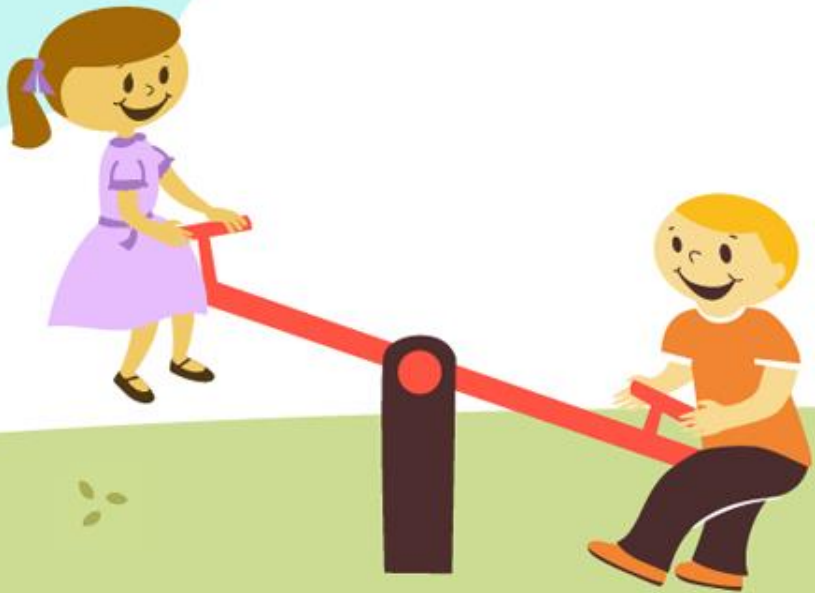


Welcome to Year 4



A little bit about us...

Classteacher - Overall responsibility for the class

Miss Booth

Additional Adults

Mrs Yates/Mrs Cox - Will cover the class when the Classteacher has planning or management time

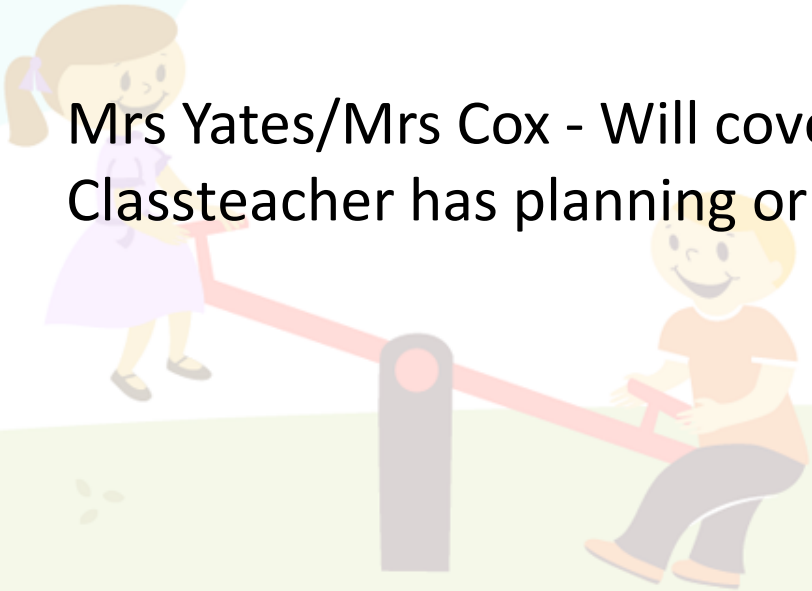
Teaching Assistants

Additional adults will also support learning in our classroom regularly.

Mrs Bushell

Mr Parnell

Mrs Callaghan



Year 4's learning this year

Year 4 Long Term Plan 2026/27

Year 4 Long Term Plan 2026/27									
English	Term 1			Term 2			Term 3		
<i>Stimulus/ Text</i> <i>Purposes/ Genres being modelled and revisited</i>	<u>Journey</u> by Aaron Becker (JC/Lit Shed) Narrative Hook: Magic Carpet P1: Questions P2: Setting Description P3: Narrative P4: Poetry	<u>The WISHGRANTER</u> (Lit Shed Film Unit) Hook: The <u>Wishgranter</u> animation film P1: Character Description P2: Monologues P3: Explanations P4: Narrative	<u>Escape from Pompeii</u> Hook - Escape from Pompeii P1: Setting description P2: Diary Entry P3: Newspaper Report P4: Narrative	<u>I don't like poetry</u> by Joshua Seigal Similes/Metaphors (Lit Shed Unit) Poetry P1: Alliteration, Similes, P2: Metaphors P3: Simile and Metaphor Poem P4: Explanation: How to write a poem	<u>Mythical Magic</u> Hook - Theseus and the Minotaur (JC) Greek Myths P1: Character Descriptions P2: Retelling Myths P3: Narrative (Myths) P4: Create your own myth	<u>Who Let the Gods Out?</u> Hook – Who let the Gods out (Lit Shed) P1 and 2: Instructions: Care guide for a minotaur P3: Information Text P4: Persuasive writing			
Whole Class Novel	The Land of Roar by Jenny McLachlan and Ben Mantle		The Legend of <u>Podkin One Ear</u> (Kieran Larwood)			Who Let the Gods Out (<u>Maz Evans</u>)			
Maths									
Term 1 White Rose Maths Shed	Number: Place Value		Number: Addition and Subtraction		Measurement: Area	Number: Multiplication and Division A		Consolidation	
Term 2 White Rose Maths Shed	Number: Multiplication and Division B		Measurement Length and Perimeter	Number: Fractions		Number: Decimals A		Consolidation	
Term 3 White Rose Maths Shed	Number: Decimals B	Measurement: Money	Time	Consolidation	Geometry: Shape		Statistics	Geometry : Position and Direction	

