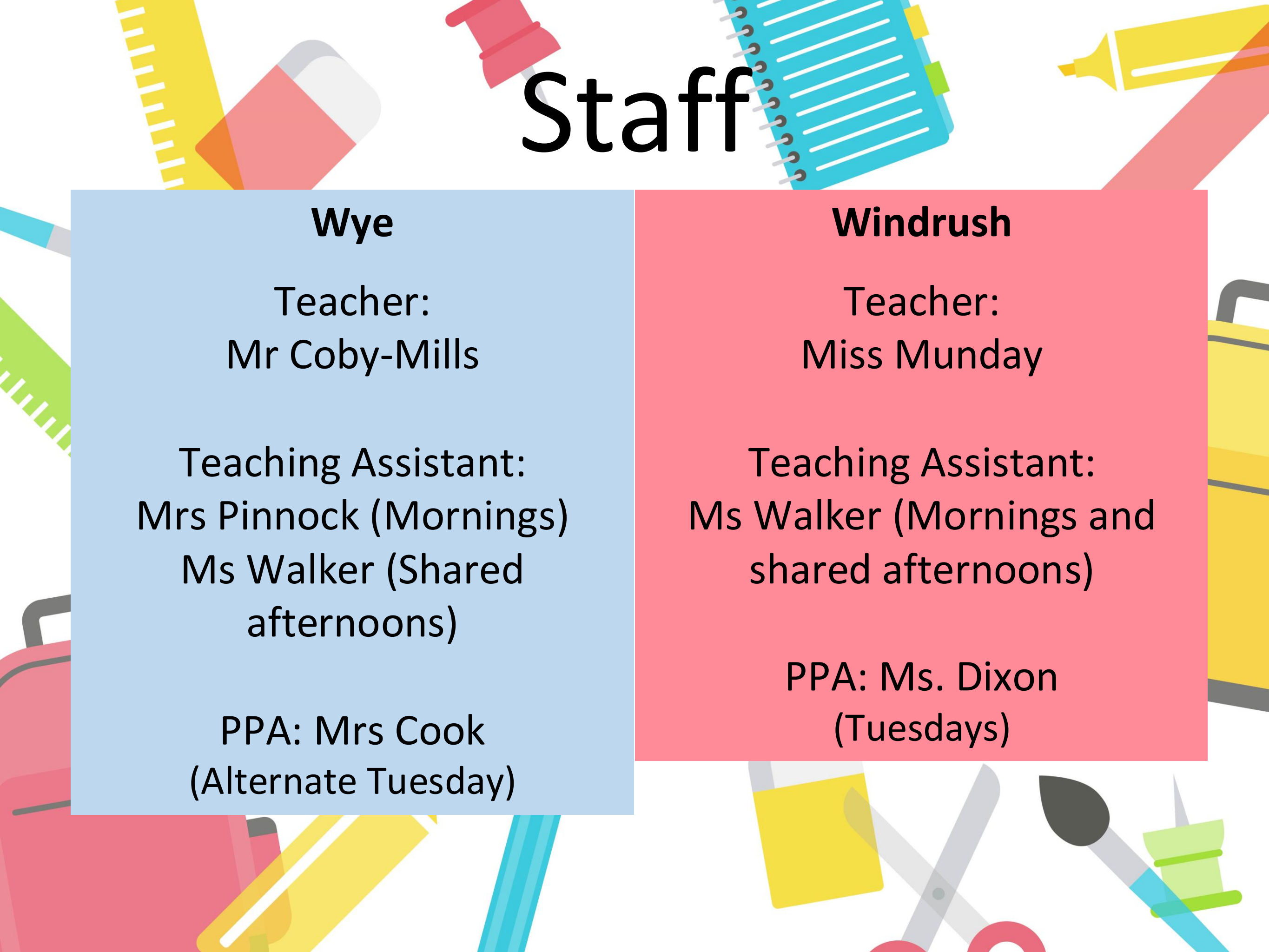




# Welcome to Year 4



# Staff

## Wye

Teacher:  
Mr Coby-Mills

Teaching Assistant:  
Mrs Pinnock (Mornings)  
Ms Walker (Shared  
afternoons)

PPA: Mrs Cook  
(Alternate Tuesday)

## Windrush

Teacher:  
Miss Munday

Teaching Assistant:  
Ms Walker (Mornings and  
shared afternoons)

PPA: Ms. Dixon  
(Tuesdays)



# Communication

Class Dojo is how we will communicate any messages or reminders. This is also the best way to contact us. Please ensure that you are signed up to Class Dojo.

Please update your contact details with the school office if they change during the course of the year.

Absences - please ensure the school office is informed of these. Thank you.



# Expectations

As children progress through the school, they are encouraged to take more responsibility for their learning. This includes going to the toilet and filling water bottles during break/lunch time to avoid disruptions.

# Expectations

We expect all children to use their Gem Powers in all they do. We celebrate their achievements, behaviour and Gem Power in weekly assemblies and reward them accordingly.

