

# Curriculum Information

## Year 4 2025-2026



# Key Information

- Teacher: Miss Jamieson
  - Teaching assistant: Mrs Parker
  - SCITT Trainee Teacher: Miss Muhammed
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- PE Days – Tuesday and Friday. Children are to come to school in PE kit on these days.
  - Book Changes – Monday.
  - Library - Tuesday



# Year 4 Timetable

	8.30	9.00 – 9:20	9.20 – 10:20	10.20-10:45	10.45	11-12	12.00	12.45 – 1	1-2	2-3	
<b>Monday</b>	DD/FB4 TTR	Whole school Assembly	English	Spelling test and dictation	BREAK 10:45-11	Maths	LUNCH	RFP	On lin e Saf et y	MFL	ART/DT
<b>Tuesday</b>	DD/FB4 TTR	Themed Assembly	English	Spelling Rule		Maths		RFP Library	PE (PPA)	RE	
<b>Wednesday</b>	DD/FB4 TTR	VFS Assembly (classroom)	English	Whole class reading		Maths		Science	Computing		
<b>Thursday</b>	DD/FB4 TTR	My Happy Mind	English	Whole class reading		Maths		Music	History/Geography		
<b>Friday</b>	DD/FB4 TTR	Celebration Assembly	English	Whole class reading		Maths		RFP	PSHE	PE	



# Curriculum and Age Related Expectations

- The following slides will explain the what is expected in Year 4.



# English Expected Standard

write for both fictional and non-fictional purposes, drawing on their reading to inform the vocabulary and grammar of their writing

describe settings and characters using expanded noun phrases

use a range of co-ordinating and subordinating conjunctions

use adverbs to express time

use prepositions to express place and time

use correct tense consistently, including the present perfect tense

maintain Standard English forms, e.g. using a/an correctly

begin to use paragraphs to structure writing

use simple organisational devices (e.g. headings or sub-headings) appropriately

use the full range of punctuation taught at key stage 1 and in Y3 mostly correctly

begin to use inverted commas to punctuate speech

spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/4)

use the diagonal and horizontal strokes needed to join some letters

make simple additions, revisions and proof-reading corrections to their own writing

# English Greater Depth

With independence....

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write for both fictional and non-fictional purposes

use dialogue sparingly so it effectively adds detail to the writing

use a wide range of co-ordinating and subordinating conjunctions within and across sentences

use a range of precise vocabulary (nouns, verbs and adjectives)

accurately use the full range of punctuation taught at key stage 1 and in Y3 and Y4 . , ' ! ? ""

spell most words correctly

produce legible joined handwriting

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# Reading

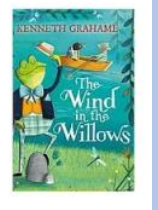
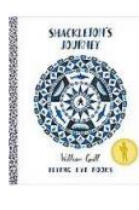
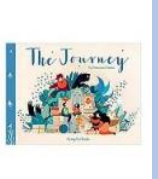
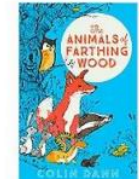
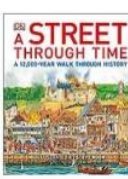
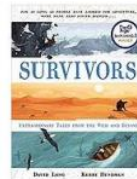
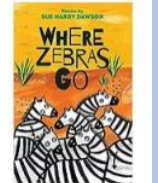
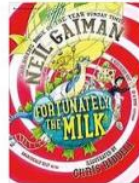
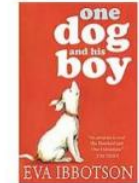
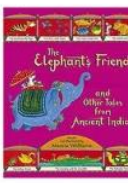
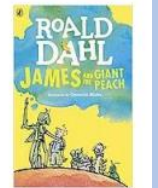
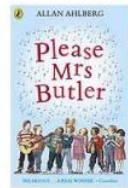
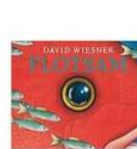
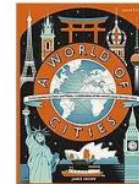
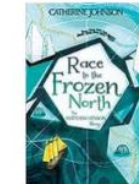
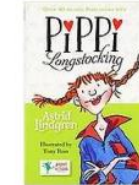
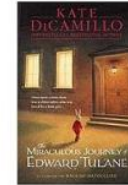
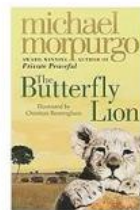
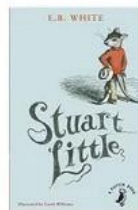
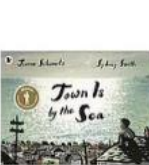
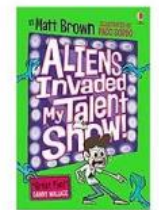
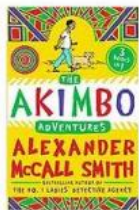
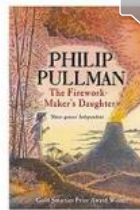
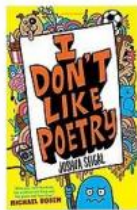
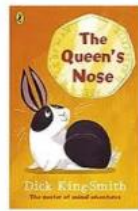
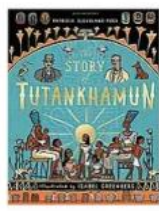
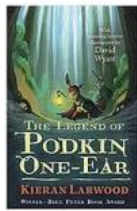
- Books – Levelled book to practise and develop reading skills.
- Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4 (which may include fairy stories, myths and legends, poetry, plays and non-fiction books).
- Read at a speed sufficient for them to focus on understanding.
- Read most common exception words by sight, (including all those in the YR 2 spelling appendix) noting unusual correspondence between spelling and sound.
- Use phonic skills consistently and automatically to address unfamiliar or challenging words.
- Determine the meaning of new words by sometimes applying knowledge of root words Prepare poems and play scripts to read aloud and perform.
- Show appropriate volume when reciting or reading aloud.

