Meet the teacher Year 4

Autumn 2026

NORTH STAR COMMUNITY TRUST

Enfield Heights ACADEMY

Meet the team

Mrs. Karolina Ubor

- Class Teacher
- Maths Lead

Ms. Slabbert

- Breakfast club & interventions

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Our School Values

KINDNESS, RESPECT, RESILIENCE & BRAVERY

What underpins our curriculum (school drivers)

To be a Force for Positive Change

We want out children to be the change they want to see in the world

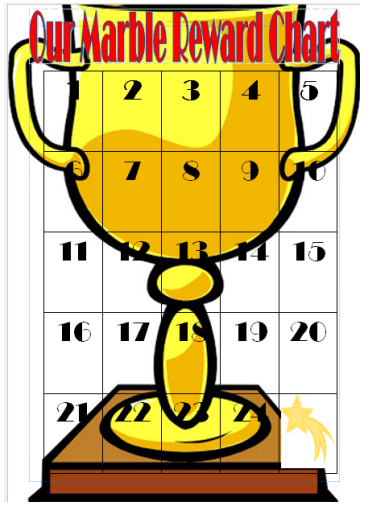
Reading

Reading is the gateway to all learning.

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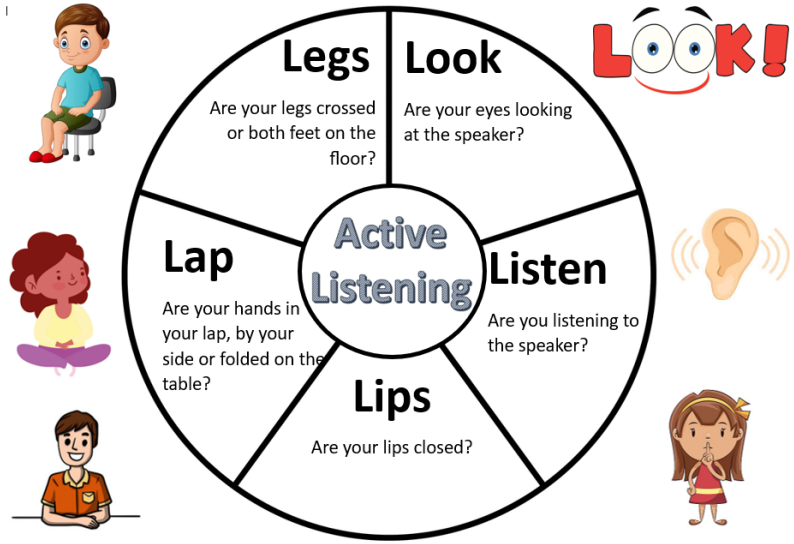
Our Learning Behaviours Expectations

