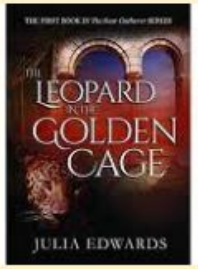
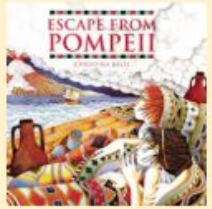
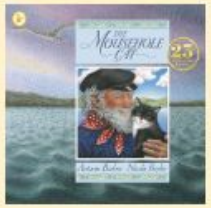
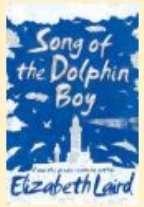
Meteors Curriculum Meeting

Meet the Year 4 Team

Curriculum Overview

Curriculum Map	Year 4		
Term and focus	Term 1 and 2 History	Term 3 and Term 4 Geography	Term 5 and 6 Geography
Topic Vehicle	Invaders Romans, Saxons and Vikings	Natural Disasters	Environment
Enquiry Question	How have the Romans influenced our lives in 2026? How did the Anglo Saxons and Vikings build on the Roman legacy?	How do countries help each other after a natural disaster?	How does our use of plastics affect the environment?
Visit or experience		Peacehaven water treatment Plant	
School Values	Perseverance Achievement	Respect	Respect Perseverance Achievement
Power of Reading Core Text	 The Leopard in the Golden Cage (historical fiction based on Roman Britain) Arthur and the Golden Rope (historical fiction picture book)	  Escape from Pompeii (Mount Vesuvius eruption-Romans) Mousehole cat (picture book fiction)	 One Plastic bag (other cultures) Song of the Dolphin Boy (fiction based on plastic pollution)
English Writing opportunities	Informal letter Diary entry Non-chronological report/Website page Free verse poetry and Anglo Saxon riddles-Kennings	Descriptive writing Non-chron report Poetry- personification, similes-song	Instructions Persuasive Narrative-adventure Poem
Punctuation & grammar	Difference between the plural and possessive –s. Paragraphs to organise ideas around a theme. Adjectives and other descriptive methods. Mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated. Inverted commas and other punctuation to indicate direct speech. Use the following terms: determiner; pronoun; possessive pronoun; adverbial. Adverb phrase at the start of a sentence e.g. "Later that day, I heard the bad news." Commas after adverbials at the beginning of a sentence e.g. "Later that day, we heard the good news." Use the correct form of the verb inflection e.g. "we were" instead of "we was" Use apostrophes to mark plural possession e.g. the girl's name / the girls' names.	Difference between the plural and possessive –s. Paragraphs to organise ideas around a theme. Adjectives and other descriptive methods. Mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated. Inverted commas and other punctuation to indicate direct speech. Use the following terms: determiner; pronoun; possessive pronoun; adverbial. Use the correct form of the verb inflection e.g. "we were" instead of "we was" Use apostrophes to mark plural possession e.g. the girl's name / the girls' names.	Difference between the plural and possessive –s. Paragraphs to organise ideas around a theme. Adjectives and other descriptive methods. Mixture of pronouns and nouns in my writing to aid continuity and avoid words being repeated. Inverted commas and other punctuation to indicate direct speech. Use the following terms: determiner; pronoun; possessive pronoun; adverbial. Adverb phrase at the start of a sentence e.g. "Later that day, I heard the bad news." Commas after adverbials at the beginning of a sentence e.g. "Later that day, we heard the good news Correct form of the verb inflection e.g. "we were" instead of "we was"
Spelling	sub- inter- super- anti- auto- -sure -ture homophones apostrophe plural	in- apostrophe plural apostrophe irregular plural -ssion common exception words -tion -cian -ation -ous	apostrophe plural apostrophe irregular plural -ous s, as, sc -gue -qu homophones common exception words

