

Follow our learning
story on Class Dojo



Welcome to YEAR FOUR

2026 - 2027

Teaching Staff

Mrs Clayton
Miss Herriman
Mrs Greenbank
Mrs Gregory
Miss Sidebottom
Mrs Ferne
Mrs Balfour
Miss Ball



♥ Care

🧠 Curiosity

💪 Determination

Year 4 notices

Water and snacks

Please continue to bring in a refillable water bottle (containing water) and a morning snack.



Follow our learning story on Class Dojo

Clothing

- PE will be on a Wednesday and Thursday. Please ensure children come to school dressed in their PE kits, wearing their house colours.
- Outdoor learning will be on a Monday morning. Please bring in some wellies to ensure children can take part in all weathers.

Swimming and Outdoor Learning

September to February half term

Miss Herriman's class swimming

Mrs Clayton's class Outdoor Learning

February half term to July

Miss Herriman's class Outdoor Learning

Mrs Clayton's class swimming

Mrs Clayton's class will be called "Marie Curie"

Miss Herriman's class will be called "Katherine Johnson"



MEET OUR NEW CLASSES

MARIE CURIE

Marie Curie was a pioneering scientist who discovered new elements and helped us understand radioactivity. She was the first woman to win a Nobel Prize and remains the only person to win Nobel Prizes in two different sciences. Her discoveries transformed medicine and continue to save lives around the world. Marie was a pioneering scientist who made important discoveries about radioactivity, helping to improve medicine and save lives. She worked tirelessly, even when life was challenging, and never gave up on asking questions or finding answers. She shared her knowledge so others could continue her work, showing that great discoveries are even more powerful when they help others. Her courage, resilience, and love of learning remind us that by being curious, caring, and determined, we can all make a positive difference.

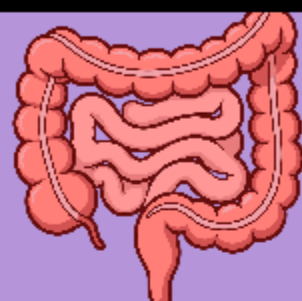
KATHERINE JOHNSON

Katherine Johnson was a brilliant mathematician whose calculations helped NASA send astronauts safely into space. Her incredible accuracy and determination played a vital role in the Space Race. She overcame discrimination with courage and perseverance, proving that hard work, talent, and confidence can help achieve extraordinary things. As a gifted mathematician, her calculations helped NASA send astronauts safely into space and return them home. Despite facing discrimination as a black woman, Katherine never gave up on her dreams. She used her talents to help others achieve incredible successes and always believed in the power of learning. Her courage, kindness, and willingness to share her knowledge remind us that by being curious, caring, and determined, we can achieve amazing things and inspire others to do the same.

$$a = \frac{v_f - v_i}{t}$$

YEAR 4'S LEARNING JOURNEY

STAYING ALIVE



Get ready for a term packed with amazing discoveries (and a few rather smelly experiments!). In **Staying Alive**, children will explore the incredible human body, learning about **digestion**, **body parts**, and the **skeleton**. They'll discover how **healthy habits**, **medicines** and understanding **drug safety** help keep us feeling our best. We'll find out why busy **bees** are some of the world's most important workers (and help keep humans alive!), investigate **solids**, **liquids** and delightfully pongy **gases**, untangle **food chains**, and light things up with simple **electrical circuits**. With plenty of hands on investigations, children will ask questions, solve problems and have lots of fun while discovering what keeps our world –and us– alive!



TOMB RAIDERS

Pack your explorer's hat—we're heading back in time! In **Tomb Raiders**, children will become history detectives as they uncover the fascinating world of the **Ancient Egyptians**, from mighty pharaohs to mysterious mummies and the curious contents of **canopic jars** (not for the squeamish!). They'll travel the globe to discover famous landmarks and **Wonders of the World**, follow the incredible journey of the **water cycle**, and explore how **rivers** shape our planet, with a special focus on the **River Nile**. Through exciting investigations, creative activities, and hands on learning, children will uncover the secrets of one of history's greatest civilisations.

