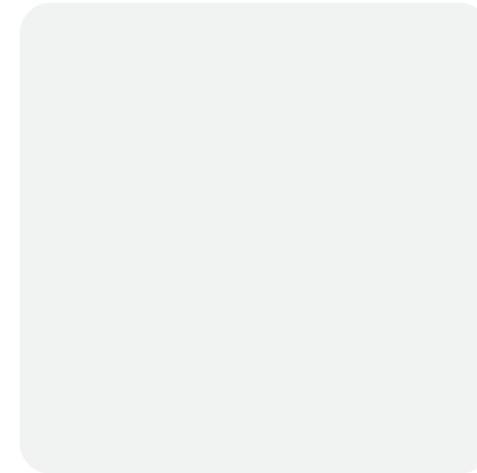
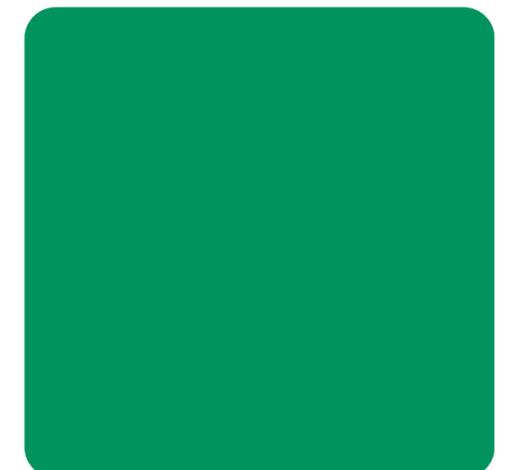
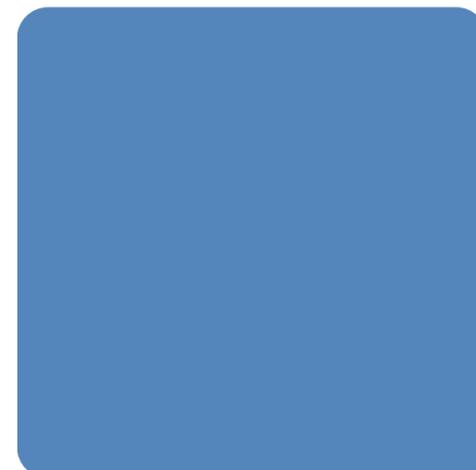


WELCOME TO



YEAR FOUR

Thorndown Primary School  
Information Session  
Autumn Term 2025



# The Year 4 Team



**Team Leader**  
Miss Brown



**Mrs Burke**



**Miss Medlow**

# School Values

## Achievement

Children will have access to a fun and engaging curriculum.

Children will be given the opportunity to succeed.

## Well - Being

Children will be supported to develop their emotional well-being through their curriculum, opportunities for play and life at school.

## Opportunity

Children will be provided with opportunities to expand their understanding of the world.

Children will be given the tools to succeed.

# A Typical Morning

## Breaktime

Our breaktime is at 10.45am.  
We have breaktime on the field with the whole school. Children need to bring their own **healthy** snack.

## Lunchtime

Our lunchtime is at 12.15.  
During lunchtime children can access OPAL.



8.40 - 9.00	Morning Work & Register
9.00 - 9.20	Maths Fluency
9.20-10.25	English
10.30-10.45	Assembly
10.45-11	Breaktime
11-11.20	Spelling
11.20-12.15	Maths
12.15-13.15	Lunchtime

# A Typical Afternoon

## Afternoon Lessons

Our afternoon lessons will consist of: PE, Music, Art, DT, History, Geography, RW, PSHE, Reading, Computing and French.

**If you need to talk to your child's class teacher, please catch us at home time. If there is an urgent issue, please speak to a member of SLT on the playground or make contact with the office who will pass on any important messages to us.**

12.15-13.15	Lunchtime
13.15-13.30	Reading/Blue Fish
13.30-14.15	Lesson 1
14.15-15.00	Lesson 2
15.00-15.15	Class Novel
15.15	Hometime

# OPaL



**Our school is proud to be an OPAL (Outdoor Play and Learning) school, placing play at the centre of break and lunchtimes. Play supports children's social, emotional, and physical development while building creativity, resilience, and problem-solving skills. Children are free to choose how and where to play, with access to a wide range of equipment and dedicated zones.**

To ensure all children can take part, they must come prepared for all weather. A coat should be brought every day and wellington boots will be needed as the seasons change (we will provide more information on this) so that all areas remain accessible.