Marbles



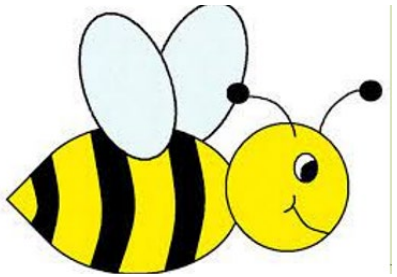


Listening and Learning



Attendance & Punctuality





Celebration

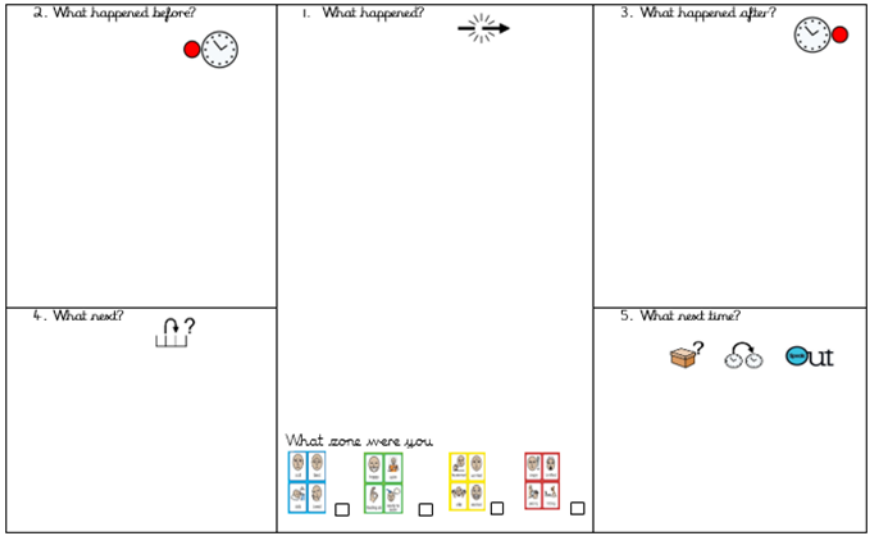




Behaviour

Behaviour Guidance

Yellow Behaviours (CLEAR VERBAL WARNINGS)	Red behaviours (Red Lunch)	Serious red behaviours (Strikes)
• Teasing/name-calling • Pushing/pushing in line • Talking when teacher/adult is talking • Staying in playground after the break/lunchtime is over • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Careless with school equipment • Running inside/rolling around • Arguing with other pupils • Being uncooperative • Spoiling other pupils' games • Play fighting • Inappropriate cheekiness • Eating in class • Lying	• Persistent Level 1 behaviour • Persistent hindering of other children's learning • Arguing back or rudeness to staff • Spitting (on the floor) • Biting, hitting, kicking • Defacement e.g. scribbling on desk or others' work • Frequent disruption of lessons • Graffiti/vandalism to property • Fighting – squabbles • Cussing and/or swearing • Using swear words in a violent or intimidating way • Inciting trouble	• Persistent Level 2 behaviour • Any perception of abuse, discrimination or prejudice-based bullying because of sex, race, disability, religion or belief, sexual orientation or gender reassignment in line with the Equality Act 2010 • Purposeful, unsafe behaviour online e.g. texting offensive messages to other pupils on mobile phones/through online gaming • Vandalism – deliberate damage to school property • Biting and breaking of skin • Vicious kicking • Dangerous defiance – refusal to follow instructions • Putting themselves or others at risk of harm • Stealing • Extortion/bullying • Spitting at others • Fighting – thuggery • Verbal/physical abuse of staff • Causing bodily harm • Persistent hitting • Spreading dangerous rumours

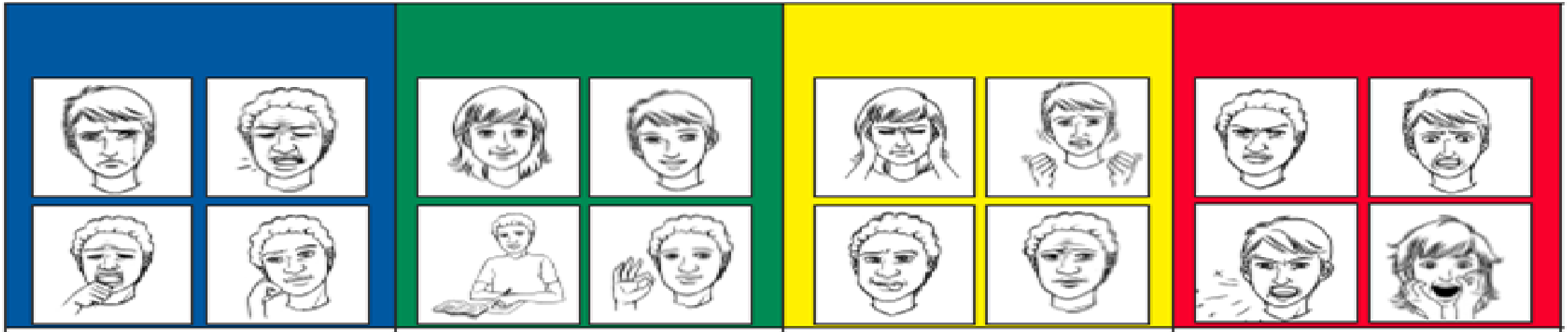




We have a two-strike rule

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The ZONES of Regulation®



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

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Developing pupil voice

‘Speak out’



- Step 1

If someone makes you unhappy at school through their behaviour or what they say to

you, say “Stop it, I don’t like that.” Speak Out

- Step 2

If the behaviour continues, try again and say “Stop it, I don’t like that.” Speak Out

- Step 3

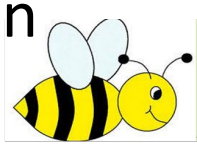
If the behaviour which is making you feel unhappy still continues, find an adult and tell them. Speak Out

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Attendance & Punctuality

- At a minimum we expect children to be in school for **96%** of the time. This can equate to 8 days of learning missed.
- If your child's attendance drops down to below **90%**, this means almost 4 weeks of lost learning!
- Regular days off interrupts children building on their learning and leads to learning gaps – which significantly impacts their progress.
- Attendance and punctuality is tracked weekly and celebrated in our assembly on Mondays.
- There will also be a new attendance raffle. Children will earn a raffle ticket or every week they **Attend school every day and on time.** At the end of a term, tickets will be drawn out during a special assembly and prizes won! The more raffle tickets your child has, the more likely they are to win!
- Parents/carers will be contacted and invited for a meeting with attendance lead (Mr Venn) if your child's attendance is declining to explore why.





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Punctuality

- Every minute counts!
- If a child is late every day, their learning as well as the other children in the classroom is disrupted. Below is a graph how being late to school every day adds up to lost learning time. Missing on morning work



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Uniform expectations

- Dark grey tailored trousers, shorts, skirt or pinafore
- Dark grey tailored knee length shorts in the summer (optional)
- Red and White Gingham dress for Summer (optional)
- White shirt **(not polo shirt)**
- Grey jumper with the academy logo
- Grey cardigans with the academy logo
- Socks and tights need to be plain black, grey or white
- School tie (elastic for KS1 and Reception, full tie for KS2)
- **Please label every item of uniform with your child's name and class**

Children should always be smart:
School jumper (worn or held, not tied around the waist)
White shirt (not polo)– always tucked in

Footwear:

- Plain black school shoes
- Plain black flat boots (winter)
- Black shoes should be flat. They should not have any flashing lights as they as distracting for all children. Children that are not in the correct footwear – we will contact parents.

