



Welcome to Year 4 Pine 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 Kajal Mamtora
Pine Class
Teaching Monday - Thursday



Mrs Rose Hollinshead
Pine Class
Teaching – Friday



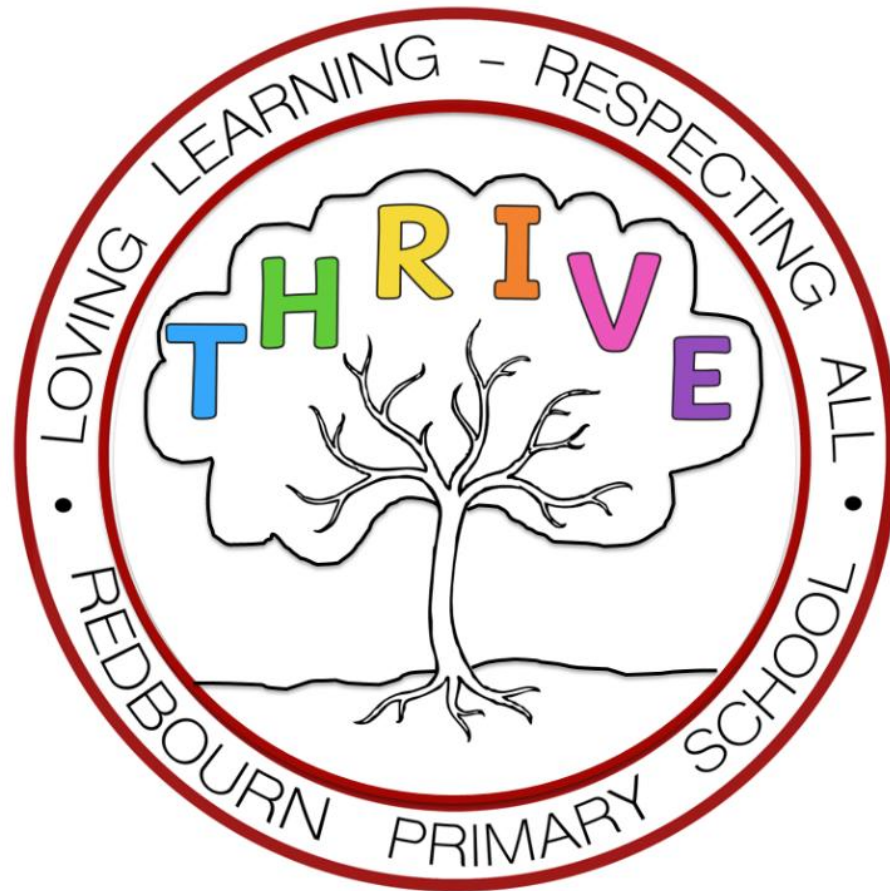
Mrs Kelly Borland
Year 4 Teaching Assistant



Mrs Stacey Stagg
Acer Class
Head of Art



Mrs Charlotte Toms
Music and French Teacher



T - Team

H - Healthy

R - Responsible

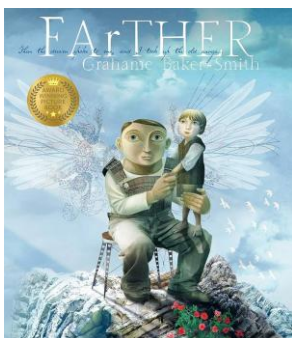
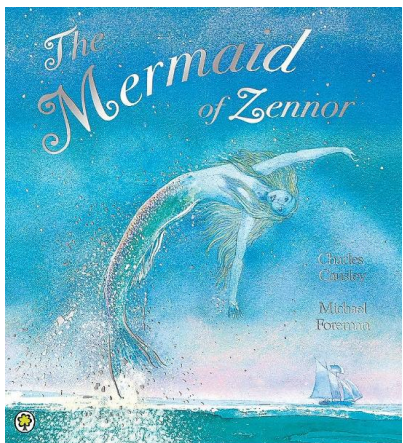
I - Innovative

