



Year 4 Parent's Meeting September 2026

Welcome from the Year 4 Team

Ms Tuhrim – 4T
Mrs Kundhi – 4K
Miss Aziz – 4A

Mrs Bhatt
Mrs Popa
Miss Rhodes
Mrs Yohan

Year 4 Topics

Topics:

Autumn Term – Raid, invade and stayed (Vikings & Anglo-Saxons)

Spring Term – I want my mummy! (Egyptians)

Summer Term – Hola Mexico

(+A)

- The children will be going swimming every Friday during the Autumn and Summer terms
- Gymnastics will be in Spring 1
- Our Showcase assembly will be in Spring 2
- Once trips and workshops have been confirmed, communication will be sent to you
- The residential trip will take place in the Summer term - there will be a separate meeting for more information about this

End of Year Expectations

English - Reading

- To give a personal view point on a text.
- Re-explain a text with confidence.
- Justify inferences with evidence, predicting what might happen from details stated or implied.
- Use appropriate voices for characters within a story.
- Recognise different forms of poetry and describe their features.
- Explain why a writer has used different sentence types or a particular word order and the effect it created.
- To be able to skim and scan text to locate information and/or answer a question.
- To be able to read aloud a variety of different text types to demonstrate understanding of how punctuation and sentence structure affect intonation, tone, volume and expression
- Identify and summarise ideas drawn from more than one paragraph.
- To know the meaning of root words, prefixes (e.g. re-, auto-, anti) and suffixes (e.g. -ed, -ing)
- Use dictionaries and thesauruses to check the meaning of unfamiliar words and find appropriate synonyms.
- To read, decode and investigate words that do not follow spelling patterns.

English - Writing

- Use varied punctuation accurately including inverted commas consistently and is evidenced in other subjects
- Use a variety of ambitious vocabulary to create a specific effect e.g. a mystery story setting description
- Identify the subject, verb and object within a clause or sentence and ensure correct subject and verb agreement when using singular and plural in a sentence
- To write complex sentences using a variety of clauses (main, subordinate) and use commas to separate these accurately.
- Vary sentence structure using different openers, including fronted adverbials to show time, place and manner.
- Recognise and use the correct verb tense in a piece of writing, mostly correctly and begin to experiment with more unusual verb tense aspects (e.g. future perfect, present progressive)
- Apply year 4 spelling words consistently in their writing.
- To place the possessive apostrophe accurately in words with regular plurals [e.g. girls', boys'] and in words with irregular plurals [e.g. children's].
- Using organised paragraphs to indicate a change in place, time (fiction) or topic (non-fiction)
- To select and use a variety of organisational devices in non-fiction writing.
- Understand the following terminology: pronoun, possessive pronoun and adverbial, while using them for clarity and cohesion
- Use conjunctions, adverbs and prepositions to express time, cause and place.
- Write with increasing legibility, consistency and fluency.
- Proof read and edit effectively including use of a thesaurus to develop new vocabulary and be able to read their own writing aloud using appropriate intonation so that the meaning is clear
- To adapt writing to suit a variety of text types, audiences and purposes (including through drama, presentations and debate).
- Begin to use a wider range of figurative language in writing (simile, metaphor, alliteration)

Maths

- Find 1000 more or less than a given number
- Read, write, order, round and compare numbers to at least 1000 and determine the value of each digit up to 100 000, including tenths and hundredths
- Read Roman numerals to 100.
- Add and subtract numbers with up to 4 digits using written column method,
- Solve addition and subtraction 2 step word problems, deciding which operation to use and why, estimate and use inverse operations to check answers to a calculation
- Recall multiplication and division facts for multiplication up to 12×12 and count in multiples of 25 and 100
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Count up and down in tenths and hundredths and round decimals to 1 decimal place to nearest whole number.
- Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout, whilst beginning to multiply 2 and 3 digits by 2 digits and divide using short division
- Recognise and write decimal equivalents to $\frac{1}{10}$, $\frac{1}{100}$ and $\frac{1}{1000}$ and recognise families of equivalent fractions.
- Divide one- or two-digit numbers by 10 and 100.
- Recognise and write decimal equivalents of any number of tenths or hundredth
- Convert between units of metric measurement, including money.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares
- Read, write and convert time between analogue and digital 12- and 24-hour clocks.
- Compare and classify shapes, including quadrilaterals and triangles and recognise and find lines of symmetry in 2D shapes.
- Read coordinates on a grid and describe movements between positions as translations of a given unit to the left/right and up/down
- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs and solve comparison, sum and difference problems using information presented in bar charts, pictograms and tables.

