

Year 4

Welcome Meeting

Autumn term



The adults that will be working with us this year are...



Ms Has
Class Teacher



Mr Millar
Class Teacher



Mr Keto
Teaching Assistant



Ms Kanidagli
Teaching Assistant

General information

- **8:45 school gates open- 15 minutes Aspire morning**
- **3:30 school finishes**

PE days:

On PE day children wear their PE kits and trainers into school.

We encourage children to wear school jumpers as PE lessons will take place outside - weather permitting.

Almond class PE day: **THURSDAY**

Morpurgo class PE day: **WEDNESDAY**



ALMOND

	9.05- 9.50	9.50- 10.50	10.50 – 11.05	11:05 – 12:00	12:00 – 12:45	12:45- 13.45	13.45-14.30	14.30- 15.15
Monday	Reading	English	Play Time	Maths	Multiplication skills (12-1215) Assembly (1215 – 1245)	Lunch time	Topic	
Tuesday	Reading	English	Play Time	Maths	RE	Lunch time lunch	Spanish	Singing assembly 2.45-3.15pm
Wednesday	Reading	English	Play Time	Maths	Library	Lunch time	Science	
Thursday	Reading	English	Play Time	Maths	Music	Lunch time	PE	
Friday	Reading	English	Play Time	Maths	Multiplication skills	Lunch time	PSHE and Computing	

MORPURGO

	9.05- 9.50	9.50- 10.50	10.50 – 11.05	11:05 – 12:00	12:00 – 12:45	12:45- 13.45	13.45-14.30	14.30- 15.15
Monday	Reading	English	Play Time	Maths	Multiplication skills (12-1215) Assembly (1215 – 1245)	Lunch time	Science	
Tuesday	Reading	English	Play Time	Maths	Multiplication skills	Lunch time	RE	Singing assembly 2.45-3.15pm
Wednesday	Reading	English	Play Time	Maths	Multiplication skills	Lunch time	PE	
Thursday	Reading	English	Play Time	Maths	Library	Lunch time	Topic / Music	
Friday	Reading	English	Play Time	Maths	Computing	Lunch time	PSHE	Spanish

Uniform

Please ensure that your child arrives to school wearing the correct uniform.

KS2

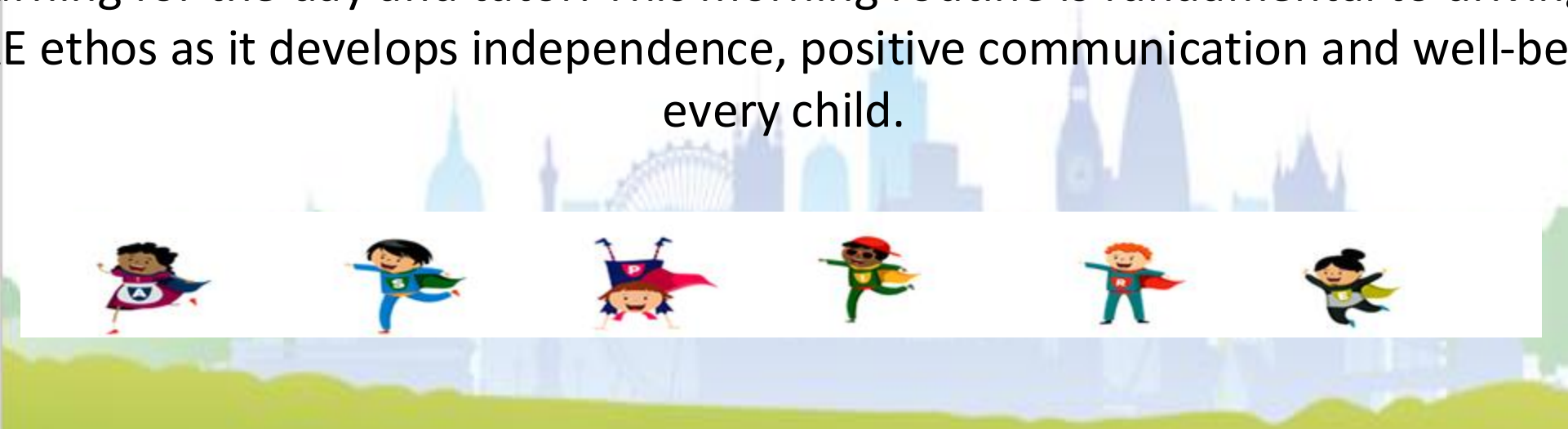
- **School jumper and bag are compulsory items**
- School blazer and skirt are optional items
- White shirt
- Plain black shoes or trainers.
- Trainers should be plain with no visible logos or design

Please note – polo shirts are for Nursery and Reception children.



