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	Josh Dale (LKS2 Lead)	Gemma Isabelle Ms Djeci Mrs Lamming
4 Larch	Curdel Emmanuel	

Meet the team

Co -Headteachers	Nicola Hayles and Jennie Reed	You can find us at both gates at the beginning and end of day.
Deputy Head teacher	Anniina Limbrick	You can find me by the KS1 gates at the beginning and end of day.
Safeguarding Lead	Jane Wood	You can find me by the gates at the end of the day.
SENDCO	Sue York	You can find me by the gates at the end of the day.

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 though 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
Mon	Morning work/ register	English	BREAK	10:50 Heads' assembly: Maths	12:00	Guided Reading 13:00-13:30	History & PSHE	HOME TIME
Tues	Morning work/ register	English		Maths	12:00	Guided Reading 13:00-13:30	Computing and RE	
Weds	Morning work/ register	English		Maths; Library 11:30-12pm	12:00	PE	PE	
Thurs	Morning work/ register	9 - 9:30 Singing Assembly; English		Maths; Guided Reading 11:45-12:00	12:15	Guided Reading 13:15-13:30	Science & Spanish	
Fri	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 curriculum map

	Autumn 1 Topics	Autumn 2 Topics	Spring 1 Topics	Spring 2 Topics	Summer 1 Topics	Summer 2 Topics
English	Leon and the Place Between Narrative: Portal Narrative Purpose: To narrate Information: Persuasive Magic Show Report Purpose: To persuade	Nen and the lonely fishermen The Barnabus project	Arthur and the Golden Rope Narrative: Myth Purpose: To narrate Information: Defeating a Viking monster Purpose: To inform	The Lost Happy Endings Narrative: Twisted Narrative Purpose: To narrate Persuasion: Letter Purpose: To persuade	The Journey Narrative: Refugee Narrative Purpose: To narrate Recount: Diary Purpose: To recount	Manfish Narrative: Invention Narrative Purpose: To narrate Recount: Jacques Cousteau Biography Purpose: To recount
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	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	My healthy Self - How can we look after our bodies?	Connecting with Others	The Online World	Citizenship	Growing Up	Staying Safe
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?	
Geography		Why are rainforests important ?		Where does our food come from?		What are rivers and how are they used?
Art	Drawing - exploring tone, texture and proportion		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 Game sense invasion	Netball Athletics Dance - space	Athletics Gymnastics Basketball	Dance – war Alternative games Rounders	Cricket Handball Tennis
Music	Body and Tuned Percussion (Rainforests)		Samba and Carnival Sounds		Changes in Pitch, Tempo and Dynamics	