Curriculum Overview



Grimsdyke School Long Term Curriculum Overview (2026 – 2027) Year 4



Topic / Theme	Autumn Term		Spring Term		Summer Term	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	<i>'Raid, Invade and Stayed'</i> Vikings and Anglo-Saxons		<i>'I Want My Mummy!'</i> Ancient Egypt		<i>'Hola Mexico!'</i> Mexico	
English: Whole class book	'Arthur & the Golden Rope' Joe Todd-Stanton	'Viking Boy' Tony Bradman	'The Egyptian Cinderella' Shirley Climo	'Secrets of a Sun King' Emma Carroll	'The Biography of Frida Kahlo' Nonfiction text	'Loteria' Karla Valencia
Writing focus	'Viking Boy' Tony Bradman	'A Different Kettle of Fish' Michael Barton	'Secrets of a Sun King' Emma Carroll		'Day of the dead' Literacy shed video Poet – Pablo Neruda	
	Character description (3) Newspaper article (2) Instruction Writing (2)	Balanced Argument (2) Non chronological report (2) Internal Monologue (2)	Diary Entry (2) Poetry (2) Informal Letter (2)	Setting Description (3) Newspaper Article (3)	Biographies (3) Autobiography (1) Poetry (2)	Advertisements (3) Play Scripts (2) Narrative (2)
Maths	Place value Addition and subtraction Decimal numbers	Multiplication and division Roman numerals	Money Fractions	Time Measurement	Shapes Multiplication (MTC)	Statistics and data Revision
Science	States of matter	Sound	Electricity	Science Week	Living Things and their habitats	Animals incl. Humans
Computing	Computing Systems and Network: The Internet	Creating Media: Audio Production	Data and Information: Data Logging	Programming A: Repetition in Shapes	Creating Media: Photo Editing	Programming B: Repetition in Game
History	Anglo Saxons	Vikings	Ancient Egypt	Benin	Ancient Mesoamerican Civilisations - Olmec	
Geography	Multicultural London – Migration, tourism, history, culture, landmarks. Local Study		Egypt, Africa		Mexico, South America	
P.E.	Swimming	Swimming	Gymnastics	Dance	Swimming	Swimming



Grimsdyke School

English:

Our English this term will focus on the books 'A Different Kettle of Fish', 'Arthur and the Golden Rope' and 'Viking Boy'.

Pupils will be developing their grammatical understanding with arrangement of punctuation, sentence structures and word class. They will be looking at the following writing styles across the Autumn term: character descriptions, non chronological report, internal monologue, newspaper article, instruction writing, balanced arguments.

Maths:

The main learning focus for this term is Place Value, Four Operations (addition, subtraction, multiplication and division) and area. Within these areas, we will cover the following:

- Number lines
- Counting forwards and backwards to 10, 100, 1000
- Roman numerals
- Adding two four digit numbers with and without exchange
- Efficient subtraction
- Comparing area and counting squares
- Multiples of 3, 6, 7, 9, 11, 12
- Division facts



Curriculum Map for Year 4

(Autumn Term)
Theme: *Raid, Invade and Stayed*



Science:

In Year 4 science this term, students explore two fundamental topics: states of matter and sound. The concept of states of matter introduces learners to the classification of materials into solids, liquids, and gases, as well as the properties and behaviours associated with each state. Through practical experiments, children investigate changes in states, such as melting and freezing. In the study of sound, students examine how it is produced, transmitted, and perceived. They learn about vibrations, sound waves, and the relationship between sound and pitch. These topics foster curiosity and foundational scientific understanding in young learners.

