Welcome to Swallows

Year 4, Key Stage 2



Grayswood CE Primary School

Grayswood Church of England Primary School

Year 4 Curriculum Overview

Autumn 1

For more detailed information, please see our dedicated curriculum pages where you will find a full progression of learning for each subject.

Art
Our Art focus this half term is Art and Design skills. The children will develop their skills in: design, drawing, craft, painting and art appreciation. The children will create an optical illusion, replicate a famous willow pattern, carve sculptures out of soap, draw still life objects and colour mix with paints.

PE
Our PE day this half term is Wednesday. Forest School will be on a Tuesday.
In PE we will be focusing on key movement skills. The children will be developing their coordination, footwork, basic skills and will play in small game situations.

French
In French, we will be learning about Seasons. The children will name, recognise and remember all four seasons in French. They will say which is their favourite in French and practice their listening and speaking skills.

Computing
In computing we will be looking at Online Safety. Children will become aware of: how to search online and the accuracy of results; how people are persuaded to buy online; what a 'bot' is and how to reduce time spent on technology.

PSHE
Our PSHE unit is called 'Me and My Relationships'. Children will work collaboratively to highlight the rewards of teamwork. The importance of respecting other people's feelings and needs will be discussed, as well as respecting and standing up for themselves.

History
We will investigate the key question: How hard was it to invade and settle in Britain? Our focus is developing an understanding of why people invaded and settled, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.

RE
In RE we will be investigate the key question: *'What did God promise to his people?'*. We will explore the Christian idea of covenant, through the covenants God made with Noah, Abraham, Moses and David. They will then study the New Covenant and consider the importance of the Christian belief that all God's promises are fulfilled in Jesus Christ, expressing their ideas and understanding in creative ways.

Music
We will be thinking about the question, 'How does Music bring us together?' We will be looking at how musical sections repeat or change to help create the structure, or form, of a piece of music or a song. We will explore patterns in the sections of music and songs and think about how verses and choruses can repeat or alternate to provide structure in music.

Science
Our science focus is *Animals including Humans* this half term. We will construct and explore the various functions of the digestive system and begin to compare how humans' digestive system differs to another mammal. We will learn about teeth, identifying different types and their functions.

Maths
Our Maths units this half term are:
- Place value
- Addition and subtraction

Our KIRF this half term is: *I know number bonds to 100.*

English
In English we will be focusing on writing adventure stories, character description and diary entries. We shall link in our class texts, exploring the language used and extending our knowledge of sentence structure and vocabulary.

Our whole class reads are**: Stone Age Boy** and **How to Train a Dragon.**



English Overview

Lower Key Stage Two

New National Curriculum 2014

Spoken Language

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication.

Reading: Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading: Comprehension

Develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing: Transcription

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing: Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing: Composition

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

Draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing: Vocabulary, Grammar & Punctuation

- develop their understanding of the concepts set out in English Appendix 2 by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4 in English Appendix 2
- indicate grammatical and other features by:
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

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Maths Overview

Year Four

New National Curriculum 2014

Number: Number & Place Value
- 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 the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number: Addition & Subtraction
- 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.

Number: Multiplication & Division
- 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 correspondence problems such as n objects are connected to m objects.

Number: Fractions
- 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 one 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 1/4, 1/2, 3/4
- 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.

Measurement
- 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-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry: Properties of Shapes
- 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.

Geometry: Position & Direction
- 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.

Statistics
- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

A typical day in Year 4



- Children need to be in school by **8.35am**

8.35 Bell goes and register is taken

8.40 Morning activity

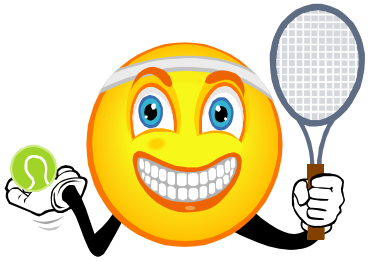
9:05 Assembly

9.20 Maths

10.15 Break- *children are welcome to bring their own fruit/snack*

10.30 English

11.30 Guided Reading



Afternoon



12:00 Mental Maths

12:15 Lunch

1:15 **Register**

1:15 Foundation subject

2:15 Foundation subject

3.00 Reading/Story time

3.20 End of the school day

PE days

Tuesday (alternate) - Forest School
Tuesday- PE

P.E. Kit

- Navy sweatshirt
- Navy jogging bottoms/ shorts
- White logo T-shirt
- White Trainers or black plimsolls



Forest School

Swallows will have their Forest School sessions this term, on a Tuesday morning. Children must have wellingtons or equivalent footwear.





