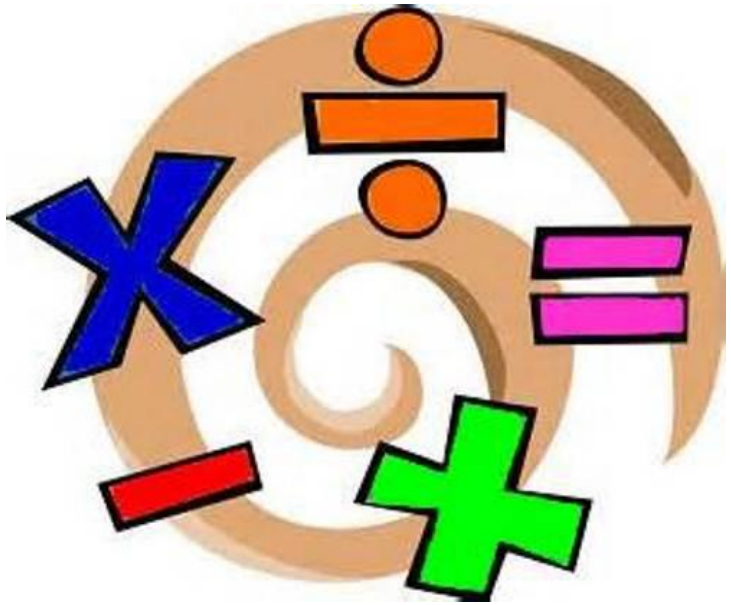
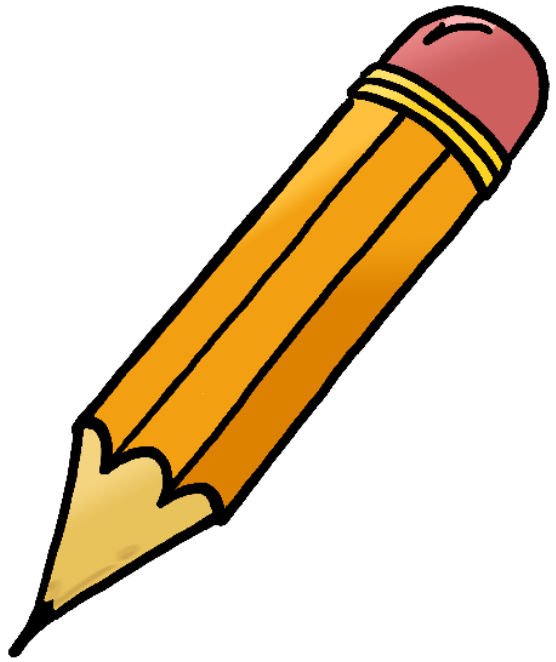




Year 4 Parent Workshop

Welcome!

Learning Values

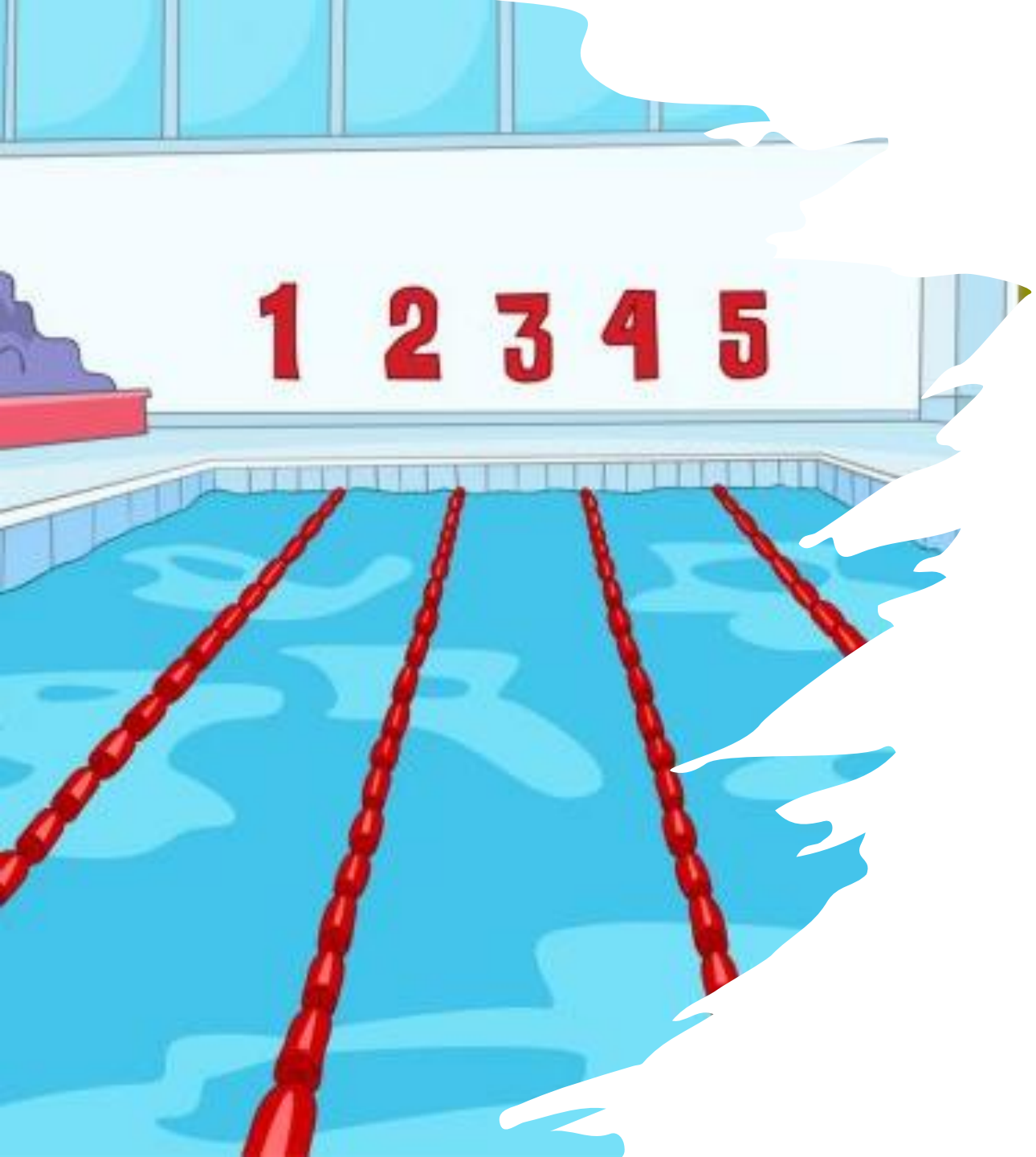
Some expectations

As your child is now in Year 4, it is really important that they continue to develop their independence and sense of responsibility. This includes things like them being responsible for:

- Their belongings
- Remembering to bring in and take home P.E. kit, homework and letters
- Remembering to write in their reading journals and bring them into school every day
- Life skills such as tying shoelaces, putting up hair and taking out earrings.

P.E

- P.E days are usually Wednesday and Fridays. However, due to swimming we will be doing Indoor PE on **Tuesdays** until the Spring term. (Also, currently swimming replaces the Friday Outdoor PE slot)
- P.E kits to go home every Friday to be washed.
- Hair needs to be tied up
- Earrings must be taken out
- Please ensure your child's kit is named and fits well.



Swimming

We started our swimming lessons the third week back.

Your child will participate in a total of 10 swimming lessons across the term at Lower Wick Swimming Pool.

Bikeability

On Monday 1st March and Tuesday 2nd March we will be taking part in Bikeability training.

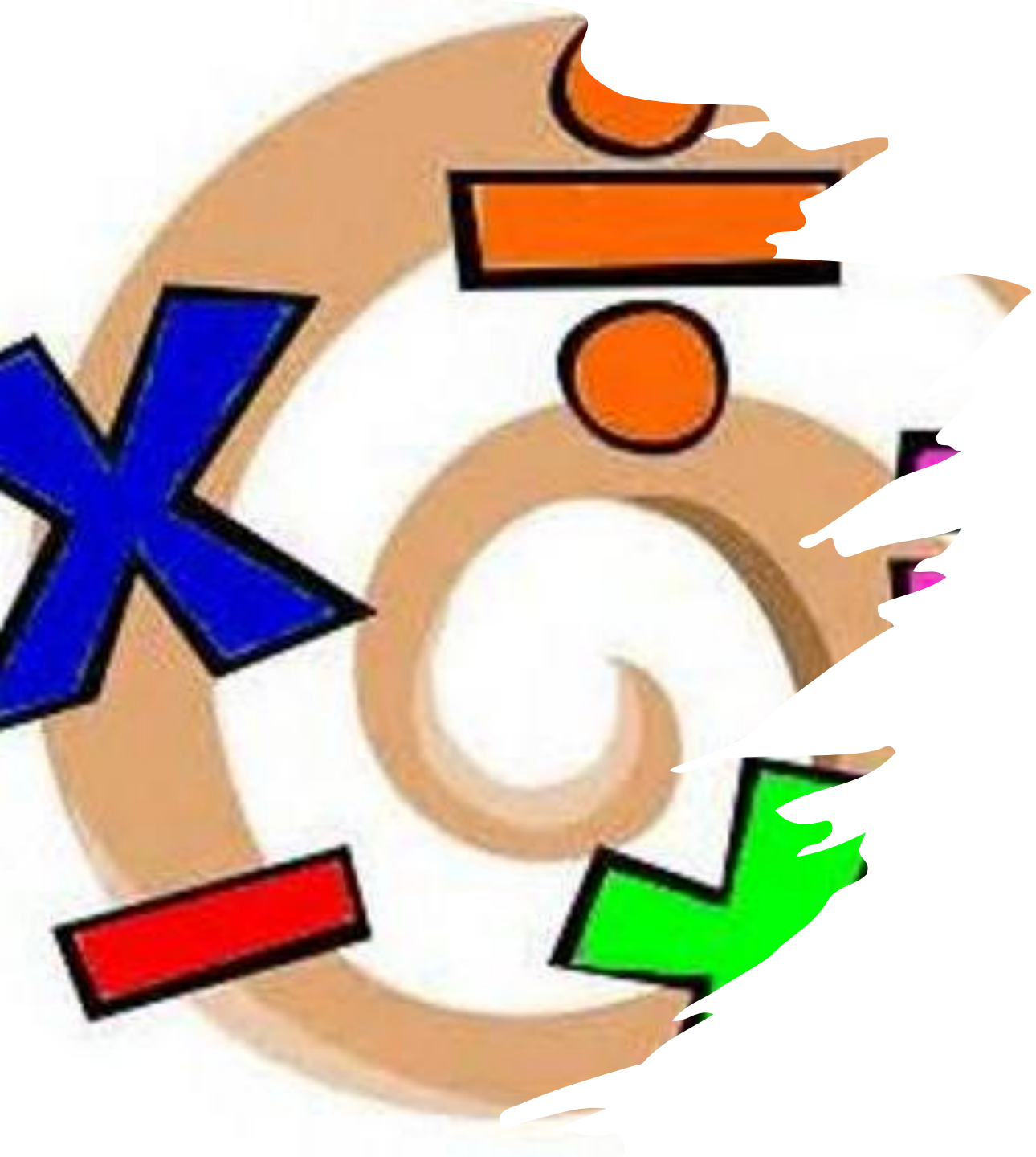
Your child has to be able to ride a bike to participate in this training.

