

Year 4 Curriculum Meeting 2025



Miss Dodd and Mrs Bravo

Curriculum Year 4 Overview

- The government have introduced a times table test for Year 4.
- All the work in English is introduced in Year 3 and consolidated in Year 4. However, expectations are raised in Year 4.
- We are using a new approach that encourages the children to write like an author, teaching sequences that slide between experience days and sentence stacking lessons

Curriculum Year 4 Overview

- Many of the Maths concepts are new and taught at a higher level.
- Spelling and handwriting has increasing importance on children's work. We will be teaching the spelling through phonics to help develop a deeper understanding.
- The expectation is that the children become secure with their Year 4 outcomes and can independently apply their knowledge and skills.
- To increase the breadth of the Curriculum, children should be expected to transfer Maths and English skills to other areas of the Curriculum where possible.
- Year 4 is a significant year for RE as children prepare for the Sacraments. We ask for your support throughout the year.

School Rules

- Based on the school's curriculum drivers – BREW (Beliefs, Rights, Environment, Wellbeing).

Earrings

Nail polish

Coats

Healthy Snack

Water

Appointments

RE

- RE lessons are based around the **Come and See** RE scheme
- Other religions are also studied
- Story Time with our parish priests will take place each term
- Collective Worship takes place each day in a variety of ways e.g. daily prayers, meditations, Celebration of the Word, liturgies etc. (Some of which are planned and led by children)

PHSE

- Based on the school's curriculum drivers –
BREW
Beliefs, Rights, Environment, Wellbeing
- Anti-Bullying
- Rights Respecting
- Fundraising
- Mini Vinnies
- Wellbeing Champion
- PSHE stand alone lessons

Supporting your Child's Progress in Reading

- **Login to Read Theory weekly to read a short passage of text and then answer questions.**
- Little and often approach (10/15 minutes several times a week is more beneficial than an hour once a week)
- Listen to your child read aloud on some occasions to check for decoding errors and fluency.
- Share books (e.g. a page /paragraph each).
- Read to your child, allowing them the chance to enjoy a story etc. without having to read themselves.(Audio books also good for this.)
- Find time to talk to your child about books you are reading to check understanding e.g. what it is about, which aspects you are enjoying etc.
- Discuss the book your child is reading in general terms e.g. likes dislikes.

How Writing is Assessed

Your child's writing is assessed by his/her teacher across a range of tasks and subjects.

Writing is assessed on the following:

- **Sentence structure, punctuation and spelling**

Variety of sentence types, correct use of grammar/tense/punctuation.

- **Text structure and organisation**

Ideas/information/events are well organised and written in paragraphs.

- **Composition and Effect**

Writing is imaginative, interesting and thoughtful. It must be appropriate to task, reader and purpose.

- **Handwriting**

Handwriting should be consistent in size, and formation and ideally joined to help flow. Practise at home would be of great benefit if needed.

Helping your Child with Maths

Log on to TT Rockstars to complete sessions

- * Practise **multiplication tables** often, including division facts; e.g. ask questions such as: 8×5 , 5×8 , 40 divided by 8, 40 divided by 5 and problems associated with these facts including those that involve money and measures.
- * Practise **number bonds** up to 10, up to 20, up to 100 and then up to 1000. E.g. if a child knows that 3 and 7 bond to make 10, they should be able to work out that 30 and 70 bond to make 100 and so on.
- * Find opportunities to ask **questions in everyday situations** e.g. at the supermarket, in the car etc. emphasising mental methods. E.g. If one box of Cornflakes costs £2.50, how much will two cost? How much change would I get from £10?
- * Use the different **language** associated with calculation e.g. plus, add, altogether, more than, less than, difference, minus, etc.
- * Try to motivate your child through use of **ICT and internet games** to practise their skills.

Science

States of Matter

compare materials together, according to whether they are solids, liquids or gases

group materials together, according to whether they are solids, liquids or gases

observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

identify the part played by evaporation and condensation in the water cycle

associate the rate of evaporation with temperature

Sound

identify how sounds are made, associating some of them with something vibrating

recognise that vibrations from sounds travel through a medium to the ear

find patterns between the pitch of a sound and features of the object that produced it

find patterns between the volume of a sound and the strength of the vibrations that produced it

recognise that sounds get fainter as the distance from the sound source increases

Electricity

identify common appliances that run on electricity

construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers

identify whether a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

recognise some common conductors and insulators, and associate metals with being good conductors

Science

Animals Including Humans

describe the simple functions of the basic parts of the digestive system in humans

identify the different types of teeth in humans

identify the simple functions of teeth

construct and interpret a variety of food chains, identifying producers, predators and prey

Living Things and Their Habitat

recognise that living things can be grouped in a variety of ways

explore and use classification keys to help group living things in my local and wider environment

use classification keys to identify and name a variety of living things in my local and wider environment

recognise that environments can change and that this can sometimes pose dangers to living things

Geography

Volcanoes

How does living near Mount St Helens affect how people live?

Locate Mt St Helens.

Find out about the Earth's structure.

Describe what happens at plate boundaries.

What happened at Mt St Helens and why people choose to live there.

Coasts

Are we misusing our coasts?

Locate UK coastal areas.

Look at how coastal features are formed.

How human activity impacts the coast.

How we can protect our coasts.

Sunderland

How has our city changed?

The human and physical features.

Identify what a settlement is.

Identify why people would settle there.

Name and locate important UK cities.

History

WW1

How did people's beliefs affect WW1?

To understand the role of nationalism and imperialism

Who was Franz Ferdinand?

The effect war had on soldiers

How women's lives changed during the war

Tudors

Why did Henry VIII break with Rome?

Understand why Protestantism was becoming popular

Understand why Henry VIII wanted a divorce

How issues with wealth, power, religion and succession affected this

To understand how the reformation affected Britain

Anglo-Saxons

What was life really like in Anglo-Saxon Britain?

Who are the Anglo-Saxons?

Understand the importance of religion

Understand the hierarchy of Anglo-Saxons

Explain what conflict was like between Vikings and Anglo-Saxons

Art

Volcanoes

Design a volcano painting using a variety of techniques based on either realism or abstract ideas.

WW1

Design a wire poppy sculpture.

Coasts

Create a print work design using underwater motifs.

Music and PE

Every Monday

Mrs Fildes- teaches all aspects of music

Coach Jamie-coaches PE and covers all aspects of the PE curriculum

Homework

- **Reading:** Log in to Read Theory– at least 1 to be completed over the week with the quiz that goes with it.
- **Spelling:** children will be given spellings every week to practise at home and school
- Log in to EdShed to complete 4 sessions over the week.
- Complete handwriting sheet- 5 of each word.
- **Maths:** learning multiplication tables so that your child has “instant recall” is the most important support you can give.
(Times Tables Rock Stars and Hit the Button on Topmarks website both very engaging)
- Log in to TTRockstars to complete 30 sessions over the week.
20 Garage and 10 Soundcheck

Homework Websites

<https://play.ttrockstars.com/>

<https://www.edshed.com/>

<https://readtheory.org/auth/login>