



Meet the Teacher 2025-2026

Year 4

Maundene Primary School



Our aims for today:

- To provide you with information about the learning that your children will focus on throughout Year 4.
- To communicate the expectations for the next curriculum year.
- To provide you with an opportunity to ask any questions about your child's next curriculum year.

This is not a time to discuss your individual children as teachers will have comprehensive transition meetings with their previous teachers and our SENCo.



Welcome to Year 4



Miss Keightley (Owls)

Miss Branton (Ravens)

Miss Heath

At Maundene, we believe in the following values:

Compassion
Integrity
Resilience
Curiosity
Respect
Aspiration

Each classroom has a values display which focuses on one value each term. We encourage the children to show these values throughout the school day inside and outside of the classroom.

Expectations

At Maundene our vision is to create a learning environment built upon the principles of an Attachment and Trauma approach where all pupils feel safe, secure and able to make the biggest possible contribution towards their own learning and that of others.

We recognise that each individual child is at a different stage of social learning. As a result of this, we treat each child as an individual and if further support needs to be provided for particular children we put this in place.



Positive Rewards:

Star of the Week

Good News Notices

Character Skills Certificates

Headteacher Awards

Uniform

Grey trousers/ tailored shorts (summer only)
Grey pleated skirts/pinafore dress
Red polo shirt with logo
Red cardigan/jumper with or without the logo
Red gingham dress (summer only)
Grey/white/red tights
White/black socks
Black shoes/ankle winter boots/plain black trainers

PLEASE LABEL ALL ITEMS

Hair beyond shoulder length should be tied back

No jewellery please – earrings should be small studs only and removable for PE by the child.

A watch is permitted- no smart watches.

Make-up - including nail varnish - is not permitted.



PE

PE kit:

Red/black PE shorts or black cycling shorts

House colour t-shirt

Grey/black tracksuit with no logos for outdoor PE

Black leggings

Trainers/plimsolls (black)

Tights should not be worn in PE – please keep a pair of socks in school

A letter from home is required should your child not be able to participate

Children should be coming into school wearing their kit.



The School Day

8:35 – Gates Open

8:40-8:55- Early morning
work/interventions

9:00 – Registration

10:45 – 11 – KS2 Break time

You can provide your child with a fruit
or vegetable snack)

12:30 – 13:30 – KS2 Lunch

15:20 – School finishes



Curriculum

Autumn

Spring

Summer

Year Four		Year Four		Year Four	
Peace and Conflict		Social Justice and Equality		Identity and Diversity	
Focus: Freedom		Focus: Explorers		Focus: Visible and invisible differences	
Core Texts		Core Texts		Core Texts	
<p><u>Global Learning outcome</u></p> <p>Shoe Box Appeal</p>	<p>Azzi <u>inbetween</u></p>  <p>Letters from the Lighthouse Keeper</p> 	<p><u>Global Learning outcome</u></p> <p>Whole-school survival day</p>	<p>Race to the Frozen North</p>  <p>Journey to the Riversea</p> 	<p><u>Global Learning outcome</u></p> <p>Deliver mental health workshops to another year group</p>	<p>Wonder</p>  <p>Fish in a Tree</p> 
<p>Science: Autumn 1: States of Matter Autumn 2: Animals including Humans</p>		<p>Science: Living Things and Habitats</p>		<p>Science: Autumn 1: Sound Autumn 2: Electricity</p>	
<p>History: A local history study on WWII linked to evacuees and refugees</p> <p>Geography: Human and Physical geography comparison between the UK and Germany</p>		<p>Geography: Global geography and exploration (climate zones comparison) Matthew Henson</p>		<p>History: Roman Empire and its impact on Britain (law over time; twelve tables; multiculturalism)</p>	

Curriculum

Autumn

<p>Computing: Autumn 1: Online Safety / Online bullying Technology in our lives Autumn 2: Online Safety / Self image and identity Computing A- logo - text based coding</p>
<p>DT: Autumn 2: DT- WW2 Rag Rugs (Textiles)</p>
<p>Art: Autumn 1: Art- Lino printing boats - Solara Shiha</p>
<p>RHE: Autumn 1 Family and Relationships Autumn 2 Health and Wellbeing</p>
<p>PE: Netball, Dance, Hockey, Badminton</p>
<p>Music: English Model Music Curriculum v2 Autumn 1: Musical structures Autumn 2: Exploring feelings when you play</p>
<p>RE: Autumn 1: Worship Autumn 2: Christianity: Local places of worship</p>
<p>MFL: Autumn 1: Phonetics 1-2 (Q) and Les saisons - seasons (E) Autumn 2 : Je peux... - I am able...(E)</p>
<p>Writing: Autumn 1: Letter to inform and Narrative Autumn 2: (Historical) Recount and Persuasive (Letter), Poetry (free verse)</p>