ASPIRE Mornings

At Shoreditch Park we believe that in order to expect positive and respectful communication, we need to model and provide opportunities for it within our school day. Our mornings are free flow and children independently come into their classes between 8.45 - 9.00. On their transition up the stairs support staff are present at each stairwell to greet children. Once they come into their room there will be music playing, books to read, partner games to play and optional ASPIRE tasks to do. The tasks cover aspects of our SMSC (spiritual, moral, social and cultural development) calendar such as Road Safety Week, Anti-Bullying Week and Children in Need. Teachers and support staff in the room play a crucial role. They engage with children, support children's excitement of learning for the day and tutor. This morning routine is fundamental to driving our ASPIRE ethos as it develops independence, positive communication and well-being of every child.



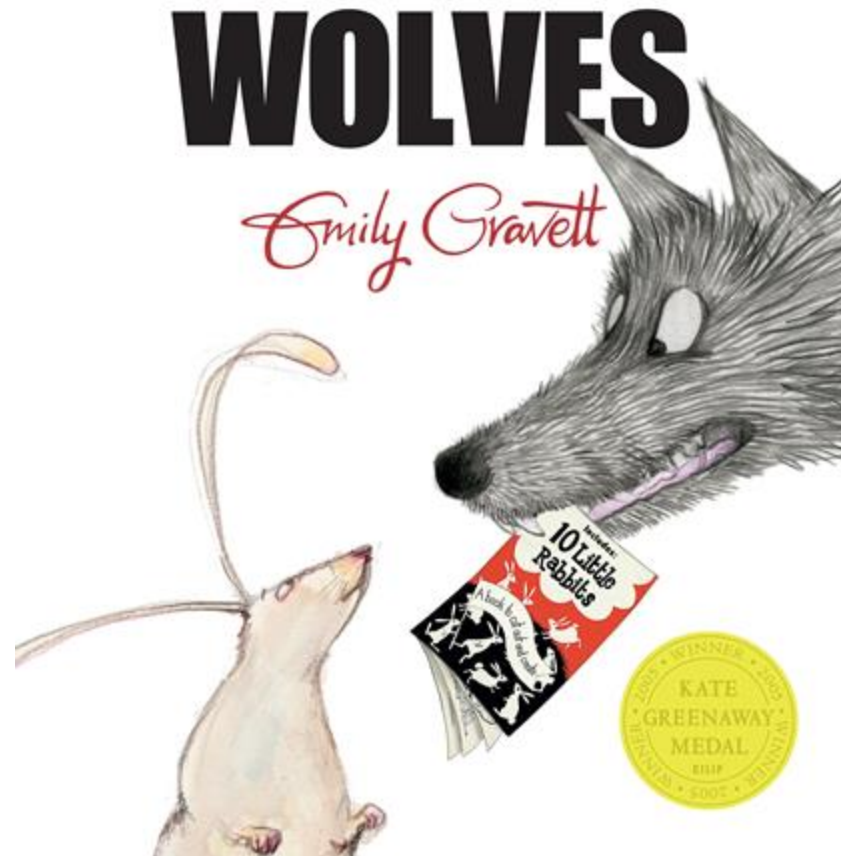
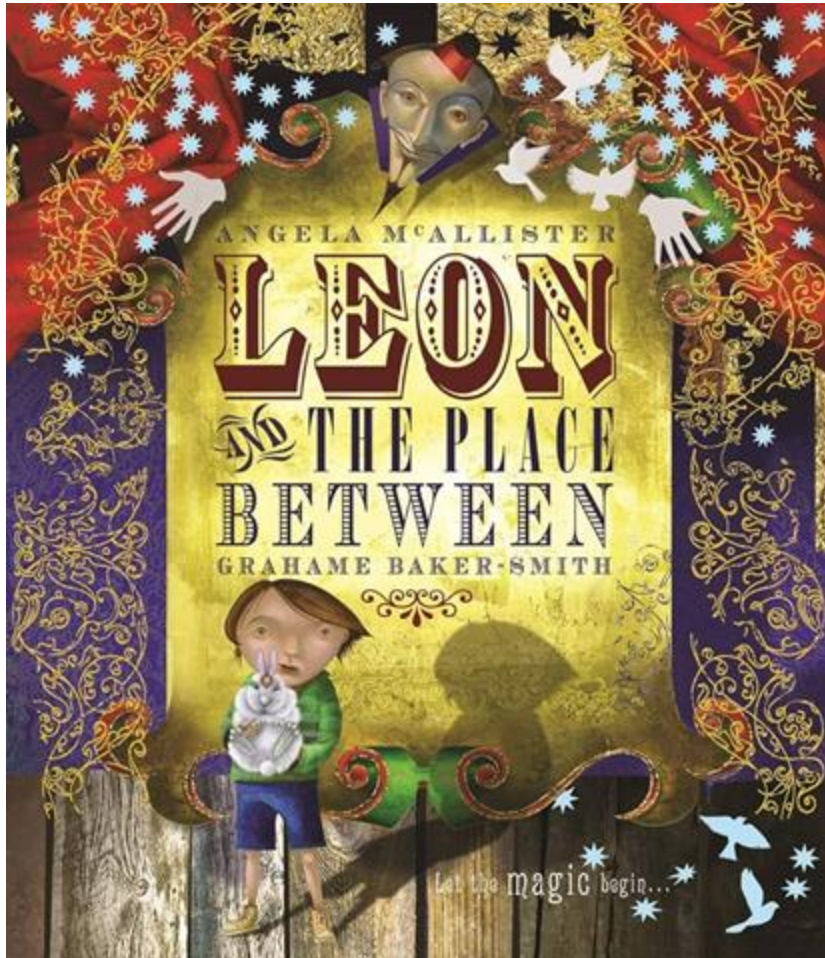
Curriculum overview

