



Welcome to Year 4
2026-2027

Our Year 4 Staff Team



Role	Staff Member Name
Team Elm Teacher	Mrs Catterall
Team Holly Teacher	Miss Martin
Teaching Assistant	Sally Salvona
Teaching Assistant	Ana Koval

Start and End of Day Procedures



8.30-8.45 - Enter via the communal door nearest Monkleigh Gate.

3.00 - Team Holly will be dismissed from their classroom door and Team Elm will be dismissed from the cloakroom door next to the gym.

- Please ensure you are closely supervising your child at all times.
- Please ensure that your child does not ride their bike or scooter anywhere on the school site.
- Please report anything suspicious or concerning to a member of staff immediately.

Weekly Routines



- **PE Day:** Monday and Thursday – please ensure your child comes to school in their full PE kit. *Refer to school uniform requirements on website.*
- **Library:** Wednesday (Team Holly) and Friday (Team Elm)- please ensure your child brings their library book each Friday so they can borrow a new one.
- **Reading Day:** Please refer to your child's yellow reading log for their reading day. Children will need their books in school on this day.



A Typical Day in Year 4

08:30 – 09:00 | Early morning work and registration

09.00 – 09.30 | Guided reading

09:30 – 10:30 | English

10:30 – 10:50 | Collective worship

11:00 – 12.00 | Maths

12:00 – 13:00 | Lunchtime break

13:00 – 15:00 | Foundation subjects and dismissal

What We Are Learning This Year



Year 4 Hillcross Primary Curriculum Overview (2026-2027)

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Narrative: Myth - Beowulf Writing Outcome: Write their own 'Defeating the Monster' story Non-Fiction: Explanation Writing Outcome: The Digestive System	Narrative: Kensuke's Kingdom Writing Outcome: Setting Description of a jungle Non-Fiction: Instructions Writing Outcome: How to survive on a deserted island	Narrative: Boy at the Back of the Class Writing Outcome: 5 Part Story Structure Non-Fiction: Recount Writing Outcome: Diary writing based on the text	Non-Fiction: Recount Writing Outcome: Biography about Sir Edmund Hillary Non-Fiction: Information Writing Outcome: Magical Creature Profile	Non-Fiction: Persuade Writing Outcome: Children write a letter to try and persuade their Team teachers to do something e.g. extra play, film afternoon etc.	Narrative: Defeating the Monster Writing Outcome: Story inspired by Howard Carter Picture Book Focus Children will create writing based upon a Picture Book
	Structured Poetry: Limericks		Published Poet: The River by Valerie Bloom – Link to River topic learning		Free Verse: link to oceans and sustainability and the whole class text 'Dolphin Boy'	
Maths	Column Addition Part whole relationship and adding and subtracting within one whole Column Subtraction Properties of Shape: Quadrilaterals & Triangles	Composition and calculation: 1000 and 4 digit numbers Working across one whole: improper fractions and mixed numbers	Connection multiplication and division, and the distributive law Calculation: multiply & divide by 10 or 100 Scaling number facts by 100	Time Division with remainders	Area and Perimeter Co-ordinates	Symmetry in 2D Shapes Statistics Division - short, written method
Science	Food and the Digestive System: the human digestive system, teeth types and their functions and animals diets	Sound: how sound is made and how sound travels as vibrations through a medium to the ear	States of Matter: solids, liquids and gases and how materials change state as they are heated and cooled	Grouping and Classifying: studying the animal and plant kingdoms and using and creating classification keys to identify living things	Electrical Circuits and Conductors: construct simple series circuits, name their parts and functions and investigate electrical conductors and insulators	

What We Are Learning This Year



Year 4 Hillcross Primary Curriculum Overview (2026-2027)

