



Year 4

CURRICULUM INFORMATION MEETING

MONDAY 21ST SEPTEMBER 2026



Key Information



- Curriculum information including Y4 Multiplication Check
- Robinwood and Swimming
- Transition arrangements for Y5

The Year 4 Curriculum



Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Romans The Writing Framework – sentence level work Rotten Romans Information Text	Tell Me a Dragon Poetry Cracking Contraption Explanation text	Robinwood Residential Sentence Level Work Theseus and the Minotaur Conquering the monster tale	Improving Gosforth Discussion	The Victorians Sentence Level Work George Stephenson Biography	The Promise Meeting Tale
Maths	Place Value Addition and Subtraction Shape	Addition and Subtraction Multiplication and Division	Multiplication and Division Fractions Area	Length and perimeter Decimals	Decimals Money Time	Time Shape Position and Direction
Science	States of Matter	Electricity	Animals including humans	Animals including humans	Sound	Living things and their habitats
History Geography	History: Roman Britain	Geography: Settlements and migration	History: Ancient Greeks	Geography: Climate zones and Biomes	History: The Victorians: A local study	Geography: Climate Change
Art Design Technology	Drawing and sketching – tone, texture and proportion	Take One Picture DT: Electrical poster	Architecture DT: Pavilions (structures)	Gallery Project	Light and Dark	Making Memories DT: Pneumatic toys (mechanical systems)
Computing	Programming Code.org course E Programming	Book creator Digital Presentation and media	Micro:bits Programming	3D Design (ilearn) Digital Presentation and media	Photo Editing (NCCE) Digital Presentation and media	Scratch Repetition in games (NCCE) Programming
RE	Expressions of Identity - Judaism	Meanings within Christmas and Diwali	Religions in the local community	The Person of Jesus	Meanings of signs and symbols in religion	
PE	Fundamentals Ball skills	Badminton Football	Gymnastics Hockey	OAA Dance	Cricket Tennis	Athletics Dance (Ballet Lorent)
PSHE	Relationships		Keeping Safe Understanding the law		Health and wellbeing Economic wellbeing	

All our
curriculum
information is
also on the
school website:
sgfs.uk

Year 4 Curriculum - Half Term Overviews



South Gosforth First School
'Roots to grow and wings to fly'

Art

Drawing using tone, texture and proportion

We will learn how to create a three-dimensional effect using contrasting tones to show light and dark. We will also explore proportion and represent the size of objects relative to another.

P.E

Fundamentals

We will work on the fundamental skills of balancing, running, jumping, hopping and skipping. We will also develop our skills when changing direction using balance and control and how to accelerate and decelerate.

Maths

Place Value: We will start the term with Place Value – focussing on representing and partitioning numbers up to 10,000. We will also look at rounding to the nearest 10, 100 and 1,000. As part of this block we will learn Roman numerals.

Addition and Subtraction: We will focus on efficient strategies for adding and subtracting 4-digit numbers.

Literacy

Sentence-Level Writing – The Romans

This half term, we will develop our sentence-level writing skills through our Romans topic. We will explore a range of sentence structures and grammar while writing about Roman life.

Information Text – Rotten Romans

We will then write an information text about the Romans, using *Rotten Romans* by Terry Deary as a stimulus. We will organise our ideas clearly and use the features of non-fiction writing to inform our reader.

History

Roman Britain

We will be learning about significant figures in the Roman Empire, including Caesar, Claudius and Boudica. We will also explore the impact of the Roman invasion on the local area by studying Hadrian's Wall and Arbeia Roman Fort. We will conclude our topic by evaluating the impact of the Roman Empire on life in Britain.

Year 4



Science

States of Matter

This half term we will investigate three states of matter – solids, liquids and gases. We will look at how some materials change state when they are heated or cooled. We will also learn about the water cycle and how evaporation and condensation play their part in this process.

Computing

E Safety and Programming

We will begin by recapping how we can stay safe online. We will then start coding using a programme called Code.org. With it, we will learn how to programme using Sprite Lab and will work towards coding our own games.