Further information to follow.

Homework

- Reading daily for 10-15 minutes

- Practise times tables on Times Tables Rockstars (30 minutes is the ideal but a minimum of 10). Children must complete the garage sessions each week.



Maths

Maths calculations

Number Magic lessons

Maths lessons

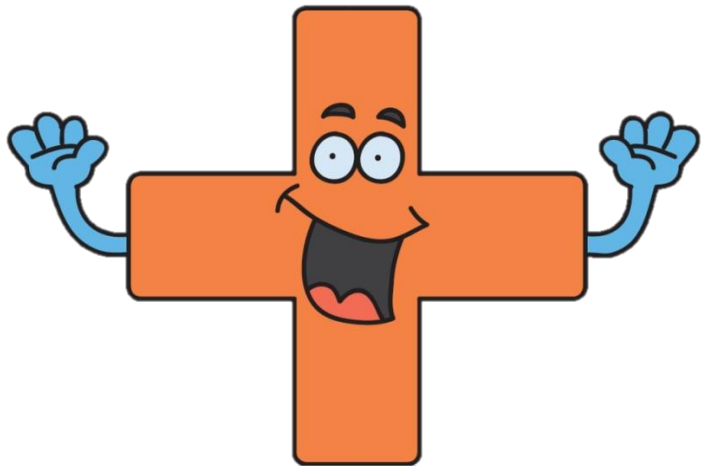
Addition – Expanded Column (Y3)

135 + 241=

100 + 30 + 5

200 + 40 + 1

300 + 70 + 6 = 376



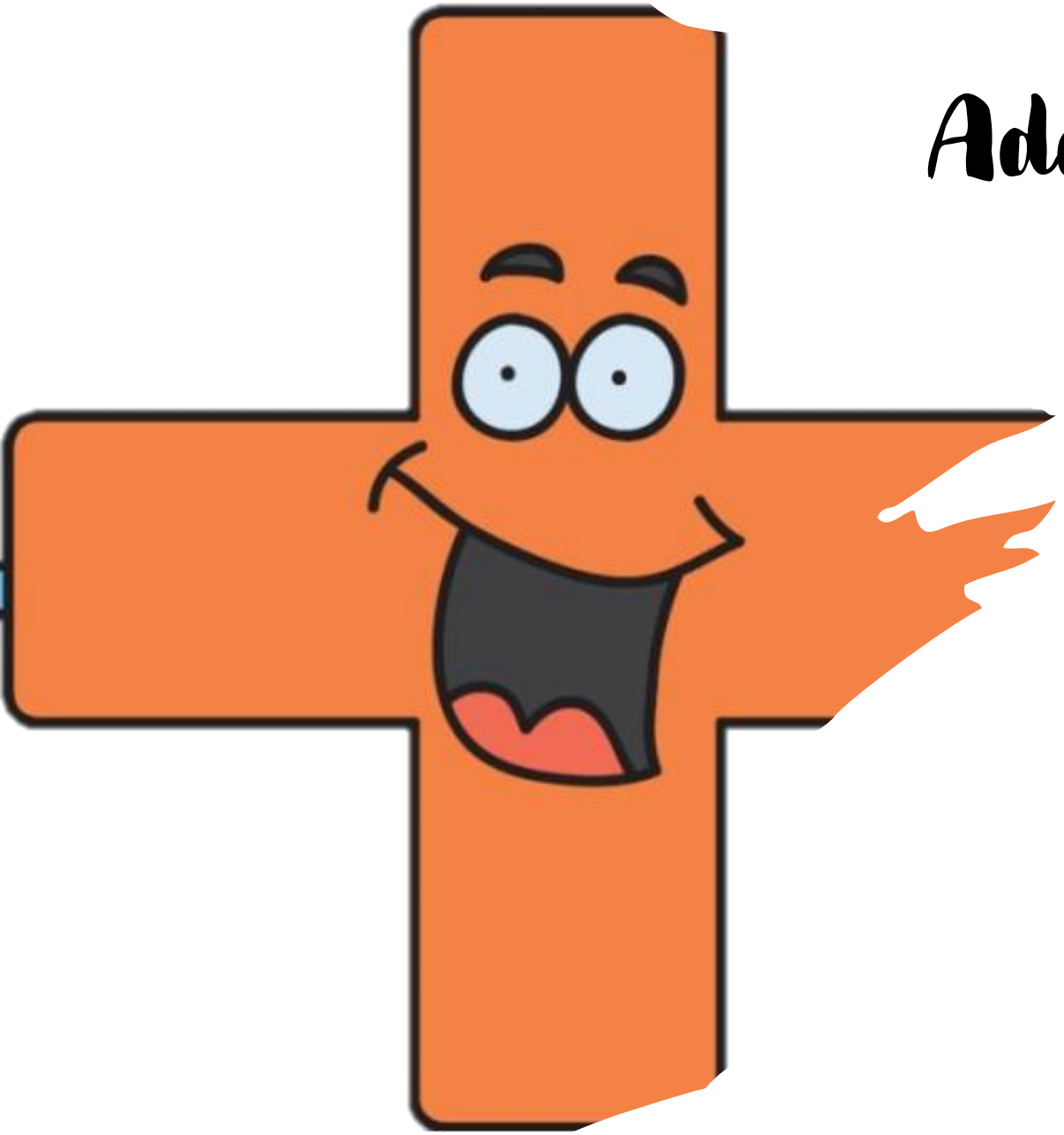
185 + 241=

100 + 80 + 5

200 + 40 + 1

400 + 20 + 6 = 426

100



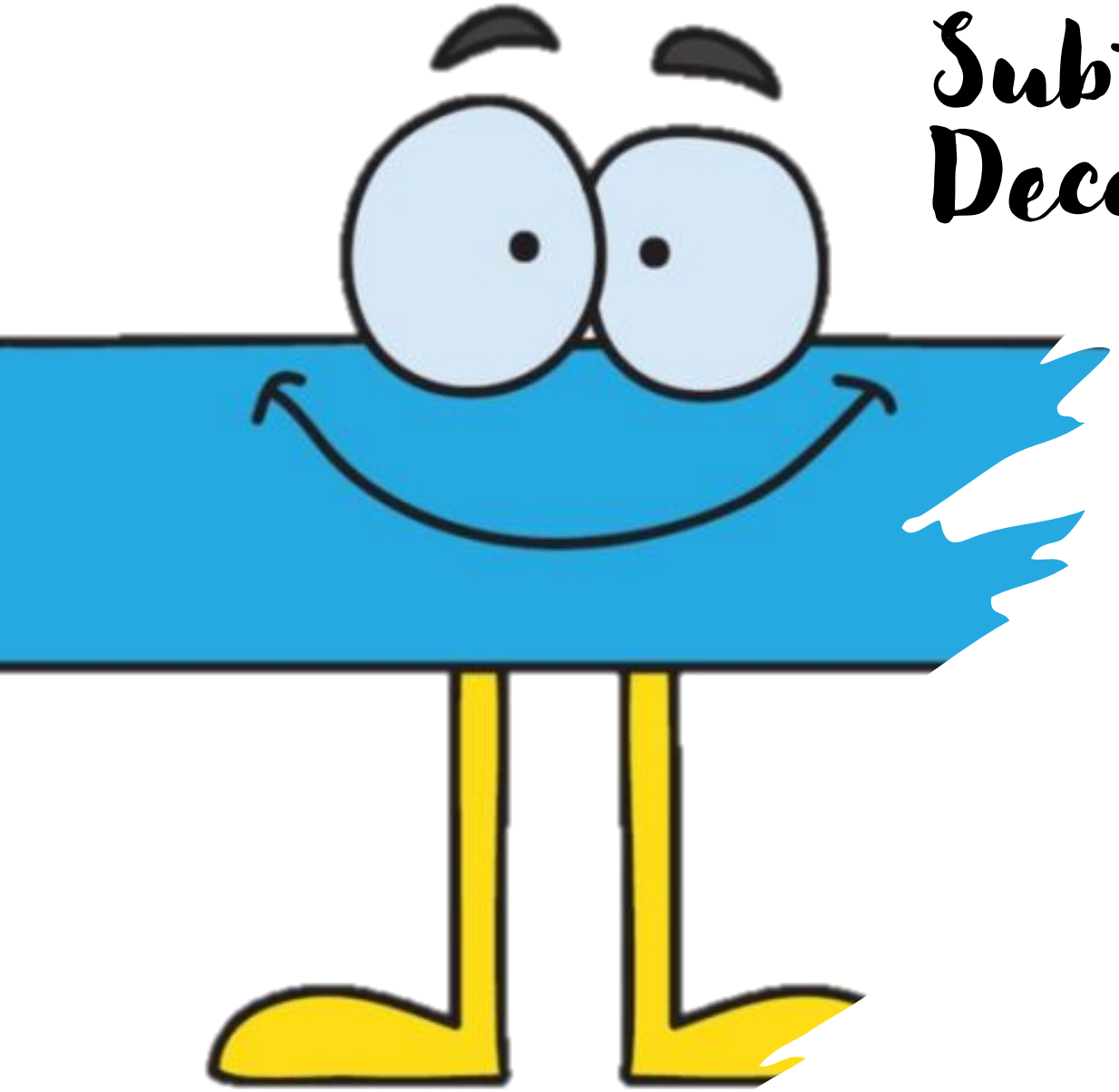
Addition – Column (Y4)