Reading

Y4

Ready Steady Read Together: Vehicle Texts

Fiction



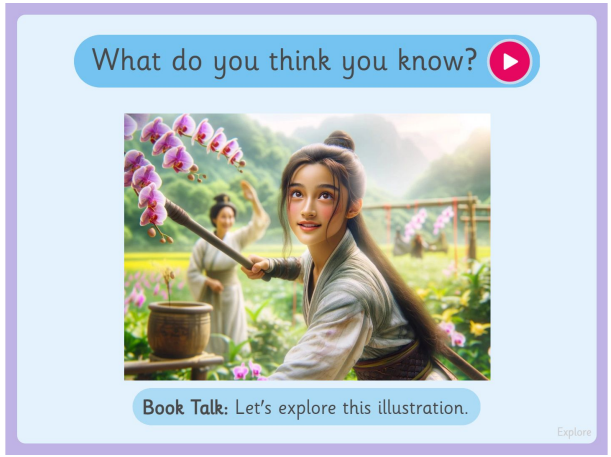
Non-fiction



Poetry







Library

4 Cherry - Wednesdays
4 Larch - Thursdays







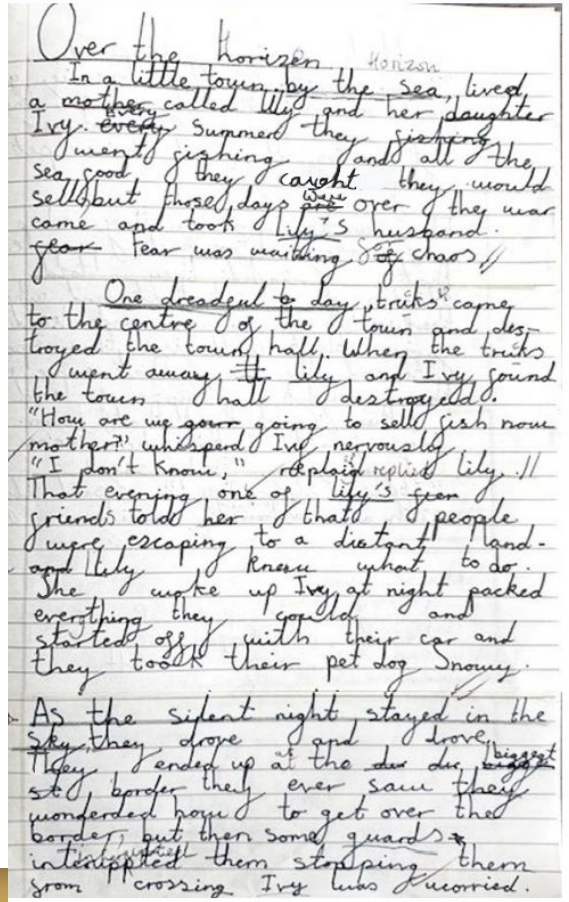
Writing


Y4
Ready Steady Write: Vehicle Texts
Ready Steady Write
A
B
C
D
E
F
6 wks
3 wks
or
&
Due Mid-Oct 2026
Due Early Dec 2026
Due Mid-March 2026
Due Mid-Oct 2026

Ready Steady Write Progression Overview Year 4

A	B	C	D	E	F
Grammar: Word					
Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous year & focus on: Grammatical difference between plural and possessive-s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Grammatical difference between plural and possessive-s	Build on previous units & focus on: Grammatical difference between plural and possessive-s Develop understanding of standard English forms for verb inflections (we were instead of we was)	Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was) Grammatical difference between plural and possessive-s	Build on previous units & focus on: Verb inflections (we were instead of we was)
Grammar: Sentence					
Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous year & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Expressing time and place and cause using prepositions [for example, before, after, during, in, because of] (Recap from Y3) Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials	Build on previous units & focus on: Fronted adverbials	Build on previous units & focus on: Fronted adverbials
Grammar: Text					
Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Develop understanding using the present perfect forms of verbs (reinforcement from Y3)	Build on previous year & focus on: Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme, with headings and subheadings	Build on previous units & focus on: use adverbials and conjunctions for cohesion	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition	Build on previous units & focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme
Grammar: Punctuation					
Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials	Build on previous year & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials	Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials
Terminology for Pupils					
determiner, pronoun, possessive pronoun, adverbial					

Writing



Over the horizon

In a little town by the sea, lived a mother called Lily and her daughter Ivy. Every Sunday they went fishing and all the good they caught they would sell but those days were over they near came and took Lily's husband. Fear was waiting for chaos.

One dreadful day, trucks came to the centre of the town and destroyed the town hall. When the trucks went away Lily and Ivy found the town hall destroyed.

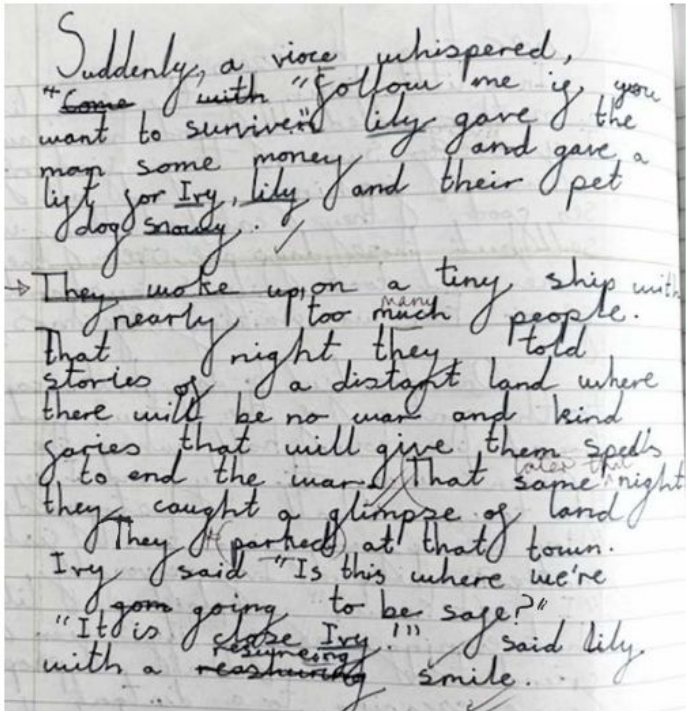
"How are we going to sell fish now mother?" whispered Ivy nervously.

