



Understand * Uplift * Unite

Underhill School and Children's Centre

Year 4



Meet the team

Class	Teacher	Support staff working within the year group
4 Cherry	Kate Lawson (LKS2 Phase Leader)	Christo Tanya Shereece Isabelle Trusha
4 Larch	Curdel Emmanuel	
4 Sycamore	Josh Dale	



The Underhill Way

At Underhill, we have 4 BE words;

Be Caring
Be Confident
Be Curious
Be Cooperative

These enable all children to become happy, successful 21st Century learners both while they are in school and in their future.

We also instill a positive and determined attitude through our school chant:

I can, you can, we can.

If you are ever visiting the school, it is likely that you will hear this chant coming from the classrooms to energise the children for their learning.



Curriculum



The School Day

	8:40-9:00	9:00 – 10:30		10:30-45	1045-12 (12:15 Thursday)		LUNCH		Afternoon lessons 13:00-15:00 (Story time 15:00)	15:20	
M o n	Morning work/ register	English		B R E A K	10:50 Heads' assembly	Maths	12:00	Guided Reading 13:00-13:30	History & PSHE	H O M E T I M E	
T u e s	Morning work/ register	English			Maths		12:00	Guided Reading 13:00-13:30	Computing & RE		
W e d s	Morning work/ register	PE			PE		12:00	English			Maths
T h u r s	Morning work/ register	9 - 9:15 Singing Assembly	English		Maths		12:15	Guided Reading 13:15-13:30	Science & Spanish		
F r i	Morning work/ register	English			Maths		12:00	Awards Assembly 13:00 Big Hall	Art & Music		

Early morning work - Don't miss out!
5 x 20 minutes = an hour of lost learning time



Year 4 Long Term Curriculum Map 2025 - 2026

	Autumn 1 Topics	Autumn 2 Topics	Spring 1 Topics	Spring 2 Topics	Summer 1 Topics	Summer 2 Topics
English	<p>The Whale</p> <p>Narrative: Setting Narrative Purpose: To narrate</p> <p>Recount: Newspaper Report Purpose: To recount</p>	<p>Leaf</p> <p>Narrative: Outsider Narrative Purpose: To narrate</p> <p>Information: Information Report Purpose: To inform</p>	<p>Arthur and the Golden Rope</p> <p>Narrative: Myth Narrative Purpose: To narrate</p> <p>Information: Defeating a Viking monster Purpose: To inform</p>	<p>The Lost Happy Endings</p> <p>Narrative: Twisted Narrative Purpose: To narrate</p> <p>Persuasion: Letter Purpose: To persuade</p>	<p>The Journey</p> <p>Narrative: Refugee Narrative Purpose: To narrate</p> <p>Recount: Diary Purpose: To recount</p>	<p>Manfish</p> <p>Narrative: Invention Narrative Purpose: To narrate</p> <p>Recount: Jacques Cousteau Biography Purpose: To recount</p>
Maths	Place Value Addition and subtraction	Area Multiplication and division	Multiplication Length and Perimeter	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
Science	Digestion and food chains	States of Matter	Sound	Living creatures		Electricity
Computing	Website design Online Safety	Further coding Online Safety	Investigating weather Online Safety	HTML Online Safety	Collaborative learning	Computational thinking Online Safety
PSHE	Introductory lesson to PSHE (1) Families and relationships (6)	Families and relationships <small>ctd</small> (2) Health and wellbeing <small>ctd</small> (4)	Health and wellbeing (3) Citizenship (3)	Citizenship (3) Economic wellbeing (3)	Economic wellbeing (2) Safety and the changing body (4)	Safety and the changing body (4) Transition (1)
History	How have children's lives changed?		British History - How hard was it to invade and settle in Britain?		How did the achievements of the Maya Civilisation influence their society and beyond?	



Year 4 Long Term Curriculum Map 2025 - 2026

Geography		Why are rainforests important to us?		Where does our food come from?		What are rivers and how are they used?
Art	Drawing - Power prints		Painting and Mixed Media - light and Dark		Sculpture and 3D - Mega materials	
DT		Cooking – adapting a recipe		textiles - fastening		mechanical systems - slingshot car.
RE	BQ1: Reality (Ontology) What is Real?	BQ2: Origins (Cosmology)	BQ3: Knowledge (Epistemology) How Do We Know?	BQ4: Situation What is our situation?	BQ5: Goal What is our goal?	BQ6 Path How do we get there?
Spanish	Seasons	Vegetables	Presenting myself	My Family	In the Classroom	At the cafe
PE	Tag Rugby Hockey Dance - Cats	Football Gymnastics Outdoor education – problem solving	Netball Athletics Dance - space	Running Throwing and jumping Basketball	Dance – war Competitions Rounders	Cricket Handball Orienteering
Music	Body and Tuned Percussion (Rainforests)		Samba and Carnival Sounds		Changes in Pitch, Tempo and Dynamics	



My Writing I Cans!