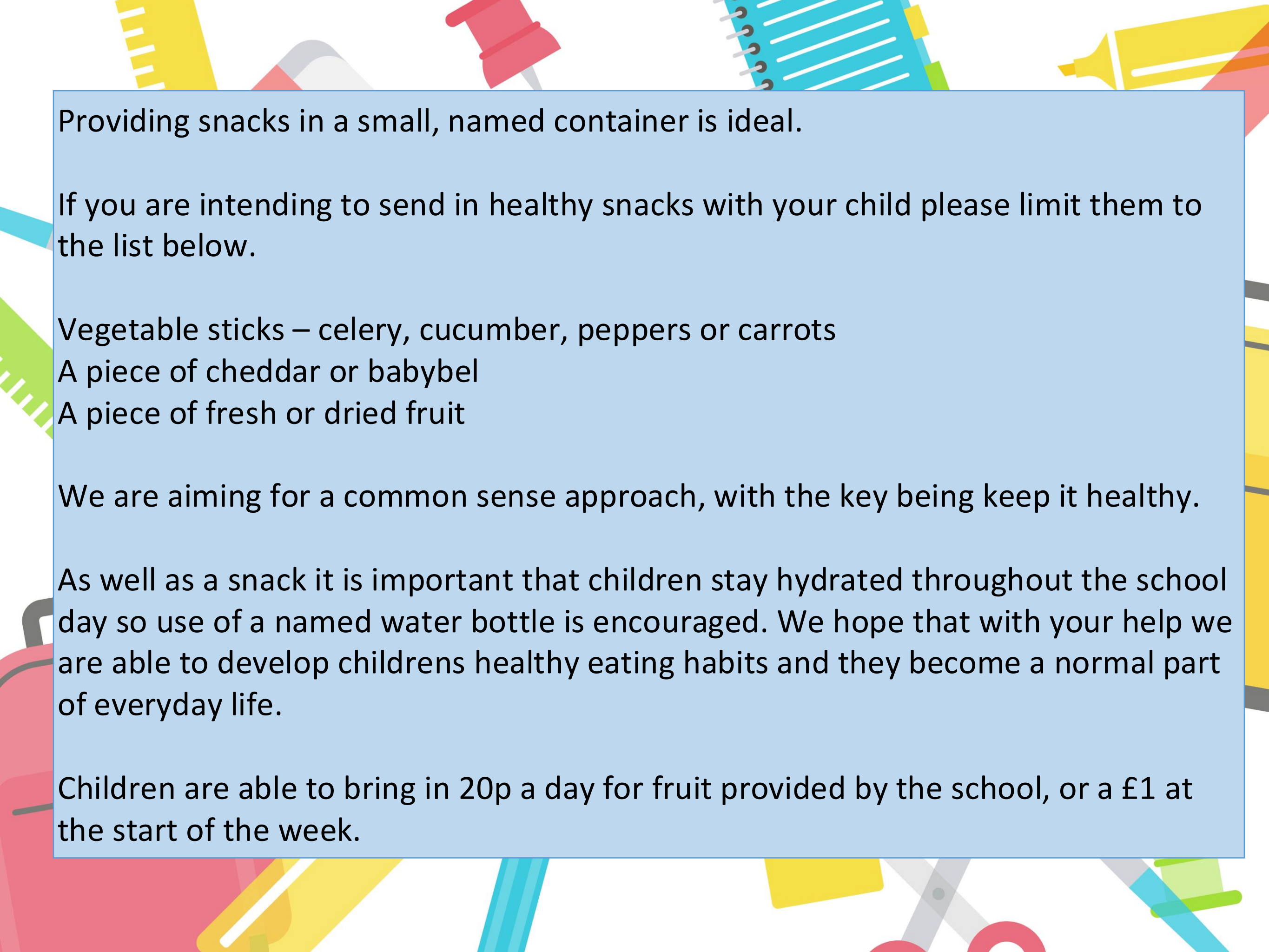




# Break Time Snack

Children require a snack at breaktime as this supports them with keeping going throughout the day.

We encourage children to bring in healthy snacks. Many of these will help contribute to their 5 daily portions of fruit and vegetables, keep them alert and help them concentrate. It can be hard during the week to think of suitable items for them to bring in to school, but we are aiming, with the help of the children, to not only support them in making healthy choices regarding snacks, but to also reduce food packaging and waste.



Providing snacks in a small, named container is ideal.

If you are intending to send in healthy snacks with your child please limit them to the list below.

Vegetable sticks – celery, cucumber, peppers or carrots

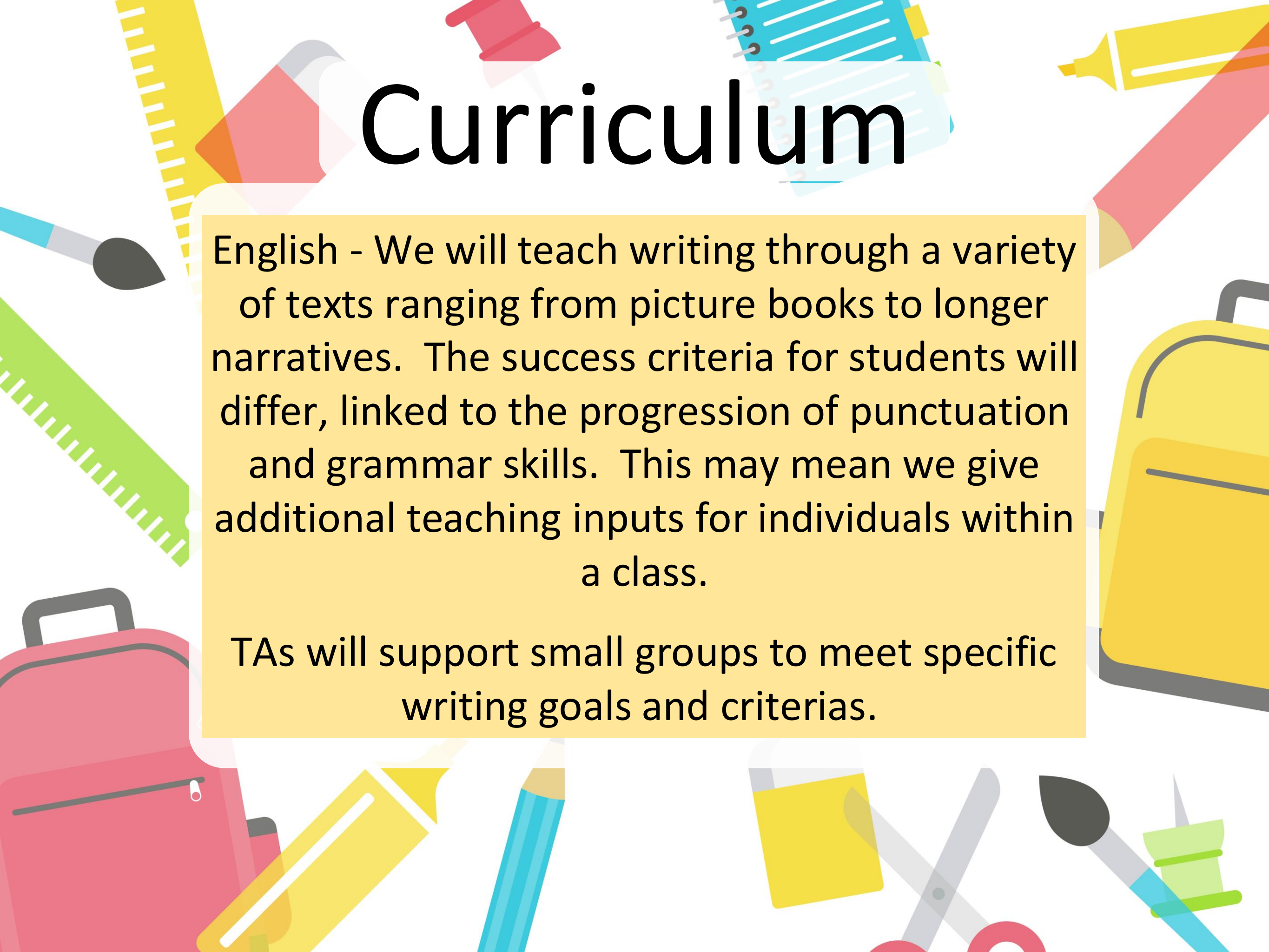
A piece of cheddar or babybel

A piece of fresh or dried fruit

We are aiming for a common sense approach, with the key being keep it healthy.

