



MRS BLAND'S INFANT  
AND GARLAND  
JUNIOR SCHOOL

# Welcome to Year 4

**Mr Soares-Mistry (M,Tu,W)  
& Mrs Blair (Th,F)**

**Mrs Hopkins (TA)**

**OUR VALUES FOR ALL**

**PERSEVERANCE**

**KINDNESS**

**RESPECT AND GOOD MANNERS**

**TEAMWORK**

**OUR VISION**

*Community, Curiosity, Creativity and Challenge*

*Discovering every child's sparkle and shining a light on their brilliance...*



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# Year 4

## What are the expectations?

- **Listen**
- **Contribute**
- **Try their best**
- **Be Kind & Respectful**



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# Year 4

## What is our timetable?

|           | 08:30-08:40                                                    | 08:45    | 09:00          | 09:30                 | 10:30        | 10:35 | 10:50      | 11:45        | 12:00 | 12:55        | 13:00    | 13:15                 | 14:10                  | 15:00-15:10           |        |
|-----------|----------------------------------------------------------------|----------|----------------|-----------------------|--------------|-------|------------|--------------|-------|--------------|----------|-----------------------|------------------------|-----------------------|--------|
| Monday    | Registration & Next Steps / Independent Reading / Times Tables | Assembly | Shared Reading | English & Handwriting | Snack & Poem | Break | Maths      | Times tables | Lunch | Registration | Spelling | Indoor PE             | Computing              | ERIC & Ready for Home |        |
| Tuesday   |                                                                |          |                | Music                 |              |       | Outdoor PE |              |       |              |          | English & Handwriting | Maths                  |                       |        |
| Wednesday |                                                                |          |                | English & Handwriting |              |       | Maths      |              |       |              |          | History/Geography     | RE                     |                       |        |
| Thursday  |                                                                |          |                | English & Handwriting |              |       | Maths      |              |       |              |          | French                | PSHE                   |                       | DT/Art |
| Friday    |                                                                |          |                | English & Handwriting |              |       | Maths      |              |       |              |          | Science               | Extended Learning/O.L. |                       |        |



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# Year 4

## PE kit

### PE Kit:

Trainers

Hair tied back

Earrings out or taped

Headscarf tucked inside t-shirt

Navy blue leggings under shorts for religious cover (not tracksuit trousers)

Shorts and team t-shirt

Tracksuit trousers (Navy) and warm navy top for outdoor PE in winter.





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# Year 4/5

## Outdoor Learning Clothing

### Outdoor Learning Kit:

### This is separate to PE kit.

Long sleeve top (No football shirts)

Long trousers

Wellington boots or waterproof trainers

Warm socks, hats gloves and scarfs in cold weather.

Waterproof coat

Waterproof trousers (optional)





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# Year 4

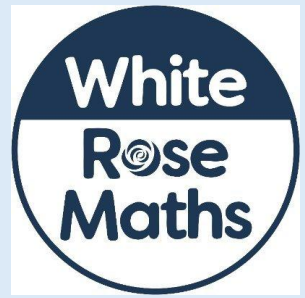
## What do we hope to achieve in maths?

- **Fluency**
- **Reasoning**
- **Problem-Solving**
- **Resilience & Initiative**
- **Curiosity**
- **Confidence**
- **Connected Understanding**



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# Year 4



## What do we cover in maths?

|        | Week 1                                         | Week 2                      | Week 3 | Week 4                                     | Week 5                                    | Week 6                     | Week 7                   | Week 8                     | Week 9                                         | Week 10                                   | Week 11 | Week 12       |
|--------|------------------------------------------------|-----------------------------|--------|--------------------------------------------|-------------------------------------------|----------------------------|--------------------------|----------------------------|------------------------------------------------|-------------------------------------------|---------|---------------|
| Autumn | Number<br><b>Place value</b>                   |                             |        |                                            | Number<br><b>Addition and subtraction</b> |                            |                          | Measurement<br><b>Area</b> | Number<br><b>Multiplication and division A</b> |                                           |         | Consolidation |
| Spring | Number<br><b>Multiplication and division B</b> |                             |        | Measurement<br><b>Length and perimeter</b> |                                           | Number<br><b>Fractions</b> |                          |                            | Number<br><b>Decimals A</b>                    |                                           |         |               |
| Summer | Number<br><b>Decimals B</b>                    | Measurement<br><b>Money</b> |        | Measurement<br><b>Time</b>                 |                                           | Consolidation              | Geometry<br><b>Shape</b> |                            | Statistics                                     | Geometry<br><b>Position and direction</b> |         |               |



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# Year 4

## What times tables will we learn?

- All of them up to  $12 \times 12$ !

