



St Joseph's Catholic Academy

“TOGETHER WE GROW IN
GOD'S LOVE, LEARNING TO
BE THE BEST WE CAN BE”.



Welcome to Year 4

Teacher: Mrs Will

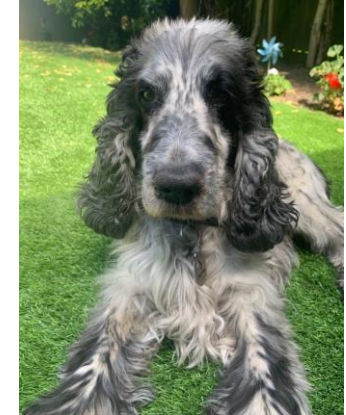
Teaching Assistant: Mrs Lacey

About me...Mrs Will

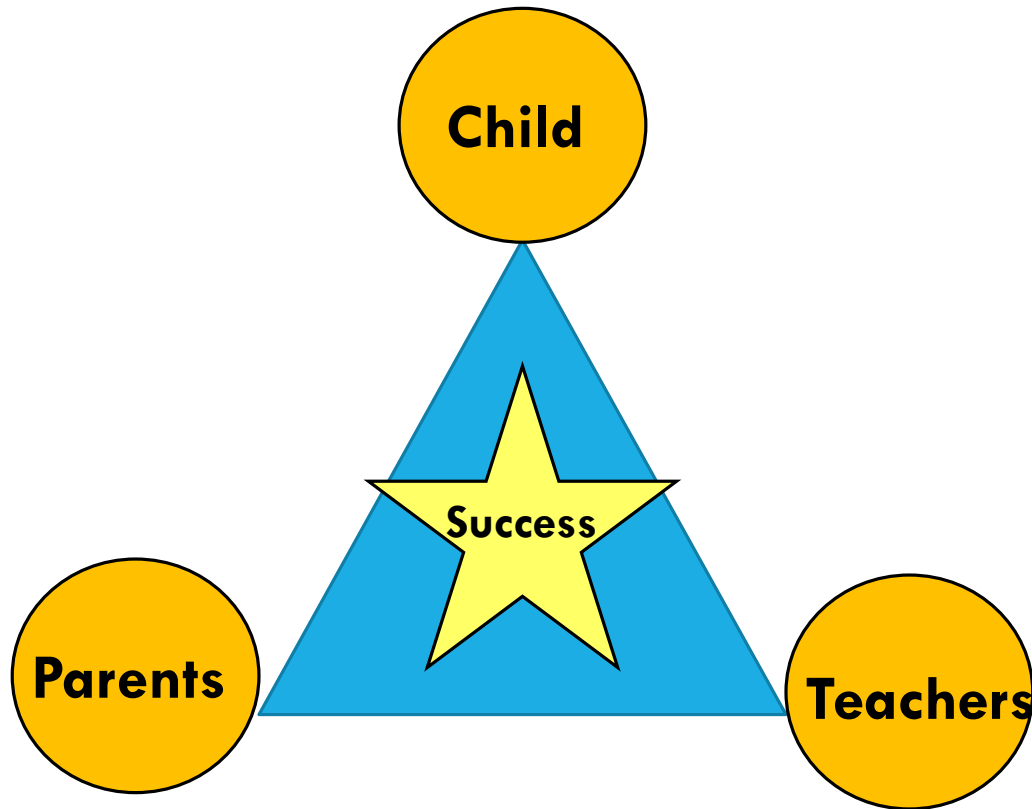
This will be my 2nd year teaching at St Joseph's, but the start of my 18th year teaching. I am the Year 4 teacher and Science Subject Lead.

I graduated from Nottingham Trent University and since qualifying in 2007 I have worked in a large 2 form entry school in WGC and a small village school in Tewin. I have taught every year group from Reception through to Year 6. I am passionate about creating a positive learning environment to ensure every child achieves their full potential.

I have 2 children aged 14 and 11, and an almost 13 year old cocker spaniel called Chester. In my spare time I enjoy spending time with my family/friends, pottering around in the garden and watching football (mainly my son and Arsenal).



Parent – Teacher partnership



You have made a positive choice in sending your child to St. Joseph's. Our commitment is to promote excellent learning and behaviour.

For your child to reach their full potential we need to work together.

Communication, consistency, collaboration.

This might mean:

- supporting the school in managing your child's behaviour.
- set a good example and promote positive behaviour at home.
- keep us informed of behaviour difficulties your child may be experiencing at home.
- inform the school of any kind of trauma which may affect your child's mental health at school.
- Contact the class teacher if you feel that your child's behaviour, in or out of school, is impacting on your child's emotional well-being.

