children have produced the work as part of a group, then groupwork needs to be written in the margin. The group work needs to also be scaled . If the work is scribed groupwork then scribed and groupwork needs to be written. If ideas are generated as part of a group and then the work is independently completed, group work with a scale needs to be written and then an I needs to be also written also to indicate when the work became independent.

Symbol



CL

P

^h
scHool

SP

^

//

?

✓

.



Levels of Support

1-5

I

Scribed

Groupwork and 1-5

Maths Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value VIEW				Number Addition and subtraction VIEW		Measurement Area VIEW	Number Multiplication and division A VIEW			Consolidation	
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions VIEW			Number Decimals A VIEW				
Summer term	Number Decimals B VIEW	Measurement Money VIEW		Measurement Time VIEW	Consolidation		Geometry Shape VIEW	Statistics VIEW	Geometry Position and direction VIEW			

Maths Lessons

- Pre unit assessment
- Flashback 4
- Main lesson / arithmetic skills
- Reasoning practice
- Post unit assessment
- Terrific times tables X2 weekly

Timetable

4NW- Timetable

Autumn 1 2026

Day	8:50 – 9:00	9.00 – 9.30	9:30 – 10:45		11:00-12:10	12:10 – 1:05	1:05– 1:30	1: 30- 2:25	2:25- 3:20	3:20- 3:30	
Monday	Morning work + Registration	WCR background & vocab	English	Break 10:45– 11:00	Maths	Lunch	Assembly	Indoor PE	PSHE / Art of Sentence	Class Novel	
Tuesday	Morning work + Registration	WCR model read/echo read	Science		English			Maths (TTRS MTC practice)	Computing / Spelling Session		
Wednesday	Morning work + Registration	WCR choral read/partner read	English		Maths			Geography	Spelling Session		
Thursday	Morning work + Registration	WCR comprehension	English		Maths			French	Outdoor PE		Spelling Session
Friday	Morning work + Registration	EdShed (iPads)	English		Maths			RE	Music/ Recommended Reads		

Timetable

4JM

Day	8:50 – 9:00	9:00 – 9:30	9:30 – 10:45		11:00-12:10	12:10-1:05	1:05-1:30	1:30-2:25	2:25-3:20	3:20 – 3:30
Monday	Morning work + Registration	Reading + Handwriting + Art of a sentence	English	Break 10:45-11:00	Maths	Lunch	R	PE	Music	Class Text
Tuesday	Morning work + Registration	Reading + Handwriting	English		Maths			geography	(Spelling Slides)	
Wednesday	Morning work + Registration	Reading + Handwriting	English		Maths			French	PSHE (Spelling Sheets)	
Thursday	Morning work + Registration	IPAD Spelling	English		Maths			Computing/RE		
Friday	Reading + Handwriting		Science		English		Maths		PE	Assessment

Expectations

We have high expectations of our children in year 4.

We aim to prepare all children so they can acquire a wide range of experiences and skills.

Our ASPIRE values are an intrinsic part of the school ethos for all staff and pupils.

ASPIRE



The word "ASPIRE" is rendered in a large, bold, black serif font with a thick orange-yellow outline and a subtle drop shadow. Below each letter, a vertical pillar is represented by a dark brown five-pointed star at its base. The pillars are labeled with the following words, oriented vertically: Aspiration (under A), Success (under S), Pride (under P), Integrity (under I), Resilience (under R), and Equality (under E). The entire graphic is set against a white background with a pink decorative bar at the top.

