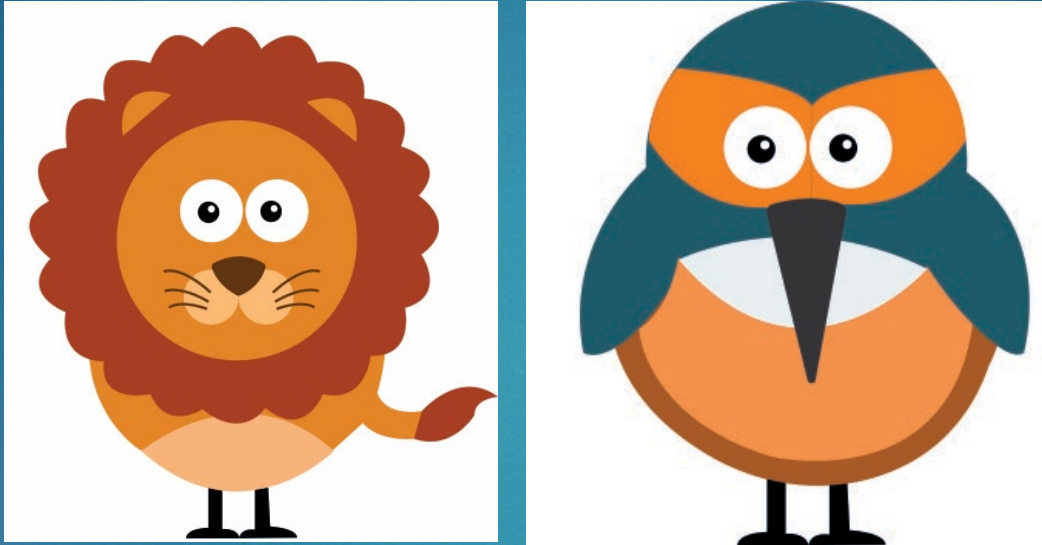




WELCOME TO
YEAR 4

Staff Team



Lions: Miss Baker

Mrs Jacklin and Mrs France will teach Lions on a Tuesday morning.



Kingfishers: Mrs King

Mrs Jacklin and Mrs France will teach Kingfishers on a Tuesday afternoon.

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

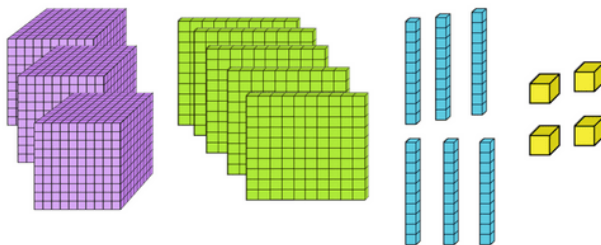
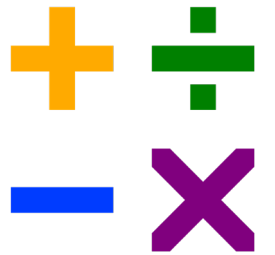
► **Classroom Support:** Mrs Jacklin

	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	Place value: Order and compare numbers beyond 1000; Rounding, estimation and magnitude Addition and subtraction: Mental fluency with addition and subtraction; Formal written addition and subtraction Multiplication: Counting in multiples of 6, 7, 9, 25 and 1000; Multiplication and division facts; Factor pairs, integer scaling and correspondence problems; Multiply and divide by 10 and 100; Conversion of units Data: Discrete and continuous data Measures: Perimeter		Geometry: Properties of shape; Symmetry Decimal numbers and money: Calculating with decimals; Money; Problem solving with numbers to 2-decimal places Fractions: Add and subtract fractions with the same denominator; Finding fractions of quantities; Fractions in the context of measure; Equivalent fractions, ordering and comparing Multiplication and division: Multiply numbers using the formal written method		Time: Read, write calculate and convert time on analogue and digital 12- and 24-hour clocks Statistics: Interpret and present continuous and discrete data; Solve problems incorporating measures Numerals: Roman Numerals to 100 and zero; Negative numbers – Counting through zero and calculating in context Geometry: Angles; Properties of triangles; Coordinates in the first quadrant and translations; Position and direction, incorporating angles and plotting points of a shape Multiplication and division: Review Measures: Area Fractions: Review Application and Problem Solving: Developing operation sense	
 Science	States of matter	Sound	Animals, including humans	Electricity	Living things and their habitats	Animals, including humans
 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	Anglo Saxons and Scots British History: Invaders and Settlers		Viking and Anglo-Saxon struggle for England to the time of Edward the Confessor British History: Invaders and Settlers		Ancient Greece World history / early civilization	
 Geography	Mexico Locational and place knowledge Map Work Skills		Rainforests Place knowledge Map work skills Fieldwork		Trade Human and physical features Map work skills	
 Art	Drawing Repeating pattern tile Link to animals/habitats Artist: Escher		Printing - different techniques including screen printing History – Anglo-Saxons Artist: Period illuminated letter designs		Painting History - Greek gods and monsters Artist: Ancient artefacts	
 DT	Food – Mexican food Fajitas and fruit		Textiles – Rainforest		Electrical systems – Game boards	
 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 staff 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'.