Year 4's learning this year

Topic	T1: Romans on the Rampage			T2: Extreme Earth		T3: Eureka! The Ancient Academics		
History	Romans in Britain <i>How did the Romans in Britain impact Britain?</i> <i>Exploration, Empire, Power, Invasion</i>			Pompeii <i>Evidence</i>		Ancient Greeks <i>What were the greatest achievements of the Ancient Greeks?</i> <i>Society, Community, Power, Religion, Trade, Culture</i>		
Geography	Locality Unit (Fieldwork) Map Work: locating countries and spread of empire Fieldwork – Roads/Towns, Study of Chester <i>Place and Space</i>			Extreme Earth <i>What are the similarities and differences between my region and Campania, Italy?</i> Volcanoes, Earthquakes, Regional Comparison <i>Space, Scale, Environment, Environmental Impact</i>		Fieldwork: How can we record and measure weather phenomena? Map Work: Europe – locating countries/ physical & human characteristics, comparing UK and Greece <i>Place, Space, Cultural Awareness</i>		
Science	Animals including Humans <i>How is energy transferred in living things?</i> Link to Roman Teeth	States of Matter <i>How does temperature affect different materials?</i>		Rocks and soil <i>Y3: How can we classify rocks?</i>	Electricity <i>How does electricity travel?</i> Link to natural sources	Living Things and their Habitats <i>How can the environment affect different groups of animals?</i> <i>Adaptation – History of Animals (Classification)</i>	Sound <i>How does sound travel?</i> <i>Place – first alarm clock (powered by water)</i>	
Music (Chorale)	Young Voices Musical Structures	Exploring Feelings When you Play		Compose with you Friends	Feelings Through Music	Expression and Improvisation	The Show Must Go on!	
Computing	Coding Creating games to educate others <i>Teeth/digestion</i>	Animation & Sound Stories <i>Purple Mash: Creating a narrative using technology</i>		Effective searching: How to find information. <i>Purple mash: English unit link</i>	Lego <i>Purple Mash/Science link: Simple instructions</i>	Unpacking Hardware & Software <i>Purple mash: Understanding technology in everyday life</i> Introduction to AI <i>How to use tools by writing clear prompts</i>	Information Technology <i>Purple Mash: composing beats</i>	
	Relationships			Living in the Wider World			Health and Wellbeing	
PSHE	Is it easy to do the right thing?	Can we be a good friend in person and online? <i>Computing Link</i>	Why is it important to treat others equally?	What does it mean to be part of a community?	What is the impact of our digital footprint? <i>Computing Link</i>	Is how we spend our money important?	Why is it important to look after our teeth?	How does puberty affect our bodies? Are all drugs bad?
E-safety, Anti- bullying and Restorative approaches are embedded within the curriculum as well as being focus lessons/topics throughout the year.								
PE (Get set 4 PE)	Swimming Cricket Gymnastics	Swimming Gymnastics Netball		Dance Dodgeball	Dance Hockey	Fitness OAA <i>(outdoor adventurous activities)</i>	Athletics Tennis	
Art and Design (Access Art)	Story Telling Through Drawing <i>Link to Journey Writing Unit</i>	Exploring Pattern <i>Link to Roman Mosaics</i>				The Art of Display <i>Link to Greek Gods</i>		
Design Technology (Projects on a Page)				Textiles: Purse 2D Shape to 3D Shape	Head Torches Simple Circuits and Switches		Crumble Computing Simple Program and Control	
RE (Stockport SDWW)	Believing Why is Jesus inspiring to some people?	Living What does it mean to be a Christian (Christmas) or Hindu (Diwali) in Britain today?		Living How do family life and festivals show what matters to Jewish people?	Expressing Why are festivals important to religious communities? (Easter)	Expressing Why do some people think life is a journey?	Living What can we learn from religions about deciding what is right and wrong?	
Spanish (Gooooooo!)	Review Pets	At home Going to school		In the classroom Lunch at school	Sports & Hobbies	School subjects Play an Instruments	The weather & seasons Fruits & at the market	
Enrichment	Trip to Chester: Devo Roman Experience			Young Voices		Tony North: Greek Workshop		



History

Who was in charge of the Roman Empire?
What events led up to Emperor Claudius invading Britain?
Who was Boudicca and why did she take revenge on the Romans?

Reflecting and examining why the Roman invasion of Britain occurred and the effect this had on life in Britain including the legacy they left.

Science

Is a Roman or modern day diet better for our bodies?
What happens when we eat food?
What happens if we don't look after our teeth?

Understanding how food and drink affects our bodies and how our bodies digest food and drink.

Geography

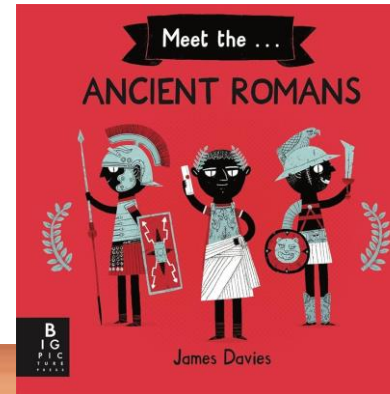
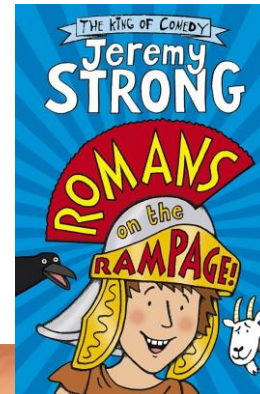
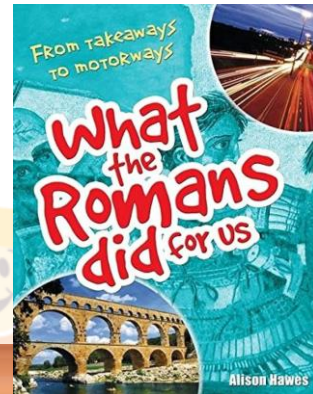
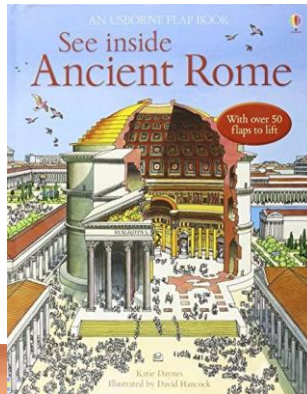
What geographical features were desirable to the Romans?
How did the invention of Roman roads change how people lived in Britain?
Where in the world is Italy and how is it different from Britain?