B.E.

Students in Year 4 will go swimming each week as part of their PE programme throughout the autumn term.

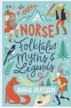
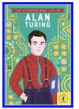
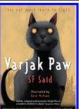
The children will also learn about tag rugby and basketball. During tag rugby, they will learn about the rules of rugby in a low-contact way. The children will be developing their ball skills in basketball through skills such as dribbling, throwing, catching and shooting. They will therefore improve their hand eye coordination.

PSHE:

At the beginning of the year, we will set out class rules and go through the expectations of behaviour at school. We will follow the Jigsaw programme, working through the units called 'Being Me' and 'Celebrating Difference'. We will be learning about taking responsibility for ourselves and becoming more independent. Children will discuss how we are all special as individuals as well as finding similarities. They will begin to develop a sense of individuality expressing what makes them proud as well as developing strategies for coping with negative situations and our personal fears.

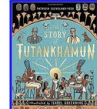
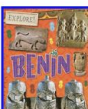
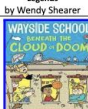
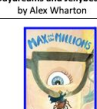
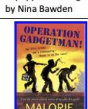
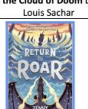
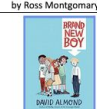
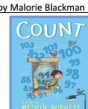
Recommended Reading Lists

Year 4 Recommended Reading List Autumn Term 2026-27

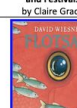
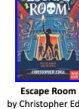
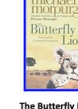
			
Anglo-Saxon Boy by Tony Bradman	The Land Of Roar by Jenny McLachlan	The Dragon in the Library by Louise Stowell	Odd and the Frost Giants by Neil Gaiman
			
Norse Folktales, Myths and Legends by Anika Hussain	Viking Voyagers by Jack Tite	So you think you've got it bad? A kid's life as a Viking by Chae Stratthie	Anglo-Saxon Sites by Nancy Dickmann
			
Beowulf By Michael Morpurgo	How Was That Built? by Roma Agrawal	The London Eye Mystery by Siobhan Dowd	London City Trails by Lonely Planet Kids
			
A World of Cities by James Brown	Migration By Millie Mensah	The Extraordinary Life of Alan Turing by Michael Lee Richardson	Malala's Magic Pencil By Malala Yousafzai
			
Stars With Flaming Tails by Valerie Bloom	The Matilda Effect by Ellie Irving	Varjak Paw by SF Said	The Same Inside by Roger Stevens

Year 4 Recommended Reading List

Spring Term 2026-27

			
The Story of Tutankhamun by Patricia Cleveland-Peck	Awesome Egyptians by Terry Deary	Explore! Benin by Izzi Howell	Marcy and the Riddle of the Sphinx by Joe Todd-Stanton
			
Flat Stanley: The Great Egyptian Grave Robbery by Sara Pennypacker	Mummies Unwrapped by Tom Foose	The Kane Chronicles by Rick Riordan	African and Caribbean Folktales, Myths and Legends by Wendy Shearer
			
Daydreams and Jellybeans by Alex Wharton	The peppermint Pig by Nina Bowden	Gulliver's Travels by Jonathan Swift	Wayside School: Beneath the Cloud of Doom by Louis Sachar
			
Max and the Millions by Ross Montgomery	Operation Gadgetman! by Malorie Blackman	Children who changed the World by Marcia Williams	Return to Roar: Book 2 by Jenny McLachlan
			
Brand New Boy by David Almond	Count by Melvin Burgess	The Girl Who Stole The Elephant by Nizrana Farook	Wif Saves The World by Georgia Pritchett

Year 4 Recommended Reading List Summer Term 2026-27

			
Me, Frida, and the Secret of the Peacock Ring by Angela Cervantes	V&A Introduces - Frida Kahlo by Angela Cervantes	A Kid's Guide to Mexico by Jack L. Roberts	A Year Full of Celebrations and Festivals by Claire Grace
			