3	1	4	0	0
Ten Thousands	Thousands	Hundreds	Tens	Ones
4	2	5	1	1
5	3	6	2	2
6	4	7	3	3

Fractions, Decimals and Percentages				
	= 1	= 1	= 100%	
	= 1/2	= 0.5	= 50%	
	= 1/3	= 0.33	= 33.3%	
	= 1/4	= 0.25	= 25%	
	= 1/5	= 0.2	= 20%	
	= 1/6	= 0.125	= 12.5%	
	= 1/10	= 0.1	= 10%	
	= 1/100	= 0.01	= 1%	

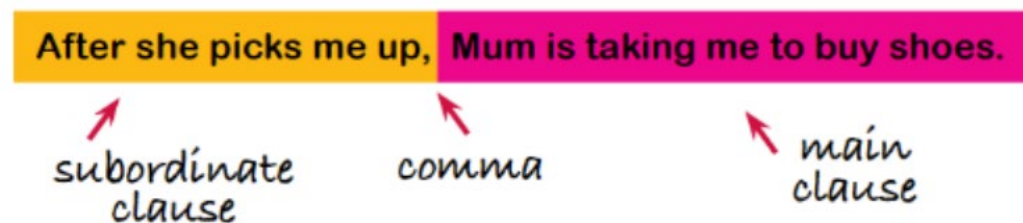
Year 4 Multiplication Tables Check

- ▶ Year 4 children complete a statutory times table check in the Summer Term, which tests children's quick recall of times tables facts up to 12×12 .
- ▶ The check is electronic; it asks children 25 multiplication questions (no division) and children complete it in school on an iPad, over a 2-week period dictated by the DfE.
- ▶ We approach the check, as with all statutory assessments, in a relaxed and supportive way.
- ▶ There is NO pass mark.
- ▶ Please continue to practise at home.
- ▶ Apps – Hit the button, Maths frame and Times Table Rock Stars.
- ▶ [Multiplication tables check: information for parents - GOV.UK](https://www.gov.uk/multiplication-tables-check)

A grid of multiplication tables from 1x1 to 12x12, organized into four columns and three rows. Each table is color-coded and contains the full multiplication facts for that specific multiplier and multiplicand range.

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



End of year expectations

Year 4		Working at the expected standard				
The pupil can:						
- 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) - create settings, characters and plot in narrative - use speech punctuation correctly most of the time - 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) - 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) - use past and present tenses correctly, and include a wider range of verb forms (e.g. we were going; they have been) - use the range of punctuation taught up to and including Y4 mostly correctly¹ (e.g. commas after adverbials; use of apostrophe) - spell correctly words from learning in previous year groups, and most words from the year 3 / year 4 spelling list,² and use phonics and morphology to spell words, beginning to use a dictionary to check spellings - write legibly and with increasing fluency, paying attention to size and spacing - maintain the use of joined handwriting² throughout independent writing.						
Number and place value	Addition and subtraction	Multiplication and division	Fractions	Measurement	Geometry: properties of shapes	Geometry: position and direction
Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:	Pupils should be taught to:
- count in multiples of 6, 7, 9, 25 and 1000 - find 1000 more or less than a given number - count backwards through zero to include negative numbers - recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) - order and compare numbers beyond 1000 - identify, represent and estimate numbers using different representations - round any number to the nearest 10, 100 or 1000 - solve number and practical problems that involve all of these	- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate - estimate and use inverse operations to check answers to a calculation - solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why	- recall multiplication and division facts for multiplication tables up to 12 x 12 - use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers - recognise and use factor pairs and commutativity in mental calculations - multiply two-digit and three-digit numbers by a one-digit number using formal written layout - solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder problems such as n objects are connected to m objects	- recognise and show, using diagrams, families of common equivalent fractions - count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten - solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number - add and subtract fractions with the same denominator - recognise and write decimal equivalents of any number of tenths or hundredths - recognise and write decimal equivalents to $\frac{1}{10}$, $\frac{1}{100}$, $\frac{1}{10}$, $\frac{1}{100}$ - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths - round decimals with one decimal place to the nearest whole number - compare numbers with the same number of decimal places up to two decimal places - solve simple measure and money problems involving fractions and decimals to two decimal places	- convert between different units of measure (for example, kilometre to metre; hour to minute) - measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres - find the area of rectilinear shapes by counting squares - estimate, compare and calculate different measures, including money in pounds and pence - read, write and convert time between analogue and digital 12 and 24	- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - identify acute and obtuse angles and compare and order angles up to two right angles by size - identify lines of symmetry in 2-D shapes presented in different orientations - complete a simple symmetric figure with respect to a specific line of symmetry	- describe positions on a 2-D grid as coordinates in the first quadrant - describe movements between positions as translations of a given unit to the left/right and up/down - plot specified points and draw sides to complete a given polygon

