

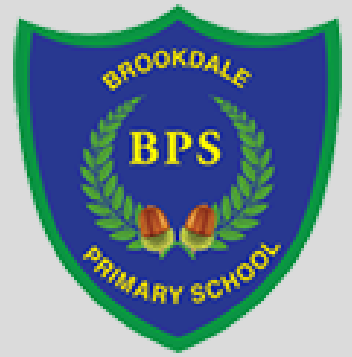


Year 4

Curriculum Morning 2026



Year 4 Staff



Miss Prandle
(Class teacher)



Miss Knapton
(Class teaching assistance)

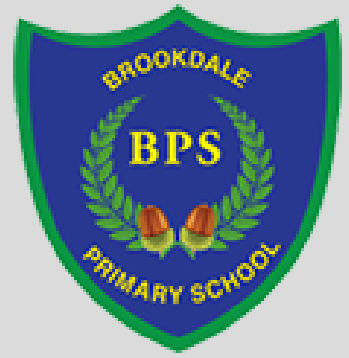


- Growth Mindset
- Star of the Week
- Golden table
- Ambassador award
- Dojos

Behaviour and Rewards



- Respect
- Determination
- Responsibility
- Teamwork
- Friendship
- Compassion



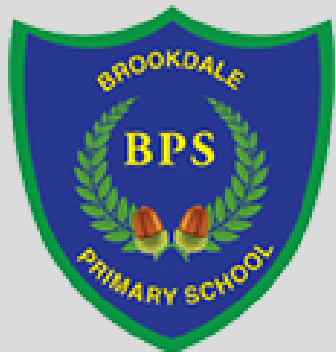
Dojo Winner- 2 winners. Get to have a cushion for the week

TTRS Weekly Awards- Most minutes, highest accuracy, quickest and impressed the teachers (5 dojos and their name is on the board)

Presentation Award- 7 dojos and name on the board

TTRS Competitions – Once a half term with a prize at the end. E.g. Extra break

TTRS Day – June/July. They will compete against Y3. Both classes will have a party and come dressed as a Rockstar. The winning team will receive a treat.



Typical Day



	08:35- 09:30	9:30 – 10:30	10:30 – 10:45		11:15-12:15		13:15 -14:00	14:00 – 15:15
Monday	PIXL	English	GDR Explore (15 mins)	BREAK Maths dictionary	Maths	LUNCH	PE <i>Autumn: Ukulele</i>	Assembly 14:30
Tuesday	PIXL	GDR Answering (20 mins) Spelling (30 mins) Handwriting (10 mins)	GDR Reading (15 mins)		Maths		Art/Geography	Science
Wednesday	PIXL	English	Spelling (15 mins)		Maths		PPA (RE)	PPA (Computing)
Thursday	PIXL	English	YOGA (If there is no YOGA, it will be used for extra spelling and reading practise)		Maths		PSHE (30 mins) Spanish (30 mins) <i>Autumn: PE</i>	Music/History <i>No music in Autumn due to ukulele instead PSHE and Spanish then History alternative weeks.</i>
Friday	Targeted questions Maths/GPAS	English	GDR Reading (15 mins)		Number Sense PSHE (Short)		Science	Assembly 14:30



Important Days



PE

Autumn: Thursdays

Spring/Summer: Mondays (I will update via dojo nearer the time)

Assembly

Mondays

Celebration Assembly

Fridays

Homework days

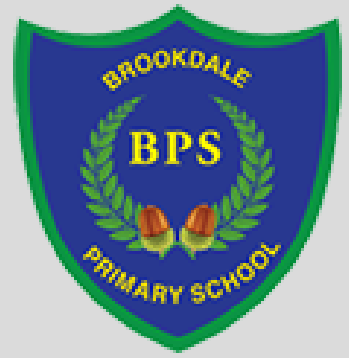
Return: Mondays

Receive: Wednesdays

There will be a homework club, on Wednesday lunch times, for any children who are struggling to complete their homework.



Home Reading



Reading is essential for children's development as it lays the foundation for all future learning. It builds vocabulary, improves comprehension, and enhances critical thinking skills, which are crucial across all subjects. Reading also stimulates imagination, fosters empathy by exposing children to diverse perspectives, and strengthens their ability to focus and concentrate.