Reflecting on how settlements and human behaviour changed in Britain due to the Romans.

Art and Design

How were mosaics used in Roman Britain?
How do these compare to modern day artists who use mosaic in their work?
How can we create a mosaic effect using different medium?

Creating our own mosaics using a variety of medium.



What will a typical week in Year 4 look like?

	8:50-9:25	9:30 - 10:30	10:30 - 10:45 - Break Time		10:45 - 11:05	10:45 - 12:00	12:00 - 1:00- Lunchtime		1:00 - 1:20	1:20 - 2:20	2:20 - 2:45	2:45 - 3:20
Monday	Whole School Assembly (AH)	Maths <i>Mrs Bushell</i>			Spelling	English Writing			Reading/ Handwriting	History	Spanish	X table practise
Tuesday	KS1 Assembly Class Teacher Led Multiplication test	Maths <i>Mrs Bushell</i>			Spelling	WCR <i>Mrs Bushell</i>			Reading/ Handwriting	Science	WCR <i>Mr Parnell</i>	
Wednesday	Spelling test	Maths <i>Mrs Bushell</i>			Spelling Spelling test	English Writing <i>Mrs Bushell</i>			Reading/ Handwriting	Computing	PE <i>Gymnastics</i>	PSHE
Thursday	Singing Assembly (TR) TA Briefing Meeting	Swimming			Swimming	PSHE			Spelling	Maths <i>Mrs Bushell</i>	Music (Young Voices)	
Friday	Good Work Assembly (AH)	English <i>PVoG</i>			PE Cricket	X table practise			Library <i>Mrs Yates</i> <i>Mrs Bushell</i>	Art <i>Mrs Yates</i> <i>Mrs Bushell</i>	RE	



Daily Routines/Timetables

P.E.

Children will have PE lessons twice a week.

Our PE days are on: Wednesday and Friday

Your child will need to come into school in their school PE kits on these days

Swimming (Y3, Y4, Y5)

This is planned for the Autumn

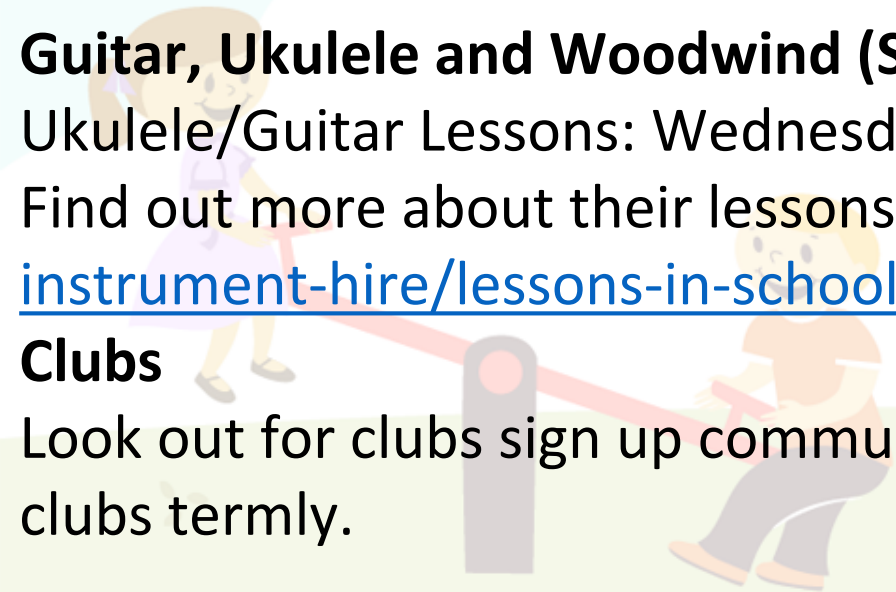
Guitar, Ukulele and Woodwind (Stockport Music Service)

Ukulele/Guitar Lessons: Wednesdays

Find out more about their lessons here: <https://www.stockportmusicservice.org.uk/lessons-instrument-hire/lessons-in-school>

Clubs

Look out for clubs sign up communication towards the end of September. You can sign up to clubs termly.



Homework

Over the past few years, we have spent a lot of time designing our homework policy to ensure appropriate tasks and amount of homework is set for each age group.

Daily Reading - It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home. Please complete the reading record with your child wherever possible.

Spellings – A paper copy of Spellings will be sent home in children's homework books and set electronically on Spelling Shed. They can be practiced on the Spelling Shed website or on separate pieces of paper. The spelling test will be every Wednesday.

Ed Shed Activities - Online activities for maths will be set each week. On some occasions, grammar tasks may also be set. Information will always be shared via ClassDojo. Please let me know if your child cannot access these at home.

All log in details will be in books this week

The National Curriculum

The Broad and Balanced Curriculum

At High Lane Primary School, we strongly believe that interest and engagement encourages enthusiasm for learning. Our curriculum has been designed to captivate our children's curiosity. Our year group topics allow our children to develop key skills in a meaningful context. Children develop knowledge and skills in all subjects of the National Curriculum: English, Maths, Science, Computing, PSHE, PE, History, Geography, RE, Art and Design & Technology, Music and Spanish.