Please speak to us if you require help with uniform.

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PE kits

- White T-shirt (no logo)
- Black Enfield Height PE jumper.
- Plain black shorts or black jogging bottoms
- Black trainers (outdoor) indoor PE will require bare foot for dance and gymnastics.
- Children need to come to school dressed in their PE kit

- Hair should be tied back if long
- No nail varnish and stud earrings only
- No other jewellery unless for religious reasons (all jewellery must be removed for PE –health and safety)

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Other uniform requirements

- All headwear must be plain black, burgundy or white in colour
- Plain gold or silver stud earrings are permitted but never on PE days. Watches are allowed; they need to have plain straps, preferably in black. Expensive jewellery is discouraged
- Our main uniform provider for Enfield Heights Academy is Uniform4Kids

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Home Learning

At EHA, we believe that homework should provide opportunities to:

- reinforce learning that has taken place in the classroom
- provide opportunities for parents/carers to become more familiar with their child's learning and enjoy a shared learning experience with their child
- prepare children for the next academic stage of their school life
- develop valuable life skills and good work habits such as organisation and time management
- foster independence, confidence and resilience ·inspire creativity and curiosity outside of the classroom

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Home Learning

Expected weekly homework will be found on Google Classroom and will usually require online completion. Homework will be set on a Friday and be expected to be completed by the following Tuesday.

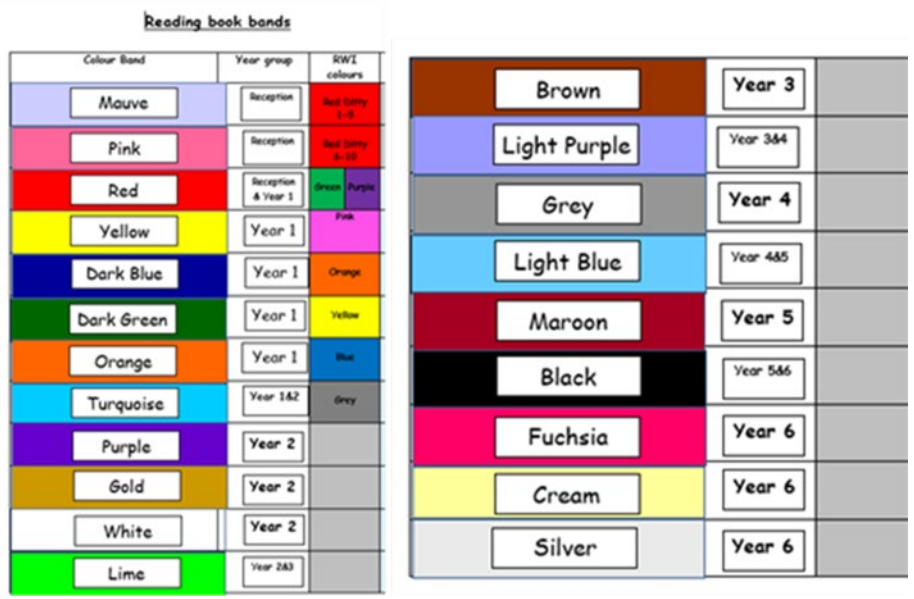
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- **Daily Reading**
- **Daily Timetable practice** –Timetable Rockstars
- **Weekly Spelling** -From Year 2 onwards, children will have quizzes on their year group spellings.
- **Weekly English** – This may be a text for them to read over the weekend in preparation for their reading lessons the following week or linked to an aspect of English they have been taught that week.
- **Weekly Maths** – This will consolidate what the children have been learning in class and will be set on Mathletics.
- **Half Term Learning Journey homework** – children may be asked to complete a half termly project linked to their learning journey.

Reading

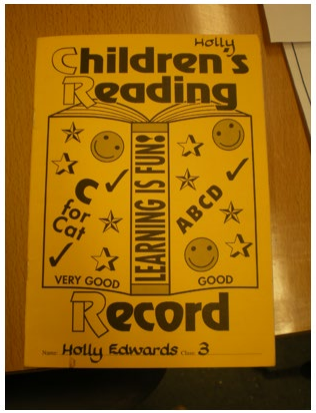
Children to bring home **two books**: a banded book and a book for pleasure.

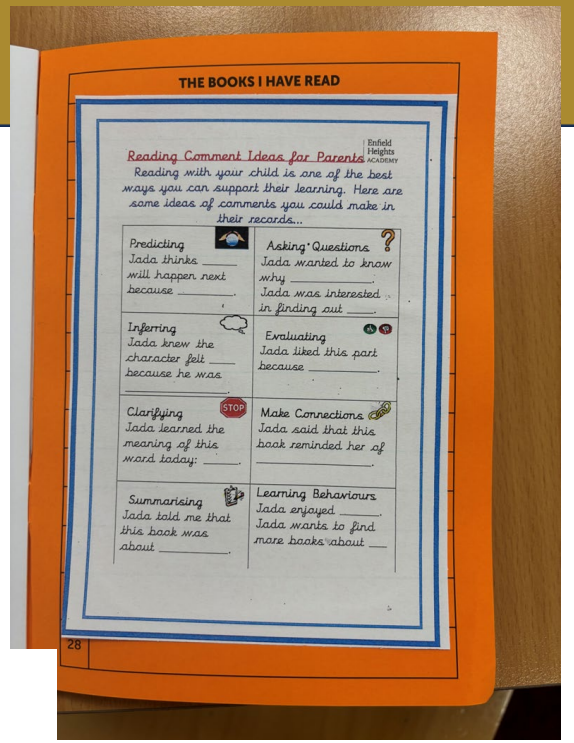
Banded books -matched to their attainment reading level. They will work through a series of banded books and work their way through the year groups banded colours. Throughout the year, the child will be monitored and assessed as to when they can move up to the next level by the class teacher.