"I don't know," replied Lily.

That evening one of Lily's friends told her that people were escaping to a distant land. and Lily knew what to do.

She woke up Ivy at night packed everything they could and started off with their car and they took their pet dog Snowy.

As the silent night stayed in the sky, they drove and drove, they ended up at the biggest sea border they ever saw. They wondered how to get over the border but then some guards interrupted them stopping them from crossing. Ivy was worried.



Suddenly, a voice whispered, "Follow me if you want to survive." Lily gave the man some money and gave a gift for Ivy, Lily and their pet dog Snowy.

They woke up on a tiny ship with nearly too many people.

That night they told stories of a distant land where there will be no war and kind people that will give them spells to end the war. That same night they caught a glimpse of land.

They parked at that town.

Ivy said "Is this where we're going to be safe?"

"It is Ivy!" said Lily with a reassuring smile.

✓best
· fix

1 Tricky join practice

focused

2 Tricky join practice

frightened

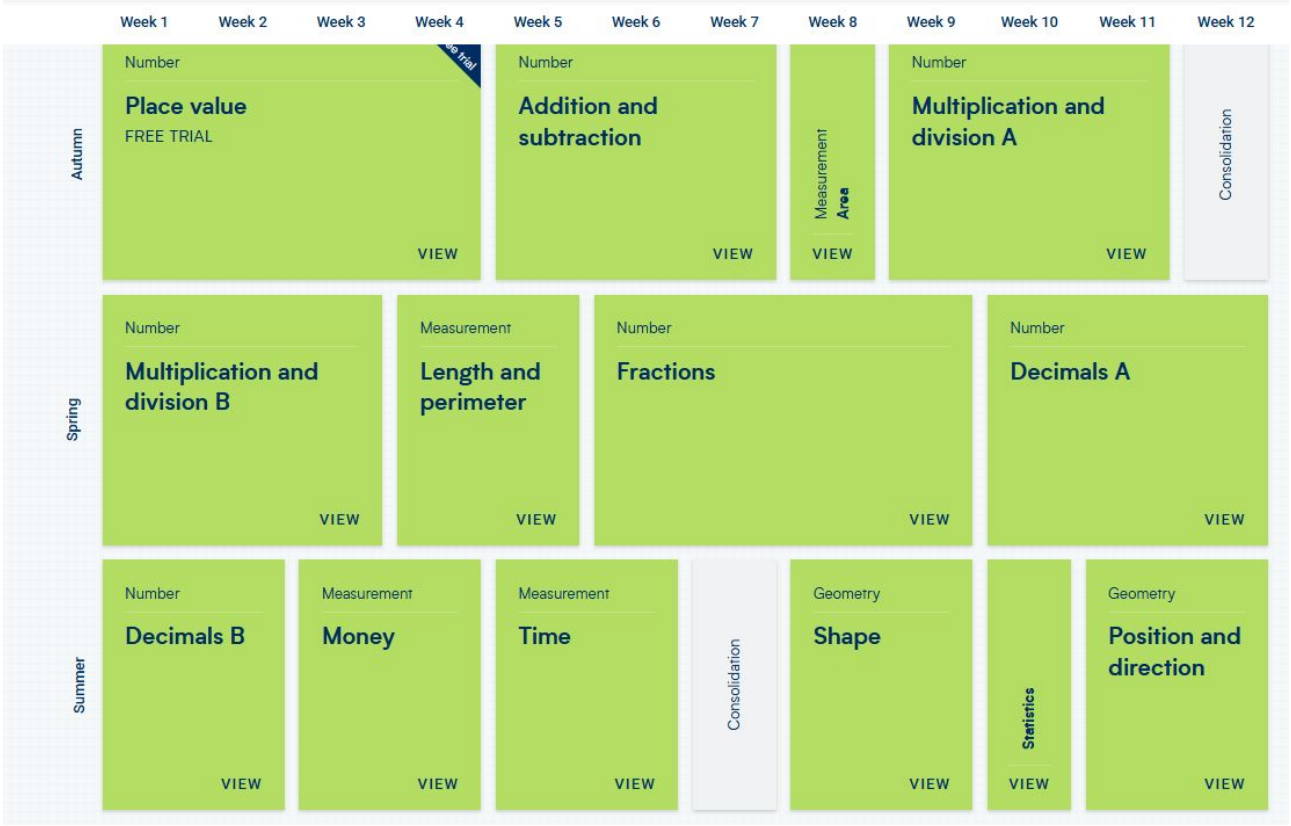
3 Tricky join practice

forgetting

4 Tricky join practice

accidentally

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

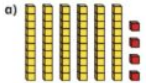
Main task

Fluency

A. 377 + 40 =	B. 80 x 9 =
C. 8,327 + 14,895 =	D. $\frac{1}{4}$ of 36 =
E. 73,294 + 79,569 =	

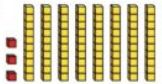
Main Task

1) Complete the sentences.

a) 

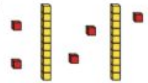
64 = ☐ tens + ☐ ones

64 = ☐ + ☐

b) 

83 = ☐ tens + ☐ ones

83 = ☐ + ☐

c) 

25 = ☐ tens + ☐ ones

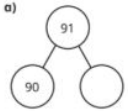
25 = ☐ + ☐

d) 

40 = ☐ tens + ☐ ones

