

HAREWOOD JUNIOR SCHOOL

YEAR 4 PARENT INFORMATION

AFTERNOON

September 2025

TERMLY OVERVIEWS



Curriculum summary for Autumn Term: Year 4

ENGLISH:

- Developing and using joined handwriting.
- Building better sentences by using Alan Peat sentences.
- Playscripts - Ancient Greeks (History link).
- Biography - Alexander Graham-Bell (Science link).
- Fantasy/adventure story - based on the class reader 'Land of Reor'.

Writing Targets:

All of us: I can identify and use conjunctions to show time, place and manner. I can write noun and prepositional phrases.
Most of us: I can identify and use determiners correctly. I can use fronted adverbials to express time, place and manner.
Some of us: I can identify and use an expanded noun phrase. I can use a relative clause beginning with who, which, where, whose or that.

Reading Targets:

All of us: I can read ahead and re-read to check for meaning (V). I can identify the key theme for a text and explain it in a simple sentence (S).
Most of us: I can use and explain a range of strategies to read an unknown word: knowledge of root words, prefixes and suffixes, using syntax and context clues (E/V). I can use skimming and scanning and some organisational features to find specific information within a text (R).
Some of us: I can try to define an unknown word by using clues from the sentence and suggest synonyms (V). I can use organisational features of fiction and non-fiction texts to locate information (R).

Computing:

Online Safety: Knowing how to be a good digital citizen, how information can be altered, how to keep personal information private and technology usage.
Computer Networks: Knowing how the internet works, what the World Wide Web is, how to access information and how you can add to the World Wide Web.

SCIENCE:

Sound: Know how sounds are made, know the parts of an ear, understand pitch and volume and to know how sounds become fainter.
Electricity: Identifying parts of a circuit, knowing common appliances, constructing circuits, troubleshooting and knowing conductors and insulators.

Our autumn topic is:
EUREKA

HISTORY/GEOGRAPHY:

Who were the Ancient Greeks?
 What made the Ancient Greeks so powerful?
 What was everyday life like in Ancient Greece?
 What were the key beliefs and achievements of the Ancient Greeks?
 What happened to the Ancient Greeks?
 What legacy did they leave behind?

PSHE:

Rules and expectations.
 What helps us to learn?
 What makes a community and how can we make a difference?
 How can we treat each other with respect?
 How can we stay safe online?

DESIGN AND TECHNOLOGY:

Researching labyrinths, Adrian Fisher and designing and creating a maze game.

USEFUL WEBSITES:

<https://www.bbc.co.uk/bitesize>
<https://www.nationalgeographic.com/>
<https://www.topmarks.co.uk/>

MATHEMATICS:

- Number and the number system
- Counting and comparing
- Visualising and constructing
- Addition and subtraction
- Multiplication and division

Mental addition:

All of us will: Add mentally combinations of three-digit to hundreds.

Most of us will: Add mentally pairs of two-digit whole numbers (e.g. 47 + 58), including bridging.

Some of us will: Extend mental methods for whole-number calculations, for example... to add the nearest multiple of 10, 100 or 1000 and adjust (e.g. 299 + 67).

Mental subtraction:

All of us will: Subtract mentally pairs of two-digit and three-digit whole numbers.

Most of us will: Subtract mentally pairs of two-digit and three-digit whole numbers.

Some of us will: Extend mental methods for whole-number calculations, for example to subtract one near-multiple of 10, 100 or 1000 from another (e.g. 6070 - 4099).

RE:

Christianity - what is Trinity?
 Judaism - what is exodus?

MUSIC:

Soul/gospel music
 Chorus 'Lean on me'

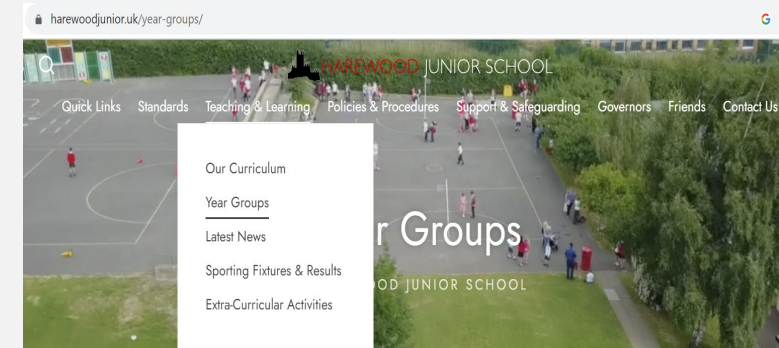
ART & DESIGN:

Mark making.
 Creating a sculpture inspired by Barbara Hepworth.