Reading for pleasure – This is a book they have chosen to read for their enjoyment. This could range from a comic, magazine, fiction etc.

Supporting Reading at home





Frequency of reading expectations

LKS2 – adults needs to sign once a week and child can complete comments for rest of week.

- Use the questioning prompt at the back of the reading record to support you talking to your child about their book. This will develop key comprehension skills for your child.



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Times Tables

Year group	Multiplication expectations	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.						
Year 1	Count in 2, 5, 10	Experience of counting in 2, 5, 10's			Intro 2x	Intro 5x	Intro 10x
Year 2	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards.	1x 2x	2x 5x Related word problems	10x Intro 3x Related word / reasoning problems	3x Related word/ reasoning problems	Recap all Related word/reasoning problems	Recap all Related word/reasoning problems
Year 3	Count from 0 in multiples of 4, 8, 50 and 100	2x 4x	4x 8x	3x	4x 8x	3x 6x	6x 12x
Year 4	Count in multiples of 6, 7, 9, 25 and 1,000	6x 12x	7x	9x 11x	4x 8x	7x 9x	12x
Year 5	To multiply and divide fluently	Recap 6x 12x	Squared Cubed	Recap 7x 9x	Recap 4x 8x	Recap 3x 6x	Squared Cubed
Year 6	To multiply and divide fluently	Recap 7x 9x & division facts	Recap 3x 6x Cubed & division facts	Recap 2x 4x 8x Squared & division facts	Recap 12x Squared & Cubed & division facts	Gap analysis	See year 7 expectations

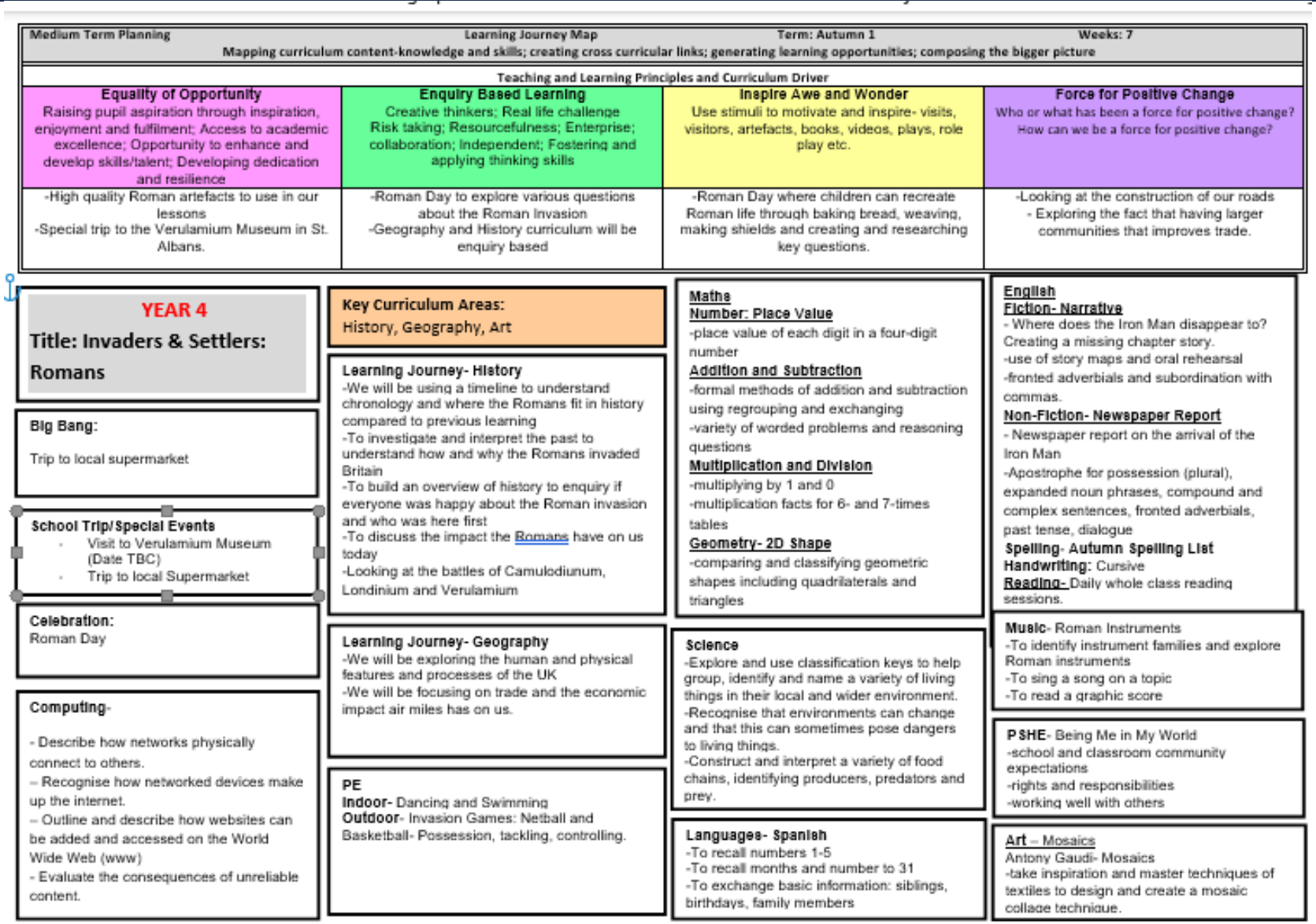
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Supporting Times Tables at home