*If providing these items is difficult, please contact the school for support.*

# OUR LEARNING

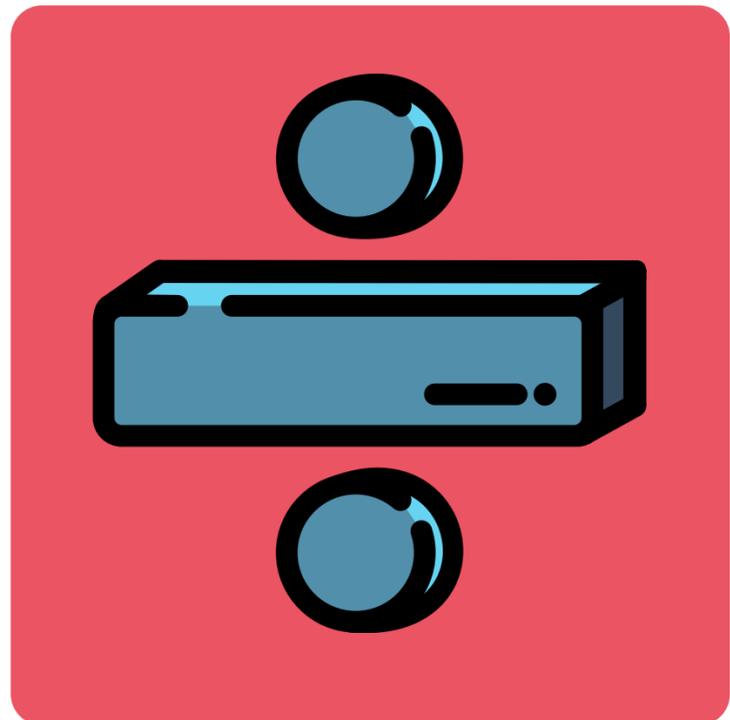
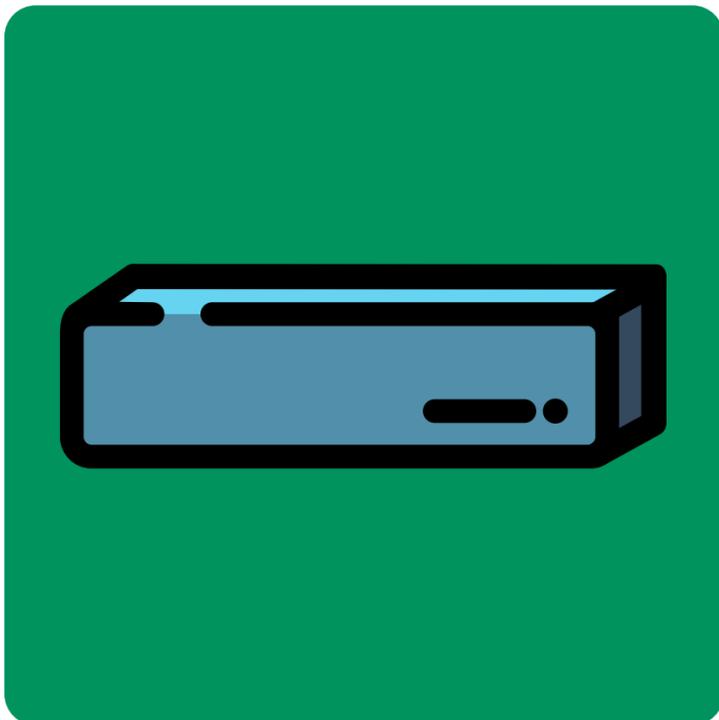
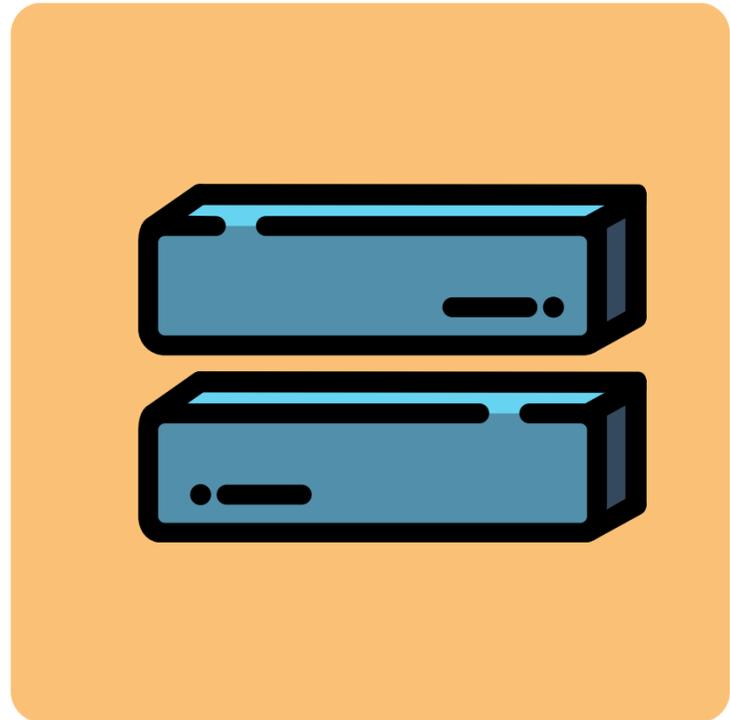
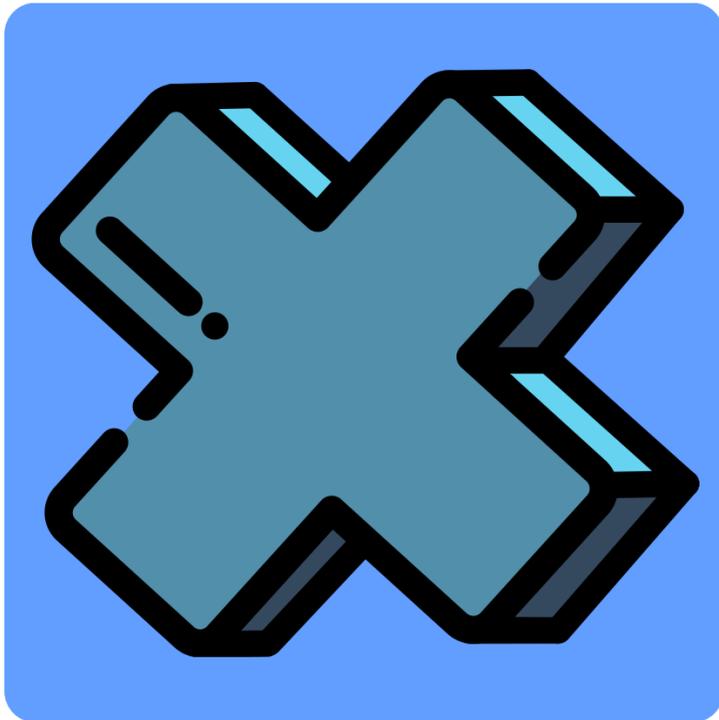
Y4/5 Cycle B 2025-2026	Autumn		Spring		Summer	
<b>Science</b>	<b>Electricity</b> <i>National Curriculum:</i> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple 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 a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors	<b>Animals including humans</b> <i>National Curriculum:</i> 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	<b>Sound</b> <i>National Curriculum:</i> 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	<b>Light</b> <i>National Curriculum:</i> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows <u>change</u>	<b>Forces and Magnets</b> <i>National Curriculum:</i> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing	<b>Living things and their habitats</b> <i>National Curriculum:</i> 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
<b>History</b>	<b>The Roman Republic and the Roman Empire</b> <i>National Curriculum:</i> <u>the</u> Roman Empire and its impact on Britain  <i>Disciplinary focus:</i> Similarity and difference, evidential thinking How much power did the senate have in the Roman Republic? What can sources reveal about Roman ways of life?		<b>Roman Britain</b> <i>National Curriculum:</i> <u>the</u> Roman Empire and its impact on Britain  <i>Disciplinary focus:</i> evidential thinking What kinds of knowledge about Roman Britain have historians been able to build from the sources		<b>Local History: Oliver Cromwell</b> <i>National Curriculum:</i> a local history study; a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066  <i>Disciplinary focus:</i> causation How did Oliver Cromwell change our local area and Britain as a whole?	
