

MEET THE YEAR 4 TEAM

Parents' information evening

A confident start to Year 4

Thursday 17 September 2026
Churchill CEVC Primary School

YEAR 4 SCHOOL TEAM

Mr Maddocks • Mrs Baker
Mrs Baird • Miss Harris • Mrs
McDermott

VISUAL SUPPORT TEAM

Nathan • Paula • Catherine

With kind hearts and determined minds, we inspire each other to be the best we can be.

Our vision and values

The principles that guide school life



A nurturing community that sparks curiosity, encourages generosity and prepares children to live fully in a changing world.

LOVE

Kindness and care shape how we treat one another.

HOPE

Children learn to persevere and believe in what they can achieve.

RESPECT

We value ourselves, one another and our wider community.

“With kind hearts and determined minds, we inspire each other to be the best we can be.”

churchillprimaryschool.co.uk/vision-and-values

Welcome to Year 4

The adults working with your children

CLASS TEACHER

Mr Maddocks

Leading teaching and learning across the Year 4 curriculum.

SCHOOL SUPPORT

Mrs Baker
Miss Harris
Mrs McDermott

Supporting learning, wellbeing and inclusion.

PPA COVER

Mrs Baird

Providing planned curriculum cover and working closely with the class team.

VISUAL SUPPORT

Nathan
Paula
Catherine

Working with children as part of the Visual Support Team.

Please speak to us at the start or end of the day, or contact the school office if a longer conversation would help.

The year ahead

A broad curriculum with strong foundations in reading, writing and mathematics

TERM 1

The Roman Empire and its impact on Britain

Science: animals including humans

English texts: Escape from Pompeii and The Barnabus Project

ACROSS THE YEAR

History and geography enquiries, science investigations, creative arts, computing, PE, French and Religion and World Views.

VISITS AND EXPERIENCES

Roman Legionary Museum, Caerleon
19 October 2026

Spring term: a further trip is planned to either Slimbridge or West Hay (RSPB).

Each curriculum jigsaw shows the key knowledge and skills children will learn that term.

Term 1 curriculum jigsaw

A snapshot of learning across the curriculum

English Key Texts and writing outcomes

Escape from Pompeii
The Barnabus Project

Key objectives

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Planning and writing poems, song lyrics and letters.
- To read, research and plan their own myths.
- Planning writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- Listening to and discussing a wide range of fiction, plays, non-fiction and reference books and textbooks.
- To use commas in lists
- To learn and practise
- Investigation of and understanding of rules and patterns

Science

Animals including humans

- Identify the different types of teeth in humans and their simple functions.
- Describe the simple functions of the basic parts of the digestive system in humans
- Investigate different liquids and their effect on tooth decay.

Maths

- Find 1000 more or less than a given number.
- Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)
- Order and compare numbers beyond 1000.
- Estimate and use inverse operations to check answers to a calculation.
- Round any number to the nearest 10, 100 or 1000.
- Identify, represent and estimate numbers using different representations.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Count backwards through zero to include negative numbers.

Year: 4
Term: 1



Curriculum map

With kind hearts and determined minds, we inspire each other to be the best we can be.



Art / Design and Technology

- Select from and use a wider range of tools and equipment to perform practical tasks
- Prepare and cook different types of bread using a range of cooking techniques.
- Investigate and analyse a range of existing products.

Music

- Play and perform in an ensemble context with increasing accuracy, fluency, control and expression .
- Develop an understanding of the history of music
- Improvise and compose music to accompany a story.

History –The Roman Empire and its impact on Britain.

- Describe key characteristics of the Roman Empire
- Explain reasons for the Roman invasion of Britain
- Describe what social and cultural changes the Romans brought to Britain
- Compare and contrast life in Roman Britain with the lives of indigenous Celtic tribes
- Describe how the Romans changed the infrastructure of Britain

Physical Education (PE)

- Football
- Tennis

Computing – Core (Multimedia)

- Design, write and debug programs that accomplish specific goals, including controlling, simulating physical systems.
- Solve problems by decomposing them into smaller parts.
- Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs.

Religion and World Views Hindu stories of creation

- All are one: the Earth as mother
- Dharma: Yudhishtira and the dog
- Dharma as love for all beings

French – Niveau Blanc

- Engage in conversations; ask and answer questions; express opinions and respond to those of others.
- Appreciate stories, songs, poems and rhymes in the language.
- Write phrases from memory and adapt these to create new sentences

Ready, respectful, responsible

Our shared expectations help everyone learn

BE READY

Arrive prepared.

