



Welcome

*Thank you for giving up your time to
attend this session.*

We appreciate your support.

Meet the team

The Teachers:

4LR	Mrs Longhurst (Mon,Tue,Wed) and Mr Rich (Thurs/Fri)
4B	Mr Balls
4SR	Mrs Sayyad (Tue-Fri) and Mr Rich (Mon)

LSAs : Mrs Bailey, Mrs Ford, Mrs Connell, Mrs Ullah

PPA Teachers : Mrs Waldock - Music
(on a Thursday pm) Mrs Newland - RE
Mr Bradford – PE

Broke Hall Values

Why they are important and how they benefit your child



BROKE HALL
PRIMARY SCHOOL

Inclusion



Why it is important for your child

- Inclusion benefits social development and empathy.
- It fosters a sense of belonging and provides a mirror for who we are and shines a light on others whose life may be different from our own.
- It is preparation for a life in a diverse, changing and challenging world.
- It reduces bullying and exclusion in all its forms.

What does it look like?

- It is not treating everyone equally – instead it is giving, enabling or empowering everyone to experience equity.
- It is the removal of obstacles which may prevent inclusion or promote exclusion through an awareness of others.
- There may be times when some children need additional support (as opposed to preferential treatment or a lowering of expectation) to access the same experiences as other children.

Resilience



Why it is important for your child

- Children need to be able to navigate challenges and having resilience aids this.
- It improves mental health through better self-esteem, and a sense of achievement.
- It helps children form stronger social connections.
- Resilience is linked to enhanced academic success.

What does it look like?

- Children will be supported to solve problems themselves through breaking a problem down, not through being told what to do. We have a “try it yourself first” approach.
- Children will be allowed to experience a small amount of cognitive distress – this is different to being “left to it”.
- Children will always be encouraged to make tweaks and edits to their work – resilience is about accepting that your first attempt may not be your best and that better never stops.

Curiosity



Why it is important for your child

- Having a curious mind is associated with improved memory and critical thinking skills.
- Through being curious about the viewpoints of others, it promotes positive social and emotional development.
- Studies have shown a strong link between academic success and having a curious mind.
- Curiosity leads to a deeper engagement with the lesson.

What does it look like?

- Children will be expected to ask questions, as well as answer them.
- Children will be taught to think about viewpoints – would everyone feel the same about this? Why has this person done/said that?
- Through homework, children may be asked to research and read around a topic.

Independence



Why it is important for your child

- Independence of thought and deed is a gift that not all people are afforded – it is important that children know and value this.
- It increases self-esteem and confidence.
- It enhances problem solving skills and resilience.
- It supports the development of a growth mindset
- It encourages deeper thinking resulting in better learning and retention.

What it looks like

- Children may be given responsibility – perhaps in the form of jobs or looking after their own belongings, change themselves for PE, attempt shoelaces etc.
- If children are involved in an incident, they are expected to reflect on their own involvement in the cause of the incident or their response to it.
- They are encouraged to have their own thoughts and ideas, rather than going along with the crowd or their friends.
- They are asked to call out unacceptable behaviour such as prejudicial language or people being unkind.

Knowledge & Understanding



Why it is important for your child

- Knowledge without understanding is not useful – it is just the memorisation of facts.
- Knowledge and understanding increase motivation for future learning by establishing strong foundational knowledge.
- It improves metacognition and the making of meaningful connections.
- It helps with effective communication skills.

What it looks like

- Children may be asked to tell someone else or explain something in a different way.
- They may be asked questions like – what does this remind me of? If I know this, what else do I know?
- With enhanced knowledge and understanding, children may change their view or develop their ideas about a concept or issue. They will be supported to do this.



