

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



Sam O'Regan
Class teacher
Thurs-Fri



Jan Smith
Mon-Tues

Lisa Garasto
Weds-Fri



Jo devine



What is a day like for your child?

	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 8.50 Gates open	Handwriting and interventions	Spellings/NESSY and interventions	Number fluency and interventions	Schofield and Sims/NESSY interventions	TTRS and interventions
By 9am	Register completed	Register completed	Register completed	Register completed	Register completed
	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets	Times Tables Booklets
9.00 – 9:30	VIPERS	VIPERS	VIPERS	VIPERS	Spelling Quiz
9:30-10:30	English	English	English	English	English
10.30 – 10.45	Playtime				
10.45 – 11am	Spelling 1	Spelling 2	Spelling 3	Maths	Library
11am – 12pm	Maths	Maths	Maths	Handwriting	Maths
12pm – 1pm	Lunchtime				
1pm – 1.10pm	Register & Class story				
1.10pm – 2pm	Science	PE	Art & Design	Computing	PE
2pm – 2.50pm	PSHE	Geography	PPA (Becky Covering) Spanish	Learn Together	Mindfulness Music
2.50 – 3.10pm	Celebration Assembly	Learn Together Assembly	Learn Together News (in-class)	Values Assembly	KS2 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

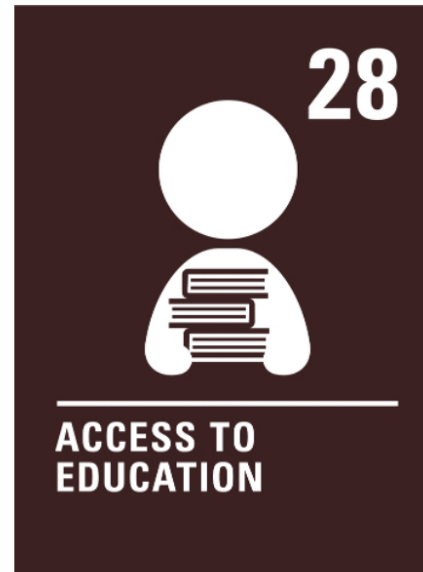


As Rights Holders we will...

- Tuck our chairs in
- Be responsible for our water bottle and belongings
- Support each other to make sure we're making healthy choices

As Duty Bearers adults will...

- Make sure that we have a safe environment
- Give us breaks for water and to move around



As Rights Holders we will...

- Listen carefully to who is talking and follow instructions
- Challenge ourselves
- Take part in discussions

As Duty Bearers adults will...

- Manage behaviour effectively to create the best learning environment for the whole class
- Plan engaging learning activities

Class Charter



As Rights Holders we will...

- Immediately seek help from an adult if we see discrimination
- Support and help everybody, no matter who they are
- Be inclusive and kind

As Duty Bearers adults will...

- Deal with discrimination immediately
- Teach more about how to challenge discrimination and respect rights



As Rights Holders we will...

- TBC

As Duty Bearers adults will...

- TBC

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.

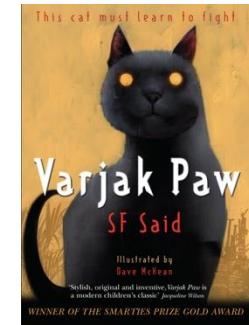
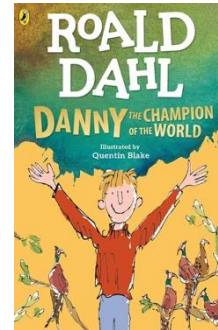
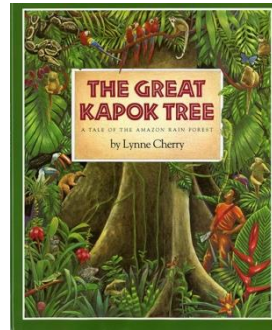


Reading

- Daily VIPERS lessons – Comprehension and fluency focus, using skills of vocabulary, inference, prediction, explaining and summarising
- Individual reading: one Accelerated Reader (AR) book to read at home **at least four times a week**. Please keep book in your child's bag. When children have finished, they will take a short quiz on AR.
- Reading Record: you or your child can fill this in, but it must be initialled by an adult. Date, pages read, optional comments.
- School library: The class will visit the school library once a fortnight 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, e.g.



- Spelling, punctuation and grammar lessons are taught in English.

Handwriting: 2x weekly (1 lesson and 1 morning activity) Letterjoin home access.

Spelling: Termly word lists 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	Number Place value VIEW Free trial				Number Addition and subtraction VIEW		Measurement Area VIEW	Number Multiplication and division A VIEW		Consolidation		
Spring term	Number Multiplication and division B VIEW		Measurement Length and perimeter VIEW		Number Fractions VIEW				Number Decimals A VIEW			
Summer term	Number Decimals B VIEW		Measurement Money VIEW		Measurement Time VIEW		Consolidation	Geometry Shape VIEW		Statistics VIEW	Geometry Position and direction VIEW	

Parents resources

View all our resources

Advice & guidance

Maths with Michael

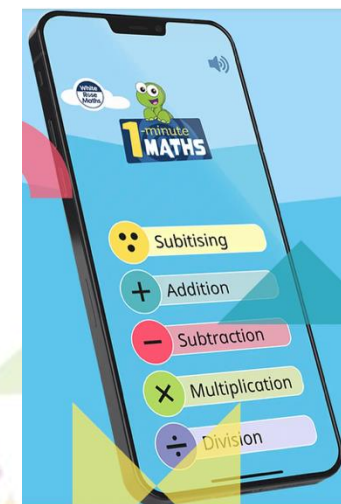
Parent resources

FAQs

www.whiterosemaths.com

Friday – TTRS time

MTC - 2-week period in June.