PSHE & 'Together Time'

Relationships

We will revisit our learning on the Zones of Regulation and how to use toolkits to help regulate our emotions. We will also learn about healthy friendships and role models. Our 'No Outsiders' texts is 'Red: A Crayon's Story'.

Music

Musical Structures

This half term we will learn how to articulate what a musical structure is. We will be able to identify musical structures in what we hear and perform. Our social question is "How does music bring us together?"

Religious Education

Expressions of Identity

We will be developing our understanding of belonging and what this means to us. We will explore what, for believers, is special about belonging to a religion. We will also learn how faith communities Judaism express their beliefs.



Character
Culture
Creativity
Challenge

Enrichment, Hooks & Pupil Engagement:

Arbeia Roman Fort Visit, Animation Presentations, Mantle of the Expert: Roman Empire, Y4 Swimming sessions, Harvest Festival, Black History Month - workshops

'The Big Picture' Task:

In Year 2, the children learned about significant people and events in history. In Year 3, they explored the concept of invasion through a study of the Vikings. In Year 4, they will examine the significance of the Roman invasion of Britain and its long-term impact, considering how the Romans transformed life in Britain.

'Stunning Start' & 'Fantastic Finish' ('Mantle of the Expert'):

Mantle of the Expert (History) Roman Legionnaires. As Roman soldiers on Hadrian's Wall, commissioned by the Emperor of Rome, we will evidence the impact of the Roman invasion on the landscape and people of Britain before evaluating the success of the invasion from our perspective.

Year 4 Maths Yearly Overview



South Gosforth First School Mathematics Overview – Year 4 – 2026-27



Week:	1	2	3	4	5	6	7	8
Term:								
Autumn 1	Place Value					Addition and Subtraction		
	Shape							
Autumn 2	Addition and Subtraction		Multiplication and Division A				Consolidation	
	Time	Length and perimeter						
Spring 1	Multiplication and Division B		Y4 Robinwood Residential	Multiplication and Division B		Consolidation		
	Length and perimeter			Length and perimeter				
Spring 2	Fractions							
	Position and direction							
Summer 1	Decimals A				Decimals B			
	Time							
Summer 2	Y4 MTC	Money			Statistics	Consolidation		
	Consolidation	Area						

This overview is based on the White Rose Scheme of Work and may be adapted by teachers to meet the needs of the cohort and the school year.
1 session per week will be spent on Geometry or Measure units.



Number fluency



0+0	0+1	0+2	0+3	0+4	0+5	0+6	0+7	0+8	0+9	0+10
1+0	1+1	1+2	1+3	1+4	1+5	1+6	1+7	1+8	1+9	1+10
2+0	2+1	2+2	2+3	2+4	2+5	2+6	2+7	2+8	2+9	2+10
3+0	3+1	3+2	3+3	3+4	3+5	3+6	3+7	3+8	3+9	3+10
4+0	4+1	4+2	4+3	4+4	4+5	4+6	4+7	4+8	4+9	4+10
5+0	5+1	5+2	5+3	5+4	5+5	5+6	5+7	5+8	5+9	5+10
6+0	6+1	6+2	6+3	6+4	6+5	6+6	6+7	6+8	6+9	6+10
7+0	7+1	7+2	7+3	7+4	7+5	7+6	7+7	7+8	7+9	7+10
8+0	8+1	8+2	8+3	8+4	8+5	8+6	8+7	8+8	8+9	8+10
9+0	9+1	9+2	9+3	9+4	9+5	9+6	9+7	9+8	9+9	9+10
10+0	10+1	10+2	10+3	10+4	10+5	10+6	10+7	10+8	10+9	10+10

	0	1	2	3	4	5	6	7	8	9	10
0	K	K	K	K	K	K	K	K	K	K	K
1	K	K	K	K	K	K	K	K	K	K	K
2	K	K	K	K	K	K	K	K	K	K	K
3	K	K	K	K	K	K	K	K	S	S	K
4	K	K	K	K	K	K	K	S	K	S	K
5	K	K	K	K	K	K	S	S	S	S	K
6	K	K	K	K	K	S	K	S	S	S	K
7	K	K	K	K	S	S	S	K	S	S	K
8	K	K	K	S	K	S	S	S	K	S	K
9	K	K	K	S	S	S	S	S	S	K	K
10	K	K	K	K	K	K	K	K	K	K	K

S – Strategy
K – Known fact

Year 4 above ARE

- Counting in ones to calculate is not an efficient strategy in maths.
- Addition and subtraction facts are best learnt to automaticity through applying derived facts, rather than through memorisation.
- Children need to be explicitly taught derived fact strategies rather than referring back to 'counting on'.