Year 4 2026 – 2027 curriculum sequence



Autumn 2026 14 weeks 2 days	Spring 2027 10 weeks 4 days	Summer 2027 13 weeks 1 day
Reading The Lion, The Witch and the Wardrobe (1950) Viking Voyagers The Iron Man (1948) Old Possum's Book of Practical Cats Peter Pan - abridged The Boy on the Boat in the Glass		
CUSP Writing introduce + green (Block A) Revise + orange (Block B) - Strong Start Sentence Composition - Wallpaper week 1 week Poems which explore form A 2 weeks Persuasive writing (adverts) A 2 weeks First person diary entries (imaginative) 3 weeks Third person adventure stories A 2 weeks Newspaper reports A (Read)	CUSP Writing 3 weeks Stories from other cultures (Basenill) 2 weeks Persuasive writing (adverts) B 2 weeks Explanatory texts A (Human digestion) 3 weeks Third person adventure stories B 1 week Poems which explore form B	CUSP Writing 3 weeks Stories from other cultures B 2 weeks First person diary entries (imagined Letters) 2 weeks Newspaper reports B (Discovery of artefacts) 2 weeks Explanatory texts B (Reduce, Reuse, Recycle)
Spelling Blocks 1-6	Spelling Blocks 7-11	Spelling Blocks 12-16
Power Maths 4 digit numbers - Place value - Addition and subtraction - Area - Multiplication and division	Power Maths - Multiplication and division - Length and perimeter - Fractions - Decimals	Power Maths - Decimals - Money/Time - Geometry - angles and 2D shapes - Statistics - Position and Direction
Science - States of Matter (solids, liquids, and gases) - Sound	Science Animals including humans (digestive system, teeth, and food chains)	Science - Biology (simple circuits, conductors, and insulators) - Living things and their habitats (classification)
Art and Design - Drawing & Sketchbooks - Storytelling through drawing	Art and Design - Surface & Colour - Exploring still life - contemporary and traditional	Art and Design - Working in 3D - Sculpture, structure, inventiveness and Determination
Computing - Algorithms and programming: Repetition in shapes - Digital Literacy: Audio editing - PowerPoint (Angle Saxons)	Computing (Safe Internet Day) - Computing Systems and Networks - The Internet - Data: Data Logger	Computing - Photo Editing - Algorithms and programming: Cumbria Playground
Design and Technology Mechanisms - Pneumatics	Design and Technology Textiles - 3D shapes to 3D products	Design and Technology Electrical Systems - Simple circuits and switches
Geography The United Kingdom - The British Isles, UK, and GB	Geography Shakespeare's Americas	Geography Reduce, reuse, recycle, sustainability in the local area, RW environmental walk, litter pick, traffic survey, how can I help?
History Anglo-Saxon Britain	History Vikings - did they deserve their reputation?	History Thomas Watney - Ipswich's Greatest Son
Music (whole class ukuleles) - Abba's music - Examining stringed instruments - Beethoven's music	Music (whole class ukuleles) - Mozart's music - Biga's music - Repertoire for concert	Music (whole class ukuleles) - Improvising - Composition using notation
French (Bigote 1) - Unit 7: (break) - Unit 8: Double hours still?	French (Bigote 1) - Unit 9: On mango! - Unit 10: On val-de-j	French (Bigote 1) - Unit 11: On mango! - Unit 12: Le argue
PE - Gymnastics Unit 1 - Tag Rugby - Dance 1 - Basketball	PE - Pinas Unit 2 - Handball - Volleyball - Netball	PE - Tennis - Cricket - OAA - Athletics
Jigsaw PSHE - Being Me in My World - Celebrating Differences	Jigsaw PSHE - Dreams and Goals - Healthy Me	Jigsaw PSHE - Relationships - Changing Me
RE - Could Jesus heal people? Did he perform miracles or was there some other explanation? - What is the best way for a Buddhist to lead a good life?	RE - How does celebrating Shrove Tuesday help Jewish children feel closer to God? - Does belief in the Trinity help Christians make better sense of God as a whole?	RE - What motivates Humanists to live good lives? - Do Sikhs think it is important to share?