A taste of the World by Beth Walrond	What it's Like to be a bird by Tim Birkhead	One Million Insects By Isabel Thomas	Flotsam by David Wiesner
			
What is Humanism? by Michael Rosen	Arki And The Island Of Wonders by Nicola Davies	A World Full Of Poems by Irene Latham and Sylvia Vardell	The Extraordinary Life of Amelia Earhart by Dr Sheila Kanani
			
River Boy by Tim Bowler	When The Mountains Roared by Jess Butterworth	The Boy Who Made Everyone Laugh By Helen Rutter	Harriet Versus the Galaxy by Samantha Baines
			
Return To Sender by Julia Alvarez	Escape Room by Christopher Edge	The Butterfly Lion By Michael Morpurgo	The Battle for Roar: Book 3 by Jenny McLachlan

Support Learning at Home



Grimsdyke School - Year 4 - AUTUMN TERM 2026-27

Helpful websites and suggested activities to support learning at home

Theme: 'Raid, Invade and Stayed!'

Below, you will find a range of websites and resources that can support your child's learning at home.

English:

Oxford Owl – Free eBook library for children aged 3-11 year olds with plenty of activities and games to make learning more exciting.
www.oxfordowl.co.uk

BBC Bitesize - BBC Bitesize Parents' Toolkit is the place for mums, dads, carers, and the whole parenting community to find stories, expert advice and fun activities that will help you support your child in a changing world.
<https://www.bbc.co.uk/bitesize/subjects/zf4f8p3>

Wider Curriculum:

National Geographic Kids – A wealth of primary resources available for a range of subjects including geography, history and art.

All about the Anglo-Saxons:
<https://www.natgeokids.com/uk/discover/history/general-history/anglo-saxons/>

Vikings activity:
<https://www.natgeokids.com/uk/primary-resource/viking-sail-conquer-primary-resource/>

Maths:

Times Tables Rockstars – Subscription based site helping to improve children's times tables knowledge through games and challenges. <https://trockstars.com/>

MTC - This resource will support children become proficient in their times tables, something that is essential for the Multiplication Tables Check (MTC) in Y4.
www.timetables.co.uk

Other ways of supporting maths outside of school includes asking children to tally items when shopping, converting money or weights.

Science:

Visiting the science museum - take your child to the science museum or take a look at some of their free resources online <https://www.sciencemuseum.org.uk/>

Instagram – The following pages have fantastic videos that will captivate your children. @discovery @melscience @nasa @audobonsociety @nature @natgeo @physicsfun @sciencealert @sciencechannel @sciencemagazine

General Resources:

Newsround – Keeping children up to date with the world around them. <https://www.bbc.co.uk/newsround>

BBC Supermovers – Interactive videos to support with Maths, English, PSHE and PE Learning.
<https://www.bbc.co.uk/teach/supermovers>

Scholastic – A large resource bank covering a wide range of subject areas.
<https://resource-bank.scholastic.co.uk/homelearning>

BrainPOP - An animated website to keep children entertained with movies and games while learning about topics Social Studies, Arts and Music.
<https://www.brainpop.com/>

Health and Wellbeing:

Smiling Mind – Short audio sessions to help with mindfulness. <https://app.smilingmind.com.au/>

Cosmic Yoga – Yoga videos designed for kids aged 3+.
<https://www.youtube.com/user/CosmicKidsYoga>

Go Noodle – Hundreds of 'brainercise', dancing, strength and mindfulness videos.
<https://www.youtube.com/user/GoNoodleGames/featured>



Times Tables / MTC

MTC

- Government check on times tables knowledge in year 4
- Performed on a computer
- Children must be fluent in 1- 12x table

We will be practising times tables regularly at school.

Children should use a website we provide to practise at home to improve and get used to the online government check (www.timetables.co.uk).