- Practise times tables at home by old fashioned chanting
- Ask your child times tables questions out of order – such as 11 x 12, then 5x6
- Use Apps and games to help build up speed
- Times Tables Rock Stars (logins provided)
- https://www.timestables.co.uk/speed-test/
- https://mathsframe.co.uk/
- http://www.timestables.me.uk/

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Curriculum Webs



Medium Term Planning	Learning Journey Map	Term: Autumn 1	Weeks: 7

Mapping curriculum content-knowledge and skills; creating cross curricular links; generating learning opportunities; composing the bigger picture

Teaching and Learning Principles and Curriculum Driver

Equality of Opportunity	Enquiry Based Learning	Inspire Awe and Wonder	Force for Positive Change
Raising pupil aspiration through inspiration, enjoyment and fulfilment; Access to academic excellence; Opportunity to enhance and develop skills/talent; Developing dedication and resilience	Creative thinkers; Real life challenge Risk taking; Resourcefulness; Enterprise; collaboration; Independent; Fostering and applying thinking skills	Use stimuli to motivate and inspire- visits, visitors, artefacts, books, videos, plays, role play etc.	Who or what has been a force for positive change? How can we be a force for positive change?
-High quality Roman artefacts to use in our lessons -Special trip to the Verulamium Museum in St. Albans.	-Roman Day to explore various questions about the Roman Invasion -Geography and History curriculum will be enquiry based	-Roman Day where children can recreate Roman life through baking bread, weaving, making shields and creating and researching key questions.	-Looking at the construction of our roads - Exploring the fact that having larger communities that improves trade.

YEAR 4

Title: Invaders & Settlers: Romans

Big Bang:

Trip to local supermarket

School Trip/Special Events

- Visit to Verulamium Museum (Date TBC)
- Trip to local Supermarket

Celebration:
Roman Day

Computing-

- Describe how networks physically connect to others.
- Recognise how networked devices make up the internet.
- Outline and describe how websites can be added and accessed on the World Wide Web (www)
- Evaluate the consequences of unreliable content.

Key Curriculum Areas:
History, Geography, Art

Learning Journey- History
-We will be using a timeline to understand chronology and where the Romans fit in history compared to previous learning
-To investigate and interpret the past to understand how and why the Romans invaded Britain
-To build an overview of history to enquiry if everyone was happy about the Roman invasion and who was here first
-To discuss the impact the Romans have on us today
-Looking at the battles of Camulodiunum, Londinium and Verulamium

Learning Journey- Geography
-We will be exploring the human and physical features and processes of the UK
-We will be focusing on trade and the economic impact air miles has on us.

PE
Indoor- Dancing and Swimming
Outdoor- Invasion Games: Netball and Basketball- Possession, tackling, controlling.

Maths
Number: Place Value
-place value of each digit in a four-digit number
Addition and Subtraction
-formal methods of addition and subtraction using regrouping and exchanging
-variety of worded problems and reasoning questions
Multiplication and Division
-multiplying by 1 and 0
-multiplication facts for 6- and 7-times tables
Geometry- 2D Shape
-comparing and classifying geometric shapes including quadrilaterals and triangles

Science
-Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
-Recognise that environments can change and that this can sometimes pose dangers to living things.
-Construct and interpret a variety of food chains, identifying producers, predators and prey.

Languages- Spanish
-To recall numbers 1-5
-To recall months and number to 31
-To exchange basic information: siblings, birthdays, family members

English
Fiction- Narrative
- Where does the Iron Man disappear to? Creating a missing chapter story.
-use of story maps and oral rehearsal
-fronted adverbials and subordination with commas.
Non-Fiction- Newspaper Report
- Newspaper report on the arrival of the Iron Man
-Apostrophe for possession (plural), expanded noun phrases, compound and complex sentences, fronted adverbials, past tense, dialogue
Spelling- Autumn Spelling List
Handwriting: Cursive
Reading- Daily whole class reading sessions.

