



Rocket Class Parent Information Session

Year 4 Team

Class Teachers

Miss Miles (Mon – Wed morning)

Mrs Gibbs (Wed afternoon – Fri)

Teaching Assistants

Mrs Overy

Mr Deering

Year 4 Autumn Timetable

	8.35-8:50	8:50 –9:50		9:50-10:20	10.20–10.40	10.40–10.55	10.55 – 12.00	12.00 - 1.00	1.00 - 2.00	2.00 – 3.00		3.00-3.15			
Monday	Early morning work	Mastering Number	Maths		Reading		Assembly	Break	English		History/Geography		Music	Class Reader	
Tuesday		Maths		Reading		English			Mastering Number	PSHE		Handwriting	Spelling Block Week Session 1	Class Reader	
Wednesday		Maths		Reading		English			PE		RE		Spelling Block Week Session 2		
Thursday		Maths				Swimming 10:45-11:15am			Mastering Number	Art/Computing				Class Reader	
Friday		Maths		Mastering Number	Handwriting				Spelling Block Week Session 3		Science		French		Class Reader

English

We will start the term by learning about writing persuasive letters. We will learn about the features of a letter and then consider how to organise our work into paragraphs and include persuasive techniques. We will then explore a poem by Valerie Bloom called *The River* and use it to write our own poems about a storm.

Science

In our unit on Teeth & Eating, we will learn about the process of digestion in humans, the different types of teeth we have and how to prevent decay, plus how to interpret and create a variety of food chains.

Geography

We will be learning about rivers and the journey they make. We will consider why people settle near a river.

How you can help your children at home:

Ask them about their day at school.
Listen to them read every day and talk about what they have read.

Support them as they complete their topic homework.

Work with them to complete home learning for spelling.

Support their use of Times Table Rockstars to prepare for the multiplication check at the end of the year.

Computing

We will learn to identify types of technology, hardware and software to explore how systems work together. Then we will begin to explore types of animation and practise using 'onion skinning' as a tool.

Art

This half term, we will be completing a textiles unit of work. We will start by learning about how fabric is created and exploring techniques for dip-dyeing. Later in the half term, we will be learning about weaving and use a cardboard loom to create our own woven piece.

Rocket Class Autumn 1 Rivers

RE

We will be learning about how Christians believe Jesus is their saviour and how this may inspire people to save others. We will learn about the work of The Salvation Army and why they serve in these ways.

PSHE

We will be working through the unit 'Being Me in the World'. We will consider how our attitudes and actions make a difference in the class; begin to understand what it means to be a school citizen; and learn about our rights and responsibilities.

Maths

We will begin the year by working with numbers up to 10,000, making sure we are confident to represent and partition these numbers before we begin to order, compare and round them to the nearest 10, 100 or 1000.

We will consolidate our understanding of the column method for addition and subtraction, learning how to estimate and check answers. We will learn what the area of a shape means and how to calculate the area of shapes by counting squares.

Music

We will be learning about how to read notes and begin to compose music using a scale. We will use tuned percussion and develop our use of dynamics when performing.

PE

In our Wednesday PE slot we will be developing our balancing skills, running at different speeds, changing direction and our technique when jumping and hopping.

In our Swimming lessons, we will work towards using a range of strokes effectively and perform safe self-rescue in different water-based situations.

French

We will learn how to introduce ourselves, say our name, how old we are and where we live.

Topic webs can change termly or half termly.

These will be sent out via Class Dojo so you know what we are doing in school during this time.

Go on a walk with your family or friends to a local river. Take photos, draw or note down anything interesting you see on your walk. Can you spot any wildlife?

Create a river painting or drawing. Watercolour would be a good medium to use. You could visit a river to find inspiration.

Create a model of a boat you would find on a river, for example a sailing boat, canoe or barge. Can you make it float?

Design your own water cycle model. Google images has some great ideas to you started.



Please choose 1 or 2 items from these suggestions to complete and bring into school before the homework exhibition.

Create a presentation about a famous world river, for example the Amazon or Nile. Think about how you would present your fact file. Make it colourful and eye catching!

Research and create a fact-file about an organism whose habitat is a river. This could be an animal or plant.