Reading



- Children are responsible for changing their own books as and when they need to.

- We have given out a reading record. Should they wish to record their own reading, they can. They could record the date and title in their reading record, plus the number of pages read. We are would also encourage them to make a short comment about the book. Alternatively, a parent/sibling/another adult can.

- Teachers and LSAs will listen to children read each week during Guided Reading sessions. We will not record in the reading records but they will be checked when possible to ensure reading is taking place. Fluency and comprehension are vital skills, but so too is enjoyment and engagement with a text.

Please help the children to record their own reading in their reading records. Reading books and reading records need to be in school every day please.

Why Can't I Skip My 20 Minutes of Reading Tonight?

Student "A" reads 20 minutes each day

3600 minutes in a school year

1,800,000 words



Student "B" reads 5 minutes each day

900 minutes in a school year

282,000 words



Student "C" reads 1 minute each day

180 minutes in a school year

8,000 words



- Recommended books Year 4
- https://www.thereaderteacher.com/year4

The Reader Teacher

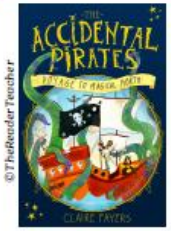
Top 100 Recommended Reads for Year 4

www.TheReaderTeacher.com/Year4

for ages 8-9+

Poster

SCAN ME

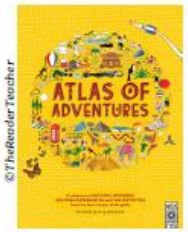


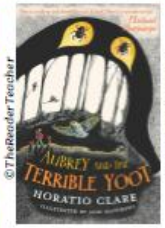


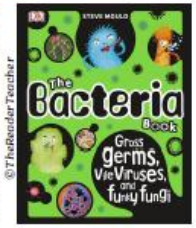






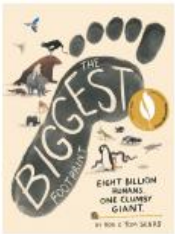


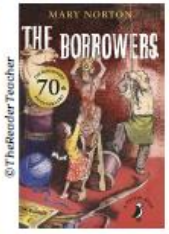


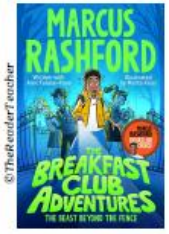


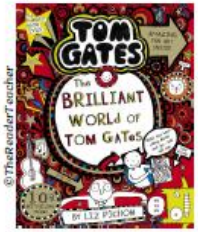




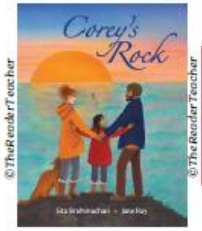




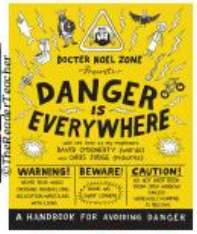


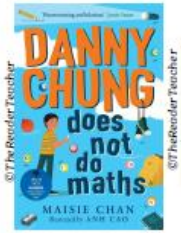




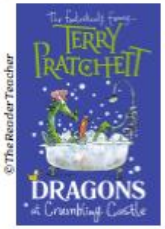








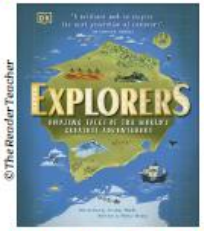


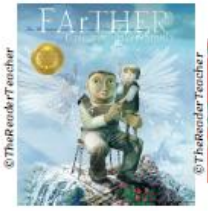


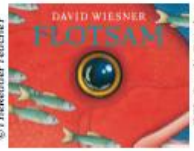


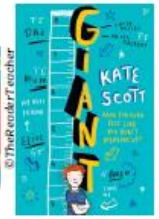










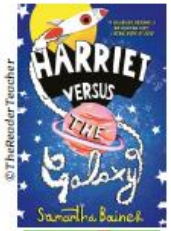




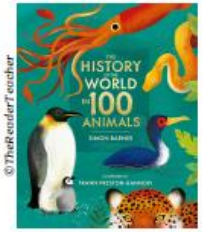






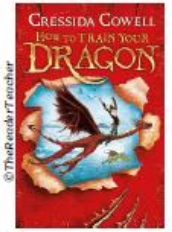


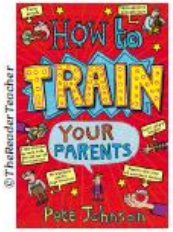


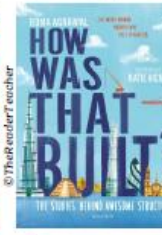














Home Learning



Home Learning

- Your child will receive home learning every week.
- Given out on a FRIDAY, to be returned by the following THURSDAY

Spellings

- Spellings will be sent home weekly. Please spend time learning these with your child and testing them. Please also use Spelling Shed.
- Children will be tested on TUESDAY.

Reading – we have touched on this already

- Children should try and be reading every day, either with an adult or independently. Comments can be recorded in their reading diary

• I can spell accurately most words on the word list for Year 3 and 4						Name:		
accident (ally) actual(ly) address answer arrive	believe bicycle breath breathe build busy business	calendar caught centre century certain circle complete consider continue	decide describe different difficult disappear	early earth eight eighth enough exercise experience extreme	famous favourite February forward(s) fruit	grammar group guard guide	heard heart height history	imagine increase important interest island
