

Year 4 Curriculum Information Leaflet



Inspired by Christ- Reaching out to all- Being the best we can be

Love, Honesty, Equity, Forgiveness,
Kindness, Friendship



Welcome to Year 4

Mrs Pearce and Mrs Roth

We are looking forward to a successful year of learning.

Monday-Wednesday Mrs Roth

Wednesday - Friday Mrs Pearce

Mrs Mason

Ms French

Mrs Fowler

Behaviour for Learning

Positive behaviour is essential for providing high quality learning experiences in a stimulating and supportive environment. Positive behaviour in the whole school community enables the provision of a safe, secure and caring environment where effective learning can take place and where children can develop self-esteem, independence, self-discipline and responsibility.

All of our children know what our 'Golden Rules' are and understand the sanctions in place should these rules be broken.

We are extremely excited to be part of a 'Restorative Justice' project this year led by a London University.

You can read more about our school Behaviour Policy on our website.

<https://www.allsaintsn20.barnet.sch.uk/policies/>

Above all, we expect our children to be ready to learn, to respect others and to be kind.

Year 4 Curriculum Information Leaflet

Curriculum Overview Here is an overview of what your child will be learning this year:

Autumn 1: Yr4

core text/s	Wk1 1/9/25	Wk2 8/9/25	Wk3 15/9/25	Wk4 bg 22/9/25	Wk5bg 29/9/25	Wk6 bg 6/10/25	Wk7bg 13/10/25	Wk8 bg 20/10/25
Krindlekrax	Project week	HISTORY		Whole school write	HISTORY	SCIENCE		Black history
	Project Dino	Britain's settlements by Anglo Saxons & Scots			Britain's settlements by Anglo Saxons & Scots	Sound		

Autumn 2: Yr4

core text/s	Wk1bg 3/11/25	Wk2 10/11/25	Wk3 17/11/25	Wk4bg 24/11/25	Wk5 1/12/25	Wk6 8/12/25	Wk7bg 15/12/25
	Project week	GEOGRAPHY			COMPUTING	SCIENCE	

		Rivers	The Internet	Living things & their habitats
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Spring 1: Yr4

core text/s	Wk1 5/1/26	Wk2 bg 12/1/26	Wk3 19/1/6	Wk4 26/1/26	Wk5 bg 2/2/26	wk6 bg 9/2/26
	HISTORY			Whole School Write	SCIENCE	
	Viking & Anglo Saxon struggle etc to time of Edward Confessor				Animals including humans	

Spring 2: Yr4

core text/s	Wk1 23/2/26	Wk2 bg 02/03/26	Wk3 9/3/26	Wk4 16/3/26	Wk5 23/3/26
	GEOGRAPHY		COMPUTING	SCIENCE	
	Rainforests		Repetition in shapes	States of matter	

Summer 1: Yr4

core text/s	Wk1 13/4/26	Wk2 20/4/26	Wk3 27/4/26	Wk4 4/5/26	Wk5 11/5/26	Wk 6 18/5/26
	GEOGRAPHY		Whole School Write	SCIENCE		Catch up time
	South America			Electricity		

Summer 2: Yr4

core text/s	Wk1 1/6/26	Wk2 8/6/26	Wk3 15/6/26	Wk4 22/6/26	Wk5 29/6/26	Wk6 6/7/26	Wk7 13/7/26
	Project Week	Focus week	COMPUTING	HISTORY			catch up
		tbc	Repetition in Games	(The achievements of the earliest civilizations - an overview of where & when the first civilizations appeared.) A depth study of Ancient Egypt			

Year 4 Curriculum Information Leaflet

Maths

At All Saints', we use the Oak Academy resource to support our Maths learning.