Year 4 Expectations in writing

	Year 4	Date Achieved	Date Achieved	Date Achieved
	I will be able to:			
Super Speller skills	I can spell all of the Y3 and Y4 word list			
	I can use the prefixes : <i>il_, ir_, re_, sub_ and inter_</i> and I can use the suffixes : <i>ly, _ation and _ous</i>			
	I know when to use the suffixes : <i>tion, sion, ssion and cian</i>			
	I can use the first two or three letters of a word to check its spelling and meaning in a dictionary			
	I can recognise and spell homophones and near homophones e.g. <i>new/ knew, berry/ bury, mail/ male, who's/ whose</i>			
Grammar & Punctuation "know how"	I can use inverted commas (speech marks) and other punctuation to indicate direct speech e.g. <i>The conductor shouted, "Sit down!"</i>			
	I can use apostrophes to mark singular and plural possession e.g. <i>the girl's name (singular), the girls' names (plural), the children's coats (irregular plural)</i>			
	I can use a comma in a sentence to show a short pause or after a fronted adverbial e.g. <i>After the door slammed, the class sat in silence</i>			
	I know when to use the s for plural words and the 's to show possession e.g. <i>The boys were playing in the playground. (Plural)</i> <i>The boy's coat had a rip in it. (Possessive -s)</i>			
	I can write in Standard English forms e.g. <i>we were instead of we was</i>			
Super Sentence maker	I can orally rehearse a sentence or a sequence of sentences.			
	I can use a range of conjunctions to add clauses and extend my sentences and to think about when, where, why and how something happened e.g. <i>When the film was over, we all had a meal. Dad tripped on the stairs because the cat was lying there.</i>			
	I can use pronouns to avoid repetition e.g. <i>While Sam watched the TV programme, he finished making his Lego spaceship.</i>			
	I can use noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases. e.g. <i>the teacher becomes the strict maths teacher with curly hair or The crumbly cookie with tasty marshmallow pieces melted in my mouth.</i>			
	I can use adverbs and adverbial phrases to say how something is done or how it happened e.g. <i>He spoke crossly and in a loud voice to all the children. The dog ran with the lead in its mouth, down the street.</i>			
Writing organisation	I can use fronted adverbials e.g. <i>Later that day, I heard the bad news. In total silence, the children tiptoed along the corridor.</i>			
	I can use paragraphs for a change in action, time or setting (narrative)			
	I can write an introduction and organise my work into ordered blocks with sub-headings and a conclusion (non-fiction)			
	I can use a variety of paragraph openings in my writing			
	I can proof-read my work to check for spelling, punctuation and grammar mistakes and then edit or improve it			

Writing Purpose	I can develop characters through describing how they look, react, talk or behave			
	I can help the reader by giving background information			
	I can begin to write in an appropriate style			
Incredible Words	I can choose words and phrases that both engage the reader and support the purpose of my text			
	I can include details to add interest, to persuade etc			
Neatest Handwriting	I can write neatly and my letters are correctly formed			
	I can join my writing			
	I understand which letters are best left unjoined			

Must Have Skills in Year 4

- ✓ I must use full stops, capital letters, commas, exclamation marks and question marks
- ✓ I must write detailed sentences that make sense
- ✓ I must produce neat work and use good handwriting in all of my work
- ✓ I must use a variety of connectives to create complex sentences
- ✓ I must use different sentence openers to make my writing interesting
- ✓ I must use fun and descriptive words in my writing



Writing

Year 4

Example

Thursday 23rd June 2022

Writing-PO4-CS ②

Hot Write:
Viewpoint Narrative

I can use expanded noun phrases with modifying adjectives and prepositional phrases, for example, The strict teacher with curly hair.

The Bear in chains

The polar bears of the north tell a story about a bear and a man.

