



Welcome to Year 4 Acer Class



Safeguarding and Prevent Leads



Emma Fenn
Headteacher
Designated Safeguarding Lead
Designated Teacher for Children Looked After



Louise McLellan
Deputy Headteacher
Deputy DSL
Prevent Lead



Jenny North
Assistant Headteacher / SENCo
Deputy DSL
Mental Health Lead



Georgia McNamara
Online Safety Lead (Maternity Leave)

Safeguarding



Your child's safety is our number one priority. Please support us with this by:

- Making sure your child is at school, on time, unless they are unwell.
- Letting the school office know each morning your child is off or responding to messages from the office.
- Letting us know if someone different is collecting your child.
- Not using your mobile phone on the school site at drop off and pick up. Use in assemblies or at events will be at Miss Fenn's discretion.
- Ensuring your child has no nuts in their snack or lunch (including ones for after school clubs).
- If you, or your child, sees or hears something that worries you, please tell one of the safeguarding leads.
- Making sure your child walks alongside their bike/scooter on the school site.
- School equipment should not be played with/used before or after school by any child (including younger siblings).



Sarah Moriarty
Safeguarding Link Governor



Year 4



Mrs Stacey Stagg
Acer Class
Head of Art



Mrs Kelly Borland
Year 4 Teaching Assistant



Mrs Kajal Mamtora
Pine Class
Teaching Monday - Thursday

Lower KS2 Phase Leader
Head of Maths

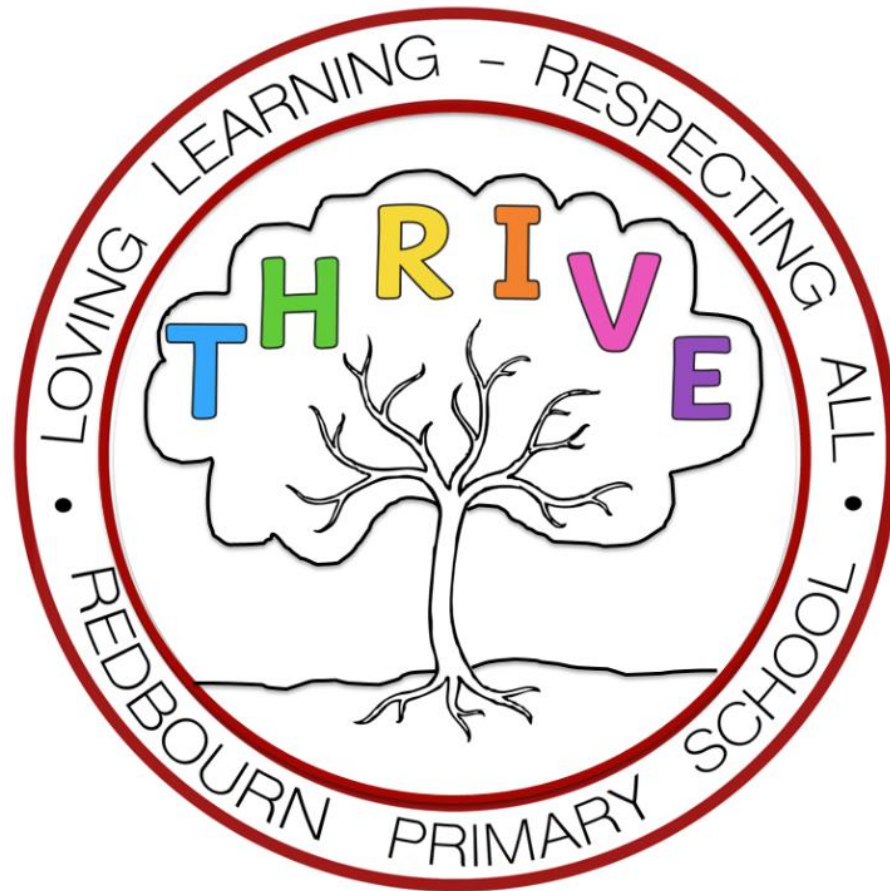


Mrs Charlotte Toms
Music and French Teacher



Mrs Rose Hollinshead
Pine Class
Teaching – Friday

Mr Harrison Kelly
PE Teacher



T - Team

H - Healthy

R - Responsible

I - Innovative

V - Valued

E - Empathetic



Redbourn Primary School Weekly Teaching Timetable
Year 4 – Acer
Mrs Stagg and Mrs Borland
Autumn Term