Additionally, early reading habits have been shown to lead to better academic performance and a lifelong love of learning. By encouraging reading, parents help their children develop the skills and curiosity needed to succeed in school and beyond.

Reading 3 times a week and recorded in their yellow book.

If your child is on a book band, they should be reading this for homework.

Reading for pleasure is very important. We encourage ALL children to explore a range of genre to find an area they enjoy.

If your child is not enjoying their book, they can swap it for another.



Homework



Set each week:

- MyMaths x1 (Some children will receive a blue book instead, I'll will update you via dojo if this is your child.)
- Reading x3
- TTRS 15mins
- VIPERS
- Spelling

Collected: Monday

Sent out: Wednesday

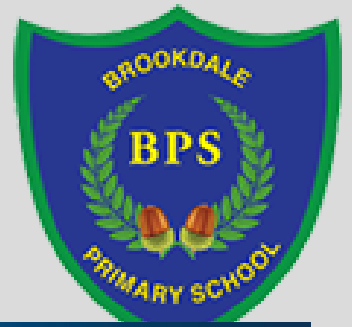
It will be marked with a pink tick if it is correct and a green mark if incorrect.

If homework is a difficulty, please arrange a meeting with me and we can discuss alternatives.

Homework is crucial. It is a way for children to practise what they have learnt as well as recall old learning. It is like riding a bike we don't forget but we can get rusty!



Homework- Spelling



You can also turn it into a game. You could give your child 30 seconds to write the word as many times as possible.

They get a point for each correct spelling.

It is important to help your child check they are copy the spelling correctly. This avoids them learning an incorrect spelling.

Spelling strategies

Mnemonics

height
elephants in
green houses

Spelling Graffiti

'Review'
Review

Word Shapes

ordinary

Word Illustrations

BUG

r
re
rem
reme
remem
rememb
remember
remember

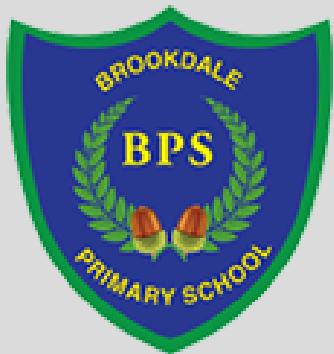
Word Triangles

surprise

What's the Tricky Bit?

Review





Encourage your child to read the text out aloud and discuss any new vocabulary.

If your child is struggling with a particular question in VIPERS, please feel free to use it as an opportunity to discuss the correct answer with them.

Just put a 'support' above it so we are aware.

Homework- VIPERS



Reading Vipers

Vocabulary

Infer

Predict

Explain

Retrieve

Summarise





Big Questions



Autumn: Is bigger always better?

Spring: Who does the environment belong to?

Summer: Do actions speak louder than words?



Curriculum Information



School website: <https://www.brookdaleprimaryschool.co.uk/Learning/Our-Curriculum/>

- Subjects
- Knowledge organisers (Key vocabulary and knowledge)
- Policy documents



ADAPTING LEARNING TO SUPPORT YOUR CHILD



In class support:

Word mats for spellings (Phonics-Y6)

Concrete materials (Place value counters, dienes etc...)

Big question walls with key vocabulary and previous work

Maths wall with key vocabulary and worked out examples

English wall with grammar support and spellings

Science wall with key vocabulary and recap work

Reading with key vocabulary

Times tables wall with learnt and new facts on

Sentence stems for oracy support

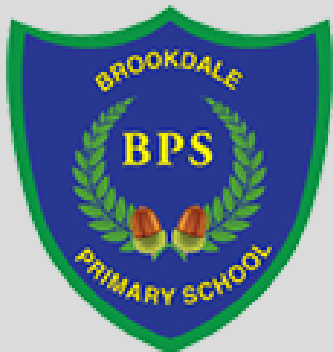
Scaffolding – sentence starters, sheet work, fill the gaps,
matching game, shortening workload

Working with a teacher

Universal Adaptations document:

<https://www.brookdaleprimaryschool.co.uk/Learning/SEND/>

If a child is not able to access learning despite all of these adaptations, they will have a learning support plan managed by the class teacher and the SENCo to support their learning further



RSE



Y4 PSHE Knowledge Organiser

Autumn

Keeping Staying Safe: Cycle Safety

Statement	Something someone says or writes officially.
Opinion	A thought or belief about someone or something. An opinion is not necessarily based on facts.
Fact	Something known or proved to be true.
Strategies	A plan put in place to achieve a goal.
Junction	A point where two or more things are joined.
Cycle Safety	The use of road traffic safety practices to reduce risk associated with cycling

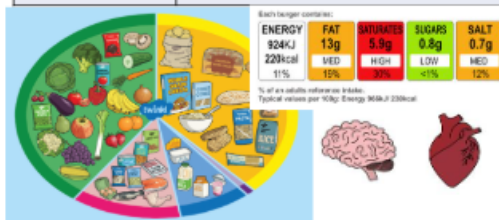


WHAT I KNOW

How can we keep safe when riding a bike?

Keeping Safe/ Staying Healthy: Healthy Living

Lifestyle	The way a person or group of people live
Balanced Diet	A diet that includes a variety of different types of food to help you get the nutrients you need
Blood Pressure	Measure how the heart pumps blood around the body
Vital Organ	The main organs inside the body, such as the heart, lungs and brain. It is important to keep these healthy.
Food Chart	A chart that can be used to see how many servings of each food should be eaten each day.
Carbohydrates	Substances, found in certain kinds of food, that provide you with energy.
Protein	A nutrient that builds, maintains and replaces the tissues in your body.
Calorie	A unit of energy that can be found in food.



Growing and Changing: Appropriate Touch

Nervous	Being fearful, worried, or concerned about someone or an event.
Scared	Feeling fearful or frightened.
Inappropriate	Not right for or suited to the situation or purpose. Not appropriate.
Consent	asking for permission and agreeing to let something happen, ensuring everyone feels safe, respected, and in control of their own body and belonging



WHAT I KNOW

What makes a relationship healthy?

What types of relationships can you have?

WHAT I KNOW

How can we stay healthy?

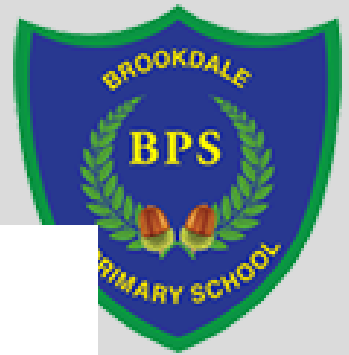
Why is it important to stay healthy?

Parent support:

<https://www.1decision.co.uk/resources/parent-carer-zone>



RSE



Y4 PSHE Knowledge Organiser

Spring

Being Responsible: Coming Home on Time	
Punctual	Arriving or doing something at the correct time, not late.
Responsible	To have control or be in charge of something. Capable of being trusted.
Irresponsible	Not thinking enough or not worrying about the possible results of what you do
Appointment	An arrangement to meet someone at a particular time and place.



WHAT I KNOW

Why is it important to be on time?

Feelings and Emotions: Jealousy	
Feelings	Emotions, such as love, anger, joy and fear
Emotions	Strong feelings
Physical Health	The well-being and overall condition of your body
Mental Health	Emotional, psychological, and social well-being
Strategies	A plan of action designed to achieve a long-term or overall aim



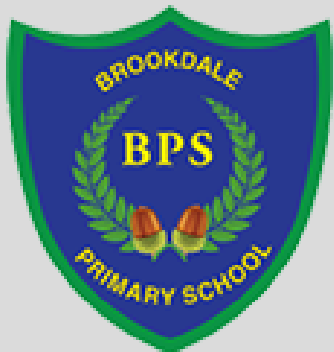
WHAT I KNOW

How can jealousy make you feel?