PE:

Basketball, Dance, Football, Gymnastics

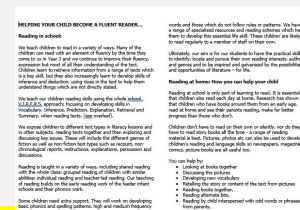
- Termly overviews will be found on the website on the year group page for our Spring and Summer term topics - Deadly Disasters (Natural Disasters) and Glorious Glevum (Ancient Romans local history)



- We have a themed day which links with the current topic - we have an exciting Greek day later this term!

READING

- It is essential that your child is reading ideally daily, but at least three times per week.
- Regular reading is critical for your child's progress, attainment and ultimately success in later life – developing positive reading habits during primary school will be hugely beneficial.
- Reading at school is only part of learning to read. It is essential that children also read each day at home. Research has shown that children who have books around them from an early age, read at home and see their parents reading, make far better progress than those who don't.
- All aspects of reading are to be encouraged – from recipes to magazines, comic books, online content and even signs and adverts when out and about!
- For guidance on how to positively support your child's reading, please take home a copy of our reading guide.



- Your child's reading will be regularly assessed by adults at school and they will be bringing home an appropriate colour-banded book (or 'Big Cat Phonics') to read...

Reading record expectations

- Reading records must be in your child's bag **everyday**.
- It is essential that parents and carers sign and write a comment in the reading record each time the child reads – e.g. *are they enjoying the book?* *Are they finding certain vocabulary challenging?*
- House points will be awarded for children who read three times a week or more.
- Reading records will be checked and stamped by an adult every Monday.

2) CHILDREN PROGRESS TO COLOUR BANDED BOOKS – START AT **LIME**

	Focus Phonics Level	Other Phonics Level	Focus Graphemes used in books	Tricky words / CEWs
Reception 4-5 years	2	2a	s, a, t, p, l, r, m, d, g, o, c, k	
		2b	e, u, i, h, b, f, i, ck, ee, R, ff, 'y' saying /s/	to, the, no, go, I
		2c	Consolidation of Level 2	All previous words
Reception 4-5 years	3	3a	j, v, w, x, z, zz, qu, ch, sh, th (feather), th (moth), ng	he, she, we, me, be, egg
		3b	ai, ee, igh, oa, oo (moon), oo (book), ar, or, ur, ow, oi, er, air, ure, er	my, you, they, here, all, are
		3c	Consolidation of Level 3	All previous words
Reception 4-5 years	4	4a	CVCC and CCVC words. Digraphs and trigraphs without adjacent consonants	said, so, have, like, come, some
		4b	Words with adjacent consonants including Level 3 vowel digraphs/trigraphs. CVCC and CCVC words	were, there, little, one, do, when, out, what
		4c	Polyvocalic words containing adjacent consonants and words containing three adjacent consonants	All previous words

Year 1 5-6 years	5	5a	'ai' saying /ai/ 'oi' saying /oi/	'ei' saying /ei/ 'oi' saying /oi/	could, should, would, want, oh, then, Mr, Mrs
		5b	'u, ai' saying /ai/ 'e, ai' saying /ai/ 'i, ai' saying /ai/ 'u, ai' saying /ai/ and 'y/oi'	'ou' saying /ou/ Long vowel sounds 'ch' saying /ch/ 'ch' saying /ch/	love, your, people, looked, called, asked, water, where, who, why, thought, through
		5c	'tr' saying /tr/ 'er' saying /tr/ and /oo/ 'er' saying /tr/ and /oo/ 'y' saying /tr/ 'er' saying /tr/ and /oo/ 'er' saying /tr/	'th' saying /th/ 't' saying /t/ 'y' saying /t/ 'th' saying /t/ 'th' saying /t/	work, house, many, laughed, because, different, any, eye, friend, also, once, live, please, coming, Monday, Tuesday, Wednesday, brother, more, before
Year 2 6-7 years	6	6a	'y' saying /y/ 'dge' saying /y/ 'ge' saying /y/ 'ge' saying /y/	'tr' saying /tr/ 'tr' saying /tr/ 'tr' saying /tr/	four, eight, world, poor, great, break, steak
		6b	'er' saying /er/ 'y' saying /er/ 'mb' saying /er/ 'i' and 'ai' saying /er/	't' saying /t/ Words ending in 'tural'	bury, clothes, whole, listen, build, earth, delicious, fruit, learn, search, famous, shoe, pretty, neighbour, group, England, tongue, country, heart, dangerous
		6c	'er' saying /er/ (e.g. warm) 'er' saying /er/ (e.g. world) 'er' saying /er/ (e.g. watch) 'er' saying /er/ (e.g. search)	't' saying /t/ (e.g. usually) Words ending in 'tural'	special, enough, aunt, father, grow, improve, hour, move, sure, sugar, half, quarter, straight, touch, caught, daughter, journey, area, heard, early