Music- Roman Instruments
-To identify instrument families and explore Roman instruments
-To sing a song on a topic
-To read a graphic score

PSHE- Being Me in My World
-school and classroom community expectations
-rights and responsibilities
-working well with others

Art – Mosaics
Antony Gaudi- Mosaics
-take inspiration and master techniques of textiles to design and create a mosaic collage technique.

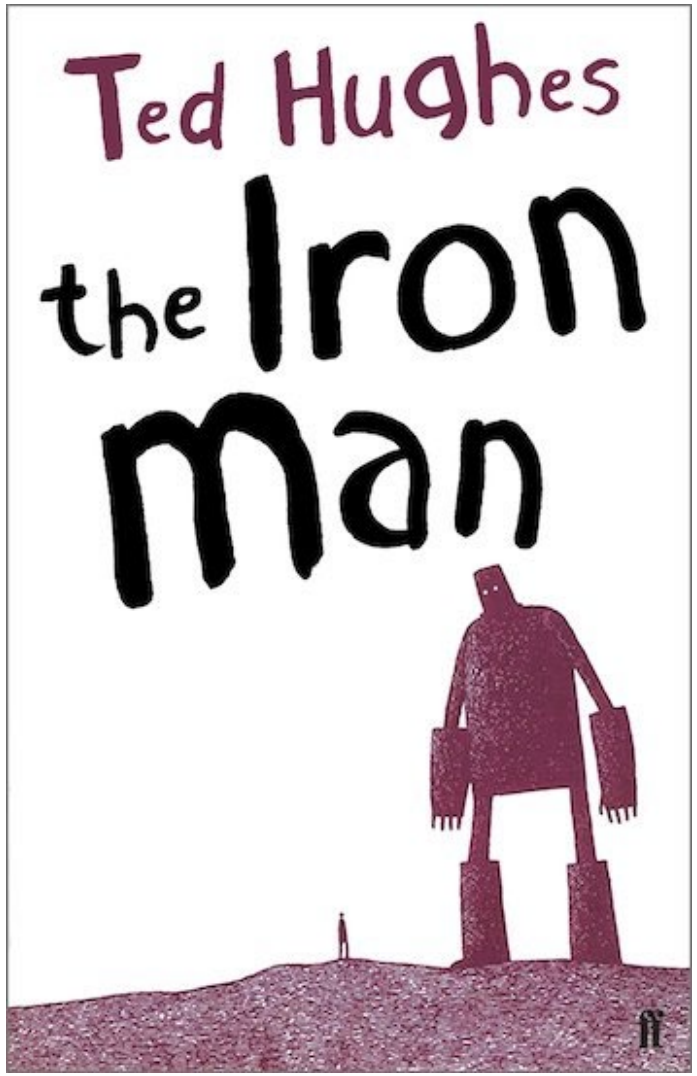
Link messaged to parents.

Please check our website:

https://www.enfieldheightsacademy.org.uk/

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English- Autumn 1



Ted Hughes- The Iron Man

Fiction- Narrative about the disappearance of the Iron Man

Non-fiction- Newspaper report about the Iron Man

Year 4 expectations follow on from Year 3

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How do I know how well my child is doing?

- Children are continually assessed, through questioning and marking, and teachers plan to address gaps in learning or stretch children.
- Children will complete formal NFER tests in Autumn 2, Spring 2 and Summer 2
- There will be parent consultations in Autumn Term and Spring Term and Reports at the end of Summer Term which will inform parents of your child's progress and attainment.
- However, please come and speak to class teacher should you have any concerns about your child's attainment during the year.

Trips

This term we will attend:

- Roman Britain Interactive Workshop- 28.09.26



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Young Voices 2027

YOUNG VOiCES

On **Wednesday 20th January 2027**, the whole of Year 5 are invited to take part in a concert at the **O2 Arena** held by **Young Voices**, an organisation which runs "the largest school choir concerts in the world".

As usual, it is **free for our children** to take part and we will travel to and from the event **by coach**.



The concert

On the big day, our singers will rehearse as part of a choir of up to 8,000 children from schools across London and the south-east, including our sister primary schools Enfield Heights and Kingfisher Hall.

In the months leading up to the event, Mr. Merritt-Hall will be teaching the repertoire of songs written and arranged for the concert.

We will go to and from the venue **by coach**.