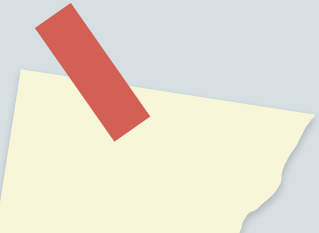
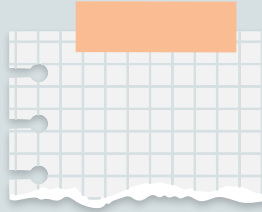
Test Timing Details

- **Questions:** 25 math questions.
- **Per question:** 6 seconds to answer.
- **Pause between questions:** 3 seconds.



Responsibilities of Year 4 Students

- Reading daily at home for ideally 30 minutes
- Practising their times tables regularly at home
- Completing their home learning independently
- Changing their library book independently (Tuesday lunchtime)
- Carrying their own swimming kits



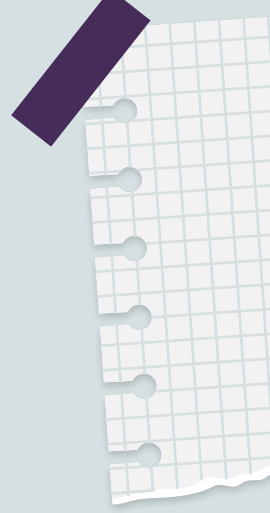
Fit and Healthy

- Wear PE kit to school on Thursday and Fridays
- PE on Thursday / Swimming on Friday
- Remove jewellery (including earrings) and hair tied back
- Please have items clearly labelled so they can find their way back to you!
- Healthy morning fruit / vegetable snack
- Names on their water bottles

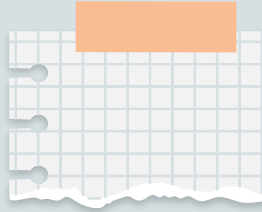


School Uniform

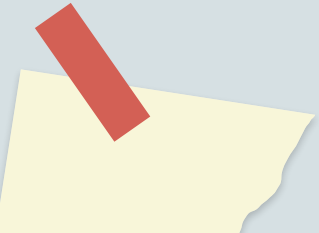
- White shirts
- Dark grey trousers or tunic / skirt / shorts (knee length)
- Red sweatshirt / cardigan / fleece
- White / grey / black socks (knee or ankle length)
- Sensible black school shoes (not trainers)
- A suitable coat
- In warm weather, a red / white check summer dress or playsuit
- No nail varnish
- Hair ties, headbands, clips and hijabs to be a plain colour: grey / red / black or white



PE Kits



- Plain black shorts / leggings / tracksuit bottoms
- Plain white t-shirt
- Trainers
- Black jumper (plain or with school logo)
- No earrings on P.E. days (small studs only permitted in school)
- No smart watches



Stationary



Children will be provided with all the stationery that they need in school and will be using stationery that is kept in table pots.

They do not need to bring in any stationery from home. We may allow pencil cases after Christmas and will inform you.

No cards to be brought to school - e.g. Pokémon cards, football cards etc.

Children may bring in books from home if they would like to read these in class but they are responsible for them.



+A

Behaviour Expectations

Merits and Commendations are prominently displayed in all classrooms and are consistently adhered to by all staff and pupils. This system is a layered approach to acknowledge and reward positive behaviours based on the ethos / ideas of teamwork, citizenship and learning.

Layers of rewards:

Bronze – Class Teacher – 10 merits
Silver – Year Group Leader – 15 merits
Gold – Phase Leader – 20 merits
Platinum – Assistant Head – 28 merits
Diamond – Deputy Head – 32 merits
Medal – Head teacher

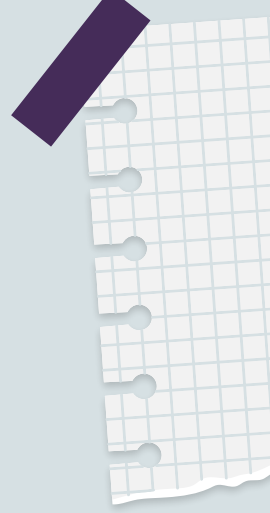
Teamwork

Learning

Citizenship

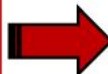
Safeguarding

- Designated Safeguarding lead: Mrs Varsani
- Deputy Safeguarding Leads: Mrs Bhudia, Mrs White & Mrs Dwyer
- Social media and internet safety - please take the time to read about how you can keep your children safe online
- Google Workspace Pupil Use Agreement - please ensure your children are sensible on google classroom and use the commenting function appropriately



Who shall I speak to?

