Meet the Year Four team



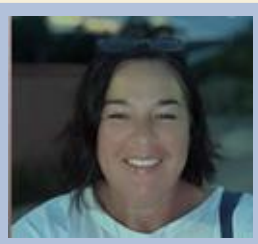
Saoirse
Bramble Class Teacher



Kerryanne
Ivy Class Teacher
Mon, Thurs, Fri



Ari
Ivy Class Teacher
Tues, Wed



Val
Learning Support

Rosie
Y3 & Y4 Phase Lead

As well as class teachers and our learning support staff, Year Four children will be taught by **David** for PE sessions.

Welcome to Year Four!

In **Year Four,** children will have a range of exciting topics and experiences to enrich their learning. Children will also embark on a **Shakespeare project** based around one of the bard's famous plays - although we are not yet sure which one this will be! All will be revealed…

In the spring term, all of year 4 will be having **swimming** lessons at Archway leisure centre for 2 weeks.

Across the year there will be writing activities based on novels and short stories including the **The Firemaker's Daughter, Julius Caesar, and The Secret Garden.**



In Maths, children will be practising their times tables ahead of a national assessment that takes place in the Summer Term.

In History this year, children will explore the fascinating world of the **Roman Empire**, and discover what life was like in **Roman Britain**, and compare **Three Empires**. We will also travel through the **History of Medicine**, exploring how medicine has changed over time.



Through the year we will look for trips that will enrich our learning. We are planning on visiting the **London Mithraeum** and of course the **Zoo!** As part of our learning around religion and worldviews we will also try to visit a **Mandir** for our Hinduism topic, as well as inviting people in to discuss their beliefs.



Knowing the basics: Times, Terms & Dates

For our classes, from Catkin Nursery all the way through to Year Six the school day begins at **8:50am** and runs until **3:20pm.** Our playtimes are staggered so children get as much space as possible to play and learn outside. Year 4 first play is 10:10am to10:30am, Lunch is 11:45am to 12:45pm, and last play is 2pm to 2:15pm.

Our School Office

Our School Office is the first port of call for general enquiries about breakfast or afterschool clubs, attendance issues or general queries. You can email the office at admin@Brookfield.Camden.sch.uk or pop in to see **Carole** or **Lauren** from 9am-3:30.



Term dates for 2026-27

Autumn 2026	
Wednesday 2 September to Friday 18 December	Autumn Term
Wednesday 2 to Friday 4 September	Inset days
Monday 7 September	First day of Term
Monday 26 October to Friday 30 October	Half Term
Monday 21 December to Friday 1 January	Christmas Break

Spring 2027	
Monday 4 January to Thursday 25 March	Spring Term
Monday 4 January	Inset day
Tuesday 5 January	First day of Term
Monday 16 February to Friday 20 February	Half Term
Friday 26 March to Friday 9 April	Easter break

Summer 2027	
Monday 12 April to Thursday 22 July	Summer Term
Monday 3 May	May Bank holiday
Monday 31 May to Friday 4 June	Half Term

These dates are also available on our website under ‘Key Info’

Our Year Four Learning

English	Autumn	Spring	Summer
Texts & Genres	*The Firemaker's Daughter* Julius Caesar project	*Goodnight Stories for Rebel Girls* Teacup - Poetry and Narrative	Shakespeare - Play Scripts *The Secret Garden*
Maths	**Autumn**	**Spring**	**Summer**
Units of Learning	Place Value Addition & Subtraction Measures Multiplication	Multiplication Division Length Fractions Decimals	Money Time & Distance 2D & 3D Shape Coordinates