History	Invasion: life in Britain after the Roman withdrawal and Anglo-Saxon and Viking invasions up to the Norman conquest				Ancient Civilisations: the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation	
Geography	Interconnected World: compass points, four and six-figure grid references, the tropics and the countries, climates and culture of North and South America.		Misty Mountain, Winding River: characteristics and features of rivers and mountain ranges around the world		Interconnected World: Children identify physical features in the United Kingdom and learn about the National Rail and canal networks	
Religious Education	Belonging and Identity: understanding what it means to belong and the link between belonging and baptism	Jesus: the significance of Jesus and his teachings to Christians	Birth Rites: how different religions celebrate the birth of a child	Festivals: looking at the festivals of Easter, Holi, Passover and Eid ul-Fitr and making comparisons	Hinduism, God and Sacred Writings: how Hindus use images and stories to describe God	Creation and God: the significance of the Christian story for Christians
Physical Education	Hockey Tag Rugby	Dance Netball	Tennis Gymnastics	Football Swimming Dance	Gymnastics Athletics	Outdoor Adventurous Activities Rounders
Design and Technology	Fresh Food, Good Food: food decay and inventions in food preparation and packaging		Functional and Fancy Fabrics: techniques for decorating fabric based on the designer William Morris		Tomb Builders: simple machines, including wheels, axles, inclined planes, pulleys and levers, exploring how they helped ancient builders to lift and move heavy loads	
Art and Design	Warm and Cool Colours: aboriginal art and how artists use colour in their artwork	Warp and Weft: the artform of weaving and how it has developed over time	Vista: looking at the techniques used when composing landscape images, such as colour and atmosphere	Animal: studying the visual qualities of animals through sketching, printmaking and clay modelling	Islamic Art: use the features of Islamic art to make geometric patterns and motifs on paper, with fabric and in clay	Statues, Statuettes and Figurines: studying examples from ancient civilisations and use clay skills to create a Sumer-style figurine.

Supporting Learning at Home



- **Daily Reading:** We expect children to read for at least 10 minutes every night. Please sign their reading records daily to indicate what they have read. However, encourage them to read and for family members to read to/with them as often as possible.
- **Comprehension:** Weekly comprehension text.
- **Maths Fluency:** Weekly home learning task linked to the previous weeks learning.
- **Times Tables Rockstars:** Complete at least 30 minutes per week.
- **Spellings:** New spelling lists/rules will be shared weekly to practice at home.

Home Learning is set on a **Friday afternoon via Google Classroom** and must be **‘turned’ in by the following Wednesday by 8:00am**. *Please refer to school website for information on how to use google classroom.*

We also encourage regular use of **Knowledge Organisers** (see next page).

Invasion

After the Romans

After the Romans left Britannia in AD 410, many towns fell into disrepair and the country became vulnerable to attack. This marked the beginning of a period of invasions from different groups: Picts and Scots from Scotland and Ireland; Anglo-Saxons from Germany, the Netherlands and Denmark; Vikings from Scandinavia and Normans from France. This time in history is called the early Middle Ages.

Picts and Scots		Anglo-Saxons		Vikings		Normans	
AD 400-499	AD 500-599	AD 600-699	AD 700-799	AD 800-899	AD 900-999	1000-1099	1100-1199

Timeline showing the periods of invasion and settlement in Britain from AD 410-1199

Anglo-Saxons

Invasion

The Picts and Saxons tried to invade England after AD 410, but the Britons were undefended. In AD 449, a British leader, Vortigern, asked Hengist and Horsa, two Jutes, to come to England to help the Britons. However, the Jutes realised that the land in England was good for farming, so they, along with the Angles and Saxons, invaded England.

Settlement

The Anglo-Saxons invaded the east and south coasts of England and pushed the Celtic Britons west. They split England into seven kingdoms, which became known as the heptarchy. The rulers of these kingdoms fought each other for land and power. By AD 800, there were five main kingdoms: East Angles, Kent, Mercia, Northumbria and Wessex. Celtic Britons still lived in Wales, Cornwall, Scotland and Ireland.

Christianity

Christianity declined in England after the Romans left, so Irish and Roman Christians were sent to Britain to reestablish Christianity. Monks like St Columba, St Aidan and St Augustine converted the Anglo-Saxon kings, and then their people, to Christianity. They also established churches and monasteries.

Monasteries

Monasteries were significant in Anglo-Saxon England because they spread Christianity, promoted reading and writing and provided help for the poor. Monasteries were usually built in isolated places and were rich with money and precious objects.

Everyday life

Anglo-Saxon society had a hierarchy, with a king at the top. Landowners, called thegns, were below the king and peasant farmers worked on the thegn's land. Slaves were at the bottom of the hierarchy. Most Anglo-Saxons were farmers or craftspeople. They lived in homes made from wood or wattle and daub, with a single room and central fireplace. Settlements were surrounded by high fences to protect animals and villages from thieves and attack.

