

Welcome to the Year 4 Parent Workshop.

Please grab a chair and take a seat.



Agenda

- Meet the Team!
- Routines & Timetables
- Class Charter
- Enquiry questions
- What will your child learn this year?
- How you can support your child at home
- Housekeeping



Meet the team

Alice Baker
Class teacher
Mon - Weds



Sonia Fletcher
Class teacher
Thurs-Fri



Sonja Skuse *Jenna Garcia*
1:1 support



Claire Cox



What is a day like for your child?



Somerdale Educate Together

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 8.50 Gates open	Morning activity and interventions	Morning activity and interventions	Morning activity and interventions	Morning activity and interventions	Morning activity and interventions
By 9am	Register completed	Register completed	Register completed	Register completed	Register completed
9 – 9.05am	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets
9.05 – 10am	English	English	SPAG and handwriting	English	English
10 – 10.30am	VIPERS	VIPERS	VIPERS	Library/DEAR	VIPERS
10.30 – 10.45	Playtime				
10.45 – 11am	P.E Handwriting Story	Spelling 1	Spelling 2	Spelling 3	Spelling Quiz
11am – 12pm		Maths	English	Maths	Maths - timestables
12pm – 1pm	Lunchtime				
1pm – 1.10pm	Register & <u>Class Story</u>				
1.10pm – 2pm	Maths	Geography	Maths	Science	Picture News/ Right of the Week PSHE
2pm – 2.50pm	Computing	Learn Together	P.E	Spanish	Art
2.50 – 3.10pm	Celebration Assembly	Learn Together Assembly	Singing Assembly	Values Assembly	
3.10pm – 3.20pm	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets
3.20pm	Home Time				

Class Charter



As Rights Holders we will...

- Be kind to **everyone**
- Focus on people's personalities and character.
- Tell an adult if someone is being discriminatory
- Challenge bullying
- Celebrate being unique

As Duty Bearers adults will...

- Deal with bullying immediately
- Give reminders for unkind language
- Encourage children to reflect on how they treat people
- Teach people that uniqueness should be celebrated



As Rights Holders we will...

- Listen to the teacher and our peers
- Focus and try our best with our learning
- Not disrupt or distract others
- Use a growth mindset!

As Duty Bearers adults will...

- Explain tricky concepts
- Help people who are struggling
- Make sure everybody gets a fair education and time to share their learning
- Give reminders for distraction

Class Charter



As Rights Holders we will...

- Tell an adult if someone is hurting someone
- Challenge our friends if we see people hurting others
- Be kind and careful with our words and actions
- Report to antibullying ambassadors

As Duty Bearers adults will...

- Help children if they are hurt
- Respond quickly when children are hurt
- Ensure the environment is safe



As Rights Holders we will...

- Don't talk over others who are sharing their opinion
- Encourage and support people to share their opinion
- Respect others' opinions and disagree politely
- **Listen** to other people's opinions as they might change ours!

As Duty Bearers adults will...

- Listen when children are sharing opinions
- Respect children's opinions
- Give children time and access to information to develop their opinions

Our Enquiry Questions (Working titles)

Term 1 What impact do we have on our local area? (*Geography focus*)
How do we use electricity? (*Science focus*)

Term 2 How did the Romans invade Britain and what did they leave behind when they left?
(*History focus*)
How do we hear? (*Science focus*)

Term 3 Why did the Romans settle in Bath? (*Geography focus*)
How do solids, liquids and gases change? (*Science focus*)

Working titles – the actual question will be decided by the children in a discussion.

Term 4 How does a river change on its course to the sea? (*Geography focus*)
What makes something 'a living thing'? (*Science focus*)

Term 5 What happened at Dunkirk? What is 'The Battle of Britain'? (*History focus*)
What happens to the food we eat? (*Science focus*)

Term 6 How did Bristol change during World War 2? (*History focus*)
How can we help our environment? (*Science/Learn Together focus*)

Working titles – the actual question will be decided by the children in a discussion.



Reading

- Daily VIPERS lessons – Comprehension focus, using skills of vocabulary, inference, prediction, explaining and summarising
- Individual reading: one colour banded book to read at home **at least four times a week**. Please keep banded book in your child's bag.
- Reading Record: you or your child can fill this in, but it must be initialled by an adult. Date, pages read, optional comments.
- Weekly school library visits: The class will visit the library once a week and take out a 'Reading for Pleasure book' to share at home.



English

- Each term we focus on a core text of high quality to engage the children and base our learning on writing fiction and nonfiction texts.
- Spelling, punctuation and grammar lessons are taught in English

Handwriting: (Frequency for year group) Letterjoin home access.