135 + 248 = 483

1 3 5
2 4 8
4 8 3
1

1. Use counters and a place value chart to work out 3,256 + 2,532

	Th	H	T	O
	3	2	5	6
+	2	5	3	2



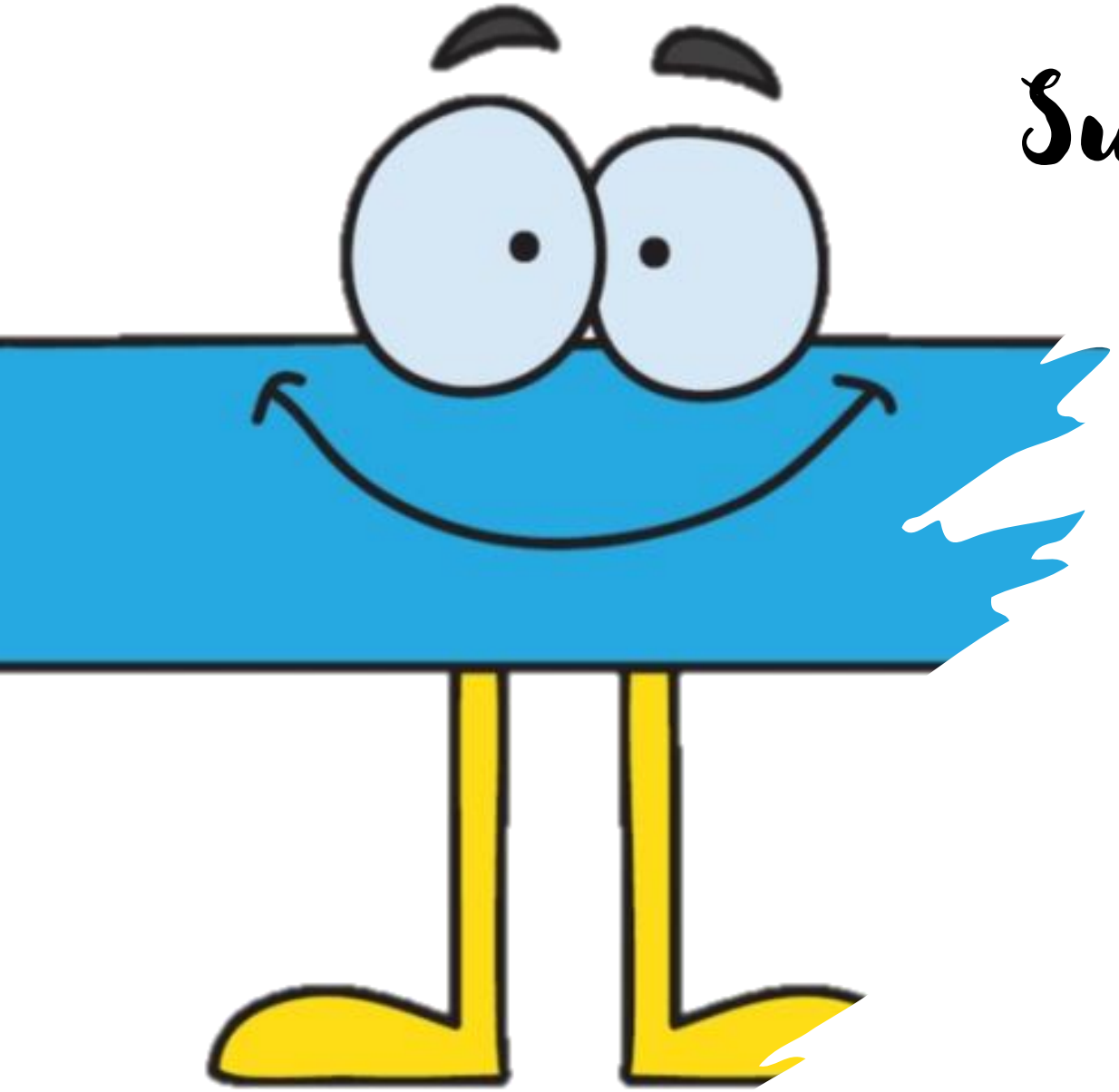
Subtraction – Decomposition/Expanded

368 - 137 =

- 300 + 60 + 8
  100 + 30 + 7

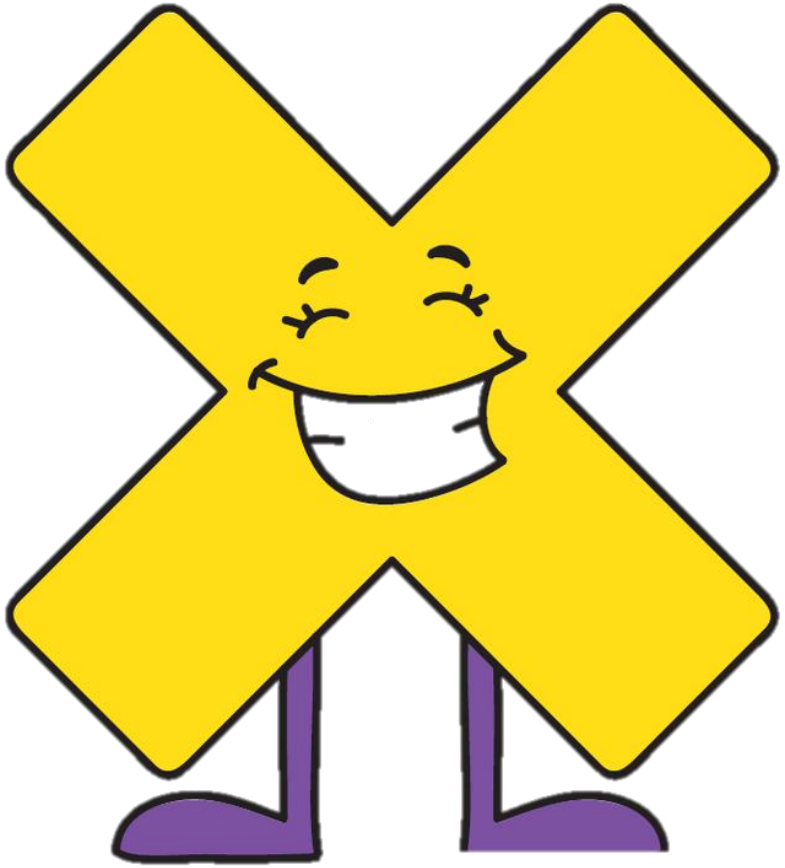
200 + 30 + 1 = 231

Subtraction – Column



$$\begin{array}{r} {}^{1}2{}^{1}58 \\ -\quad 73 \\ \hline 185 \\ \hline \end{array}$$

