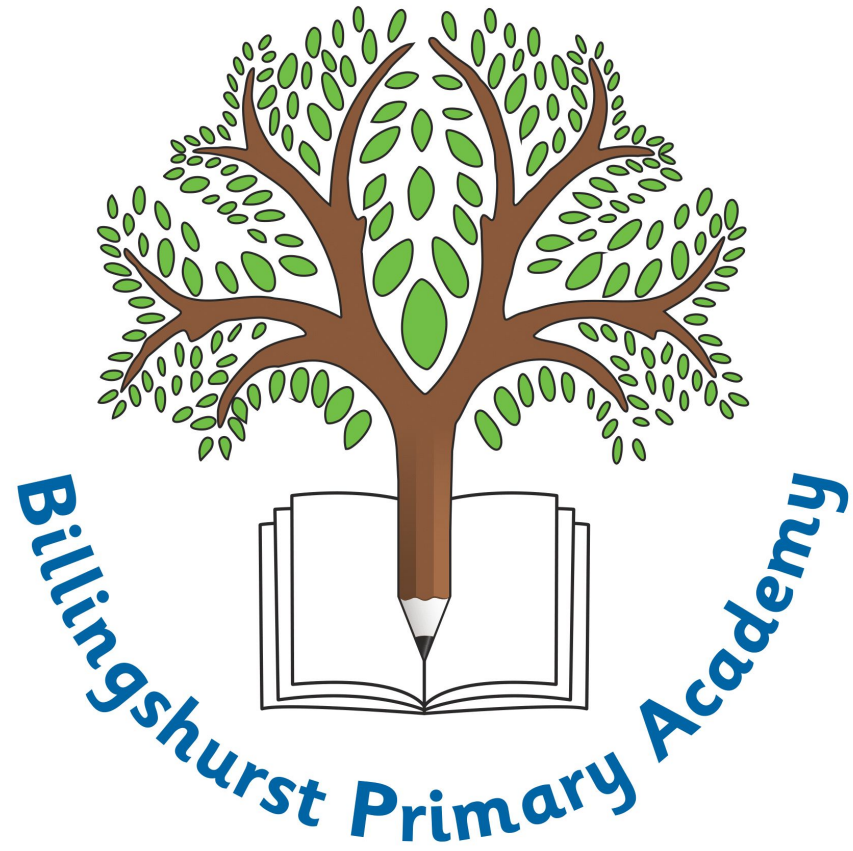




Welcome to Year 4!

These are the adults that will be working in Year 4.

Miss Brown

Year Lead Rundell Class



Ms Rozental and Mrs Diserens

Hardy Class



Miss Erskine

Leonard Class



Mrs Agulla-Lorenzo
LSA

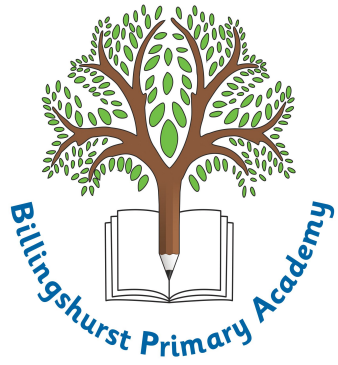


Mrs Martin
LSA



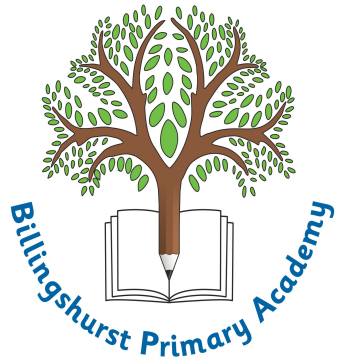
Mrs Hulcoop
Intervention LSA





Aims for the beginning of Year 4

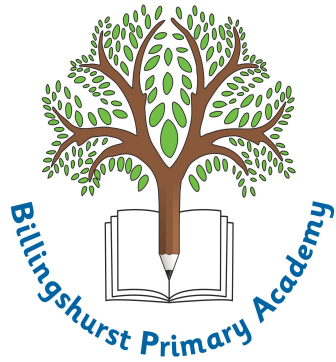
- Ensure a smooth transition from Year 3.
- Encourage confidence and self belief.
- Develop children's independence and resilience.
- Expand skills for life-long learning.
- Encourage ownership of their learning.
- Promote teamwork and collaboration.
- Enable every child to experience success.