Edgar was a ordinary, strong bear who lived in the icy north. She lived with her mother bear she was cruelly pushed on one brutal full moon. During that same night Edgar was captured by evil warriors and wrapped in shiny chains. Evil, the warriors soon gave him her to a young boy whom was called Audun. "I am going to sell you to the rich King," explained the boy. Whilst he spoke, Edgar quacked in fear and thought of her loving, caring mother from long ago.

One sunny early morning, Audun dragged the huge bear onto the towering, terrifying cargo ship, whilst the bear wondered what happened next. The journey in the boat was petrifying. The voyage was bumpy and noisy because of the waves crashing against the cargo ship, the rusty chains rattled against the large ship. Audun stopped the boat and got summoned to the King,

they argued for a while then Audun won the argument and threw Edgar back in the boat and left.

After what felt like weeks of travelling, they finally arrived, as the enormous palace shadowed over Audun and Edgar. They headed over to the enormous wooden door and knocked the steward opened the door. Audun asked to give the Edgar to the King, "You can NOT give that bear to our King!" bellowed the steward. "Why not?" protested Audun. "It is because he is skinny and filthy." Annoyed the steward. The man fed them both and Audun bathed Edgar. The steward told Audun he'd only let him go if he had a half share in the bear. Audun agreed, Audun led Edgar to the King. The King was delighted with the bear but angry with the steward for taking advantage of Audun's enterprise. "You deserve nothing but a work back to WORK!" exclaimed the King. The steward trudged back to work in the Kitchen. Audun left with all his prizes and Edgar got thrown into a cage.

Edgar couldn't believe that she was in a cage she tried pulling on the chains but it just made it worse, the chains were tightening on her skin every time she did even she somehow



Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value FREE TRIAL VIEW				Number Addition and subtraction VIEW			Measurement Area VIEW	Number Multiplication and division A VIEW		Consolidation	
Spring	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions VIEW				Number Decimals A VIEW			
Summer	Number Decimals B VIEW	Measurement Money VIEW	Measurement Time VIEW		Consolidation		Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW		



Maths

In June all Year 4 children will complete a times table test. This is a government requirement where they have to:

- answer 25 questions
- 6 seconds per question
- All times tables up to 12×12

By the end of year 3 they should be secure in their 2, 10, 5, 3, 4, 8



Maths



<https://ttrockstars.com/>

x	2	5	10	3	4	8	6
10	20	50	100	30	40		
2	4	10	20	6	8		
5	10	25	50	15	20		
3	6	15	30	9	12		
4	8	20	40	12	16		
8	16	40	80	24			

x	2	5	10	3	4	8	6
10	20	50	100	30	40	80	60
2	4	10	20	6	8	16	12
5	10	25	50	15	20	40	30
3	6	15	30	9	12	24	18
4	8	20	40	12	16	32	24
8	16	40	80	24	32	64	48

Please practise times tables on Times Tables Rock Stars regularly.

It is part of pupils' home learning and we expect pupils to practise for at least 15 minutes a week.



PSHE

As a part of your child's education at Underhill, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme.

PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential. PSHE lessons cover a range of topics such as keeping safe, health, friendships, growing and changing and RSE (Relationships and Sex Education).



PSHE



RSE & PSHE

Introduction: Setting ground rules for RSE & PSHE lessons

(1 lessons)

A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful...

[View unit >](#)



RSE & PSHE

Y4 Families and relationships

(8 lessons)

Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring...

[View unit >](#)



RSE & PSHE

Y4 Health and wellbeing

(7 lessons)

Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the...

[View unit >](#)



RSE & PSHE

Y4 Safety and the changing body

(8 lessons)

Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between...

[View unit >](#)



RSE & PSHE

Y4 Citizenship

(6 lessons)

Learning about Human rights and caring for the environment; exploring the role of groups within the local community...

[View unit >](#)



RSE & PSHE

Y4 Economic wellbeing

(6 lessons)

Exploring choices associated with looking after money, what makes something good value for money, stereotypes in the workplace,...

[View unit >](#)



RSE & PSHE

Year 4: Transition lesson

(1 lessons)

Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this...

[View unit >](#)



School Trips

All classes will go on at least three school trips per year. Please look out for any emails regarding these as we will need parental permission for your children to attend.

We try to ensure that all trips are free.

We also have visitors and workshops throughout the year.



Assessment



Assessments

Children are assessed throughout the year in all areas of the curriculum.

Last two weeks of each half term are assessment weeks.