POLE TO POLE



Wrap up warm—we're heading **Pole to Pole**! Children will explore our incredible planet, investigating **climate change**, **conservation** and how we can protect the natural world. We'll follow in the icy footsteps of explorer **Ernest Shackleton**, master **compass directions**, **longitude and latitude**, and discover how the **Industrial Revolution** was an enormous turning point in history and changed our planet – for good and for bad. In science, we'll untangle **food chains**, while computing takes us into **branching databases** and **stop motion animations**. We'll also explore powerful artwork inspired by the **climate crisis**. Finally, we'll bring our learning to life with a trip to **Peak Wildlife Park** to meet some amazing animals and explore **conservation**. It's going to be wild!

FURTHER INFO

Our full curriculum overview can be found on the school's website <https://www.markeaton.derby.sch.uk/>. If you have any other questions or queries about the children's learning in Year 4, please contact Mrs Clayton or Miss Herriman, who will be happy to chat!

Homework

in YEAR 4



Readers

Do you have an hour spare to help us listen to readers? Please come and chat to us!

Reading

The single most important skill that will help support your child's learning is reading. Reading is the gateway to our entire curriculum! We recommend children read as often as possible. As a suggestion, we would expect children to read to an adult at home, three times a week.



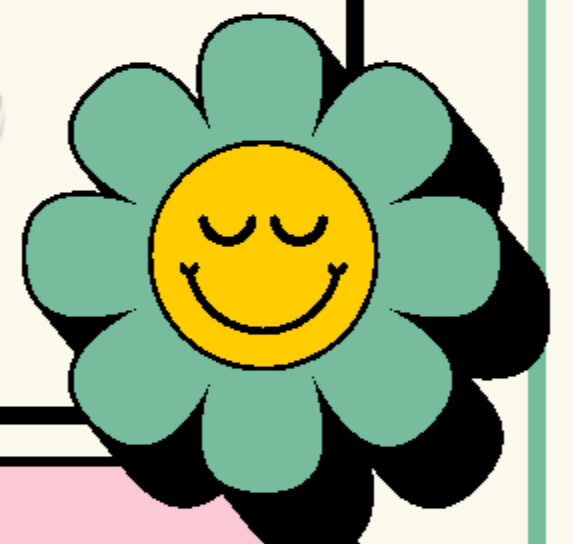
Spellings

Mastering spelling is a crucial life skill for all children, especially throughout KS2. Your child will have a login to Emile Spellings, which they can use to explore and practise their spellings at home using games, repetition and exploration.



Times Tables

All children in Y4 will be tested on their times tables knowledge in an assessment known as the MTC (Multiplication Tables Check). In order to help prepare the children for this, we will regularly set competitions and sessions on TTRockstars. We encourage your child to practise as much as possible at home!



Maths

Maths homework isn't set formally in LKS2. We believe that maths is everywhere - in weighing and measuring when cooking and baking, in reading timetables, in telling the time whilst out and about and in spotting shapes in the real world!



Logins

Logins for children to access external apps or websites will be stuck into your child's reading record at the beginning of the school year.



Please come and chat to your child's class teacher if you would like additional, individual ways to support your child's school learning.

FIVE YEAR⁴"NEED-TO-KNOWS"

I

I can do it!

Try your best. We will make mistakes and that's okay – mistakes help us grow! Resilience is the key to success!

N

Now what?

Complete your homework tasks. They are designed to complement your school learning and to help develop your confidence!

S

Solving problems

Speak to an adult if you are struggling with anything. All of us need extra support at times – and that's okay! We're here to help!

M

More than just me

Be Kind.
Be respectful.
Be thoughtful.
We are all part of one big school community and we need to look after, support and celebrate each other.

D

Doing it myself

Be responsible. We are getting ready for the next step in our education; make sure you are looking after your equipment, remembering your water bottle and helping your adults!

5 WAYS TO WELLBEING

We have achieved our Silver Award from the Carnegie Centre of Excellence for Mental Health and Wellbeing. It means we are able to provide a nurturing environment for the children at our school and are beginning to reach out locally and nationally to share our practice.

1

GIVE TO OTHERS

Research suggests that acts of giving and kindness can help improve your mental wellbeing by:

- creating positive feelings and a sense of reward
- giving you a feeling of purpose and self-worth
- helping you connect with other people

It could be small acts of kindness towards other people, or larger ones like volunteering in your local community.