How can you help?

- Engage your child in family visits that support school topics and interests of your child

Encourage your child to:

- ask questions and reflect on how things in our world work
- listen to different types of music or learn/practise playing an instrument
- join sports or creative arts clubs in or outside of school
- make and design things at home
- 'show off' their learning at home
- talk about the places you are travelling to – where they are and what they are like

The National Curriculum

Wellbeing and Lifelong Learning

At High Lane, we believe that supporting children to build the skills they need for coping with life positively is incredibly important.

Through their PSHE curriculum in Year 4, the children will learn:

Relationships

- How can our friends influence us?
- How do we deal with feelings of discomfort?
- What is discrimination?

Living in the Wider World

- How can we look after our environment locally, nationally and globally?
- What is the purpose of different types of media?
- What does it mean to have 'ambition'?

Health and Wellbeing

- How can we look after our bodies as we get older?
- How does puberty affect our bodies?
- What makes up a person's identity?
- What do we do in an emergency?

The National Curriculum

Wellbeing and Lifelong Learning

How can you help?

- Encourage your child to show you information from school
- Encourage your child to get their clothes, coat and snack ready the night before, ensuring they have everything they need for the next school day to promote independence
- Promote table manners and positive social skills at home

How can the children help?

- Demonstrate greater independence
- Know when to sit sensibly, have respect for others
- Follow the teacher's instructions
- Try their best to wash their hands properly
- Complete homework tasks on time
- Listen and be respectful towards others around school
- Maintain a growth mindset – **'I can do it!' 'A mistake is a learning step!'**

The National Curriculum

Understanding your child's learning in English

English: Reading

- Reading for pleasure
- Whole class reading lessons using 'high quality' texts
- Phonics: ability to read (decoding: blending and segmenting)
- Developing understanding about texts: VIPERS
- Reading to and with an adult into and throughout KS2

English: Writing

- Understanding the purposes for writing
- High quality models for writing
- Strong emphasis on joined handwriting, spelling, punctuation and grammar (GPS)
- Drafting, evaluating and editing their own work with growing independence
- Spoken English: developing children's ability to communicate and perform

Reading

Reading is one of the most important parts of your child's development!

- It is important for your child to read aloud daily to an adult. This can be a book from school or a book from home.
- Please complete the reading record with your child wherever possible. This helps us to understand the range of books your child is reading.
- Reading Owls Website can be used for additional electronic books.
- Wherever possible, read with your child and develop their love of reading through visiting the library or book shops

Useful websites:

<http://www.lovereadng4kids.co.uk>

<http://www.readingzone.com/>

<https://www.waterstones.com/campaign/books-of-the-month>

Percentile Rank	Minutes of Reading Per Day	Baseline - Words Read Per Year	Plus 10 Minutes - Words Read Per Year	Percentage Increase In Word Exposure
98	65	4,358,000	5,028,462	15%
90	21.1	1,823,000	2,686,981	47%
80	14.2	1,146,000	1,953,042	70%
70	9.6	622,000	1,269,917	104%
60	6.5	432,000	1,096,615	154%
50	4.6	282,000	895,043	217%
40	3.2	200,000	825,000	313%
30	1.8	106,000	694,889	556%
20	0.7	21,000	321,000	1429%
10	0.1	8,000	Based on reading level, ~300,000 words	
2	0	0		

Distribution of time spent reading books outside of school, with estimated words read per year and projection of increased words per year if each child's average daily time spent reading were increased by ten minutes. Adapted from *Adams (2006)*, with baseline data from *Anderson, Wilson and Fielding (1988)*.

The National Curriculum

Practical ways to support your child's learning in English

Reading

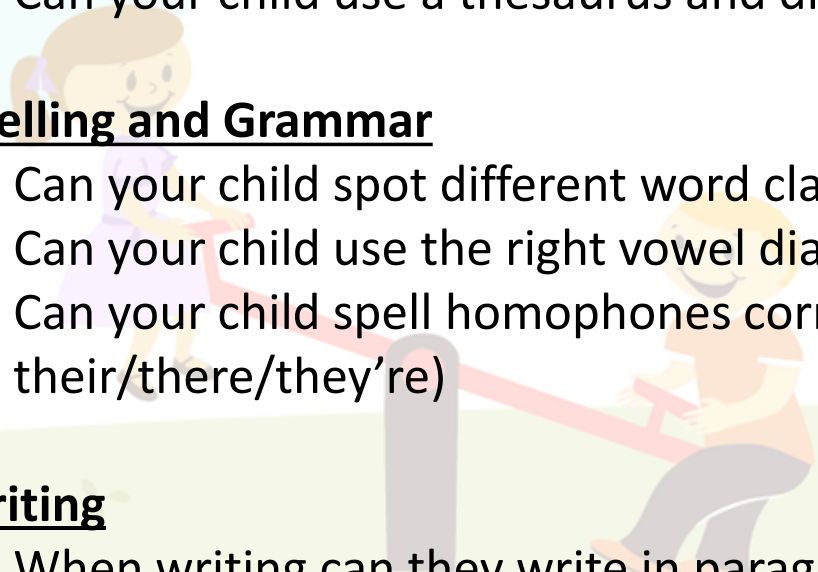
- Talk about words – can your children define a word without using the word they are defining?
- Can your child predict what might happen?
- Can your child summarise what happened on a page, in a chapter, in a whole text?
- Can your child use a thesaurus and dictionary accurately and quickly?

Spelling and Grammar

- Can your child spot different word classes: noun, adjectives, verbs, adverbs?
- Can your child use the right vowel diagraphs? (ai, ay, ey, a-e etc)
- Can your child spell homophones correctly? (right/write, for/four, their/there/they're)

Writing

- When writing can they write in paragraphs and check their spelling and punctuation?