	Mon	Tues	Wed	Thurs	Fri	
	Early Morning Activity / Feedback Individual Readers / Handwriting					8.40
	Register					8:55
	Spelling	Spelling	Spelling	Spelling	Art/DT	9:00
	Maths					9.15
	BREAK AND SNACK					10:15
	Reading Response	Reading Response	Reading Response	Reading Response	Home Learning Dictation	10:30
	English				Computing	11:00
	LUNCH					12 - 1
	Register					1:00
	TTRS	TTRS	TTRS	TTRS	TTRS	1-1:15
	Assembly	Assembly	Assembly	Assembly	Assembly	1:15-30
	Library	Swimming			PPA	1:30 - 2.15
	PE	French/Music		Science		
	History/Geography				RE	PSHE
	Reading for Pleasure for 10 mins followed by Class Reader					
	HOME TIME					3:20



Reading

Year 4 Targets:

- Daily Reading – in both Reading and Writing lessons
- Reading chapter books
- Develop their reading stamina
- Answer comprehension questions in a timed period – read and answer using known strategies.
- Daily story time
- Weekly library visits
- Reading Eggs and Regular reading at home

2

Look at the section called *Why do we have teeth?*

Give **two different** ways that teeth help us.

1. _____

2. _____

☐

1 mark

8

Your teeth are as **unique** as your fingerprint ...

What does *unique* mean in this sentence?

☐

1 mark

22

Look at page 9.

Find and copy one word to describe what the Traveller did to change the woman's mind.

☐

1 mark

28

Why did the Traveller suggest the soup might be thin?

☐

1 mark

36

Look at the whole text.

Number these events from **1 to 5** to show the order that they happened in the story.

The first one has been done for you.

The Traveller asked for some food.

☐

The Traveller asked for a place to sleep.

☐ 1

The Traveller added meat to the soup.

☐

The woman prepared the dinner table.

☐

The woman gave the Traveller a pot.

☐
☐

1 mark

Vic Vocab



Rocky Retriever



Stevie Summariser



Anna Analyser



Ian Inferer



Dexter Decoder



Reading Book Bingo

Information for the children:

Each book **must** be recorded in your orange Reading Record. You can read the book yourself, have a grown up read it to you or listen to it via an audiobook. When you have completed a square, bring your grid to your teacher, who will sign it off.

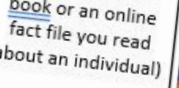
Some squares have an additional condition! **You must be ready to discuss what you have read** with your class teacher in order for it to be signed off. Books that you have read in the past do not count but books you are currently reading do.

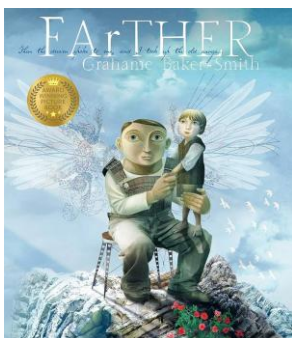
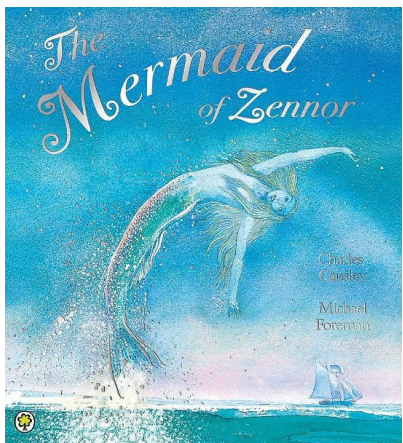
A lot of these books can be found in local libraries, in our school library or in our class library. Reading Eggs also has an online library where you can find some of these books. If you are registered with a local library, then Borrow Box is a great app where you borrow eBooks and eAudiobooks for free.