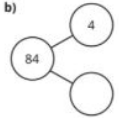
40 = ☐ + ☐

2)

a) 

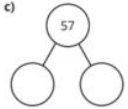
91 has ☐ tens and ☐ ones.

91 = ☐ + ☐

b) 

84 has ☐ tens and ☐ ones.

☐ = ☐ + ☐

c) 

☐ has ☐ tens and ☐ ones.

☐ = ☐ + ☐

Challenge

Dexter is estimating the sum of a 6-digit number and a 5-digit number.

My 6-digit number rounds to 200,000 to the nearest 10,000

I have rounded my 5-digit number to the nearest 1,000

My estimate of the total is one-quarter of a million.



What could Dexter's numbers be?

What is the greatest possible total of Dexter's numbers?

What is the smallest possible total of Dexter's numbers?

Maths



https://ttrockstars.com/



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 an hour a week.

Maths

Year 1	Count in 2s, 5s, and 10s, and use doubles/halves to 10
Year 2	Learn the **2, 5, and 10** times tables.
Year 3	Learn the **3, 4, and 8** times tables.
Year 4	Master **all tables up to 12 × 12** and take the statutory online Multiplication Tables Check.
Years 5 and 6	Maintain fluency in all facts up to 12 × 12 to apply in fractions, percentages, and advanced math

Maths

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

- Answer 25 questions
- 6 seconds per question
- All times tables up to 12x12

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).

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
- Spelling
- Grammar
- Maths: arithmetic
- Maths : reasoning

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

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 Points
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 the 21st and 22nd of October.

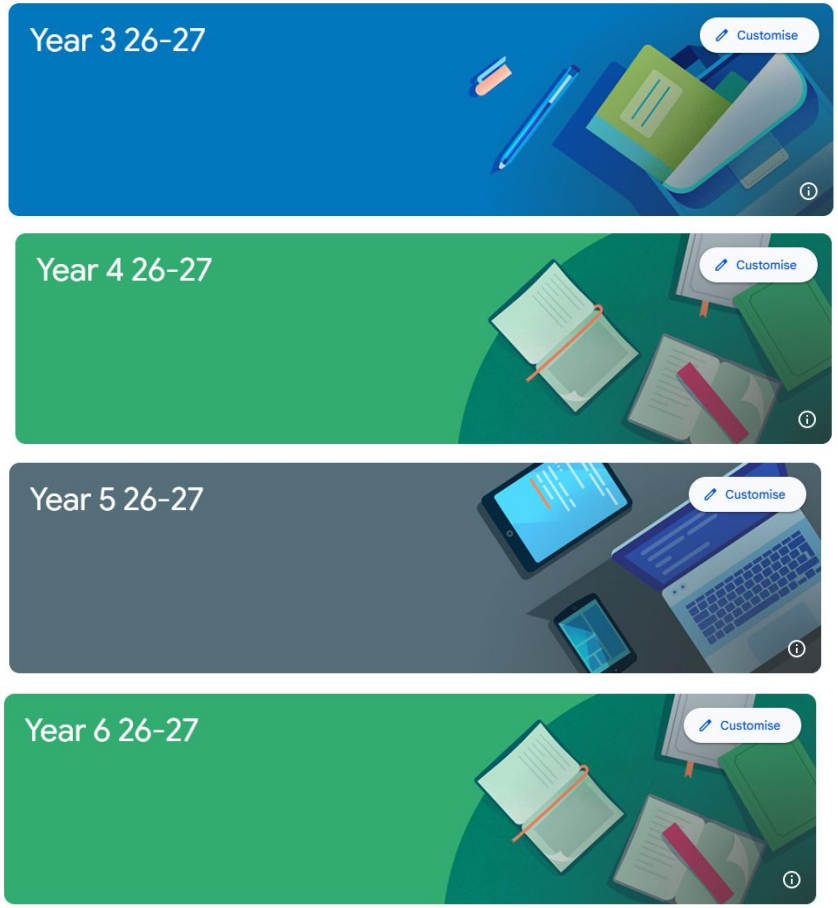
Each class will have a class assembly this year (watch out for the dates on the webpage)

