



Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

Year 4 Curriculum Plan: Spring 2026

The aim of Oldway Primary School is to provide opportunities for children to develop as independent, confident and successful learners, with high aspirations and the skills to make a positive contribution to their community.

We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

- supports pupils' personal development;
- develops a love of learning;
- prepares pupils for work and lifelong learning;
- develops children as global citizens.



Year 4: Spring 2026

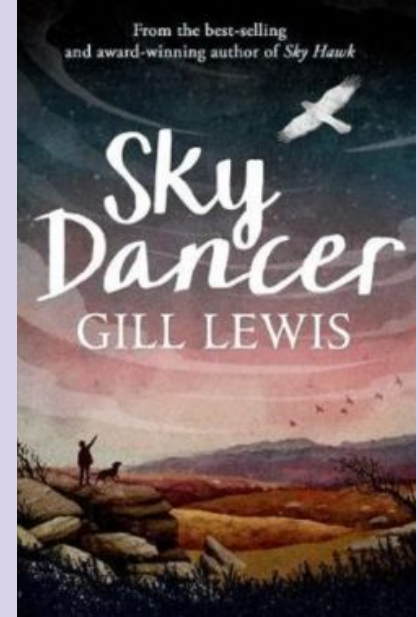
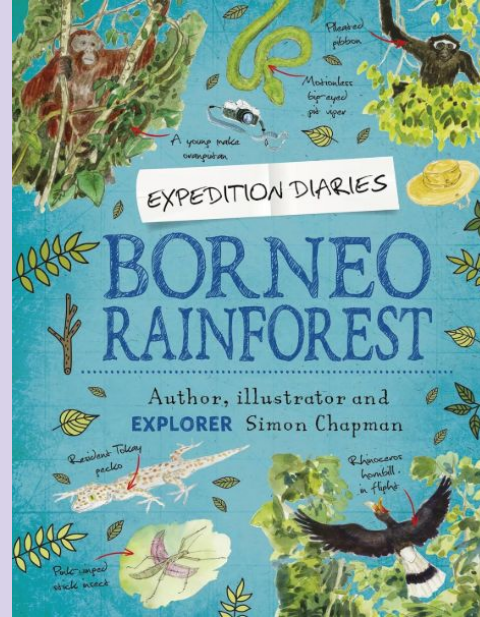
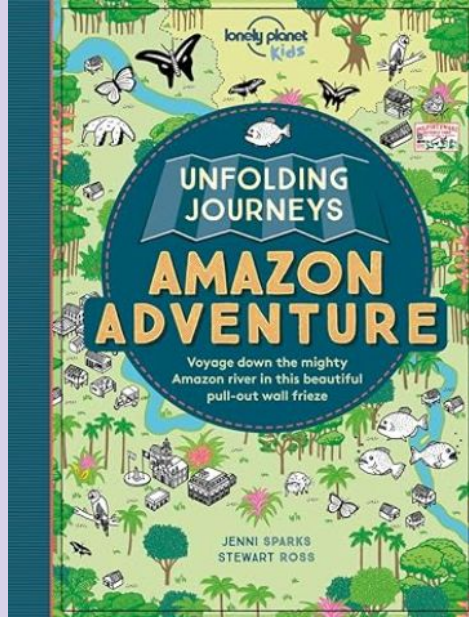
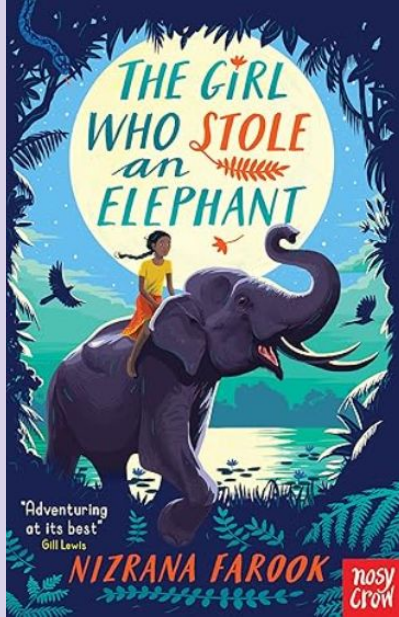
READING from the Reading Spine

- Our core book at the start of this term is *The Girl Who Stole an Elephant* by Nizrana Farook. We will be reading this book daily as part of our Read at 3 and will also be analysing key chapters within our daily reading lessons.
- To link to our geography and art topics (Tropical Rainforests), we will also be reading the following texts during our daily reading lessons:
 - *Amazon Adventure* (Lonely Planet Kids)
 - *Borneo Rainforest (Expedition Diaries)* by Simon Chapman.Each term, we also read and perform a selection of poems.
- In addition to this, the children have the opportunity to read for pleasure regularly. Our Bookopoly challenge is used to encourage the children to read a breadth of books at an appropriate level.