What we will be learning

In this second year of the Key Stage 2 curriculum, the children will be consolidating their knowledge from Year 3 in a variety of contexts and further building on their previous learning.

In the Autumn term we have a geography focus with the theme 'What lies beneath?'. For this term we will move across Central America into South America, learning about the ancient Mayan civilisation, our class countries and the Amazon rainforest on our journey. This is also the inspiration for our writing this term where we will write for a number of different purposes using quality texts to support and engage us throughout the topic.



What we will be learning

In the Spring term, we have a history-based theme looking at the Anglo Saxons. We look at who they are and the legacy they left behind. In this term we also have our residential trip to Lodge Hill and learn outdoor orienteering skills, shelter building and take part in team building activities.

Finally, in the Summer term, the children's learning is based around the theme of Incredible Inventions. This gives us the opportunity to absorb some wonderful texts such as *The Iron Man* by Ted Hughes and *The Wild Robot* by Peter Brown and allows the children to show their creativity in creating their own inventions and demonstrate their skills in science, art and DT. Every term, the children's learning experiences will be enriched through visits, curriculum focus days or visitors, and the children will be able to complete some independent work at home based on a selection of optional tasks.

As readers and writers, we will take inspiration from our learning about the rainforest. We will begin with writing some creative poems based on the vibrant sights, sounds and smells of the rainforest. This will lead us to write a letter to the community about our concerns about deforestation. Finally, we will write a narrative based on rainforest survival inspired by *The Explorer* by Katherine Rundell. In reading, we will immerse ourselves in some fantastic stories and non-fiction texts about the rainforest.

As mathematicians, s mathematicians, we will be developing our knowledge of place value up to ten thousand. We will learn how to order and compare, round and estimate numbers using different representations. We will then explore this further by learning to solve practical problems involving increasingly larger positive numbers.

As scientists we will be exploring living things and their habitats by looking at classification keys and food chains. Linked to our knowledge of rainforests, we will learn about the characteristics of living things.

Trips and Experiences:
Rainforest Immersion Day – Welcome to the Rainforest
Visit to Kew Gardens
Allotment Experience

Year 4

Why are rainforests important to us?

As geographers, we will be developing our map skills by describing the precise location and geographical features of the rainforest region in South America. We will identify different biomes and their characteristics. We will also explore the issue of deforestation, considering the impact this has on our environment and ways to protect the rainforest.

As linguists, we will be developing our French speaking skills learning how to introduce ourselves to others. We will listen attentively to spoken language and show understanding by joining in and responding. We will speak in sentences using familiar vocabulary, phrases and basic language structures (including the names of vegetables).

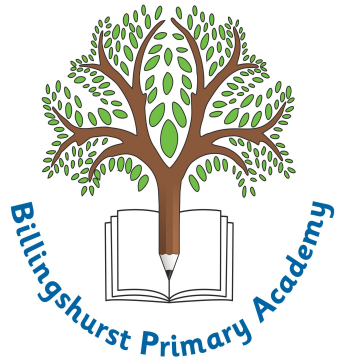
As spiritual learners, we will be exploring the origins and key teachings of Judaism. We will then explore different Jewish artefacts and visual symbols to gain a greater understanding of Jewish religious practises.

In our Life Skills sessions, we will be learning about the importance of staying safe online. We will consider what information should be kept private and how to ensure we show kindness when using online platforms.

As artists, we will be inspired by the work of Gillian Ayres to create paintings based on the sights and sounds of the rainforest. We will explore the effect of using complementary colours and abstract images, considering the impact they have on the piece of art using the medium of oil pastels, paint and ink.

As athletes, the children will be working on their catching, passing and defending skills in hand ball. Two classes will also be developing their vital swimming skills, whilst the other class will be creating and performing dances based on the book *Jungle Song* by Miriam Moss.