★ Aspiration

★ Success

★ Pride

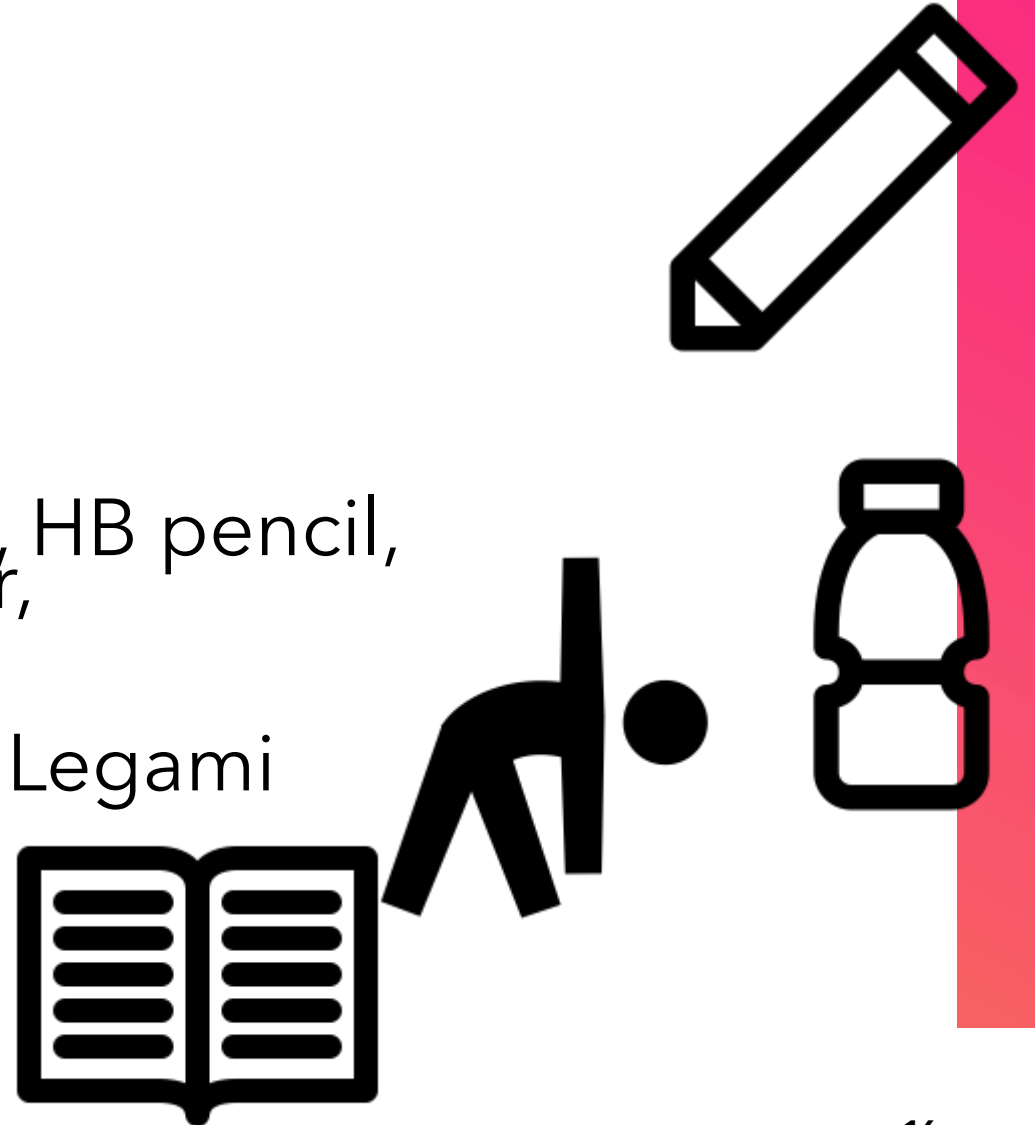
★ Integrity

★ Resilience

★ Equality

Equipment / Routines

- Correct school uniform
- PE kit needed:
- Mon + Thurs(4NW)
- Mon & Fri (4JM)
- Water bottle everyday
- Pencil case (Blue pen, purple pen, HB pencil, coloured pencils, glue stick eraser, sharpener (barrel type))
- Please do not provide any expensive/precious stationery eg Legami pens
- Reading book
- Home time routine



PE kit

- Mon + Thurs(4NW)
- Mon & Fri (4JM)
- PE kit needed:
- Burgundy/White Thomas Harding t-shirt (no football shirts) and Black shorts/joggers
- No jewellery (especially ear rings)
- Plain black/white trainers
- Especially important when undertaking PE trips.