<b>Geography</b>	<b>Climate and Biomes</b> <i>National Curriculum:</i> identify the position and significance of latitude, equator, northern and southern hemispheres, arctic and Antarctic circle describe and understand key aspect of physical geography including climate zones and biomes  <i>Disciplinary focus:</i> interaction How does the climate affect the way people live? Skills focus: world map and key lines of latitude		<b>Volcanoes and Earthquakes</b> <i>National Curriculum:</i> describe and understand key aspects of physical and human geography including volcanoes, earthquakes and settlements  <i>Disciplinary focus:</i> interaction How do volcanoes affect a place? How do earthquakes affect people and environments? Skills focus: using diagrams, describing distributions, thematic maps		<b>Coastal Processes and Landforms</b> <i>National Curriculum:</i> name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topical features including coasts, and understand how these have changed over time  <i>Disciplinary focus:</i> interaction How does the location affect different coastal areas?	
<b>PE</b>	<b>Ball Skills</b> <i>National Curriculum:</i> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	<b>Invasion</b> <i>National Curriculum:</i> compare their performances with previous ones and demonstrate improvement to achieve their personal best	<b>Ball Skills</b> <i>National Curriculum:</i> play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	<b>OAA</b> <i>National Curriculum:</i> take part in outdoor and adventurous activity challenges both individually and within a team	<b>Athletics</b> <i>National Curriculum:</i> use running, jumping, throwing and catching in isolation and in combination	<b>Kwik Cricket/Rounders</b> <i>National Curriculum:</i> compare their performances with previous ones and demonstrate improvement to achieve their personal best

