

WELCOME TO  
YEAR 4

# Staff Team



**Lions:** Miss Baker

Mrs Goodyear will teach Lions on a Wednesday morning.



**Kingfishers:** Mrs King

Mrs Goodyear will teach Kingfishers on a Friday morning.

*We are always available at the start and end of school day if you would like to speak with us 😊*

- ▶ **Classroom Support:** Mrs Temple-Hill / Mrs Tasev / Mrs Temple-Hill / Mrs Patterson/ Mrs Paul

# Expectations

- ▶ Children are expected to be positive role models and will be given the opportunity to take on additional responsibilities in the classroom and around the school:














Assembly monitors

Lunchtime helpers

Sports leaders

Lost property monitors

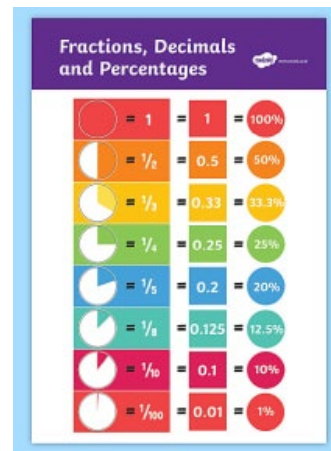
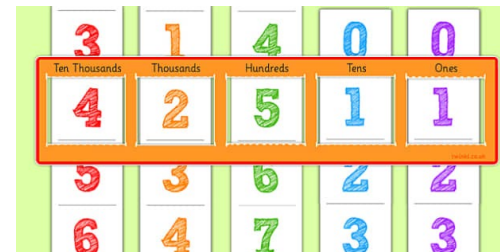
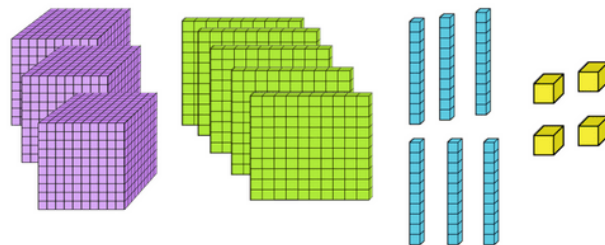
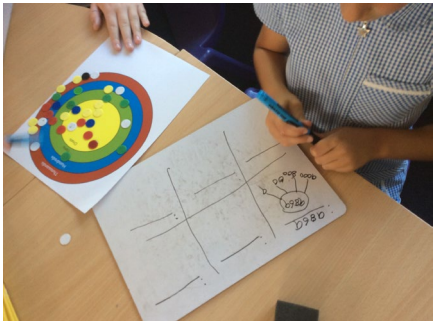
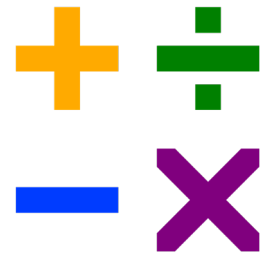
Being a Reception buddy

