



Meet the Teacher

Welcome to Year 4

Our class is called **Bishop Rock**



Y4 Team:



Class Teacher: Mr Andrew Kevern

Education Assistant: Mrs Natasha Dowling
(Tues – Fri am)
plus Weds pm

Mrs Marcia Thomas
(Monday am)

Aspirations & Achievement; Together; One and All

A little bit about me...

I have been teaching for 26 years, 21 of those being at St Just Primary School.

At St Just, I am the year 4 class teacher, PE, Geography and RE lead, EVC lead, First Aid lead, Fire Warden and I also work as the TPAT PE HUB lead working with 16 Penwith and Lizard Peninsular Schools to develop PE & School Sport. This means, I will be out of school one day per fortnight (usually a Thursday).

Outside of school, I have a wife, two sons (aged 20 and 13), and a daughter (aged 18).

Born and raised in St Ives, I have lived in London, Bath, Bristol and now Carbis Bay.

The first couple of weeks...

Children will be settling in and getting used to new routines in their new classroom.

This can be unsettling for some. Please do let us know of any changes in behaviour you see at home, often we can help to ease anxiety if we know when children are feeling this way.

A typical day in our class

- 8:00am – BREAKFAST CLUB BEGINS (optional)
- 8:45am – Main gate opens
- 8:45 – 9:05am - Numbers bonds and Daily Challenges (Retrieval tasks)
- 8:55am – Registration and lunch choices
- 9:10am – Whole Class Reading (Comprehension skills)
- 9:40am – Mathematics
- 10:30am – KS2 Playtime
- 10:45am – Spelling
- 11:05am - English
- 12:00pm – Lunch. (KS2 go out to play first, then have lunch at 12:25pm)
- 1:00pm – Registration, followed by reading time
- 1:20pm – 3:00pm – Afternoon Lessons
- 3:10pm – Home Time
- 3.10 – 4.00pm – After school clubs

Assemblies (a statutory requirement) take place throughout the week

A typical week in year 4.

Autumn Term 2025										
Bishop Rock Class - Y4										
Day	8.45 - 9.05	9.05 - 9.35	9.35 - 10.30	10.30 - 10.45	10.45 - 11.05	11.05 - 12.00	12.00 - 1.00	1.00 - 2.00	2.00 - 2.55	2.55 - 3.10
Monday	Register, Number Bonds & Daily Challenges (Intervention programmes)	Whole Class Reading	Mathematics	Break	Spelling	English	Lunch	Core PE	Computing	Class story
Tuesday		Whole Class Reading	Mathematics		Spelling	English		Swimming from 9/9 until 25/11		Assembly (2.30 - 3.00)
Wednesday		Whole Class Reading	Mathematics		Spelling	English		Reading Club 99	French with SD & ND 1.30 - 2.15	PSHE 2.15 - 2.50
Thursday		Whole Class Reading	Mathematics		Spelling	English		Reading	Music	RE
Friday		Celebration Assembly (9.10 - 9.30)	Science		Mathematics ICT suite	Class story		Library Time 1.00 - 1.30	Art / DT 1.30 - 2.50	
									KS2 Assembly 2.45 - 3.10	Story 2.50 - 3.10

Subjects such as History and Geography are not taught every term and will be our focus in other terms.