V - Valued

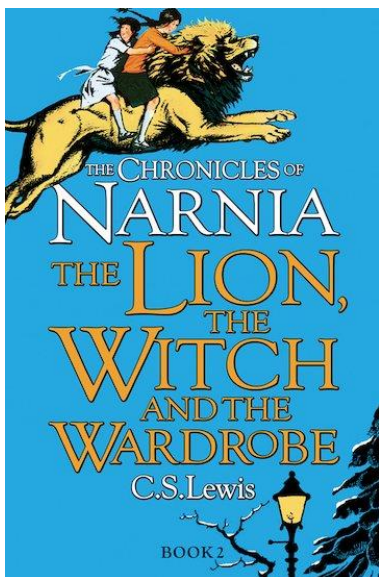
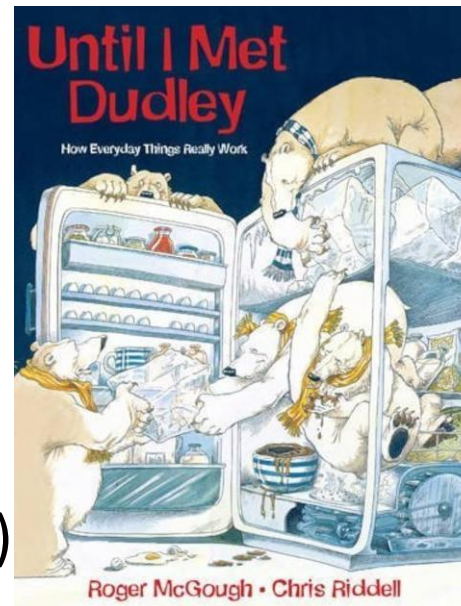
E - Empathetic

A typical day and week in Pine Class

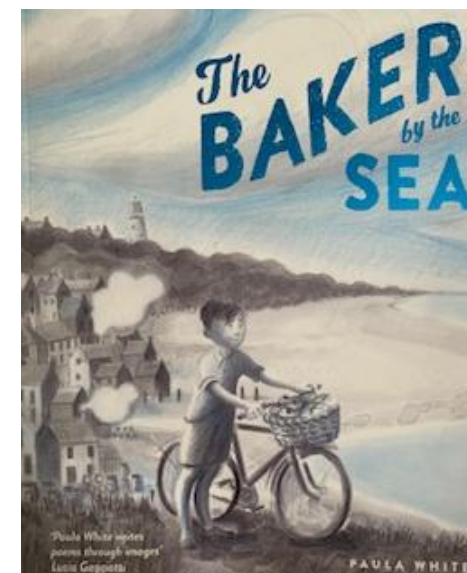
	Mon	Tues	Wed	Thurs	Fri	8.40
	Early Morning Activity / Feedback Individual Readers / Handwriting					8:55
	Register					9:00
	Spelling	Spelling	Spelling	Spelling	Home Learning	9.15
	Maths					10:15
	BREAK AND SNACK					10:30
	Reading Response	Reading Response	Reading Response	Reading Response	Dictation	11:00
	English					12 - 1
	LUNCH					1:00
	Register					1-1:15
	TTRS	TTRS	TTRS	TTRS	TTRS	1:15-30
	Assembly	Assembly	Assembly	Assembly	Assembly	1:30 - 2.15
	Science Mrs Borland 1 – 2:30		PE Mr Kelly			2:15- 3:00
	Library 2:30 – 3pm		French/Music Miss Toms			3.00
	PPA					3:20
	History/Geography					
	PSHE					
	Reading for Pleasure for 10 mins followed by Class Reader					
	HOME TIME					



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.

Fronted
Adverbials

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 desirous about
leaving but I am serious about
making my life better. I don't ^{deserve} ~~deserve~~
this life. Forgive me.

Punctuation

Love Odd

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 ~~x~~ 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, ~~For~~ Edwood turned around and to
his surprise he saw a peacock. ~~"WHH"~~
~~GOES THERE!"~~ This is my territory!" ~~X~~ boomed
the ~~Pos~~ peacock saw a strange figure