As well as a snack it is important that children stay hydrated throughout the school day so use of a named water bottle is encouraged. We hope that with your help we are able to develop childrens healthy eating habits and they become a normal part of everyday life.

Children are able to bring in 20p a day for fruit provided by the school, or a £1 at the start of the week.

The background is decorated with various school supplies including a yellow ruler, a red folder, a blue spiral notebook, a yellow highlighter, a red pencil, a yellow backpack, a pink backpack, a yellow pencil, a blue pencil, a yellow folder, a pair of scissors, a paintbrush, and a green stapler.

# Curriculum

English - We will teach writing through a variety of texts ranging from picture books to longer narratives. The success criteria for students will differ, linked to the progression of punctuation and grammar skills. This may mean we give additional teaching inputs for individuals within a class.

TAs will support small groups to meet specific writing goals and criterias.

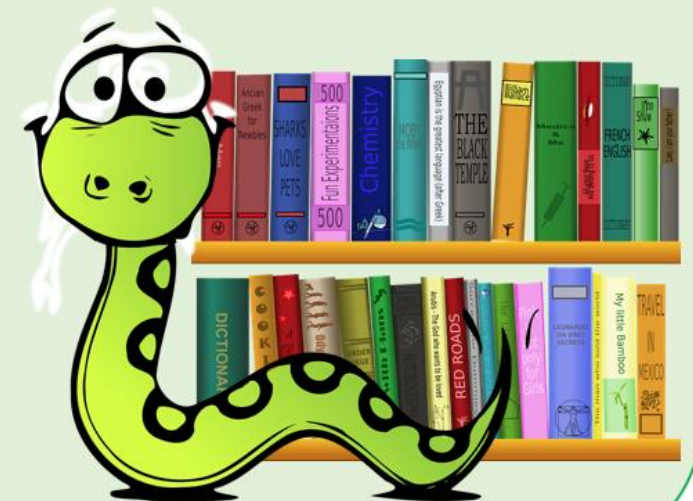
# Curriculum

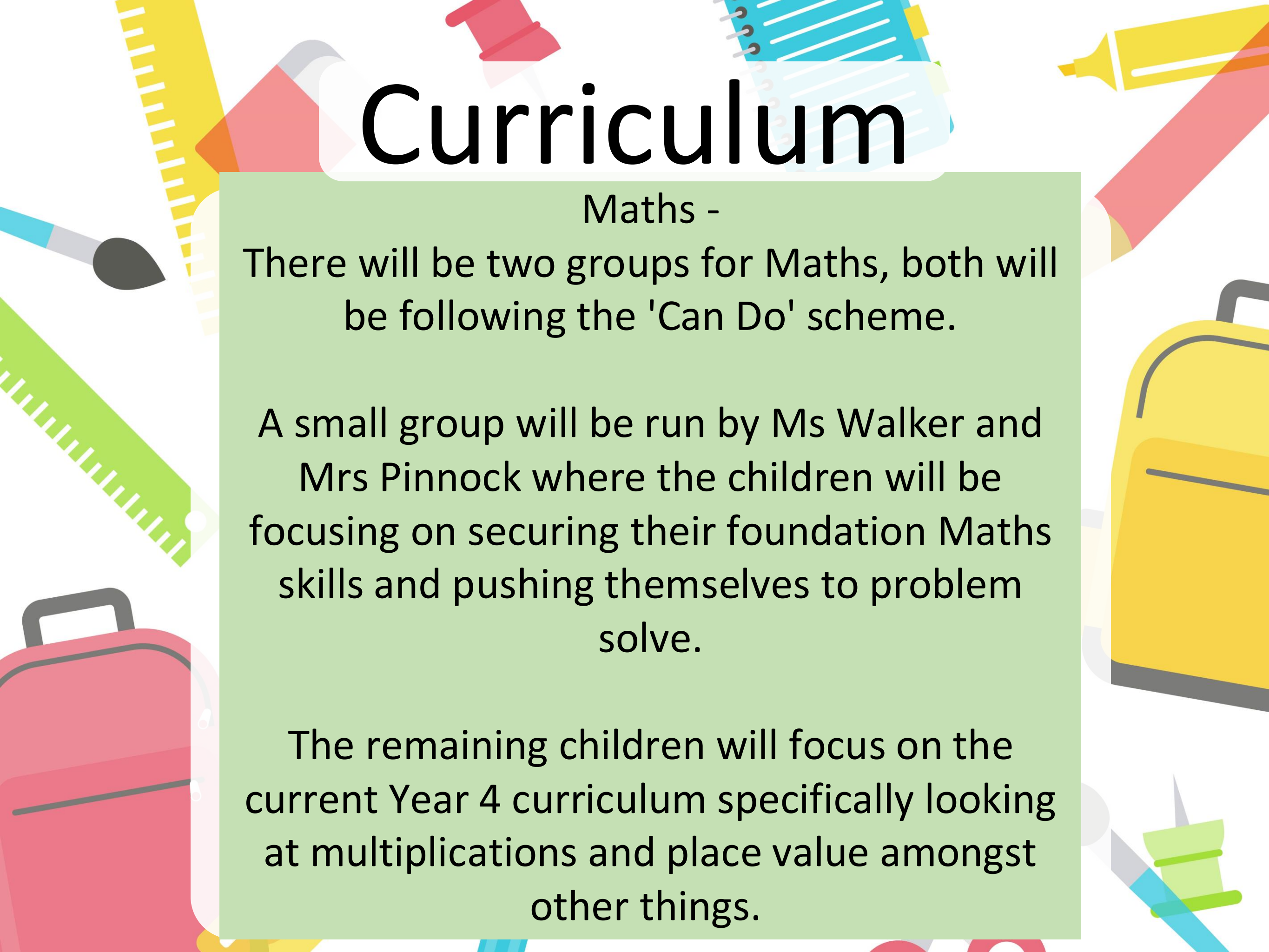
Reading - We will begin with guided reading groups, where children are grouped according to their decoding and comprehension skills. We will also look at whole class texts where children will read together as a class and then answer questions aimed at specific VIPERS skills.

Children who are working on their phonics will continue to receive this teaching in small groups, usually with a Teaching Assistant.

