



# Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

## Year 4 Curriculum Plan: Summer 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: Summer 2026

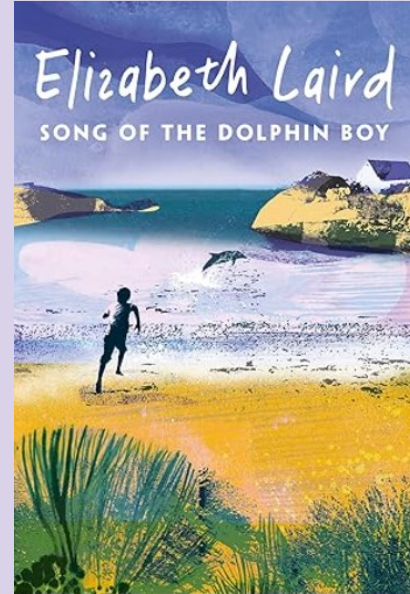
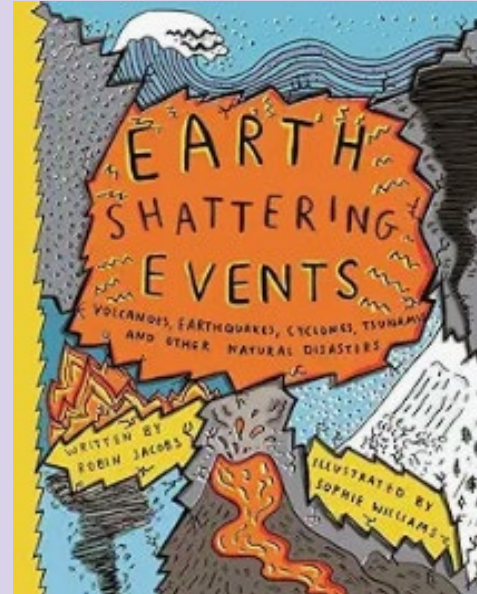
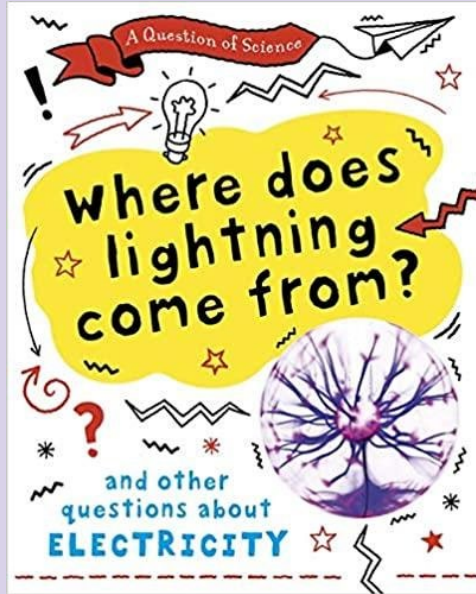
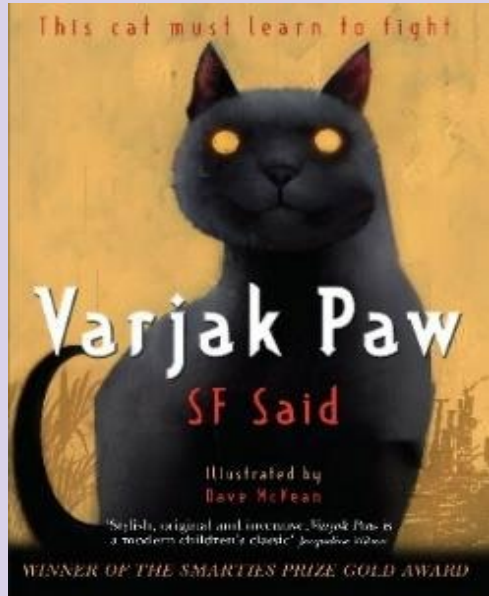
## READING from the Reading Spine

- Our core book at the start of this term is *Varjak Paw* by SF Said. 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 science topics, we will also be reading the following texts during our daily reading lessons:
  - *Where does lightning come from and other questions about electricity* by Anna Claybourne
  - *Earth Shattering Events* by Robin JacobsEach 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.