Attendance and Punctuality

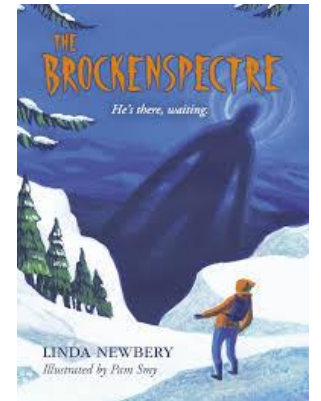
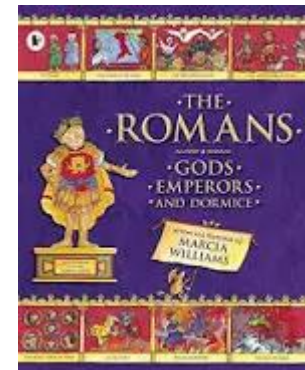
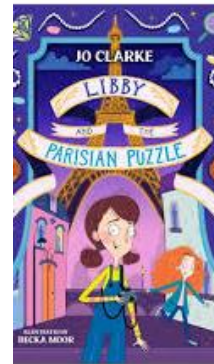
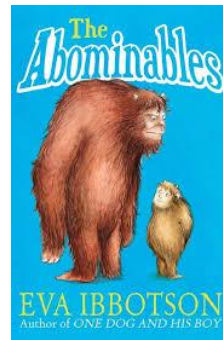
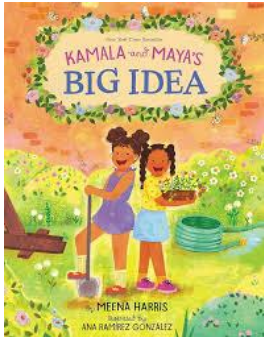
- ❖ Good attendance at school is proven to be significantly linked to progress.
- ❖ Gate opens for Year 4 at 8.45am and we finish at 3.15pm
- ❖ Soft start- activities focused on individual or class targets
- ❖ Registration is between 8:45am and 9am
- ❖ Illnesses – informing school on the days of absence.
- ❖ Attendance policy – leave of absence.

Year 4 is important because...

- ❖ It is a year where we embed all the knowledge learnt in lower key stages.
- ❖ This is often a year when children grow in maturity, they gain a greater independence and confidence from being given more responsibility in their learning.
- ❖ Children in Year 4 are increasingly encouraged to take responsibility for their own learning: being ready for the lessons, do their homework, bring their reading folder every day, to pack their school bag, to remember their PE kits and they develop and grow as a result. It is about encouraging independence in preparation for bigger things to come.
- ❖ We have the statutory Multiplication Tables Check in June 2026.

Year 4 Curriculum topics

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What have the Romans ever done for us?	Road Trip USA	Bonjour from Paris	Misty Mountain	Settling Saxons	Saxons Vs Vikings



Topic half term overview

You can find a topic overview or your class webpage as well as other helpful documents/links.



Topic Overview



English: Inform. Entertain

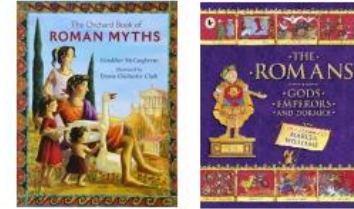
- Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Paragraphs
- Choose noun or pronouns appropriately for clarity and cohesion and to avoid repetition

The children will write a non-chronological report about a Roman mythical beast. They will then write a character description about a Roman myth and write their own myth.



Year: 4 Term: Autumn 1

What have the Romans ever done for us?



Wow starter: We will be reading lots of Roman myths and non-fiction texts.

Outcome: We will create our own class book all about 'The Romans'.

Celebration: We will share our class book in a celebration assembly and send photos home.

DT: Slingshot car

- Using a range of materials, design and make a car with a working slingshot mechanism.
- Attempt to reduce air resistance through the design of the shape.
- Produce panels that will fit the chassis.
- Conduct a trial accurately and draw conclusions and improvements from the results.



By the end of this unit the children will make a slingshot car that can be tested for its structure and movement.

Maths

- Review of addition and subtraction
- Numbers to 10,000
- Times Tables

History: What have the Romans ever done for us?

- Know how Britain changed between the end of the Roman occupation and 1066.
- The Roman Empire and its impact on Britain.