Multiplication – Grid method

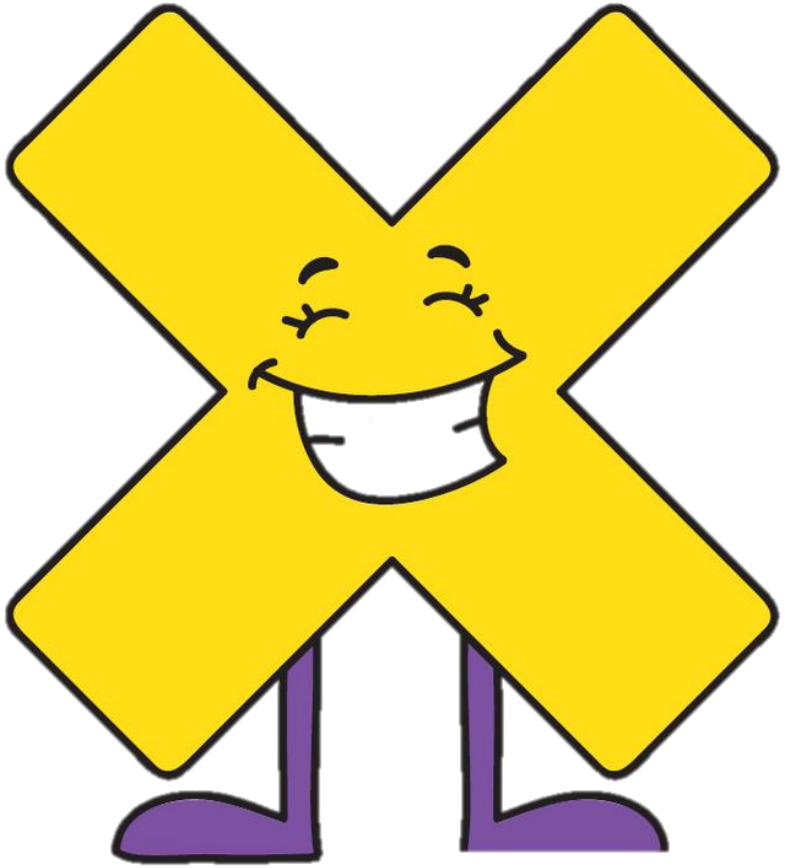


23 x 4 = 92

x	20	3
4	80	12

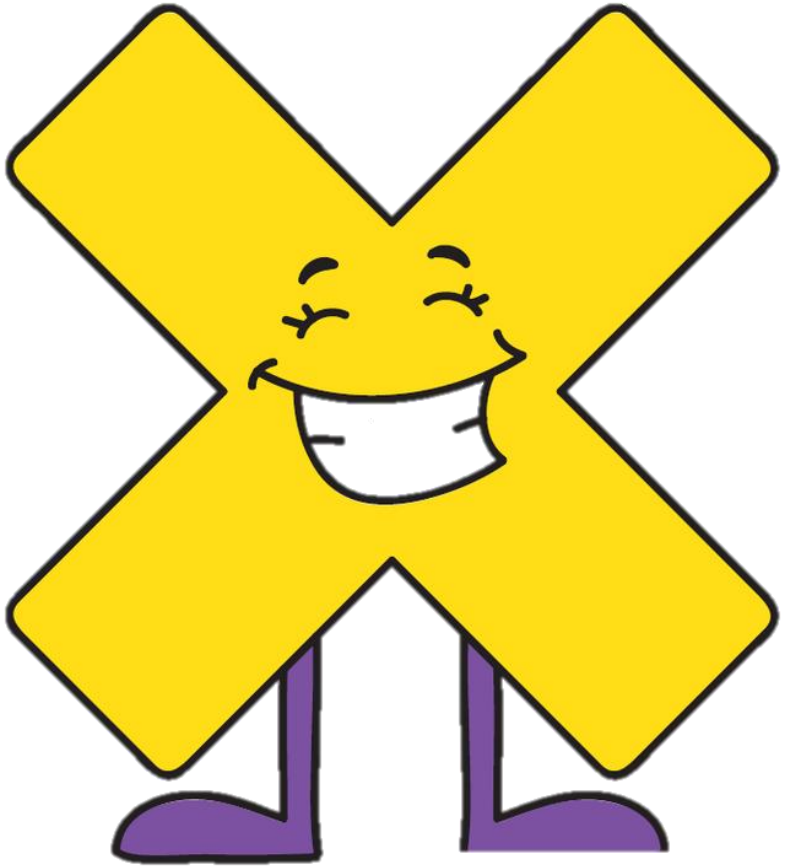
80 + 12 = 92

Multiplication – Expanded short multiplication

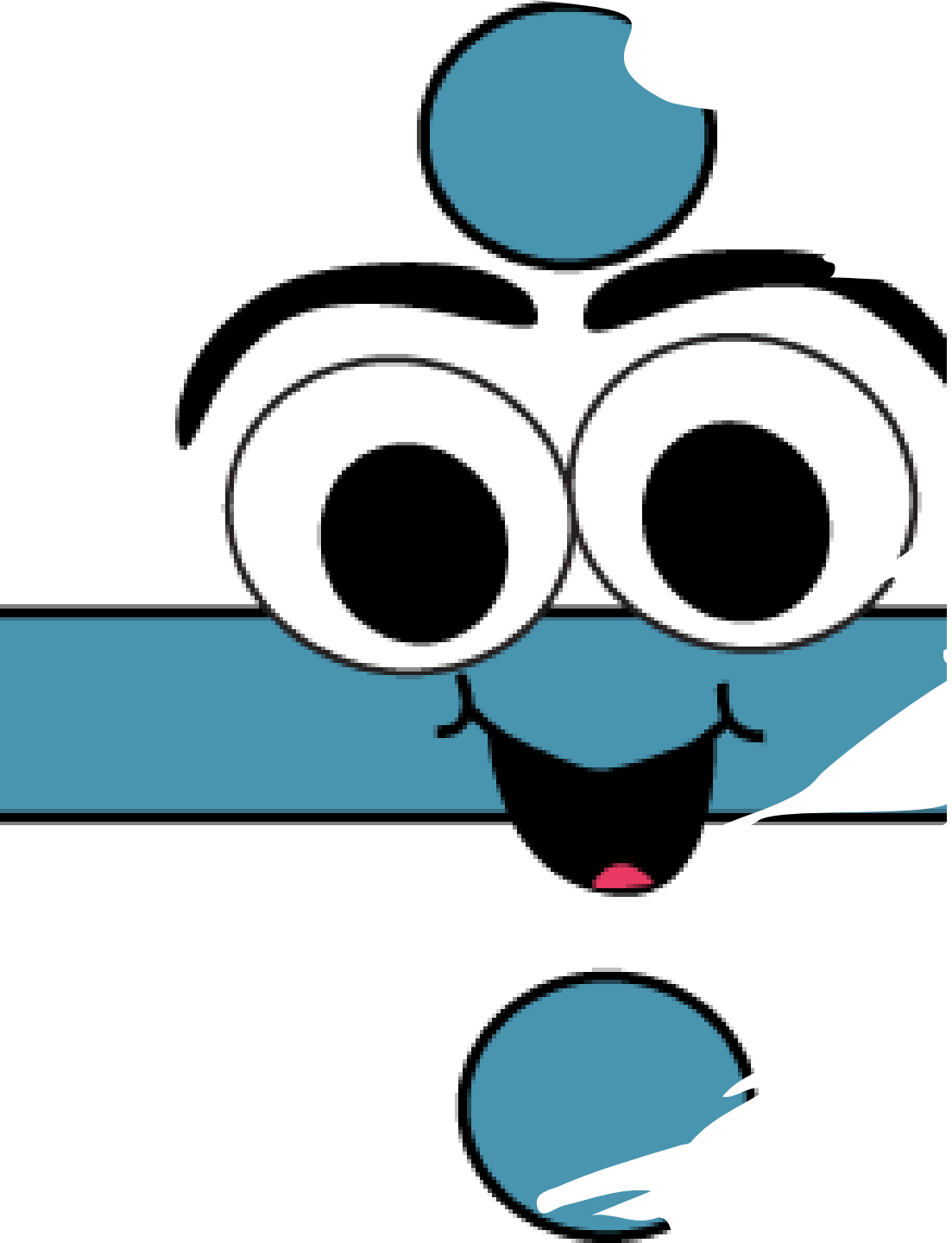


$$
\begin{array}{r}
36 \\
\times \quad 4 \\
\hline
24 \quad (4 \times 6) \\
120 \quad (4 \times 30) \\
\hline
144
\end{array}
$$

Multiplication – Short multiplication



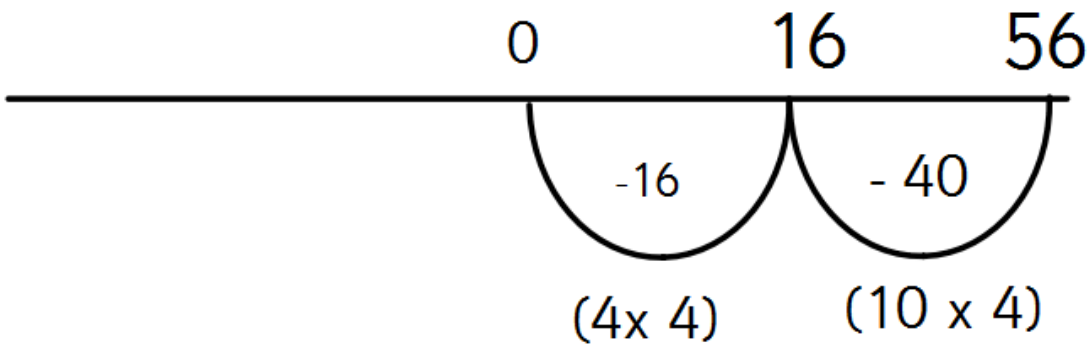
$$\begin{array}{r} 36 \\ \times \quad 4 \\ \hline 144 \\ \hline 2 \end{array}$$

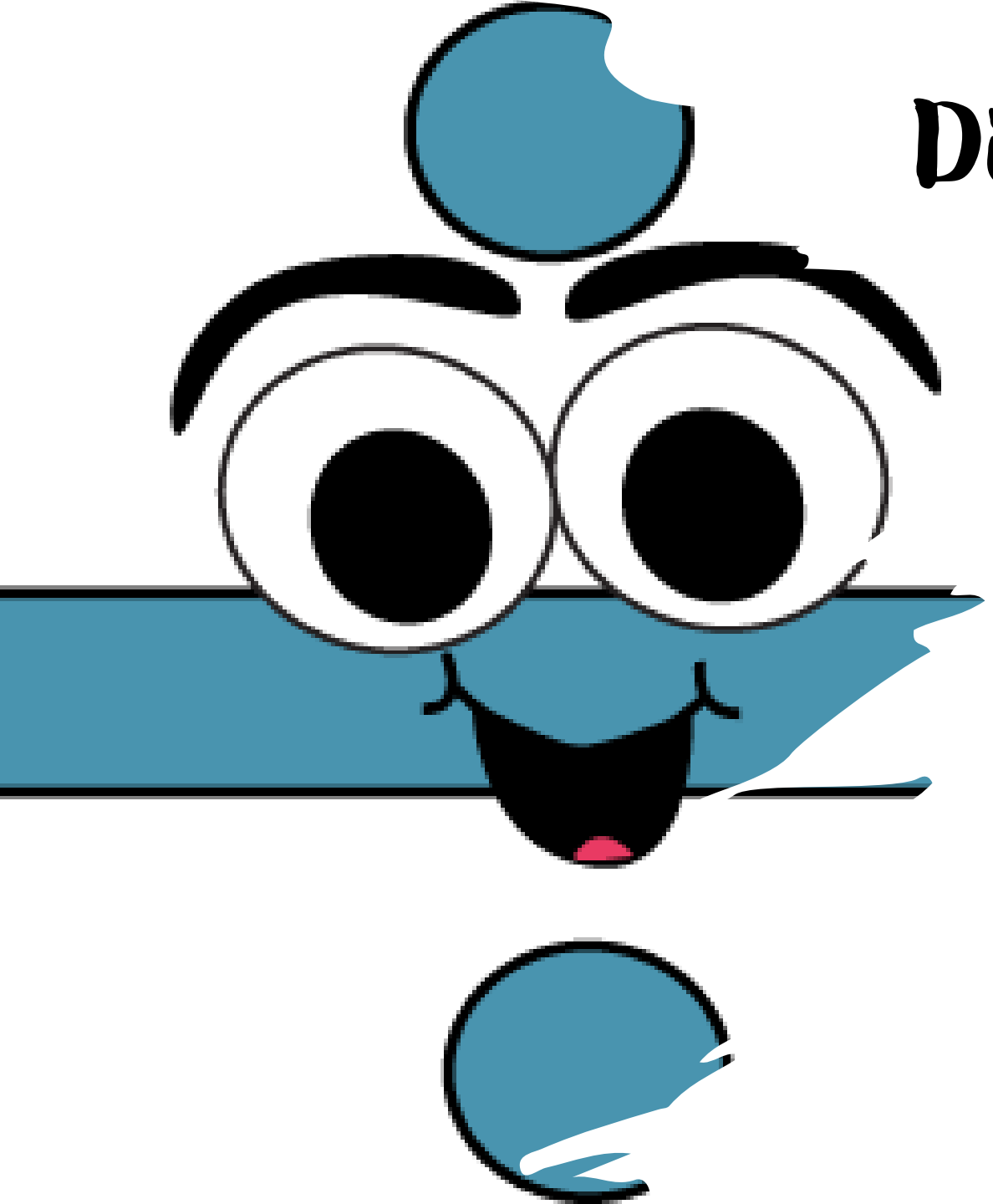


Division – (Y3)

Chunking (using a number line)