2024- 2025	St Just Curriculum 2024-2025 Year 4 – Bishop Rock					
Term	Aut1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Numeracy National Curriculum framework supported by WRM & NCETM	Number: Place Value Number Add & Subtract Measurement: Area Number: Multiplication & Division A		Number: Multiplication & Division B Measurement: length & perimeter Number: Fractions Number: Decimals A		Number: Decimals B Measurement: Money Measurement: Time Geometry: Shape Geometry: Position & Direction	
English	Linked to curriculum / book themes. Jane Considine approach to writing					
Enquiry Questions	Where Does My Food Go?	Were the Anglo Saxons good for Britain?	Were Vikings really brutal invaders?	Where does Electricity come from?	Why are rainforests important to us?	Why are there so many mines around Cornwall & how has mining changed over time?
Whole Class Reading Texts	* Max Axiom: A Journey Through the Digestive System * Professor Astro Cat's Human Body Odyssey * How the Human Body Works Plus, other non-fiction texts linked to topic	* Beowulf (Rob Lloyd Jones) * Anglo-Saxon Boy (Tony Bradman)	* How to Train Your Dragon (Cressida Cowell) Plus, other non-fiction texts linked to topic	* Gangsta Granny (David Walliams) Plus, other non-fiction texts linked to topic	* The Great Kapok Tree (Lyne Cherry) * The Explorer (Catherine Rundell) Plus, other non-fiction texts linked to topic	* Billy and the Man Engine (Will Coleman)
Science	Animals, including humans – Digestion & Teeth	x	States of Matter - Materials	Electricity	Living things and their habitat	Sound
Computing (Purple Mash)	Online Safety 4.2 & Animation 4.6	Coding 4.1	Spreadsheets 4.3	Writing for different audiences 4.4 & Hardware 4.8	Logo 4.5 & Effective Search 4.7	Making Music 4.9
Geography	x	x	Iceland 1, 3, 4, 5.1, 5.2 & 6	x	Rainforests 1, 4, 5.1 & 6	Local Geography 2, 4, 6, 7 & 8
History	x	Anglo-Saxons	Vikings (4)	x	x	Local Study – Mining (5)
Art	Collage Arcimboldo faces	Painting Scenes from the Bayeux Tapestry	x	x	Batik and pattern making	Sketching & Clay
MfL	Language Angels - Healthy Lifestyle	Ancient Britain	I'm Learning French	Transport	In the Jungle	Animals
Design Tech	Cooking & nutrition: Fruit Smoothies	Textiles: Embroidery	x	Electrical systems Torches	x	x
Music (Charanga)	Brass instrumental teaching (ASONE – CMT)		Mamma Mia	Glockenspiel – stage 2	Stop	Lean on Me
R.E (Cornwall SACRE)	Hinduism: What do Hindus believe God is like?	Christianity: Incarnation: What is the Trinity? (Christmas)	Hinduism: What does it mean to be a Hindu in Britain today?	Christianity: Salvation - Why do Christians call the day Jesus died 'Good Friday'? Easter	Christianity: Kingdom of God When Jesus left what was the impact of Pentecost?	Christianity: How do people in Cornwall mark significant events in community life?
PE (REAL PE)	Personal FUNS 10 & 1 Swimming	Social FUNS 6 & 2 Swimming	Cognitive FUNS 5 & 9 REAL GYM	Creative FUNS 8 & 7 REAL DANCE	Applying Physical FUNS 12 & 3 Net/Wall - Tennis	Health & Fitness FUNS 11 & 4 Athletics
PSHE (Lifewise) (CIOS - Brook Learn)	Mental Health & Wellbeing * Relaxing to recharge * Bullying * Everything will be Alright * What makes a good friend? * Respecting others * Understanding that not everyone is who they say they are online	Health * Screen time * Sleep * The importance of physical activity * Resolving conflict and managing negative pressure * Everyday safety and basic first aid	British Values (Freedom in Beliefs) British Values (Governments and Rules) Problem Solving and Resourcefulness * Money choices * Volunteering and citizenship	Fairtrade Earning Money Try and Try again Black History Women's Footprint in History * Safely enjoying the online world * Keeping personal information safe and private online	Respect Being responsible Leadership Autism Asperger's * Managing feelings * The environment	My Body Your Body, Keeping Safe What's Love? Identity and Gender Understanding Consent Family Relationships

What will we be learning this year?

This year we have **six** main topics across the year.

Autumn 1

Where does my food go? (Science & DT)

Autumn 2

Were the Anglo Saxons good for Britain? (History & DT)

Spring 1

Were the Vikings really brutal invaders? (History & Geography)

Spring 2

How is electricity generated? (Science)

Summer 1

Why are rainforests important to us? (Geography & Art)

Summer 2

Why are there so many mines around Cornwall and how has mining changed over time? (History, Art & Geography)

What will we be learning this half term?