## Reading Vipers

**V**ocabulary  
**I**nfer  
**P**redict  
**E**xplain  
**R**etrieve  
**S**equence or Summarise





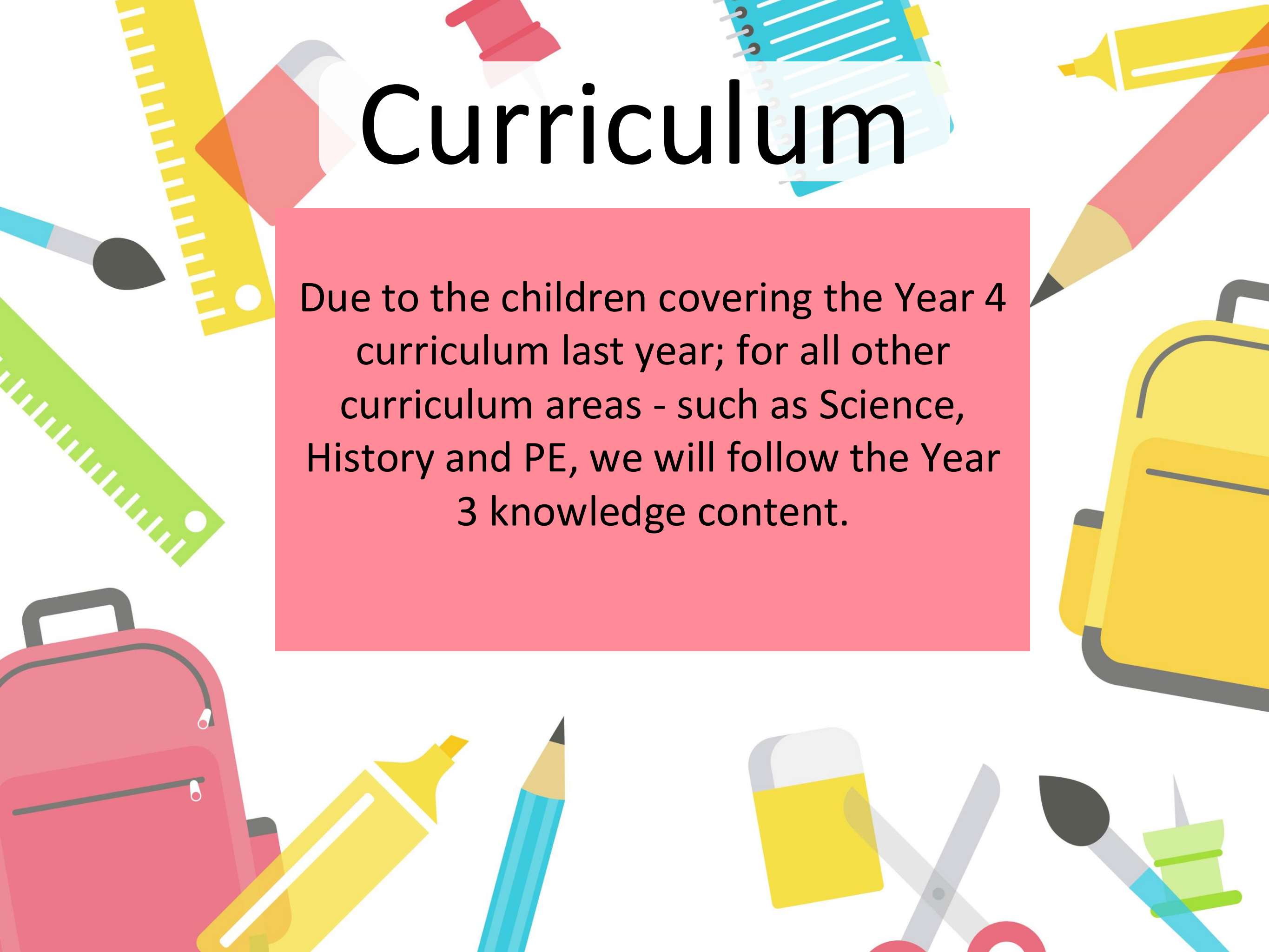
# Curriculum

## Maths -

There will be two groups for Maths, both will be following the 'Can Do' scheme.

A small group will be run by Ms Walker and Mrs Pinnock where the children will be focusing on securing their foundation Maths skills and pushing themselves to problem solve.

The remaining children will focus on the current Year 4 curriculum specifically looking at multiplications and place value amongst other things.

The background is decorated with various school supplies including a yellow ruler, a red pencil, a blue spiral notebook, a yellow highlighter, a red pencil, a yellow backpack, a red pencil, a blue pencil, a yellow highlighter, a pair of scissors, a paintbrush, and a green ruler.

# Curriculum

Due to the children covering the Year 4 curriculum last year; for all other curriculum areas - such as Science, History and PE, we will follow the Year 3 knowledge content.

# Reading at home

We encourage all children to read at home regularly. The length of reading session will be differentiated for your child.

Certificates will be award for the number of reading sessions completed: 10, 25, 50, 70. At 100 they will earn a badge and for every 100 reads after that. They can also work towards their Bingo cards.

# Reading at home

Children will come home with a level reading book and a new reading diary. These both need to go between home and school daily.