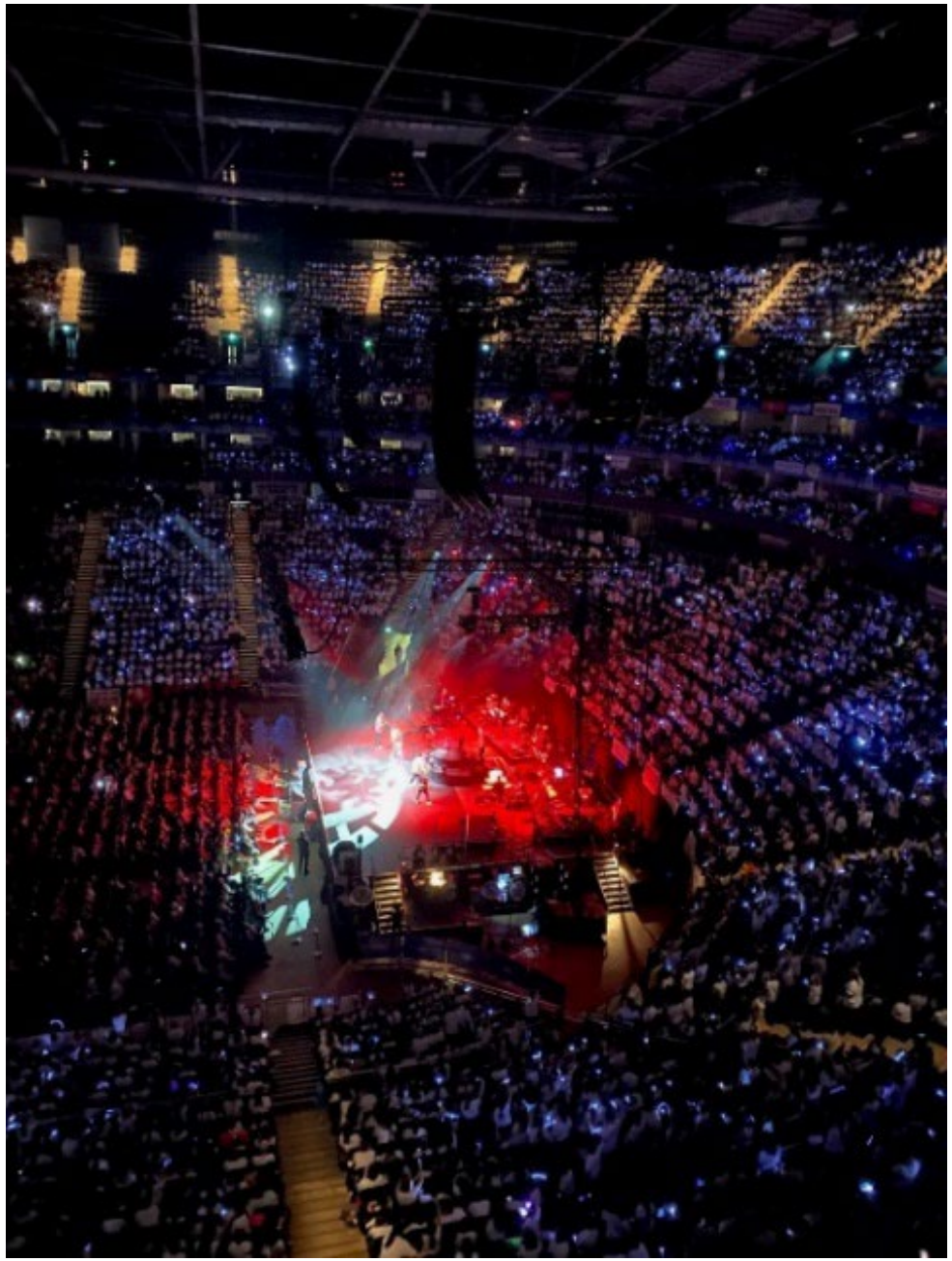


After the concert

Whether you choose to attend the concert or not, the expectation is that your child will be picked up after the concert has finished and they have been brought back to school, which will be at **approximately 11pm**.

With this in mind, your child may come into school at **10.30am the morning after (Thursday 21st January).**

It is a long day but the sense of achievement and joy from being part of such a great experience will be more than worth it! Check the image from the last event to get a feel for the scale of the event and the excitement that comes with it.



Tickets

For family members interested in attending the concert as an audience member, tickets are available at the cost of **£29 per person**.

Payment for these will be through **Arbor** and should be made no later than **Monday 28th September**. As you can imagine, these events are highly popular so tickets are subject to availability, which is why we're letting you know now.

If you don't order tickets through school by this date and still wish to attend then you will have to purchase directly from the O2, if there are any left, but these will not have a schools discount.

Arbor

This year's special guest artists



Sharlene Hector has been one of the UK's top Soul, RnB and Pop vocalists for many years. She is well known for being a lead vocalist for British band **Basement Jaxx**. Sharlene has provided backing vocals for artists such as Alicia Keys, Emeli Sande, Tinie Tempah, Michael Buble and many more.

After almost 3 decades of an amazingly successful musical career, Sharlene decided to take a foray into the land of musical theatre, starring in **Hairspray**.

The Beatbox Collective

Returning to Young Voices for the 5th time, this superhuman group have collectively won nearly every beatbox competition on the planet, represented the UK at SXSW USA, have a TED talk under their belt, and a self-written 5 Star awarded show.

With over 15 years professional experience from festivals to awards shows, they've showcased at the highest level from World Beatbox Championships to SXSW USA to Glastonbury.



