

Shiphay Learning Academy



Creativeness - Respecting - Aspiration - Contribution

Year 4 Curriculum Plan: Spring 2026

Our aim at Shiphay Learning Academy is to enable all children to reach out to their full potential in a safe, welcoming and happy environment. We will strive to serve our community and create responsible citizens, who are independent and confident lifelong learners, equipped to meet the challenges of a changing future. This is achieved within an inclusive and respecting environment that values every individual, encourages creativeness and celebrates the diversity of our 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.



Be ready, be respectful, be safe

OUR 3 GOLDEN RULES



Year 4: Spring 2026



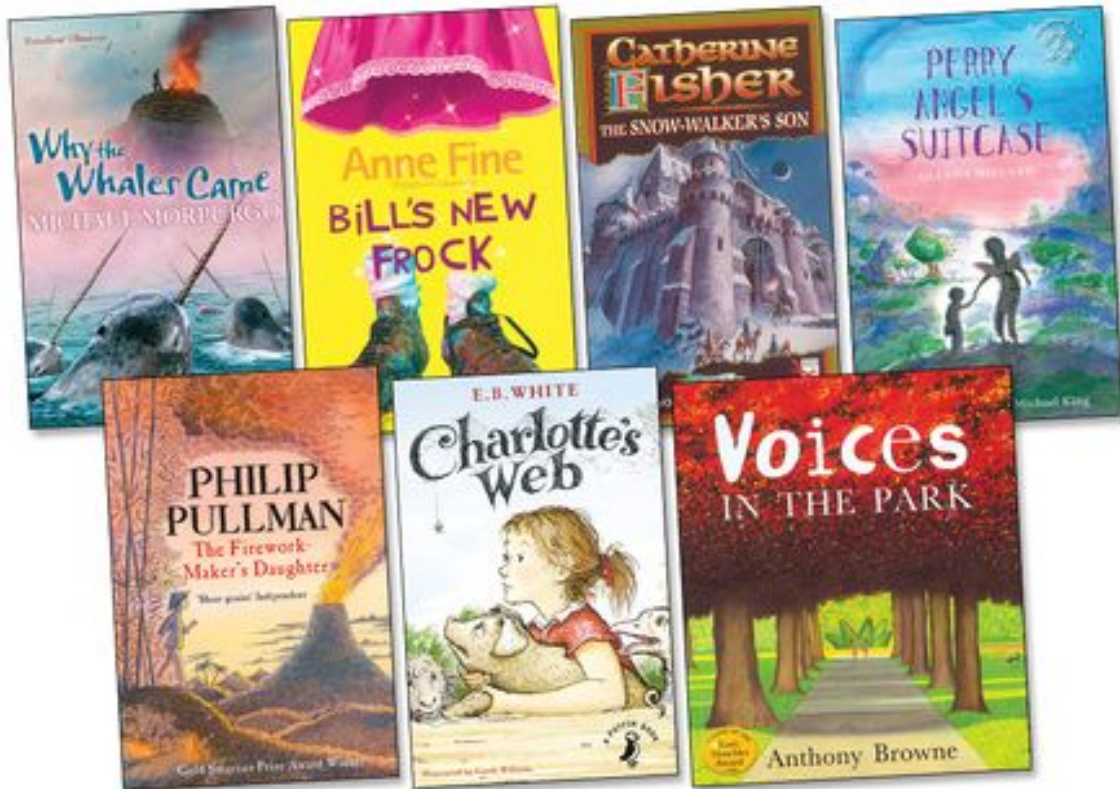
READING from the Reading Spine

- Our core book at the start of this term is from the Year 4 100 reads and decided together as a class.
- Our Bug Club Comprehension texts for this term include: Mystery of the Red Moon, Race to the Pole, Piegons Rule the Roost and The Secret Life in the Attic..
- In addition to this, the children have the opportunity to read for pleasure. Children have access to their year group libraries and are encouraged to change their books regularly. The children also have the opportunity to talk about their reading and share recommendations with each other.