	Year 4 Curriculum Overview 2026-2027					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Topics: Place value, addition/subtraction	Area, multiplication and division A	Multiplication/division B, Length and Perimeter	Fractions and Decimals A	Decimals B, Money and Time	Shape, Statistics, Position and direction
English	Writing stimulus: 1.Leon and The Place Between Narrative	Writing stimulus: 3.Horrible Histories Cruel Crime and Painful Punishment Newspaper reports	Writing stimulus: 5.Mouse, Bird, Snake, Wolf Narrative	Writing stimulus: 6.Hot Like Fire Poetry	Writing stimulus: 8.Oliver and the Seawigs Narrative/ Diary writing	Writing stimulus: 9.The Wild Robot Narrative
	2.Wolves/wider non-core curriculum Non- chronological reports	4.Dick Turpin Legends and Lies Narrative writing	Persuasive letter writing	7.Varjak Paw Narrative writing	Creative writing unit	Non-fiction linked to non-core curriculum
Reading	Texts: LA: The Iron Man	You're a Bad Man, Mr Gum!	The Boy at the Back of the Class.	The Boy at the Back of the Class.	I Know What You Did Last Wednesday.	George's Marvellous Medicine
	HA: George's Marvellous Medicine	You're a Bad Man, Mr Gum!	The Boy at the Back of the Class.	I Know What You Did Last Wednesday.	Rainforest Warrior.	Coraline.
	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing
Science	Digestion and Food	Electricity and Circuits	States of Matter	Sound and Vibrations	Classification and changing habitats	Sustainability Project: Investigating and Designing
	Label key organs found in	Recall a range of	Identify solids, liquids and	Describe how sounds	Group animals in various	Pupils who are secure