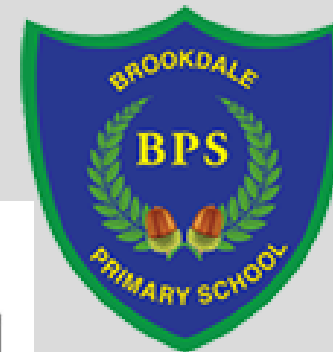
Is it OK to feel jealous?

Parent support:

<https://www.1decision.co.uk/resources/parent-carer-zone>



RSE



Y4 PSHE Knowledge Organiser

Spring



Computer Safety: Online Bullying	
Online Relationship	A relationship between people who have met online, and in many cases know each other only via the Internet.
Online Bullying	Bullying which takes place over digital devices, such as phones, tablets, and computers.
Offensive	Causing someone to feel upset or annoyed.
Insulting	Something that is rude, offensive, or disrespectful.
Device	A piece of portable electronic equipment that can connect to the internet, such as a smartphone, tablet, or laptop computer.
Posting	A piece of writing, image, or other item of content published online.
False Content	Content published online that is false or misleading.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.
Rumours	A story or statement that is being passed around without confirmation that the information is true.



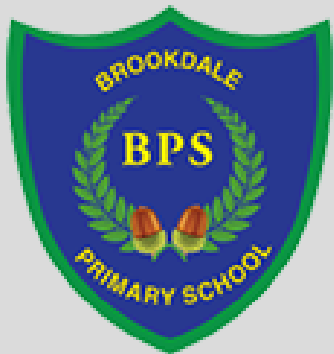
WHAT I KNOW...

How can you keep yourself and others safe online?

What are the positives and negatives of being online?



Parent support:
<https://www.1decision.co.uk/resources/parent-carer-zone>

RSE

Y4 PSHE Knowledge Organiser

Summer

WHAT I KNOW...

How can we show respect to ourselves and others?



A World Without Judgement: Breaking Down Barriers

Judgement	The ability to judge, make a decision, or form an opinion of someone or something.
Equality	All members of a society, group, or family have equal status, rights, and responsibilities.
Diversity	An understanding that people are unique and can exist together in a group
Barrier	A circumstance or obstacle that keeps people or things apart or prevents communication or progress
Attributes	A quality or feature of a person or thing.
Disability	A physical or mental condition that limits a person's movements, senses, or activities.
Polite	Having or showing behaviour that is respectful and considerate of other people.
Courteous	Polite, respectful, or considerate in manner.

The Working World: Chores at Home

Society	A group of people living as a community.
Chore	Everyday work around a house or farm.
Independence	Not influenced or controlled by others
Self-motivation	Able and willing to work without being told what to do
Apprenticeship	An arrangement in which someone learns an art, trade, or job under another.
Volunteer	A person who does something, especially helping other people, willingly and without being forced or paid to do
Stereotype	A set idea that people have about what something or someone is like.

WHAT I KNOW...

What chores can you be responsible for at home?

What skills can we learn from helping at home for our future jobs?



Parent support:

<https://www.1decision.co.uk/resources/parent-carer-zone>



RSE



Y4 PSHE Knowledge Organiser

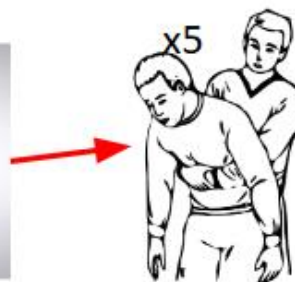
Summer

First Aid: Year 4	
Treatment	Medical care given to a patient for an illness or injury.
Emergency	A serious, unexpected, and often dangerous situation requiring immediate action.
Severe	Very bad, serious, or unpleasant.
Life Threatening	Capable of causing death.
Conscious	Awake, aware of what is happening around you, and able to think.
Asthma	A common lung condition that causes occasional breathing difficulties.
Anaphylaxis	A severe and potentially life-threatening reaction to a trigger such as an allergy.
Allergic	Having an allergy to a substance.
Prescribed	To officially advise someone to use a medicine or treatment



999

x5



WHAT I KNOW...

What should I do if someone is choking?

How do I know if someone is having an asthma attack?

What should I do if someone is having an anaphylactic reaction?