Y4 Multiplication Check – w/c 7th June 2027



Why?

The purpose of the check is to determine whether children can fluently recall their times tables, up to 12, which is important for future success and confidence in maths.

How does the check work?

It is an on-screen check consisting of 25 times tables questions.

There are 2 practice questions before the actual check and then the children will have 6 seconds to type the answer to each question.

The check takes around 5 minutes to complete.

Access arrangements

There are several access arrangements available for the check and we will make sure that the children have the appropriate access arrangements in place.

What happens after the check?

The children receive a score out of 25, which we will share with parents and carers with the end of year reports.

Although there is no official pass mark for the check, the aim is for the children to get as high a score as possible. 34% of pupils nationally scored 25 out of 25 in 2023/24.

Last year (2024/25), 74% of our children in Year 4 achieved full marks.

Example Y4 Multiplication Check



Multiplication Tables Check

Instructions:

You will have 6 seconds to answer each question.

Don't worry if you don't answer in time. Make sure you are ready for the next question.

Begin

Adjust Difficulty

MATHSFRAME.CO.UK

MAIN MENU

Multiplication Tables Check

Time left: 1

$$12 \times 6 =$$

1

2

3

4

5

6

7

8

9



0

ENTER

Time allowed: 6 seconds

Tables selected: All

Question 2 of 25

MATHSFRAME.CO.UK

Y4 Multiplication Check



How we prepare for this in school:

- Taught multiplication taught sessions
- Daily activities to practise recall
- Weekly quiz – related to homework

How to further support at home:

- Complete weekly maths homework tasks which focus on multiplication facts
- Access Times Table Rockstars – similar set up to test conditions.

Being able to use technology to answer times table questions is a key component of the check.

- Listen to songs, practise chanting times tables – everything supports automatic recall.
- Nearer the time, we will send home specific targeted homework to support any learning gaps





Reading, Writing, Handwriting and Spelling

Spelling in Year 4



Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Statutory requirements

Spelling (see [English Appendix 1](#))

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Weekly Homework tasks linked to key spellings:

Monday 29th September Quiz date: Friday 3rd October	Words with /aw/ spelt with augh and au caught, naughty, taught, daughter, autumn, clause, cause, astronaut, applaud, author	Recap: 4x table up to 12 x 4
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We have a spelling quiz each Friday.