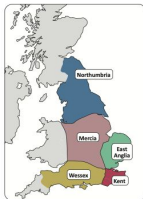
Legacy

There are still aspects of life in modern England that date back to the Anglo-Saxons, including the English language, the rule of law, place names, Christianity and even the layout of England itself.

Uniting England

Alfred the Great's grandson, Athelstan, was a successful Anglo-Saxon warrior. During his reign from AD 924-939, he defeated Welsh, Scottish, Celtic and Viking kings to become the first King of all England. England has been united since the reign of Athelstan.



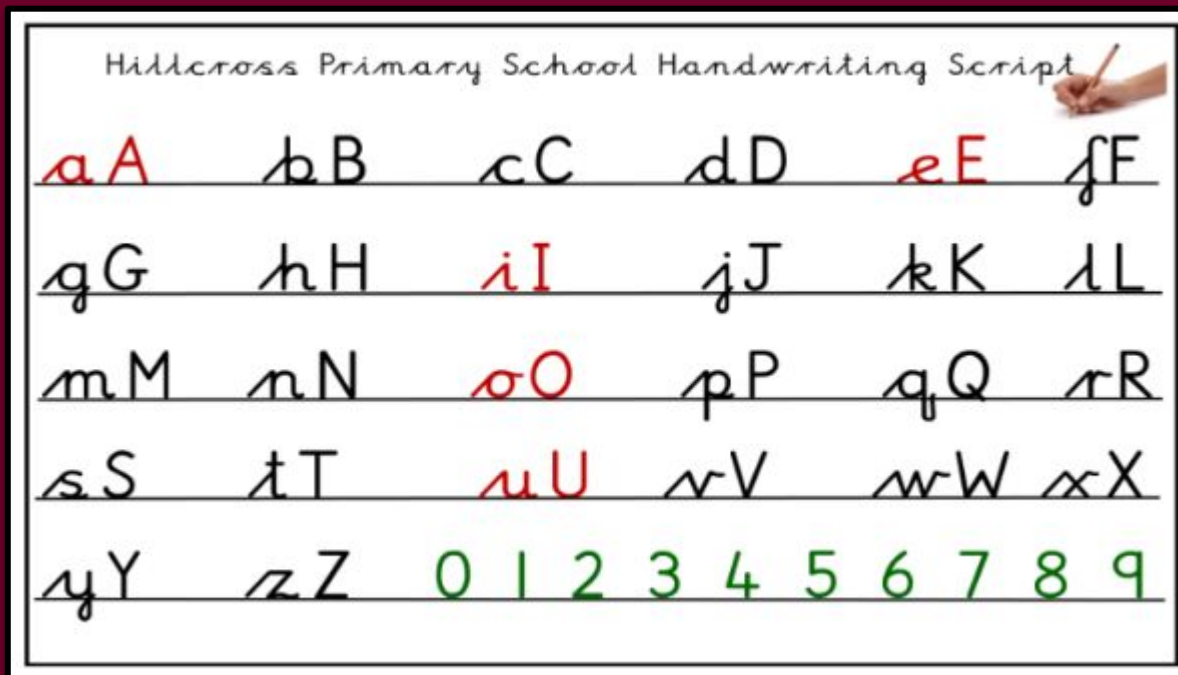



A diagram of a transverse wave. A red sinusoidal wave oscillates above and below a horizontal dashed blue line. An arrow points to the highest point of the wave, labeled 'peak'. Another arrow points to the lowest point, labeled 'trough'. A bracket above the wave indicates the distance between two consecutive peaks, labeled 'wavelength'.

cochlea	The spiral-shaped part inside the inner ear that turns vibrations into electrical signals.
eardrum	A thin layer of tissue inside the ear through which vibrations pass.
medium	A material, such as a solid, liquid or gas, that transfers energy from one place to another.
ossicles	Three tiny, linked bones inside the ear through which vibrations pass.
particle	A single piece of matter that is too small to be seen.
vibrate	To quickly move back and forth repeatedly.

Supporting Learning at Home

Handwriting and Spelling: Please also support your child by practising their cursive script handwriting and spelling words each week.



Year 4 Spelling Words

accident(ally)	favourite	early	decide
actual(ly)	group	learn	knowledge
breathe	breath	bicycle	believe
experience	earth	century	centre
experiment	calendar	busy/business	build
heart	guide	guard	length
island	increase	imagine	height
opposite	occasion(ally)	notice	naughty
position	library	material	medicine
possess(ion)	special	woman/women	weight
quarter	purpose	promise	pressure
separate	remember	reign	recent
various	therefore	suppose	



Pledges

Please support your child in completing their reading and number pledge at home.