If there is a homework project you would like to complete that is not on the list, please let Miss Miles or Mrs Gibbs know. Homework is to be handed in by 1st December 2025.

Write a poem or a story about the journey of a river. Can you include a simile or some rhyming words?

Create a dance of a river and the journey it makes. Film your performance for us to share in class.

Research the effects of water pollution on rivers in this country. Present your finding in a way that you prefer. This could be in a speech, a powerpoint or a poster.

Topic homework is set each term.

We allow time for the children to share their homework with the class.

It is displayed in the homework exhibition at the end of each term.

Maths Teaching Overview

Autumn	1	2	3	4	5	6	7	8	9	10	11	12
Times tables	Recall multiples of 3,4 and 8 up to 12 including missing number and related division facts fluently. Fluently count in 6's up to 12x6 (use 3's to help support this)							Recall multiples of 6 up to 12x6 in any order, including missing number problems and related division facts with growing fluency. Fluently count in 7's up to 12x7.				
White Rose	<u>Number Place Value</u> Step 1 Represent numbers to 1,000 Step 2 Partition numbers to 1,000 Step 3 Number line to 1,000 Step 4 Thousands Step 5 Represent numbers to 10,000 Step 6 Partition numbers to 10,000 Step 7 Flexible partitioning of numbers to 10,000 Step 8 Find 1, 10, 100, 1,000 more or less Step 9 Number line to 10,000 Step 10 Estimate on a number line to 10,000 Step 11 Compare numbers to 10,000 Step 12 Order numbers to 10,000 Step 13 Roman numerals Step 14 Round to the nearest 10 Step 15 Round to the nearest 100 Step 16 Round to the nearest 1,000 Step 17 Round to the nearest 10, 100 or 1,000				<u>Number Addition and Subtraction</u> Step 1 Add and subtract 1s, 10s, 100s and 1,000s Step 2 Add up to two 4-digit numbers – no exchange Step 3 Add two 4-digit numbers – one exchange Step 4 Add two 4-digit numbers – more than one exchange Step 5 Subtract two 4-digit numbers – no exchange Step 6 Subtract two 4-digit numbers – one exchange Step 7 Subtract two 4-digit numbers – more than one exchange Step 8 Efficient subtraction Step 9 Estimate answers Step 10 Checking strategies			<u>Shape Area</u> Step 1 What is area? Step 2 Count squares Step 3 Make shapes Step 4 Compare areas	<u>Number Multiplication and Division A</u> Step 1 Multiples of 3 Step 2 Multiply and divide by 6 Step 3 6 times-table and division facts Step 4 Multiply and divide by 9 Step 5 9 times-table and division facts Step 6 The 3, 6 and 9 times-tables Step 7 Multiply and divide by 7 Step 8 7 times-table and division facts Step 9 11 times-table and division facts Step 10 12 times-table and division facts Step 11 Multiply by 1 and 0 Step 12 Divide a number by 1 and itself Step 13 Multiply three numbers			Consolidation
National Curriculum links	Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones). Order and compare numbers beyond 1000. Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers.				Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.			Find the area of rectilinear shapes by counting squares.	Recall and use multiplication and division facts for multiplication tables up to 12×12 . Count in multiples of 6, 7, 9, 25 and 1000. Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.			

These can be found on our website through:

Home - Key Information - Curriculum - Mathematics.

Times Tables

- ▶ At the end of Year 4 there will be a statutory times table test.
- ▶ The Year 4 Times Tables Test is an online test with 25 questions; children must answer each question within a 6 seconds time limit so the whole test will take less than 5 minutes.
- ▶ Every other Friday, the children will continue with Mighty Maths.
 - Autumn Purple x2, 3, 4, 5, 6, 8, 10
 - Spring Bronze x2, 3, 4, 5, 6, 8, 10, 7
 - Summer 1 Silver x2, 3, 4, 5, 6, 8, 10, 7, 11
 - Summer 2 Gold x2, 3, 4, 5, 6, 8, 10, 7, 11, 12

Times Table Rockstars

- ▶ We will spend time in the computer suite on Times Table Rockstars each Wednesday morning.
- ▶ This will be relaunched in school to encourage use of this at home. More information will follow.



Maths Targets

These can be found on our website through:

Home - Key Information - Curriculum - Mathematics.