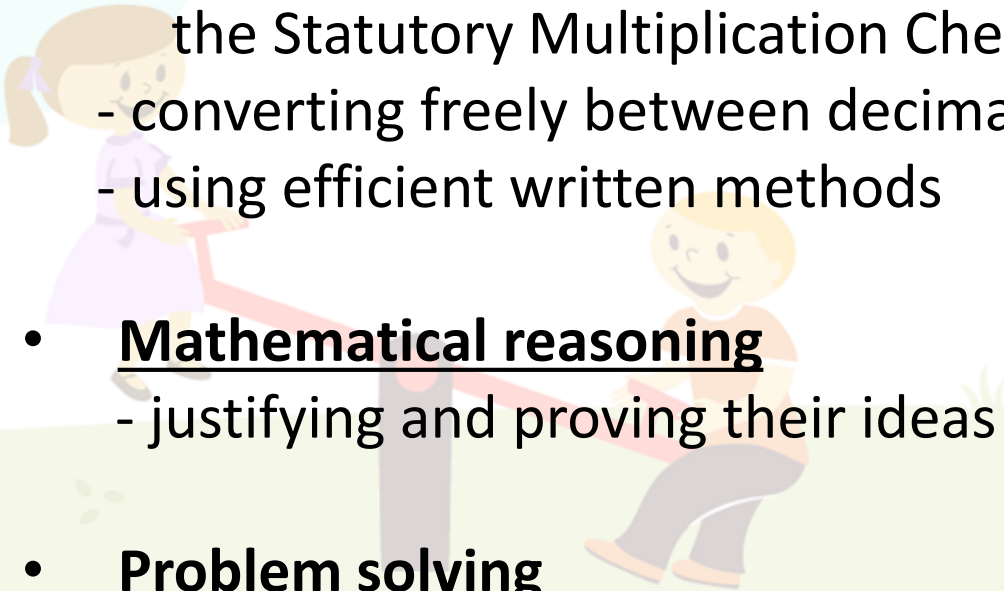


The National Curriculum

Understanding your child's learning in Maths

Maths

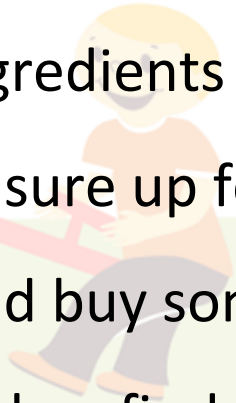
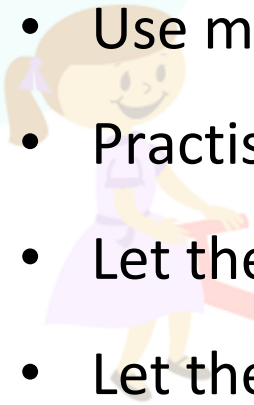
- **Developing mathematical fluency**
 - automatic recall of addition and subtraction facts
 - automatic recall of multiplication and division facts (up to 12×12 by Year 4 tested in the Statutory Multiplication Check (MTC))
 - converting freely between decimals, fractions and percentages
 - using efficient written methods
- **Mathematical reasoning**
 - justifying and proving their ideas
- **Problem solving**
 - applying to a range of problems and persevering in seeking solutions



The National Curriculum

Practical ways to support your child's learning in Maths

- Practise addition and subtraction facts as often as possible.
- Practise times tables 2, 3, 4, 5, 8 and 10 in as many ways as you can.
- Use maths practically in the home.
- Practise telling the time with analogue **and** digital clocks.
- Let them weigh ingredients for cooking.
- Let them help measure up for a new carpet.
- Go to the shops and buy something with real money.
- Count the change they find around the house.



Assessment at High Lane

At High Lane, our priority is happy, healthy children who reach their full potential. We spend lots of time getting to know your children to better understand their strengths and areas where they may need more practice and support.

We have worked hard as a school to develop a curriculum to support the needs of our children. We feel confident in our curriculum and our practice ensures we understand any gaps in knowledge, subsequently planning learning opportunities that are personalised to meet your child's needs.

To help us to assess your child's understanding and progress we use:

- On-going assessment of work in books and discussions and interactions in class
- Recordings of independent application of knowledge and skills in a range of activities
- Assessments at the beginning and end of units to show progress
- End of term/year tests

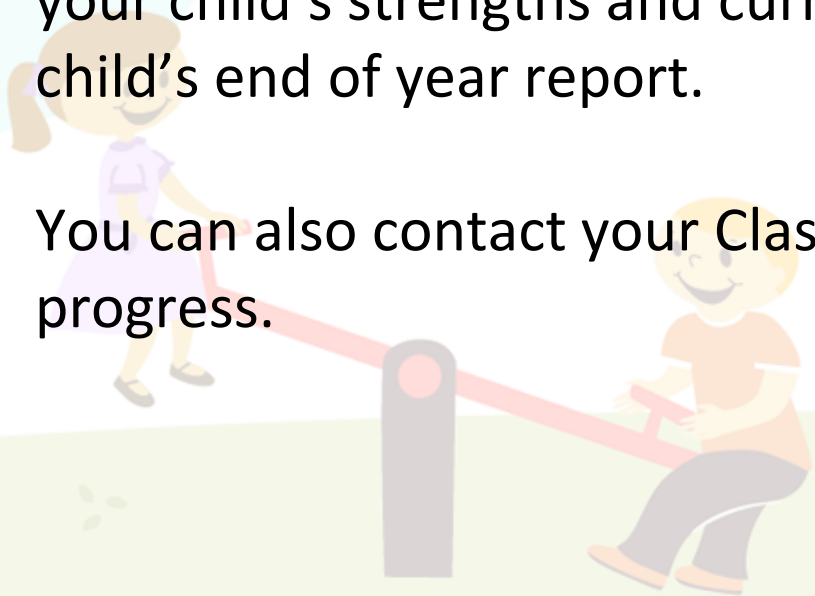
Assessment at High Lane

Reporting your child's attainment and progress

We make judgements as to whether your child is working at 'age-related expectations' throughout the year.