Drama	Power of reading drama		Power of reading drama	Power of reading drama
Maths	Number: Place value Number: Addition and Subtraction Measurement: Area Number: Multiplication and Division		Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions Number: Decimals	Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of shape Geometry: Position and direction
Science	**Animals including humans-Link to Romans** Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.		**States of matter** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. **Electricity** Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associated metals with being good conductors.	**Living things and habitats** Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. s **Sound** **link to oceans and water** Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.
Geography	**Areas of Study/Topics** **Romans, Vikings and Saxons** • Locate countries (Europe) • Features of Roman roads • Economic activity including trade links • Similarities and differences **Locational Knowledge** Locate the world's countries, using maps to focus on Europe (inc the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. Identify where countries are within Europe, including Russia. **Place Knowledge** Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country (Roman empire)		**Areas of Study/Topics** **Natural Disasters** • Volcanos, Earthquakes & water cycle • Map skills • Similarities and differences **Human and Physical Geography** Describe and understand key aspects of : Physical geography including: • Volcanoes and earthquakes, looking at plate tectonics. • Water cycle. Human geography including: • Distribution of natural resources focussing on minerals and water.	**Areas of Study/Topics** **Environments** • Natural resources • Human environmental impact • Beach trip (beach clean up) to incorporate fieldwork **Geographical Skills and Fieldwork** • Use 4 figure coordinates to locate features on a map. • Make a simple scale drawing. • Draw a sketch map from a high point of view (beach trip). • Use large scale OS maps • Use map sites on the internet • Draw an annotated sketch from observation including labels and description (beach trip) • Add titles and labels and location information. • Confidently use an atlas. **Human and Physical** • Key natural resources in the locality. • Changes to world environment over time • How humans manage and sustain environment - laws, recycling, carbon footprint • How humans affect the environment- pollution, plastics
History	**Roman Empire and its impact on Britain** The Roman Empire and its impact on Britain e.g. Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest, including Hadrian's Wall and British resistance e.g. Boudicca	**Viking and Anglo-saxon struggle for the kingdom of England** A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 - the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day • Vikings and Anglo Saxons **Chronological Understanding** Describe the main changes in a period in history.	The Great Storm of 1987 - explore what happened and research different sources. Local history, effects, reasons and aftermath. **Historical enquiry** Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. E.g. documents, printed sources (e.g. archive materials) the internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past.	

	Chronological Understanding Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini) Place some historical periods in a chronological framework(timeline) **Knowledge and understanding of events, people and changes in the past** Choose reliable sources of information to find out about the past. Give some reasons (with evidence) for some important historical events. **Historical interpretation** Look at different versions of the same event in history and identify differences. **Historical enquiry** Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. E.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. **Organisation and communication** Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.	Use historic terms related to the period of study. **Knowledge and understanding of events, people and changes in the past** Describe similarities and differences between people, events and artefacts studied. Describe how some of the things I have studied from the past affect/influence life today. **Historical interpretation** Know that people in the past represent events or ideas in a way that persuades others. Understand that sources can contradict each other. **Historical enquiry** Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of resources to find out about aspects of life in the past. E.g. documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past. **Organisation and communication** Communicate his/her learning in an organised and structured way, using appropriate terminology, using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT.				
RE	**Theme:** **Key Question:** What is the 'Trinity' and why is it important for Christians? **Religion:** Christianity	**Theme:** **Key Question:** What does it mean to be a Hindu in Britain today? **Religion:** Hinduism	**Theme:** **Key Question:** How and why do people mark the significant events of life? **Religion:** Beliefs from different worldviews.	**Theme:** **Key Question:** Why do Christians call the day Jesus died, 'Good Friday'? **Religion:** Christianity	**Theme:** **Key Question:**For Christians, what was the impact of Pentecost? **Religion:** Christianity	**Theme:** **Key Question:**What do Hindus believe that God is like? **Religion:** Hinduism