IF PHONICS KNOWLEDGE STILL NOT SECURE BY Y4 – **BIG CAT 7+**



BOOK BANDS

WTS

EXS

GDS

Lime (Emerging)
Level 11

Brown (Expected level)
Level 12

Grey (Exceeding)
Level 13

Brown (Emerging)
Level 12

Grey (Expected level)
Level 13

Dark Blue (Exceeding)
Level 14

Grey (Emerging)
Level 13

Dark Blue (Expected level)
Level 14

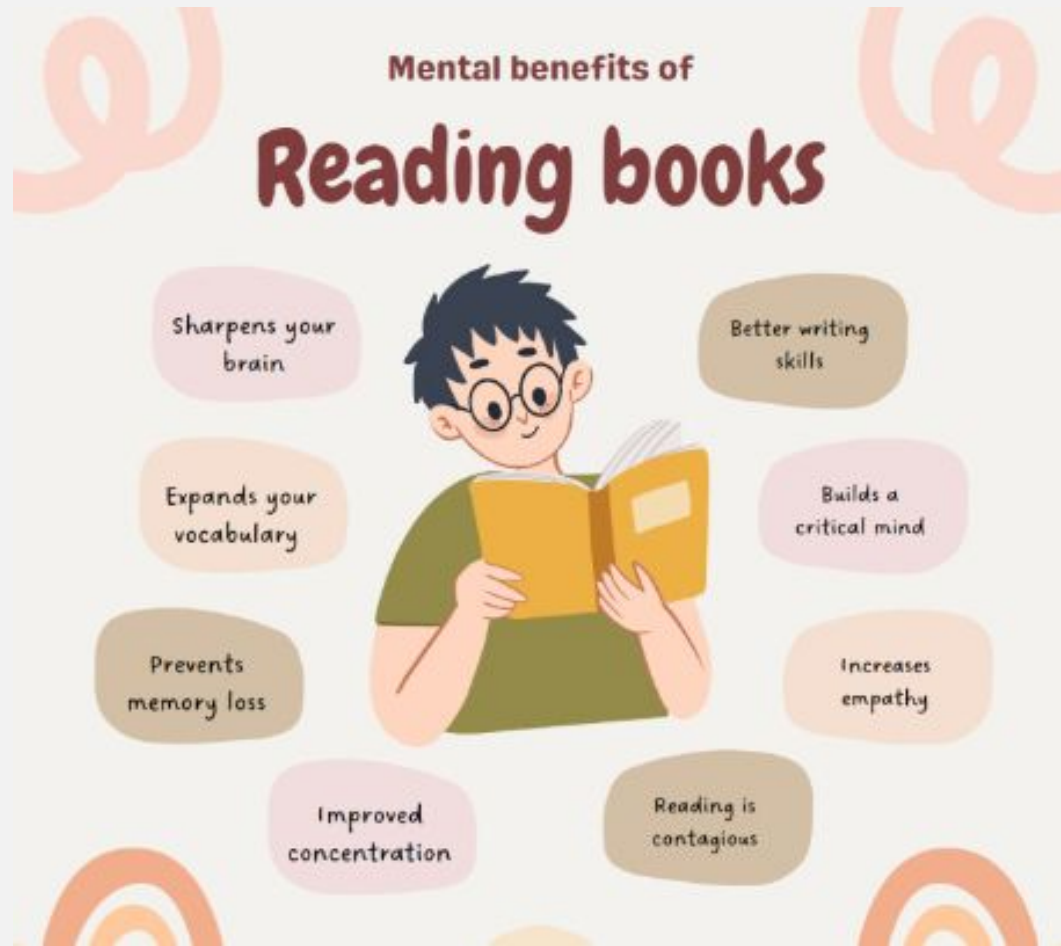
Dark Red (Exceeding)
Level 15

Dark Blue (Emerging)
Level 14

Dark Red (Expected level)
Level 15

Black/Black+ (Exceeding/Gifted)
Level 16

BENEFITS OF READING...



It is really important to ensure you child consistently read at home as it supports their mental health.

If children are not regularly reading...