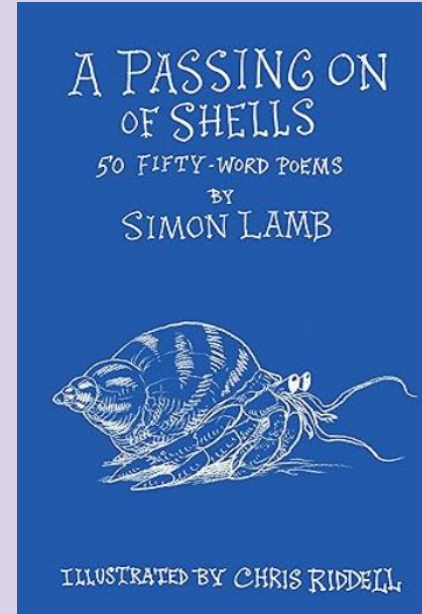
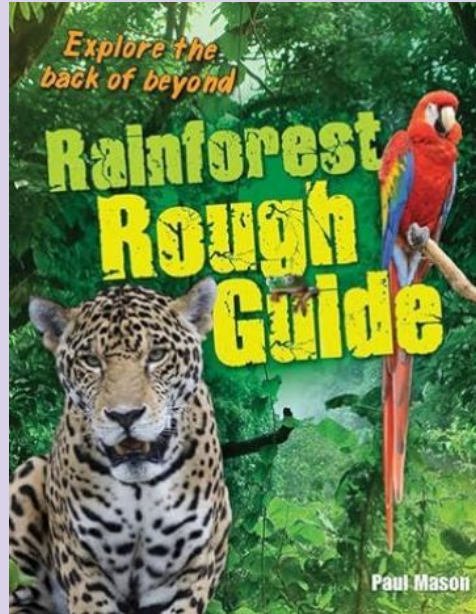
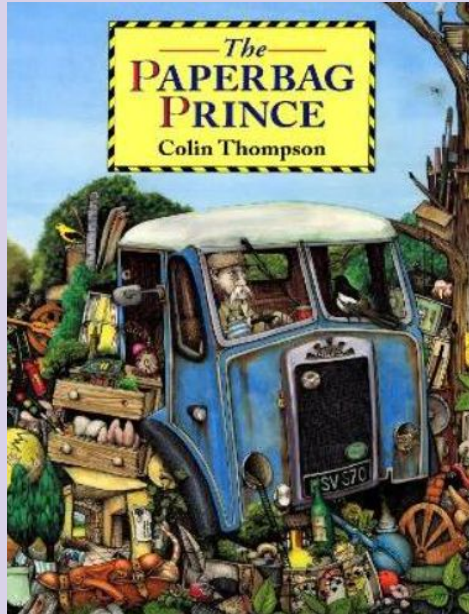
WRITING using BookWrites

- To begin the term, we will be teaching writing using *The Paperbag Prince* by Colin Thompson (fiction) then *Rainforest Rough Guide* by Paul Mason (non-fiction). The children will write stories set in run-down settings in which something changes for the better and will create a class 'Rough Guide' to an endangered habitat.
- Following this, the children will write their own quest stories based on the book *Arthur and the Golden Rope* by Joe Todd Stanton and will write poetry based on *A Passing On of Shells: 50 Fifty-Word Poems* by Simon Lamb, illustrated by Chris Riddell.
- Weekly spellings are taught in discrete lessons. We will set a weekly spelling assignment on Spelling Shed and children should practise their spellings, using Spelling Shed, at least three times each week.
- Handwriting is taught using the Nelson scheme.

Reading Spine



BookWrites



You can help by: Encouraging your child to practise spellings; by listening to and encouraging your child to read regularly; reminding them to change their reading book in the mornings; by discussing books read, checking in on their Bookopoly challenge and by visiting the library.