# PE



Thorndown PE kit is a white t-shirt with navy or black shorts with no logos. In winter, children will need a tracksuit to keep warm during outdoor PE and this should be in dark, plain colours without logos. For safety, please note that tracksuit tops without hoods are preferable. No jewellery should be worn and long hair should be tied back.

We also stick by the national guidance that earrings should not be taped or covered.



OUR  
MATHS  
LEARNING

# Maths Curriculum

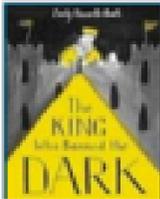
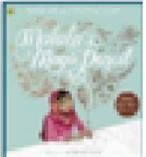
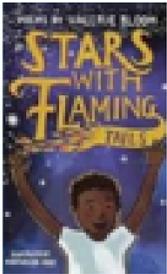
**Maths Fluency is taught daily before assembly. This gives children chance to recall and revisit previously taught skills to ensure they remain in their long-term memory.**

	Unit	Unit name
Autumn 1	1	Review of column addition and subtraction
	2	Numbers to 10,000
Autumn 2	3	Perimeter
	4	3, 6, 9 times tables
Spring 1	5	7 times table and patterns
	6	Understanding and manipulating multiplicative relationships
Spring 2	7	Coordinates
	8	Review of fractions
Summer 1	9	Fractions greater than 1
	10	Symmetry in 2D shapes
Summer 2	11	Time
	12	Division with remainders



# OUR ENGLISH LEARNING

# English Curriculum

Year 4	Autumn		Spring		Summer	
English	<p>Mixed Genre Writing: The Barnabus Project</p> <p>Persuasive Speech</p> <p>Poetry Verse: Small Dragon</p> 	<p>Narrative: Graphic Novels</p> <p>Explanations: Inventors</p>    	<p>Newspaper Reports: Real Life Mysteries</p> <p>Travel Leaflets</p>    	<p>Narrative: Leon and the Place Between</p> <p>Poetry: Haiki</p> 	<p>Persuasive Letters: Malala and Greta</p> <p>Poetry: Take One Poet Flaming Tails</p>   	<p>Narrative: The Girl Who Stole an Elephant</p> <p>Poetry: Marshmallow Clouds</p>  

# Reading Lessons

The children have whole class reading lessons. These involve sharing texts together and exploring the comprehension of reading. The teacher models good use of intonation, fluency, volume and expression and children pick up good reading styles.

We teach the children to recap, reflect, discuss, visualise, echo read, skim and scan.

We focus on the following skills:

- prediction
- retrieval
- summarising
- making choices
- sequencing
- inference
- explaining
- exploring vocabulary



## HOW DO I **P.I.C.K** THE RIGHT BOOK?

**PURPOSE**—why am I looking for a book? Is it for information and to learn something new or is it to read for pleasure?

**INTEREST**—am I interested in this book? Look at the front cover, flick through and look at the illustrations/photos, read the blurb, read the contents page (if it's non-fiction!)

**COMPREHEND**—is this book something I can comprehend/ understand? Choose a page at random and read it. Do you understand what you just read? Do you remember what you read? Were you able to read most of the words?