Spelling: Word lists on our class page & in Spelling Journal book which should be brought into school each day. Spelling Shed log-in with spelling activities for home-use. Taught 3 x a week in school.



Everyone can do maths: everyone can!

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 term	<div>Number</div> <div>Place value</div> <div>VIEW</div> <div>Free trial</div>				<div>Number</div> <div>Addition and subtraction</div> <div>VIEW</div>		<div>Measurement</div> <div>Area</div> <div>VIEW</div>	<div>Number</div> <div>Multiplication and division A</div> <div>VIEW</div>		<div>Consolidation</div>		
Spring term	<div>Number</div> <div>Multiplication and division B</div> <div>VIEW</div>		<div>Measurement</div> <div>Length and perimeter</div> <div>VIEW</div>		<div>Number</div> <div>Fractions</div> <div>VIEW</div>				<div>Number</div> <div>Decimals A</div> <div>VIEW</div>			
Summer term	<div>Number</div> <div>Decimals B</div> <div>VIEW</div>		<div>Measurement</div> <div>Money</div> <div>VIEW</div>		<div>Measurement</div> <div>Time</div> <div>VIEW</div>		<div>Consolidation</div>	<div>Geometry</div> <div>Shape</div> <div>VIEW</div>		<div>Statistics</div> <div>VIEW</div>	<div>Geometry</div> <div>Position and direction</div> <div>VIEW</div>	

Parents resources

View all our resources

Advice & guidance

Maths with Michael

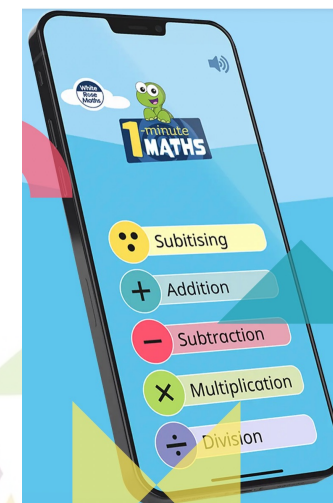
Parent resources

FAQs

www.whiterosemaths.com

Friday – times tables lesson.

MTC - 2-week period from Monday 1 June 2026



Learn Together



We will be taking part in a project with Zero Carbon Schools which will encompass much of this strand.

Element	Y4
Environmental Issues	<p>Engage in research in one of the following:</p> <ul style="list-style-type: none"> single-use plastics. micro-plastics e.g. glitter. introduced flora e.g. rhododendron and fauna e.g. mink. a contemporary environmental issue. <p>Critically examine the impact of the above on life on land and / or sea. <i>Links to: Science Geography DT</i></p>

Element	Year 4
Interdependence of life	<p>Demonstrate an understanding of how human consumption has impacted on oceans and ocean life e.g. plastic pollution. <i>Links to: Geography</i></p> <p>SDGs: </p> <div> </div> <div> </div>
Examples of Environmental Initiatives	<p>Engage in research on the work and positive impact of a local environmental initiative e.g. community garden, Tidy Town or Cleaner Coast etc.</p>

Element	Year 4
Environmental Activism	<p>Engage in environmental activism by addressing an issue researched in previous elements.</p> <p>Select one from:</p> <ul style="list-style-type: none"> oceans and ocean life. single-use plastic. micro-plastics e.g. glitter introduced flora e.g. rhododendron and fauna e.g. mink. a contemporary environmental issue. <p>SDGs: </p> <div> </div> <div> </div>

Equality and Justice

Element	Year 4
Democratic Process	Demonstrate an understanding of how the democratic process works within the school by exploring the structures of e.g. the Student Council, Green Flag Committee, Active Flag Committee etc.
Human Rights and Global Citizenship	Select and research a number of rights enshrined in the Convention on the Rights of the Child.
Equality Issues	Engage in research on the meaning of equality by examining the following issue: <ul style="list-style-type: none"> • (dis)ability SDGs: Y4  

Examples of Equality-based Initiatives	Engage in research on the work of a prominent figure or group in social justice activism in the UK, past or present addressing one of the following issues: <ul style="list-style-type: none"> • religion or • age SDGs:  Links to History 
Equality-based Activism	Identify an equality issue locally and engage in activism to address this issue e.g. through awareness raising, letters to local representatives etc.



Belonging

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)

- Identify groups to which they belong such as family, class, school, sports club, after school club.
- Articulate how it might be possible to identify a group to which people may belong.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)

- Identify the benefits of belonging to these clubs and groups and the feelings this sense of belonging may evoke, such as security, safety, acceptance, enjoyment or pride.