Maths – beginning with Place Value, then addition and subtraction

English – Explanation texts linked to science

Science – Digestive system & teeth

Art – collage

DT – Cooking & nutrition - fruit Smoothies

RE – Hinduism

Music – listening and appraising; performing

PE – Core PE skills & swimming

PSHE – Well-being

Computing - Networks

Autumn 1 - Curriculum sequence

History	Geography	Science	Computing	Art	PE
Not taught this half term	Not taught this half term	Where does my food go? Children will learn about the digestive system including the journey of food from chewing to pooping. They will also learn about the function of teeth.	Online Safety	Children will learn about the work of Giuseppe Arcimboldo and experiment working in a similar style.	Personal Skills Children will develop footwork movement patterns and static balance skills.
Sequence of lessons:	Sequence of lessons:	Sequence of lessons: 1) What parts make up the digestive system? 2) What is the function of the digestive system? How do we use scientific evidence to answer questions? 3) What are the names of our teeth and what job do they do? 4) Why do teeth decay? How do we create an enquiry or test? 5) How do I make careful observations, record my results and use them to develop	Sequence of lessons: 1) To understand how to protect themselves from online identity theft. 2) To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. 3) To identify the risks and benefits of installing software including apps. 4) To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. 5) To identify the positive and negative influences of technology on health and the environment. 6) To understand the importance of balancing game and screen time with other parts of their lives.	Sequence of lessons: 1) To can find out about the work of Giuseppe Arcimboldo and understand who he was. 2) To sketch multiple designs of fruit faces thinking about the lines and colour. 3) To select colour, textures and materials to create different textures. 4) To create my designs making adjustments and giving reasons for changes. 5) To evaluate my collage and suggest improvements.	Sequence of lessons: Exceeding: I cope well and react positively when things become difficult Expected: I know where I am with my learning and I have begun to challenge myself Emerging: I try several times if at first I don't succeed and I ask for help when appropriate.
Composite/Outcome	Composite/Outcome	Composite/Outcome Children know the journey of food from mouth to anus and can name the four types of teeth and their main function.	Composite/Outcome Children know the risks and dangers of using the internet and can state how to keep themselves safe online.	Composite/Outcome Children create fruit portraits in a similar style to Arcimboldo.	Composite/Outcome Children know several different footwork patterns and can perform with accuracy and control.

PSHE

Mental Health & Well-being

Sequence of lessons:

- 1) About what it means to relax. About how relaxing can help us recharge.
- 2) About what we can do to do relax. About the balance needed between relaxing and screen time.
- 3) About the impact of bullying, including offline & online, and the consequences of hurtful behaviour; strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others.
- 4) About what it means to be discriminating, how to recognise it as bullying and how to challenge it.
- 5) To recognise warning signs about mental health and wellbeing.

Composite/Outcome

DT

Children will learn about where certain foods grow well according to climate and seasons. They will work towards designing and making their own fruit smoothie.

Sequence of lessons:

- 1) Understand that vegetables and fruit grow in certain places and that climate affects food growth.
- 2) To know which food items are good for the digestive system and provide nutritional benefit.
- 3) To explore and evaluate existing products.
- 4) To design my own fruit smoothie with labelled diagrams.
- 5) To use and store a cutting knife correctly.
- 6) To make my own fruit smoothie by following a simple recipe.

Composite/Outcome

Children will design and make their own fruit smoothie using seasonal fruits.

Music

Brass Tuition

Sequence of lessons:

- To play with a steady beat
- To 'buzz' on the mouthpiece.
- 1) (C and D with mouthpiece rap.)
 - 2) C, D and E
 - 3) C, D and E
 - 4) with the note F
 - 5) Everything learnt so far

Composite/Outcome

Children will learn a brass instrument and musical notation.

RE

What do Hindus believe God is like?

Sequence of lessons:

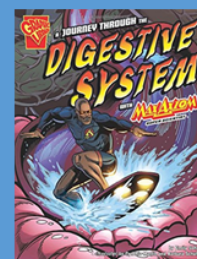
- 1) To talk about Hindu ideas of God being everywhere and in everything.
- 2) To identify some Hindu deities and say how they help Hindus describe God.
- 3) To offer informed suggestions about what Hindu murtis express about God.
- 4) To identify some Hindu deities and say how they help Hindus describe God.
- 5) To make simple links between beliefs about God and how Hindus live.
- 6) To identify some different ways in which Hindus worship.