You will get a stamp for each square you fill in, a bookmark for each row you fill in and a certificate for completing the whole grid presented in celebrating assembly. What are you waiting for? Pick a square and see where your reading takes you!

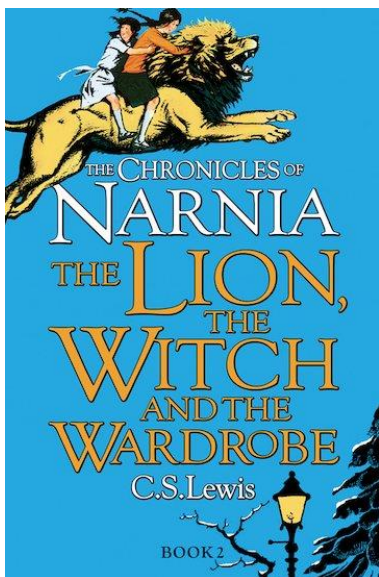
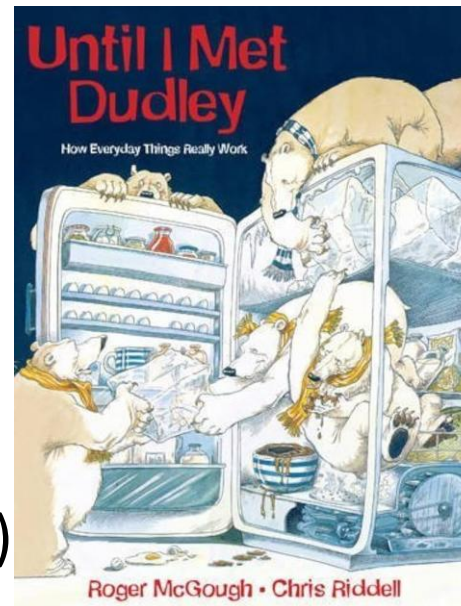
Task	Award
One square	A stamp on your Reading Bingo Card
One Row (Horizontal, vertical or diagonal)	A bookmark
Complete Grid	A reading certificate presented in celebration assembly

Name: _____ Class: _____

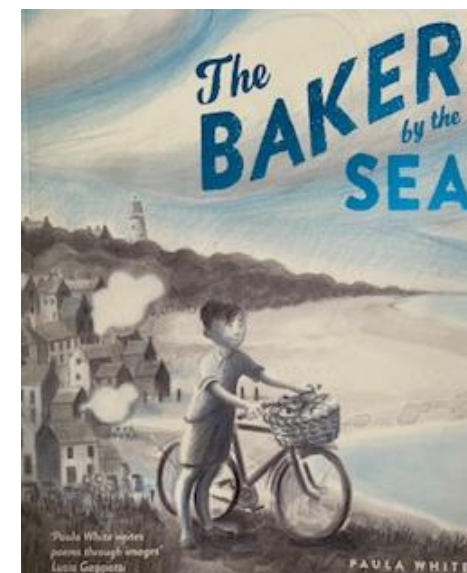
1. A Michael Morpurgo Book. For example, 	2. A book by Andy Griffiths and Terry Denton from the Treehouse collection 	3. A Roald Dahl Book 	4. A historical fiction book. 
5. A non-fiction book on a topic of your choice. 	6. A poem of your choice that you must be able to either recite or perform to your teacher or whole class if you wish to do so. 	7. Iron Man by Ted Hughes (Ask your teacher for a copy) 	8. A picture book 
9. A funny fiction book 	10. A biography (This could be a book or an online fact file you read about an individual) 	11. A classic book. 	12. Free Square – any book of your choice
13. A magazine of your choice 	14. A book by Enid Blyton 	15. A fable, myth or legend 	16. A comic or graphic novel 



English Year 4



- ❖ Information booklets
- ❖ Letter writing
- ❖ Narratives (mystery, historical, fantasy)
- ❖ Diary entries
- ❖ Adverts
- ❖ Poetry
- ❖ Non-chronological reports
- ❖ Recounts
- ❖ Dialogue



As a school there will be a greater focus on spelling this year.
More details for parents will follow soon.