Enquire (children speculate and ask questions about concept)

- Discuss whether it is possible to sometimes belong to a group.

Contextualise (children create connections between concept and belief system)

- Identify one belief system to which people belong.
- Identify the ways in which this belief system can nurture a sense of belonging (e.g., ritual and ceremony such as prayer, attendance at place of worship, rites of passage, pilgrimage, ablutions or fasting).

Reflect (children reflect on value and importance of concept)

Within (belief system / from viewpoint of member of belief system)

- Engage in debate and discussion on how belonging to the belief system affects the lives of the members of this belief system.

Without (from children's perspective)

- Engage in debate and discussion on the advantages and disadvantages of belonging to a group and whether / why belonging to a particular group might not suit everyone.

Symbolism

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)

- Identify symbols in their own lives and communities, such as the school logo as symbol of community or chicks as a symbol of Spring.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)

- Identify a symbol that is important to them, such as a memento from a holiday or a book that they read with a family member.
- Articulate the feelings these symbols evoke, such as pride, fun, boredom, or wonder.

Enquire (children speculate and ask questions about concept)

- Identify the difference between symbol and sign (a symbol represents or stands for something, a sign informs about something).
- Discuss the meaning of symbols and why they are used.

Contextualise (children create connections between concept and belief system)

- Identify an artefact from one belief system which has a symbolic meaning. Examples include: Judaism - Star of David, Islam - star and the crescent moon, Sikhism - the Khanda, Buddhism - the Dharma wheel, Humanism - the Happy Human)
- Discuss the symbolism attributed to that artefact for the members of the belief system.

Reflect (children reflect on value and importance of concept)

Within (belief system / from viewpoint of member of belief system)

- Engage in debate and discussion on the importance of the symbol within the belief system.

Without (from children's perspective)

- Explain how they would feel if the symbols that are significant in their own lives could no longer be used.

Pilgrimage

The pupils will be enabled to:

Communicate (children reflect on own experiences of concept)

- Identify journeys which they have undertaken or undertake regularly.
- Identify the similarities and differences between these journeys, such as if they are long or short, daily or weekly, regular or irregular, functional or for pleasure.

Apply (children reflect on how concept affects them and others – impact on feelings and behaviours)

- Identify well-known walks locally or around Ireland and why they are used.
- Articulate the feelings journeys can evoke such as anticipation, excitement, boredom, exhaustion, hunger, stiffness, satisfaction.

Enquire (children speculate and ask questions about concept)

- Identify reasons why people embark on walks or long journeys.

Contextualise (children create connections between concept and belief system)

- Identify a pilgrimage associated with one belief system.
- Discuss and define the term 'pilgrimage'.

Reflect (children reflect on value and importance of concept)

Within (belief system / from viewpoint of member of belief system)

- Engage in debate and discussion on the importance of this pilgrimage to members of the belief system.

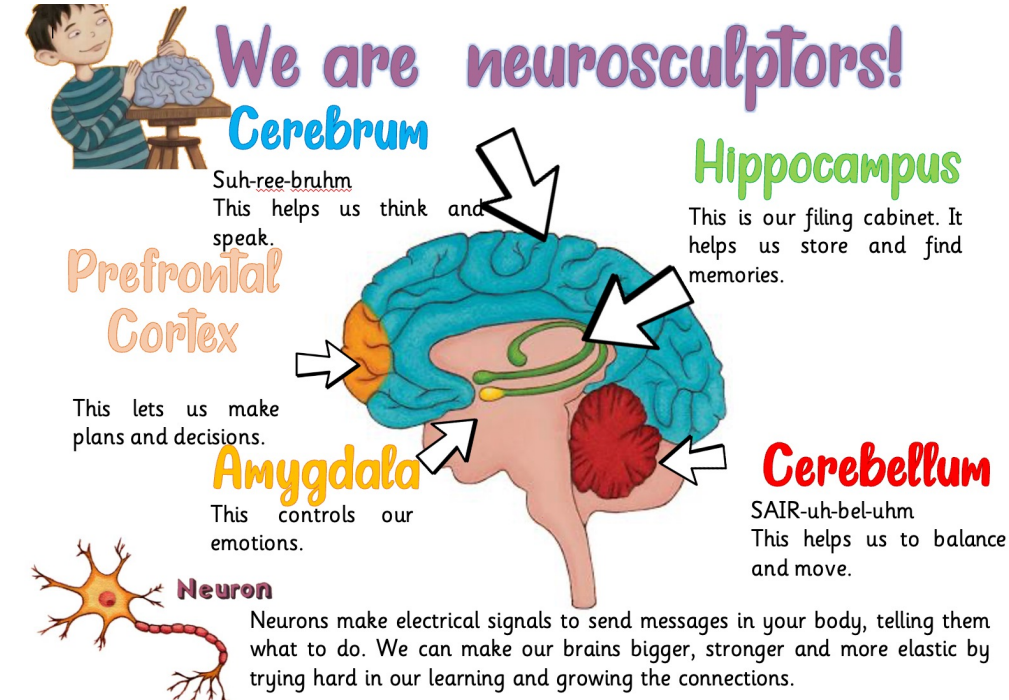
Without (from children's perspective)