History / Geography	Geography Americas	History Crime and Punishment	Geography Rivers and Water cycle	History Roman Britain	Geography Earthquakes and volcanoes	History Ancient Egyptians
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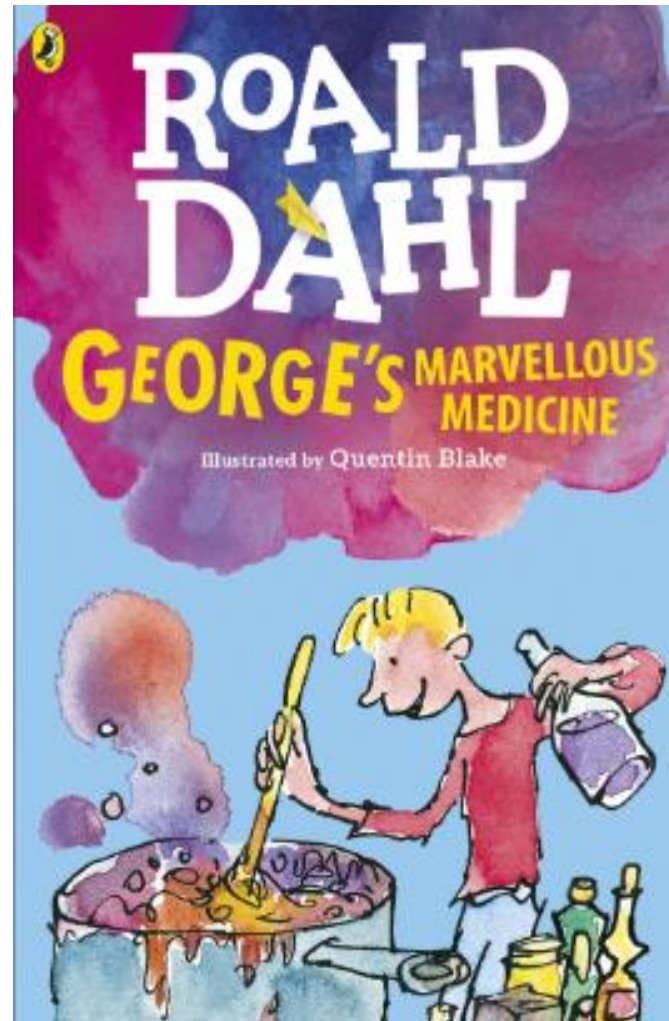
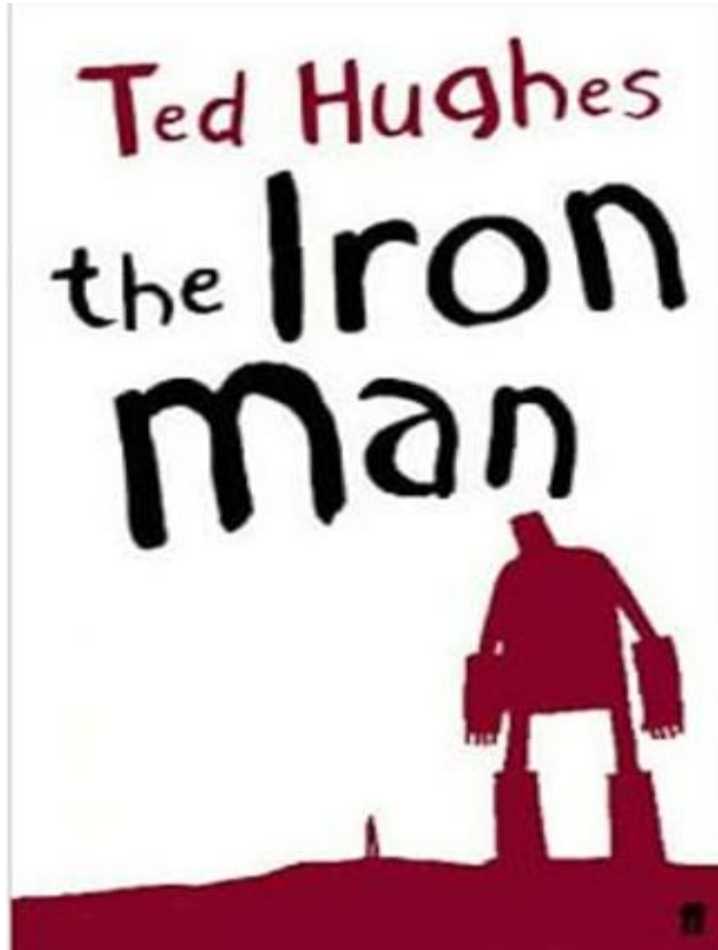
	Year 4 Curriculum Overview 2026-2027					
	Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate <u>continent</u> , <u>country</u> , <u>state</u> and <u>city</u> . Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states of the USA (e.g. California).	Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform. Can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes.	Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. dangers of rivers and mountains).	Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important.	Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).	Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. Can use the sources to compile a detailed description of what Dick Turpin was like. Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources.
Music	Mamma Mia	Five Gold Rings	Glockenspiel Stage 3	Benjamin Britten Cuckoo	Lean On me	Reflect, Rewind and Replay
PSHE/RSHE	Being In My Own World	Celebrating Differences	Healthy Me	Dreams and Goals	Relationships	Global Citizenships and Refugee Week + RSHE
Computing	Safe use of technologies We are software developers	We are Makers	We are Musicians	We are Bloggers	Coding Project – Lego WeDo	We are Meteorologists
RE	Sikhism	Why is the Bible special for Christians?	What beliefs are represented in our neighbourhood? OR What makes me the person I am?	Why is Easter important to Christians?	What is important to Humanists?	What happens when someone gets married?
PE	Hockey	Football	Dance	Handball	Athletics	Cricket
DT / Art	Drawing	Food	Electricity systems	Collage	Structures	Printmaking