Children will be assessed in:

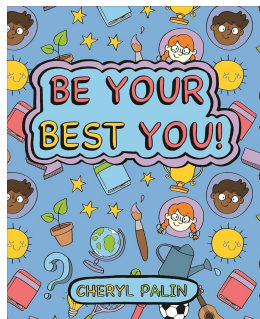
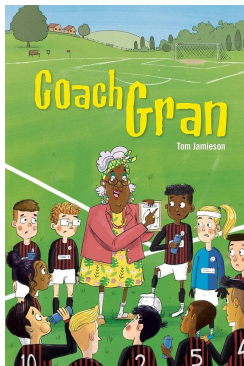
- Reading comprehension
- Maths: arithmetic
- Maths : reasoning
- Spelling
- Grammar

We always analyse assessment results and will use the data to inform our practice.



Assessment of reading

- In school, children read levelled books.
- Children may move up book levels at any point of the year. Teachers assess both fluency and comprehension before pupils move up a book level.



A Guide to Reading Planet

Find confidence in understanding Reading Planet across your whole school with carefully levelled books and supporting resources that will ensure reading progress for every child.

Reception and Key Stage 1			
Year	Age	Level	Books
Reception	3-4	100 words	100 words
Year 1	5-6	100 words	100 words
Year 2	6-7	100 words	100 words

Key Stage 2			
Year	Age	Level	Books
Year 3	7-8	100 words	100 words
Year 4	8-9	100 words	100 words
Year 5	9-10	100 words	100 words
Year 6	10-11	100 words	100 words

For orders and enquiries, call 01235 490 555



Behaviour



Underhill Behaviour

I can, You can, We can...	This means that we...
BE Caring	Look after ourselves and others, are kind, are honest, look after our school and our things, respect each other, stand up for what's right, show good manners, are tolerant and show compassion, support each other, understand different feelings
BE Confident	Solve problems, use our voice, ask questions, have a go, are organised, are honest when things go wrong, take responsibility for making a mistake, feel proud, are brave, try to do our best every day, are active learners
BE Curious	Know our learning style and how to do our best, challenge ourselves to see how far we can go, are resilient, understanding the learning pit, know how to help ourselves achieve, listen, ask questions
BE Co-operative	Work together, are a team, follow instructions, share, support others, are responsible citizens, understand our community and our world.

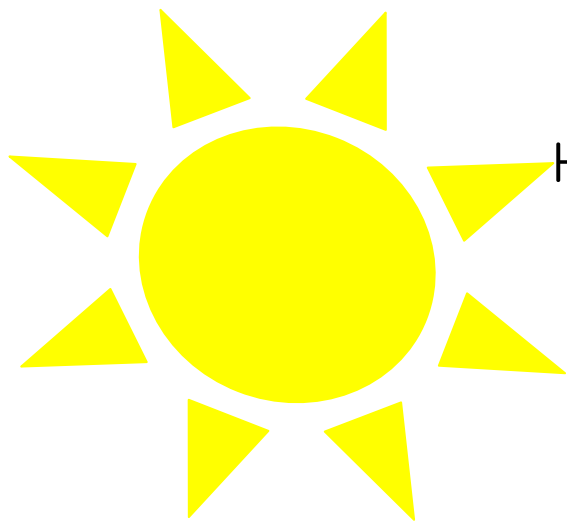


Underhill Rewards

We have 4 houses at Underhill

Water * Air * Fire * Earth

Rewards



House Dojos (EYFS - House Stickers)

Star of the Week

Marbles and marble parties

Golden tickets

Our Unsung Heroes

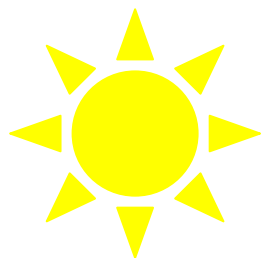


Underhill Sanctions


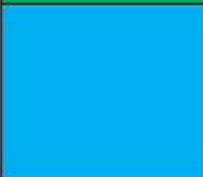



While all children work to the Underhill Way, there are times where children will not meet our behaviour expectations and it is important that the children are supported to have a clear understanding of the consequences if they do not work within the Underhill Way.

We understand that behaviour is communication and we ensure that we try to understand why a child's behaviour is not meeting the expectations and that the appropriate support is put in place.

We run a warning behaviour system where if children have not met the behaviour expectations, they will lose minutes of their playtimes. All orange and red card behaviours are recorded on School Pod and parents will be informed.