Dear Mother,

I am sorry that I have run away. I feel that I have a big future ahead of me. Since you married Fat Elfred, I have felt heartbroken because he doesn't respect me and is quite abusive. Fat Elfred is acting callous by calling me 'cripple' and 'idiot' and it makes me feel disheartened. Forgive me mother but I have also been feeling envious about having to share your attention with my other 7 siblings. I miss Father ^{DEARLY} ~~DEARLY~~ and I wish he was still here but I am nervous about leaving but I am serious about making my life better. I don't ^{deserve} ~~deserve~~ this life. Forgive me.

Love Odd

nted
erbiais

Punctuation

In a sulk, Edwood hastily made his way back to the waterfall to head home. He was hungry, tired and had a headache. He had had enough of this Cinnamon. Who calls themselves Cinnamon? Cinnamon is edible, not a name, he muttered to himself. Just as he was about to go home, he heard a peculiar, squaking noise. Cautiously, Edwood turned around and to his surprise he saw a peacock. ~~"WHO GOES THERE!" This is my territory!"~~ boomed the poor peacock saw a strange figure

Conjunctions

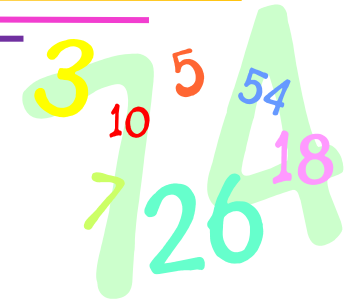
Vocabulary

End of year 4 assessment – Working at the expected standard (EX)

End of year 4 assessment – Working at the expected standard (EX)		
Name:	A	B
The pupil can:		
• write for a range of purposes and audiences , showing awareness of the reader		
• using paragraphs to <u>organise</u> ideas around a theme		
• in narratives, describe characters and settings		
• using headings and sub-headings to <u>organise</u> non-narrative texts		
• using a variety of expanded noun phrases to describe and specify by:	• addition of modifying adjectives <i>e.g. the extreme weather, some strange business</i>	
	• addition of modifying nouns <i>e.g. the adult women, a grammar strength</i>	
	• addition of preposition phrases <i>e.g. the women outside the school, the extreme weather on the island</i>	
• some use of expanded noun phrases that combine different additional modifiers <i>e.g. Almost all that group of children in this area, the grass under every tree in the forest, the extreme weather across the globe</i>		
• use of dialogue to convey character and advance the action		
• selecting vocabulary that fits the purpose of the writing mostly correctly		
• using present and past verb forms mostly correctly and consistently		
• using a range of subordinating conjunctions, adverbs and prepositions within and across sentences.		
• using fronted adverbials to <u>emphasise</u> the adverbial to the reader:	• adverbs – <i>Slowly he walked ..., Fortunately, it didn't rain.</i>	
	• noun phrase – <i>Last night..., Early this morning..., Many people...</i>	
	• preposition phrase – <i>In years to come ..., Since this morning ..., Because of the rain..., After the tests ...</i>	