Art	**Exploring Still Life** Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	**Exploring Pattern** Exploring how we can use colour, line and shape to create patterns, including repeating patterns.	**The Art of Display** Explore how the way we display our work can affect the way it is seen.	**Storytelling Through Drawing** Explore how artists create sequenced drawings to share and tell stories. Create concertinas or comic strips to retell poetry or prose through drawing.	**Festival Feasts** How might we use food to bring us together?	**Sculpture, Structure, Inventiveness & Determination** What can artists learn from nature?
DT	**Mechanical Systems** **Levers and Linkages** *Christmas Cards*		**Electrical Systems** **Simple circuits and switches.** *Torch*		**Food** **Healthy and Varied Diet** Follow recipes that involve several processes, skills and techniques Cheese Straws+Soup	
Computing	**OS4.1 - Online Safety** TCC Yr 4 - The Internet	**OS4.2 - Online Safety** TCC Yr 3 – Stop frame animation	**OS4.3 - Online Safety** TCC Yr4 – Audio Production.	**OS4.4 - Online Safety** TCC Yr4 Data logging	**OS4.5 - Online Safety** PM Unit 4.4 - Writing for different audiences (5 lessons) Use planning as base but swap to Google Docs, links to English.	**OS4.6 - Online Safety** TCC Yr 4 – Repetition in games
PE	Basketball OAA	Dance Gymnastics	Dance Gymnastic Apparatus	Swimming Fitness	Hockey Tennis	Rounders Athletics
French	Phonetics lesson 2 (C) & Presenting Myself (I)	Family (I)	Goldilocks (I)	Habitats (I)	Classroom (I)	My home (I)
PSHE	**My Healthy Self** How can I make healthy choices?	**Connecting with others** How can we respect each other?	**The Online World** How can I evaluate what I see online?	**Citizenship** How can I spend my money wisely?	**Growing Up** How will my body and emotions change as I grow up?	**Staying Safe** What signs help me recognise what is safe or unsafe?
Music	**Body and Tuned Percussion**	**Rock and Roll**	**Changes in pitch, tempo and dynamics.**	**Haiku, music and performance**	Samba and carnival sounds and instruments	**Adapting and transposing motifs**

Timetable

8.45 - Gates open	8.45-8.55	8.55-9.00	9 - 10	10 - 10.15	10.15-10.30	10.30- 11:30	11.30-12.00	12 - 12.55	12.55 - 1	1 - 1.10	1.10 - 1.20	1.20 - 3.05	3.05 - 3.15
Monday	Morning Work	REGISTRATION	MATHS	Whole School Assembly (MM)	PLAYTIME	ENGLISH		LUNCH	REGISTRATION	SPELLINGS	MATHS MASTERY	ENQUIRY GUIDED READING/FLUENCY 2..50 - 3.05	READ ALOUD CLASS BOOK
Tuesday			MATHS	KS1& 2 Assembly (MT)		ENGLISH	Handwriting					ENQUIRY SPELLING TEST	
Wednesday			PE	KS1& 2 Assembly (Teacher Rota)		GUIDED READING/FLUENCY 10.30 - 10.50 MATHS						RSHE 1.20 - 2.05 / RE 2.05 - 3.05	
Thursday			MATHS	Singing Assembly		ENGLISH	Hand writing					PE 1.20 - 2.20 / MUSIC 2.20 - 3.5	
Friday			MATHS	Whole School Assembly (MM)		GUIDED READING/FLUENCY 10.30 - 10.50 ENGLISH						COMPUTING 1.20 - 2.05 MFL 2.05 - 2.35 HANDWRITING 2.35 - 3.05	

Writing

<u>What does writing look like in Year 4?</u>

In year 4, we use the Power of Reading approach in our writing. This is where we base our reading and writing lessons on our core text.

Every child in Years 3 to 6 is expected to write in pen (with a choice of black pen).

In Year 4, we expect all children to write in full sentences with correct sentence punctuation. We also expect children to vary sentence openers and structure and show an understanding of writing in paragraphs.