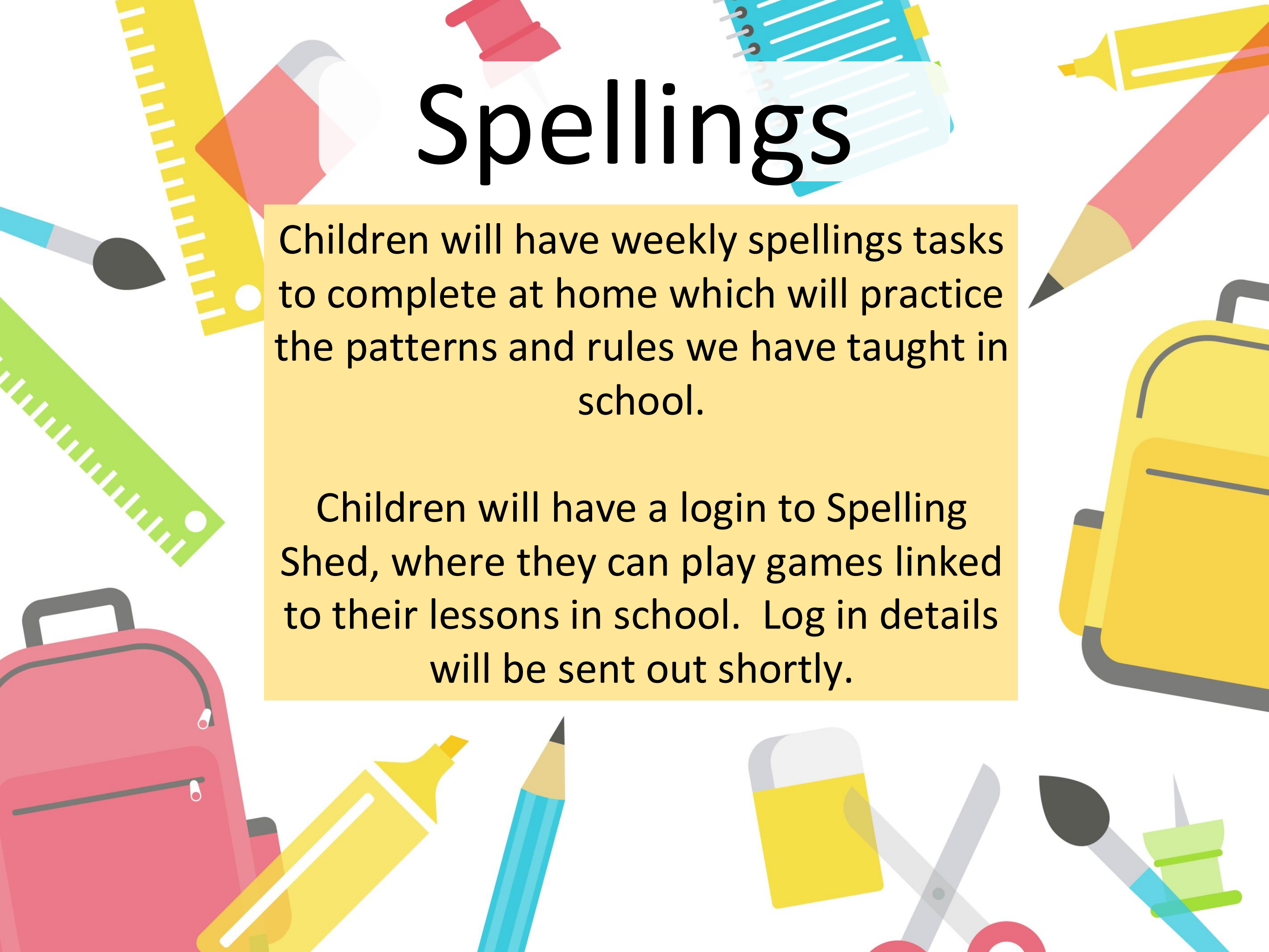
Children are encouraged to re-read books to build their fluency. It is helpful if you can talk to your child about what they have read and ask them questions to check their understanding.

The background is white and filled with various colorful school supplies. At the top left, there is a yellow ruler and a pink pencil. Below the ruler is a green ruler. On the right side, there is a yellow pencil and a yellow backpack. At the bottom, there is a pink backpack, a yellow pencil, a blue pencil, a yellow eraser, a pair of scissors, and a paintbrush. The title 'Reading at home' is written in a large, black, sans-serif font at the top center.

# Reading at home

In addition to their levelled reading book, we would like the children to have a book to read for pleasure. This can be from the class library or a book from home.

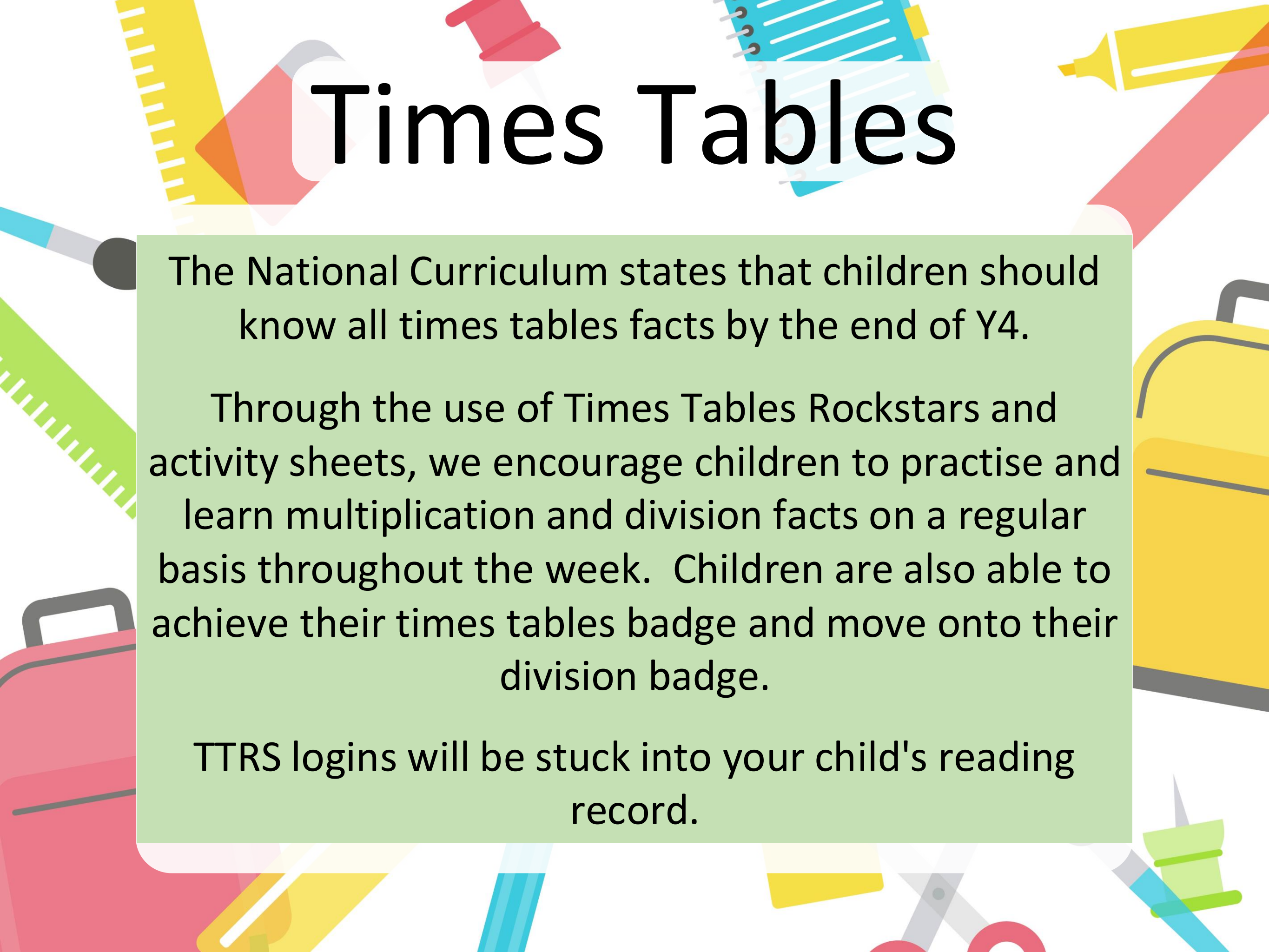
We encourage the children to read a diverse selection of books and they can earn rewards for this by completing a bingo card.