knowledge	learn length library	material medicine minute	natural naughty notice occasion(ally) often opposite ordinary	particular peculiar perhaps position possess(ion) possible potatoes pressure probably promise purpose	quarter question	recent regular reign remember	sentence separate special straight strange strength suppose surprise	therefore though although thought through various weight woman women

Multiplication Check:

- In June 2027, all Year 4 children across the country will undertake a multiplication check. We shall obviously give a great deal of time to development of times tables in class but would be most grateful if you could support your child with the learning of them (up to 12 x 12) at home.

- There are lots of different websites that can support them with their tables. Please do make use of these.

https://www.topmarks.co.uk/maths-games/hit-the-button

- http://www.timestable.co/times-tables-worksheet-generator



Why?



For Year 5 pupils, fluent recall of multiplication tables up to 12 x 12 is the foundation for a wide range of objectives across number, fractions, decimals, and percentages.



. While times tables are formally "mastered" by the end of Year 4, Year 5 objectives apply and build upon this knowledge in more complex ways.

Year 5 Maths Objectives That Rely on Times Table Knowledge

Building on fluent recall of multiplication tables up to 12 × 12

Multiplication and Division

- - Long multiplication (up to 4 digits × 2 digits)
- - Short division (up to 4 digits ÷ 1 digit)
- - Mental multiplication & division using known facts
- - Factors and multiples
- - Prime, square, and cube numbers
- - Multiplying & dividing by 10, 100, and 1,000

Fractions, Decimals, and Percentages

- - Finding a fraction of an amount
- - Equivalent fractions
- - Comparing & ordering fractions
- - Multiplying fractions by whole numbers
- - Converting percentages
- - Relating fractions, decimals, and percentages

Measurement

- - Converting units of measure (e.g., km ↔ m, g ↔ kg)
- - Calculating area of rectangles & rectilinear shapes

Statistics

- Reading & interpreting tables
- - Using multiplication to find totals or scale values

Resources

Below is a list of websites/ resources which may be helpful for parents.

Top 100 Recommended Reads for Year 4

Topmarks Times tables games

BBC Times Tables games and songs

In This Section

Swallows Friday Notes and Home Learning

Resources

1.Times Tables Mat

Handwriting Capital formation upper casre

Handwriting cursive script

Spelling strategies

Year 3 and 4 alphabetically spelling list

Year 3 and 4 spelling list assessment

Year 3 and 4 Statutory Word List

Year 4 trips



Autumn term:

Butser Hill – Monday 9th November 2026

Spring term:

Wisley RHS

Summer term:

To be confirmed



Pencil cases





Fruit snacks and no metal water bottles please

Supporting your child in Year 4

Online Learning

Home Learning

Reading

Times Tables

Spellings

Museum visits

Questions…



Thank you for listening