

# WELCOME TO YEAR 4'S CURRICULUM OVERVIEW

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MISS LEWARNE AND MISS HAYCOCK



**MOMENTS  
MATTER,**

**ATTENDANCE  
COUNTS.**

# WHY DOES IT MATTER?



- 
- Children who attend regularly, keep up with lessons
  - Regular attendance is linked to higher achievement
  - Helps build and maintain friendships
  - Boosts self-esteem and a sense of belonging
  - Teaches the importance of punctuality and commitment
  - Helps teachers plan to meet the needs of your child
  - Helps us identify and address learning needs or emotional challenges
  - Legally responsibility
  - Poor attendance can lead to warnings, fines and other legal consequences
  - We are all ready, respectful and safe

**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**

**Your child's attendance available on:**

- Arbor App
- Newsletters
- Parents' evening
- End of year report

**0 days off in a year  
0 lessons missed**

**100%**

**2 days off in a year  
10 lessons missed**

**99%**

**5 days off in a year  
25 lessons missed**

**97%**

**10 days off in a year  
50 lessons missed**

**95%**

**14 days off in a year  
70 lessons missed**

**93%**

**20 days off in a year  
100 lessons missed**

**90%**

# HOW CAN YOU HELP?



- 
- Make sure your child is on time.
  - Ring/email the office if your child is unwell.
  - Dentist/doctors - bring your child back.
  - Below 92% (Arbor) you must provide medical evidence.
  - Ask for help.
  - Leave of absence request. No holidays in term time will be authorised *except in exceptional circumstances*.

# POOR ATTENDANCE

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- absent 5 days = £160 fixed penalty fine per parent, per child.
- irregular attendance (miss 10 sessions within 10 weeks) = £160 fixed penalty fine per parent, per child.
- if repeat within 3 years = £160 fine with no reduction for early payment.
- if further repeat within 3 years = prosecution, magistrate court, £2500 fine.










# HOW CAN WE HELP?

**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**

**MOMENTS  
MATTER,  
ATTENDANCE  
COUNTS.**

Our attendance in  =  %



MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY

Name: \_\_\_\_\_ Class: \_\_\_\_\_

## Weekly Attendance Tracker

Monday Tuesday Wednesday Thursday Friday



**MOMENTS  
MATTER,**

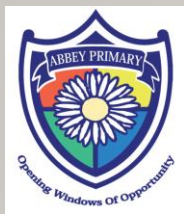
**ATTENDANCE  
COUNTS.**



The top photograph shows a classroom setting. A teacher is standing at the front, holding a colorful grid. A large screen displays a slide with the text: "I don't think this is important, because if a child breaks the law, they don't deserve rights." Below this, it asks "What might you say to this friend? Do you agree?". A whiteboard to the right has the text "27 Rights Rounding Class School".

The bottom photograph shows a different classroom activity. A teacher is standing at the front, holding a whiteboard. A large screen displays a slide with the text: "There are some people at Abbey Primary who have been chosen as safety people who are responsible for your safety. They are called designated safeguarding leads." Below this, it asks "If you do not have a trusted adult, or they are not available, you can talk to these people. They are expecting you to approach them if you are concerned." A whiteboard to the right has a diagram titled "Safeguarding Team" with several names and photos.





# Our Behaviour Ethos: Ready, Respectful & Safe

At Abbey, our ethos is for our children will be Ready, Respectful & Safe.