English - Autumn Term

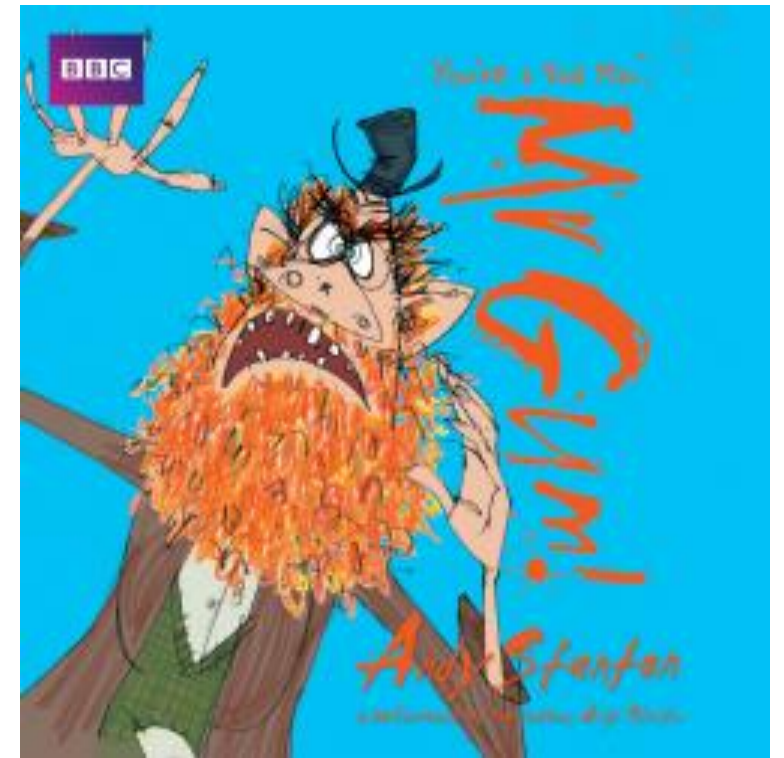


- Narrative
- Setting Description
- Non-Chronological report

Reading - Autumn Term



Skills: predicting, retrieval,
inference, summarising,
authorial word choice,
explaining, comparing



Math - Autumn Term

Date:		
LO: I can add whole numbers with more than four digits.		
Success Criteria	Pupil assessment	Teacher assessment
I can line digits up vertically in the correct place value columns		
I can regroup in any column (when I reach 10- regroup)		
I can find missing digits		

Fluency – In Book

Complete the following calculations:

- $2,164 + 3,213 =$
- $4,275 + 2,643 =$
- $7,435 + 2,456 =$
- $7,435 + 2,566 =$
- $8,738 + 3,529 =$

Reasoning

Mr Hall has written these additions on the board.

$$324,846 + 12,475$$

$$17,654 + 2,935$$

Dexter's workings

$$\begin{array}{r} 324846 \\ + 12475 \\ \hline 336211 \\ 111 \end{array}$$

Eva's workings

$$\begin{array}{r} 17654 \\ + 2935 \\ \hline 47004 \\ 111 \end{array}$$

Explain the mistakes that Dexter and Eva have made.