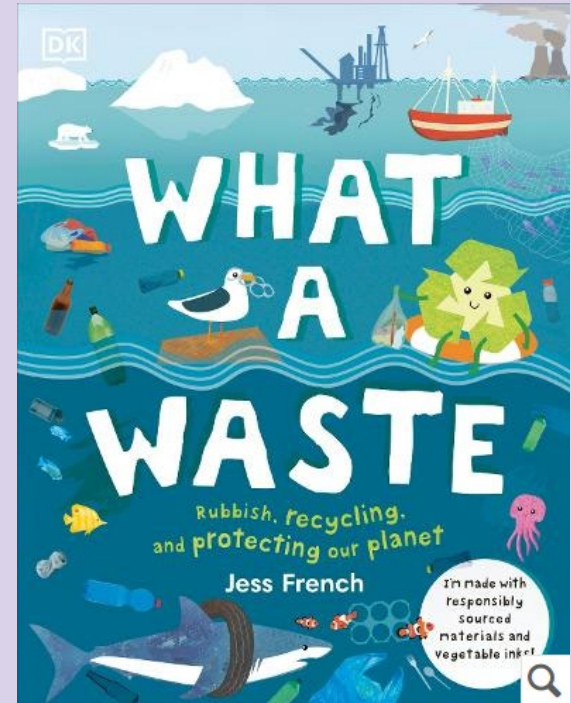
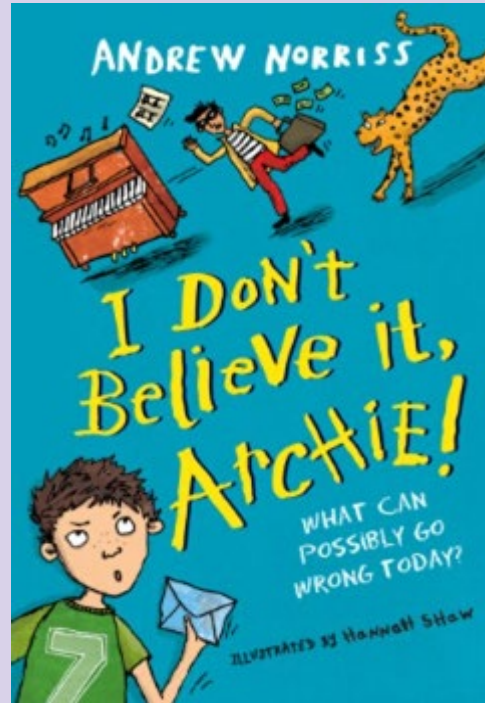
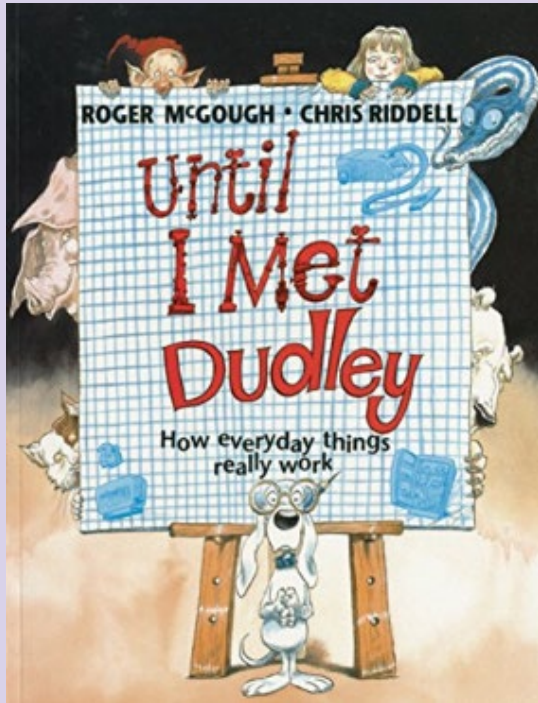
## WRITING using BookWrites