2

LEARN NEW SKILLS

Research shows that learning new skills can also improve your mental wellbeing by:

- boosting self-confidence and raising self-esteem
 - helping you to build a sense of purpose
 - helping you to connect with others
- Even if you feel like you do not have enough time, or you may not need to learn new things, there are lots of different ways to bring learning into your life.

4

CONNECT WITH OTHERS

Good relationships are important for your mental wellbeing. They can:

- help you to build a sense of belonging and self-worth
- give you an opportunity to share positive experiences
- provide emotional support and allow you to support others

3

BE PHYSICALLY ACTIVE

Being active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental wellbeing by:

- raising your self-esteem
- helping you to set goals or challenges and achieve them
- causing chemical changes in your brain which can help to positively change your mood

5

BE PRESENT (MINDFULNESS)

Paying more attention to the present moment can improve your mental wellbeing. This includes your thoughts and feelings, your body and the world around you.

Some people call this awareness "mindfulness". Mindfulness can help you enjoy life more and understand yourself better. It can positively change the way you feel about life and how you approach challenges.



NHS

END OF YEAR 4

READING EXPECTATIONS



Children should apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.

Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

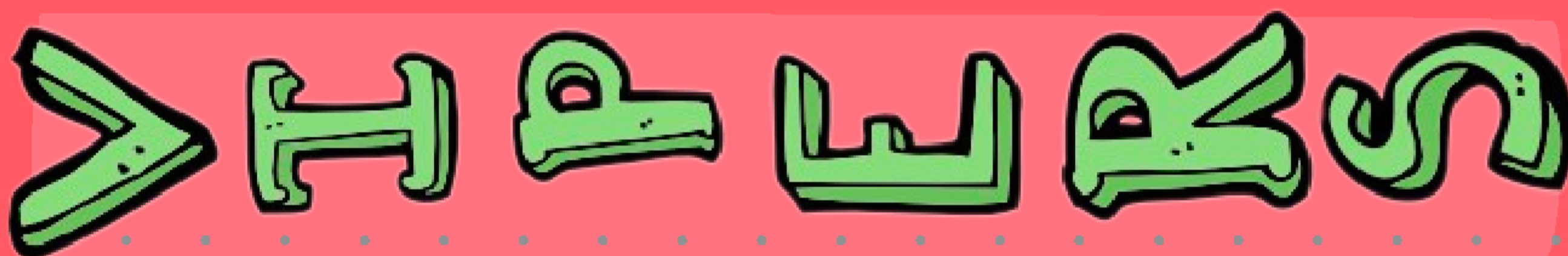
Begin to discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks and use dictionaries to check the meaning of unfamiliar words.

Children should infer effectively and begin to justify them with different types of evidence from the text e.g. actions, speech, description, pictures.

Begin to understand simple themes in books and talk about how they are apparent e.g. theme of triumph over adversity may be evidenced by the main character passing his or her exams after breaking their leg.

Predict what might happen from retrieved information and any deduced information which is apparent and identify some text type organisational features e.g. instruction texts use imperative verbs.

Summarise main ideas from more than one paragraph e.g. The opening chapter is about the relationship between siblings; and retrieve and record information from non-fiction without having to read the entire text.



End of Year 4 ?

MATHS EXPECTATIONS



Place value

In Year 4, children will be expected to order and compare numbers beyond 1000 using place value in 4-digit numbers (for example, 1423 has 1 thousand, 4 hundreds, 2 tens and 3 ones). This includes:

- counting in steps of 6, 7, 9, 25 and 1000;
- counting backwards through zero to include negative numbers; and
- rounding any number to the nearest 10, 100 or 1000.

Fractions

In Year 4, children will be expected to explore the link between fractions and multiplication/division and begin to learn about decimals. This includes:

- solve simple measure and money problems involving fractions and decimals;
- recognising and writing tenths and hundredths as decimals; and
- rounding decimal numbers with one decimal place to the nearest whole number.