Year 4 Curriculum Map						
	Autumn		Spring		Summer	
 English	Traditional Tales – Myths/Sagas Reports Poetry – Vocab building & Riddles		Playscripts Story Settings Stories Poetry – Vocab building & Narrative poetry		Persuasion Discussions Explanations Poetry – 'Take one Poet'	
 Maths	<b>Place value:</b> Order and compare numbers beyond 1000; Rounding, estimation and magnitude <b>Addition and subtraction:</b> Mental fluency with addition and subtraction; Formal written addition and subtraction <b>Multiplication:</b> Counting in multiples of 6, 7, 9, 25 and 100; Multiplication and division facts; Factor pairs, integer scaling and correspondence problems; Multiply and divide by 10 and 100; Conversion of units <b>Data:</b> Discrete and continuous data <b>Measures:</b> Perimeter		<b>Geometry:</b> Properties of shape; Symmetry <b>Decimal numbers and money:</b> Calculating with decimals; Money; Problem solving with numbers to 2-decimal places <b>Fractions:</b> Add and subtract fractions with the same denominator; Finding fractions of quantities; Fractions in the context of measure; Equivalent fractions, ordering and comparing <b>Multiplication and division:</b> Multiply numbers using the formal written method		<b>Time:</b> Read, write calculate and convert time on analogue and digital 12- and 24-hour clocks <b>Statistics:</b> Interpret and present continuous and discrete data; Solve problems incorporating measures <b>Numerals:</b> Roman Numerals to 100 and zero; Negative numbers – Counting through zero and calculating in context <b>Geometry:</b> Angles; Properties of triangles; Coordinates in the first quadrant and translations; Position and direction, incorporating angles and plotting points of a shape <b>Multiplication and division:</b> Review <b>Measures:</b> Area <b>Fractions:</b> Review <b>Application and Problem Solving:</b> Developing operation sense	
 Science	States of matter	Sound	Animals, including humans	Electricity	Living things and their habitats	Animals, including humans
	Living things and their habitats					
 Computing	Unit 4.1 Coding Unit 4.2 Online safety Unit 4.3 Spreadsheets		Unit 4.4 Writing for different audiences Unit 4.5 Logo Unit 4.6 Animation		Unit 4.7 Hardware Investigators Unit 4.8 Making music	
 History	<b>Anglo Saxons and Scots</b> British History: Invaders and Settlers		<b>Viking and Anglo-Saxon struggle for England to the time of Edward the Confessor</b> British History: Invaders and Settlers		<b>Ancient Greece</b> World history / early civilization	
 Geography	<b>Mexico</b> Locational and place knowledge Map Work Skills		<b>Rainforests</b> Place knowledge Map work skills Fieldwork		<b>Trade</b> Human and physical features Map work skills	
 Art	<b>Drawing</b> Repeating pattern tile Link to animals/habitats Artist: Escher		<b>Printing - different techniques including screen printing</b> History – Anglo-Saxons Artist: Period illuminated letter designs		<b>Painting</b> History - Greek gods and monsters Artist: Ancient artefacts	
 DT	<b>Food – Mexican food</b> Fojitas and fruit		<b>Textiles – Rainforest</b>		<b>Electrical systems – Game boards</b>	
 PE	Tennis Dance Gymnastics		Boccia Tag Rugby Handball Cricket		Golf Dance Athletics	
 RE	What holds community discover? Is there a God and what difference does it make to believe in God?		Why do people worship? Why do some people go on pilgrimage?		Why are sacred texts and holy books most important? What is a worldview? How is this the same / different from the religions we have studied?	
 Music	Learn and perform a technically demanding song Read music on a staff-G/A/B with a mixture of crochets, quavers and minims Tech music and computer sounds		Read crochets, quavers, semi-quavers, minims and rests Compose rhythms in 4 beat patterns Rehearse and perform pieces using a combination of glockenspiels and untuned percussion		Write music in ABA form in pairs Write down free composition using graphic scores or musical stave Compose music in a specific style	
 PSHE	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
 French	Playtime	My Home	My Town	Describing People	The Body	Sport

# Curriculum

# Curriculum: Maths

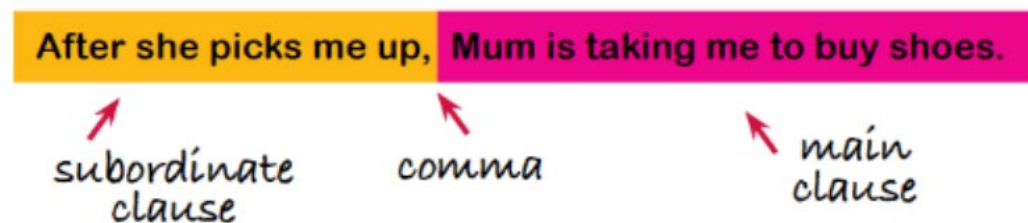
- ▶ Maths learning takes the form of formal daily lessons, fluency sessions and times tables sessions.
- ▶ We begin the year focusing on 4-digit place value.
- ▶ We teach using the CPA approach – concrete, pictorial, abstract - offering support and stretch where needed.
- ▶ For a comprehensive overview of what we teach and how we teach it, please have a look on our school website under 'curriculum'.





# Curriculum: Writing

- ▶ There is a heavy grammar focus to develop writing, including compound and complex sentences and fronted adverbials.
- ▶ Beginning to write in pen.
- ▶ Spelling: lessons taught in class.
- ▶ For a more comprehensive overview of the units we cover, please have a look at the English curriculum page of the website.