Underhill Sanctions

	Green – Good to Go! We are following the Underhill Way
	Blue Warning - Stop and Think - explain which value is not being followed
	Yellow Warning - warn and explain that playtime minutes will be lost if negative behaviour continues
	Orange Warning - up to 10 minutes may be lost of playtime either at break or lunch. If this happens in the afternoon, minutes will be lost from the next day. Parents are informed at the end of the day by the class teacher. In EYFS, children will spend time out on the thinking chair and sanctions are more immediate. Timings are age appropriate.
	Red Warning – Zero tolerance behaviour means instant sanction



Parents as Partners



Parents as Partners

Parent partnership and communication is very important so that we are all working on the same page.

Parents evening will take place both this term and in the Spring term, please look out for more information about how to book nearer the time.

Parents evening this half term will be on Wednesday 22nd and Thursday 23rd October 2025.

Each class will have a class assembly this year (watch out for the dates on the webpage)

Please make sure you read the **newsletter**, there is lots of important info.

Please make sure you come and talk to us if you have any problems or concerns.



Home learning

Given out every Friday via Google Classroom.

Children complete work in Homework Books.

Return to school by Wednesday.

Homework will be acknowledged and sent home.

Maths - a worksheet linked to what children have been learning about.

English - grammar and reading comprehension

Spellings - 10 spellings per week



You do not have to
print work out!!!!



Home learning

Reading homework

Focus on fluency, reading speed and comprehension



Rollercoasters

9 The rollercoaster has been a fashionable ride for many
17 years, with one of the first recorded rollercoasters
26 opening in Paris in 1817. Historically, it is believed
35 that the rollercoaster was inspired by sledging on the
43 icy Russian mountains. The popularity of the rollercoaster
53 did not spread initially. It wasn't until 1884 that the
60 first notable and highly admired rollercoaster was
72 opened in New York. It was made in the style of a
81 runaway train. The rollercoaster ran on wooden tracks and
85 was an instant success.

94 Today, a rollercoaster track can either be a complete
102 circuit or a shuttle track, allowing the cars —
110 individual or multiple — to run in both directions.
114 Modern rollercoasters are, of
118 course, much faster than
122 the original models and
125 safety standards have
127 notably increased
129 since then.



Questions



1. When did the first well-known rollercoaster open and where was it?



2. Find and copy **two** words that tell you that rollercoasters are well-liked.



3. How do rollercoasters of the past compare with the modern day?



4. Summarise the information about the original rollercoasters in 20 words or less.

Twinkl Times

June 2010

Octopus Expert

4 Paul the Octopus has
8 been predicting the result
13 of the World Cup football
18 games over the past few
22 weeks. He's an amazing
23 animal!



27 The sea creature's owners
31 have been putting some
35 clear, plastic boxes into
39 Paul's tank before each
43 match. Each box is
47 decorated with the flag
51 of a football team.

55 Paul has been choosing
60 one of the boxes by
64 crawling towards it and
68 he has correctly guessed
73 the winner of six football
79 games so far in the World
81 Cup competition.

87 Is Paul a football expert or
92 just a very lucky octopus?
96 What do you think?

Questions



1. What does Paul predict the results of?



2. Which **two** adjectives has the author used to describe the boxes in Paul's tank?



3. Why do some people think Paul is a football expert?



4. Do you think Paul is just a lucky octopus?



FRED - Reading at home



Families Reading Every Day



Children need to read at home every night. This can be any book that children enjoy reading (they will get one from the school library every week).

KS 1 - Please can parents initial reading record.

KS 2 - Children write down what they have read.

If home reading is not happening, a class teacher or Reading Lead will be in contact.

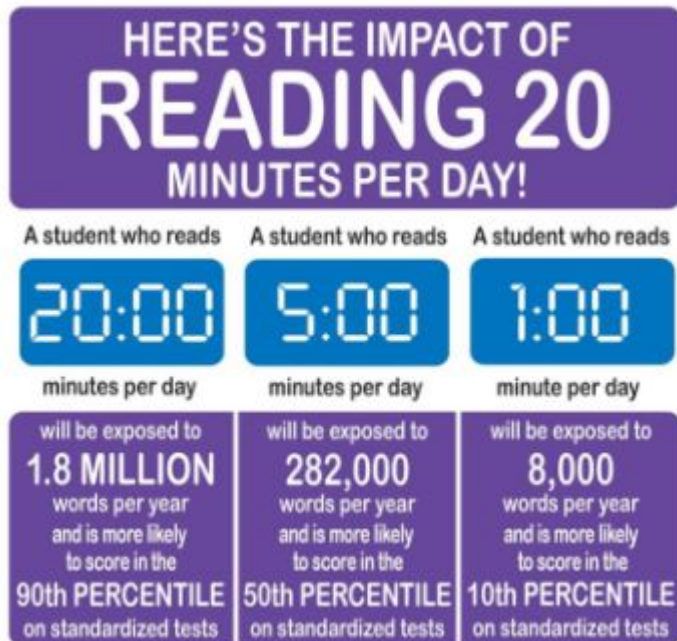
There will be a reward for children who are bringing their Freds in every day.