Composite/Outcome

Children are able to talk about Who is the Hindu God? What do Hindus celebrate? Where do Hindus

Our Books this term:

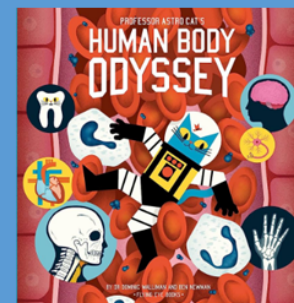
A Journey Through the Digestive System with Max Axiom



How Your Body Works Usborne



Human Body Odyssey





Reading



- Every child will bring home a reading book from school. Some may be on our Bug Club scheme books, some may be 'Tree' readers. It is important that, no matter your child's reading ability, you ensure you hear them read at home. We change books on a Monday and a Thursday, but expect at least three reads a week from each child.

In addition to their reading books, each child will be able to take two library books home. These are again for you to share with your child. Our library time will be on a Friday – please bring library books in on this day so that children can change them. There will be a home/school agreement about the borrowing of books.

Children who have progressed beyond the Bug Club reading scheme, become 'Tree' readers. This means they use the 'Pine', 'Copper' and 'Silver' pathways so that their reading ability continues to progress.

Pine Reading Ramble



Start

I have read for 20 minutes every day for a week.

I have read a non-fiction book from the Yew Tree selection.

I have read a book from the Ash Tree selection.

I have recommended a book to a friend & they are reading it!

I have read a book from each of library trees.

I have read a book allocated to me from the Bug Club Reading Corner.

I have read a book from the Elder Tree selection.

I have read a non-fiction book from another class' list.

I have found out about an author.

I have read a recommended book from my class list.

I have read the sequel to a novel.

I have spoken confidently about my favourite book.

I have completed a book review in the class journal.

I have read my Mum or Dad's favourite children's book.

I have read a book a friend has recommended.

I have read a book that has won the Blue Peter Award



I have read 3 ActiveLearn Rapid Reader books allocated by my teacher.

I have read a book to a child in Tater Du.

I have read a selection of poems from the Sycamore tree selection.

I have read a book that has won an award.



KINDNESS • ENTHUSIASM • PERSEVERANCE • CARING • INSPIRATIONAL • RESPECTFUL • RESPONSIBLE



St Just Primary School

Aspirations and Achievements;
TOGETHER ONE AND ALL

How can I support my child at home

At home, you can ensure you make time to read, play maths games, have a go at the **Homework Menu** sent out each half term.

Each child has access to **Times Table Rockstars (TTRS)** to practice their times tables fluency.

Each week, we will be practising a different spelling rule / pattern. A list of suggested words to learn will be provided in your child's dedicated Spelling Book.



Practise times tables in a fun, interactive way.



Practise different areas of the mathematics curriculum online.



Snack



Children will feel hungry if they don't eat between breakfast and lunch.

You are welcome to send them in with a **healthy** snack for them to eat at break time. This could be fruit, a cereal bar or a Frube style yoghurt.

Please do not send crisps or chocolate bars for break time.

We strongly advise children **do not** bring in any kind of sugary sweets for break time OR in lunch boxes.

Medical Matters

- Please report any absences using Arbor or simply by phoning the school office.
- Any medicines can only be administered by prior arrangement. Please obtain a medical form from the school office.
- Please ensure your child's medical record is up-to-date and that any changes are notified to the school office in the first instance.



Uniform and PE

- Please ensure that all clothing is named clearly.
- Send coats EVERYDAY – the weather in St Just can change dramatically over the day!
- Wear sensible black shoes.
- Long hair should always be tied back please.
- On PE days, children may come to school wearing their PE kits – **PE is on a Monday for year 4.**
- Swimming will be every Tuesday starting on the 9th September through until the 25th November.

Statutory Assessment – Y4



June 2026

End of day arrangements.

- We leave via the KS2 side gate. As last year, Bishop Rock will wait to be collected from inside the playground.
- Please inform us if someone different will be picking up your child. If this is regularly the case – please ensure that we have all contact details on file.
- Please let us know if your circumstances change over the course of the day or if you are going to be late to collect.
- If your child is to be collected by an older brother or sister (under the age of 16), we must have written consent on file. The children will then be provided with a 'Home Pass'.