56 ÷ 4 =





Division – Short Division

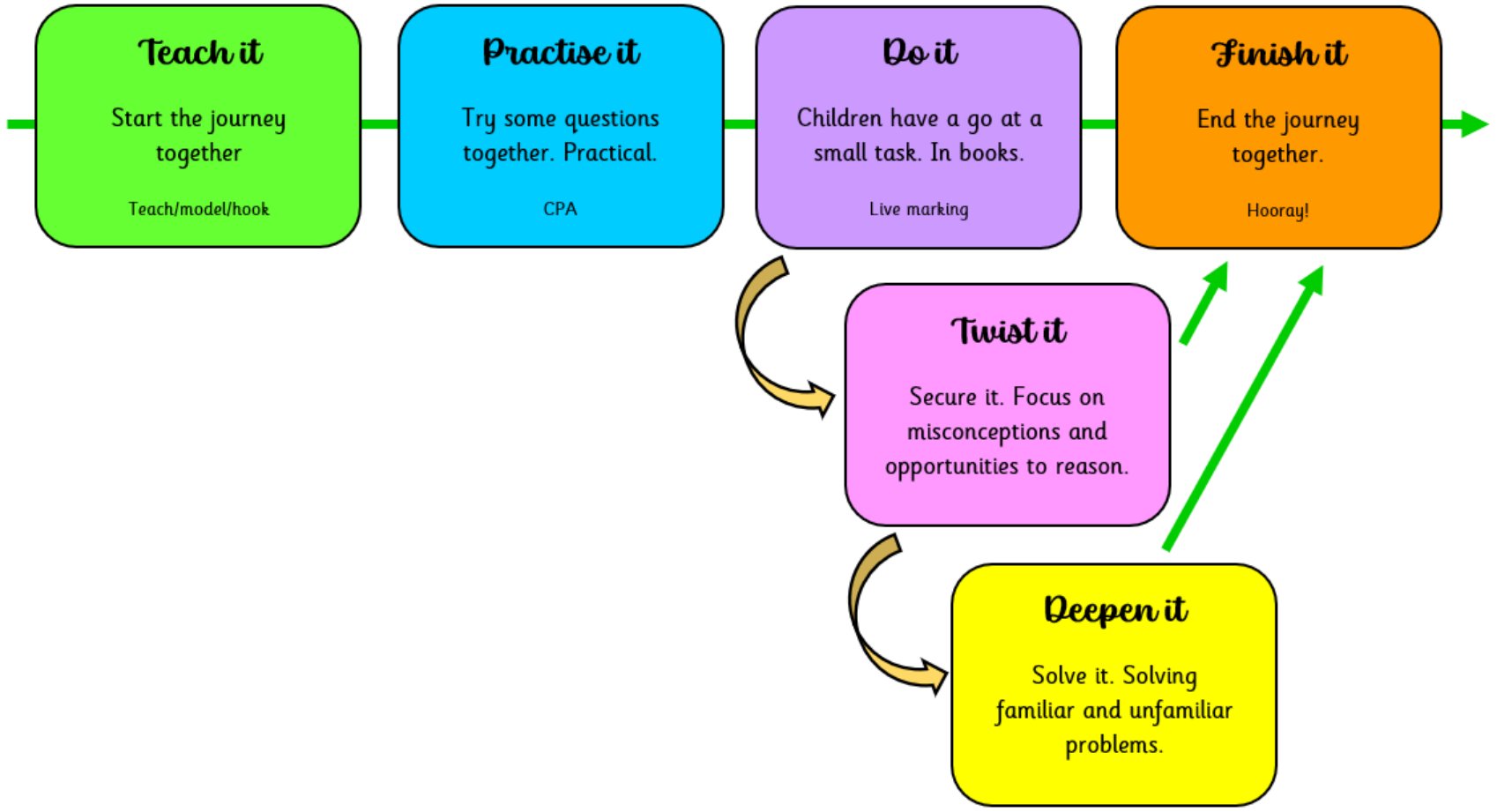
98 ÷ 7 = 14

$$\begin{array}{r} 14 \\ 7\,\overline{)\,9\,{}^{2}8} \end{array}$$

Number Magic – Gimme 5

2311 + 1451 =	3,124 + 2,687 =	3,587 + 5,787 =
2857 - 1212 =	5,475 - 2,712 =	8,027 - 2,657 =
24 x 3 =	56 x 3 =	142 x 4 =
45 ÷ 5 =	126 ÷ 9 =	187 ÷ 11 =
3456 - 2312 =	6,734 - 2,152 =	7,247 - 3,618

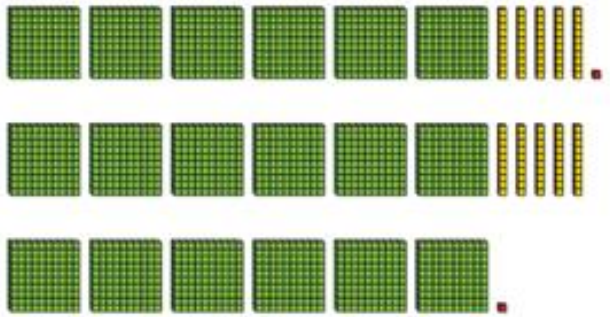
Maths Lessons



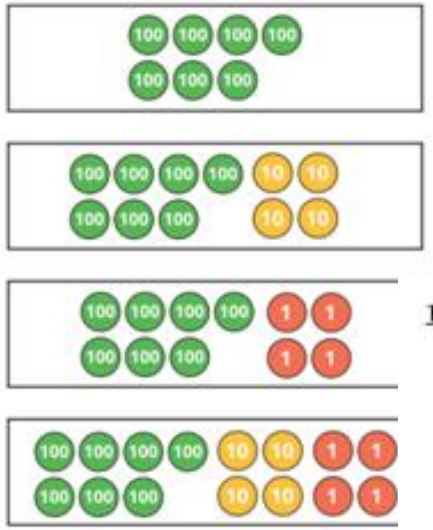
Tasks

Target: To represent numbers to 1,000.

1. What numbers are represented?



2. What numbers are represented?



3. Annie is drawing place value counters to represent 516

Complete her drawing.

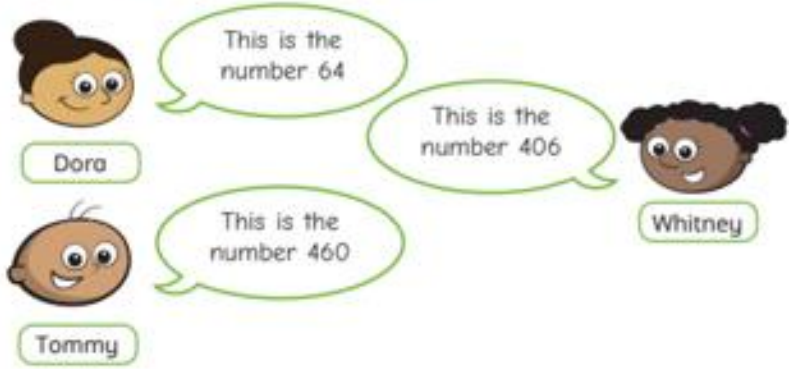
Target: To represent numbers to 1,000. (Deepen it)

Amir has made the number 365 with place value counters.

What place value counters could be covered?

Target: To represent numbers to 1,000. (Twi

Dora, Whitney and Tommy are talking about the number represented.



a) Who is correct?

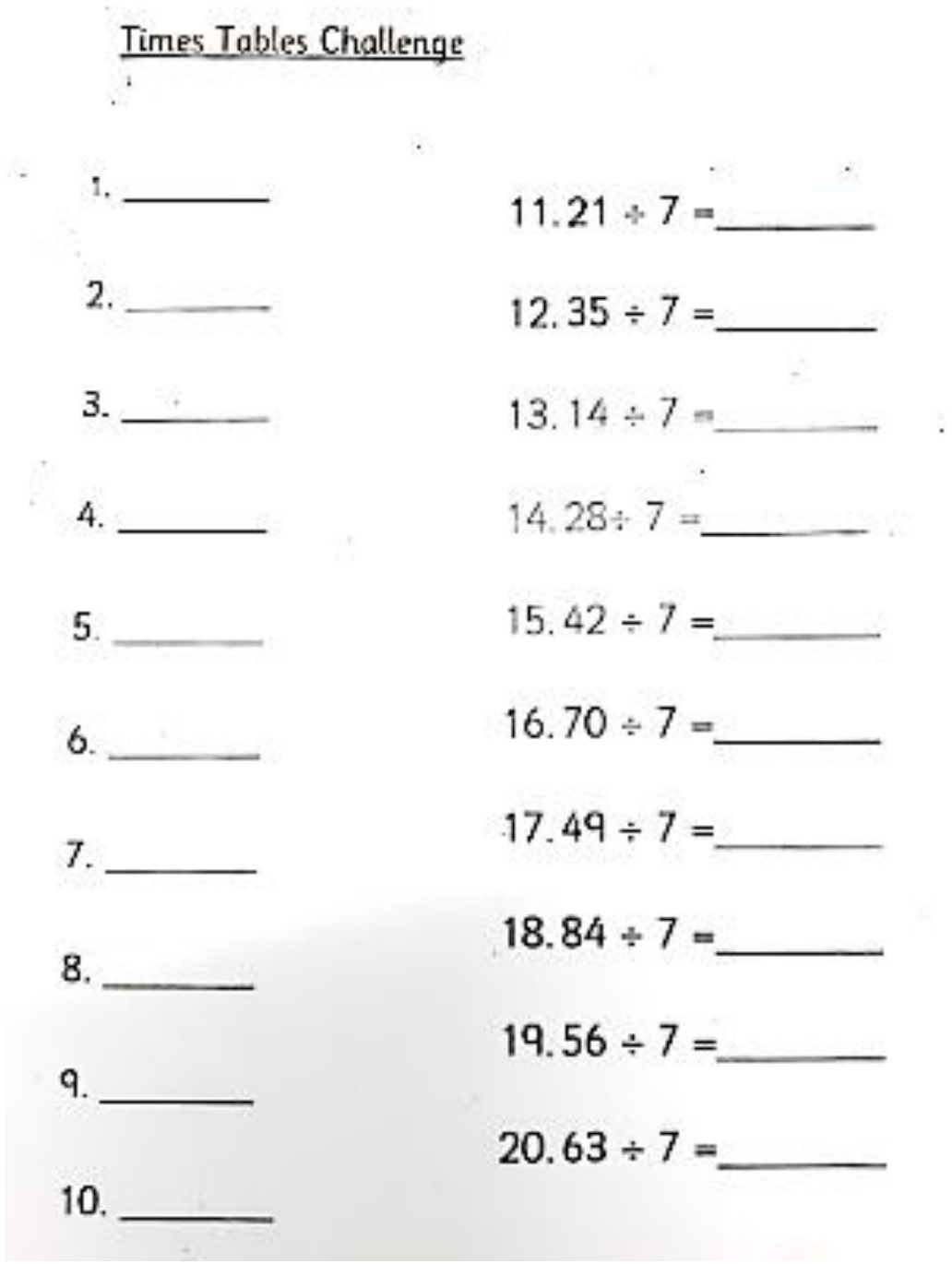
Explain your reasons.

b) What mistakes have the other two children made?