Problem Solving

Complete the additions.

a)

$$\begin{array}{r} \\ + 2 \\ \hline 8 \end{array}$$

b)

$$\begin{array}{r} \\ + 2 \\ \hline 8 \end{array}$$

The table shows the number of home and away fans attending three football matches.

Match	Home fans	Away fans
1	53,640	12,930
2	42,630	18,340
3	35,480	32,490

Which match had the greatest total attendance?

A hall has 1,250 seats.

At 7 pm, 880 seats are filled.

At 8 pm, there are 40 empty seats.

How many seats were filled between 7 pm and 8 pm?

Show your method

seats

2 marks

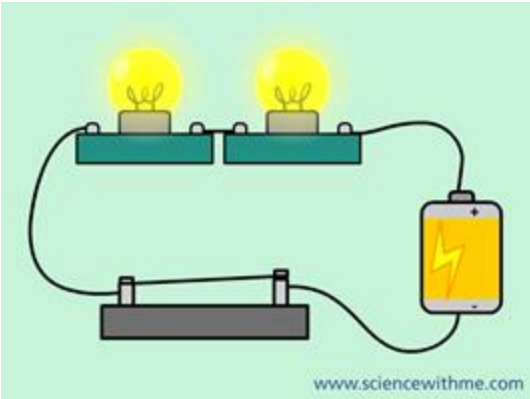
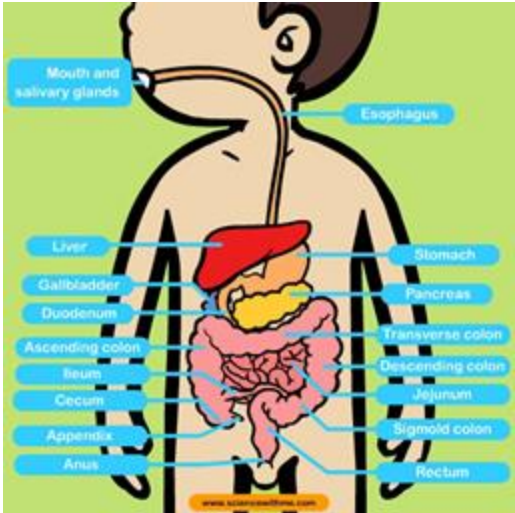
Mastery	Mastery with Greater Depth
Write down the four relationships you can see in the bar model.	Identify the missing numbers in these bar models. They are not drawn to scale.
2300 1240 3540 + = + = - = - =	1000 353 354 2000 493 754
	Select your own numbers to make this bar model correct.
	5000

Place value

Addition and subtraction

Science

Autumn 1 - Digestion and Food
Autumn 2 - Electricity and circuits

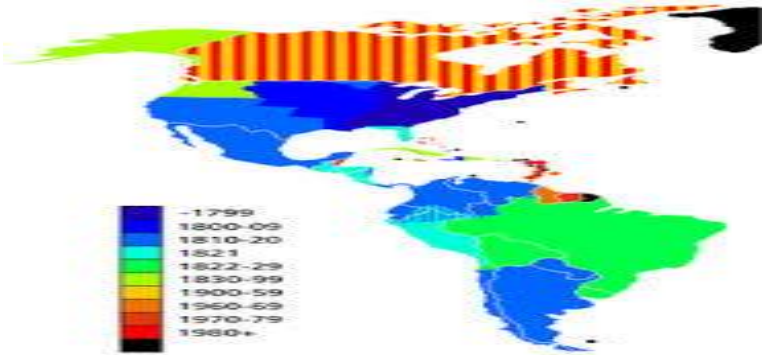


Year 4	 <u>Digestion and food</u>	 <u>Electricity and circuits</u>
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Topic

Autumn 1 - Geography
The Americas

Autumn 2 - History
Crime and Punishment



Crime and Punishment

Crime rates rose during the Second World War (1939 - 1945). Why do you think the amount of crime went up during this time? Possible reasons:

- Many men were away fighting in the war.
- There was a lot of poverty and unemployment.
- There was a lot of social unrest and people were angry.