Key texts and complimentary reading:
The Shaman's Apprentice – Lynne Cherry
The Kapok Tree – Lynne Cherry
The Explorer – Katherine Rundell
Where the Forest Meets the Sea – Jeannie Baker



Daily Timetable

Gates open - 8:40am

Registration - 8:55am

Break - 10.45am - 11:00am

Lunchtime:

Food - 12:30pm

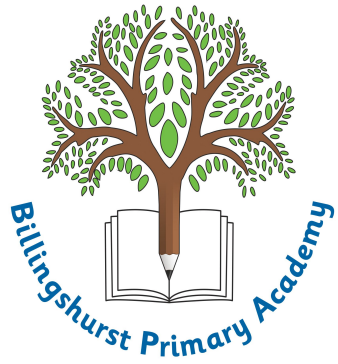
Playtime - 12:50pm

Afternoon sessions - 1:20pm

Assemblies:

Everyday at 9.10

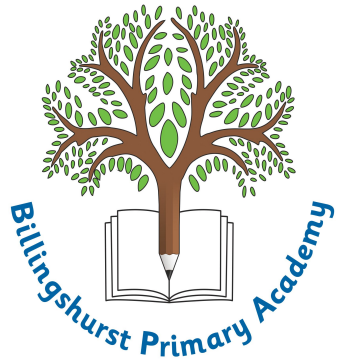
Home time 3:20pm



Daily Routines

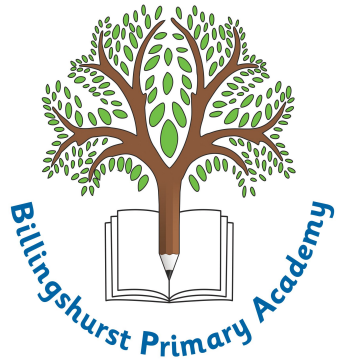
Things to bring in everyday:

- Book bag
- A reading book (this can be from the book corner or KS2 library).
- A water bottle to keep in class , clearly labelled with their name. (Children will have access to the water fountain nearest to their classroom).
- PE days are Wednesdays and Thursdays this half term.
- Swimming is a Thursday (see separate letter for details)



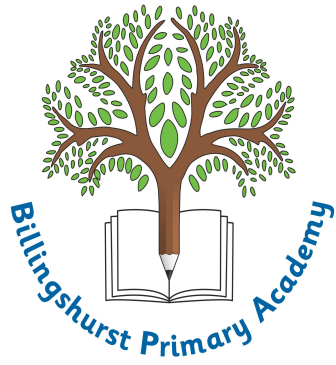
Celebrating achievements

- In year 4, we use the same house point system as year 3.
- Teachers will celebrate work, may nominate a child for the head teachers award, can send home "I made my teacher proud" certificates.



Homelearning

- Spellings - Weekly spellings go home on Friday.
- Times Table Rock Stars - 15 minutes a day.
- Daily reading - Recorded in reading record books.



The role of parents

- Attendance: bring your child to school every day (unless they are poorly). This makes a real difference.
- Encourage and support your child to read daily and practise their times tables.
- Encourage your child to develop a sense of independence - packing their own school bag, remembering their books/PE kit etc.
- Optional - support homework tasks where possible.
- Communicate with us:

URGENT - call the school

Email us: year4@billingshurstprimary.org.uk

Website/Social Media/Newsletter

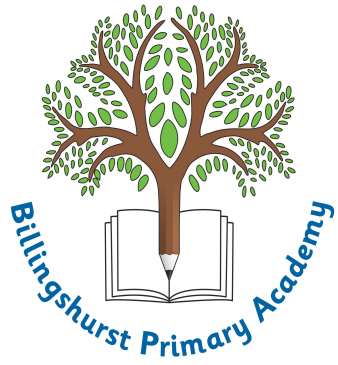
- ▶ Our website is up to date, contains important year group information, dates and information about each curriculum area.
- ▶ Please follow our social media using the handles below to see regular posts from across school celebrating and showcasing wonderful learning from classrooms.
- ▶ Our weekly newsletter is shared every Friday by email and social media. This contains an update from Ms Ley, reminders, celebrations and much more!



www.facebook.com/BillingshurstPrimary
Instagram - @billingshurstprimaryacademy
Website - www.billingshurstprimary.org.uk

Facebook Stats in 2025





Any questions?