## Why?

They form a foundational building block for more advanced mathematics, enabling quicker mental arithmetic, improved problem-solving skills, and a deeper understanding of number relationships and patterns.



# Year 4

## What does this look like?

|              |              |               |               |               |               |               |               |                  |                  |                  |
|--------------|--------------|---------------|---------------|---------------|---------------|---------------|---------------|------------------|------------------|------------------|
| <b>2x2=4</b> | 3x2=6        | 4x2=8         | 5x2=10        | 6x2=12        | 7x2=14        | 8x2=16        | 9x2=18        | 10x2=20          | 11x2=22          | 12x2=24          |
|              | <b>3x3=9</b> | 4x3=12        | 5x3=15        | 6x3=18        | 7x3=21        | 8x3=24        | 9x3=27        | 10x3=30          | 11x3=33          | 12x3=36          |
|              |              | <b>4x4=16</b> | 5x4=20        | 6x4=24        | 7x4=28        | 8x4=32        | 9x4=36        | 10x4=40          | 11x4=44          | 12x4=48          |
|              |              |               | <b>5x5=25</b> | 6x5=30        | 7x5=35        | 8x5=40        | 9x5=45        | 10x5=50          | 11x5=55          | 12x5=60          |
|              |              |               |               | <b>6x6=36</b> | 7x6=42        | 8x6=48        | 9x6=54        | 10x6=60          | 11x6=66          | 12x6=72          |
|              |              |               |               |               | <b>7x7=49</b> | 8x7=56        | 9x7=63        | 10x7=70          | 11x7=77          | 12x7=84          |
|              |              |               |               |               |               | <b>8x8=64</b> | 9x8=72        | 10x8=80          | 11x8=88          | 12x8=96          |
|              |              |               |               |               |               |               | <b>9x9=81</b> | 10x9=90          | 11x9=99          | 12x9=108         |
|              |              |               |               |               |               |               |               | <b>10x10=100</b> | 11x10=110        | 12x10=120        |
|              |              |               |               |               |               |               |               |                  | <b>11x11=121</b> | 12x11=132        |
|              |              |               |               |               |               |               |               |                  |                  | <b>12x12=144</b> |

You only need to learn 66 facts!

| Key |                |
|-----|----------------|
|     | Square numbers |
|     | Year 1 and 2   |
|     | Year 3         |
|     | Year 4 (5&6)   |



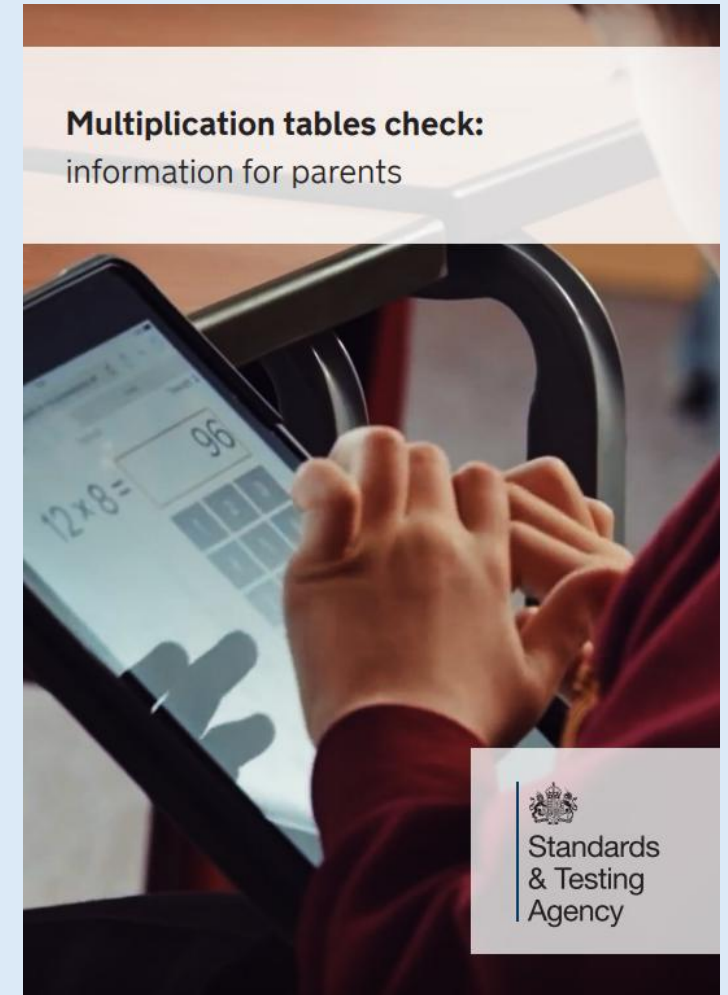
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# Year 4

