



Welcome to Year 4 Acer Class



Safeguarding and Prevent Leads



Emma Fenn
Designated
Safeguarding
Lead



Tracey Couch
Deputy DSL



Louise McLellan
Deputy DSL
Prevent Lead



Jenny North
Deputy DSL
SENCo
Mental Health Lead



Daisy Ambler
Designated Teacher for Children Looked After



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

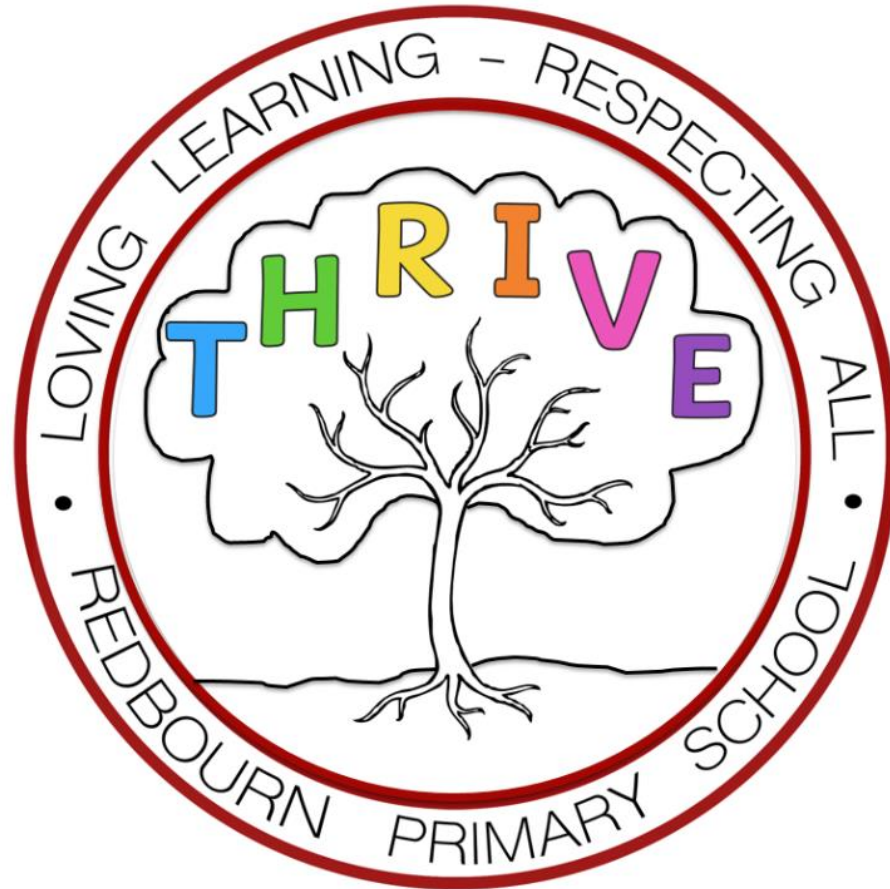
Lower KS2 Phase Leader
Head of Maths



Mrs Charlotte Toms
Music and French Teacher

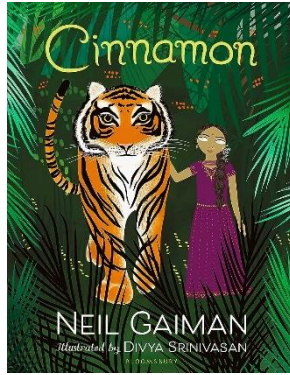
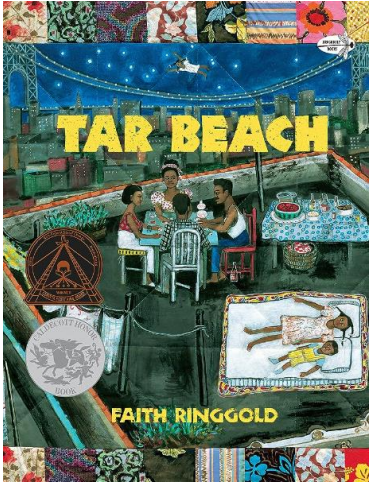


Mrs Rose Hollinshead
Pine Class
Teaching – Friday

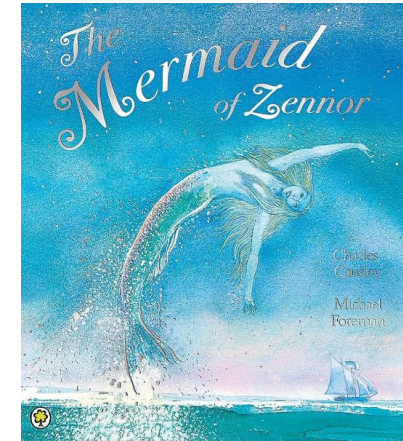


- T** - Team
- H** - Healthy
- R** - Responsible
- I** - Innovative
- V** - Valued
- E** - Empathetic