	subordinate clause – <i>Since he left the school ..., When she arrived home ..., Because he was tired ...</i>	
• using the full range of punctuation taught at key stage 1 mostly correctly		
• using mostly correctly:	inverted commas to punctuate direct speech	
	apostrophes to mark plural possession	
	commas for fronted adverbials (if appropriate)	
	punctuation within direct speech	
• spelling most words correctly from year 3 and 4 appendix 1 – statutory word list		
• adding prefixes to spell most words correctly in their writing <i>e.g. dis, mis, in, il, im, ir, re, sub, inter, super, anti, auto</i>		
• adding suffixes to spell words mostly correctly, including –ous		
• spelling most words correctly with /shun/ ending <i>e.g. ation, cian, sion, tion, ssion,</i>		
• spelling most words correctly with –ture or –sure endings <i>e.g. treasure, pleasure, puncture, picture</i>		
• spelling most words correctly with <u>ch</u> for /k/ sound <i>e.g. chemist, echo</i>		
• spelling most words correctly with <u>ch</u> for /sh/ sound <i>e.g. chef, machine</i>		
• spelling most words correctly with <u>gue</u> for /g/ sound <i>e.g. league, tongue</i> and <u>que</u> for /k/ sound <i>e.g. antique, unique</i>		
• spelling most words correctly with <u>sc</u> for /s/ sound <i>e.g. science, fascinate, scenic</i>		
• spelling most words correctly with <u>ei</u> , <u>eigh</u> or <u>ey</u> for /ae/ sound <i>e.g. vein, reign, neighbour, they, obey</i>		
• use of the correct homophone in their writing (the most common) – their/there/they're, to/two/too		
• use of further homophones from the year 3 and 4 list, mostly correct		
• spelling words with plurals and possessive –s, mostly correct		
• producing joined, legible handwriting in most of their writing		
• terminology from key stage 1 and year 3 is used when talking about their writing		
• most of the terminology is used when talking about their and others' writing:	• determiner	
	• pronoun	
	• possessive pronoun	
	• adverbial	

Maths



- We use the White Rose scheme for maths.
- Maths is taught 4 times a week
- Number, calculation, shape, space and measures with problem solving intertwined within these areas.

Recall of number facts is so important for success.



We also complete Times Tables Rockstars daily from the Spring term.





7,391

Class Learning Vs Home Learning



Compare numbers to 10,000



1 Who has the smaller amount of drink?



_____ has the smaller amount of drink.

Explain how you know.

2 Which is the greater number? Tick your answer.



3 Which number is greater? Tick your answer.

Th	H	T	O
100 100 100	100 100 100 100	10 10 10	1

Th	H	T	O
100 100 100	100 100 100		1 1 1

4 Circle all the numbers that are greater than 4,500

7,000 3,960 4,499 985 4,526

5 Write <, > or = to compare the numbers.

a)	Th	H	T	O
	1	4	9	0

○

Th	H	T	O
2	0	7	5

b)	Th	H	T	O
	6	2	0	1

○

Th	H	T	O
6	2	3	5

c)	Th	H	T	O
	7	0	0	5

○

Th	H	T	O
6	9	2	7

Maths HL Journal -19.09.25

Please complete pages 7-9.

Scan the QR code to help you.



Autumn term Week 3 Small steps 9-12

Place value

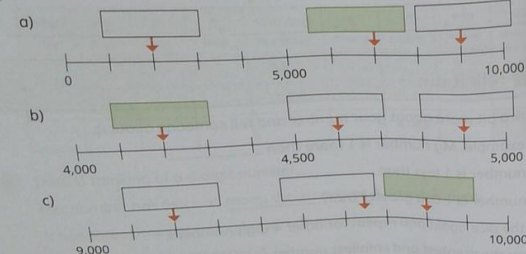
Date: _____

Let's remember

- 1 4,782 - 100 =
- 2 A box contains 1,000 marbles.
How many marbles are in 3 boxes?
- 3 What is $\frac{1}{4}$ of 20 counters?
- 4 $4 \times 7 =$

Let's practise

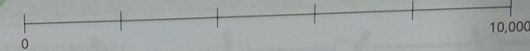
1 What numbers are the arrows pointing to?