**KNOW THE WORDS**—follow the 'Five Finger Rule':

- 0-1 unknown words = this book isn't challenging enough; it is too easy
- 2-3 unknown words = this book is just right
- 4-5 unknown words = this book is too difficult/challenging at the moment

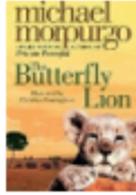
# Reading at Home

**Your child will continue to bring home a reading book; this will be either a colour banded book or a free reader book. In addition, each child will have a 'Book Club' book which will be kept in school for their book club reading sessions.**

## **How can you help reading at home?**

Please read with your child every day and support them to log what they have read. Just 10 minutes a day is 60 hours a year. The benefits for your child are huge!

Children will be rewarded for regular reading at home.



The Butterfly Lion  
Michael Morpurgo



The Land of Roar  
Jenny McLachlan

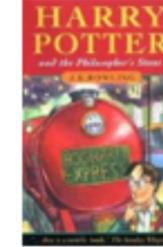
# Our Top Picks Year 3 & 4



Charlie and the Chocolate  
Factory  
Roald Dahl



The Last Bear  
Hannah Gold



Harry Potter & the Philosopher's Stone  
JK Rowling



Being You – Poems of  
Positivity



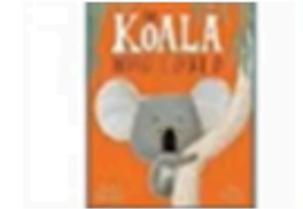
The Boy Who Grew Dragons  
Andy Shepherd



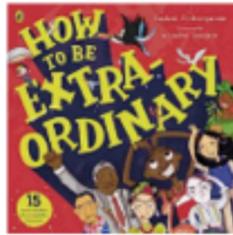
The Magic Faraway Tree  
Enid Blyton



Cliffhanger  
Jaqueline Wilson



The Koala Who Could  
Rachel Bright



How to be Extra Ordinary  
Rashmi Sirdeshpande



Charlotte's Web  
EB White



The Wild Robot  
Peter Brown



The Magic Faraway Tree  
Enid Blyton



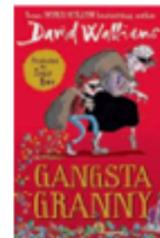
13 Storey  
Treehouse  
Andy Griffiths



The Barnabus Project  
The Fan Brothers



The Iron Man  
Ted Hughes



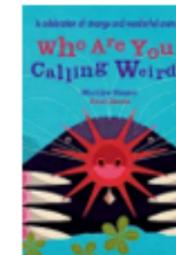
Gangster Granny  
David Walliams



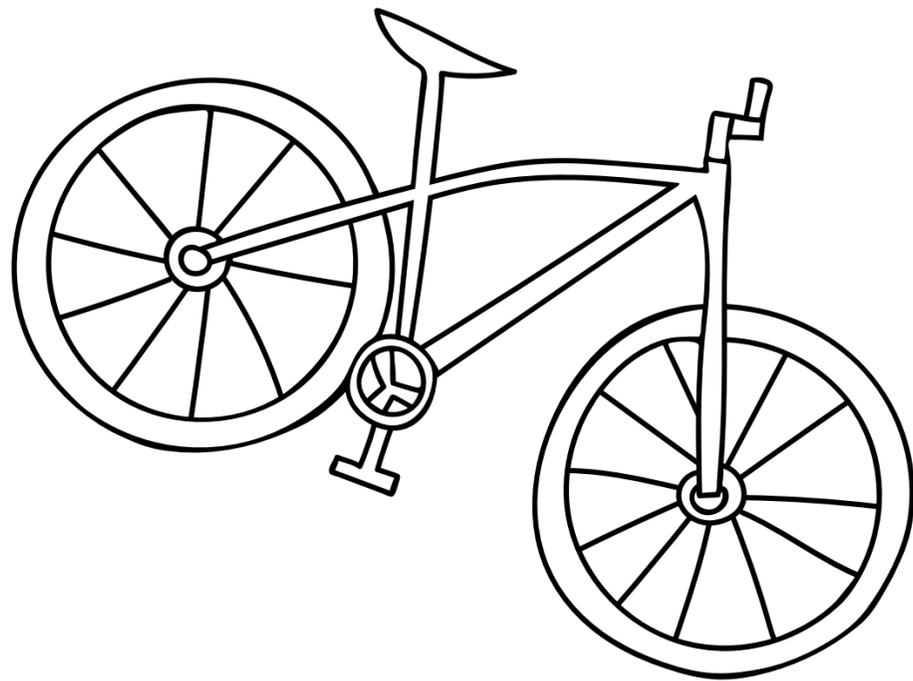
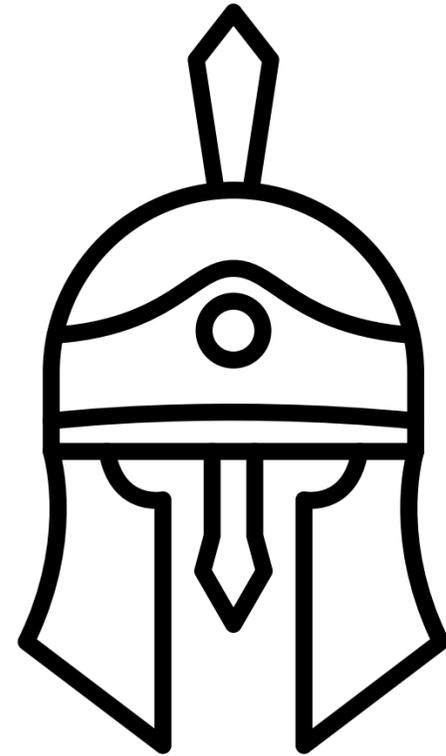
The Finger Eater  
Dick King-Smith