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.

Google Classroom

- Weekly homework
- Half termly topic grid
- Celebration of work



Home learning

Given out every Friday via Google Classroom.

Children complete work in Homework Books.

Return to school by Wednesday. (Books will go out on Friday)

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

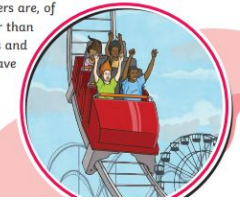
Home learning

Reading homework
Focus on fluency, reading speed and comprehension

Rollercoasters

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

Today, a rollercoaster track can either be a complete circuit or a shuttle track, allowing the cars — individual or multiple — to run in both directions. Modern rollercoasters are, of course, much faster than the original models and safety standards have notably increased 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

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



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

Paul has been choosing one of the boxes by crawling towards it and he has correctly guessed the winner of six football games so far in the World Cup competition.

Is Paul a football expert or just a very lucky octopus? 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

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).

Children write down what they have read.

If you need any support with home reading, please speak to your class teacher or Mrs Limbrick.



FRED - Reading at home

FRED



Families Reading Every Day

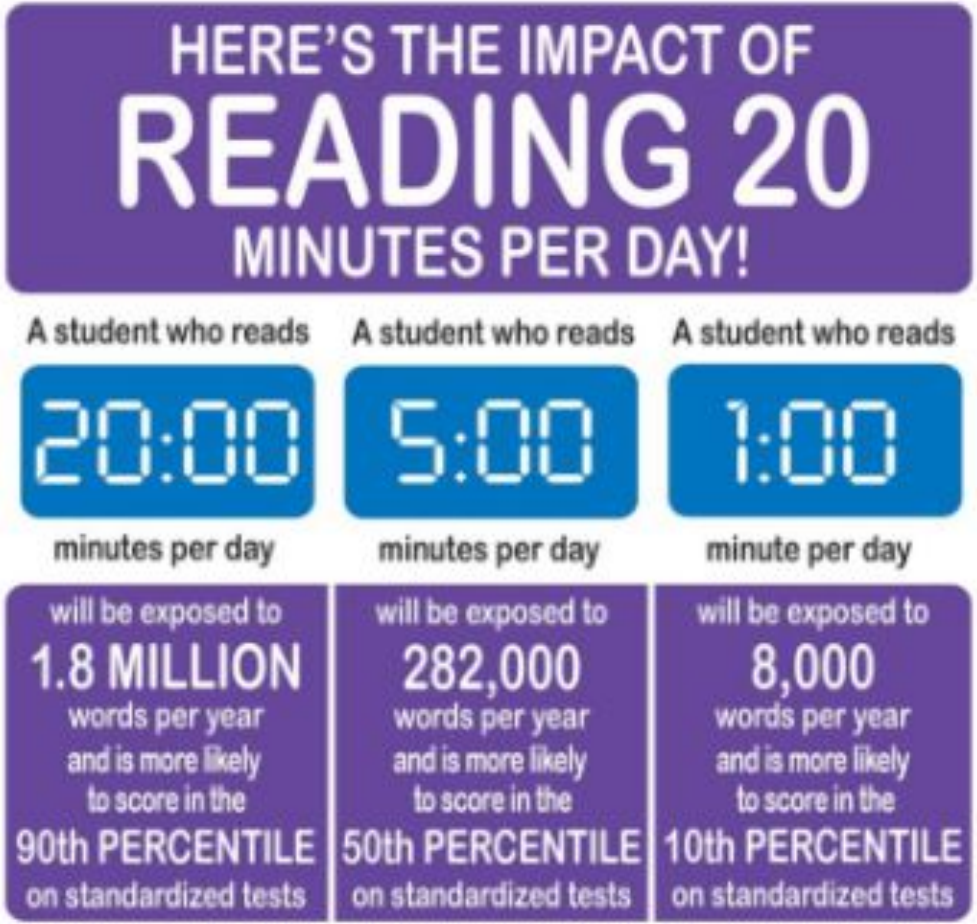
Underhill Reading Battle

Underhill Reading Battle is back!

The houses will vote for a reward.