The background is white and filled with various colorful school supplies. At the top left is a yellow ruler. Below it is a green ruler. On the left side is a pink backpack. At the bottom left is a yellow highlighter. In the center bottom is a blue pencil. To the right of the pencil is a yellow eraser and a pair of scissors. At the bottom right is a paintbrush. On the right side is a yellow backpack. At the top right is a yellow highlighter. In the top center is a pink eraser. The word 'Spellings' is written in a large, black, sans-serif font in the upper center of the image.

# Spellings

Children will have weekly spellings tasks to complete at home which will practice the patterns and rules we have taught in school.

Children will have a login to Spelling Shed, where they can play games linked to their lessons in school. Log in details will be sent out shortly.

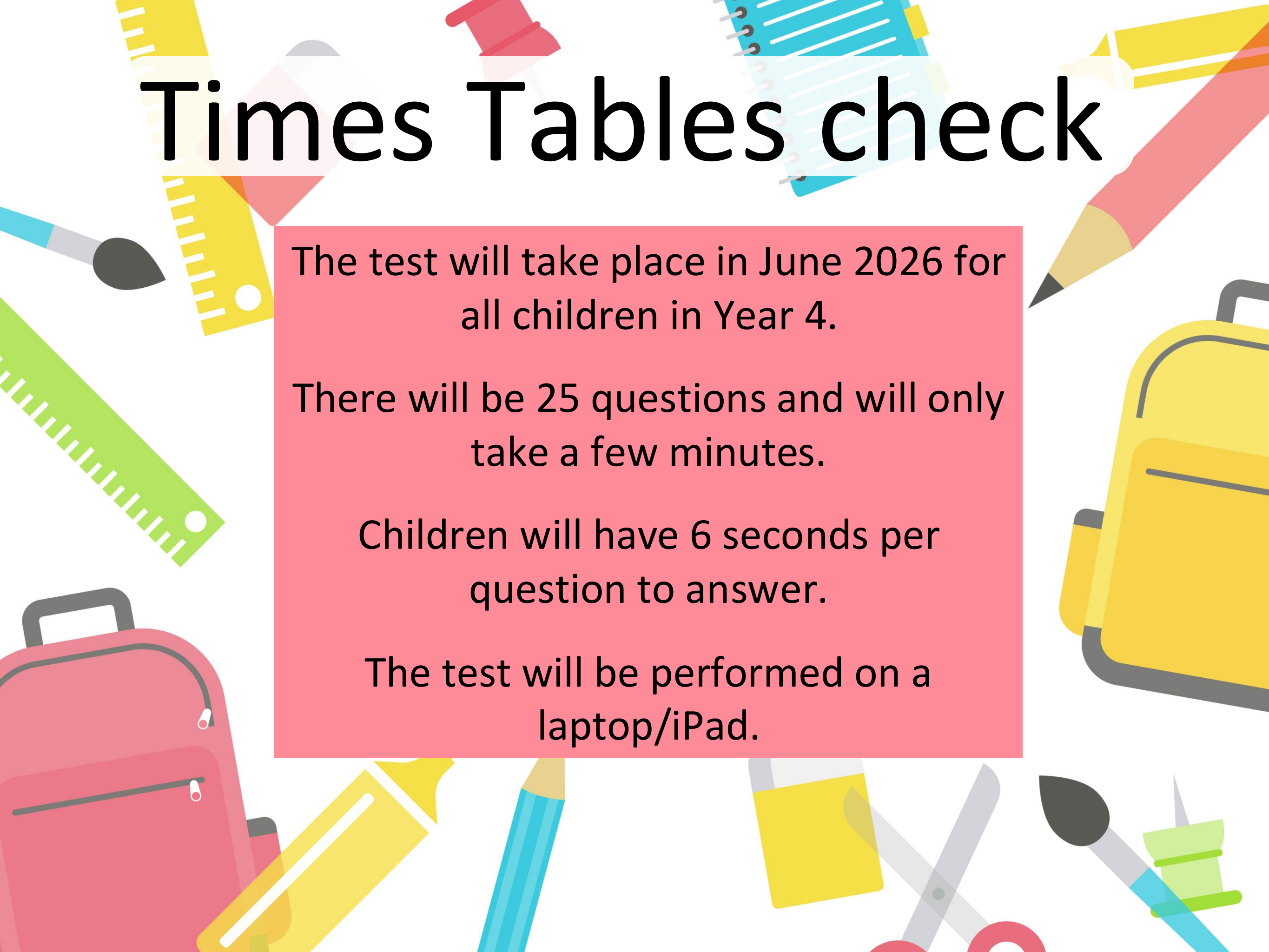


# Times Tables

The National Curriculum states that children should know all times tables facts by the end of Y4.

Through the use of Times Tables Rockstars and activity sheets, we encourage children to practise and learn multiplication and division facts on a regular basis throughout the week. Children are also able to achieve their times tables badge and move onto their division badge.

TTRS logs will be stuck into your child's reading record.