Here is an overview of the topics your child will be learning:

Autumn 1	Addition and Subtraction	Measurements	Perimeter
Autumn 2	Perimeter	Multiplication and division	
Spring 1	Multiplication and division		
Spring 2	Co-ordinates	Fractions	
Summer 1	Place Value	Fractions	Shapes
Summer 2	Time	Statistics	

Year 4 Curriculum Information Leaflet

We recognise that in order to be successful Mathematicians, our children should practise their 'Maths fluency' as often as possible. You can help with this by practising times tables often and carrying out calculations in your everyday lives. Children's maths fluency is incentivised through Mr Usher's 'Maths Missions'.

1. Number bonds up to 5
2. Some number bonds to 10
3. Simple double facts
4. All Number bonds to 10
5. All Numbers bonds to 20
6. Count in 10s
7. Count in 2s
8. Count in 5s
9. $\times 10$
10. $\times 2$
11. $\times 5$
12. Divide 10
13. Divide 2
14. Divide 5
15. $\times 3$
16. $\times 4$
17. $\times 6$
18. $\times 8$
19. Divide 3
20. Divide 4
21. Divide 6
22. Divide 8
23. $\times 7$
24. $\times 9$
25. $\times 11$

26. $\times 12$

27. Divide 9

28. Divide 7

29. Divide 11

30. Divide 12

31. Multiply decimals mentally

32. Multiply fractions mentally

Children from Year 3 upwards use **Times Tables Rockstars**' as a tool to make learning their times tables fun. Please encourage your child to do this as often as possible.

<https://ttrockstars.com/>

Year 4 Curriculum Information Leaflet

English

Reading KS2

Throughout the year, we will be reading a wide range of class texts from an array of different genres. These texts will be the basis of the children's creative writing and SPAG.

We use 'Destination Reader' as a tool to develop our readers in Years 3-6. The program covers seven key skills identified within the national curriculum to support the reading and understanding of a wide range of texts. These are:

- Predicting
- Making connections
- Asking questions
- Evaluating
- Inferring
- Summarising
- Clarifying

When your child is reading at home, it is advised that you a) hear them read aloud b) ask them open and closed questions about the text they have just read: retrieval and inference. We cannot emphasise enough how important it is to read with your child at home.

Evaluating (Language)

- The phrase/word works well...
- I like the way the author uses ... it makes me think of ...
- This sentence has high impact...

Evaluating (Organisation)

- The way ... is presented helps the reader...
- The text is organised well because...
- The structure could be improved by...

Clarifying

- I didn't understand ... so I ...
- ... is a tricky word so I ...
- I need to reread ... because...
- I think that means ... because...

Inferring

- I think this character is ...
- The word tells me ...
- That part tells me ...
- This makes me think that ...

Summarising

- The most important ideas are ...
- The book was about ...
- This chapter was about ...
- This part was about ...

Predicting

- I predict that ...
- I wonder if ...
- I bet ...
- I think ... will happen ...

Questioning

- Who ...? What ...? When ...?
- Where ...? Why ...?
- I wonder if ...
- Why do you think that ...

Making Connections

- I know about this because I ...
- I've been to / seen ...
- I saw a programme about ...
- This reminds me of ...
- This is similar to ...
- I think this is a ... book
- This links to ...

Year 4 Curriculum Information Leaflet

Writing Year 4 Writing

Transcription:

- Use further prefixes and suffixes and understand how to add them
- Spell further homophones
- Spell words that are often misspelt
- Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's)
- Use the first two or three letters of a word to check its spelling in a dictionary
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting:

- Increase the legibility, consistency, and quality of their handwriting
- Follow the handwriting policy

Composition:

Plan their writing by:

- Discussing writing that is similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Discussing and recording ideas

Draft and write by:

- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- Organising paragraphs around a theme
- In narratives creating settings, characters, and plot
- In non-narrative materials, using simple organisational devices (for example, headings and subheadings)

Evaluate and edit by:

- Assessing the effectiveness of their own and others' writing and suggesting improvements
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

Proof-read for spelling and punctuation errors

Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, grammar & punctuation

Develop their understanding of the concepts set out in the National Curriculum by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2

Indicate grammatical and other features by:

- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

Year 4: Detail of content to be introduced (statutory requirement)

Word- The grammatical difference between **plural and possessive - s**
Standard English forms for **verb inflections** instead of local spoken forms [for example, *we were* instead of *we was*, or *I did* instead of *I done*]

Sentence - 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 - 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; and punctuation within the 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

Year 4 Curriculum Information Leaflet

Set 1 Lower case letters which have hooks at the bottom of the a height.

a c d e h i k l m n t u

Set 2 Lower case letters which commence at the top of the a height.

a c d e g i j m n o p q r s u v w x y

Set 3 Lower case letters which commence at the top of the ascender.

b f h k l t

Set 4 Lower case letters which concludes at the top of the a height.

f o r v w

Set 5 Lower case letters after which no join is ever made.

b g j p q s x y z

Nelson defines the joins between letters using these sets. Only four types of join are needed.

Basic Join Set 1 to Set 2

in ma ki

Second Join Set 2 to Set 3

ab if co

Third Join Set 4 to Set 2

oa fo we

Fourth Join Set 4 to Set 3

ob fl wh

Examples of words with break letters

bigger quiz pass table

At All Saints', we believe legible and fluent handwriting is an essential and beneficial skill, even in the age of keyboard and messaging! We use Nelson Handwriting style, It classifies the letters into 5 sets.

We expect our children to care for their school books and always endeavour to keep them as neat as possible. This instils a level of respect towards their learning.

Project Weeks

At the beginning of every half term, All Saints' children are immersed in a project week, which aligns with the United Nations Sustainable Development Goals. This gives all the children opportunities to understand and apply their knowledge and thinking skills; to be Change- Makers. Links are made between what they know, their values and the actions that they can take within their school, local community and the wider world.

We would love you to become involved in these Project Weeks in any way you can. Please keep up to date with our Newsletter for any upcoming projects.

change-makers



Religious Education

As a Church of England primary school, Christianity takes precedence in our RE Curriculum.

This is the Year 4 overview for RE this year;

Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Christianity	Christianity	World Faith	Christianity	World Faith	Christianity

4	How did belief in God affect the actions of people from the Old Testament? (6 sessions)	Is the Christmas message of peace still relevant to today's world? (6 sessions)	Hinduism How do Hindus worship? (6 sessions)	What is Holy Communion and how does it build a Christian community? (4 sessions)	Hinduism What does it mean to be a Hindu? (6 sessions)	Liturgy Why is liturgy important to many Christians? (6 sessions)
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Worship

At All Saints', children take part in an act of worship daily. There is plenty of flexibility in the provision of collective worship to enable all pupils to benefit without compromising their beliefs.

Collective worship gives pupils and school staff the opportunity to:

- Engage in an act of community.
- Express praise and thanksgiving to God.
- Be still and reflect.
- Explore the big questions of life and respond to national events.
- Foster respect and deepen spiritual awareness.
- Reflect on the character of God and on the teachings of Christ.
- Affirm Christian values and attitudes.
- Share each other's joys and challenges.
- Celebrate special times in the Christian calendar.

We visit All Saints' church half termly, and we hope that you can join us there.

Year 4 Curriculum Information Leaflet

Physical Education

Year 4 will be doing PE on Wednesday mornings and Swimming on Wednesday afternoons. Please ensure that your child comes to school in full PE kit and brings their swimming kit for those days. Swimming caps are compulsory.

Here is an overview of Year 4 PE curriculum this year:-

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Basketball	Handball	Gymnastics	Tag Rugby	Tennis	Athletics

Parents Evening

Our Parents' Evenings this term are on the 21st and 22nd of October. Please keep an eye out for the opening of the Booking System.

We have an open door policy here at All Saints' and are always happy to talk to you about your child's learning.

Homework

Will be handed out on a Thursday and is due back the following Tuesday. Please ensure your child is also completing their accelerated reader and TT Rockstars. Thank you. As parents ourselves, we understand the effort that goes into this and we very much appreciate it.