$\times$ and $\div$

In Year 4, children will be expected to be able to use formal written methods of short multiplication and short division confidently. This includes:

- knowing and using multiplication and division facts; for all times tables up to 12×12 ;
- multiplying three-digit by one-digit numbers; and
- multiplying three numbers together.

Geometry

In Year 4, children will be expected to extend their knowledge of properties of shapes and be able to describe the position of shapes on a coordinate grid.

This includes:

- comparing shapes such as quadrilaterals and triangles based on their properties and sizes;
- drawing mirror images of shapes in lines of symmetry; and
- plotting points and describing how shapes move up/down/left/right on a coordinate grid.

Addition and subtraction

In Year 4, children will be expected to be able to solve addition and subtraction problems involving numbers up to four digits. This includes:

- choosing from a variety of methods, including mental calculations, using objects, diagrams or drawings such as number lines, models such as the area/grid method or written column addition and column subtraction;
- estimating answers before calculating accurately and checking answers by understanding that addition and subtraction are inverse operations; and
- solving two-step word problems which require them to solve two different calculations before coming to the answer.

Measurement

In Year 4, children will be expected to be able to convert between some units of measurement, such as kilometres to metres and calculate measurements in relation to shapes. This includes:

- working out the perimeter and area of rectilinear shapes;
- solving problems involving converting units of time; and
- adding, subtracting, multiplying and dividing measurements including money.

Statistics

In Year 4, children will interpret and present data in bar charts, pictograms, tables, and other graphs. They will begin to understand how data can show changes over time. This includes:

- interpreting and presenting discrete and continuous data using graphs;
- interpreting and making time graphs (a type of line graph); and
- solving problems by comparing, adding, and subtracting data from tables, charts and graphs.

In Year 4, children will complete the Multiplication Tables Check. Children need to know their multiplication facts up to 12×12 .

TIMES TABLES ROCK STARS

MULTIPLICATION SQUARE

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

END OF YEAR 4

EXPECTATIONS



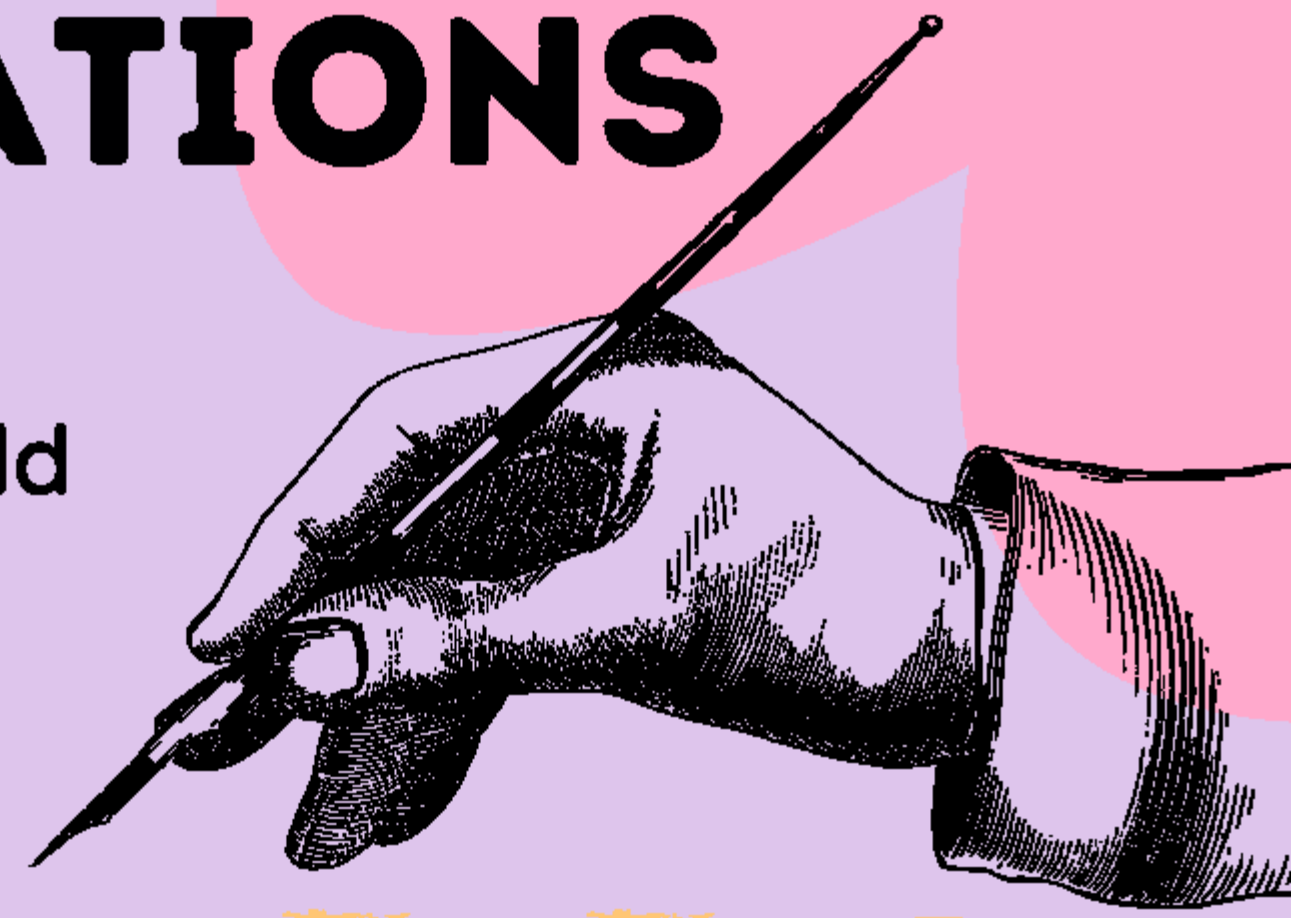
To meet the expected standard, your child will need to demonstrate the following:

WRITING

- talk about similar pieces of writing, and using these to help them plan their own
- plan their writing by talking about it or writing down key words
- use a rich vocabulary and a range of sentence structures to make their writing interesting
- create settings, characters, and plots for stories
- use simple organisational devices (for example, headings and sub-headings) when writing non-fiction
- proof-reading their writing for spelling, grammar, and punctuation errors
- read their writing out loud.

GRAMMAR

- Know the difference between the -s used to show a plural and the -'s used to show possession
- Use an apostrophe to show possession with plurals
- Use Standard English verbs
- Write longer noun phrases
- Use fronted adverbials to start a sentence by describing the verb
- Use paragraphs to organise their ideas
- Choose when to use a noun or a pronoun
- Use inverted commas to when writing speech.



HANDWRITING

- writing neatly and legibly with letters that are all a similar size; joining some letters; deciding which letters to join; making sure that descenders of one line do not touch the ascenders of the line below.

SPELLING

- how to use a dictionary to check their spelling
- to spell many homophones correctly
- spelling more words with prefixes
- spelling more words with suffixes and other endings
- words with unusual spelling
- using the possessive apostrophe with regular and irregular plurals
- to spell the words in the Spelling word list for Year 3 and Year 4



OUR SCHOOL CURRICULUM

Curriculum structure



Learning mindsets



At Markeaton, we are very proud of our curriculum and we strongly believe that it provides your child with the essential skills, knowledge and understanding they need. Our curriculum, as shown in the image above, centres around something called **Markeaton Minds**. Markeaton Minds are a series of learning mindsets we want the children to develop during their time at Markeaton to help them become curious, determined and caring learners. These mindsets feed into our curriculum families (Humanities, STEM, Arts and Wellbeing). Encircling the entire curriculum are the aims for our curriculum at Markeaton: what we would like it to be for all children. **Embedded within our curriculum and also at the heart of school life are our three core values:**



Care



Curiosity



Determination



Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women



Common exception words for Year 2

Here are some common exception words – words that are spelled without using the normal spelling rules – that children in England are expected to be able to spell by the end of Year 2 (age 7).

door	everybody	improve
floor	even	sure
poor	great	sugar
because	break	eye
find	steak	could
kind	pretty	should
mind	beautiful	would
behind	after	who
child	fast	whole
children	last	any
wild	past	many
climb	father	clothes
most	class	busy
only	grass	people
both	pass	water
old	plant	again
cold	path	half
gold	bath	money
hold	hour	Mr
told	move	Mrs
every	prove	parents