These can give you ideas of how to support your child's maths at home, but please be aware these will no longer be checked at school.

TARGETS	An adult at home thinks that I have achieved this	An adult at school thinks I have achieved this
Recognise numbers to 10,000 - I can read numbers up to 10,000 - I can write a given number up to 10,000		
Pairs of numbers that add up to 100 - Given a 2-digit number, I can tell you how many more I need to add to make 100. E.G. $62 + 38 = 100$		
Add 10, 100 or 1000 to any number lower than 10,000 E.G. $341 + 10 = 351$ $2693 + 1000 = 3693$		
Subtract 10, 100 or 1000 from any number lower than 10,000 E.G. $568 - 100 = 468$ $2382 - 1000 = 1382$		
Convert g to kg and kg to g - I can convert g to kg, and kg to g. E. G. $2365\text{g} = 2.365\text{kg}$		
Calculate minutes to next hour. - Given a digital clock time, I can tell you how many minutes until the next hour. E. G. $2:47\text{pm} \rightarrow 13$ minutes until 3 O'clock		

How else can you help with maths at home?

- ▶ Play mental maths games e.g. counting in different amount, forwards and backwards
- ▶ Help them to become confident with telling the time
- ▶ Encourage opportunities to count coins, money and calculate change
- ▶ Look for numbers on street signs, car registrations and so on!
- ▶ Look for examples of 2D and 3D shapes around the home
- ▶ Weigh and measure quantities and amounts in the kitchen or in recipes

What Year 4 writing looks like...



Once in a fairyland
land there was nothing at
this place where you go
on secret missions and
there was a mission
that surprised me. It started
like this. A Master told
that I needed to go and
find this creature and
bring it back. So I decided that I need to bring some
things with me ~~there~~ the things were a secret notebook and
a very sharp sword. When I got everything that I needed
I set off on the first place I had to go to a
mountain called Mount Tall because it is very tall. //
When I got there put on my invisibility cloak on. Then I saw
what I was looking for those two people they are 54
and I asked them this "Where is the volcano known
as 'Erupter'?" "We don't know they replied in a smirk."

- ▶ Writing stories with a clear beginning, middle and end.
- ▶ Developing character description, e.g. "My heart was pounding so fast it was hard to breathe." or "They replied with a smirk."
- ▶ Using the same tense throughout a piece of writing.
- ▶ Inverted commas (speech marks) used correctly to punctuate speech between characters.

What Year 4 writing looks like...

Today was my great day!

First me my brother and sister and parents had breakfast it was pancakes. I love them. On my pancake I had biscoff and nutella. When I took a bite I felt that glorious taste of yummiest. ✓ Lovely!

After that we went to the library. When we got there mummy signed in for the whole day I was so excited by this. ✓

Then I sped on to the selection of books there were big books small book scary scary fierce and romantic there were all kinds of books. I settled in and started to read. ✓

After a bit my brother came across and said "would you like to come and get some cake?" "Yes please I shouted!" ✓

- ▶ Writing that is organised into paragraphs.
- ▶ Fronted adverbials to show time, place and manner. Here there is "First... After... Then."
- ▶ Use of coordinating and subordinating conjunctions (when, so, but, because)
- ▶ Handwriting that is neat, fluent and mostly joined.

Pen Licence

Congratulations to _____

for having fabulous handwriting.

Signed: _____ Date: _____



In Year 4, pupils have the opportunity to earn their pen licence.

Pupils will receive personalised feedback about how to improve their handwriting and aim for legible, joined handwriting that sits on the line.

Homophones

Choose the correct homophone to complete each sentence.

- | | |
|---|-----------------|
| 1. "My hair has _____ too long," said Sam. | grown groan |
| 2. She was upset that she had _____ them. | missed mist |
| 3. "It's simply not _____ !" exclaimed Alex. | fair fare |
| 4. They couldn't wait to _____ the new teacher. | meet meat |
| 5. I don't think _____ finish that book today. | he'll heal heel |
| 6. We wondered _____ bike was in the rack. | who's whose |

Decide whether the homophone in each sentence below has been used correctly. Correct those that are wrong.