*Before sunrise, he ate his breakfast.*

*All night long, she danced.*

*In June, the event will happen.*

*Under the clock, he stood and waited.*

*By the train station, we met.*

# Curriculum: Reading

- ▶ Reading is required in all areas of the curriculum.
- ▶ It is taught through whole class reading sessions with additional opportunities for 1:1 reading.
- ▶ Reading levels change when appropriate based on fluency **and** maturity.
- ▶ Children are responsible for changing their own books.



# Curriculum: Reading



Year 4 Fiction



# End of year expectations

Year 4									
Working at the expected standard									
<p>The pupil can:</p> <ul style="list-style-type: none"> <li>write for a range of purposes and audiences with an increasing awareness of appropriate language and form (e.g. description of a school event, poetry to evoke feelings)</li> <li>create settings, characters and plot in narrative</li> <li>use speech punctuation correctly most of the time</li> <li>use vocabulary and grammatical structures to communicate ideas for the given audience and purpose (e.g. use a range of sentences and begin to vary the position of clauses within a sentence)</li> <li>use a range of conjunctions, adverbs, prepositions and pronouns for cohesion, detail and clarity (e.g. appropriate noun or pronoun to avoid repetition and adverbs to express time and cause)</li> <li>use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been)</li> <li>use the range of punctuation taught up to and including Y4 mostly correctly<sup>1</sup> (e.g. commas after adverbials; use of apostrophe)</li> <li>spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,<sup>2</sup> and use phonics and morphology to spell words, beginning to use a dictionary to check spellings</li> <li>write legibly and with increasing fluency, paying attention to size and spacing</li> <li>maintain the use of joined handwriting<sup>2</sup> throughout independent writing.</li> </ul>	<table border="1"> <tr> <td> <p><b>Number and place value</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>count in multiples of 6, 7, 9, 25 and 1000</li> <li>find 1000 more or less than a given number</li> <li>count backwards through zero to include negative numbers</li> <li>recognise the place value of each digit in a four-digit number (thousands, tens, and ones)</li> <li>order and compare numbers beyond 1000</li> <li>identify, represent and estimate numbers using different representations</li> <li>round any number to the nearest 10, 100 or 1000</li> <li>solve number and practical problems that involve all four operations</li> </ul> </td> <td> <p><b>Addition and subtraction</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>estimate and use inverse operations to check answers to a calculation</li> <li>solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</li> </ul> </td> <td> <p><b>Multiplication and division</b> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math></li> <li>use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; 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End of year expectations can be found on the curriculum pages and class page of the school website

# Wider Curriculum

- ▶ If you have a particular skill or area of expertise, do let teacher know as we always love visitors!
- ▶ PE days are **Monday** and **Wednesday**, please send children into school in PE kit. We are lucky enough to have tennis coaching with Mr Fellingham on a Wednesday and will have other sports coaches throughout the year.
- ▶ We take part in whole school themed weeks and local visits throughout the year.
- ▶ PSHE (Personal, Social and Health education) learning:

Year 4	<ul style="list-style-type: none"> <li>• Being part of a class team</li> <li>• Being a school citizen</li> <li>• Rights, responsibilities and democracy (school council)</li> <li>• Rewards and consequences</li> <li>• Group decision-making</li> <li>• Having a voice</li> <li>• What motivates behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Challenging assumptions</li> <li>• Judging by appearance</li> <li>• Accepting self and others</li> <li>• Understanding influences</li> <li>• Understanding bullying</li> <li>• Problem-solving</li> <li>• Identifying how special and unique everyone is</li> <li>• First impressions</li> </ul>	<ul style="list-style-type: none"> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group</li> <li>• Celebrating contributions</li> <li>• Resilience</li> <li>• Positive attitudes</li> </ul>	<ul style="list-style-type: none"> <li>• Healthier friendships</li> <li>• Group dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness</li> <li>• Peer pressure</li> <li>• Celebrating inner strength</li> </ul>	<ul style="list-style-type: none"> <li>• Jealousy</li> <li>• Love and loss</li> <li>• Memories of loved ones</li> <li>• Getting on and Falling Out</li> <li>• Girlfriends and boyfriends</li> <li>• Showing appreciation to people and animals</li> </ul>	<ul style="list-style-type: none"> <li>• Being unique</li> <li>• Having a baby</li> <li>• Girls and puberty</li> <li>• Confidence in change</li> <li>• Accepting change</li> <li>• Preparing for transition</li> <li>• Environmental change</li> </ul>
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# Curriculum: Behaviour

Emotional Literacy (Zones of Regulation) involves:

- ▶ Self-awareness.
- ▶ The ability to name emotions and feelings.
- ▶ Recognition of your own emotions and feelings.
- ▶ Knowing how to manage your emotions and feelings.