*At Abbey we are...*

Be on time  Have correct uniform 

**Ready**

Have your resources  Show your positive attitude 

Toilet at break time 



*At Abbey we are...*

Be kind  listen  Be polite 

**Respectful**

give people time  look after each other  accept 



*At Abbey we are...*

Have a go!  Try new things 

**Safe**

Make mistakes  Walk in corridors 

Sit Safely 



## House Points



Bronze 100 points

Silver 200 points

Gold 300 points

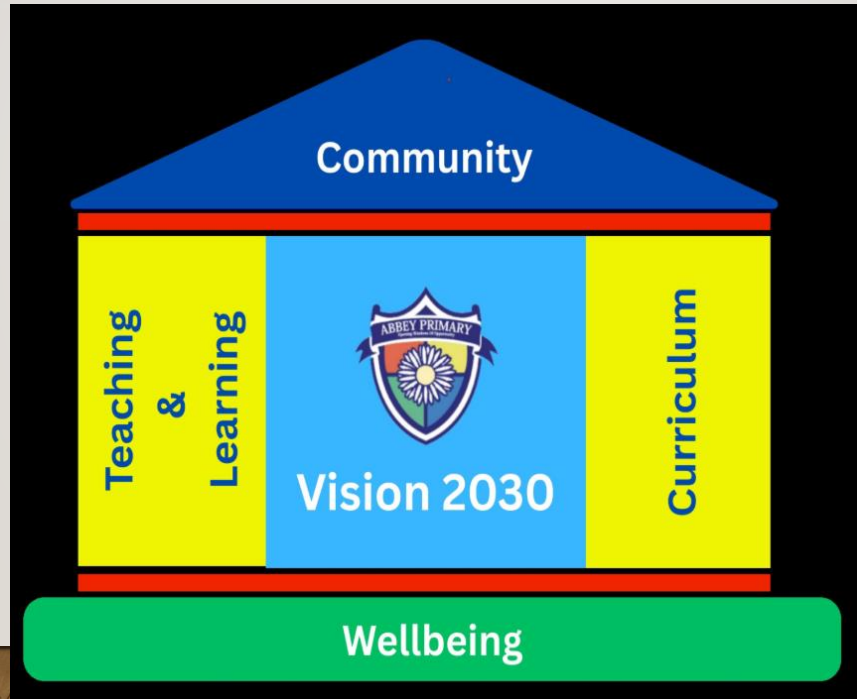
Platinum 500 points

## Reflection

Reflection

# VISION 2030

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# Oracy at Abbey

## Why teach it?

- Build on ideas
- Question others' thinking
- Acquire more vocab
- Boost confidence
- Participate more

## Find out more about ...

- Talk rules
- Talk moves
- Talk groups
- Talk roles

Friday 19th September  
8:30 – 9:30  
Library



## What is Oracy?

"The ability to articulate ideas, develop understanding and engage with others through speaking, listening and communication."

Oracy Education Commission, 2024.





# KEY STAFF

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- Miss H Lewarne – 4L class teacher
- Miss A Haycock- 4H class teacher
- Miss Libby- teaching assistant
- Miss Kent – PPA cover
- Mrs Burge – Spanish teacher



**Ms A Haycock**

Year 4 Teacher (4H),  
ECT & DT Lead



**Miss H Lewarne**

Year 4 Teacher (4L),  
Computing Lead



**Ms L Godfrey**

Teaching Assistant



**Ms G Burge**

Spanish Teacher



**Ms S Kent**

HLTA



# Year 4 timetable

	8:30-8:40	8:40-9:10	9:10-10:30	10:30-10:45	10:45-12:00	12:00-1:00	1:00-1:10	1:10-2:00	2:00-2:50	2:50-3:05		
Monday	Registration	Assembly	English	Break	Maths	Mastering number (20 mins)	Lunch	Handwriting	Science	Computing / Library	Story / Home	
Tuesday	Registration	Whole Class Reading	English	Break	Maths  PPA @ 1140	Mastering number (20 mins)  PPA	Lunch	Handwriting	Spanish / Music  PPA	Spanish / Music  PPA	Story / Home	
Wednesday	Registration	Whole Class Reading	English	Break	Maths	Mastering num (20min)	Lunch	Handwriting	PSHE	History	Story / Home	
Thursday	Registration	Whole Class Reading	English	Break	Maths	Mastering num (20min)	Lunch	Handwriting	RE	Art	Story / Home	
Friday	Registration	Assembly or WCR	English	Break	Maths	Mastering num (20min)	Lunch	Handwriting	Assembly / Spellings	PE	PE	Story / Home

# CURRICULUM OVERVIEW

## Writing

Expectations by the end of Year 4:

- Plan, draft, write, evaluate, edit, proofread, read aloud
- Use a wide range of vocabulary and grammatical techniques
- Use the possessive apostrophe accurately
- Find words in a dictionary
- Write sentences from memory
- Handwriting is consistent and a high quality.

## Reading

Expectations by the end of Year 4:

- Read accurately and at speed
- Apply knowledge of root words, suffixes and prefixes to understand new words
- Read further common exception work
- Develop a positive attitude to reading
- Comprehension – VIPERS
- Participate in discussions and take turns when reading

## Maths

- Oak Academy (NCTEM)
- Number and Place Value
- Addition and subtraction
- Multiplication and division
- Multiplication tables up to 12
- Fractions and decimals
- Measurement
- Geometry
- Statistics

Religion & worldwide views:

- Are all religions equal?
- What makes some texts sacred?
- Just how important are our beliefs?
- Who was Jesus really?
- Why is the bible the best-selling book of all time?
- Does the language of scripture matter?