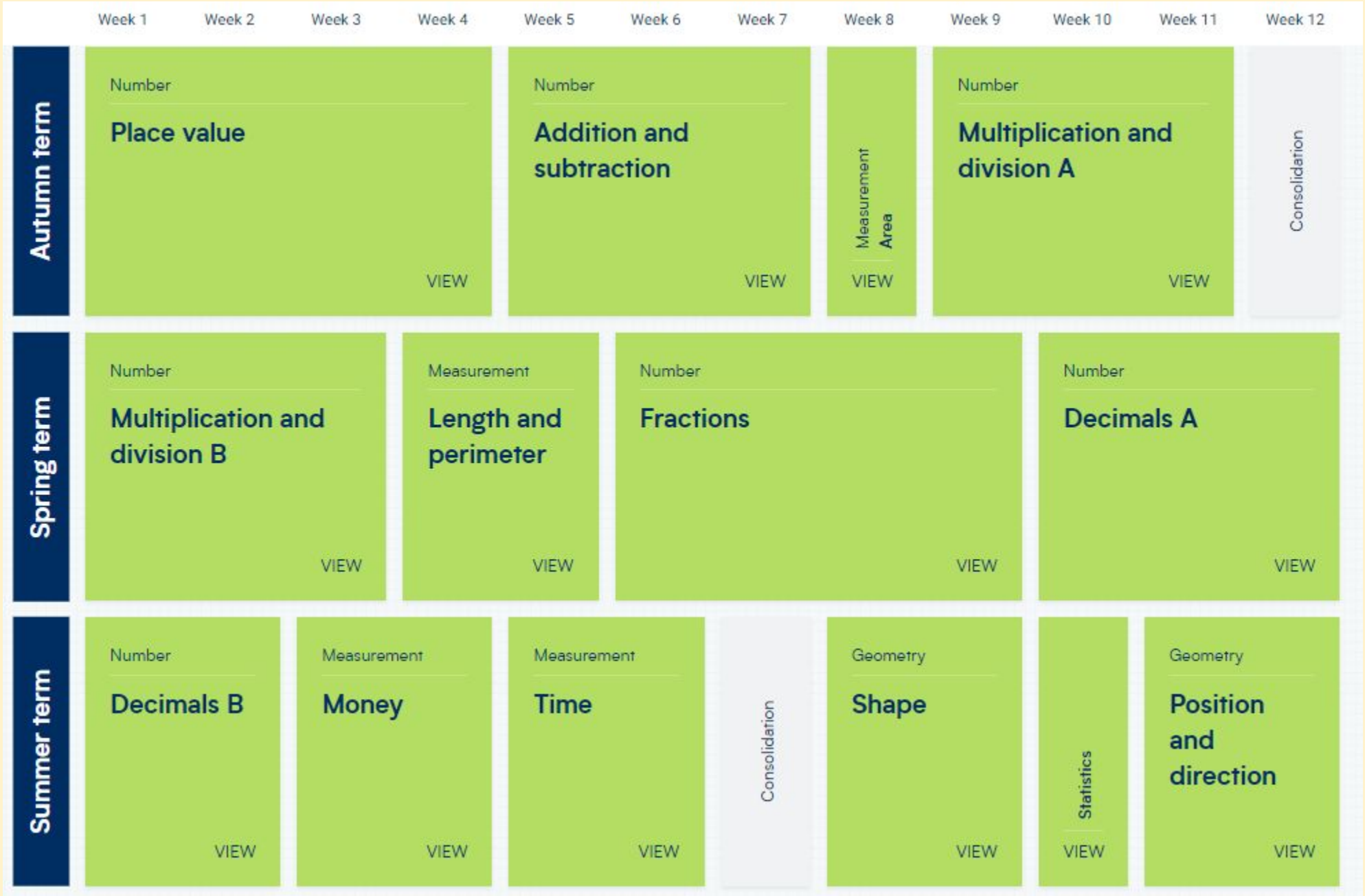
Working at the Expected Standard:

Pupil(s) are beginning to independently apply their knowledge:	
To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).	
To write narratives with a clear beginning, middle and end with a coherent plot.	
To proofread confidently and amend their own and others' writing, e.g. adding in nouns/pronouns to avoid repetition, recognising where verbs and subjects do not agree or lapses in tense.	
To create more detailed settings, characters and plot in narratives to engage the reader.	
To consistently organise their writing into paragraphs around a theme.	
To maintain an accurate tense throughout a piece of writing.	
To use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was', 'I did' rather than 'I done'.	
To use the full range of punctuation from previous year groups.	
To use all the necessary punctuation in direct speech mostly accurately.	
To use apostrophes for singular and plural possession with increasing confidence.	
To expand noun phrases regularly with the addition of modifying adjectives and prepositional phrases, e.g. the strict teacher with curly hair.	
To regularly choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it.	
To use fronted adverbials, e.g. As quick as a flash, Last weekend; usually demarcated with commas.	
To spell all words with prefixes correctly, e.g. irrelevant, autograph, incorrect, disobey, superstar, antisocial.	
To spell all words with suffixes correctly, e.g. usually, poisonous, adoration.	
To spell homophones correctly, e.g. which and witch.	
To spell all of the Year 3 and 4 statutory spelling words correctly.	
To consistently use a neat, joined handwriting style.	