We will talk to you about your child's progress at two parents' evening throughout the year, where you will also receive a copy of your child's interim review report that outlines your child's strengths and current areas of focus. Additionally, you will also receive your child's end of year report.

You can also contact your Classteacher at any time in the year to discuss your child's progress.

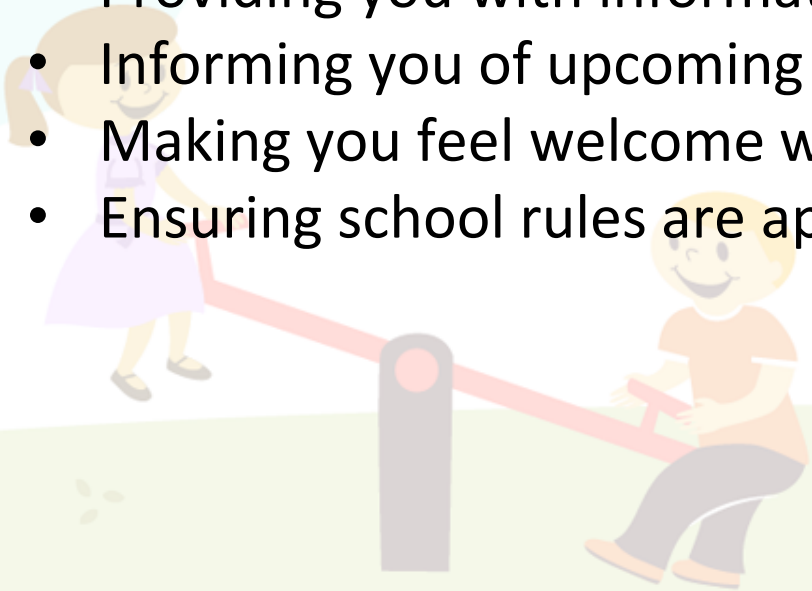


Parents as Partners

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **we** can help:

- Making sure your child is safe, happy, cared for and learning well whilst at school
- Keeping communication channels open
- Providing you with information like this
- Informing you of upcoming events
- Making you feel welcome when you visit
- Ensuring school rules are applied consistently



How we communicate with you

Class Dojo

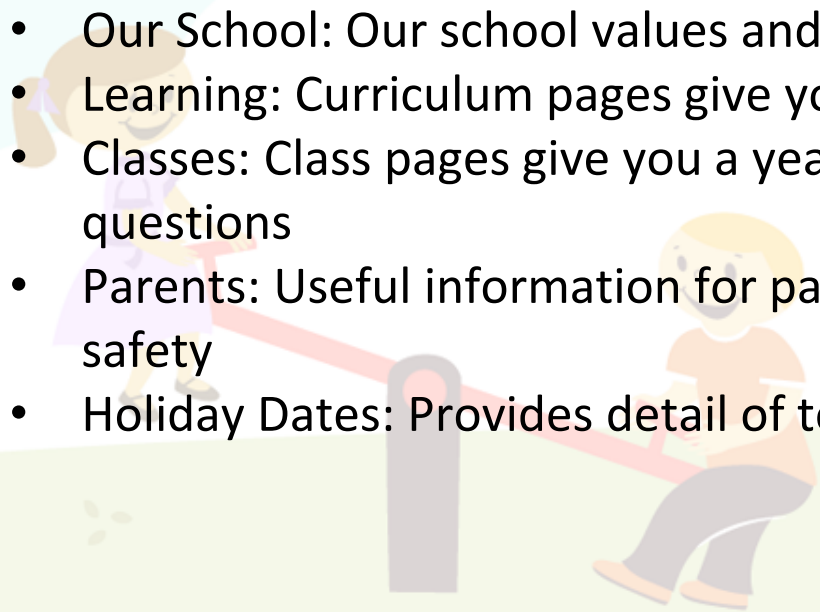
- Whole School Story: Termly dates, correspondence and reminders
- Class Story: Information about learning including photographs, trips and homework

Parent Pay

- Payment for school dinners, trips/school events and clubs

School Website

- Our School: Our school values and important school policy information
- Learning: Curriculum pages give you an understanding of what we think is important
- Classes: Class pages give you a yearly overview of what your child is learning and termly key questions
- Parents: Useful information for parents including reminders about Parent Pay, uniform and online safety
- Holiday Dates: Provides detail of term dates and INSET dates throughout the year



E-Safety

School Platforms: Purple Mash, Ed Shed, Google Suite, Class Dojo

There are systems in place to monitor activity on all of our platforms whether children access these platforms at school or at home. Children should never share their own login information with others or use anyone else's login information to access these platforms. All children learn how to and are expected to use our platforms responsibly.

Age Ratings and Restrictions

It is important to educate your children about age ratings and restrictions on apps and media. We are seeing increased cases of children accessing content not designed for their age group. This can often lead to irresponsible use of apps or children not being able to regulate their emotional responses to what they have seen.

School Website

Parents: Useful information for parents including guides about screen time and app specific information including age ratings and guidance

Parents as Partners

A good home/school relationship is essential if we are to provide the best all around education and preparation for the future.

How **you** can help:

- Read the 'Information for Parents' Booklet
- Ensure your child has all the equipment/uniform they need - including in date inhalers/medication
- Reinforce school rules when on school grounds (keeping your child with you at all times, no mobile phones, vapes or dogs on school grounds)
- Ensuring child's reading and homework books are in school on the correct days
- Keep communication channels open - Check Class Dojo regularly!
- Attending meetings like this
- Support school fundraising where possible
- Read with your child – develop their love of reading through visiting the library or book shops
- Help your child learn how to tell the time both from analogue and digital clocks
- Practise key skills with your child at home – for example, number bonds and/or multiplication and division facts

What to do if you have a question or concern

First – Please make an appointment to speak to see **me**.