Listen and begin promptly.

Bring a reading book, reading record and water bottle.

BE RESPECTFUL

Use kind words.

Look after people, learning and property.

Allow everyone to feel safe and included.

BE RESPONSIBLE

Make good choices.

Own mistakes and put things right.

Ask for help when it is needed.

Helping children to get it right

A calm, predictable response to behaviour

First warning

- A reminder of the expected behaviour
- A clear message that we believe the child can get it right

Second warning

- The expectation is restated
- The child knows that continued behaviour will lead to a consequence

If behaviour continues

CONSEQUENCE

The child moves to another class and completes a reflection sheet. We then support them to repair, reset and return to learning.

Serious incidents may need a senior leader and direct contact with home.

Classwork, homework and routines

Small habits make a big difference

HOMework

Reading and Times Tables Rock Stars form the consistent core.

Additional tasks may support English, maths or topic work.

Homework normally runs Friday to Friday.

SUPPORT

Short, flexible intervention groups help children revisit learning, address misconceptions or build confidence. Groups change as needs change.

EVERY DAY

Please bring a reading book, reading record and named water bottle.

PE arrangements and changes appear in class communications.

Reading changes what children can do

Reading for pleasure supports learning and wellbeing

Children who read regularly meet more words, ideas and viewpoints.

- Reading strengthens vocabulary and comprehension
- Stories help children understand other people
- Regular reading builds attention, memory and confidence
- Enjoyment matters because it makes reading sustainable

THE KEY MESSAGE

The most useful book is often the one your child genuinely wants to read. Interests in sport, animals, games, history, humour or a favourite programme can all provide a way in.

Choice + conversation + routine

Reading at home

Ten purposeful minutes can be enough

A SIMPLE ROUTINE

Aim for at least five reads each week.

Record each read in the reading record.

Talk briefly about what happened and what your child thinks.

A VARIED DIET

School books matter, but reading can also include comics, magazines, information books, recipes, instructions and trusted websites.

KEEP IT POSITIVE

Take turns reading. Stop before it becomes a battle. Praise effort and curiosity. Let children abandon an unsuitable book and choose another.

Five recorded reads earn five house points and also contribute to the class reading challenge.

Rereading and series reading are valuable

Familiar books can help children become fluent and confident

Knowing the plot, characters and setting frees children to notice more.

- Rereading improves fluency and expression
- Familiarity can make reading feel safe and relaxing
- Series books reduce the effort of entering a new world
- Children often move on when their confidence is ready

TRY THESE CONVERSATION STARTERS

What did you notice this time?

Which character do you understand best?

What feels familiar across the series?

Would you recommend this book? Why?

When reading feels difficult

Confidence comes before challenge

MAKE IT MANAGEABLE

Choose shorter texts, larger print or illustrated books. Audiobooks alongside print can help children access richer stories.

SHARE THE READING

Read a page each, echo a sentence, or let your child follow while you read. Keep discussion warm and brief.

TELL US

Please let us know if reading becomes stressful, if book choice is difficult or if you notice a change. We can help with recommendations and support.

School reading resources: churchillprimaryschool.co.uk/reading/

Discovering digital safely

Simple conversations help children make safer choices online



DISCOVERING DIGITAL AT PRIMARY

- Keep devices in shared spaces where possible
- Check age ratings and privacy settings together
- Encourage children to tell a trusted adult if something worries them
- Stay curious about games, apps and online friendships

internetmatters.org

Wellbeing and additional support

Early conversations often prevent worries from growing

IN CLASS

Children use the Zones of Regulation to recognise feelings, understand what affects them and choose helpful strategies.

SCHOOL SUPPORT

The class team, SEND team and pastoral support work with families when children need extra help with learning or wellbeing.

MHST

The Mental Health Support Team can offer early support for anxiety, low mood and behavioural difficulties. Speak to us if you would like to explore a referral.

Keeping in touch

A strong home–school partnership helps children thrive

QUICK MESSAGE

Speak to us briefly at drop-off or collection when appropriate.

LONGER CONVERSATION

Contact the school office and we will arrange a suitable time.

KEEP UPDATED

Read newsletters and class communications, and check the website for dates and event details.

Thank you for working with us. Questions?