Spring

<p>Computing: Spring 1: Online safety day activities Discrete Digital skills - A Creating media - animation Spring 2: Online Safety / Managing online relationships Computing - B Create a playable games</p>
<p>DT: Spring 2: DT- Bridges (Construction)</p>
<p>Art: Spring 1: Art- Chalk and oil pastel landscapes - Aurora Borealis</p>
<p>RHE: Spring 1: Safety and the changing body Spring 2: Citizenship</p>
<p>PE: Football, Gymnastics, Handball, Basketball</p>
<p>Music: English Model Music Curriculum v2 Spring 1: Compose with your friends Spring 2: Feelings through music</p>
<p>RE: Spring 1: Hinduism: Hindu Life Spring 2: Sikhism Unit 3: Gurdwara & the Guru Granth Sahib</p>
<p>MFL: Spring 1: Je me présente - Presenting myself (I) Spring 2: Ma famille - My Family (I)</p>
<p>Writing: Spring 1: Biography and Newspaper Spring 2: Recount and Narrative</p>

Summer

<p>Computing: Summer 1: Online Safety / Privacy and security Discrete Digital skills - B Creating media - photo editing Summer 2: Online Safety / Copyright and ownership Computing - C Programming a Robot (Pico) to speak and show emotions.</p>
<p>DT: Summer 2: DT- Roman Catapults (Mechanisms) Summer 2: DT- Food Fortnight</p>
<p>Art: Summer 1: Art- Self-Portraits - Sandra Silberstein</p>
<p>RHE: Summer 1: Economic Wellbeing Summer 2: Transition</p>
<p>PE: Athletics, Tennis, Multi skills, outdoor and adventurous activities</p>
<p>Music: English Model Music Curriculum v2 Summer 1: Enjoying improvisation Summer 2: Opening night</p>
<p>RE: Summer 1: Judaism Unit 3: The Synagogue Summer 2: Buddhism Unit 2: Living as a Buddhist</p>
<p>MFL: Summer 1: En classe - In the Classroom (I) Summer 2: Au salon de thé - At the Tea Room (I)</p>
<p>Writing: Summer 1: Non-chronological reports and Balanced Argument Summer 2: Poetry and Narrative</p>

Reading

Children will participate in daily reading lessons where they will develop their fluency, prosody and comprehension skills.

At the beginning of the year, children will be given their own reading record. Please read with your child daily and ensure your comments are recorded. In order for your child to access the curriculum, they **must** read regularly at home.

Multiplication Tables Check

The Multiplication Tables Check (MTC) is a key stage 2 assessment to be taken by pupils at the end of year 4 (in June). The MTC's purpose is to ensure the times tables knowledge is at the expected level.

The Multiplication Times Tables Check is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question, you have 6 seconds to answer, and in between the questions, there is a 3-second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.

Please support your child at home with learning their times tables!



Stationery



School equipment is not necessary as we will provide everything the children need in school.

Children should use a school book bag or the Maundene backpack – bags will be kept on their pegs in the cloakrooms.

Children should bring a labelled water bottle into school that they can refill throughout the day. This is to be filled with water, not juice.

Keeping Informed

- If you need to inform your child's class teacher about a brief query, please speak to them after school (Members of SLT are available every mornings and after school on the playground also).
- Appointments can be made via the class teacher or office if you feel a longer meeting is needed.
- Curriculum Newsletters are provided in the form of a website to notify you about your children's termly learning.
- Weekly Newsletters are sent out by email on a Friday. These detail key dates for you to take note of.
- Parent Consultation Evenings take place in Term 2 and Term 4.
- In Term 6, you will receive your child's End of Year report.

Parental Engagement

- Throughout the year you will have various opportunities to engage in your child's learning by attending each of the following:
 - A Class assembly
 - Two Learning with your Child Workshops
 - Reading with your Child
 - A Learning Showcase in Summer 1
- Dates are shared through our weekly newsletter and are always well in advance so that you can attend as many events as possible to support your child.

Lines of Communication

1. Class teacher/Teaching Assistant
2. Phase Leader
Mrs Read EYFS/Year 1
Miss Kasabi Year 2, 3 and 4
Mrs O'Connor Year 5 and 6
3. Mrs Hampton (SENCo) or Miss Rixon (Home School Support Worker)
4. Mrs Jackson (Deputy Headteacher)
5. Miss Capes (Headteacher)



Homework Expectations

In order to embed the learning taking place in school, please support your child to complete the following at home every week:

- Read three times a week - contact book must be signed and returned.
- Times Table Rockstars (online)
- Ed Shed (online)
- One sheet of homework in their homework book - with arithmetic, reasoning, grammar and 10 spellings to learn weekly with a test on Thursday. Homework will be handed out Friday and will need to be returned by Wednesday the following week.
- There will be a point reward system for homework in place for every class. 3 points if homework is handed in early, 2 points if homework is handed in on the day, 1 point if homework is handed in a day late. If the children earn 10 points, they will get a sticker!

How to help your child

- ✓ Support your child in becoming more independent throughout the year – packing own school bag and looking after their belongings, washing hands
- ✓ Let us know if anything happens that might affect your child's well-being.
- ✓ Ensure they attend school every day and are on time
- ✓ Ensure your child reads **daily at home**.
- ✓ Encourage your child to complete their homework which is set every week.

Questions

If you have any questions, please ask them now!