As part of our black history month learning, the children will focus on the impact of Septimius Severus. By the end of this unit the children will discuss which of the Roman achievements had the most significant impact on Britain.



Science: Changing State

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



Discrete Subjects

RE: Creation and Covenant.

CST: Care for Creation

RSE: Created and loved by God- Unit 1: Religious Understanding. Unit 2: Me, My Body, My Health

Computing: Coding

PE: Swimming. Football. Basketball

Spanish: The Romans (intermediate Language)

Music: This little light of mine

Classroom routines



Please make sure that your child has a water bottle and healthy fruit snack every day.



Tuesday - PE – please wear PE kit to school. (then Friday in 3 weeks time)



Tuesday - forest school – Wellies can be kept in school. Please wear school top and navy joggers/leggings to school.



Wednesday - Swimming – please send your child in with the correct kit. (3 weeks only)





Thursday – School book banded reading book handed in to be checked/changed.

English

- ❖ Writing is taught with a book based approach to make it exciting and engaging.
- ❖ This half term we will be focusing on non chronological reports, effective characterisation and myths.
- ❖ Our working wall tracks our journey through each unit.
- ❖ Reading is taught through shared, guided reading and individual reading.
- ❖ Your child will read at least once every 2 weeks with an adult.

Autumn 1

	Genre features	Outcomes	Compositional choices according to writing purpose	Sentence level	Word level including punctuation.	Grammatical terminology
Inform (Non-chronological report) (2 weeks) 	NCR: Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents	-Pupil will write information on a Roman mythical beast, sorting and categorising information (use both IT and written text when researching.)	Paragraphs are used to organise ideas around a theme, to write about a different topic or sub-topic Headings and subheadings breaks down information into manageable chunks or parts for the reader and make specific information easier to find	Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Vary rhythm of sentence structure by including a range of simple, compound and complex sentences in writing (using coordinating or subordinating conjunctions to join ideas including when, if, because, although) to keep the reader wanting to read on	Choose noun or pronouns appropriately for clarity and cohesion and to avoid repetition Pronouns are used to avoid boring the reader rather than using a person/character's name repetitively. Revisit KS1: Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name] Apostrophes are used to show the reader when something belongs to a person or object (apostrophes of possession) and where letters are missing when two words are joined together (apostrophes of contraction) – this punctuation mark makes it clearer for the reader to understand	Pronoun Noun Apostrophe paragraphs
Entertain Character description (Week 1) (Roman myth/quest) (3 weeks) 	May have elements of magic or supernatural, god-like characters Has a main character who learns something , usually from making an error or behaving foolishly Contain a moral message about how people should behave or the ending will explain how something came to be/ exists in the world	-Pupils will write a character description in the form of a Fact Files. -Pupils will Write a new Roman myth following a simple story structure from the myths that have been studied including a mythical beast and a quest.	Revisit from Y3: Paragraphs break up the writing into manageable chunks for the reader to read and follow Revisit from Y2: Use of sound and other senses to develop clear picture for reader to develop mood (show not tell) Revisit from Y3: Use of power of three for repetition and/or emphasis (e.g. listing adjectives in groups of three)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) Add detail to expanded noun phrases with adjectives before the noun or prepositional phrases before or after the noun – this allows the reader to visualise based on greater detail in the description	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition Precise noun choices to replace any non-specific or vague nouns – often adjectives are unnecessary with a better noun choice Use of pronouns in place of a noun to avoid repetition and boring the reader	Adjectives, Nouns pronouns
Mixed genres 1-week Black History Month Reading and writing for pleasure Apply what they have already been taught.						

Maths

- ❖ We teach Maths using a maths mastery approach.
- ❖ We will use concrete, pictorial and abstract methods to help the children develop a deep understanding of mathematical concepts.
- ❖ Maths will be taught using whole class adult input, including guided practice which allows children to have a go at the concept being taught with guidance from the teacher. This builds confidence and helps the teacher to assess understanding. This is followed by a mixture of independent tasks, challenges and adult led groups to consolidate understanding..
- ❖ This half term we will focus on: **column addition and subtraction, numbers to 10,000 and perimeter.**