## How will this be assessed?

The multiplication tables check (MTC) is **statutory** for **all Year 4 pupils** registered at state-funded maintained schools, special schools or academies, including free schools, in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently, which is essential for future success in mathematics. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided.





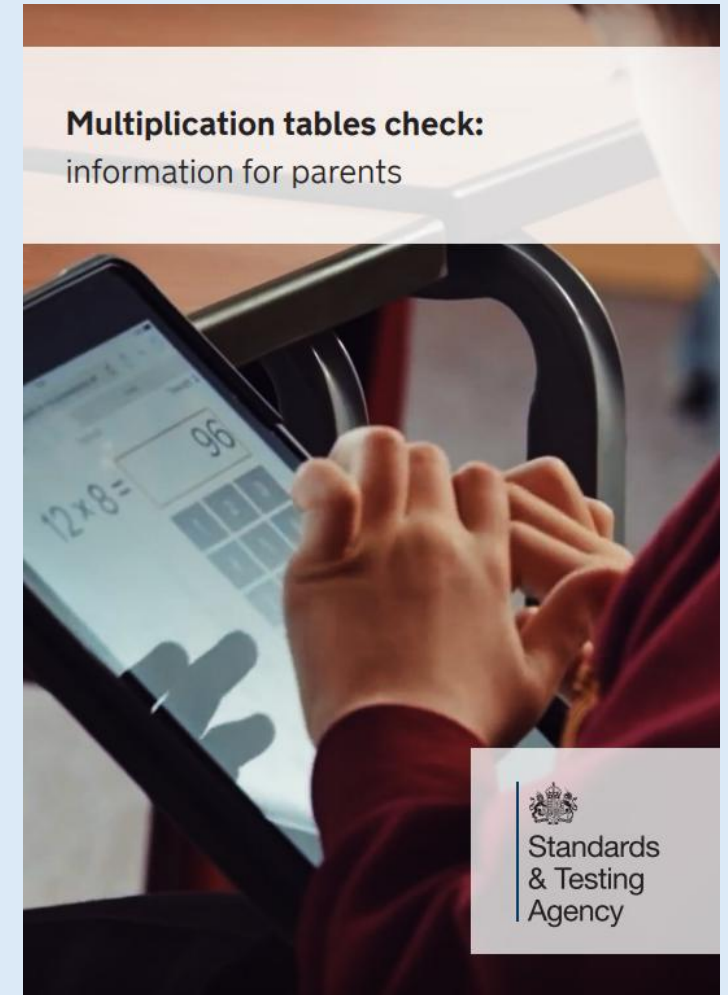
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## When will this be assessed?

The multiplication tables check (MTC) will be conducted during a 2-week window in June.

Children will be taken in small groups (up to 6) or individually to sit the MTC. Children will practice the check weekly, so they will be well prepared by the time June comes around!





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# Year 4

## How do we learn the times tables?

**Explicit teaching**  
**[timestables.co.uk](https://www.timestables.co.uk)**

**Daily practice**

**Games**

**Chanting**

**1, 3 is 3 ( $1 \times 3 = 3$ )**

**2, 3s are 6 ( $2 \times 3 = 6$ )**



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# Year 4



## What do we hope to achieve in reading?

- Opportunities
- Confidence to discuss
- Vocabulary
- Comprehend
- Share understanding verbally and in written form