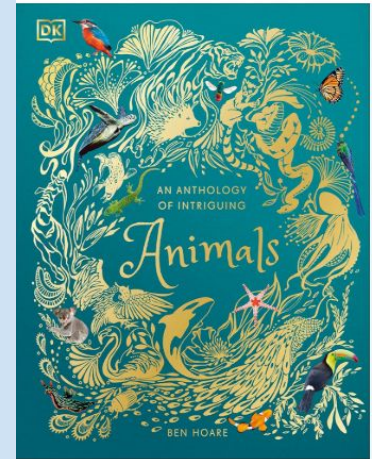
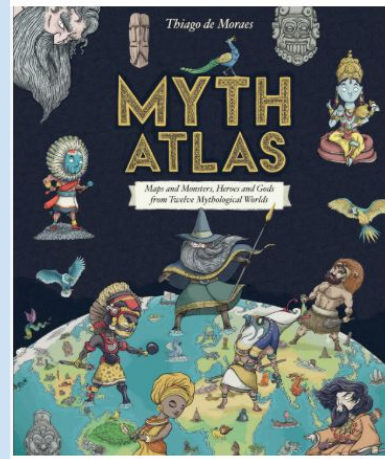
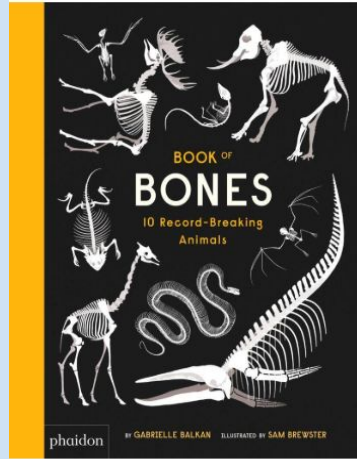
WRITING using BookWrites

- In the first half term, we will be teaching poetry through the book 'A River'. After this we will be exploring nonfiction through the book 'Book of Bones'.
- In the second half term, children will look at fictional writing using the book 'Myth Atlas'.
- Spellings are taught in discrete lessons each week. For homelearning, children will have 3 Spelling Shed games allocated to them each week. Playing these games will enable them to consolidate their learning in class. The homework sheet from Spelling Shed will be send out with homework on a Friday and should be brought back on a Thursday.
- 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 they have read and by visiting the library.



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MATHS

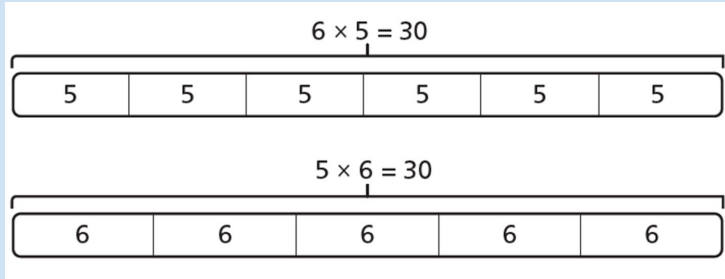
- Multiplication and Division: This unit builds on exploring written and mental calculation strategies for multiplying and dividing. Children explore in depth the distributive and associative properties of multiplication. The learning progresses from Year 3, where children used expanded methods for 2-digit \times 1-digit numbers, to Year 4 where they are using the compressed single line (standard) formal multiplication. Children learn to solve more complex problems building on n objects related to m objects, find all solutions and notice how to use multiplication to solve questions. Children use partitioning to divide 2- and 3-digit numbers by a 1-digit number. They recap on the concept of a remainder after division, and move on to predicting whether a number will have a division and what the number could be if the remainder is given. Children then move on to solve simple 2-step problems that involve all of the four operations.
- Fractions 1: This unit introduces the concept of hundredths for the first time. It builds on children's knowledge of tenths from previous learning and provides opportunity for children to apply this learning to hundredths. Children will need to use their previous understanding of fractions and apply this to fractions that are greater than 1. At first, children will explore the relationship between tenths and hundredths using models to support understanding. They will then move on to equivalent fractions using fraction strips and a fraction wall to aid understanding. Following this, children will further develop their understanding of how to simplify fractions. Finally, children will look at fractions that are greater than 1 and explore what happens when a fractional number is more than a whole.