- In the first half term, we will be teaching writing using *Until I met Dudley* by Roger McGough and Chris Riddell. The children will write both real and imagined explanations of how an everyday item works.
- Following this, the children will write their own story chapter for the book *I don't believe it, Archie!* by Andrew Norriss and will design and write a double-page spread of information on an aspect of 'rubbish, recycling and protecting our planet' that might be appropriately included in Jess French's book, *What a Waste: Rubbish, recycling and protecting our planet*.
- 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: Summer 2026

## MATHS

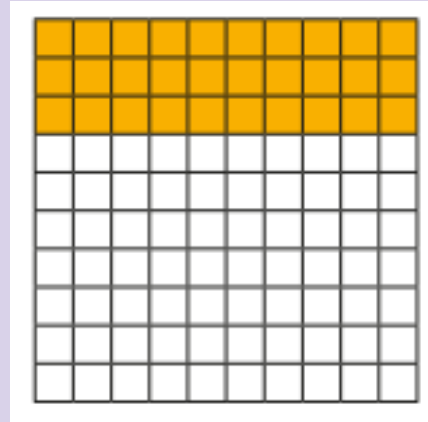
- In maths, we will begin the term by extending our learning about decimals from last term. The children will find number bonds of tenths and hundredths to 1 and they will start to represent decimals on place value grids and use these grids to help them partition and compare decimals.
- Moving forward, the children will build on their learning about measurement, focusing on money and time. They will learn to estimate, compare and calculate different measures, including money in pounds and pence and will convert between different units of measure (for example, kilometre to metre; hour to minute).
- In our statistics block, the children will learn to interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. They will also solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
- The children will spend the rest of this term developing their understanding of geometry, exploring angles and 2D shapes and position and direction.