Year 4: Spring 2026

MATHS

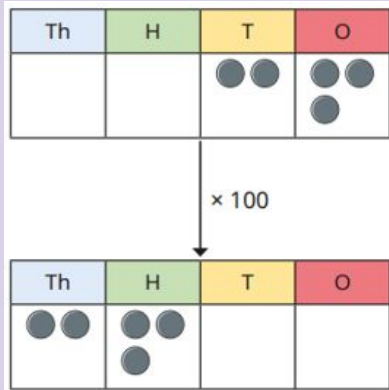
- In maths, we will begin the term by continuing our learning about multiplication and division. The children will learn to solve a range of multiplication and division multi-step problems. They will use key information from a question to work out whether they need to multiply or divide first. Children will learn to use a formal written method to multiply a 2-digit and 3-digit number by a single-digit number.
- Moving forward, the children will build on their learning about length and perimeter by converting measurements from metres to kilometres and vice versa and by learning to find the perimeters of rectilinear shapes confidently, including where there are missing measurements.
- The children will spend the majority of this term developing their understanding of fractions and of decimals. They will be introduced to fractions greater than 1 in the form of mixed numbers and improper fractions and then develop their understanding of equivalent fractions. The children will then build on these concepts to calculate with fractions and mixed numbers. Year 4 is the first time children will have covered decimals, but it builds directly on content covered within previous fraction units. The decimals unit introduces children to writing fractional amounts in decimal notation and, in doing so, introduces the decimal point and the tenth and hundredth columns.

You can help by: Revisiting times tables with your child daily, ensuring that they have instant recall up to 12×12 and know all their corresponding division facts.