Our Year Four Learning

Subject	Autumn	Spring	Summer
History	Roman Empire	Roman Britain & Three Empires	History of Medicine
Geography	Rivers of London & Population	Coasts & Tourism	Earthquakes & Deserts
Art & DT	Landscape Painting	Roman mosaics	Electrical systems & Photography
Science	States of Matter & Classifying Living Things	Sound & Electricity	Teeth & The Digestive System
Religion & Worldviews	Ritual & Ceremony - Christianity	Good and Evil - Hinduism	Wisdom - Sikhism
Computing	How the Internet works & audio project	Programming and Data Logging	Creating Media and Programming
PSHE	Being Healthy – making good choices	Money safety and Online safety	RSE & learning about discrimination
PE	Handball, Problem Solving	Bridges, Basketball & Swimming	Tennis, Athletics & Cricket
French	Basic greetings, Directions, Places in Town	Telling the Time & Weather	Food preferences & Cafes

Please note, these are subject to change as we develop our curriculum throughout the year. Please check termly 'curriculum letters' for the most up to date topics.

End of Year Expectations

Maths

Count forwards and backward with positive and negative numbers through zero and count forwards/backwards in steps of powers of 10 for any given number up to 1,000,000.

Compare and order numbers up to 1,000,000 and compare and order numbers with 3 decimal places. Identify all multiples and factors, including finding all factor pairs and use known tables to derive other number facts.

Recall prime numbers up to 19 and recognise and use square numbers and cube numbers. Recognise place value of any number up to 1,000,000. • Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 or 100,000.

Round decimals with 2 decimal places to nearest whole number and 1 decimal place. Add and subtract: Numbers with more than 4-digits using formal written method and multiply: 4-digits by 1-digit/ 2-digit

Divide: Up to 4-digits by 1-digit • Multiply & divide: Whole numbers & decimals by 10, 100 and 1,000

Recognise mixed numbers and improper fractions and convert from one to another. Multiply proper fractions and mixed numbers by whole numbers. • Identify and write equivalent fractions.

English

Add phrases to make sentences more precise and detailed.
Use range of sentence openers – judging the impact or effect needed. • Begin to adapt sentence structure to text type.
Use pronouns to avoid repetition.

Indicate degrees of possibility using adverbs (e.g. perhaps, surely) or modal verbs (e.g. might, should, will).
Use the following to indicate parenthesis: brackets, dashes, comma
Use commas to clarify meaning or avoid ambiguity.
Link clauses in sentences using a range of subordinating and coordinating conjunctions.

Use verb phrases to create subtle differences (e.g. she began to run).
Consistently organize into paragraphs.
Link ideas across paragraphs using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly).
Write legibly, fluently and with increasing speed.
Spell Year 3 and 4 key words accurately.

How can home help?

Day to day

- Make sure your child is ready and able to learn every day, dressed in appropriate clothing (no flip flops or sliders) and fed with a nutritious breakfast.
- Support good **attendance** and punctuality. If your child is absent, please always ensure to call the office and explain why and if they have an appointment, please also inform the office. This way your child's absences can be marked as authorised. Unauthorised absences can lead to fines.
- Attend parents' evening sessions to discuss your child's progress and attainment
- Communicate with the school to share information promptly, either with the teacher or school office. This is especially important for things which will impact your child's day e.g. if your child needs to take medication or if circumstance at home has changed. The school aims to offer as much support as we can, and therefore it is important to share information.
- Please do not send your child to school with any toys, even if they will be kept in their bag. Toys are distracting, can get broken and therefore cause upset.
- Packed lunches and snacks should be in line with healthy eating guidelines. Fruit, crackers or rice cakes are acceptable snacks. Please no crisps or chocolate.

Home learning

- Children should be reading at home at least **3 times per week**. This should be marked in their reading diaries, alongside a comment once a week. In Y4, we expect this comment to be written by the child.
- We will also be sending home weekly spellings.
- Every child has a login for TImes Tables Rock Stars (TTRS), and we could encourage them to practise regularly.
- Each term a curriculum letter goes home, which gives an outline of the topics the child will be covering throughout the term. We encourage parents to look at this letter and consider ways in which they might be able to engage with the topics e.g. through going to the library to find books, visiting museums or other areas of interest, doing some online research together.