- Engage in debate and discussion on whether non-members of the belief system could also embark on this journey and derive meaning from it.
- Engage in debate and discussion on whether all journeys should be as short and direct as possible.

How to Support at Home

- Reading **daily** if possible (or at least 4 times) with your child and encouraging book talk and enjoyment of reading.
- Spelling practice in book **or** activities using Spelling Shed. **This will be monitored. Please let us know if your child is practising in an alternative way.**
- Talk to them about their day. Create link with school + home.
- Model and encourage growth mindset.

Encourage a growth mindset.
I can't do this YET.
I am going to keep trying.
Good learners don't always 'get' things straight away. Good learners are those that don't give up.



Times Table Rockstars (TTRS)

- Children have their own logins which they can access from home.
- Weekly TTRS lesson in school but children are encouraged to practise at home.
- TTRS is a great resource to prepare children for Multiplication Time Check (MTC) which is a Year 4 statutory test which takes place at the end of the academic year.
- MTC will assess their accuracy, knowledge and speed of all times table facts up to 12x12.



Medium Term Planners & Newsletter updates



Somerdale Educate Together
Medium Term Overview 2025-2026 <Term 1> <Year 4>



Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.								
This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.								
Subject/Area/Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Key Events/ Assessments	INSET: Tuesday		Day of Democracy Listening team election		Poetry Day (Thurs)	Learning Plan Meetings	World Food Day Learning Plan Meetings	Parent Evenings Photos
School Values	September: Responsibility, October: Respect							
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 12: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.		Article 15: Children can join or set up groups or organisations and meet with others <u>as long as</u> this does not harm other people.					
Main Enquiry Questions	Geography: "What impact do we have on our local area?" Science: "How do we use electricity?"							
Learn Together, including RE	Classroom charter - Select and research a number of rights enshrined in the Convention on the Rights of the Child.		Identify groups to which they belong and articulate how it might be possible to identify a group to which people may belong.	Identify the benefits of belonging to clubs and groups and the feelings this sense of belonging may evoke.	Identify Sikhism as a belief system to which people belong. Identify the ways in which this can nurture a sense of belonging – e.g. ceremonies, place of worship.	Engage in debate and discussion on how belonging to Sikhism affects Sikhs.	Engage in debate and discuss advantages and disadvantages of belonging to a group and whether/why everyone.	
Focus Text	The Black Dog by Levi Pinfold							
Phase and key objectives	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising	Continuation of phase 3	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising	
Main Grammatical Focus	Prepositions		Expanded noun phrases	Verbs for movement and speech	Coordinating conjunctions	Apostrophes for possession	Past tense focus	
Phonics/Spelling	Step 1: Words that are homophones		Step 2: Words with the prefix 'in-' meaning 'not'	Step 3: Words with the prefixes 'il-', 'im-' and 'ir'	Step 4: With the prefix 'sub-' meaning 'below' or 'further'	Step 5: Words with the prefix 'inter-' meaning 'between'	Step 6: Challenge Words	

Term 1 Newsletter (Bum

Dear Families,

Welcome back! We hope you have had a rest ahead. We can't wait to get stuck in teaching, please feel free to chat to Alice or Sonia info@seamereducation.org.uk and we will arrange to meet.

The Year Four team:
Alice Owen Sonia Fletcher
Class Teacher Class Teacher
Mon-Wed Thurs-Fri Mon-

Enquiry Questions this term:
What impact do we have on our local area?
How do we use electricity?
This term we have a geography and science focus. We will be exploring the impact of human activities on landscapes on the environment through pollution and climate change. We will be exploring the impact of human activities on the environment through pollution and climate change. In science, we will be constructing simple circuits and exploring the properties of different materials.

Rights Respecting Schools
This term we will focus in particular at these rights:
Article 12: Children have the right to give their views on issues that affect them.
Article 15: Children can join or set up groups or organisations and meet with others as long as this does not harm other people.

Teaching a new medium term overview is no problem. Please click here to view the overview.