- Letters
- School events queries
- Any changes to personal details e.g. address
- Trip queries
- Arbor support e.g. payment details, child details
- Term dates



Front office

Ms Chellapen and Mrs Nolan

Email:

office@grimsdyke.harrow.sch.uk

- Medical appointments
- Advance notice of lateness
- Requests for leave
- Medical conditions/medications



Attendance/Welfare

Mrs Patel

Email:

attendance@grimsdyke.harrow.sch.uk

- Behaviour of pupils
- Bullying
- Online safety
- Day-to-day classwork/curriculum query
- Any minor changes at home e.g. sleep routines, emotional changes, family circumstances
- General assessment and individual progress
- Year group/phase leader query



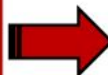
Year group inbox

Class teacher

Email:

Individual year group inbox
reception@grimsdyke.harrow.sch.uk
year1@grimsdyke.harrow.sch.uk
year2@grimsdyke.harrow.sch.uk
year3@grimsdyke.harrow.sch.uk
year4@grimsdyke.harrow.sch.uk
year5@grimsdyke.harrow.sch.uk
year6@grimsdyke.harrow.sch.uk

- EHCP and annual reviews
- SEND concerns
- Support plans
- Medical conditions (please also copy Attendance/Welfare email)
- Queries regarding external professionals and services
- Mental health concern
- Pupil premium and LAC queries



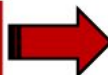
SENDCO & Inclusion Manager

Mrs White

Email:

sendco@grimsdyke.harrow.sch.uk

- Whole school assessments
- National curriculum queries
- Relationship, Sex and Health Education (RSHE)



FAO Deputy Headteacher

Mrs Varsani

Email:

office@grimsdyke.harrow.sch.uk

- Matters not resolved by the above staff
- Queries regarding governance



FAO Headteacher

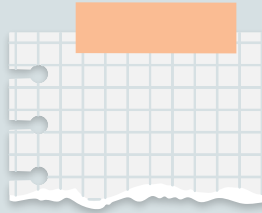
Mrs Bhudia

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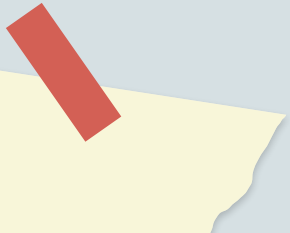
office@grimsdyke.harrow.sch.uk



Parent / Guardian Pick up & Drop off



- School opens at 8:30am for Soft Start
- Children will be marked as 'Late' when registers close at 9:00am
- Children must tell us when their parent or guardian has arrived at hometime
- If your child is being picked up by someone different, please inform the year 4 email AND the office that morning. Later in the day, when we are teaching, we may not see any messages, but the office can notify us
- Please let the office know about any recurring change in your children's pick up arrangements as this needs to be formally noted



Home Learning

- Home learning will be set via Google Classroom and ideally, needs to be uploaded for your teacher to see - rather than brought into school physically
- Learning menu is updated termly and at least one activity is to be completed each week. Home learning is set on Thursday and due the following

Thursday

- Maths and English home learning will alternate each week
- Children should be reading to an adult daily. Hearing an adult read can also have a positive impact
- Children need to practise their times tables and MTC as often as possible
- Children are responsible for making sure they have a reading book at home. They will be provided with books at school to read but these do not go home



Working Together

We want to work together with parents so if you need to contact us you can email us on the year group email which is checked daily before 8:30am. Any emails regarding pick-up after 8:30 may not be checked so please contact the office and they can pass on the information.

year4@grimsdyke.harrow.sch.uk



Any questions?