Contact me through Class Dojo or phone the school office so we can arrange a time that is best to talk over the phone. I will be able to take action to address it or suggest who can help.

Then– If you feel that you need to take your concern further, you can make an appointment with Mrs Humphries.

If something happens at home that you feel we need to know about (e.g. family bereavement):

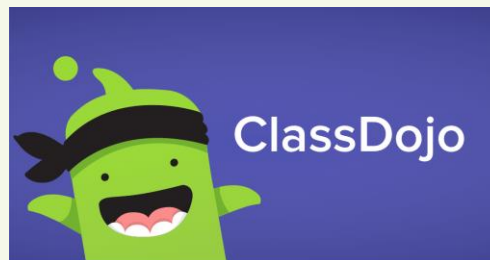
- Please let us know as soon as possible if you are able. This information will be handled sensitively and confidentially - it will only be shared on a 'need to know basis'.
- Please contact the school office straight away if there are changes to contact details or your child's medical information

Class Dojo

Class Dojo allows families to become part of our school community and is a great communication tool between home and school.

So that everybody can really make the most of Class Dojo, please remember these important points:

- Please ensure that any comments made are positive and linked to your child's learning or wellbeing.
 - Teachers will try to respond to you within 3 working days. During the evenings and weekends, teachers may set their Dojo to 'quiet time' so do not expect a response during these times.
 - **Do not** share photographs from Class Dojo on social media, when other children other than your own are in the photograph.
 - Please **do not** use Class Dojo to inform teachers of absences or appointments.
- If in doubt of who to contact, please refer to the **Information for parents** leaflet sent home at the beginning of the year.



What does your child need to have in school?

School Uniform: Your child should wear school uniform on all days except PE days
Long hair should be tied back and only stud earrings should be worn

On PE days, your child must wear **school** PE kit:

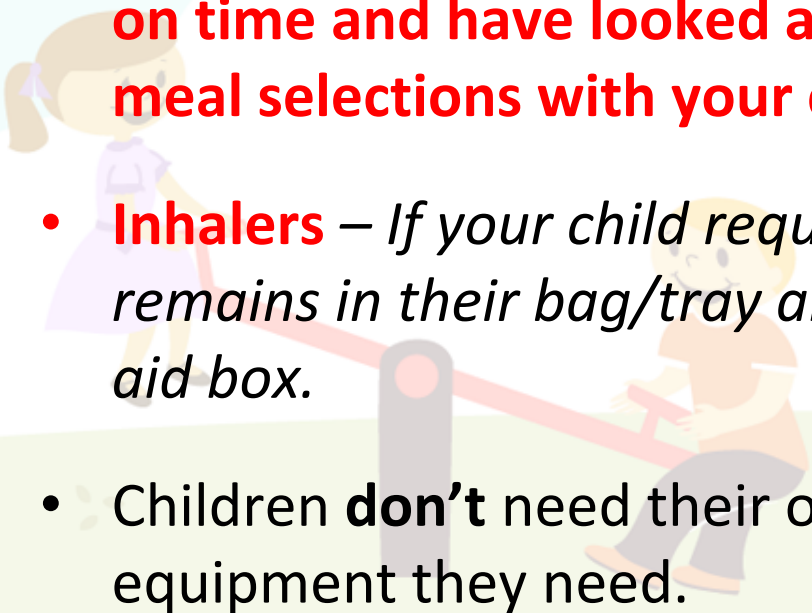
- Red school jumper
- White shirt
- Black joggers, leggings or shorts
- Trainers - that your child can fasten themselves
- **Earrings must be removed for PE**

Please be mindful of the weather as we move into winter

Your child needs a jumper/cardigan and a waterproof coat **every day**

What does your child need to have in school?

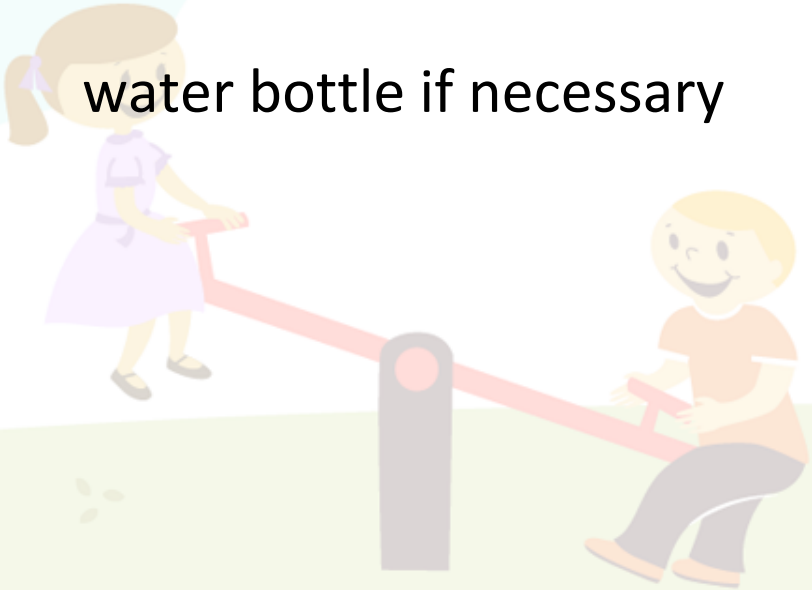
- A healthy **nut-free** snack in their coat pocket.
- A lunchbox if your child has packed lunches.
- **If your child has a school dinner, please ensure you have made the menu selections on time and have looked at the menu with your child. We recommend making the meal selections with your child where possible.**
- **Inhalers** – *If your child requires an inhaler, they should have **two** in school. One that remains in their bag/tray and a second that remains with the classteacher in the first aid box.*
- Children **don't** need their own stationery, we have provided your child with all the equipment they need.