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

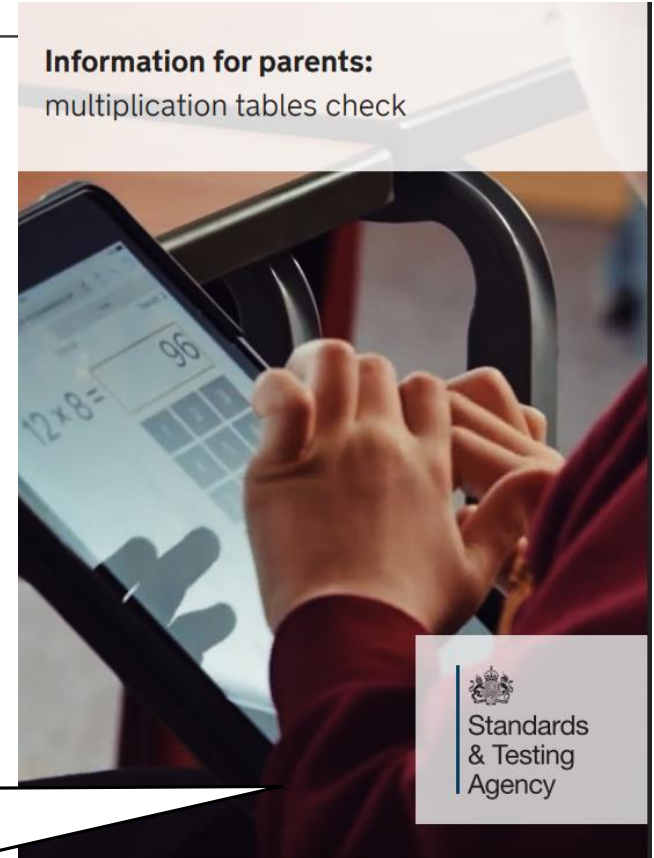
Maths – Times tables

- ❖ At the end of Year 4 there is a statutory times tables test
- ❖ It will take place in June 2026.
- ❖ We will be doing Maths fluency every day.
- ❖ You can support your child at home by encouraging them to go on TT Rockstars etc.



‘The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help your child’s school to identify if your child may need additional support.’

Information for parents:
multiplication tables check



 Standards
& Testing
Agency

RE

- ❖ We teach RE for 10% of our timetable.
- ❖ We carry out a daily act of worship in class or during our whole school assemblies.
- ❖ We also include a morning, lunch and end of day prayer in our daily routine.
- ❖ Termly liturgies will be taking place this year. The children will be inviting parents to join these.
- ❖ This year our topics are Branch 1: Creation and Covenant, Branch 2: Prophecy and Promise, Branch 3: Galilee to Jerusalem, Branch 4: Desert to Garden, Branch 5: To the ends of the Earth.

How can you help your child? Home learning.

- ❖ Listen to your child read at home every day for at least 10 minutes. Also read and share books with your child to encourage a love of reading eg MC Grammar, library visits etc
- ❖ TT Rockstars for at least 10 minutes every day.

I will set (when appropriate):

- ❖ Maths – on purple mash (2dos)
- ❖ TT Rockstars challenges
- ❖ Spelling – writing, practising spellings/Common exception words, high frequency words) sometimes via purple mash.
- ❖ Topic - Purple Mash if appropriate.







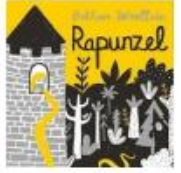






Home learning.



ST JOSEPH'S HOME LEARNING GRID



Must Can

<p>Reading</p> <p>Read 15 minutes every day with your adult.</p> <p>Listen to stories read by others.</p> 	<p>Maths</p> <p>2Dos on purple mash – set every Friday.</p> <p>And/or</p> <p>Practice counting in 10s</p> <p>Group objects round the house into groups of 10 and count them.</p> <p>Can use this video to help https://tinypurl.com/3x8wsjyt</p> 	<p>Spelling – Challenges</p> <p>Work on your spelling bronze silver and gold. Remember to bring them in to be tested as soon as you're done.</p> <p>Aim to complete a level over this half term.</p> 
<p>English – Create a list poem</p> <p>Create a list poem about your favourite book character. Remember you need to use adjectives, commas and the conjunction 'and.'</p> <p>Example: <u>The Witch</u></p> <p>Dark cloak for hiding, Sharp eyes for spying on Rapunzel, Cold, cruel laugh, Powerful magic And terrible curses.</p> 	<p>Year 2 Autumn 1 – Fairy Tales</p>  	<p>Geography – Making a route map.</p> <p>-Think of a journey that you have done several times (e.g. to the park, supermarket, swimming pool.)</p> <p>-Next time you do this journey record some of the physical and human features that you see.</p> <p>Create a map of the route that you took. You could add a key.</p>  
<p>RE – Retell the Noah's Ark story</p> <p>Re-read the Noah's Ark story (Genius 5-9) or https://tinypurl.com/2eh8hrt9</p> <p>Retell it in your own way. You could:</p> <ul style="list-style-type: none"> -Act it out with toys -Draw it as a story map or comic strip -Verbally retell it and record yourself -Write the story or a prayer inspired by the story. 	<p>Art – fairy tale house</p> <p>Create a fairy tale house using a media you have at home. You could:</p> <ul style="list-style-type: none"> -junk model - use natural materials collected from outside -use Lego or other construction materials -use playdoh/plasticine/clay. 	<p>Science – waterproof investigation</p> <p>Can you create an experiment to test if 3 materials are waterproof? Think about:</p> <ul style="list-style-type: none"> -What materials will you use? -What equipment will you need? -What does waterproof mean? -How will you make sure it is fair? -How will you record what you found out? 