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

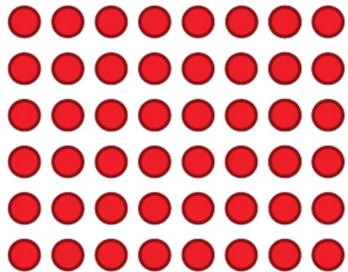
Maths - models and images

Multiplication and Division

Bar Model



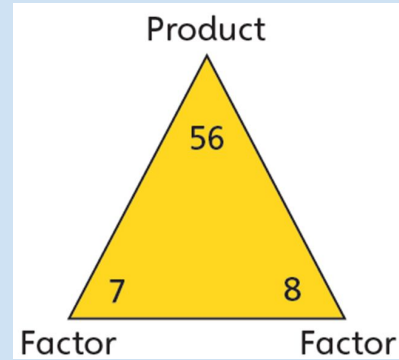
Arrays



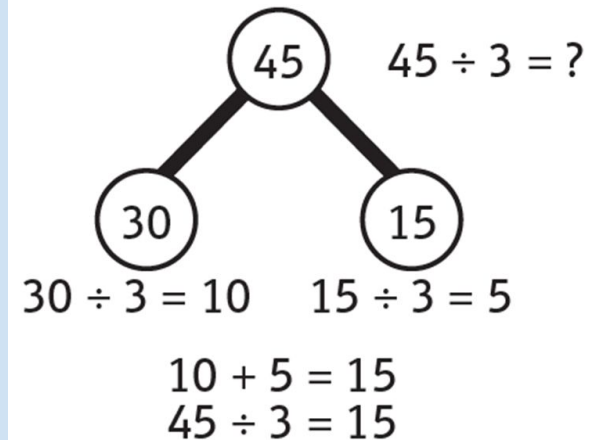
$$6 \times 8 = 48$$

$$8 \times 6 = 48$$

Product factor triangle



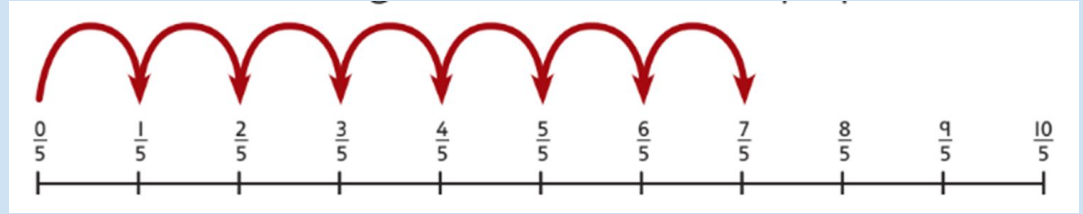
Part whole model



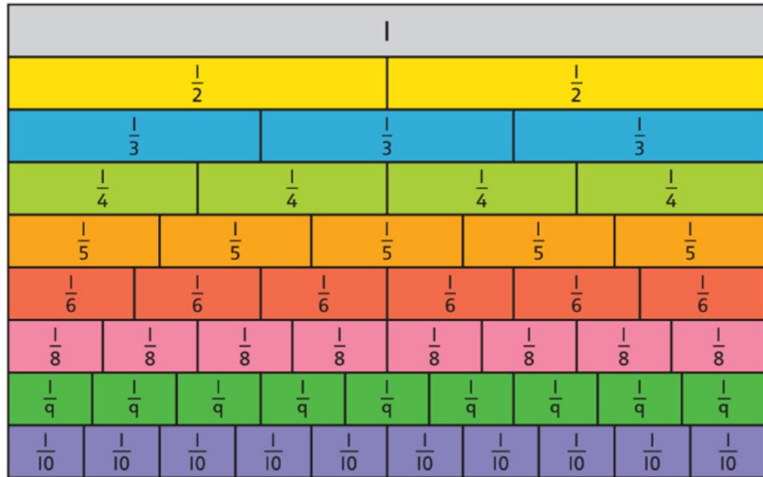
Maths - models and images

Fractions

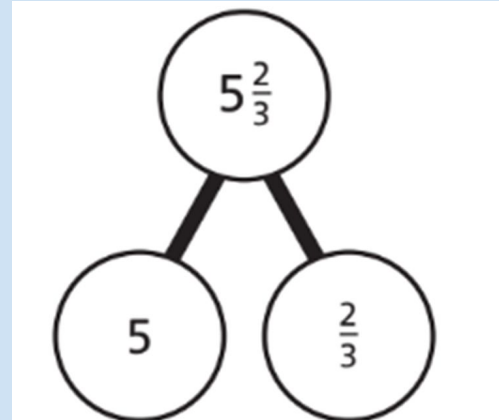
Number line



Fraction Strips and Fraction Wall



Part-whole model





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OUR 3 GOLDEN RULES

Education
Trust

Homelearning



Reading

In Year 4, children should be reading at least four times per week for at least 15 minutes (ideally this should be daily). 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

Children will have 3 Spelling Shed games allocated to them each week. Playing these games will enable them to consolidate their learning in class. The homework sheet from Spelling Shed will be send out on a Wednesday and should be brought back on a Wednesday.

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 x 12. We recommend that children practise at home at least four times a week for 15-20 mins. We will also send home one sheet of multiplication based activities.



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Positive Relationships and Behaviour



- The School takes a trauma-informed approach to managing 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 operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and stickers for effort and attainment across the whole range of school activities. Rewards are linked to Shiphay's Values. Certificates are presented to the children in Celebration Assembly and children's achievements are celebrated on the recognition board in their classroom. Children who go above and beyond by continuously make good choices will receive a Praise Postcard and others may receive a 'Golden Phone Call' from the Headteacher.
- 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 due to their poor behaviour choices in class. Missed break time or lunchtime operates as a sanction when things go 'more wrong'. During this time, children will be able to take part in a restorative conversation, reflecting on how to improve their behaviour and deciding 'how to make things right'. When poor or inappropriate behaviour is persistent, parents are contacted and are invited to discuss concerns with a member of the leadership team.
- When there are questions or concerns, your first point of contact should be the class teacher, who knows your child best. In addition, Miss Alice Farmer (Assistant Head and team leader) is also available to give assistance.