## Therapeutic Thinking

- ▶ We analyse behaviour.
- ▶ We look for the root causes from feelings and experiences.
- ▶ We model therapeutic practices.
- ▶ We provide children with additional support in this area, alongside parents and carers.



### Golden Rules





We are gentle and kind to everyone in our school.





We always try our best.





We always listen carefully and politely to everyone.





We always look after our property, other children's property and property belonging to adults and the school.




We try hard to be honest at all times.

Blue	Green	Yellow	Red
Sad Disappointed Tired Sick/unwell Down Bored	Happy Calm Feeling ok Focused Safe Ready to learn Relaxed	Frustrated Worried Excited Silly Wiggly Unsettled Some loss of control (body/volume)	Angry Terrified Elated Yelling/Hitting Livid Cross Furious Unsafe

# Trips and Visits

- ▶ PGL has been provisionally booked for May, 2026.
- ▶ We recognise that for many children this is their first time away from home.
- ▶ Children sleep in rooms of up to 6, with their own ensuite.
- ▶ We take part in a wide range of different activities and always encourage children to try things but never force them to take part in anything they do not want to.



# E-safety

E-safety is a very important part of everyday life for adults and children.

During our weekly computing sessions, children learn how to use 'SMART with a heart', which is embedded across the whole curriculum and in daily life at school.

Questions we ask children include:

How can we keep passwords safe and why are they important?

How can I be a good friend online?

What do I do when something happens or appears that I don't like?



3

PEGI 3

Games with a PEGI 3 rating are suitable for all ages.

They may have:

child-like settings

comical violence

language more suitable for young children

For example:

Just Dance

FIFA

DiRT Rally

Animal Crossing

7

PEGI 7

Games with a PEGI 7 rating are suitable for ages 7 and above.

They may have:

some scenes or sounds that could be frightening

mild forms of violence (non-realistic or with no detail)

For example:

Minecraft

Roblox

Among Us

Lego Series



12

PEGI 12

Games with a PEGI 12 rating are suitable for ages 12 and above.

They may have:

violence of a slightly graphic nature involving fantasy characters

suggestive activities or language

gambling

mild bad language

For example:

Sims

Fortnite

Dragon Ball FighterZ

Super Smash Bros. Ultimate

16

PEGI 16

Games with a PEGI 16 rating are suitable for ages 16 and above.

They may have:

violence and adult content that looks like real life

bad language

scenes demonstrating the use of tobacco, alcohol or illegal substances

For example:

Marvel's Avengers

Battlefield 2042

Halo Infinite

Marvel's Spider-Man



# Home Learning

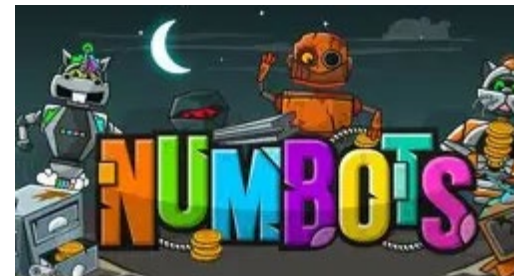


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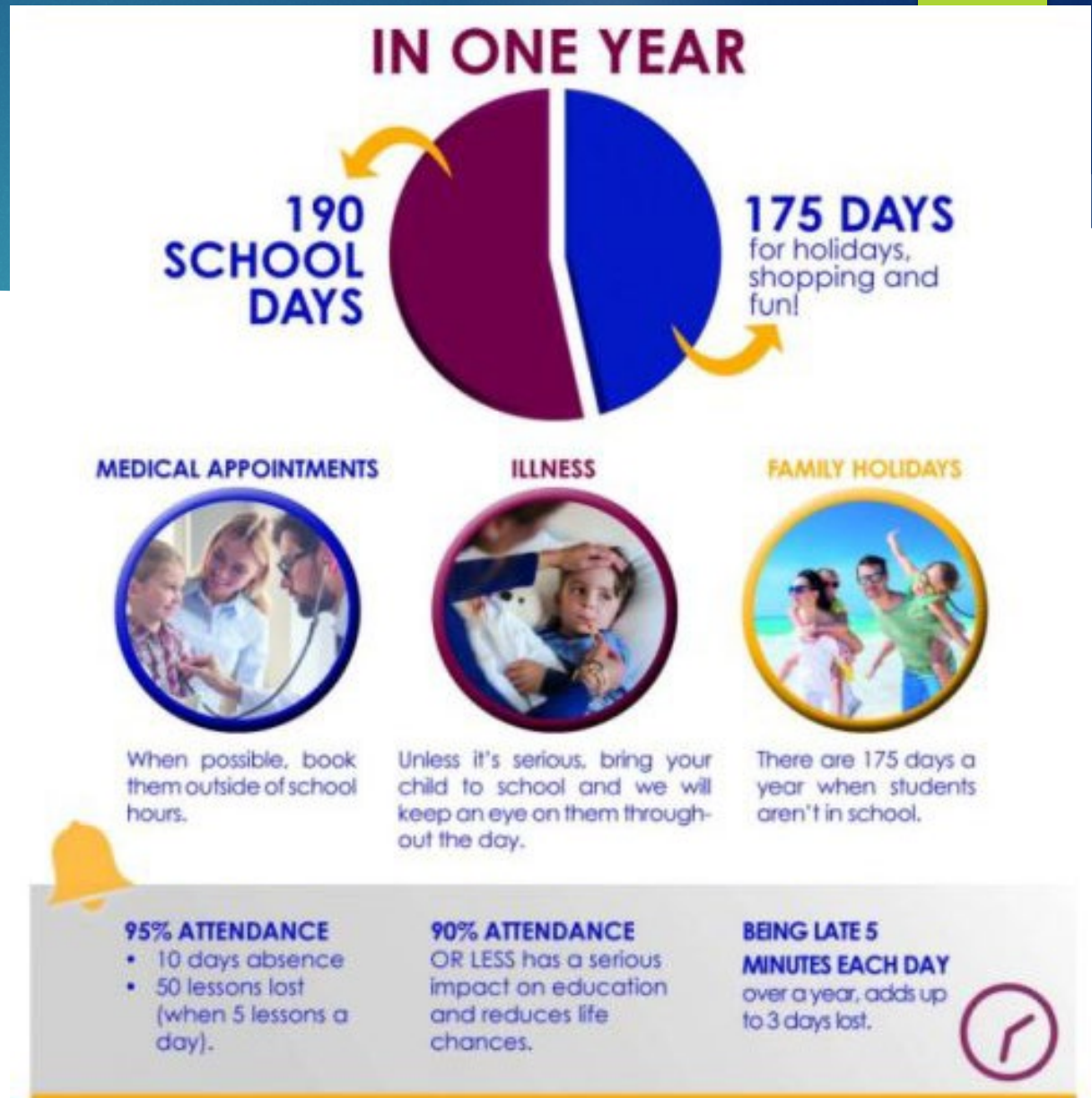
Things to do whilst at



Tannery Drift First School



# Attendance



# School Communications

## THE NOTICEBOARD



- Sent weekly to all families via Arbor email.
- Can also be found on the website.
- Contains helpful information, dates for your diary as well as photos of school events.

Teachers are available at either end of each day for brief messages. If you need to discuss something in more detail, please ask the office to organise a time with your child's class teacher, via email ([admin@tannerydrift.herts.sch.uk](mailto:admin@tannerydrift.herts.sch.uk)).

Ms Kerr, our Family Support Worker & Mental Health Lead is available to offer practical help and emotional support to families experiencing short or long-term difficulties ([familysupport@tannerydrift.herts.sch.uk](mailto:familysupport@tannerydrift.herts.sch.uk)).

# Life after Year 4

- ▶ Applications for Middle School places open in November. The deadline for applications is January 2026. Applications are made online at [www.hertfordshire.gov.uk](http://www.hertfordshire.gov.uk).
- ▶ When you apply, you can list up to four schools, in order of preference.
- ▶ If you have any concerns about the application process, please come and talk to your child's teacher or the school office.