Rocket Class
Parent Information Evening

Year 4 Team

Class Teacher

Mr Kerry

Teaching Assistant

Mrs Hobbs

	8.50-9.15	9.15 - 10.20	10.20 - 10.40	10.45 - 11.00	11.00 - 12.00	12.00 -1.00	1.00-2.00	2.00-3.15
Monday	Guided Reading	Maths	Assembl	Break	English	Lunch	P.E.	Spelling/ Handwriting
Tuesday	Maths				Swimming		Geography (Rivers)	Music
Wednesday	Guided reading	Maths			English		Science (Animals incl. Humans)	French
Thursday	Guided reading	Maths			English		PPA: Art	PPA: PSHE
Friday	Homework	Maths			English		R.E.	Computing



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.

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.

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.

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 multiplicationtables 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

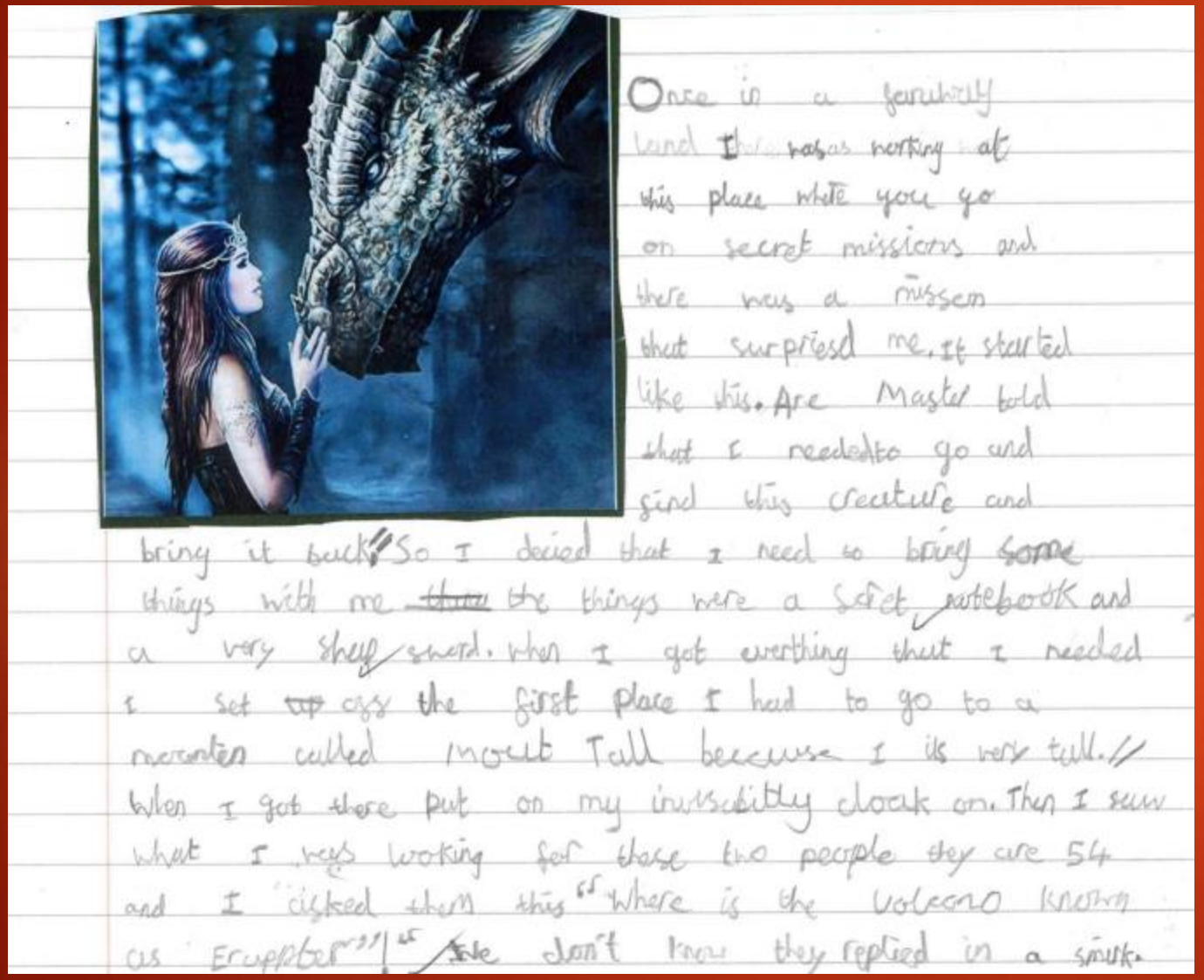
- Practising at home 2-3 (or more) times per week will help children to become confident in their times table knowledge, giving them quick recall of facts.