# Times Tables check

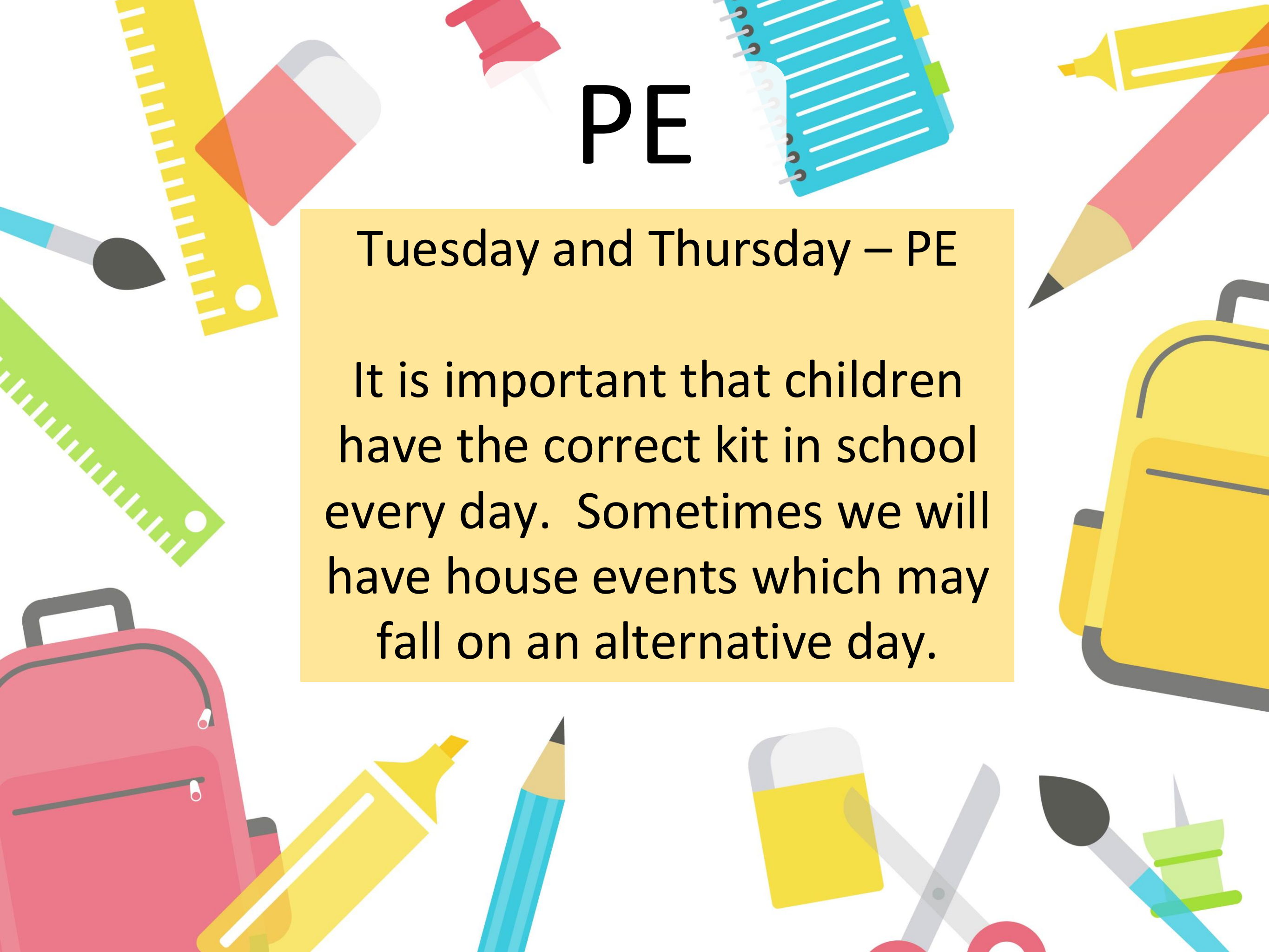
The test will take place in June 2026 for all children in Year 4.

There will be 25 questions and will only take a few minutes.

Children will have 6 seconds per question to answer.

The test will be performed on a laptop/iPad.

The test will be performed on a laptop/iPad.



# PE

Tuesday and Thursday – PE

It is important that children have the correct kit in school every day. Sometimes we will have house events which may fall on an alternative day.

|  <b>Year 4<br/>Annual<br/>overview</b> | Autumn 1<br>01.09.25 - 24.10.25                                                                                                                                                                                                         | Autumn 2<br>03.11.25 - 19.12.25                                                                                      | Spring 1<br>05.01.26 - 13.02.26                                                                                                                               | Spring 2<br>23.02.26 - 27.03.26                                                                                                              | Summer 1<br>13.04.26 - 22.05.26                                                                                                            | Summer 2<br>01.06.26 - 20.07.26                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title                                                                                                                 | <u>From Flint to Forge</u><br>What was it like to live in prehistoric Britain?                                                                                                                                                          |                                                                                                                      | <u>Rainforest Wonders</u><br>Why do we need to protect our rainforests?                                                                                       |                                                                                                                                              | <u>Deep, down, underground</u><br>What can we learn from the world beneath our feet?                                                       |                                                                                                                                                                      |
| Texts                                                                                                                 | 1. Summer inspired free write<br>2. The First Drawing<br>3. How to Wash a Woolly Mammoth                                                                                                                                                | 1. Stone Age Boy                                                                                                     | 1. The Great Kapok Tree<br>2. Current News Affairs/research                                                                                                   | 1. When I am among the trees// Hummingbirds – Mary Oliver.                                                                                   | 1. Snow white and seven dwarves<br>2. Street Child                                                                                         | 1. Speech to the miners/children in the mines<br>2. News report on sports day                                                                                        |
| Writing focus                                                                                                         | 1. Baseline – free write<br>2. Description (Short)<br>3. Explanation                                                                                                                                                                    | 1. Narrative<br>2. SPAG                                                                                              | 1. Narrative<br>2. News report (short)                                                                                                                        | 1. Poetry                                                                                                                                    | 1. Formal letter<br>2. Narrative (short)                                                                                                   | 1. Speech<br>2. News report (short)                                                                                                                                  |
| Maths                                                                                                                 | Number and Place Value<br>Geometry: Properties of Shapes                                                                                                                                                                                | Multiplication and Division:<br>Multiplication Tables<br>Mental Methods<br>Addition<br>Mental Methods<br>Subtraction | Multiplication and Division:<br>Multiplication Tables<br>Written Methods<br>Addition<br>Written Methods<br>Subtraction                                        | Multiplication and Division<br>Geometry: Properties of Shapes (Angles)                                                                       | Geometry: Properties of Shapes (Angles)<br>Decimals<br>Fractions :<br>Calculating                                                          | Addition and Subtraction:<br>Decimals<br>Measurement: Time and Converting Units<br>Measurement: Perimeter and Area<br>Geometry: Position and Direction<br>Statistics |
| Science                                                                                                               | <b>Forces and Magnets</b><br>- compare how things move on different surfaces<br>- know how a simple pulley works<br>- observe how magnets attract and repel<br>- investigate magnetic and non-magnetic materials (link to The Iron Man) |                                                                                                                      | <b>Plants</b><br>- the functions of the different parts of flowering plants<br>- the life cycle of a flowering plant<br>- what a plant needs to live and grow | <b>Animals including Humans</b><br>- skeletons and muscles<br>- the importance of a nutritious diet<br>- how nutrients, water and oxygen are | <b>Rocks and Soils</b><br>- compare and group different kinds of rocks<br>- know how fossils are formed<br>- know what soils are made from | <b>Light</b><br>- know that we need light to see things<br>- observe that light is reflected<br>- how shadows are formed                                             |
|                                                                                                                       |                                                                                                                                                                                                                                         |                                                                                                                      |                                                                                                                                                               | transported in animals and humans                                                                                                            |                                                                                                                                            |                                                                                                                                                                      |
| Computing                                                                                                             | <b>Computer systems and networks: Networks and the Internet</b><br>- networks and routers<br>- how information travels around networks                                                                                                  | <b>Programming: Scratch</b><br>- tinker with Scratch<br>- create loops and animation                                 | <b>Computer systems and networks: Journey inside a computer</b><br>- inputs and outputs<br>- laptop components<br>- computer memory                           | <b>Online safety</b><br>- sharing information safely<br>- how the internet affects feelings<br>- rules for social media platforms            | <b>Creating media: video trailers:</b><br>- plan and film a trailer<br>- editing videos<br>- adding transitions and text                   |                                                                                                                                                                      |