Once they have collected 2000 FRED tokens, they will receive their reward.




HERE'S THE IMPACT OF
READING 20
MINUTES PER DAY!
A student who reads
20:00
minutes per day
will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests
A student who reads
5:00
minutes per day
will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests
A student who reads
1:00
minute per day
will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Notices:

Uniform

Please note: leggings and cycle shorts are NOT part of the school uniform and should not be worn (unless under a skirt).
Long hair MUST be tied back.



Order through the Smith's website (there are leaflets in the office and a link on the school website) or you can visit the shop in Cockfosters. Smiths will deliver to school

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

Find more information here:
https://www.smithsschoolwear.co.uk/product-category/find-your-school/underhill-school-and-childrens-centre/

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****

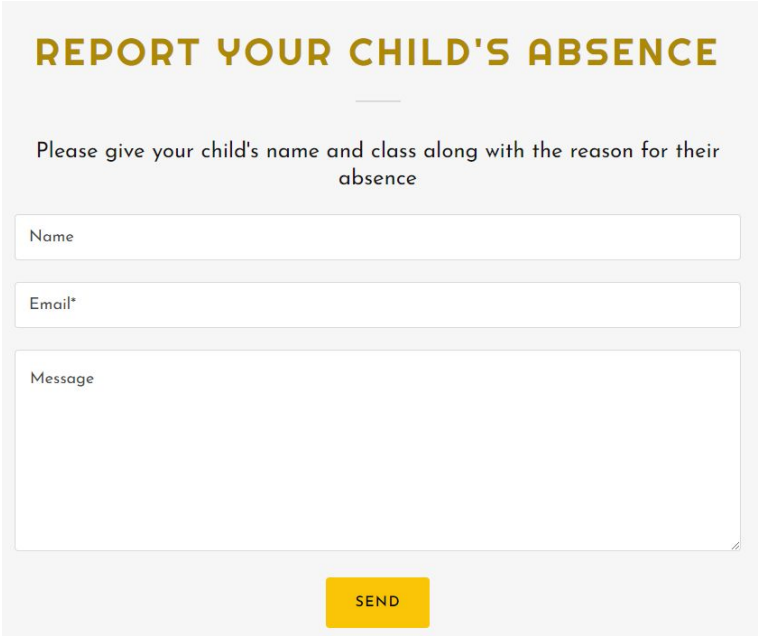
Additional items

- 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 in unwell, please inform the office in the morning.

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



Or you can call 020 8449 2423

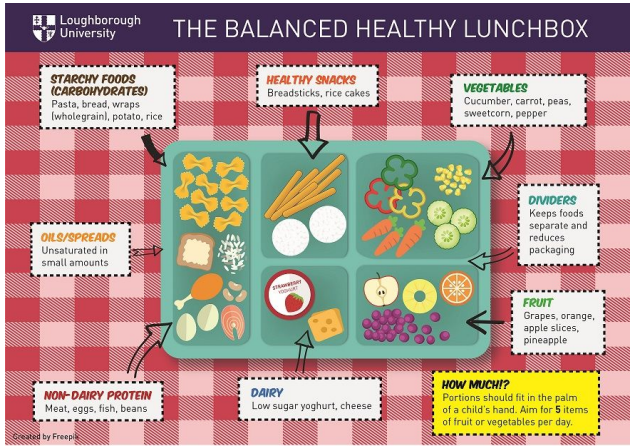
Snacks and Lunch

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. Please apply through the office and await a response from the head teachers.

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.





Any questions?

Understand * Uplift * Unite

Underhill School and Children's Centre

Thank you for coming!