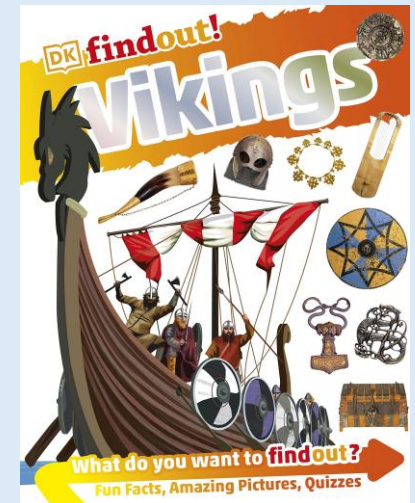


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# Year 4



## What will we read?





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# Year 4



TalkforWriting™

## What do we hope to achieve in writing?

- Confidence
- Developed Vocabulary
- Speaking & Listening
- Clarity
- Awareness
- Handwriting

### What will we write?

- Poetry
- Narrative – character and setting descriptions
- Non-chronological reports
- Narrative including speech
- Letter
- Persuasive advert
- News Article
- Discussion (& debate)



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# Year 4



TalkforWriting™

## What will this look like?

|                                                    | Day 1                                                                                                                                              | Day 2                                                                                    | Day 3                                               | Day 4                                               | Day 5                                                                                                                                                |
|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-----------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Phase One<br/>Imitate</b>                       | <b>Knowledge<br/>Organiser</b>                                                                                                                     | <b>Orally</b> introduce text.<br><br>Create <b>story map</b> and add<br><b>actions</b> . | Reading as a<br><b>reader</b> : 'book<br>talk'.     | Reading as a <b>writer</b><br>( <b>boxing up</b> ). | Reading as a<br><b>writer</b><br>(construct tool kit<br>and analysing).                                                                              |
| <b>Phase Two<br/>Innovate</b>                      | <b>Share stimulus</b><br>for writing.<br><br><b>Planning</b><br>Create class<br>plan<br>Pupils to create<br>their own plan<br>( <b>Boxing up</b> ) | <b>Shared</b> write                                                                      |                                                     |                                                     | <b>Explore</b> further<br>models and<br>examples of text<br><br><b>Share stimulus</b> for<br>writing. Pupils to<br>plan using <b>boxing<br/>up</b> . |
| <b>Phase Three<br/>Independent<br/>Application</b> | <b>Draft</b><br><br>Edit: Full stops<br><br>Teacher Mark                                                                                           | <b>Draft</b><br><br>Edit: Capital letters<br><br>Teacher Mark                            | <b>Draft</b><br><br>Edit: Spelling<br><br>Peer Mark | <b>Edit</b>                                         | Hot task<br>Proofread<br><br><b>Publish</b>                                                                                                          |



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## How will we learn spellings?

| Monday                    | Tuesday                                                                             | Wednesday                                                                                                   | Thursday | Friday                                                  |
|---------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|----------|---------------------------------------------------------|
| Phonemes<br>or Syllables. | Definitions,<br>sentences,<br>correct<br>spellings?,<br>crosswords,<br>wordsearches | <u>Spelling activities</u><br><u>es</u><br>Draw<br>around the<br>shape of the<br>word<br>Flowers<br>Spirals | Test     | Introduce<br>new spellings<br>and identify<br>the rule. |



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# Year 4

## How can you help?

Key Stage Two (Years 3-6)

Reading school reading book daily and record in reading record with an adults signature.

Your child will receive a house point for every day the read and record it.

We have a reading incentive to encourage our pupils to develop a love of reading, with the winners being able to select a book of their choice to keep.

| Date, book and page number | Comments<br><small>Colour in or tick the stars to show how much you enjoyed your reading</small>                                                                            |
|----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 27/3/21<br>Tim's Tap       | Read well and enjoyed talking about the story<br>— ☆☆☆☆☆                                                                                                                    |
|                            | ☆☆☆☆☆                                                                                                                                                                       |
| 1/4/21<br>Oliver Moon      | We read pages 16-25 today. Some help needed to sound out happily.  ☆☆☆☆☆                 |
|                            | ☆☆☆☆☆                                                                                                                                                                       |
| 12/4/21<br>The Gruffalo    | We enjoyed reading the story together at bed time, especially the rhyming words  ☆☆☆☆☆ |
|                            | ☆☆☆☆☆                                                                                                                                                                       |



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# Year 4

## How can you help?

Key Stage Two (Years 3-6)

- Common exception words will be sent home at the beginning of each term for the children to practice (A certificate will be awarded at the end of each term for children who have learnt them)
- Spelling Shed (EdShed) spellings are assigned weekly with an assignment for them to complete.