Parent support:
<https://www.1decision.co.uk/resources/parent-carer-zone>



E-Safety



Y4	I can describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.	I can give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.	I can explain ways that some of the information about anyone online could have been created, copied or shared by others.	I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).	I can explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.	I can explain how using technology can be a distraction from other things, in both a positive and negative way.	I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure.	When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.
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Fundamental Skills



In each year group we ensure children understand and can apply the most fundamental skills before they move on to the next stage of learning. Otherwise any future learning will be like 'building on sand' For some children this means that they will need to revisit and receive additional intervention to help them master skills from previous year groups.

We also have a morning work, 4 times a week, where the children get to work on their fundamental skills with both adults.

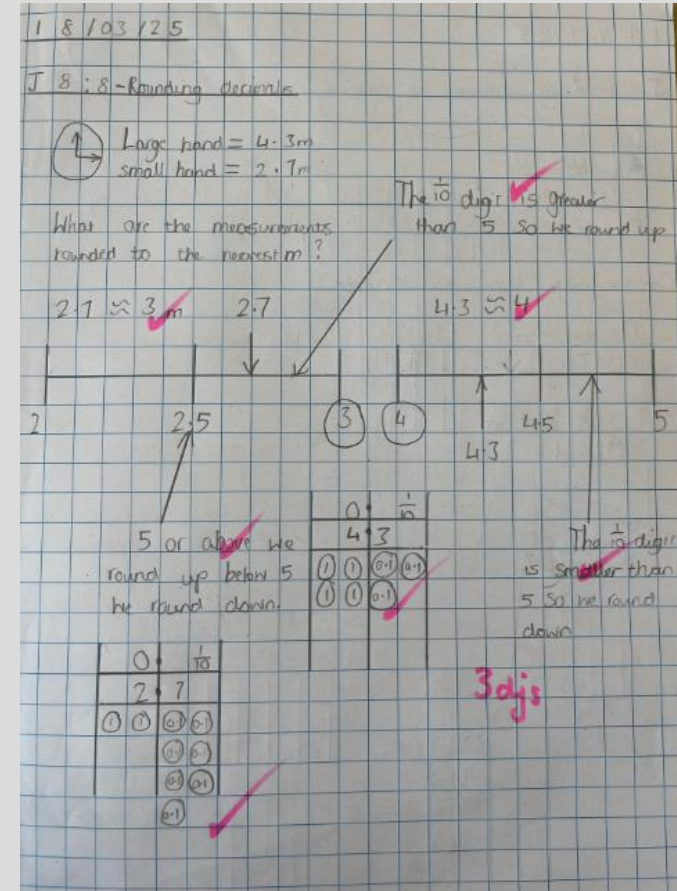
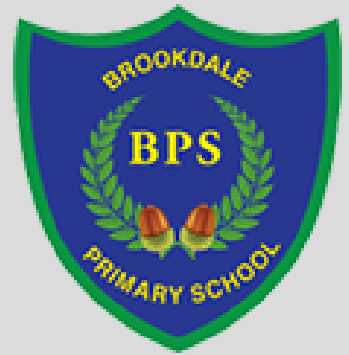
AN EXAMPLE OF THE FUNDAMENTAL SKILLS DOCUMENTS AND WHERE YOU CAN ACCESS THEM ON THE WEBSITE -

<https://www.brookdaleprimaryschool.co.uk/English/>



If you would like to do extra work at home, it would be great to focus on **times tables**, adding 4 digit numbers, subtracting 4 digit numbers, short division and short multiplication.

Maths



- Completing journaling mostly independently.
- Completing workbooks mostly independently.
- Good knowledge of their times tables up to 12.
- Journaling 2 or more methods correctly
- Secure with all four arithmetic methods. $\times - + \div$

$$\begin{array}{r} \times 23 \\ 6 \\ \hline 138 \\ 11 \\ \hline \end{array}$$

Multiplication

$$\begin{array}{r} 224 \\ 3 \overline{) 672} \\ \underline{6} \\ 7 \\ \underline{6} \\ 12 \\ \underline{12} \\ 0 \end{array}$$