Why is it so important to read with your child?

❖ **Reading for pleasure is the single biggest indicator of a child's future success – more than their family circumstances, their parents' educational background or their income.**

-organisation for Economic Co-Operation and Development

❖ **Students are less able to learn other curricula if they do not develop sufficient reading skills by the middle of primary school.**

- [DfE (2016) DfE strategy 2015-20: World-class education and care p.24]

❖ **Children who read books often at age 10 and more than once a week at age 16 gain higher results in maths, vocabulary and spelling tests at age 16 than those who read less regularly.**

-OECD (2010) PISA 2009 Results: Learning to Learn: Student Engagement, Strategies and Practices p. 32-4]

❖ **Participation in shared reading groups is linked to enhanced relaxation, calmness, concentration, quality of life, confidence and self-esteem, as well as feelings of shared community and common purpose**

-[Longden E., Davis P., Billington J., et al (2015) Shared Reading: Assessing the intrinsic value of a literature-based intervention Medical Humanities, 41 (2), pp. 113-20]

❖ **Studies have found that reading for pleasure enhances empathy, understanding of the self, and the ability to understand one's own and others' identities.**

❖ **Studies have shown that those who read for pleasure have higher levels of self-esteem and a greater ability to cope with difficult situations. Reading for pleasure was also associated with better sleeping patterns**

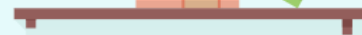
[Billington, J, (2015)Reading between the Lines: the Benefits of Reading for Pleasure Quick Reads University of Liverpool]

Why is it so important to read with your child?

Number of words children would have heard by the age of 5 if they were:



Never read to:
4,662 words



Read to 1-2 times per week:
63,570 words



Read to 3-5 times per week:
169,520 words



Read to daily:
296,660 words



Read 5 books per day:
1,483,300 words

School website

Our class page will be updated throughout the year with pictures, letters and information.



Communication

- ❖ If appropriate some messages can be given on the gate at drop off or collection time.
- ❖ Please feel free to email the office and I will call you or email back as soon as possible.
- ❖ Instagram – the office will update our school Instagram with messages, reminders and any useful information.
- ❖ Newsletters/ news bulletin- biweekly newsletters will keep you up to date with upcoming events and will also give you a snap shot of what has been happening in school.
- ❖ Weekly Blogs – via Seesaw- please sign up using the QR code sent home last week.

Weekly Blog

Keep up to date with all your child's learning with Seesaw!

There will be a weekly blog every Friday about the learning from the week. We will also update you with anything you can discuss or practice with your child to prepare them for the week ahead.

The children were sent home with the new login details this year on the first day of term. Please make sure you have linked with your child's new class using those details.

If you need another copy, please send a note in with your child.



Trunki



- ❖ Children in Nursery to year 4 will have the opportunity to take the class Trunki home during the school year.
- ❖ This aims to encourage reading for pleasure
- ❖ Trunki contains an exciting, age appropriate picture book, a blanket, a cuddly toy and sachets of hot chocolate
- ❖ Your child will take the Trunki home on a Friday and bring it back by the following Thursday at the latest.



Prayer Bags

- ❖ Each child will have an opportunity to take home the class prayer bag
- ❖ This contains everything you need to carry out a collective worship at home, in the same format as the children do in school
- ❖ There is an information card inside the bag and a video on our school website to guide you, if needed
<https://www.stjosephs255.herts.sch.uk/worship-at-home/>
- ❖ Teachers will start by sending home the bag with children who didn't get a turn last year. This is due to the prayer bags been introduced late in the year.





Any questions?

Parent survey 2025-
Scan the QR code (to
the left of the door)