- 1) Shorter attention span
- 2) Trouble sleeping and turning brain off
- 3) Difficulties to process and learn new information
- 4) Fall behind in learning

SPELLING

- Children will be taught a new spelling rule / patterns with corresponding words each week and these will be tested on a Friday.
- Your child has had a copy of their termly spellings sent home with them and each term they will receive a new set to learn
- Additionally, your child has been given a copy of the Year 3 and Year 4 statutory spellings.
- These words will be consolidated as part of children's everyday learning.
- At home, children need to practice their spellings and they can do this in a variety of ways. You can use the spelling practice poster with your child at home to support them with this.



TIMES TABLES

- Rapid recall of multiplication and division facts is a fundamental skill for the whole of the KS2 maths curriculum and beyond.
- Without this solid foundation, children can find it more challenging when grasping linked aspects of the national curriculum, such as fractions and percentages
- All children have a 'Times Table Rockstars' (TTRS) login which can be found in the front of their homework books.
- Children must log regularly onto TTRS as part of our homework expectations.

Please refer to our 'Parents Guide' to help support your child with TTRS and to find more information.





TTRS @ HAREWOOD JUNIOR

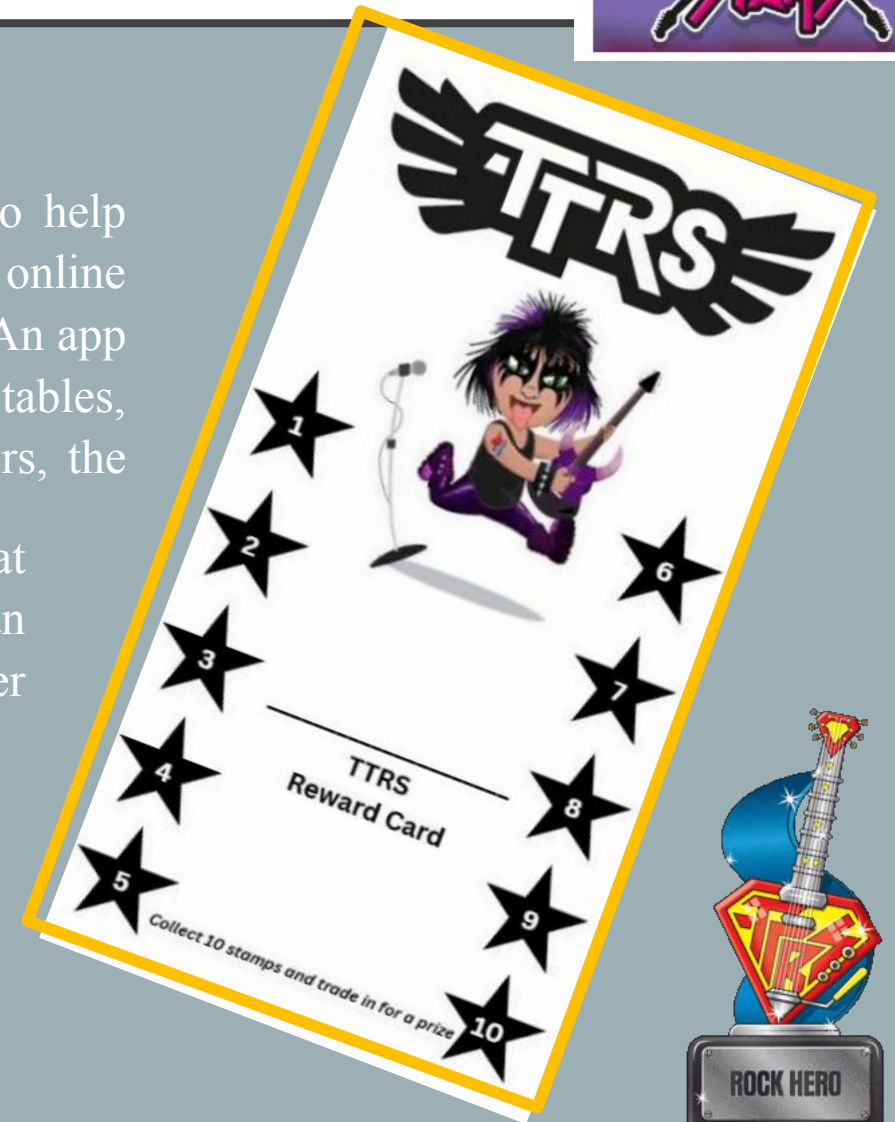


Times Table Rock Stars is a fun and challenging programme designed to help students master the times tables both in school and at home! It is an online platform that supports the learning of times tables for children in years 3-6. An app form of this platform is available for most devices. When it comes to times tables, speed AND accuracy are important – the more facts your child remembers, the easier it is for them to do harder calculations.