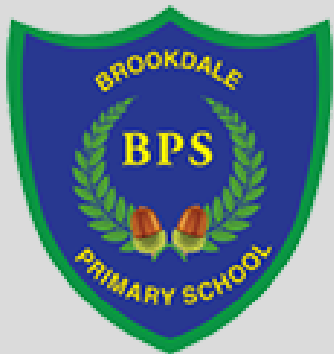
Division

$$\begin{array}{r} 3123 \\ + 2192 \\ \hline 5315 \end{array}$$

Addition

$$\begin{array}{r} 56241 \\ - 1711 \\ \hline 4530 \end{array}$$

Subtraction



English - Writing



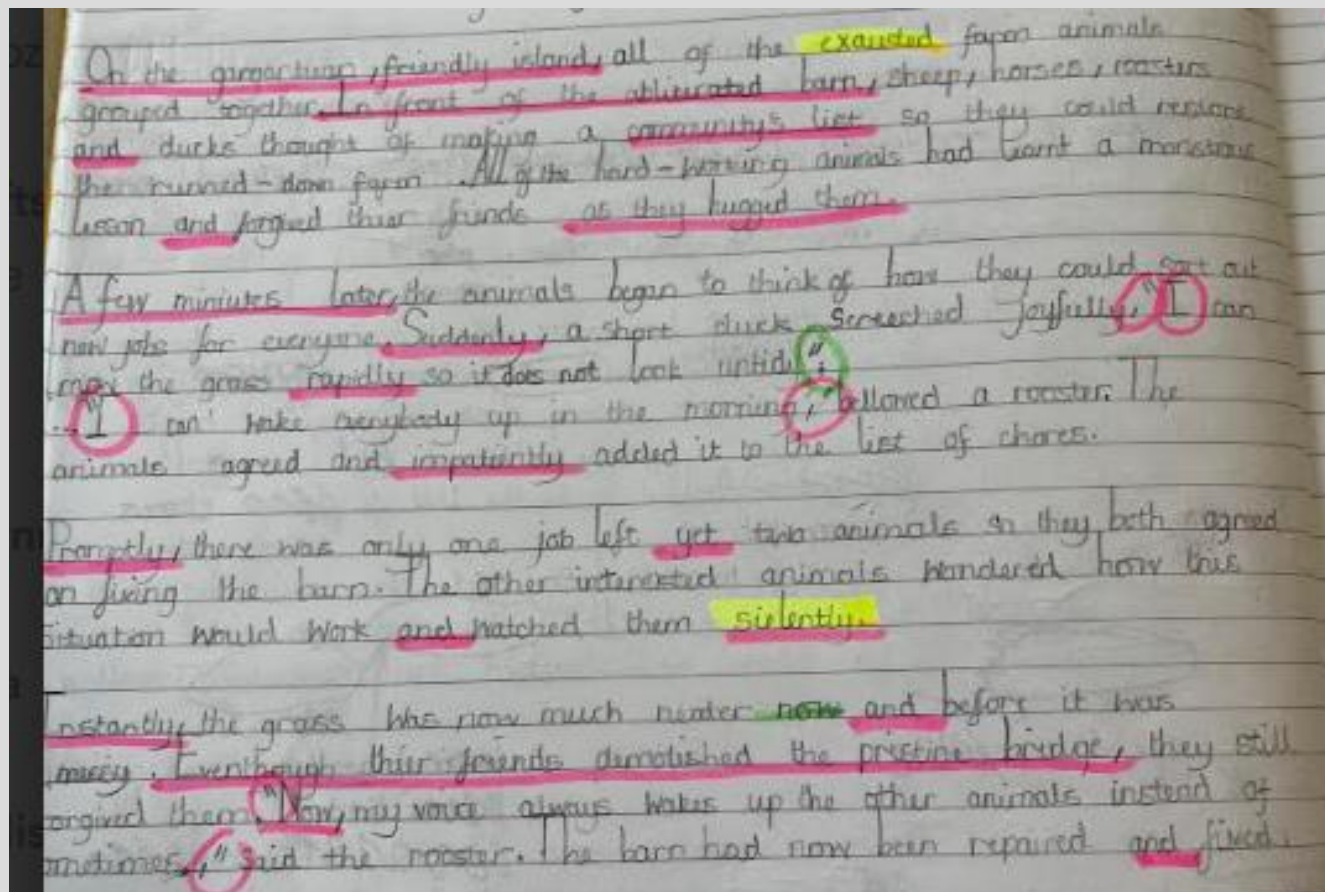
- Cohesive with sentence openers
- Descriptive language
- Spelling Y1,2,3,4 secure
- Editing independently
- Building writing stamina
- Confidently writing a full paragraph in a lesson
- Clear topic and details
- Grammar accuracy
- Re reading their work