Conjunctions

Vocabulary

Child's name		Assessment Level	Autumn	Spring	Summer
How do you know a child is working at PRE curriculum expectations? The pupil...					
SPELLING					Tick
<i>Incorrectly</i> spells words with common prefixes and suffixes (ness, -ment, -le, -al, -el and -ful) even when the words have a simple root word spelling i.e happiness, joyful, enjoyment, arrival.					
Spells common homophones incorrectly or is inconsistent in their spelling accuracy of these words.					
Cannot make phonetically plausible attempts at common tricky words.					
Does not use learned strategies to make a sensible attempt to spell unknown words.					
Makes errors when spelling words with simple rules and patterns: double consonants, adding -ly and/or regular and irregular plurals & verbs i.e. happen, sudden, angrily, parties, caught, chosen, does, went					
Cannot copy spellings correctly from the board or a word bank.					
HANDWRITING					
When publishing, <i>cannot</i> maintain legibility, consistency, and quality of their handwriting (size, shape, length of ascenders and descenders).					
COMPOSITION					
Produces writing that is brief and underdeveloped – less than ½ an A4 page when asked to write at length.					
Does not apply text specific vocabulary (as taught) or vocabulary gathered from their wider reading.					
Cannot correct simple mistakes independently using proof reading skills.					
Cannot use paragraphs.					
GRAMMAR					
Cannot use simple sentence punctuation consistently (full stops, question marks, exclamation marks, capital letters).					
Has many run-on sentences.					
Cannot identify and correct comma splices.					
Only uses simple sentences with basic conjunctions to link and join (and, but, then, when, after).					
Makes errors linked to verb tense (simple tense and progressive verb forms) i.e. they was reading.					
Uses apostrophes incorrectly (or not at all) for contraction and singular possession.					
Uses a limited range of descriptive words (which are often repeated) i.e. big, small, beautiful.					

STOP			
Working towards the curriculum expectations (of this year group)			
The pupil ...	Au	Sp	Su
Begins to write for different purposes <i>but struggles to maintain the correct register for formal writing and uses abbreviated words, slang words, and story-like language in formal texts.</i>			
Can use adjectives correctly but <i>relies heavily on taught vocabulary to describe a setting or character (very limited vocabulary bank).</i>			
Describes some aspects of a character, usually appearance, <i>but cannot develop their description of a character in detail to include appearance, behaviour and actions.</i>			
Uses commas for lists <i>but forgets to use them to separate clauses.</i>			
Uses some aspects of simple direct speech punctuation but <i>will omit several aspects of this punctuation particularly closure punctuation missing or in the wrong position.</i>			
Spells most words taught using Y3 spelling rules, <i>but makes some errors when applying less common previously taught spelling rules.</i>			
Can follow a story map/ planner <i>but struggles to independently innovate ideas.</i>			
Can use a shared plan, <i>but cannot create a useful plan for writing independently.</i>			
Can identify simple errors when proof reading, <i>but lacks stamina to work productively through the edit and improvement process.</i>			
Can use simple taught conjunctions <i>but does not expand their writing to include less- common conjunctions.</i>			
Cannot use 'a' and 'an' correctly.			

AUTUMN TERM EXPECTATIONS TO BE TRACK FOR ARE The pupil can...	Au	Sp	Su
<i>Handwriting</i>			
Write increasingly fluently, paying attention to size and spacing (writing is both accurate and speedier).			
Write so that ascenders and descenders do not touch each other from one line to the next.			
Maintain the use of joined writing across a longer paragraph in a published piece.			
<i>Spelling</i>			
Review previous spelling requirements from previous year groups using the colour-coded sheet all must be mostly secure.			
Spell most homophones and near homophones correctly.			
<i>Grammar and Punctuation</i>			
Always use commas and full stops correctly – no comma splices or run on sentences.			
Create descriptive sentences which include varied and interesting vocabulary.			
Use simple fronted adverbials with correct comma placement (time, place, manner).			
Use pronouns effectively to avoid repetition of the noun.			
Use developed noun phrases.			
Always use the correct verb inflection (was/were/did/done).			
<i>Composition</i>			
Adapt writing according to purpose and register (clear difference between formal and informal writing).			
Write sentences that are linked to previous sentences to connect and relate ideas (cohesion is clear).			
Assess their own work for effectiveness & suggest accurate improvements.			
Independently create a plan to structure their writing.			
Use paragraphs to organise ideas around a theme.			
Uses 'as' and 'like' to create interesting and contextually appropriate similes.			