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

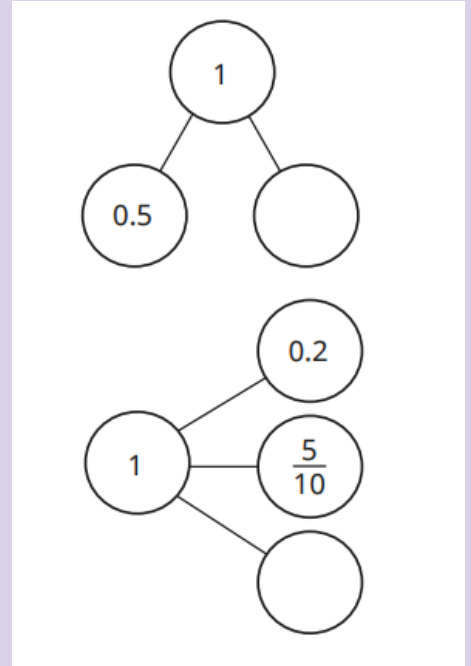
# Maths - models and images

## Decimals

Hundred Square

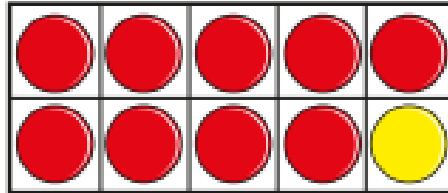


Part-Whole Model



Ten Frame

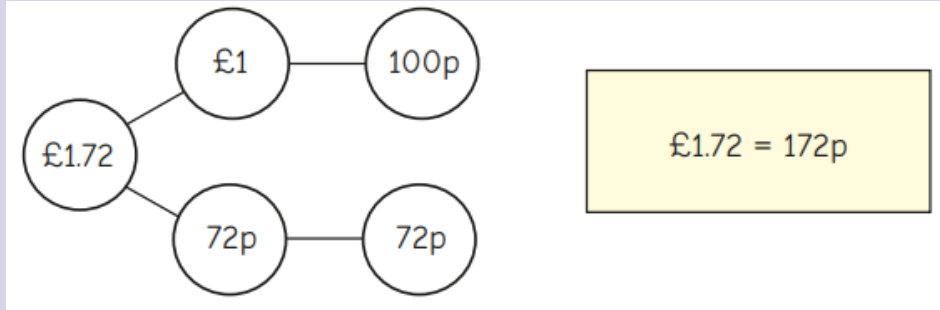
$$0.9 + 0.1 = 1$$



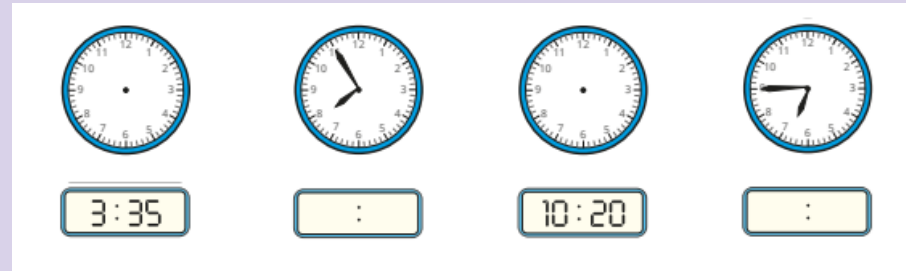
# Maths - models and images

## Measurement

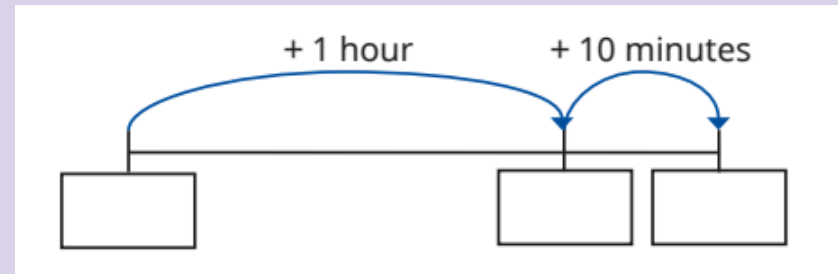
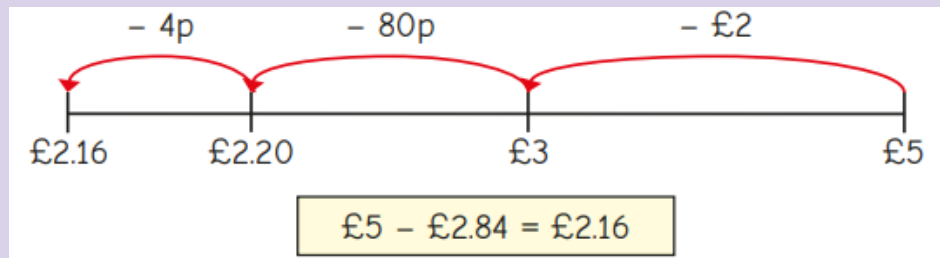
### Money - Part-whole model



### Time



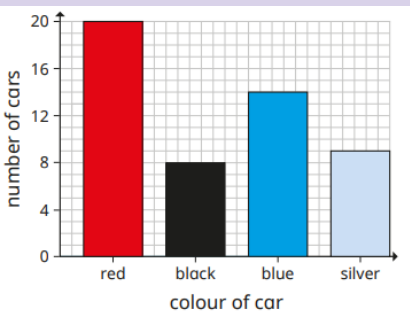
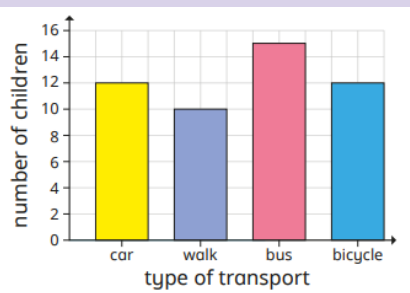
### Numberlines



# Maths - models and images

## Statistics

### Bar Charts

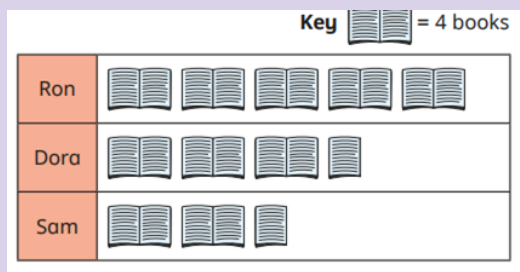
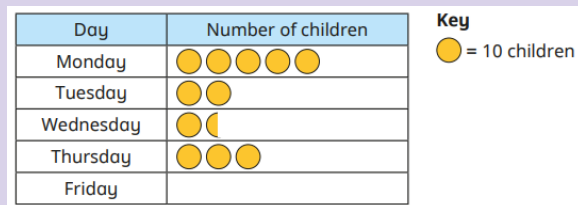