At home:

Dictations – Reading a sentence aloud and they write it. Check together

Correctly ordering a mixed up sentence.

SPELLING! Find gaps in the Y1/2 words then move onto Y3/4. You can find these by typing in google 'Y1/2 common misconception words.'





Handwriting



Handwriting is taught twice a week. The children watch a teacher model the letter formation then trace the word and then copy it out independently.

The children are taught to slow down and less is more!

4Ps:

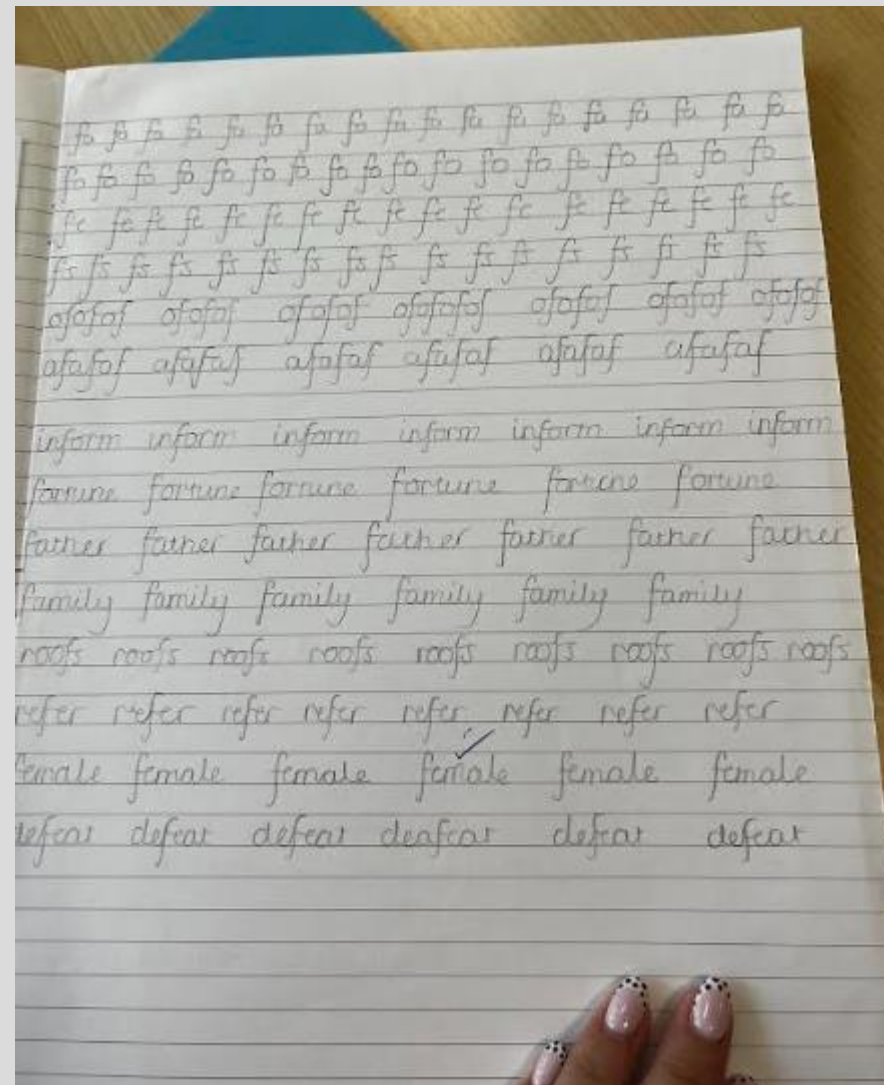
Pencil pressure

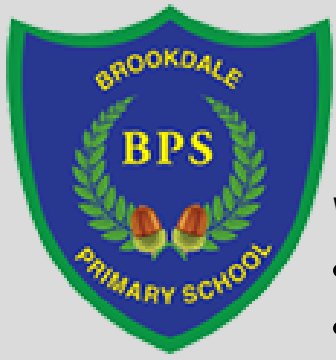
Posture

Pencil grip

Paper rotation

If you would like extra sheets to practise at home, please contact me via dojo and I can create a pack.





Assessment



We assess the children in:

- Writing
- Reading comprehension
- Grammar and spelling
- Maths
- Science

These areas are assessed throughout the year with outcomes used by teachers to inform next steps in their teaching.

MTC:

The purpose of the MTC is to determine whether pupil can recall their times tables fluently up to 12. They have 25 questions with 6 seconds to answer it. This skill is essential in maths and will help teacher to identify who require further support in Y5.

More information:

<https://www.gov.uk/government/collections/multiplication-tables-check>

The test will be in June, date to be confirmed.

Access arrangements will be discussed in October parents' evening. (Coloured backgrounds, typing, larger text etc...)



Trips out and Residentials



Classes will have at least 1 trip out a year as well as church visits (school calendar and dojo reminder) as a class or whole school

Children should wear their uniform and behaviour expectation remain the same as during school time. The children will follow the behaviour policy for any incorrect behaviour.

Parents will be informed via email about a big class trip a few weeks before it is due to happen and how to make payment.

Y4:
Chester Zoo
Hope Journey
Residential (Barnstondale)

Importance on the residential: Independence, teamwork, life skills, determination, resilience.



Swimming

Swimming is part of the KS2 National Curriculum