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	Engage in research in one of the following: • single-use plastics. • micro-plastics e.g. glitter. • introduced flora e.g. rhododendron and fauna e.g. mink. • a contemporary environmental issue. Critically examine the impact of the above on life on land and / or sea. <i>Links to: Science Geography DT</i>

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

Element	Year 4
Environmental Activism	Engage in environmental activism by addressing an issue researched in previous elements. Select one from: • 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. SDGs:

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: • (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: • 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.



Being updated this year – this may change

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.

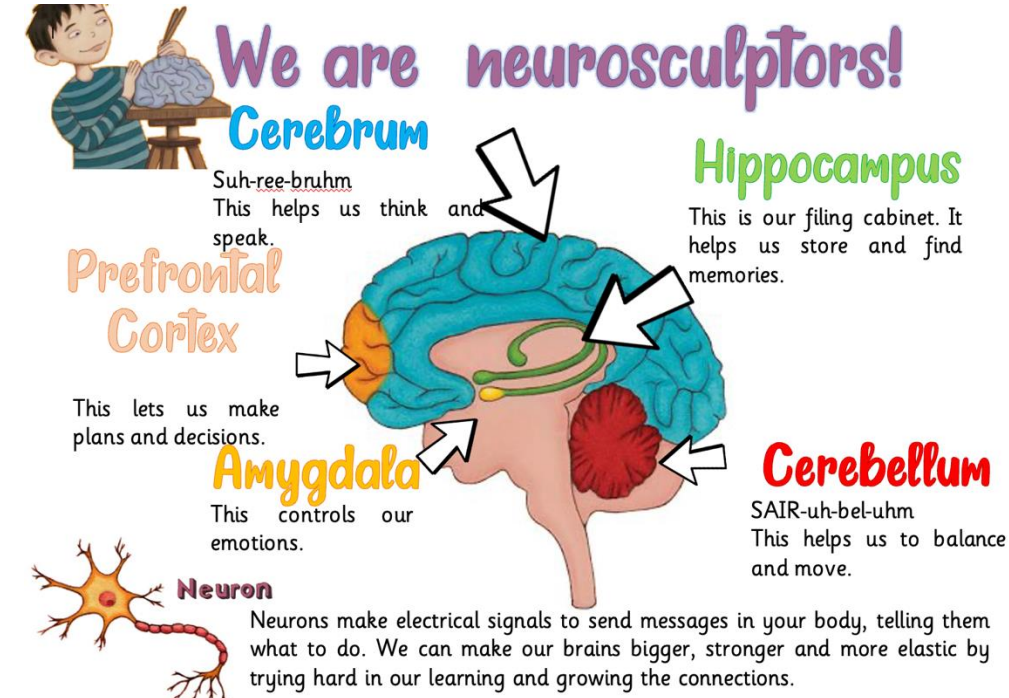
Without (from children's perspective)

- 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 2026-2027 <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 meet children's needs.

Subject/Area/Focus	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	World Fc Learning
Key Events/ Assessments	INSET: Tues, Weds		Day of Democracy Listening team election		Poetry Day (Thurs)	Learning Plan Meetings	
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				
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 <u>a number of</u> rights enshrined in the Convention on the Rights if the Child.			Philosophy for Children (Over final half of term)		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.	
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 writing Drafting Feedback setting Editing and revising
Main Grammatical Focus		Prepositions	Expanded noun phrases	Verbs for movement and speech	Coordinating conjunctions	Apostrophes for possession	Past tense
Phonics/Spelling		Step 1: <i>Words that are homophones</i>	Step 2: Words with the prefix 'in-' meaning 'not'	Step 3: Words with the prefixes 'il-', 'im-' and 'ie'	Step 4: Words with the prefix 'sub-' meaning 'below' or further	Step 5: Words with the prefix 'inter-' meaning 'between'	Step 6: Challenge

Term 1 Newsletter (Hedgehog 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 Hedgehogs. If you have any quick questions or concerns, please feel free to chat to Alice or Sam at the door, or for a longer discussion, please email info@somerdaleet.org.uk and we will arrange a time. We are here to help!

The Year Four team:

Alice Owen	Sam O'Regan	Jan Smith/Lisa Garasto	Jo Devine	Becky Howell
Class Teacher	Class Teacher	LSA	LSA	PPA
Mon-Weds	Thurs-Fri	Mon-Fri	Mon-Fri am	Weds 2-3:30



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. \(Y4\)](#)

Housekeeping

- Bring books, reading records & bookbags in every day.
- PE days (Tuesday and Friday)- suitable clothing, hair up, earrings covered or out!
- 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?