Year 4 Multiplication Tables Check

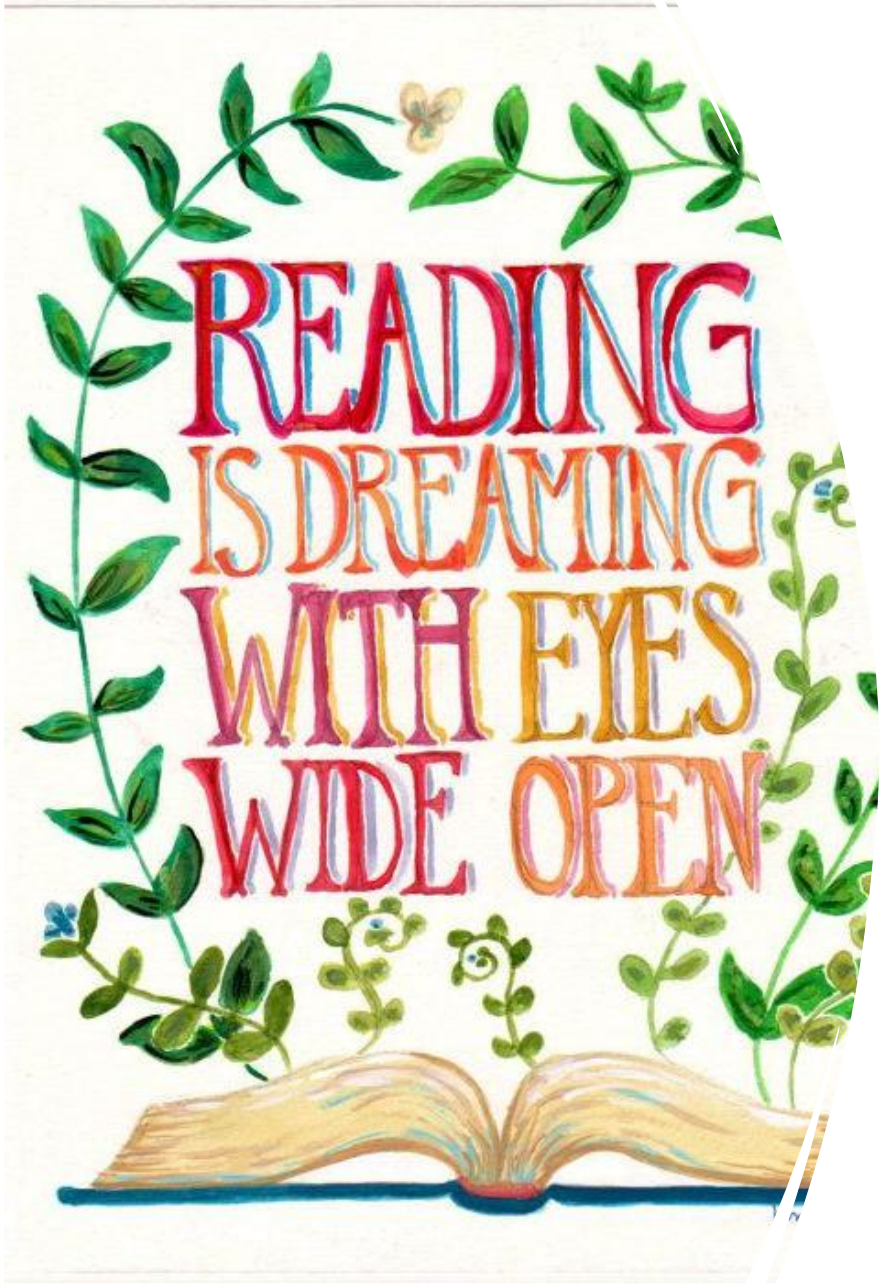
- Beginning Monday 7th June for two weeks.
- On-screen assessment designed to determine whether pupils are able to fluently recall their multiplication tables up to 12, through a set of timed questions.
- 25 questions
- 6 seconds to answer each question with 3 second pause between questions.
- 3 practice questions
- Children can use the ‘try it out check’ in school nearer the time.
- Total score of 25. Children will not see results.
- In school we will be using URbrainy to practise this regularly throughout the year.
- You can also practise this at home with your children to help prepare them for the MTC check.
- https://urbrainy.com/mtc/test

Times Table Challenge



Times Tables Challenge

1. _____ 11.21 ÷ 7 = _____
2. _____ 12.35 ÷ 7 = _____
3. _____ 13.14 ÷ 7 = _____
4. _____ 14.28 ÷ 7 = _____
5. _____ 15.42 ÷ 7 = _____
6. _____ 16.70 ÷ 7 = _____
7. _____ 17.49 ÷ 7 = _____
8. _____ 18.84 ÷ 7 = _____
9. _____ 19.56 ÷ 7 = _____
10. _____ 20.63 ÷ 7 = _____



Reading in Year 4

We teach reading whole class, choosing an age-appropriate, engaging text, working through different sections of the text to coincide with our Year 4 objectives.

Journals and reading books are to be in school **every day**. They are checked each morning. Children should be reading for a minimum of 10 minutes a day – reading is so important!

CHAPTER ONE

THE BOY WHO LIVED

Mr. and Mrs. Dursley, of number four, Privet Drive, were proud to say that they were perfectly normal, thank you very much. They were the last people you'd expect to be involved in anything strange or mysterious, because they just didn't hold with such nonsense.

Mr. Dursley was the director of a firm called Grunnings, which made drills. He was a big, beefy man with hardly any neck, although he did have a very large mustache. Mrs. Dursley was thin and blonde and had nearly twice the usual amount of neck, which came in very useful as she spent so much of her time craning over garden fences, spying on the neighbors. The Dursleys had a small son called Dudley and in their opinion there was no finer boy anywhere.

The Dursleys had everything they wanted, but they also had a secret, and their greatest fear was that somebody would discover it.

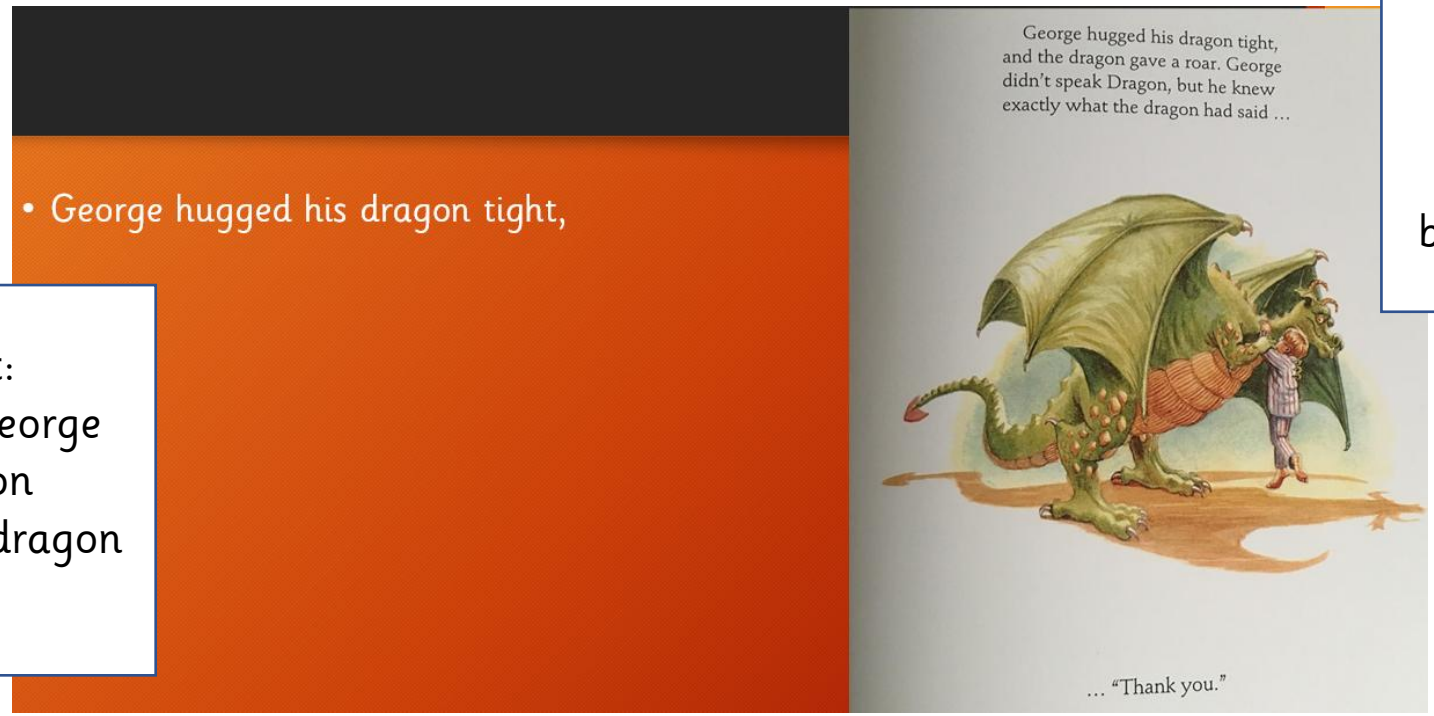
Reading for understanding

We read an extract from a book and children **ask questions** to further their understanding

- Why didn't they hold with such nonsense?
- What was the Dursley's secret?
- The author says 'in their opinion', does that mean that Dudley wasn't, in fact, a fine boy?

Line by Line

We then look at each line individually and discuss – what do we **know?** What do we **think** we know? Making predictions and inferences as we go.



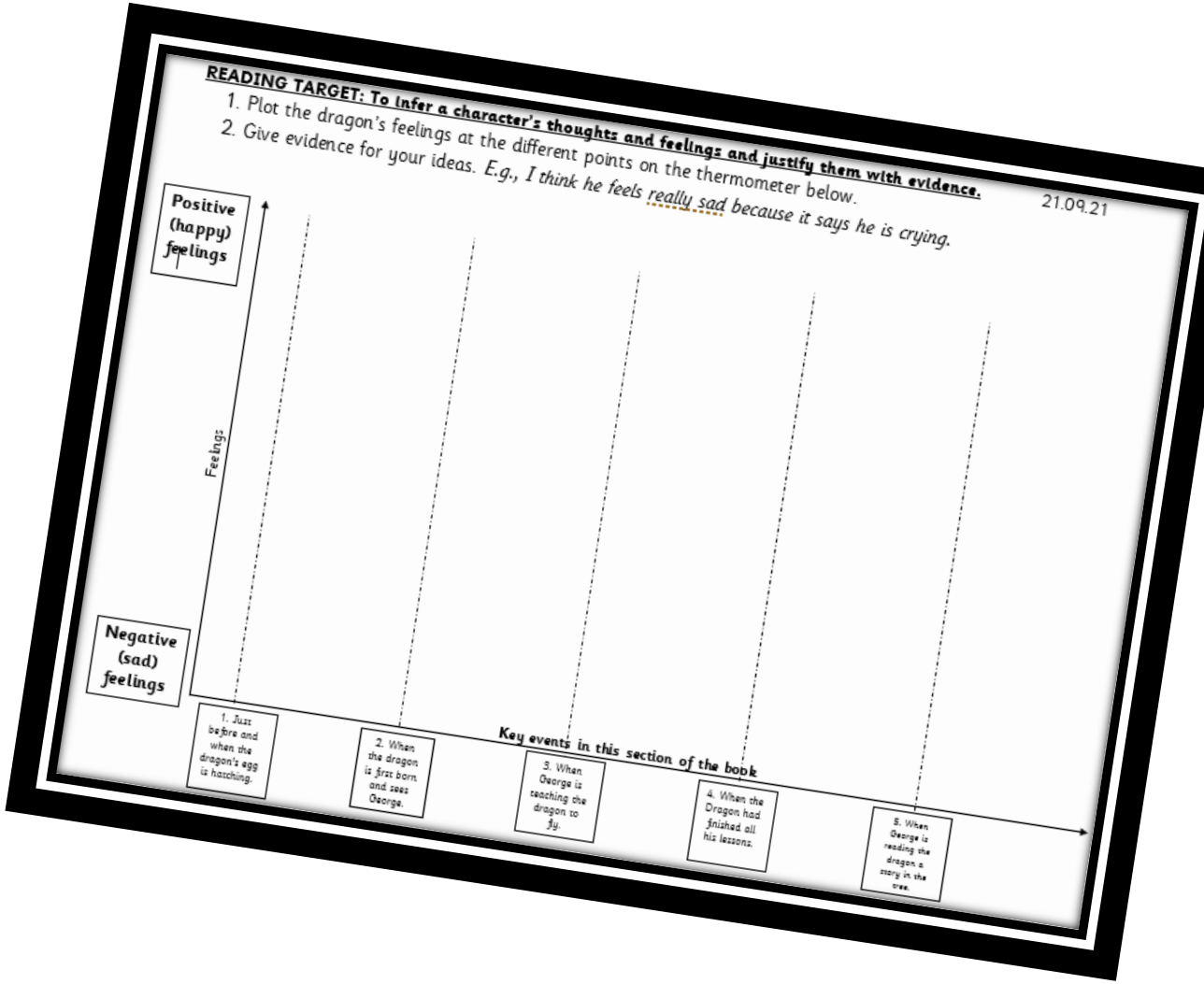
We **know** that:
The boy is called George
There is a dragon
George hugged the dragon in a tight way

We **think** that:
George may not see the dragon for a while
George loves the dragon because of the word 'tight'

Leapfrog & Task

Then we zoom in on an extract and really pull out the language that has helped us to infer and predict. During leapfrog we model how to complete a task and discuss as a class.