# Year 4

## How can you help?

Key Stage Two (Years 3-6)

- Doodle Maths – daily to stay in the green



| 20 Sep | 21 Sep | 22 Sep | 23 Sep | 24 Sep | 25 Sep | 26 Sep | Stars last 7 days | Target stars/week | Time on questions | Target ⓘ |
|--------|--------|--------|--------|--------|--------|--------|-------------------|-------------------|-------------------|----------|
|        |        |        |        |        |        |        | 0                 | 40                | 0                 |          |
| 7      | 7      | 5      | 7      |        |        |        | 26                | 45                | 20m               |          |
| 59     | 47     | 6      | 16     | 44     | 9      |        | 181               | 40                | 46m               |          |



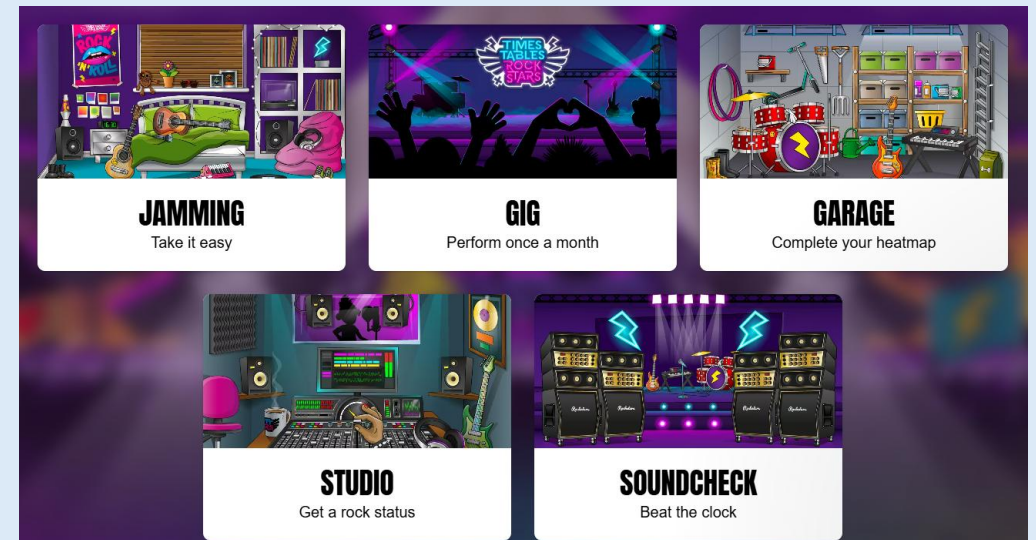
# Year 4

## How can you help?

Key Stage Two (Years 3-6)

- Times tables Rock Stars – daily for 10 minutes to practise using the keypad to enter answers and build fluency with recall.