The Bear and  
the Piano  
David Litchfield



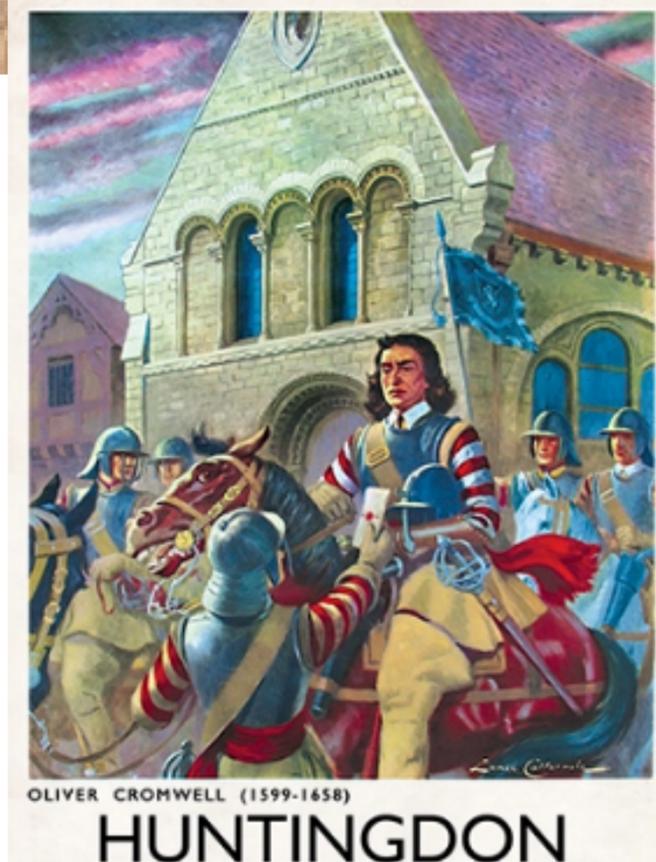
Who Are You  
Calling Weird?  
Marilyn Singer



# VISITORS IN

As part of our opportunity value, the curriculum will be enriched with visitors into school.

**Chef**  
**Bikeability**  
**Roman Visitor**  
**& more!**



# VISITS OUT

Flatford Mill Residential

Local Trip linked to  
Oliver Cromwell

# Volunteering

**We love having parents and carers involved in our school community! There are lots of ways you can support our learning:**

## **Reading Volunteers**

Come in and read with individual children – a wonderful way to support comprehension skills and build confidence.

## **Share Your Skills**

Do you have a hobby, job, or talent that connects with our topics?

We'd love to hear from you! Whether it's cooking, art, science or anything else – your skills can bring learning to life.

**Please contact Miss Brown or catch your child's class teacher at the end of the day.**

## **School Trips, Swimming & Special Events**

We always need extra hands for trips, special days, and enrichment activities.

**(Mrs Cook will be in touch throughout the year with opportunities to get involved).**



LET'S  
HAVE A  
GREAT  
YEAR!