Reading

- Reading books changed frequently - as and when they are finished at home.
- We have both scheme and reading for pleasure books in our class library. Free readers will take home a reading for pleasure book, rather than a scheme book.
- Three times a week, we have whole class guided reading time.
- We are constantly reading two books in school as a class.
- **Please can children read daily at home and this recorded in reading records (please ask if you would like a new one).**
- **Please ensure your child brings in their reading book and reading record daily.**

Maths


Week 1
Week 2
Week 3
Week 4
Week 5
Week 6
Week 7
Week 8
Week 9
Week 10
Week 11
Week 12
Autumn term
Number
Place value
VIEW
Number
Addition and subtraction
VIEW
Measurement
Area
VIEW
Number
Multiplication and division A
VIEW
Consolidation
Spring term
Number
Multiplication and division B
VIEW
Measurement
Length and perimeter
VIEW
Number
Fractions
VIEW
Number
Decimals A
VIEW
Summer term
Number
Decimals B
VIEW
Measurement
Money
VIEW
Measurement
Time
VIEW
Consolidation
Geometry
Shape
VIEW
Statistics
VIEW
Geometry
Position and direction
VIEW

Maths

We use White Rose maths at Hellingly

CPA approach - concrete, pictorial and abstract

Resources to support learning are always used within the classroom

Rockstars at home

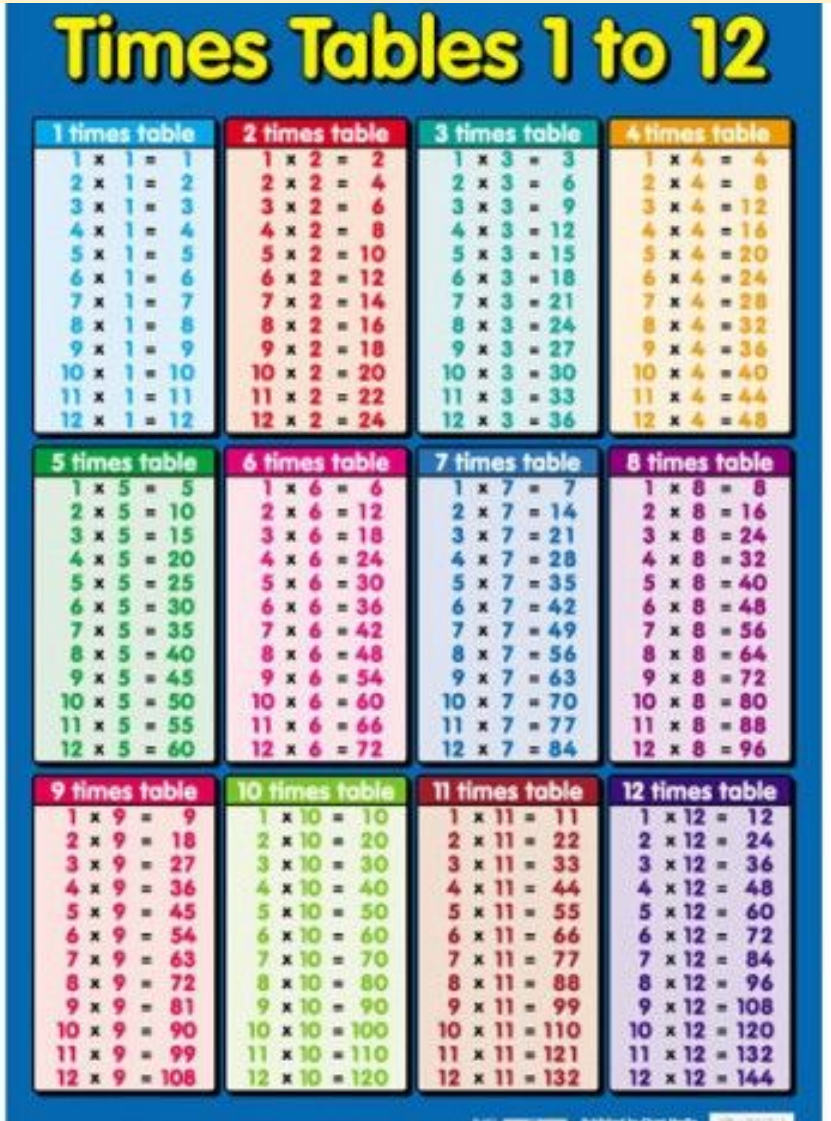
Weekly times table tests (Wednesday)

Maths

Maths
Multiplication Tables Check

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.