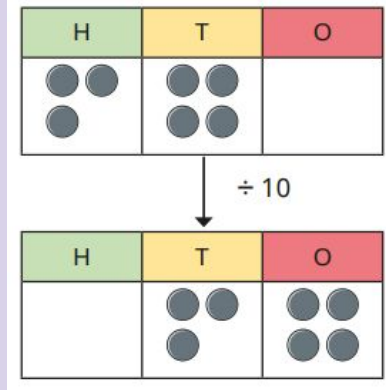
Maths - models and images

Multiplication and Division

Place Value Chart

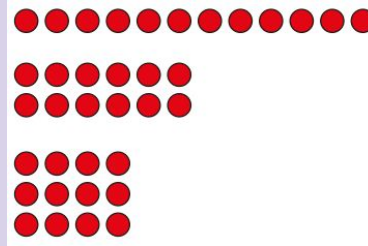


$$23 \times 100 = 2,300$$



$$340 \div 10 = 34$$

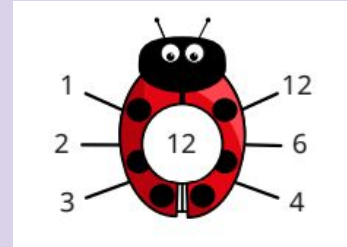
Arrays and Factor Bugs



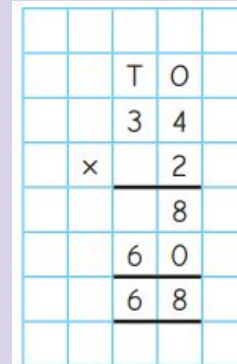
$12 \times 1 = 12$

$6 \times 2 = 12$

$4 \times 3 = 12$



Written Method



$$(4 \times 2 = 8)$$
$$(30 \times 2 = 60)$$

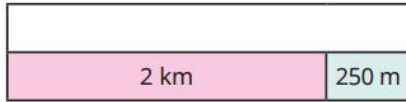
Maths - models and images

Length

Bar Model

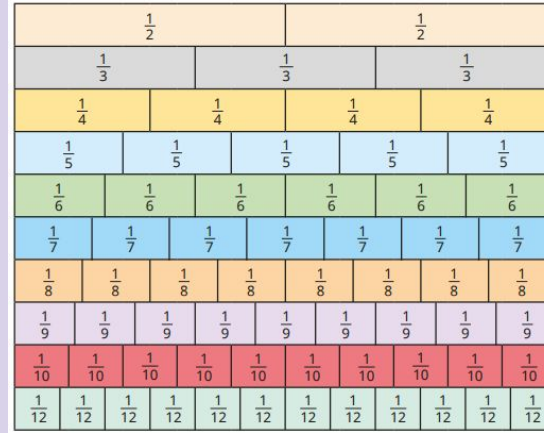


3,000 m = _____ km



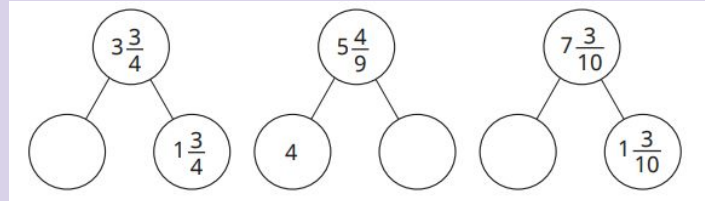
2 km and 250 m = _____ m

Fractions

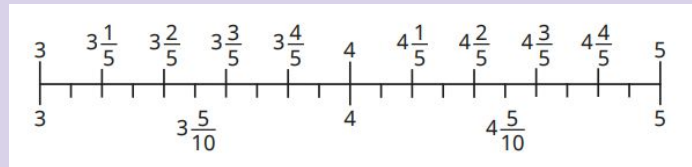
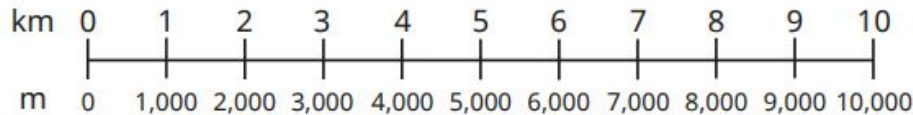


Fraction Wall

Part-Whole Model



Numberlines



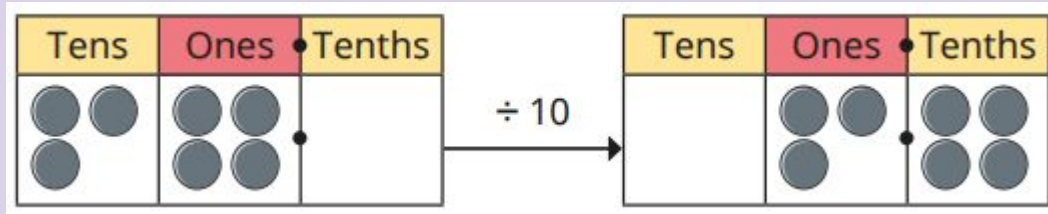
Maths - models and images

Decimals

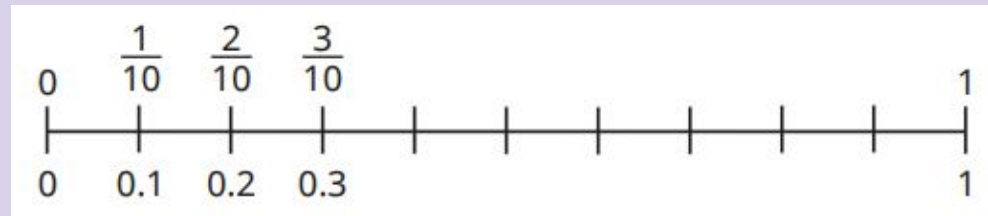
Gattegno Chart

10	20	30	40	50	60	70	80	90
1	2	3	4	5	6	7	8	9
0.1	0.2	0.3	0.4	0.5	0.6	0.7	0.8	0.9

Place Value Chart



Numberline





Year 4: Spring 2026

History: Early Islamic Civilisation

By the end of this unit, taught in the second half term, children will understand how the Early Islamic Civilisation began; about key Islamic scholars and key events in the timeline of Early Islamic Civilisation.

You can help by:

Asking your child to share their learning about Early Islamic Civilisation with you.

DT: Food Technology (Biscuit Making)

In DT we will be designing, making and evaluating biscuits. We will research taste, texture, shape and colour of different biscuits. We will then design and make our own biscuits. Once made, we will evaluate the effectiveness of our biscuits.

You can help by:

Discussing taste, texture, shape and colour of different biscuits at home.

Science: (1) Particle Model and States of Matter (2) Sounds

We will be starting the term by learning about the particle model and states of matter. In the second half term, we will learn about sound. The children will learn what matter is; the three states which matter exists in (solid, liquid and gas) and that matter is made up of tiny particles. They will also learn what sounds is and about the structure of the ear and how we hear.

RE: (1) How Do People Think about Poverty, Justice and Self-Sacrifice? (2) How Do People Contribute to Society?

In these units, the children will be exploring the teachings of Christianity and Islam and how humanists rely on their own judgements. They will also learn how small actions can have an impact on individuals. We will look at Islamic and Christian teachings on contributing to society.