		8.40	8:55	9:00	9.15	10:15	10:30	11:30	12 - 1	1:00	1-1:15	1:15-30	1:30 - 2.15	2:15- 3:00	3.00	3:20		
Mon	Tues	Wed	Thurs	Fri	Early Morning Activity / Feedback Individual Readers / Handwriting	Register	Spelling	Maths	BREAK AND SNACK	English	Reading Response	LUNCH	TTRS	Assembly	Science		Reading for Pleasure for 10 mins followed by Class Reader	HOME TIME
				Spelling			Maths	English		Reading Response	TTRS		Assembly	Library	PE Outside			
				Spelling			Maths	English		Reading Response	TTRS		Assembly	RE	French/Music			
				Spelling			Maths	English		Reading Response	TTRS		Assembly	History/Geography				
				Home Learning			Art/Design and Technology	Dictation		Computing	TTRS		Assembly	PE Hall	PSHE			

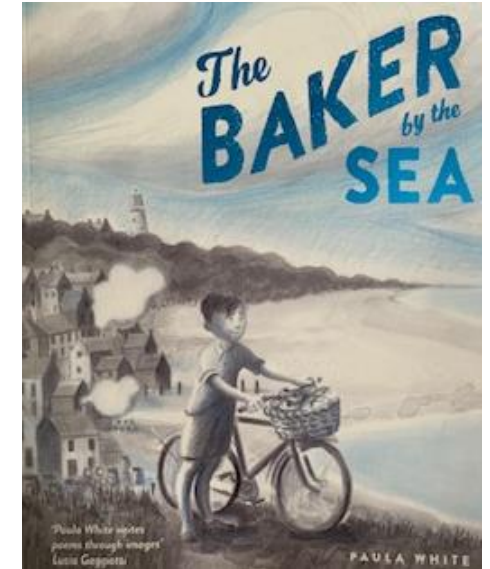
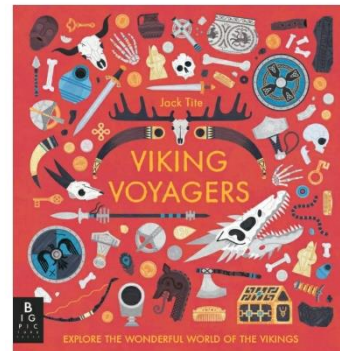
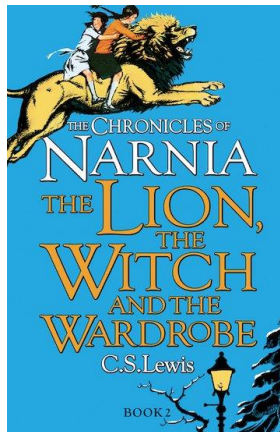
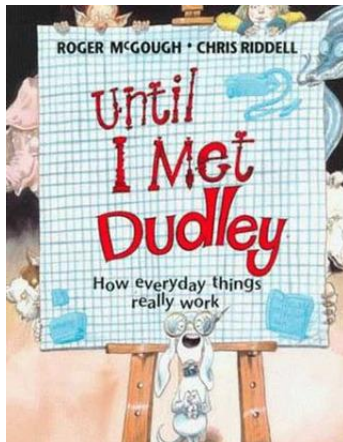


English Year 4



- ❖ Playscripts
- ❖ Information booklets
- ❖ Letter writing
- ❖ Narratives (mystery, historical, fantasy)
- ❖ Diary entries

- ❖ Adverts
- ❖ Poetry
- ❖ Non-chronological reports
- ❖ Recounts
- ❖ Dialogue



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.

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} ~~and to~~
~~his surprise~~ he saw a peacock. ~~"WHY~~
~~GOES THERE!"~~ This is my territory!" ~~x~~ boomed
the ~~Por~~ peacock saw a strange figure

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	



Reading

Year 4 Targets:

- Daily Reading
- Reading chapter books
- Develop their reading stamina
- Answer comprehension questions in a timed period – read and answer using known strategies.
- Reading Eggs

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.