Schools will have a 3-week check window in June to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time.



RSHE

Contents | Explore our Parent zone | Back | Next

Lower key stage 2 learning

Year 4

Autumn | Spring | Summer

My healthy self: How can I make healthy choices?

- Exploring the benefits of keeping active.
- Recognising the importance of a balanced diet and staying hydrated.
- Thinking about strategies to help build resilience.
- Exploring different ways to be kind.
- Recognising that helping others can positively affect how they feel.

Unit coming soon

Connecting with others: How can we respect each other?

- Understanding how trust, fairness and boundaries keep friendships healthy.
- Practising how to respond assertively and respectfully when challenges or unkind behaviours arise.

Visit unit >

Lower key stage 2 learning

Year 4

Autumn | Spring | Summer

The online world: How can we decide what to trust online?

- Exploring how information is found and shared online.
- Developing critical thinking skills when searching for and evaluating information.
- Exploring what makes information reliable.
- Recognising that some information can be misleading or untrue.

Unit coming soon

Citizenship: How can I spend my money wisely?

- Exploring the different ways people pay for things.
- Learning what budgeting means.
- Exploring feelings about money.
- Understanding why it is important to keep track of money.
- Thinking about what 'value for money' means.

Unit coming soon

Lower key stage 2 learning

Year 4

Autumn | Spring | Summer

Growing up: How will my body and emotions change as I grow up?

- Learning about the physical and emotional changes that happen during puberty.
- Recognising that changes are normal and happen at different times for everyone.
- Key vocabulary: armpits, boundaries, breasts, menstrual cup, puberty, pubic hair, period, period pad, period pants and tampon.

Watch video | Visit unit

Staying safe: What signs help me recognise what is safe or unsafe?

- Understanding hazards, risks and emergencies.
- Exploring how to recognise unsafe situations and make informed choices to stay safe.
- Investigating ways to reduce risk at home, outdoors, near water and roads.
- Responding in emergency situations and seeking help.

Visit unit

Spellings

- Spellings – common exception words
- Spellings on website
- Spellings tests - once a week on a Monday
- Spelling books (green) in book bags to refer to at home
- Children are given the opportunity to apply their skills within Guided Reading, Writing and the Wider Curriculum.

PE

- PE days are **Wednesday** and **Thursday**
- Children are asked to come into school in their P.E kits
- School PE Kit only – no logos
- **No hoodies** - blue school jumpers or cardigans should be worn on PE days
- We ask that P.E kits are clearly labelled
- On P.E days we ask that earrings are taken out before coming to school or covered up with tape.
- Please can long hair be tied back every day but particularly on PE days.

Bookbags/ other items

Please do not send your child in with a rucksack - we just don’t have the space.

Please do not put drinks bottles in bookbags.

No pencil cases are required.

School Visits and Experiences

Thursday 6th May 2027 - Beyond the Drain tour at the Wastewater Treatment Centre in Peacehaven

Online Safety

Safeguarding

Safeguarding and Child Protection

Mrs Carolyn Andrews

Designated Safeguarding Lead

Mr Jon Goulding

Designated Safeguarding Deputy

Mrs Michelle McKay

Designated Safeguarding Deputy

Ms Di Cole

Designated Safeguarding Deputy

We are all responsible for Safeguarding in our School

Assemblies

- Monday – whole school
- Tuesday - Key stage by Phase leader
- Wednesday – Singing
- Thursday – Class teachers
- Friday – Values Award in class

Parents evenings

Tuesday 13th October: 16:00 - 18:30
Thursday 15th October: 16:00 - 19:00

Tuesday 9th March: 16:00 - 19:00
Thursday 18th March: 16:00 - 18:30

Harvest Festival: **Wednesday 7th October**
13:45 - Year 4/5/6

Class celebration: **Tuesday 16th March** - More info to follow

Communication

- Arbor
- Leave message with office/ staff on gate in morning – will be in touch after school hours
- Class newsletter termly - full of info!
- Whole school Newsletter – full of info!
- Facebook
- Website – whole school and class page

Thank you