Handwriting in Year 4



Statutory requirements

Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

bap

vans

fox

kept

stars

zoo

apple

rest

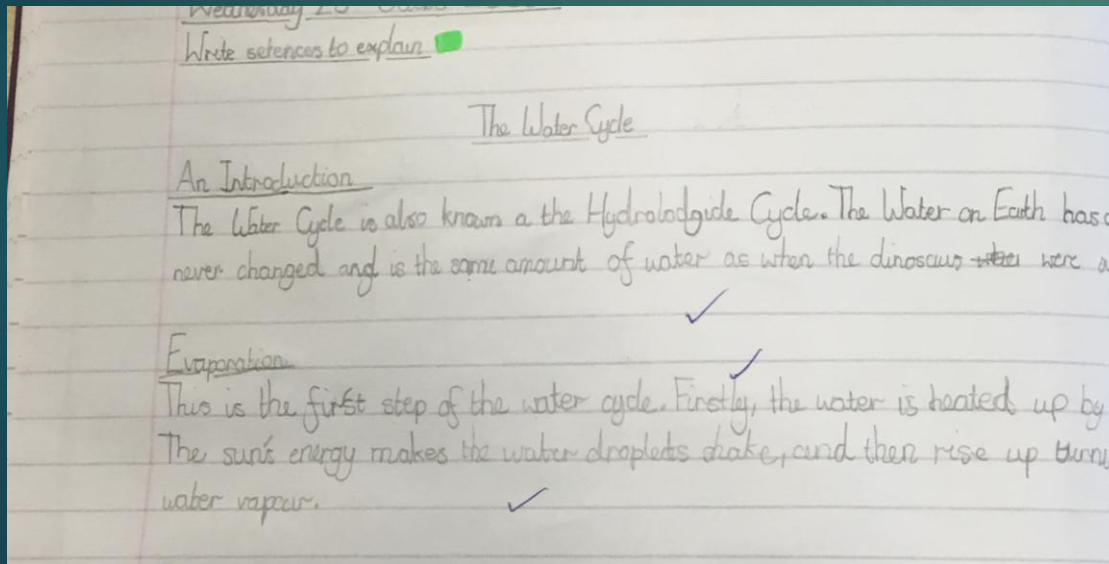
oxen

back

ever

fuzzy

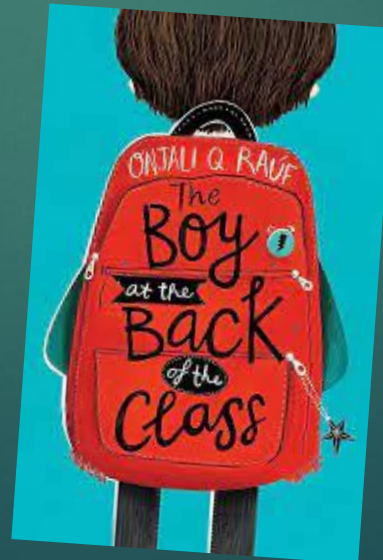
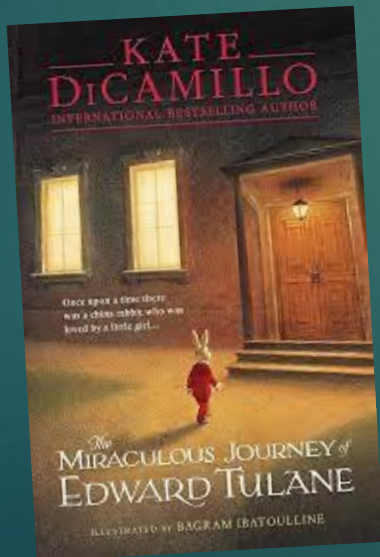
Letter-join 



Reading in Year 4



- Library – each **Monday**. All children choose 1 library book.
- Weekly reading books – either free readers or stage books
- Whole class reading sessions which focus on prosody, vocabulary and VIPERS comprehension activities (a mixture of fiction, non-fiction and poetry).
- Daily story time each day.



Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



How to support with reading at home:



- Add a comment into your child's reading record.
- Encourage sounding out/blending of unknown words (rather than guessing)
- Ask a range of questions to deepen their understanding of the text.

Reading Vipers

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



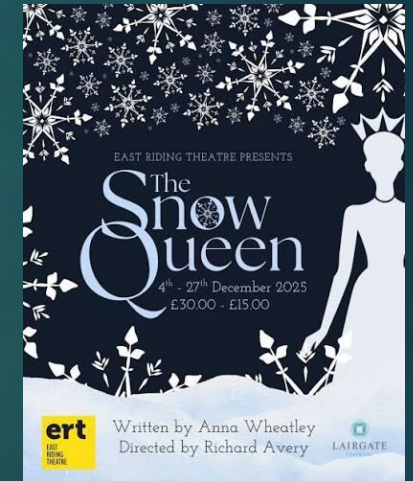
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Vocabulary Find and explain the meaning of words in context. 	Infer Make and justify inferences using evidence from the text. 	Predict Predict what will happen based from the details given or implied. 	Explain Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience. 	Retrieve Retrieve and record information and identify key details from fiction and non-fiction. 	Summarise Summarise the main ideas from more than one paragraph. 
Example questions • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that.....	Example questions • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story?	Example questions • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.	Example questions • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked?	Example questions • How would you describe this story/text? What genre is it? How do you know? • How did....? • How often....? • Who had...? Who is...? Who did....? • What happened to...? • What does..... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective?	Example questions • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?