Lastly, the children independently complete a task based on the extract we have looked at intensely all week.



What is inference?

- Inference is a key Year 4 objective and one that children find the trickiest. We therefore practise it lots and children would benefit from extra help at home.
- Inference is when you conclude something that isn’t stated, but is implied, often through use of language. For example; you can infer feelings.
- In Year 4, children have to make inferences and back these up with evidence. We teach children to use something called ‘point and justification’.
- This means they make their inference, back it up with quoted evidence from the text and explain how this supports their idea.

Inference example

Refusing her offer to carry his case – he was perfectly capable of that himself – Rio followed her towards the exit where, in the parking zone, she halted by a 4x4 covered in a thick coating of dust.

Question: What can you infer about Rio's grandma from this extract?

Answer: Rio's grandma doesn't tend to go out in her car very much because her 4x4 (car) was 'covered in a thick coating of dust.' This suggests that she doesn't use her car very much as objects collect dust when they are not used frequently. This may imply that she likes to spend her time at home.

Year 4 Comprehension

1) Find and copy the phrase that the writer has used to prove that the Great Barrier Reef is so large.

2) What does "watery wonderland of life and colour" make you think of the Great Barrier Reef?

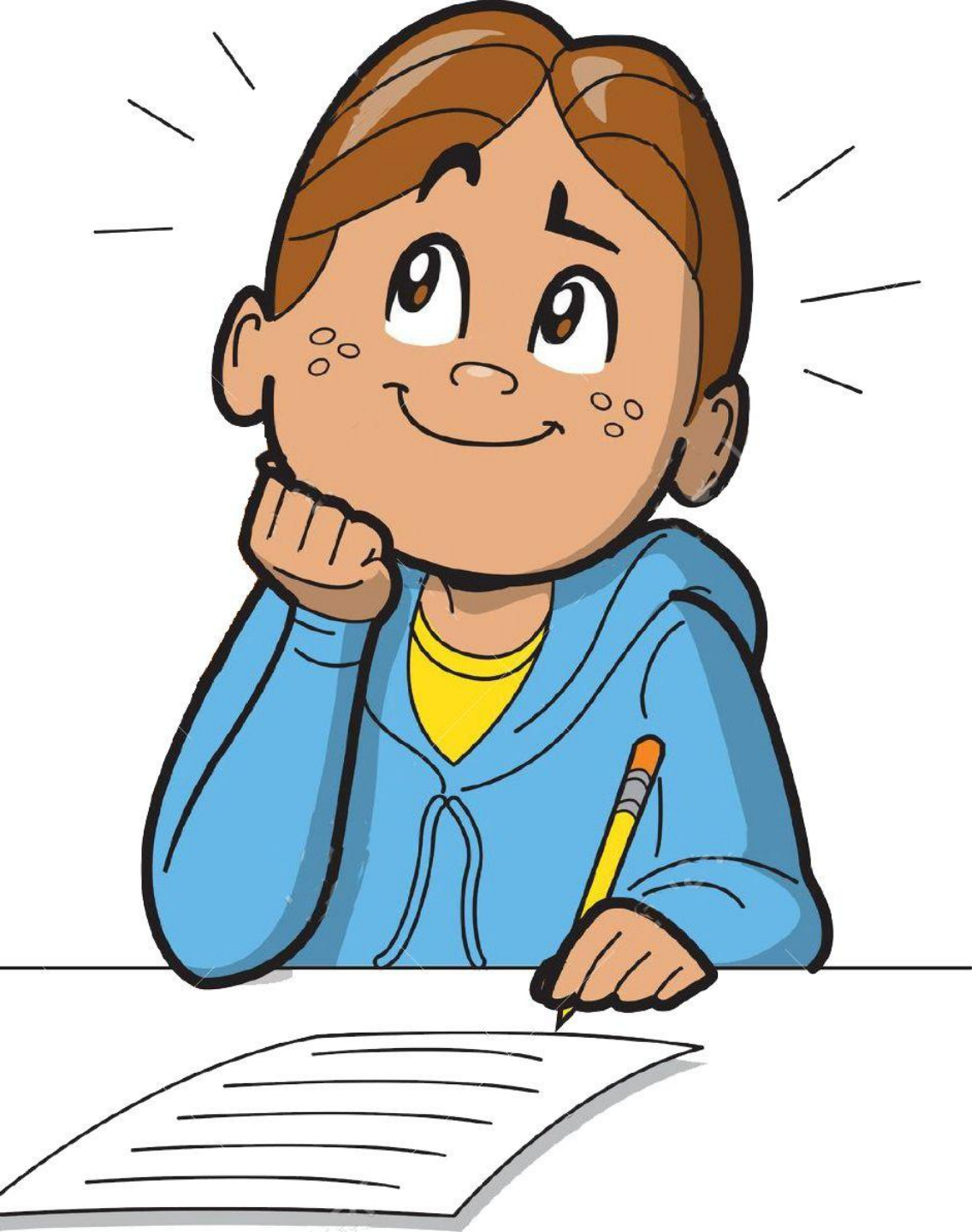
3) What is your impression of the sea anemone?

4) Find two synonyms for the word "striking" in the text.

5) What do the words "clever suit of armour" make you think of the clownfish's slime?

6) Why do the clownfish and sea anemone have a good relationship?

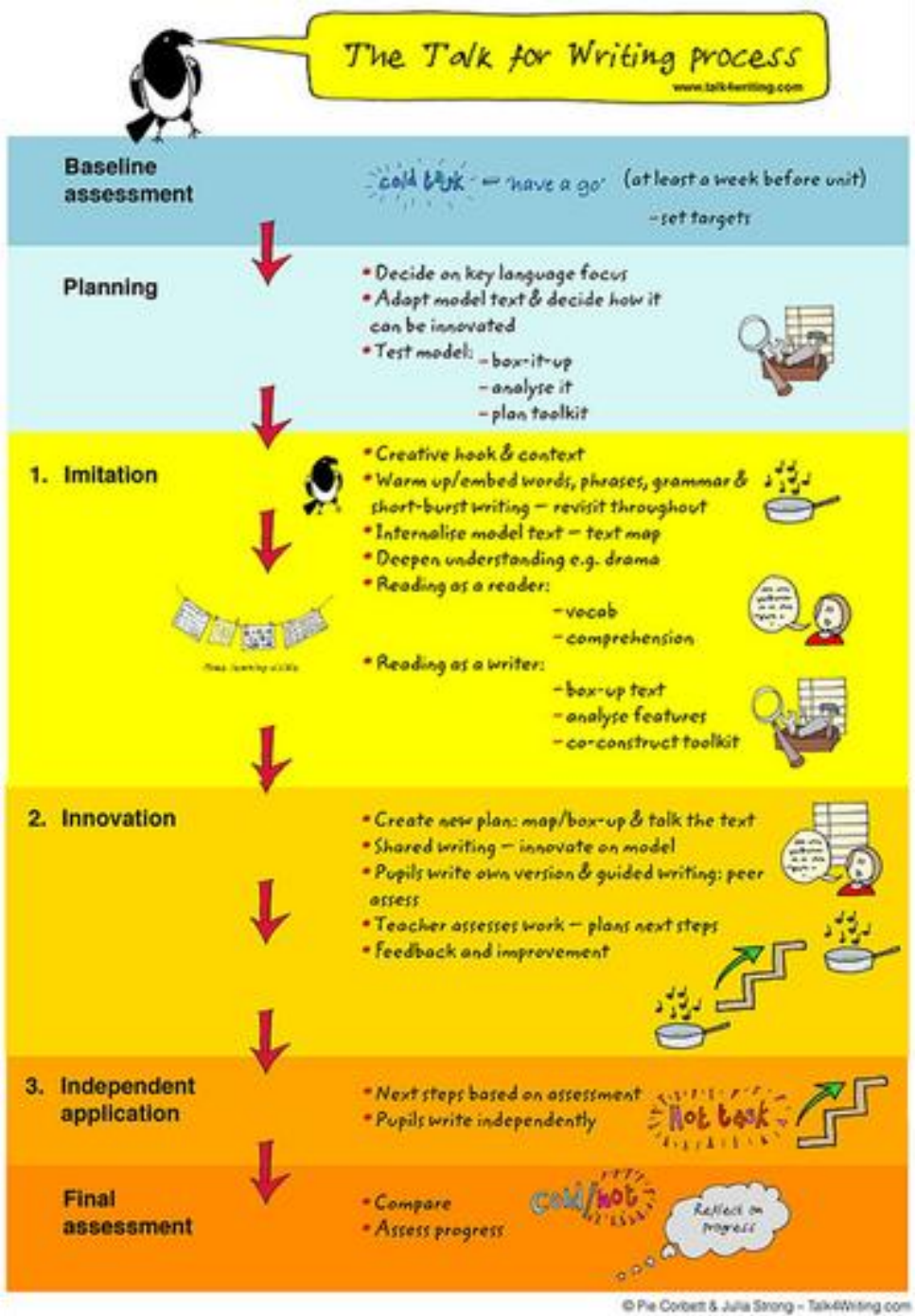
7) Find a synonym for the phrase "dries up" in the text



Year 4 Writing

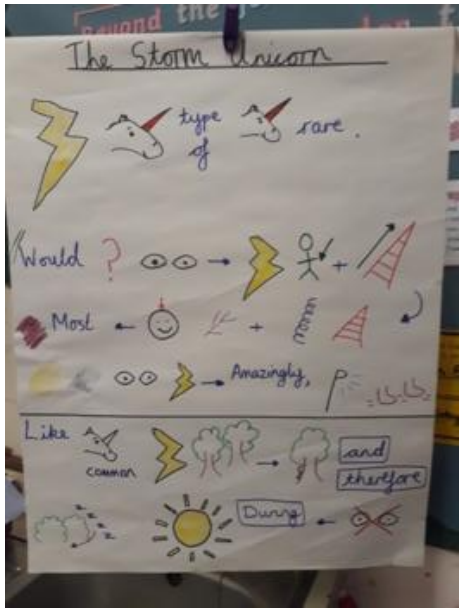
- We now front load our grammar across the school. This means we now teach all the grammar objectives in year 4 before Christmas and then revisit it across the year.
- Where possible, we link the grammar teaching to the text type we are learning.