Sentence	Correct or incorrect ✓ or X	Correction
The <u>not</u> in the rope would not come loose.		
She carried the vase carefully so she didn't <u>brake</u> it.		
There was a <u>grate</u> atmosphere at the school carnival.		
Her fists were <u>balled</u> up in anger.		

Name: _____ Date: _____

CUSP Spelling

We are continuing to use this scheme for Spelling. The children have 3 sessions a week on a particular spelling concept from the National Curriculum, including:

- ▶ Words that are commonly misspelt e.g. fruit
- ▶ Prefixes e.g. mislead
- ▶ Suffixes e.g. location
- ▶ Homophones e.g. rain / rein / reign

A home learning sheet related to what has been taught that week will be sent home each Friday. These are due the following Thursday.

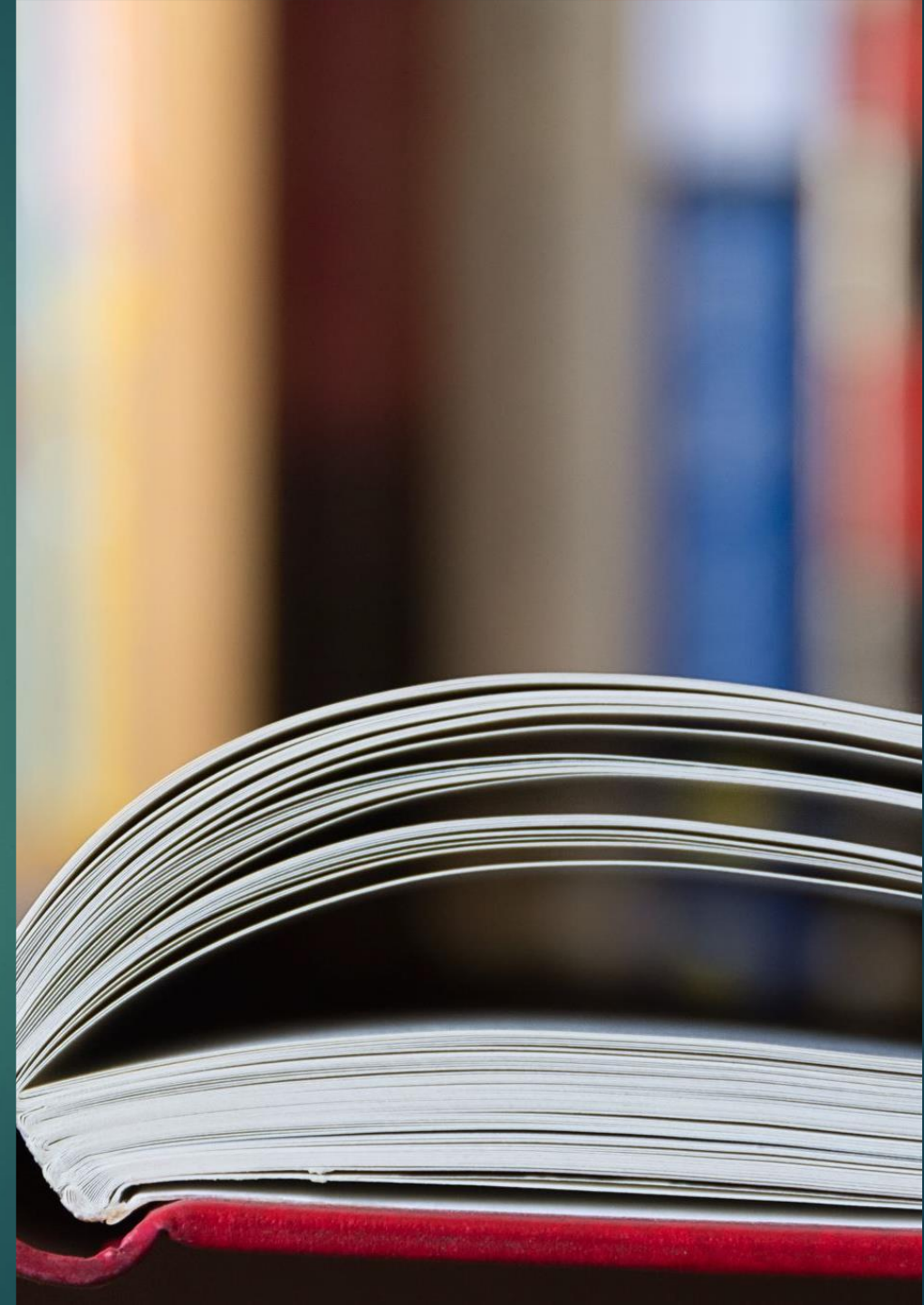
How else can you help with writing at home?