FRED - Reading at home



FRED
Families Reading Every
Day





Notices:



Uniform



Order through Schoolmoney.

Children should also wear black skirts, trousers or pinafores and black shoes.

Find more information here:
<https://underhillschool.co.uk/uniform>





Uniform



PE kit

On your child's designated PE day they need to come into school wearing their PE kit as follows:

- Black trainers (small logos are acceptable)
- Black shorts (black joggers in the winter)
- Yellow T-shirt with Underhill logo
- Black school sweatshirt or cardigan with Underhill logo. (No hoodies are to be worn.)



Uniform

****PLEASE MARK EVERYTHING WITH YOUR CHILD'S NAME****

Additional items

- Headscarves are to be plain and not bright colours
- Hair should be cut in an appropriate style for school. Eg no mohicans or patterns shaved in. Long hair should be tied up with discreet hair bands. No big bows or brightly coloured headbands are allowed.
- No jewellery to be worn in school with the exception of stud earrings if necessary or for religious purposes with permission from the Headteachers. We want children to be safe at all times.
- No nail varnish is to be worn



Absences

If your child is unwell, please inform the office in the morning.

<https://underhillschool.co.uk/report-an-absence>

REPORT YOUR CHILD'S ABSENCE

Please give your child's name and class along with the reason for their absence

SEND

Or you can call **020 8449 2423**



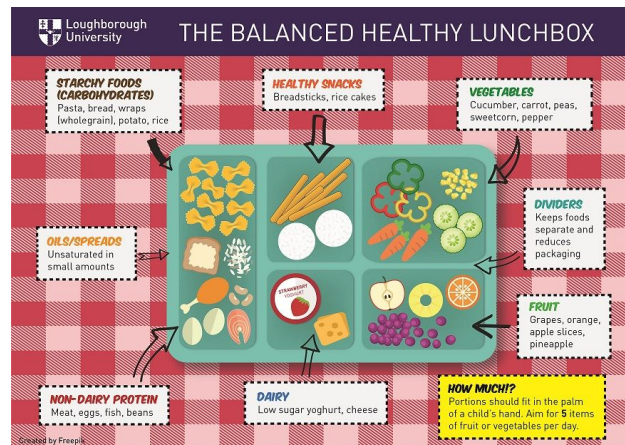
Snacks and Lunch

We are a healthy, nut free school. Children should bring in fruit or vegetables (e.g. cut up carrot, pepper or cucumber (not dried fruits please)) to eat at break time. They are not permitted to bring in anything else.

ALL CHILDREN ARE ENTITLED TO A FREE SCHOOL MEAL.

If your child has packed lunch, please ensure that it is healthy and nutritious. Please do not give your child any sweets, chocolate or fizzy drinks. All lunch boxes should be named.

Please send your child into school everyday with a named water bottle.





Independent Travel

Only children in Year 6 can be independent travellers.

Mobile phones should not be brought into school.

If a sibling is collecting your child, please arrange with the office (unless the sibling is a grown up).



PTA

If you are interested in supporting the PTA, please talk to the school office or your PTA rep.

4 Cherry	Shivani Vargas	https://chat.whatsapp.com/KPhucaEkxRKlcNNajz2wep?mode=ems_copy_c
4 Larch	Karen Crouch	https://chat.whatsapp.com/HaLMXoWj6hnnH3hzbAEoDUh?mode=ems_wa_c
4 Sycamore	Emma Korca	https://chat.whatsapp.com/CLax66sLcpnJqlggMovHQD?mode=ems_wa_t
Whole year Whatsapp		https://chat.whatsapp.com/BYqXS6Y3bZPA1bewcrBMqh?mode=ems_copy_c





Any questions?



Understand * Uplift * Unite

Underhill School and Children's Centre

Thank you for coming!