Reading

Why Reading 20 Minutes a Night is so Critical		
Student A	Student B	Student C
20 minutes per day	5 minutes per day	1 minute per day
3,600 minutes per school year	900 minutes per school year	180 minutes per school year
1,800,000 words per year	282,00 words per year	8,000 words per year
		
Scores in the 90th percentile on standard tests.	Scores in the 50th percentile on standardized tests.	Scores in the 10th percentile on standardized tests.

Behaviour

- High expectations of behaviour in the classroom and on the playground
- Follow the 3 school rules of: Be Ready, Be Respectful, Be Safe
- Children are aware of consequences

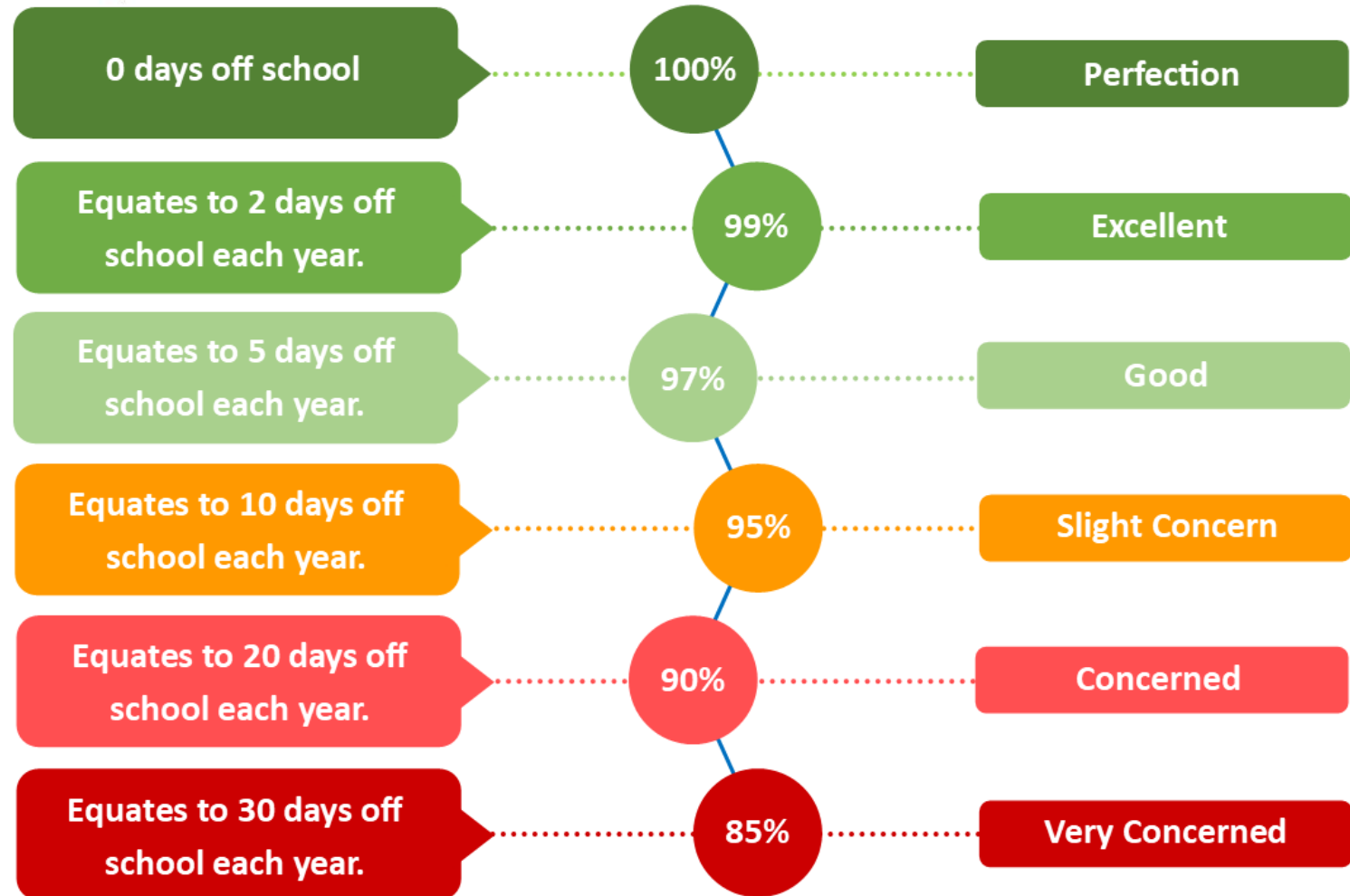


Attendance



Thomas Harding
Attendance Target = 96%

It is through good attendance that pupils maximise their full potential and make the most of the opportunities that school has to offer.



E – Safety

- E- safety is covered every term as part of our PSHE (personal, social, health and economic) and computing sessions
- Be aware of age restrictions
- Parental controls
- Mobile smart phones are not allowed. ***



Trips

- Any upcoming trips will be communicated to parents
- The website will also have information about trips for each term

Trips

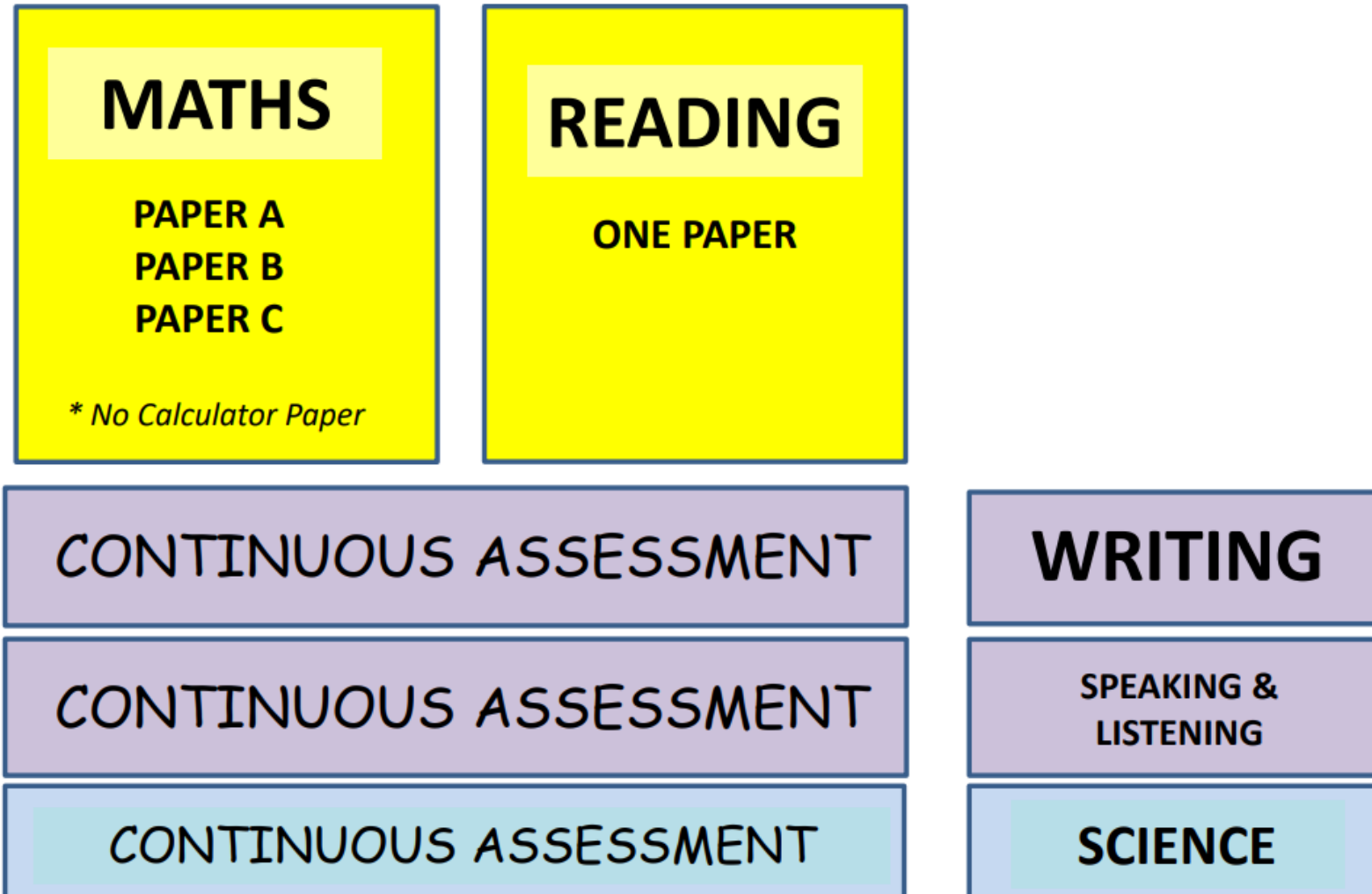
Potential trips to:

London Landmarks

Whipsnade Zoo

Local area

Assessment



Assessment

- All year groups do formal end of term assessments.
- Children are assessed informally throughout the weekly lessons through close, careful and supportive monitoring (observation, questioning/checking, marking, feedback both verbal and written) by all staff members.
- Should it become apparent that a child is struggling with a concept, an immediate support intervention will be put into place to help address the area of need.
- Interventions vary and range from a brief single support session to a more sustained series of support interventions that last a longer period of time, as needed - all depending on the nature of support required.

Homework

Monday	Tuesday	Wednesday	Thursday	Friday
Art of Sentence	EdShed	MyMaths		
Daily reading	Daily reading	Daily reading	Daily reading	Daily reading
Times Table Practise	Times Table Practise	Times Table Practise	Times Table Practise	Times Table Practise

All homework due on Tuesday

Y4 X Table Check

- + Every Y4 class in the country takes part in the multiplication check in Summer 2.
- + The test is online and consists of 25 randomly generated X table questions. They will have 6 seconds to answer each question.
- + We will prepare the children for this; however it would great if you could do as much practise as possible at home.

Multiplication

X	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	0	1	2	3	4	5	6	7	8	9	10	11	12
2	0	2	4	6	8	10	12	14	16	18	20	22	24
3	0	3	6	9	12	15	18	21	24	27	30	33	36
4	0	4	8	12	16	20	24	28	32	36	40	44	48
5	0	5	10	15	20	25	30	35	40	45	50	55	60
6	0	6	12	18	24	30	36	42	48	54	60	66	72
7	0	7	14	21	28	35	42	49	56	63	70	77	84
8	0	8	16	24	32	40	48	56	64	72	80	88	96
9	0	9	18	27	36	45	54	63	72	81	90	99	108
10	0	10	20	30	40	50	60	70	80	90	100	110	120
11	0	11	22	33	44	55	66	77	88	99	110	121	132
12	0	12	24	36	48	60	72	84	96	108	120	132	144

Communication

- Thomas Harding Website – Year 4 Page
- TH Twitter/X
- Facebook Page (Relaunching soon)
- Head's Newsletter
- End of day / home time
- Email / appointment



What can you do?

- Encouraging a positive attitude towards school, their work, their teachers, and education in general.
- Use everyday experiences to help learning - shopping and dealing with money, library trips, cooking at home etc.
- Continue to develop a love for reading, talk to your child about what they are reading and share what you enjoy.
- Encourage and take interest in homework - any assistance is allowed if you feel your child needs some help.
- Explore real life experiences - museum trips (many are free), visits to places, explore the local area.
- Talk to your child about what they have learnt at school - can they teach you something new!

Any questions?