Art:

- Drawing: Powerprints
- Painting and mixed m
- Craft and design: Fabric of nature
- Mixed Media: Light and dark

DT:

- Structure: Pavilions
- Mechanical systems: Making a slingshot car
- Electrical systems: Torches

Science:

- Living things & their habitat
- Electricity
- Sound
- States of matter
- Animals including humans

PSHE:

- Families & relationships
- Health & wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing

## History

- Roman Invasions
- Roman Britain
- Roman wokshop
- Maya Civilisation

Geography:

- Amazon: Rivers & Rainforests
- The Living Rainforest visit
- The USA

Spanish:

- In Year 4, the children will be learning Spanish every Tuesday
- Miss Burge will be their Spanish teacher

Music:

The children will be receiving 30 weeks of Ukulele tuition, which will end with a concert.

PE:

- Hockey
- Gymnastics
- Dance
- Dodgeball
- Athletics
- Football
- Sports Day

# YEAR 3 AND 4 SPELLINGS

## New Curriculum Spelling List Years 3 and 4

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





# READING VIPERS

## Vocabulary

Find and explain the meaning of words in context.



## Infer

Make and justify inferences using evidence from the text.



## Predict

Predict what will happen based from the details given or implied.



## Explain

Explain how content is related and contributed to the meaning as a whole.  
Explain how meaning is enhanced through choice of language.  
Explain the themes and patterns that develop across the text.  
Explain how information contributes to the overall experience.



## Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.



## Summarise

Summarise the main ideas from more than one paragraph.



### Example questions

- What do the words ..... and ..... suggest about the character, setting and mood?
- Which word tells you that....?
- Which keyword tells you about the character/setting/mood?
- Find one word in the text which means.....
- Find and highlight the word that is closest in meaning to.....
- Find a word or phrase which shows/suggests that.....

### Example questions

- Find and copy a group of words which show that...
- How do these words make the reader feel? How does this paragraph suggest this?
- How do the descriptions of ..... show that they are .....
- How can you tell that.....
- What impression of ..... do you get from these paragraphs?
- What voice might these characters use?
- What was .... thinking when.....
- Who is telling the story?

### Example questions

- From the cover what do you think this text is going to be about?
- What is happening now? What happened before this? What will happen after?
- What does this paragraph suggest will happen next? What makes you think this?
- Do you think the choice of setting will influence how the plot develops?
- Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.

### Example questions

- Why is the text arranged in this way?
- What structures has the author used?
- What is the purpose of this text feature?
- Is the use of ..... effective?
- The mood of the character changes throughout the text.
- Find and copy the phrases which show this.
- What is the author's point of view?
- What affect does ..... have on the audience?
- How does the author engage the reader here?
- Which words and phrases did ..... effectively?
- Which section was the most interesting/exciting part?
- How are these sections linked?

### Example questions

- How would you describe this story/text? What genre is it? How do you know?
- How did....?
- How often....?
- Who had....? Who is....? Who did....?
- What happened to....?
- What does.... do?
- How ..... is .....
- What can you learn from ..... from this section?
- Give one example of.....
- The story is told from whose perspective?

### Example questions

- Can you number these events 1-5 in the order that they happened?
- What happened after .....?
- What was the first thing that happened in the story?
- Can you summarise in a sentence the opening/ middle/end of the story?
- In what order do these chapter headings come in the story?



# HOMEWORK

- 4x a week reading for at least 15 minutes per session.
- Spellings – given out on Friday due in on the following Friday (spelling test)
- English- given out Thursday due Tuesday
- Maths- given out Thursday due Tuesday
- Foundation- given out Friday due Monday
- All homework will be found on Microsoft Teams or Purple Mash

# ASSESSMENT

At the end of Year 4, the children will be taking part in a times tables test that will be recorded. It will be taking place within the 2-week period from Monday 1st June 2026 to Monday 15<sup>th</sup> June 2026. In order to help them with this, please continue to practice them at home.

<https://www.topmarks.co.uk/maths-games/daily10>

<https://www.timestables.co.uk/multiplication-tables-check/>

- Times tables rock stars
- Purple mash - times tables



# TRIPS

- Parents evening – 8<sup>th</sup> October 2025 (2-6pm), 9<sup>th</sup> October 2025 (2-5pm), 11<sup>th</sup> February 2026 (2-6pm), 12<sup>th</sup> February 2026 (2-5pm)
- Roman day (at school) – Thursday 16<sup>th</sup> October 2025
- Cheam Baptist church – date tbc
- High Ashurst meeting – Monday 29<sup>th</sup> September 2025 (3:05pm)
- High Ashurst - Monday 23<sup>rd</sup> February to Wednesday 25<sup>th</sup> February 2026
- The Living Rainforest - date tbc (Summer 2)