End of year expectations can be found on the curriculum pages and class page of the school website

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 **Wednesday** and **Friday**, please send children into school in PE kit. We are lucky enough to have tennis coaching with Mr Fellingham on a Wednesday.
- ▶ We take part in whole school themed weeks and local visits throughout the year.
- ▶ PSHE (Personal, Social and Health education) learning:

Year 4	• Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour	• Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions	• Overcoming disappointment • Creating new, realistic dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes	• Healthier friendships • Group dynamics • Smoking • Alcohol • Assertiveness • Peer pressure • Celebrating inner strength	• Jealousy • Love and loss • Memories of loved ones • Getting on and Falling Out • Girlfriends and boyfriends • Showing appreciation to people and animals	• Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change
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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, 2027.
- ▶ 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

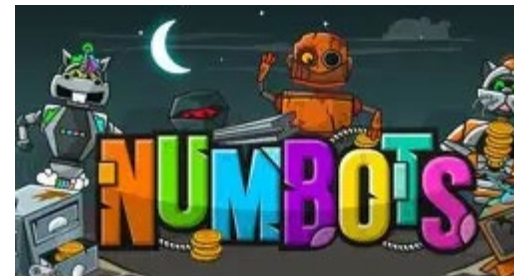


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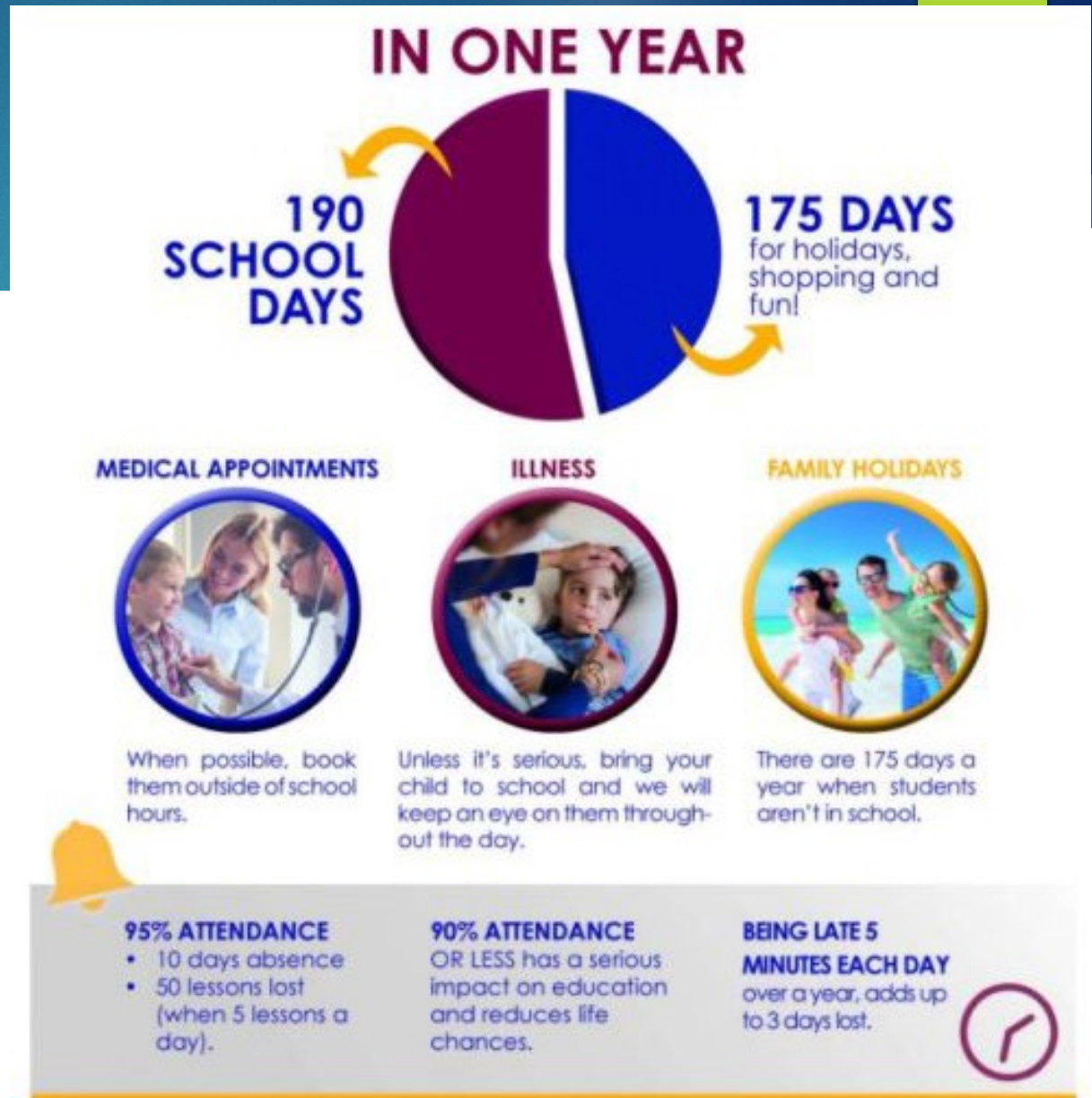
Things to do whilst at