ADDITIONAL SUMMER TERM EXPECTATIONS TO BE TRACK FOR ARE	Au	Sp	Su
The pupil can			
Spelling			
Use Y4 specific spelling patterns: spell words starting with the prefixes 'auto', 'mis', 'un', 'il' and 'ir' plus the /c/ sound spelled 'que' i.e. unique & the /g/ sound spelled 'gue' i.e. tongue.			
Understand the importance of correct spelling, using taught strategies to maintain accuracy in writing.			
Act on teacher feedback, reliably correcting misspelled words and avoiding repeated errors.			
Correctly spell at least 80% of the words on the statutory spelling list for Years 3 and 4.			
Composition			
Write lengthy whole texts that are interesting, engaging and thoughtful (must be a page or more).			
Write texts that are appropriate to reader and purpose: features of a genre are included appropriately and consistently.			
Make decisions about the form that writing should take, such as a narrative, an explanation or a description based on audience and purpose.			
Write formally, using different techniques to indicate formality (no contracted words, use of technical nouns and adjectives, formal conjunctions, and subject specific language).			
Proofread very effectively for spelling and grammatical errors in a longer piece of writing (and understands the value of this process).			
Signal closing in a narrative in a way that is dramatic or links back to the opening.			
Signal closing in a non-fiction text in a way that summarises the text or draws a conclusion.			
Create narratives that introduce intrigue: suspense or a cliff hanger.			
Create more complex non-fiction texts that contrast ideas/opinions i.e. a balanced argument.			
Grammar and Punctuation			
Use a growing range of figurative language to add interest (simile, metaphor, and personification).			
Use past and present tense correctly, including different verb forms.			
Explain what a possessive pronoun does and how to use it.			
Use a possessive apostrophe for plural nouns.			
Skilfully use an increasing range of sentence structures (statement, command, exclamation and question).			
Use conjunctions to contrast or establish a relationship between clauses: despite, nevertheless, consequently.			

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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.

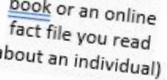
Some squares have an additional condition! **You must be ready to discuss what you have read** with your class teacher in order for it to be signed off. Books that you have read in the past do not count but books you are currently reading do.

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.

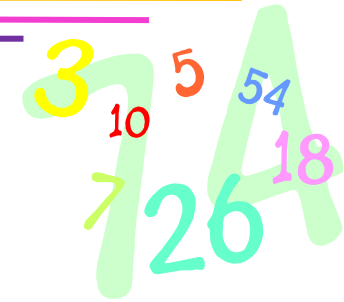
You will get a stamp for each square you fill in, a bookmark for each row you fill in and a certificate for completing the whole grid presented in celebrating assembly. What are you waiting for? Pick a square and see where your reading takes you!

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 

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.



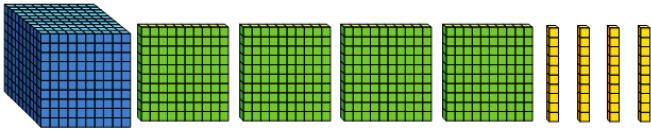
Maths

Flashback 4

Year 4 | Week 3 | Day 2

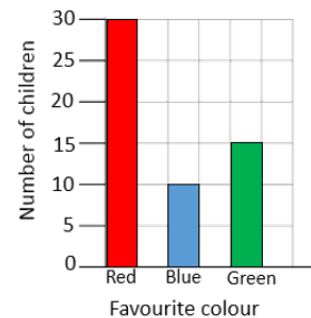
$$8 \times 2$$

- 1) Find 100 more than the number shown.



- 2) Write 6,425 in words.

- 3) How many children's favourite colour is blue?



- 4) Subtract 386 from 900

Order the numbers in ascending order.

7,382 850 7,391

Thousands	Hundreds	Tens	Ones
7	3	8	2
	8	5	0
7	3	9	1

850 7,382 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	100 100 100 100	10 10 10 10	1

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

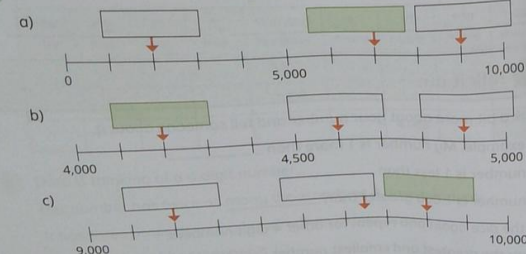
Date: _____

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

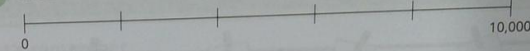
1 What numbers are the arrows pointing to?



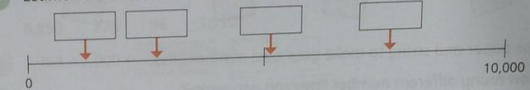
2 Draw arrows to estimate the position of each number on the number line.
4,500 3,800 9,900 200 5,750

Autumn term Week 3 Small steps 9-12

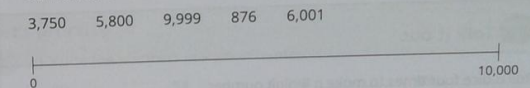
3 Label the number line.