How are criminals caught?

There are many ways to catch criminals. Some are caught by the police. Some are caught by the courts. Some are caught by the public. Some are caught by the media. Some are caught by the internet. Some are caught by the television. Some are caught by the radio. Some are caught by the newspaper. Some are caught by the magazine. Some are caught by the book. Some are caught by the film. Some are caught by the music. Some are caught by the sport. Some are caught by the game. Some are caught by the hobby. Some are caught by the interest. Some are caught by the passion. Some are caught by the love. Some are caught by the hate. Some are caught by the fear. Some are caught by the anger. Some are caught by the sadness. Some are caught by the happiness. Some are caught by the surprise. Some are caught by the excitement. Some are caught by the boredom. Some are caught by the loneliness. Some are caught by the isolation. Some are caught by the rejection. Some are caught by the abandonment. Some are caught by the loss. Some are caught by the death.

PE - led by Coach Barros

Autumn 1 - Hockey

Autumn 2 - Football



Yearly subject overviews for Year 4

Please click the link to access curriculum pages:

<https://www.shoreditchpark.hackney.sch.uk/>



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Aspire, Higher, **Together.**



Year 4 Multiplication Times Tables Check (MTC)

- The MTC is an on-screen assessment designed to determine whether pupils can fluently recall their **multiplication tables up to 12**, through a set of timed questions.
- There is **no 'pass' rate or threshold** which means that unlike the Phonics Screening Check children will not be expected to re-sit the check.
- The check will be fully digital.
- Usually, the check will take less than 5 minutes for each child. The children will have **6 seconds** from the time the question appears to input their answer. There will be a total of **25 questions**.
- There will only be multiplication questions in the check, **not division facts**. The 6, 7, 8, 9 and 12 times tables are more likely to be asked.
- **The check will take place in June 2027.**

Trips and enrichment Year 4 2026-2027

Autumn Term

Khalsa Jatha British Isles – Gurdwara

Tower of London tbc

Spring Term

Money and the Bank of England (Math) – tbc

Billingsgate Roman House and Bath (History) - tbc

Summer Term

Science Museum (Earthquakes and Volcanoes – Science) - tbc

After school clubs

Clubs are here:

Day	Activity	Year Groups
Monday	Gymnastics	Years 2–6
	Spanish (Speak Like a Native)	Years 1–2
	Lamda Drama club	Year 3–6
Tuesday	Gardening	Years 3–6
	Multi Sports	Years 1–3
	Debating Club	Year 5
Wednesday	Debating Club	Year 6
	Art Club	Years 3–4
	Football	Years 1–4
	Dance	Years 1–2
Thursday	Spanish (Speak Like a Native)	Years 3–6
	Football	Years 5–6
	Coding Club	Years 1–3
	Chess Club	Years 3–6
Friday	Coding Club	Years 4–6
	Multi Sports	Years 4–6
	The Inventors	Years 2–6
	Drumming	Years 2–6
	Gardening	Years 1–2

Homework

Homework is set via Google Classroom every Friday and due the following Thursday. Your child will receive their login details for online platforms by the end of this week.

Reading: 20 minutes daily
recorded in the SPPS purple
reading record

Maths: IXL
Times Table Rock Stars

English: Weekly spellings



National Curriculum Spellings Y3 and Y4

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Communicating with staff

At Shoreditch Park Primary, we have a Parent/Carer Conduct Policy:
[parent-carer-code-conduct \(shoreditchpark.hackney.sch.uk\)](#)

All information must come to us through the office email:
admin@shoreditchpark.hackney.sch.uk



Any questions?



Shoreditch Park
Primary School