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

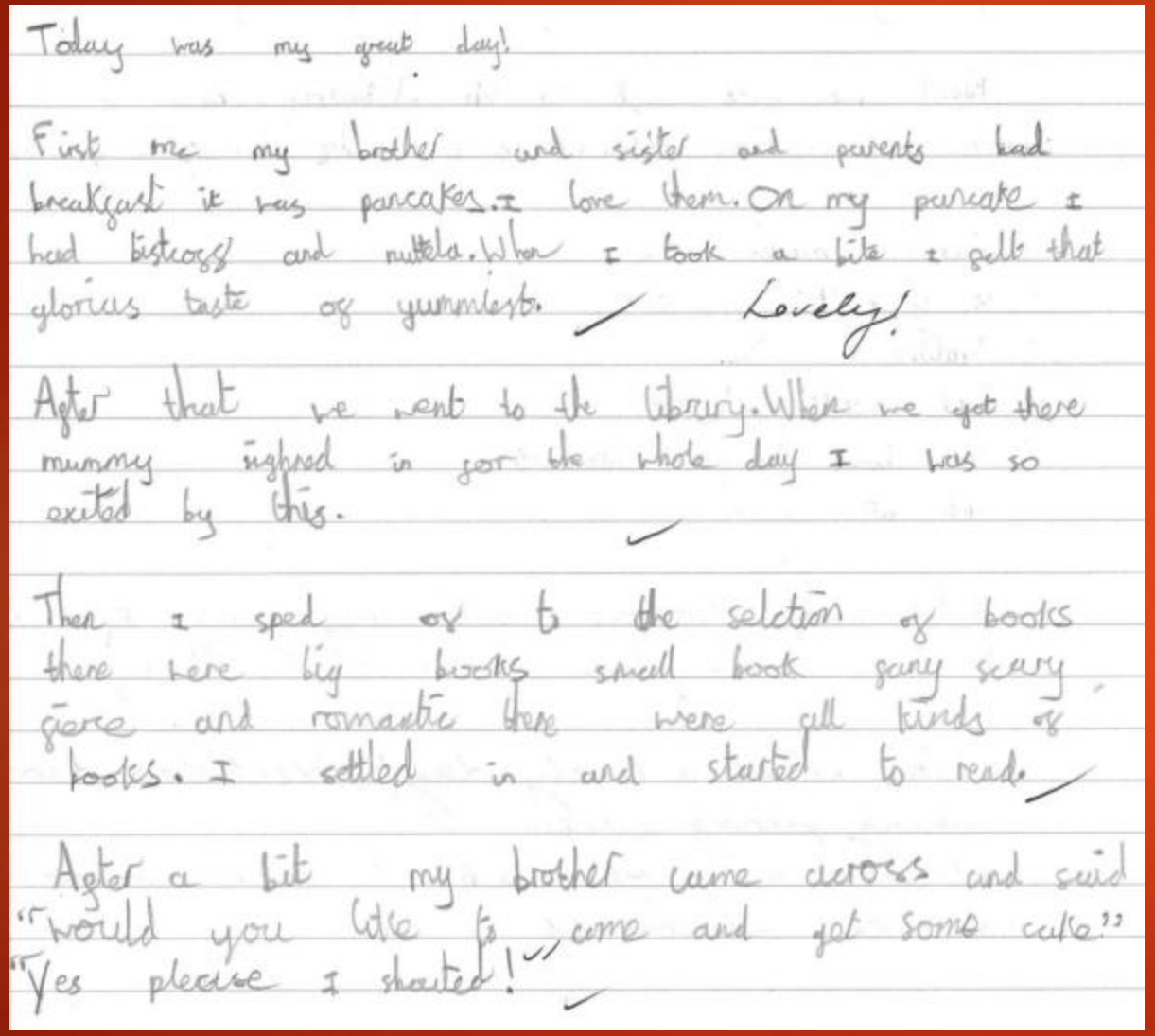
What Year 4 writing looks like…



Once in a faraway land I was working at this place where you go on secret missions and there was a mission that surprised me. It started like this. Are Master told that I needed to go and find this creature and bring it back. So I decied that I need to bring some things with me then the things were a Safe notebook and a very sharp sword. When I got everthing that I needed I set off 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 