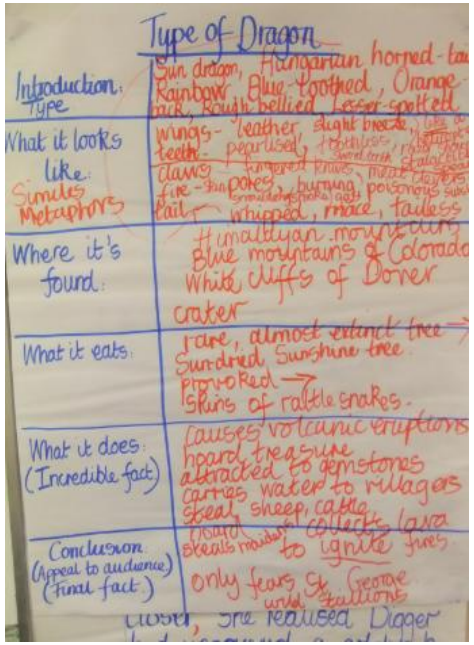
- Key Year 4 objectives include using:
  - A variety of conjunctions
  - Fronted adverbials (an adverbial phrase at the start of the sentence)
  - Commas for fronted adverbials
  - Possessive apostrophes
  - Punctuating speech accurately using inverted commas and other punctuation to indicate direct speech.



Year 4 Writing

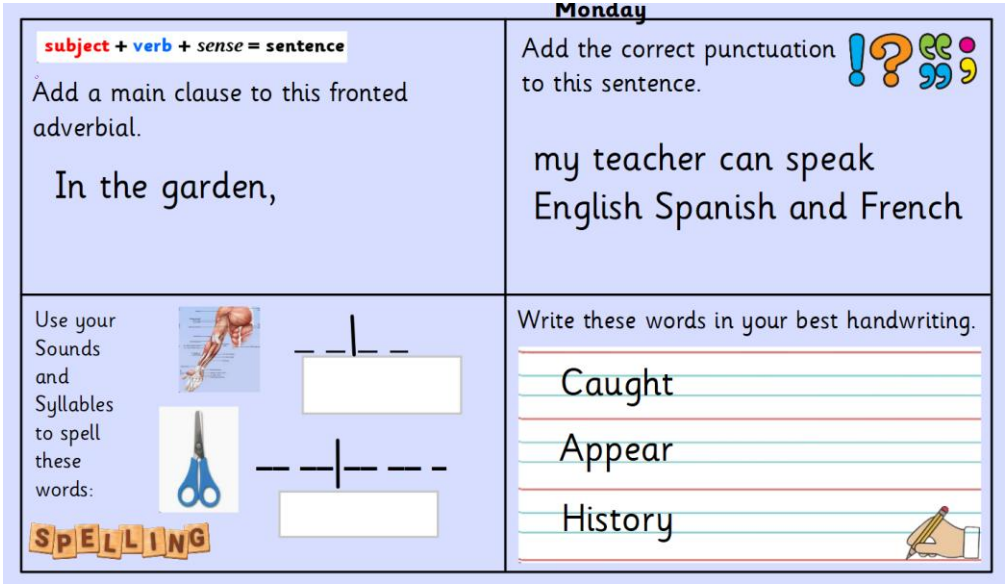
- We use a 'Talk for writing' approach to writing across the school.
- A key feature of this approach is children being able to internalise the language structures we need to be able to write through ' talking the text' as well as reading.
- Using high quality texts, we introduce the children to various text types, learning them by heart and scrutinising them with a writer's eye.





Writing Magic

- Last year, children across school were introduced to writing magic. They will be really familiar with this for Year 4. Writing Magic is a quick daily 15-minute activity to develop children's writing fluency so it becomes more automatic.
- Children need to complete 4 quadrants
- Box 1- grammar and sentence structure
- Box 2- punctuation
- Box 3- SPELLING
- Box 4- handwriting.



Handwriting

Our Year 4 handwriting objectives:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Children should be forming their letters correctly and joining every letter apart from capitals.

SPELLING

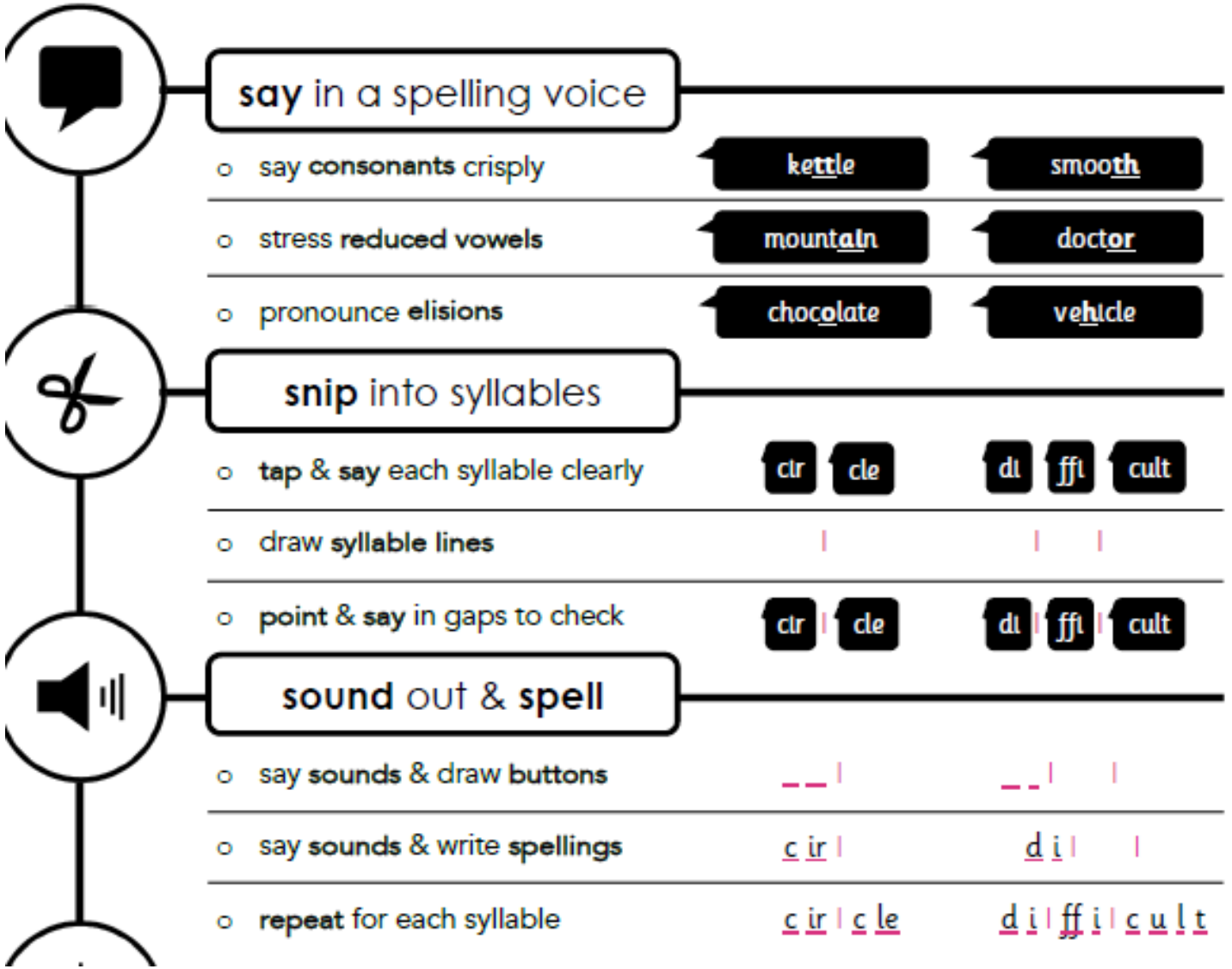
In your digital workshop pack, you will find the Year 2 and Year 3/4 common exception spelling words.

We teach spelling every week, and some children have extra help with spelling through interventions.

We encourage children to use the ‘sounds and syllables’ strategy when spelling unfamiliar words.

When writing, they draw a line at the bottom of their page where they then test out the spelling using the ‘sounds and syllables’ strategy.

Sounds and Syllables Spelling



camera

__ __ | __ __ | __ __

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c a | me | r a

PSHE
(Personal, Social, Health and Economic Education)

- Our PSHE is taught, following the Jigsaw scheme:

Age group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Peer influences Railway safety Staying safe with friends Smoking Alcohol and vaping Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting and Falling Out Girlfriends and Boyfriends Showing appreciation to people and animals	Being unique Girls and puberty Being part of a family Confidence in change Accepting change Preparing for transition Environmental change

RSHE (Relationships, Sex and Health Education)

- RSHE will be taught during the Summer Term (Jigsaw scheme – Relationships and Changing Me)
- In Year 4 children will learn;

❖ *To understand how peer influence can affect choices and how to respond safely in different situations*

❖ *To explore their heritage, identity, values and the choices they make.*

❖ *In the Jigsaw Scheme, the previous sex education content from Y4 has been removed and replaced with other age-appropriate content, learning about puberty. This mainly focuses on changes that occur in girls, including menstruation, as well as the physical and emotional changes associated with growing up.*

❖ *To understand that families can be different and to identify trusted adults and sources of support.*

We use the correct scientific terminology for all body parts, as per previous year groups.

Parents/ Carers will receive a letter stating that RSHE lessons are about to begin and detailing the areas covered and any areas from which children may be able to be withdrawn from.

If you would like to discuss anything further, please speak to Mrs Rupi Johnson, our school's PSHE Curriculum Subject Lead and Year 5 teacher.

Other Info...

- If your child has any medical conditions please ensure these are discussed with your child's class teacher. Any medication that children need at school must go through the office.

- Dates for diaries:
  - **Visit to Harry Potter Studios (shhhhh!)** - Wednesday 9th December 2026
  - **Harry Potter dress up day** – Monday 14th December 2026
  - **Visit to Hindu Temple** – Monday 25th January 2027
  - **Bikeability** – Monday 1st and Tuesday 2nd March 2027
  - **Y4 performances** – Wednesday 3rd and Thursday 4th February at 6pm
  - **Pioneer Centre** – Wednesday 5th – Friday 7th May 2027
  - **Multiplication Tables Check begin on** - Monday 7th June 2027 for two weeks
  - **Egyptian Museum to parents, in classrooms** – Friday 9th July 2027

Any questions?

Thank you for your time