



Year 4

Intent

At Hunningley Primary Academy, Year 4 pupils continue to build upon the strong foundations established throughout Key Stage Two, deepening their knowledge across the curriculum whilst developing increasing confidence, resilience and independence. Through ambitious teaching and engaging learning experiences, pupils are challenged to think critically, make connections in their learning and take increasing responsibility for their progress.

We believe that education is about more than academic success. Alongside securing strong outcomes across the curriculum, we are committed to developing character, self-belief and positive relationships. Every child is known, valued and supported as an important member of both their Class Family and our wider School Family. We strive to create memorable experiences that inspire pupils, broaden horizons and help children understand that they belong and that they matter.

A significant milestone within the Year 4 experience is the opportunity to participate in a residential visit. This valuable experience enables pupils to develop independence, responsibility and resilience whilst creating lasting memories with their peers. Through new challenges, teamwork and opportunities to step outside their comfort zone, children develop important life skills that positively influence both their personal development and academic success.

By the end of Year 4, pupils are increasingly confident learners who are equipped with the knowledge, skills and attitudes needed to successfully access the next stage of their learning journey.

Implementation

Our Year 4 curriculum is delivered through high-quality teaching that combines direct instruction, explicit modelling, guided practice and opportunities for independent application. Learning is carefully sequenced so that new knowledge builds upon prior learning and is revisited regularly through retrieval practice, enabling pupils to strengthen understanding and transfer knowledge into long-term memory.

Teachers continually check for understanding through effective questioning, assessment for learning, observation and retrieval activities. This enables misconceptions to be identified and addressed promptly, ensuring all pupils remain successful and make strong progress from their individual starting points.

Reading is prioritised throughout the curriculum. Children engage with a diverse range of high-quality texts which broaden their knowledge, strengthen comprehension and expose them to increasingly sophisticated vocabulary. Reading, discussion and



vocabulary instruction are embedded across subjects, ensuring pupils develop both academically and linguistically.

The Foundational Curriculum is evident throughout daily classroom practice. Expectations are explicitly taught, modelled and reinforced, enabling pupils to develop resilience, independence, responsibility, self-regulation and confidence. These strong foundations create the conditions for exceptional learning and support pupils in becoming active contributors to both the school and wider community.

Teachers adapt learning carefully to meet the needs of all pupils, ensuring an inclusive and equitable curriculum for every child. Disadvantaged and vulnerable pupils are closely monitored and supported to ensure they benefit fully from the rich opportunities available.

Children's learning is further enriched through educational visits, immersive learning, performances, sporting opportunities, outdoor experiences and community engagement. These meaningful experiences extend learning beyond the classroom, enhance cultural capital and help children develop a deeper understanding of the world around them.

Impact

As a result of our ambitious and carefully sequenced curriculum, children leave Year 4 with a secure and expanding body of knowledge, alongside the confidence and skills needed to continue succeeding throughout Key Stage Two. They demonstrate strong attitudes towards learning and apply their knowledge effectively across a range of subjects.

Children become increasingly fluent and confident readers who are able to access, understand and discuss a range of challenging texts. Their vocabulary continues to grow, allowing them to communicate ideas, justify their thinking and engage more deeply with their learning.

Through responsive teaching and regular checks for understanding, pupils make strong progress from their individual starting points. Disadvantaged and vulnerable pupils achieve well because barriers are identified early and addressed effectively through targeted support and high-quality teaching.

The impact of our Foundational Curriculum is reflected in the positive learning behaviours displayed by our pupils. Children demonstrate resilience, responsibility, independence and determination, approaching challenges with confidence and embracing opportunities to improve.

By the end of Year 4, pupils are knowledgeable, articulate and aspirational learners who possess the character, cultural capital and academic foundations needed to thrive in Upper Key Stage Two. They are prepared not only for the next stage of their



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education, but also for the opportunities, responsibilities and experiences that await them beyond the classroom.