We are required to submit data to the government each year confirming how many of our Year 6 pupils left Brookdale having met the KS2 Expected Standard for Swimming:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

Swimming

We are not swimming coaches so, like most Wirral schools, we use EdSential Schools Swimming Services through West Kirby Concourse with qualified and approved instructors who are fully DBS checked.

One of the class staff from Brookdale completes the ASA Level 1/National Curriculum Teaching Programme qualification as recommended by EdSential so they can support with the instruction.

More information can be found about EdSential and their service here:
<https://edsential.com/health-wellbeing/swimming/>

Swimming - for Y 4, 5 , 6 ONLY

In Year 4, we take the whole class swimming. They go every afternoon for a full week and are assessed by their group instructors during that week. Class staff accompany the children and ensure they are safe throughout the session while the lessons are taught by EdSential instructors.

At the end of the term we receive a list of the children who have met the National Curriculum standard and a list of those that have not.

If your child has not met the standard, as assessed by the EdSential Team, we offer further swimming lessons when they are in Year 5 and Year 6. The year 5 and 6 sessions are reserved for those children who did not meet the standard in Year 4 - like a learning intervention for any other subject at school.

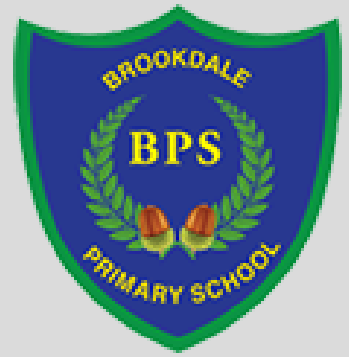
Please note that it is not US that assess the children but the qualified coaches from EdSential.

Year 4 parents will receive notification of when the whole class swimming week will take place.



Teaching Session

Number Sense Times Tables



<https://numbersensemaths.com/teacher-portal/ttf/stages/stage-2/2-times-table>

1) Write both two times table equations for each picture. The first one is done for you.

 $3 \times 2 = 6$ $2 \times 3 = 6$		
		

3) Use < > or = between each pair of equations to show which is bigger (or if they are equal)

2 x 2	5 x 2	6 x 2	2 x 6	2 x 4	7 x 2
2 x 9	2 x 8	3 x 2	2 x 1	2 x 5	5 x 2