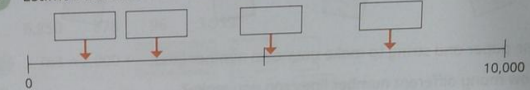
2 Draw arrows to estimate the position of each number on the number line.
4,500 3,800 9,900 200 5,750

Autumn term Week 3 Small steps 9-12

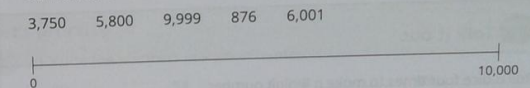
3 Label the number line.



4 Estimate the numbers the arrows are pointing to.



5 Draw arrows to estimate the position of each number on the number line.



6 Write < or > to compare the numbers.

- a) 2,076 2,105 c) 5,874 5,879
b) 3,856 1,912 d) 1,002 m 999 m

7 Eva thinks of a 4-digit number.

The sum of its digits is 6
It is strictly greater than 2,000 but strictly smaller than 2,030
It has 1 ten.

What number is Eva thinking of?

Crack the code

Use your answers in the coloured boxes to crack the code.

4,200	9,800	5	2,013	7,000
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Can you use the code word in a sentence?



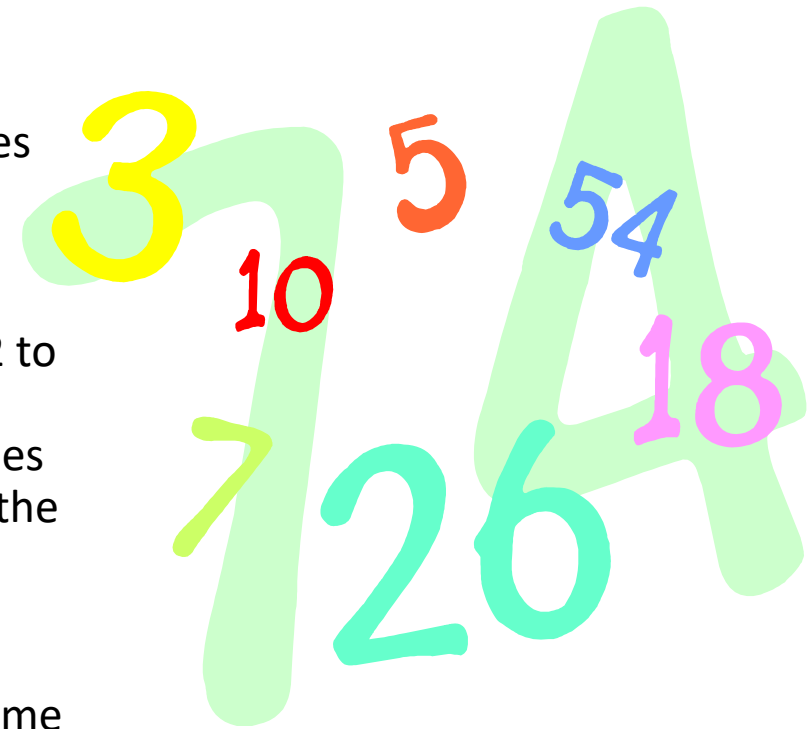
Multiplication Check

In Year Four, all children will be completing a multiplication check. This will take place between Monday 7th June and Friday 18th June 2027.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics.

The MTC is an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question you have 6 seconds to answer and in between the questions there is a 3-second rest. Questions about the 6, 7, 8, 9, and 12 times table come up more often. The questions are generated randomly based on the rules of the MTC.

To prepare for this children need to be practising weekly at home as part of their home learning.



This is what pupils will see when they complete the multiplication tables check.

They will have a timer on the top right hand corner that tells the children how many seconds they have left.

They will not be informed of whether they have got a question incorrect or not and will not be told their score at the end.

Try it out

Time left: 6

$5 \times 6 =$

1	2	3
4	5	6
7	8	9
	0	Enter

Our Devices



Encourage the children to NOT press ENTER after recording their answers.