# Reading Comprehension.

- Fully engage with and enjoy reading a range of texts, making choices and explaining preferences.
- Listen to, discuss and express views about a wide range of fiction ( including fairy stories, and perhaps myths and legends)
- Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics; recognise typical presentational features.
- Identify themes and conventions in a range of books e.g. identify a theme of ‘journeys’ or ‘invasion’.
- Recognise how a nonfiction book is often organised and presented.
- Recognise some different forms of poetry.
- Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words.
- Predict what might happen from details stated and implied.
- Explain the meaning of words in context; use dictionaries to check meanings.
- Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
- Explain and discuss their understanding of the text e.g. explain events; describe a character’s actions.
- Retrieve and record information from non-fiction texts.
- Identify how language, structure and presentation contribute to meaning e.g. that the use of the word ‘trembling’ indicates that the kitten is scared; that the text box provides a list of quick facts.
- Discuss words and phrases that capture the reader’s interest and imagination.

# Suggested Reading List

## 50 Recommended Reads for... Year 4



# Maths

- Recap 3, 4 and 8 times tables.
- Know their 6, 7 and 9 times tables.
- Count from any number in multiples of 4, 8, 10, 50, 100 and 1000
- Find 10, 100 or 1000 more or less than a given number.
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, ones).
- Read and write numbers up to 1000 in numerals and in words.
- Round numbers to the nearest 10 and 100
- Add and subtract numbers with up to four digits, using formal written methods of columnar addition and subtraction
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Fractions.
- Measures.
- Geometry – Shape/ Position and movement.
- Statistics.
- Solve number problems and practical problems involving these ideas.



• **Fluency**

**Problem Solving**

**Reasoning**

# Handwriting and Presentation

- Throughout school we have a great focus on handwriting and presentation.
- Handwriting
  - Cursive writing.
  - Helps with spelling.
  - Writing should flow.

Some children will attend a handwriting booster.

*Cursive script*

*abcdefghijklmnopqrstuvwxyz*

- Presentation
  - The children need to take care and present their work neatly.
  - The children need to be proud of what they have done.



# Spelling

- Continued practise of Year 2 high frequency and tricky words.
- Spelling lessons are within the GPS during English lessons.
- Use knowledge to spell some words with prefixes e.g. dis- mis-, in-, super-, anti-.
- Spell some words with the suffixes: -ation, -ly, -sure, -tion, -sion and -ssion.
- Write words spelt ei, eigh or ey e.g. vein, weight, obey.
- Spell a range of common homophones from the YR 3-4 spelling appendix e.g. berry, bury; break, brake; here, hear; grown, groan.
- Embed use of apostrophe for a range of contractions and for singular nouns. Introduce plural possession e.g. boys' coats.
- Spell some words from the YR 3-4 statutory word list.
- Spelling tests.
  - Write from memory, simple dictated sentences which include familiar GPCs, common exception words and punctuation.
  - Tested on different words with the same spelling patterns.

# Science/ Topic

Year 4 Focus.

Science-

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Grouping and Classifying Living Things	States of Matter	Sound	Electricity	Habitats.	Digestive System Food chains

Topic – History and Geography.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Ancient Egypt	Climate Change	Romans	Mapping	World War II	Mexico



# Assessment

- The children will be assessed throughout the year in various ways such as:
- Looking at books
- Observations (Group work & photos)
- Discussions
- Tests – on going to see what is being applied independently.
- Hot Tasks across different subjects.



# Homework

- Reading- daily, reading out loud to an adult talk about the text. Fluent/confident readers begin to read to themselves then question them about the text. If your child reads in school, this will also be noted in their reading record.
- Timetables Rock Stars.
- Spellings- New spellings will be given out weekly (Tuesday) with a test the following week (Monday). Children can practise their spelling on Ed Shed.



# Things you can do to support learning at home

- Curriculum letters
- Parents evening – Information to follow
- TT Rock Stars (Log in from last year)

Children will have their information in their reading records to access all activities at home but please contact me if you need any help.



# Behaviour

- Class rules
- Class rewards
- Badges on Marvellous Me.



# Contact

I am available to speak to before or after school for a quick chat or to pass on information.

Alternatively telephone the office to make an appointment or email.

[year4@hardenprimary.academy.co.uk](mailto:year4@hardenprimary.academy.co.uk)