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).

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).



Celebratory Treats in School

To help keep all children safe, healthy, and included, we kindly ask that birthday sweets, cakes, and other treats are **not brought into school** for sharing in classrooms. This policy helps to:

- Protect children's health and wellbeing
- Reduce the risk of severe allergic reactions
- Ensure fairness and inclusion for all pupils

100

Things to do whilst at



Tannery Drift First School

The rules:

Have fun!

Stay Safe!

If it's hard, keep going – If it's easy, make it harder



1	Build a den	26	Ride a bike
2	Sew on a button	27	Play a musical instrument
3	Go for a paddle in the sea	28	Be in a show
4	Sleep in a tent	29	Make your footprint and handprint using paint
5	Make an omelette	30	Eat something you have grown
6	Make a healthy packed lunch	31	Build a mud pie
7	Bake bread	32	Skim a stone
8	Bake a cake	33	Watch a sunrise
9	Play 'pooh sticks'	34	Toast a marshmallow around a campfire
10	Take a photo of somewhere special	35	Go on a walk at night with a growrup
11	Throw a water bomb	36	Watch a live sporting event
12	Do something in aid of a charity	37	Use a map to plan an expedition
13	Play conkers	38	Check your pulse accurately
14	Share a collection	39	Tie your shoelaces independently
15	Hold an exotic animal	40	Know the capitals of 20 countries
16	Fly a kite you have made	41	Learn a magic trick
17	Make and fly a paper aeroplane	42	Use chopsticks
18	Go to the theatre	43	Play in a team
19	Roll down a hill	44	Play a board game
20	Explore a rock pool	45	Record your voice
21	Hear live music	46	Be in charge of laying the dinner table
		47	Teach someone a new skill
		48	Look after someone when they're feeling poorly
		49	Change your bedding
		50	Organise a treasure hunt

51	Visit a building older than school	76	Go to the cinema
52	Try food from every continent	77	Get yourself ready for school
53	Tell the time	78	Play hide and seek
54	Take part in a debate	79	Use a rope swing
55	Visit an art gallery	80	Wrap a present
56	Give a speech	81	Have a dance
57	Bounce on a trampoline	82	Make and toss a pancake
58	Use eight types of transport	83	Wash a car
59	Go on a ride at the fair	84	Learn the alphabet back to front
60	Run 5 kilometres	85	Earn some money
61	Make a film	86	Cook a meal to share
62	Enter a race	87	Make a model
63	Make a card	88	Learn and recite your own address
64	Be able to tell five jokes	89	Tell a story
65	Go to a museum	90	Join a club
66	Communicate with someone in another country	91	Do a good deed every day for a week
67	Write a thank you letter	92	Learn to touch-type
68	Pick fruit	93	Make up a game
69	Make and wear a costume	94	Watch something from before you were born
70	Blow bubbles	95	Play Top Trumps
71	Send an invitation	96	Feed an animal
72	Have a snowball fight	97	Make a balloon model
73	Write a song	98	Take a photograph and frame it
74	Receive an award	99	Make someone a gift for no reason
75	Build a Lego tower taller than yourself	100	Have a family movie night

FRIENDS OF TANNERY DRIFT



F·T·D·S

FRIENDS OF TANNERY DRIFT SCHOOL

Life after Year 4

- ▶ Applications for Year 5 places open in November. The deadline for applications is January 2027. Applications are made online at 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.