Department for Education

National Curriculum

The National Curriculum

The Young Voices experience complements the children's music learning as, according to the National Curriculum for music…

"Children should be taught to:

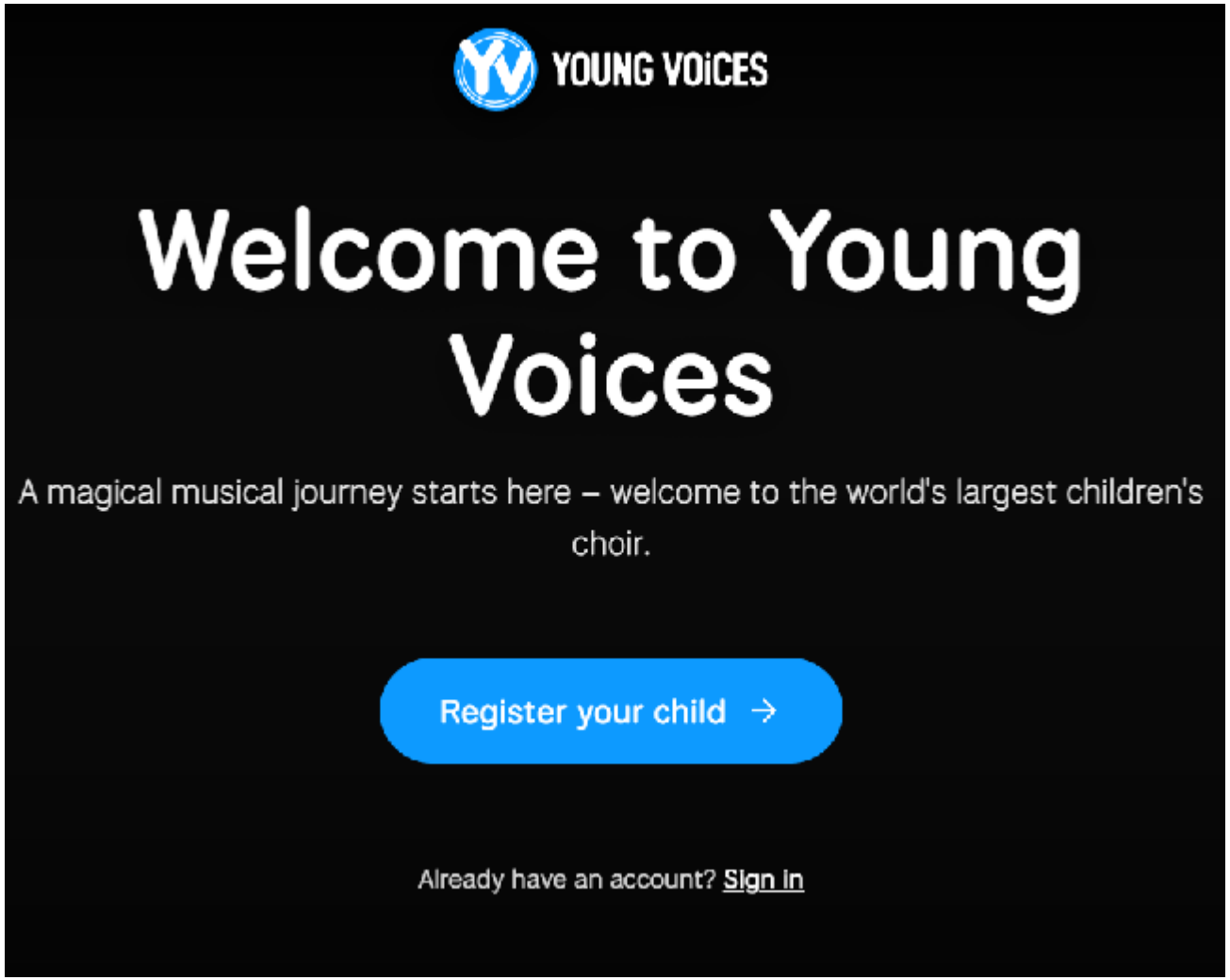
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians"

Spotify playlist

For those of you that have Spotify, you can find a playlist of the songs that the children will be learning for January's Young Voices event by searching 'Young Voices UK Music Pack 2027'.





YV Music Room

You will soon receive a letter with additional information about the event.

In the letter, there will be a link to sign up for the YV **Music Room**. This will give you access to learning tracks and lyric videos, so your child can practise at home as well as school. It will also give you access to the YV shop.

Scan the QR code below to sign up now:

What should I do if you have any questions or concerns?

We are always available to hear your concerns and strive to resolve them in good time. **We kindly ask that you follow the following pathway of communication:**

- Pass any information that could be relevant for the day (office/member of staff at the gate, teacher)
- Address class team first; request appointment
- Speak to Mr Currie (Year 4,5,6 Teaching and Learning Lead)
- Request a meeting with DHT Mr Venn (contact office)
- If you are still concerned and situation has not been resolved, request an appointment with HT Mrs Gannon
- SEN concerns-Mrs Moore, Inclusion and SEND Lead (working on Mondays, Tuesdays and Thursdays)
- SEND concerns could also be directed via the following email: eha-senco@northstartrust.org.uk; FAO Mrs Moore

Key dates

- PE days – Tuesday (Outdoor PE with Mr Brown) Wednesday (Indoor PE with Mrs. Ubor)
- Homework days: Sent out Friday, due back in on Tuesdays
- Pupils are expected to read everyday. Books changed upon completion of banded text
- Music lessons. Music lesson with Mr Okine Tuesday
- Parent consultation day: Monday 12th October

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Thank you

Any Questions?