Water Bottles

Children need to bring a clean water bottle to school everyday.

- Only water should be put in the water bottles
- Only water bottles up to 1 litre with wide necks should be sent into school – this is to ensure your child is confident filling their water bottle if necessary



Special Educational Needs and Disabilities

Children and young people with SEND have learning difficulties or disabilities that make it harder for them to learn than most children and young people of the same age. Around one in five children has SEND at some point during their school years. Some children have SEND right through their time in school.

There are four broad areas of need within SEND:

Communication and interaction

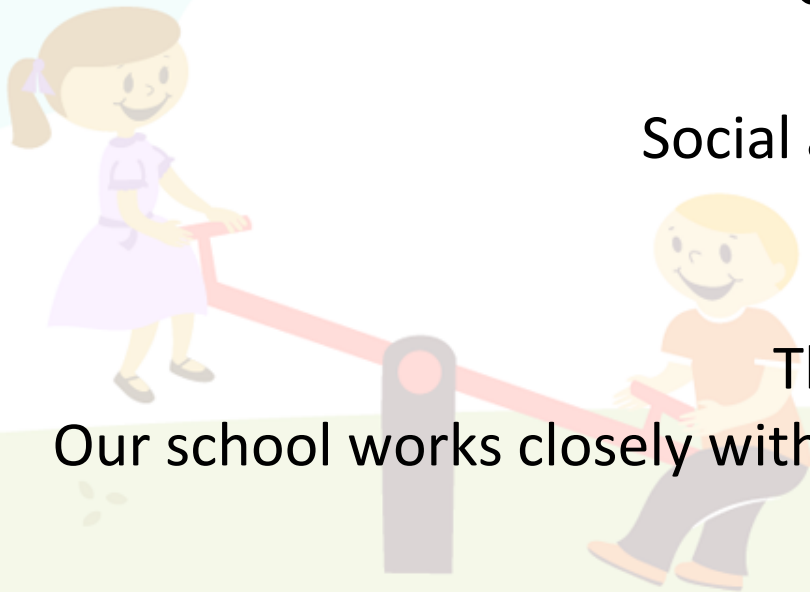
Cognition and learning

Social and emotional mental health (SEMH)

Sensory and physical

The school SENDCo is **Miss Lloyd**.

Our school works closely with our Stockport Neighbourhood Inclusion team and the Four Rivers Trust.



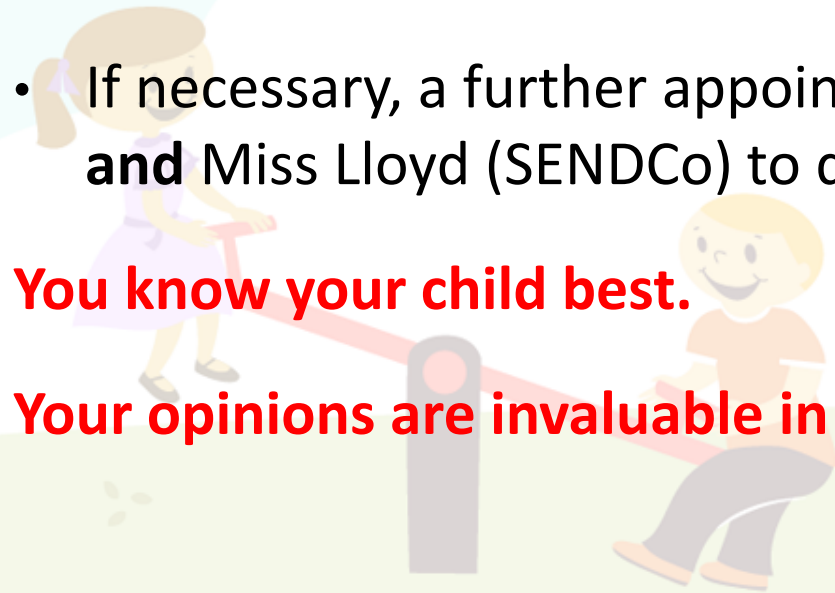
What to do if you think your child may have SEND?

Don't worry! There is a lot we can all do to make sure they are happy and learn well at school. Our team are passionate and skilled in supporting **all** children.

- First, speak to your child's class teacher. They will make a note of your concerns and work **with you** to monitor your child's progress. They will work in partnership with our SENDCo to ensure your child is supported.
- If necessary, a further appointment can be made to meet with your child's classteacher **and** Miss Lloyd (SENDCo) to discuss any concerns further.

You know your child best.

Your opinions are invaluable in helping us to find the right support for him or her.



What will we do if we think your child may have SEND?

- We will talk with you about your child's progress and support we feel they may benefit from. We may also ask you if you would like to share any background information from your child's early childhood that you feel is relevant to us understanding and supporting your child's needs.
- We may carry out additional assessments to help us personalise his/her learning.
- **Together**, we may create a SEND Support Plan that details your child's strengths, and the support they require in order to work towards their full potential academically, emotionally and/or socially.
- They may be offered time in one of our intervention groups. These are usually led by our team of trained and experienced teaching assistants.
Please note, not all children receiving support via intervention groups have SEND support. We use interventions to support children of **all** abilities.
- We may ask for additional input from external experts. You will always be asked for your permission before this happens and we will discuss with you their input.

You can find out more about the school's approach to SEND from:

- The school's website

<http://www.hIGHLANE.stockport.sch.uk>

- Stockport's Local Offer Website – a 'one stop shop' for all things SEND.

<https://stockport.fsd.org.uk>

Or search 'Stockport SEND'



Thank you for your time.

Please do not hesitate to contact me via Class Dojo with any questions you may have.