- Encourage opportunities for writing such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Allow children to use word processing software.
- Encourage use of dictionaries and thesauruses.
- Reading is key! Good readers = good writers.



Accelerated Reader

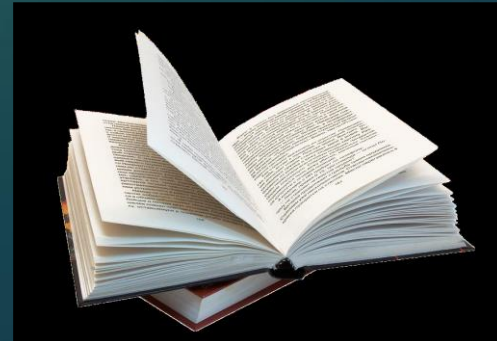
- ▶ Each child will complete a Star Reader test. This test assesses their reading level so that they can then choose a reading book that is appropriate for them within their ZPD.
- ▶ Once they finish a book the children complete an online quiz. This quiz assesses how much they have understood the book they have read and gives them a score. We monitor the results of these quizzes regularly.
- ▶ They each have a reading log for teachers and parents to make a record of pages completed and how well they have read.



How can you help with reading at home?

Reading aloud for fluency and understanding

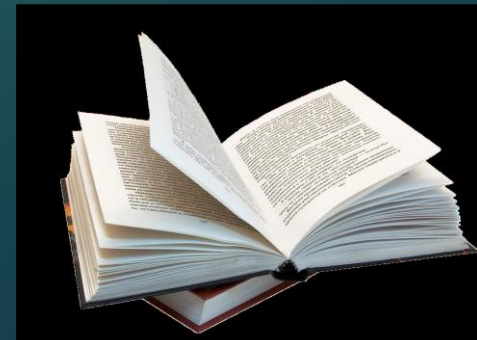
- ▶ Have them read aloud to you regularly. This slows them down, leading to a better understanding and ensures they are reading words accurately and not missing out key vocabulary
- ▶ Provide the right kind of books. They should recognise at least 90% of the words with no help.
- ▶ Help them to recognise punctuation so they are reading clearly and smoothly (not reading like a robot). This is a skill known as fluency.
- ▶ Read to your child. Model how you use expression, use of breath and break words down.



How can you help with reading at home?

Question them on what they have read

- ▶ *Answering questions by looking back in the text*
 - ▶ What did they decide to do?
 - ▶ Who are they?
 - ▶ Can you tell me what this word means?
- ▶ *Answering questions without referring back to the story*
 - ▶ What happened when...?
 - ▶ What do you think might happen next?
- ▶ *Prompt answers which require thought and opinion*
 - ▶ What do you think of them?
 - ▶ How do you feel about their decision?



PE

Our PE days are Wednesdays and Thursdays. On Wednesdays, the children will need their PE kit (this can be left in school). Earrings must be removed or taped for PE lessons. Please provide your child with tape if they need it.

On Thursdays, during the Autumn term, the children will need their swimming kit which includes: swimsuit, towel and a swimming hat. They may bring goggles if they wish.

All jewellery will need to be removed before entry to the pool.

A qualified swimming instructor will teach the more confident swimmers. Mrs Gibbs shall build the confidence of swimmers with less confidence in water.



Class Dojo



- ▶ Children can achieve Dojo points for displaying our Christian Values. When we reach 500 points as a class, we will have a treat! This could be a film or a trip to the park!
- ▶ We will post regular updates of our learning on the Class Story.
- ▶ We now have just one Dojo account for this class. This is accessible and monitored by both Miss Miles and Mrs Gibbs. We will always sign off a message so you know who you are speaking to.
- ▶ Please do send us a message if you have any questions or concerns. We are happy to chat after school as well if need be.

Residential

We are going to Burwell House in May 2026.

There will be an information session closer to the time of the trip.





Thank you for joining us today.
Any questions?