|    | 10             | 2             | 5             | 3             | 4             | 8             | 6             | 7             | 9             | 11             | 12             |
|----|----------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|---------------|----------------|----------------|
| 10 | $10 \times 10$ | $10 \times 2$ | $10 \times 5$ | $10 \times 3$ | $10 \times 4$ | $10 \times 8$ | $10 \times 6$ | $10 \times 7$ | $10 \times 9$ | $10 \times 11$ | $10 \times 12$ |
| 2  | $2 \times 10$  | $2 \times 2$  | $2 \times 5$  | $2 \times 3$  | $2 \times 4$  | $2 \times 8$  | $2 \times 6$  | $2 \times 7$  | $2 \times 9$  | $2 \times 11$  | $2 \times 12$  |
| 5  | $5 \times 10$  | $5 \times 2$  | $5 \times 5$  | $5 \times 3$  | $5 \times 4$  | $5 \times 8$  | $5 \times 6$  | $5 \times 7$  | $5 \times 9$  | $5 \times 11$  | $5 \times 12$  |
| 3  | $3 \times 10$  | $3 \times 2$  | $3 \times 5$  | $3 \times 3$  | $3 \times 4$  | $3 \times 8$  | $3 \times 6$  | $3 \times 7$  | $3 \times 9$  | $3 \times 11$  | $3 \times 12$  |
| 4  | $4 \times 10$  | $4 \times 2$  | $4 \times 5$  | $4 \times 3$  | $4 \times 4$  | $4 \times 8$  | $4 \times 6$  | $4 \times 7$  | $4 \times 9$  | $4 \times 11$  | $4 \times 12$  |
| 8  | $8 \times 10$  | $8 \times 2$  | $8 \times 5$  | $8 \times 3$  | $8 \times 4$  | $8 \times 8$  | $8 \times 6$  | $8 \times 7$  | $8 \times 9$  | $8 \times 11$  | $8 \times 12$  |
| 6  | $6 \times 10$  | $6 \times 2$  | $6 \times 5$  | $6 \times 3$  | $6 \times 4$  | $6 \times 8$  | $6 \times 6$  | $6 \times 7$  | $6 \times 9$  | $6 \times 11$  | $6 \times 12$  |
| 7  | $7 \times 10$  | $7 \times 2$  | $7 \times 5$  | $7 \times 3$  | $7 \times 4$  | $7 \times 8$  | $7 \times 6$  | $7 \times 7$  | $7 \times 9$  | $7 \times 11$  | $7 \times 12$  |
| 9  | $9 \times 10$  | $9 \times 2$  | $9 \times 5$  | $9 \times 3$  | $9 \times 4$  | $9 \times 8$  | $9 \times 6$  | $9 \times 7$  | $9 \times 9$  | $9 \times 11$  | $9 \times 12$  |
| 11 | $11 \times 10$ | $11 \times 2$ | $11 \times 5$ | $11 \times 3$ | $11 \times 4$ | $11 \times 8$ | $11 \times 6$ | $11 \times 7$ | $11 \times 9$ | $11 \times 11$ | $11 \times 12$ |
| 12 | $12 \times 10$ | $12 \times 2$ | $12 \times 5$ | $12 \times 3$ | $12 \times 4$ | $12 \times 8$ | $12 \times 6$ | $12 \times 7$ | $12 \times 9$ | $12 \times 11$ | $12 \times 12$ |





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## How can you help?

Where children have spent considerable time and effort on their homework, the Federation's reward system is utilised through the awarding of team points/raffle tickets/stickers as appropriate.

If homework is not complete, children may be asked to spend part of a breaktime or lunchtime to catch up on this work.

We do recognise that there may be rare occasions where it is not possible for children to complete a task due to out of school commitments. On such occasions, we ask that a parent/carer contacts the class teacher to inform them, thus preventing an unnecessary consequence for the child.



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# Year 4

## What will we learn in Science?

**Living  
things &  
their  
habitats**

**Animals  
incl.  
Humans**

**Sound**

**Electricity**

**Working  
Scientifically**

**States of  
matter**



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# Year 4

## What else will we learn?

|                                                   |                                   |                                    |                                                           |                                                                                                       |                                    |
|---------------------------------------------------|-----------------------------------|------------------------------------|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------|------------------------------------|
| Anglo Saxons                                      | Vikings                           | Tudors                             | Mountains                                                 | Europe: Landscapes                                                                                    | European Region:<br>Northern Italy |
| Food & Nutrition:<br>Adapting a biscuit<br>recipe | Textiles -<br>Fastenings          | Electrical<br>systems -<br>torches | Seurat's work -<br>Pointillism                            | Clay – Dragon art work                                                                                | Photography<br>using iPads         |
| Computing –<br>Coding                             | Computing –<br>searching          | Computing –<br>animation           | Computing –<br>Online safety                              | Computing - Hardware                                                                                  | Christianity                       |
| Islam                                             | French – songs,<br>phrases, vocab | Music                              | PSHE – emotions,<br>friendships,<br>teamwork,<br>changing | PE<br>Football, Hockey, Basketball, Cricket,<br>Athletics, Gymnastics, Dance, Fitness,<br>Tennis, OAA |                                    |



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# Year 4

## What extra experiences will we get?

|                                |                                    |                                          |
|--------------------------------|------------------------------------|------------------------------------------|
| <b>Viking<br/>Workshop</b>     | <b>Paddington<br/>Theatre trip</b> | <b>Tudor<br/>Workshop</b>                |
| <b>Learn an<br/>instrument</b> | <b>Sports Day</b>                  | <b>Winchester<br/>Science<br/>Centre</b> |



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