Year 4: Spring 2026

PE

Indoor: (1) Agility/Ball Chasing (2) Sending and Receiving

Outdoor: (1) Hockey (2) Netball/ Basketball

PE takes place twice a week. In our indoor sessions, we will be developing and applying ball-chasing skills; developing fundamental movement skills and applying these to develop counterbalance and ball skills. In our outdoor sessions, we will be learning the skills needed to play invasion games.

PSHE: (1) Earning, Saving and Spending (2) Trade, Food Growing and Fairness

During these units, we will develop an understanding of how money is earned and how there are things this *must* be spent on (bills etc.) compared to things we *choose* to spend it on. We will also be learning to recognise that the world needs to work together to trade food grown in different parts of the world.

Computing: Presenting Information and Programming

Throughout this term, we will be presenting information from other curriculum areas in a variety of ways, using Google apps and we will be programming using Scratch.

You can help by:

Supporting your child to use Google Docs at home and allowing them to explore the online version of Scratch..

French: (1) Je Peux (I am able...) (2) Les Legumes (Vegetables)

Our language learning continues this term with children being able to say what they are able to do and learning to name different vegetables in French.

You can help by:

Encouraging your child to share their growing French vocabulary with you.

Music: Composition for a Purpose

We will be exploring the elements of effective musical composition using Chrome Music Lab. We will produce our own composition.

You can help by:

Exploring the features of Chrome Music Lab at home.



Year 4: Spring 2026

Geography: Tropical Rainforests

We will be learning about Tropical Rainforests in our geography lessons in the first half of this term. We will be learning what tropical rainforests are and the structure and location of tropical rainforests.

You can help by:

Exploring atlases and maps with your child, both in books and online.

Art: Tropical Rainforests

Tropical rainforests is also the theme for our art learning this term. We will be drawing plants from observation. Using watercolour, collage and wax resist, we will create a watercolour rainforest individually.

You can help by:

Visiting local woodlands and making observations of plants (shape, texture, colour), including drawing these if possible.



Home Learning

Reading

In Year 4, children should be reading at least four times per week for at least 15 minutes. Children should record their reading, daily, in their reading record. Please encourage your child to read as frequently as possible at home; this can have a huge impact on *all* areas of their learning.

Spellings

A spelling assignment will be set each Friday and weekly spellings will be tested the following Friday. Children should practise their spellings using Spelling Shed. Children should play at least three games on Spelling Shed per week.

Maths

Children should use Times Tables Rock Stars to ensure that they have a rapid recall of all multiplication and division facts up to 12×12 . We recommend that children practise at home at least four times a week for 15-20 mins.



Behaviour

- We continue to work across the curriculum to develop co-operative learning and social skills. Pupils are encouraged to discuss matters relevant to them, their behaviour and their relationships with others. The School takes a trauma-informed approach to managing behaviour.
- The school operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and 'marbles-in-the-jar' for effort and attainment across the whole range of school activity, linked to Oldway's values. Certificates are presented to the children in Celebration Assembly on Friday mornings and each half term, when the marble jar has been filled and the marbles counted, the class is entitled to a class treat - enjoyed by all. Additional certificates are awarded for good behaviour and cooperative play at lunch times. Children who continuously make good choices will be nominated for a 'Hot Chocolate with the Head' and others may receive a 'Golden Phone Call.'
- Consequences vary according to the seriousness of the incident and/or behaviour. On occasion, children are required to finish class activities at playtime or at home if lesson time has been missed by poor behaviour in class. Missed break time or lunchtime operates as a sanction when things go 'more wrong'. During this time, children will be able to reflect on how to improve their behaviour and decide 'how to make things right'. When poor or inappropriate behaviour is persistent, parents are contacted and are asked to discuss concerns with either Mrs Milligan (Assistant Head), Miss Eva Rowe/ Mrs L Chalk (Family Support Workers), Mrs Laura Bateman/ Lynn Oliver (SENCOs), Mr Chris Hallett (Deputy Headteacher) or Mrs Emma Bamber (Headteacher).
- When there are questions or concerns, your first point of contact should be the class teacher, who knows your child best. In addition, Mrs Milligan (Assistant Head) is also available to give assistance.



Year 4 Staff

Y4 Teachers

Mrs Z Milligan - Assistant Headteacher (Anstey's Cove)

Mr J Turner (Beacon Cove)

Mrs H Christopher (Hope Cove)

Y4 Teaching Assistants

Mrs K Layland (HTLA)

Mrs L Morris

Mrs S Harman (Mon - Wed)