### Tables

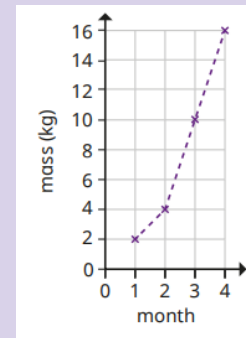
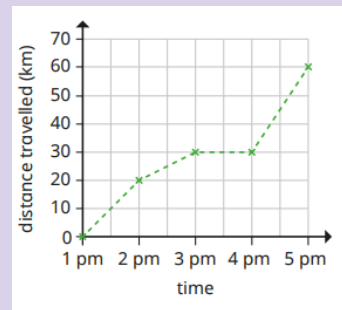
Activity	Number of votes
boxing	9
cinema	10
swimming	7
ice skating	14

Time	10:00	11:00	12:00	13:00	14:00	15:00	16:00	17:00
Temperature (°C)	12	14	20	24	28	26	24	22

## Pictograms



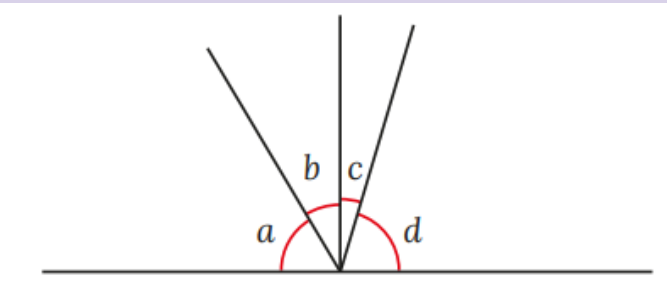
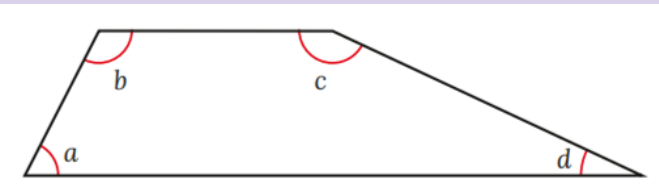
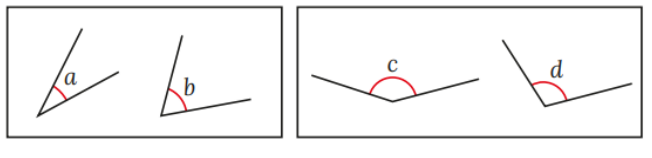
### Line Graphs



# Maths - models and images

## Geometry

### Angles

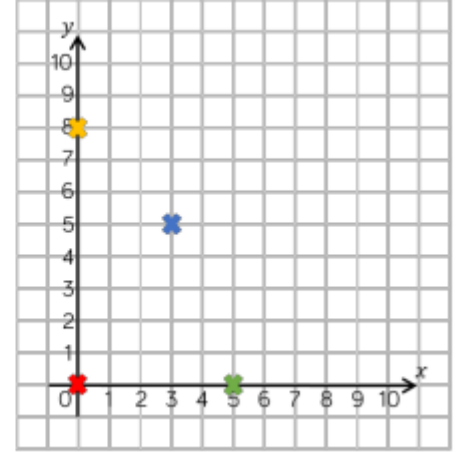


### Position and Direction

Write the coordinates for the points shown.