- Extra few seconds allows them to check for mistakes.
- Gives them extra time to get ready for the next question.





Home learning

No more than **45 minutes a week** should be spent on Home Learning tasks, plus daily reading and times tables practice..

- Logins can be found in your child's Reading Record.
- Hear your child read- ideally 10 minutes daily
- Encourage reading of other books – Book Bingo
- At least weekly access on Reading Eggs
- Daily Times tables practice on Times Tables Rock Stars
- Weekly spellings - linked to spelling sessions and the Y3/4 Common Exception Words.
- Task from White Rose Maths Practice Journal.

Spellings and maths will be set on a Friday, to be returned by Wednesday.

Workshop and Showcase



There will be an History Off The Pages Workshop plus other trips. As soon as these are finalised we will ensure you have the dates.

Year 4 Curriculum Showcase on The Romans

There will be a Year 4 sleepover in June.



Swimming

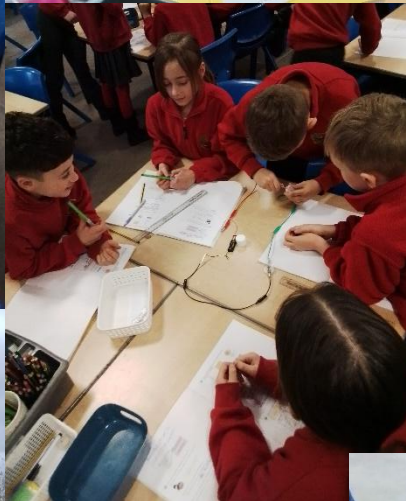
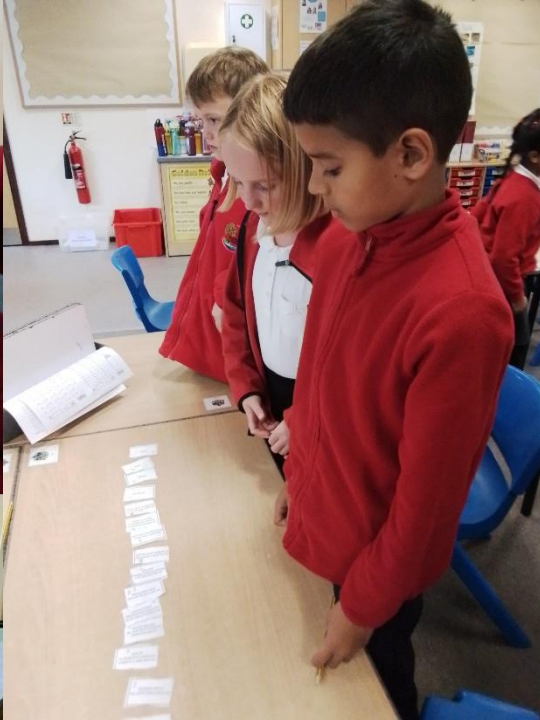


Year Four will be learning how to swim as a national expectation.

Please be mindful of the uniform your child wears to school on a swimming day to make it easier/quicker for them to get changed e.g. tights.

As we change in group changing rooms we do recommend over the head poncho style towels. They will need goggles and hats are highly recommended.

Like any off-site visit we require parental/carers support. As well as school adults, we also need two volunteers per week.



Independence

Online Safety

EYFS

KS1 / 2

- ➡ Only use a computer when an adult is nearby.
- ➡ Tell an adult straight away if you see something that upsets you.
- ➡ Never talk to anyone online without an adult with you.
- ➡ Never send anyone your picture.
- ➡ Never tell anyone personal information about yourself, like your address or school name.
- ➡ Never tell anyone your password.



Apps and Devices

- TikTok, Instagram etc 13+
- Fortnite 12+
- Hogwarts Legacy 12+
- Monitor WhatsApp use
- No devices in room overnight
- Only chat online to people you know in person



Thank you for coming!

Any questions?