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.

- 2,076 2,105
- 3,856 1,912
- 5,874 5,879
- 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
-------	-------	---	-------	-------

Can you use the code word in a sentence?



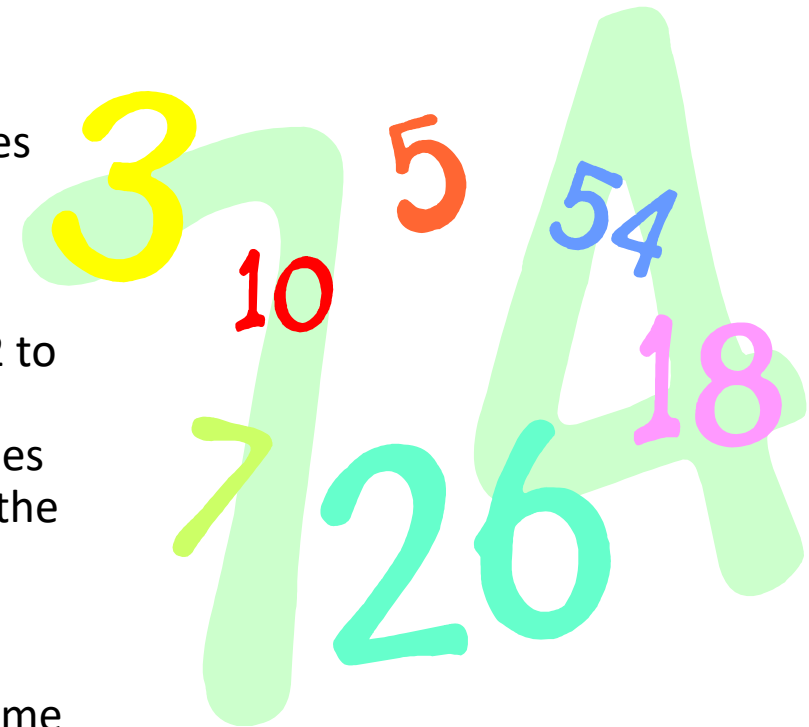
Multiplication Check

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.



Viking 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.



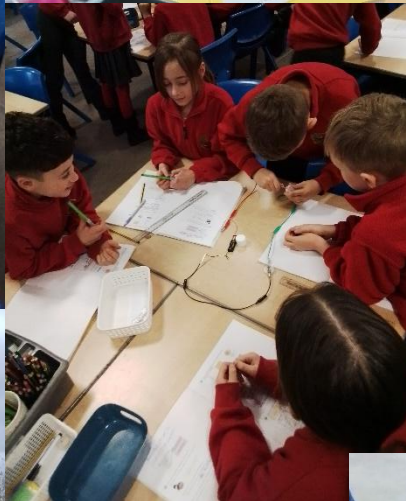
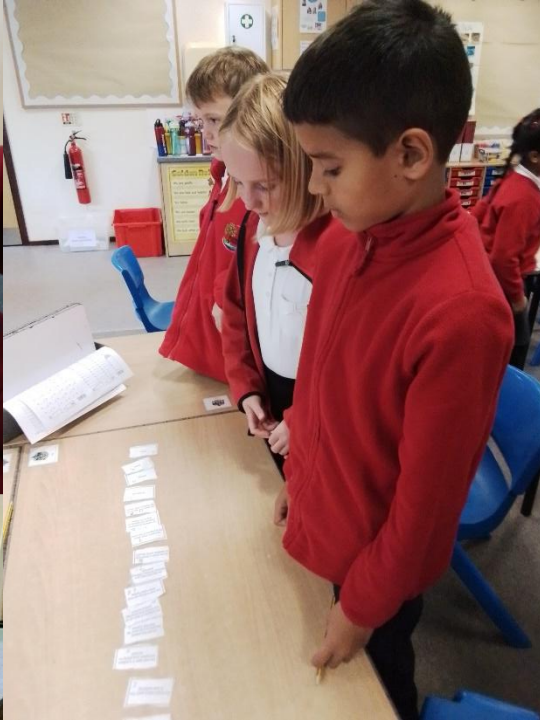
Swimming



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.

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





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

Independence



Thank you for coming!

Any questions?