Reading
It is our recommendation that children should read a minimum of 4 times a week.
Spelling
Children are expected to log in to Spelling Shed every week and set of assignments will be set Monday in school.
The focus for spelling patterns are found on the link on the overview to see the word lists for each pattern.
Spelling Shed Home Use (for weekly spelling practice)

Term 1 Newsletter (Bumblebee Class)

Dear Families,

Welcome back! We hope you have had a restful summer together and that children are excited for the year ahead. We can't wait to get stuck in teaching Bumblebees. If you have any quick questions or concerns, please feel free to chat to Alice or Sonia at the door, or for a longer discussion, please email info@somerdaleschool.co.uk and we will arrange a time. We are here to help!

The Year Four team:
Alice Owen Class Teacher Mon-Weds
Sonia Fletcher Class Teacher Thurs-Fri
Suriyamma Learning Support Assistant Mon-Fri AM
Lily King PPA cover Monday (2pm-10am)

Enquiry Questions this term:
What impact do we have on our local area?
How do we use electricity?

This term we have a geography and science focus. In geography, we will be looking at the impact of urban landscapes on the environment through pollution etc, learning about clean air zones and what we can do to help. In science, we will be constructing simple circuits and exploring different conductors and insulators.

Rights Respecting Schools
This term we will focus in particular at these rights:

Article 12: Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.
Article 15: Children can join or set up groups or organisations and meet with others as long as this does not harm other people.

Teaching and Learning This Term
Our medium term overview is now available on the class page of our website.
[Please click here to view the overview for this term. \(Y4\)](#)

Home Learning
Reading
It is our recommendation that children should be reading daily where possible. The expectation is that children read a minimum of 4 times a week.

Spelling
Children are expected to log in to Spelling Shed and play the games set as Assignments by their teacher. A new spelling list and set of assignments will be set each Monday after followed by a spelling quiz the following Monday in school.

The focus for spelling patterns are found on our medium term overview (see above link). Please follow the link on the overview to see the word lists for each week.

[Spelling Shed Home Use \(For weekly spellings including interactive games\)](#)

[Somerdaleschool.co.uk](#) for more information and spelling. Available on desktop, laptop and tablet.

Maths
Children are expected to practise key number facts at home regularly.

Key Stage 2
In Key Stage 2, the expectation is that children practise their times tables at home. In Year 3 we learn 12 facts. In Year 4 we learn 21 more facts.

Year 3: 2x, 5x and 10x
Year 4: 4x, 6x, 8x, 9x, 11x, 12x

TTM for Key Stage 2
Your child has a log-in for Times Table Rock Stars so that they can practise their times tables at home.

The White Rose 1-minute maths app can also be used to practise number facts at home.
<https://whiterosemaths.com/1-minute-maths>

White Rose also have videos relating to the main Maths teaching. These can help you to see the method that are being taught, or can be used as additional practice. They also have downloadable worksheets that can be used at home.

[Early Years](#) [Year 1](#) [Year 2](#) [Year 3](#) [Year 4](#) [Year 5](#) [Year 6](#)
[Free Downloadable Worksheets for Year 1 - 6](#)

[Buy These also have some good games for times table recall practice, especially mimes and birds.](#)

Other important information/notes for the time ahead		
Class Page You can access information, long term and medium term overviews as well as other resources on the class page of our website.	Reading Records Please date and sign yellow reading record when your child reads at home. Children reading 4 times or more get a golden ticket for a chance to win a book.	School Clothing Guidance Please see the page on our website for more information on appropriate clothing for school.
Library Day Our Library Day is on Thursday.	PE Day Our PE days are Monday and Wednesday.	Class Assembly Date Keep the date in your diary! Our class assembly for this academic year is on: Year 4: February 27 th 2026
Please ensure your child has their book on these days. Automated emails are sent for overdue books. If you feel a book may be lost or damaged in your care, we ask for a donation to cover the cost of replacement.	On these days, please ensure your child is wearing a loose-fitting top and shorts/jogging bottoms which allow them full movement of their bodies. Children should also wear suitable footwear such as trainers. Ear studs should be removed or covered with medical tape for health and safety purposes.	Please read the whole school newsletters regularly as they include other important dates.

Housekeeping

- Bring books, reading records & bookbags in every day.
- PE days (Monday and Wednesday)- suitable clothing, hair up!
- Change to pick-ups let us know by calling or emailing info@somerdaleet.org.uk before 2pm if possible.
- **Family Helpers warmly welcomed!**
- Chat to me at the door, or email info@somerdaleet.org.uk
- Any questions?