As part of child's weekly homework, they are expected to use TTRS for at least 30 mins a week (3 x 10 mins for example). Any extra practise they can do will mean that your child will become increasingly fluent and gain greater confidence in their times table facts....an important life skill.

In school, participation will be recognised during 'Celebration Assembly'. As well as additional incentives, including the TTRS punch cards which will be used to encourage and motivate.

Each week, children will also have the option to attend Mrs Hooper's TTRS Drop in sessions during Friday lunch times.

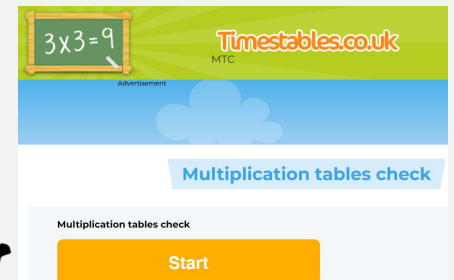


MULTIPLICATION CHECK

- It will run for a 2 week period in the Summer term.
- The multiplication check (MTC) is statutory for all Year 4 pupils in England.
- The purpose of the check is to ensure that times tables knowledge is at the expected level.
- It is an online assessment where the children are asked 25 questions on times tables ranging from x2 to x12
- For every question, they have six seconds to answer and in-between the questions, there is a three second rest.
- Questions about the 6, 7, 8, 9 and 12 times table come up most often.

This is a website link to a practice multiplication check website.

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

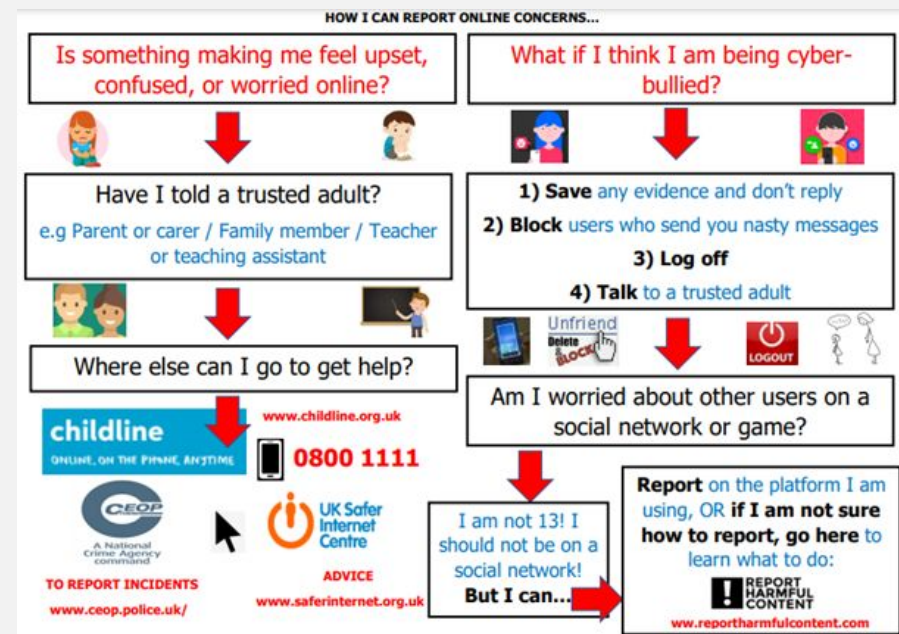


GENERAL TIMETABLE

- **Swimming** will begin **Tuesday 7th October 2025** - where the children will be swimming Tuesday to Friday. Therefore they will need their swimming kit and towel every day.
- **PE** will run on a **Wednesday** but this will change to a Friday when your child's class has the coach. Children will still be coming into school in the correct PE kit.
- **Reading records** are to be handed in **every Monday** but need to be in your child's bag everyday.
- Homework is to be handed in **on a Tuesday** with new homework distributed each **Wednesday**.
Children will miss their breaktime to complete their homework if it is not handed in on time.
- **Spelling tests** will be on each **Friday**.

ONLINE SAFETY

- For support, guidance and resources on all aspects of **online safety** - from setting parental controls to identifying age-appropriate apps and games - you can visit our school website for useful information
- If there has been an online safety issue, worry or concern that your child has raised, please contact your child's class teacher or **Mr Beardshaw-Brown** (Assistant Headteacher & Online Safety Lead) via the school office.
- Parental guides are available for numerous apps and platforms - please ask Mr Beardshaw-Brown for a copy
- You can also refer to our 'Reporting Concerns flowchart' for information on how to support your child in getting help online - there is a copy in their homework book



ANY QUESTIONS?