Eruptor?" "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 bisticoss and nuttela. When I took a bite I felt that glorias taste of yummiests. ✓ Lovely!

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

Then I sped off to the selction of books there were big books small book scary scary gorse and romantic there were all kinds of books. I settled in and started to read. ✓

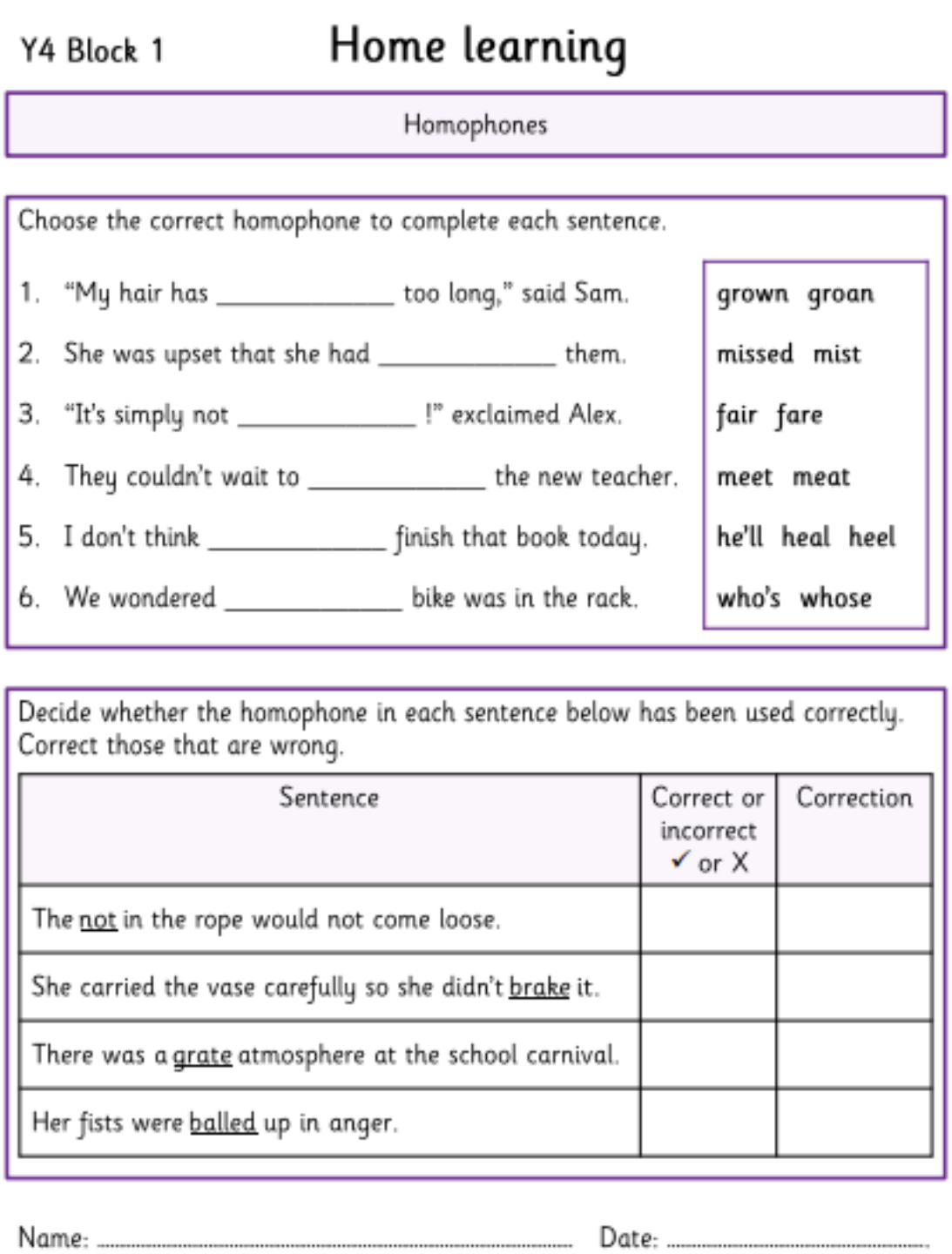
After a bit my brother came accross and said "would you like to come and get some cake?" "Yes please I shouted!" ✓