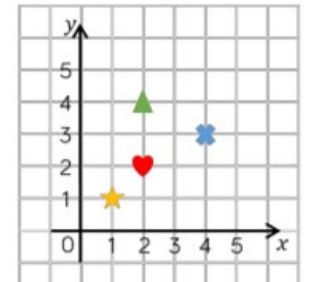
✖ ( \_\_ , \_\_ )   ✖ ( \_\_ , \_\_ )

✖ ( \_\_ , \_\_ )   ✖ ( \_\_ , \_\_ )



Describe the translation from:

▲ to ✖   ♥ to ★  
▲ to ♥   ★ to ✖





# Year 4: Summer 2026

## **History: Local History**

During this unit, children will be using a range of primary sources, including the school's own collection of photographs, log books and registers, to explore the history of the local area.

### **You can help by:**

Sharing your knowledge of how Paignton has changed over the years.

## **Science: (1) Electricity (2) Properties of Materials**

We will be starting the term by learning about electricity. Children will learn about electrical safety; complete and incomplete electrical circuits and about conductors and insulators. In the second half term, pupils will learn that all materials have properties and that these can be physical or chemical. They will learn about thermal conductivity and elasticity and that chemicals can be flammable or toxic.

## **DT: Engineering: Electrical Systems**

In DT, we will be applying our knowledge of electricity. The children will design, make and evaluate a steady hand buzzer game which incorporates an electrical circuit.

### **You can help by:**

Sharing and discussing games which use electricity at home.

## **RE: (1) How Have People and Events in History Shaped Islamic Diversity? (2) How Has Religion and Belief Shaped our Local Area?**

In the first unit, the children will be exploring unity in Islam, diversity in Islam and women in Islam. In the second unit, they will learn how religion and belief have shaped our local area.

### **You can help by:**

Discussing pupils' learning in this subject at home.



# Year 4: Summer 2026

## **PE**

**Indoor:** (1) Dynamic balance to agility (2) Dynamic balance on line

**Outdoor:** (1) Athletics (2) Cricket

PE takes place twice a week. In our indoor sessions, we will be developing and applying dynamic balance skills. In our outdoor sessions, we will be learning the skills needed to play cricket.

## **Computing: Micro:bits**

In this unit, the children will be learning to programme micro:bits to achieve particular outcomes, including creating a Tamagotchi (pet hamster). They will debug and refine code and learn to create algorithms using decomposition.

### **You can help by:**

Allowing your child to experiment with online coding, eg at [code.org](https://code.org)

## **PSHE: (1) Families, Friendship and Relationships (2) Changes, Transitions and Maintaining Positivity**

During the first unit, we will develop an understanding of what is required in order to manage our feelings and emotions; how to resolve conflicts and stay safe; and how stereotypes come about. In the second half term, the children will learn about factors affecting physical and mental health.

After half term, we will also be completing our statutory Relationships, Sex and Health education and more information will follow.

## **French: (1) My Family (2) In the Classroom**

Our language learning continues this term with children being able to present their own/ a fictitious family, in both oral and written French. In the second half term, they learn how to use the negative in French; describe what they have and do not have in their pencil cases and respond to simple classroom commands.

### **You can help by:**

Asking your child to share their French learning with you.



# Year 4: Summer 2026

## **Geography: Earthquakes and Settlements**

The children will be learning about what earthquakes are, where they occur and how they are measured. They will also undertake case studies of major earthquakes and the effects and impact of these.

### **You can help by:**

Exploring atlases and maps with your child, both in books and online, focusing on tectonic plates and sites of major earthquakes.

## **Art: Tropical Rainforests**

Our art learning this term begins with an introduction to Joseph Cornell, an American artist who liked to collect interesting objects, best known for his assemblages which displayed the objects he had collected in interesting ways. The children will experiment with tone using graded pencils and will end by creating a composition of their favourite things to create a still-life drawing.

### **You can help by:**

Helping your child to identify suitable objects for their own compositions of favourite things.

## **Music: Ukulele - Performance**

The children will be developing their finger-picking and strumming technique; learning a new chord; playing chords in time with an ensemble; developing skills in changing chords; learning strumming patterns and performing as an ensemble.



# 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  $12 \times 12$ . 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 an ‘Ice Lolly 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), Mrs L Chalk (Family Support Worker), Mrs Laura Bateman (SENDCo), 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 (Monday - Wednesday)