The Hillcross Reading Pledge

Reading is *power*. We read today for a *powerful* tomorrow.



As a school, **we pledge** to share a 'Class Reader' with you every day for 10 minutes.
This could be a narrative, non-fiction or poem.

In return, **you pledge** to read at home for a minimum of 10 minutes every day
(we encourage you to read for longer whenever you can).

By following this pledge,
you will read over 140,000 words every year!
This will not only help you improve as a reader but as a learner.



The Hillcross Number Pledge

With mathematics, there is nothing you cannot do. Everything around you is mathematics. *Everything around you is numbers.*



As a school, we **pledge** to devote 10 minutes every day to practise our number facts in order to improve our understanding of numbers and become fluent mathematicians.

In return, **you pledge** to practise your number facts at home, every day, for a minimum of 10 minutes.

This fluency practice can be: subitising, counting, doubling, halving, adding and subtracting using varied representations.

Behaviour

Our school charter/code of behaviour is based on our school values, the 17 Habits of Mind, The UN Convention on the Rights of the Child (UNCRC) and the views of our school community.



Hillcross Primary School
School Charter/Code of Behaviour

1. We ALL have the RIGHT to learn
and it is our responsibility to behave in a way that allows others to do so too.
2. We ALL have the RIGHT to be respected
and it is our responsibility to treat everyone fairly and with compassion.
3. We ALL have the RIGHT to feel safe
and it is our responsibility to make sure our actions keep ourselves and others safe.



2
NO DISCRIMINATION



3
BEST INTERESTS OF THE CHILD



12
RESPECT FOR CHILDREN'S VIEWS



19
PROTECTION FROM VIOLENCE



28
ACCESS TO EDUCATION



Assessment



Children in Year 4 will participate in the multiplication tables check (MTC) in June.

It is an onscreen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question.

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.

Educational Visits and Workshops



Autumn Term | Dental Hygiene Workshop and Weaving Workshop - the approximate cost of these opportunities will be £2.50 per child.

Spring Term | Visit to the Shree Ghanapathy Temple and PGL Residential. Costings to follow at the end of the Autumn term.

Summer Term | Portals of the Past Egyptian Workshop. Costings to follow at the end of the Spring term.

Year 4 will also be taking part in an intensive, two-week swimming course during the spring term. More information will be shared closer to the time

Please note these are approximate costs and curriculum enhancements can only take place if families make voluntary contributions to cover their cost.

Online Safety



At Hillcross, we stay safe online by following our 5 Internet Safety Pillars:

Sharp **Alert** **Secure** **Kind**

Smart sharing,
not oversharing.

Knowing what's real
and what's fake.

Keeping your
information safe.

Respecting
others.

Brave

Speak up- report it!

As responsible digital citizens, we recognise and understand the 4 C's:

CONTENT

What you see.

I know that age-appropriate content will keep me safe and happy online. I also know that some information can be edited or fake!

Not everything I see or hear is appropriate and this can make me feel worried, anxious or frightened.

CONTACT

Who you talk to.

A true friend or trusted adult will **NEVER**:

- Ask for personal details.
- Ask for photos or videos of yourself.
- Ask to meet up in secret.
- Tell you to keep secrets from friends or family.

Not everyone we meet and talk to online are trusted or reliable people.

CONDUCT

The way you behave.

I know it is important to behave in a respectful way online. I know the things I do or say will affect how someone feels about me. I know I have to keep all my personal information private to keep me safe. If I wouldn't say it face-to-face, I shouldn't say it online.

Did you know that everything you put online stays online forever! This is your digital footprint.

COMMERCE

Buying and selling or gambling.

Commerce is a form of shopping and gambling and this can be very addictive when I play online games. Addictive behaviours can be harmful both physically and mentally and can affect the way I behave. I know I should always check with an adult.

I will always tell a trusted adult if I am ever worried or concerned about something I have seen or done online.

All children from Nursery - Year 6 use this to sign an Acceptable Use Policy Agreement.

If you have any questions, please initially refer to our [Be Connected](#) parent guide and the **school website**.

If you cannot find the information you are looking in these two places, please **email** info@hillcross.merton.sch.uk.

The Year 4 team are looking forward to working with you and your children this year.