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



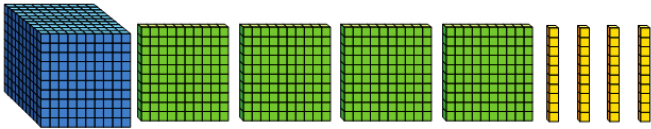
Maths

Flashback 4

Year 4 | Week 3 | Day 2

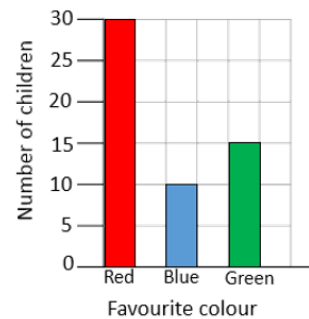
$$8 \times 2$$

- 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

White Rose
MATHS

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	Th	H	T	O
1000 1000 100	100 100 100 100	10 10 10	1	1000 1000 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

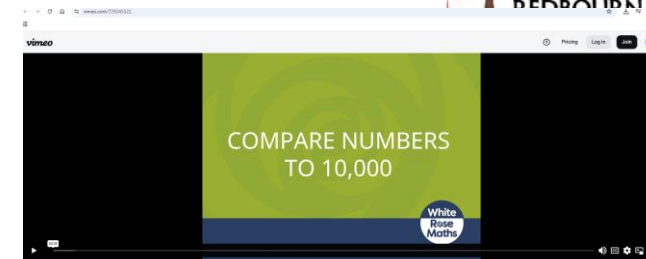
5 Write <, > or = to compare the numbers.

a)	Th	H	T	O		Th	H	T	O
	1	4	9	0	○	2	0	7	5
b)	Th	H	T	O		Th	H	T	O
	6	2	0	1	○	6	2	3	5
c)	Th	H	T	O		Th	H	T	O
	7	0	0	5	○	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

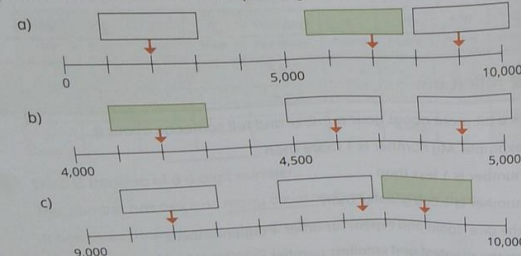
Date: _____

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?



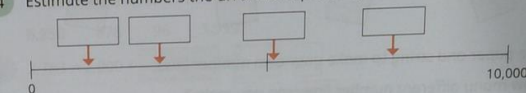
2 Draw arrows to estimate the position of each number on the number line.
4,500 3,800 9,900 200 5,750

Autumn term Week 3 Small steps 9-12

3 Label the number line.

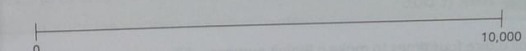


4 Estimate the numbers the arrows are pointing to.



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

3,750 5,800 9,999 876 6,001



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
-------	-------	---	-------	-------

Can you use the code word in a sentence?



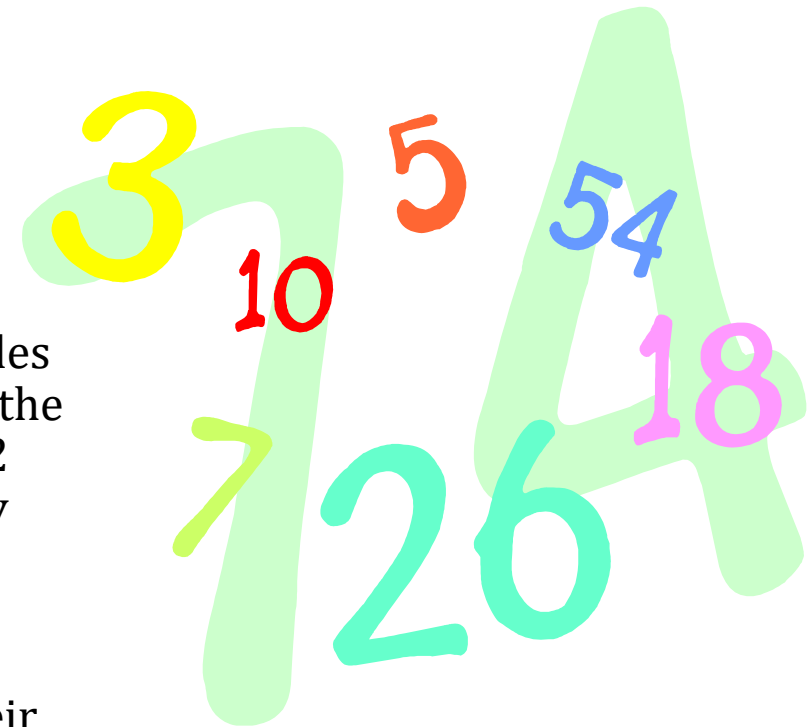
Multiplication Check

In Year Four, all children will be completing a multiplication check. This will take place between Monday 2nd June and Friday 12th June 2026.

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.





Viking Workshop and Showcase

Viking Workshop is on Monday 20th April

Year 4 Curriculum Showcase on the Vikings is on
Thursday 21st May

Keep the outfit for the workshop so children can
wear it for the showcase.



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/carer 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?