|            |                                                                                                                                                                 |                                                                                                               |                                                                                                                                                         |                                                                                                                                   |                                                                                                          |                                                                                                                                        |
|------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| DT         |                                                                                                                                                                 | <b>Design and Make project: Shell structures</b><br>- create jewellery boxes for stone age inspired jewellery |                                                                                                                                                         | <b>Design and Make project: Mechanisms – levers and linkages</b><br>Design and <u>make</u> a moving picture of a rainforest scene | <b>Food – sweet option</b><br>-prepare and cook traditional Victorian puddings                           |                                                                                                                                        |
| History    | <b>Changes in Britain from Stone Age to the Iron Age.</b><br>- using natural resources to survive<br>- cave paintings<br>- key discoveries<br>- Stone Age homes |                                                                                                               |                                                                                                                                                         |                                                                                                                                   | <b>A study of Victorian childhood</b><br>- rich vs poor<br>- working in the mines<br>- Victorian schools |                                                                                                                                        |
| Geography  |                                                                                                                                                                 |                                                                                                               | <b>Rainforests:</b><br>- Equator, poles, hemispheres and tropics<br>- biomes and climate zones<br>- how land in the rainforest is used<br>- trade links | <b>Rainforests:</b><br>Case studies<br>- Life along the Tapajós River<br>- Living in Rio de Janeiro                               |                                                                                                          | <b>Field work study - What's in our soil?</b><br>- a study of how soil differs in our local area                                       |
| RE         | L2.2 What might Christians learn from the Old Testament about how to live?                                                                                      | L2.7 Why is Muhammad important to Muslims today?                                                              | L2.9 What is it like to be a Humanist in the UK today?                                                                                                  | L2.4 Do all Christians believe and behave in the same way?                                                                        | L2.10 How and why do people (in three traditions) use ceremonies to show their commitments?              | L2.11 What is the 'golden rule' and how might it be put into practice by people from different religious and non-religious worldviews? |
| Art        | <b>Textiles (including drawing)</b>                                                                                                                             |                                                                                                               | <b>Printing (including drawing)</b>                                                                                                                     |                                                                                                                                   |                                                                                                          | <b>Collage (including drawing)</b>                                                                                                     |
|            | - create cave painting inspired wall hangings with stitches                                                                                                     |                                                                                                               | - create multi-layered animal prints inspired by Andy Warhol's 'Endangered Species'                                                                     |                                                                                                                                   |                                                                                                          | - create photomontage portraits to express Victorian childhood inspired by Ben Giles' 'All in my head' series                          |
| Music      | I've been to Harlem                                                                                                                                             | Nao/ <u>Chaiyade</u> /Mingulay Boat Song                                                                      | Latin Dance                                                                                                                                             | 'March' from the Nutcracker                                                                                                       | Enchanted Forest – Recorders                                                                             |                                                                                                                                        |
| French     | <b>Getting to know you</b><br>- greetings<br>- numbers to 10                                                                                                    |                                                                                                               | <b>All About Me</b><br>- colours<br>- body parts                                                                                                        |                                                                                                                                   | <b>Food, Glorious Food</b><br>- food<br>- telling the time                                               |                                                                                                                                        |
| PE         | Dance<br>Hockey                                                                                                                                                 | Gym<br>Tag Rugby                                                                                              | Circuits<br><u>Benchball</u>                                                                                                                            | Gym<br>Athletics                                                                                                                  | Skiping<br>Tennis                                                                                        | Dance<br>Athletics                                                                                                                     |
| PSHE       | Me and My relationships                                                                                                                                         | Valuing difference                                                                                            | Keeping myself safe                                                                                                                                     | Rights and responsibilities                                                                                                       | Being my best                                                                                            | Growing and changing                                                                                                                   |
| Enrichment | Potential Trip<br>Forest school – Prehistoric day.<br>Art day                                                                                                   | Christmas Carol Concert                                                                                       | Internet Safety Day<br>10th February                                                                                                                    | Class Assemblies                                                                                                                  | School trip to the Black Country Living Museum                                                           |                                                                                                                                        |

# What is Parton Play?

- Exciting new initiative which will launch later this half term (date tbc)
- Opportunity for children to become more independent, creative, adventurous and social
- Encouraging children to use the full extent and scope of the school grounds
- Chance for older children to support younger children and for younger children to learn from older children
- A way of developing and broadening children's play experiences

# What will it actually involve?

- The entire school grounds will be divided into 'zones'
- Each zone will have a different theme
- All children will be able to access any zone during lunchtime
- Each zone will be overseen by a member of staff
- A play leader will oversee Parton Play, visiting each zone every day to check equipment and safety
- Children will need wellies and appropriate wet-weather clothing as they will use all areas all year



1. Digging pit
2. Tree climbing and large den building
3. Hills, tunnels and large climbing frame
4. Dress up and role play
5. Large moving parts
6. MUGA – alternate ball games/ wheeled toys
7. Quiet zone and sand pit
8. Adventure trail and small dens
9. Small world toys
10. Tyres, small climbing frame, active toys

A collage of various school supplies is scattered around the central text. In the top left, there is a yellow ruler, a pink eraser, and a blue pencil. In the top center, a red pushpin is visible. To the top right, a blue spiral notebook and a yellow highlighter are shown. On the right side, a pink pencil and a yellow backpack are depicted. The bottom left features a pink backpack and a yellow highlighter. The bottom center has a blue pencil. The bottom right includes a yellow eraser, a pair of scissors, and a green pencil sharpener.

Any  
questions?