- 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.



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.



Y4 Block 1

Home learning

Homophones

Choose the correct homophone to complete each sentence.

1. "My hair has _____ too long," said Sam.
2. She was upset that she had _____ them.
3. "It's simply not _____ !" exclaimed Alex.
4. They couldn't wait to _____ the new teacher.
5. I don't think _____ finish that book today.
6. We wondered _____ bike was in the rack.

grown groan

missed mist

fair fare

meet meat

he'll heal heel

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 not in the rope would not come loose.		
She carried the vase carefully so she didn't brake it.		
There was a grate atmosphere at the school carnival.		
Her fists were balled 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.

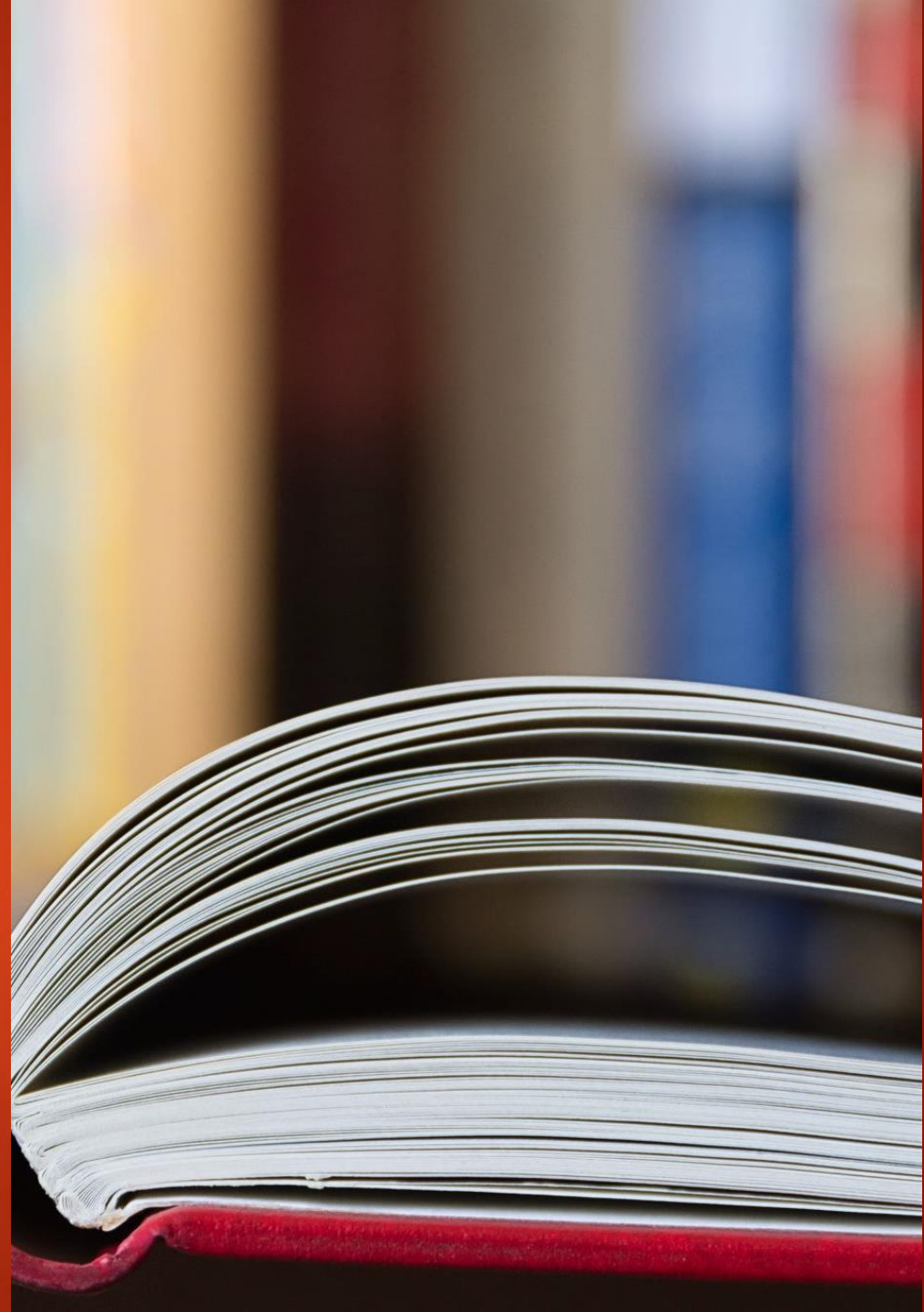


Accelerated Reader

- 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?

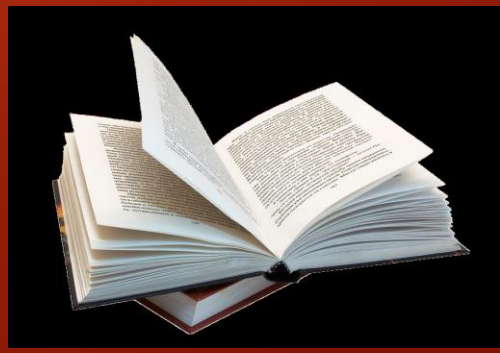
Reading aloud for fluency and understanding

- 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.



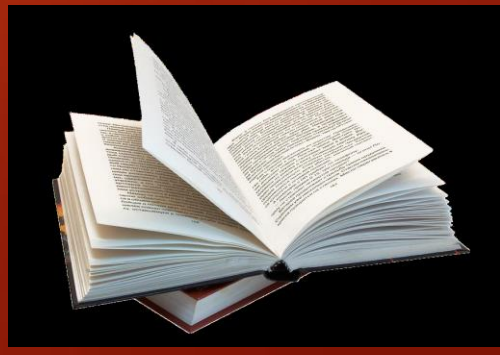
How can you help with reading at home?

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 by 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 Monday and Tuesday. On Mondays, 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 Tuesday 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 each of the different ability groups within the class.



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!

- I will post photos and achievements on the Class Story on a Friday, sharing what we've been up to during the week. For other messages e.g. 'Please remember it's World Book Day tomorrow' I will send this as a class message on dojo.

- Please do send me a message if you have any questions or concerns. I am happy to chat after school as well if need be.

Residential

We are going to Burwell House in May 2027 - Weds 26th to Thurs 27th May 2027

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



Thank you for joining us today.
Any questions?