Proposed Trips/activities

*Autumn term – West Stow – Wednesday 7th
October 2026*

Spring Term – Viking Day

Summer Term – Lackford Lakes Nature Reserve

*Please note these are currently proposed trips
for this year.*

Weekly Timetable

Monday	8:55 – 9:20 Assembly	9:20 – 9:50 Whole class guided reading	9:50 – 10:50 English	Break @ 10:50 – 11:05am	11:05 – 11:20 Mastering Number	11:20 – 12:10 Maths	Lunch @ 12:10 – 1:10pm	1:10 – 2:20 Art	2:20 – 3:20 PSHE	
Tuesday	8:55 – 9:20 TTRS	9:20 – 9:50 Whole class guided reading	9:50 – 10:50 English		11:05 – 11:20 Mastering Number	11:20 – 12:10 Maths		1:10 – 2:10 Computing	2:10 – 3:00 French	3:00-3:20 Spelling (Session 1 – Speed Spell)
Wednesday	8:55 – 9:20 Phase Assembly	9:20 – 9:50 Whole class guided reading	9:50 – 10:50 English		11:05 – 11:20 Mastering Number	11:20 – 12:10 Maths (Including TTRS)		1:20 – 2:00 2:00 – 2:40 2:40 – 3:10 PE Slots (Gymnastics)	Science	
Thursday	8:55 – 9:20 Spelling & Handwriting (Session 2 – Dictation)	9:20 – 9:50 Whole class guided reading	9:50 – 10:50 English		11:05 – 11:20 Mastering Number	11:20 – 12:10 Maths		PPA	PPA	
Friday	8:55 – 9:20 Spelling (Session 3 - EMW activity)	9:20 – 9:50 Whole class guided reading	9:50 – 10:50 English		11:05 – 11:20 Mastering Number	11:20 – 12:10 Maths		History	Multiplication check	2:50 – 3:20 Celebration Assembly

Equipment

- PE lessons will be on Wednesday (indoor) and Thursday (outdoor). Children will need to come into school in their PE kits on these days but will need to wear their normal school shoes and bring a pair of trainers with them.
- Due to lack of space in our cloakroom areas we ask that only small bags are used.
- Pencil cases are not necessary as we have all the equipment needed in school.



Reading

The children will be using the Accelerated Reader system. At the beginning of the term, they will complete a Star Reader assessment. This will give them a ZPD from which to choose an appropriate book.

We also want our pupils to have an appropriate level of challenge, so we are using reading targets which are linked to Accelerated Reader. This 'points target' is personalised to your child and is linked to their reading ability.

When your child has read a book, they are able to complete a quiz and this allows them to earn points.

Reading

We would like the children to read at least 5 times a week. They have a reading record for you or your child to make any comments about their reading.

In-Class Reading Rewards-

In order to further motivate children to read at home we will reward them with a Reading at Home dojo. We ask that, out of the 5 times your child has read at home, at least 2 of these are with an adult, who then signs the reading record.

Once a week, the children will be asked to hand in their reading record. If there is evidence of 5 separate instances of individual reading (with 2 parent/adult comments in reading record) the children will gain their dojo for their reading.

Multiplication Tables

- Within school, there will be daily 'Mastering Number' sessions to support the children to learn the facts from the multiplication tables up to 12×12 .
- Toward the end of Year 4, there is a National Times Table Check, where the children will answer 25 questions. They will have 6 seconds to answer each question, therefore rapid recall of the facts up to 12×12 is essential.
- We encourage the children to make use of TimesTable Rockstars at home.



Regular Homework

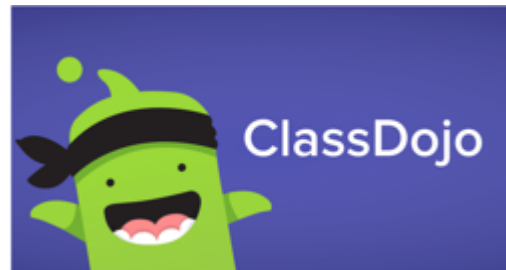
The children will receive a piece of homework to complete over a 2-week period.

This will be linked to English, Maths or one of the other areas of learning we have been focussing on.

Rules/Rewards and Sanctions

All children have been told the school rules and expectations of behaviour in Upper Phase. Rules, rewards and sanctions are displayed in all classrooms.

Children have the opportunity to earn class dojo points through positive behaviour choices, excellent effort with their learning and displaying kindness to others.



Labels

- Please label *EVERYTHING!*

(Uniform/PE Kits/Drink Bottles)

Any Questions

- *You will have an opportunity to discuss how your child has settled into Year 4 at the October parent's evening.*
- *Any questions?*
- *Thank you for coming.*

(These pages are available on the Broke Hall website along with other useful information and newsletters.)