Year 4 Fun!



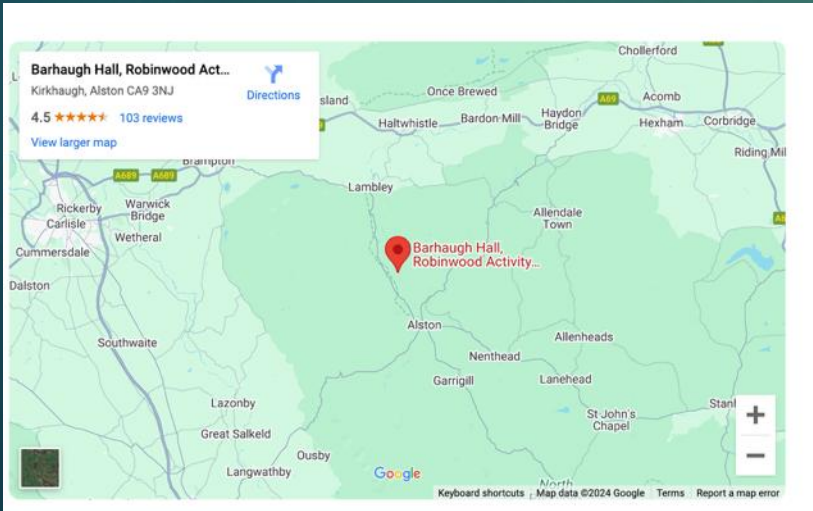
- Arbeia Roman Fort – Autumn 2
- Maths Week England – Autumn 2
- Y4 Theatre trip – December
- Ancient Greeks workshop – Spring 1
- Buddhist Centre – Spring 2
- KS2 Production – Spring 2
- Jesmond Dene – Summer 1
- Y4 Beach trip – Summer 2
- Y4 Leavers Assembly – Summer 2



- Y4 'jobs' – all year!
- Y4 children read out the school promise in our weekly Values Assembly
- Pen Licence



- 3 day, 2 night residential
- Wednesday 20th January – Friday 22nd January 2027
- Alston, Cumbria



Y4 Robinwood Meeting

Tuesday 5th January 2027

3.15pm

What will happen at Robinwood?



- Children will take part in 15 high-quality activity sessions packed into 3 days.
- The activities are designed to challenge, develop teamwork and stimulate the imagination.
- The children will be placed into 5 groups of 12. Each group will have an allocated SGFS staff member as well as a Robinwood Group Leader to support the children. School staff will create these groups in January.
- The Robinwood Group Leader will stay with the same group throughout the 3-day course, running activity sessions and ensuring everyone achieves great things, whilst at the same time having brilliant fun!
- Children will stay in overnight dormitories and we will also look at the groupings for those in January.

Activities

We offer a range of high quality activity sessions which are carefully planned in such a way that 7 to 11 year olds can experience challenging adventures that are appropriate to their abilities and their stage of personal and physical development. Some sessions differ from centre to centre, but all centres run a very similar, busy programme with typically 15 high quality activities packed into three days at Robinwood. There are also some variations according to the time of year.



<https://www.robinwood.co.uk/>

Year 4 Swimming

12th – 22nd October 2026



- **2-week intensive swimming block** (9 sessions in total) – One 45-minute session each afternoon.
- **All children begin in the small pool**, where they can comfortably stand, and only move to the large pool when they are ready.
- **Experienced swimming instructors** support each child in developing their swimming technique, regardless of their starting point.

Transition to Year 5: (Dates TBC)



- GCMS Open Evening – Tuesday 13th October 4.45-6.45pm
- GEMS Open Evening – Wednesday 7th October 6.00 – 7.30pm
- Transition visits – 2 days
- SEN additional transition days
- Staff visits - Full handover between middle school and SGFS staff which includes taught sessions by Y5 teachers and information sharing



