

Coral Class

Mrs Mears – Mon - Thurs
Mrs Kareem – Friday

HLTA - Mrs Haire

Opal Class

Mr Carter - Mon-Thurs
Mrs Haire – Friday

Year 4 LSA

Mrs Lamont
Mrs O' Halloran
Mrs Sapia

Thursday 5th September

Welcome to Year 4

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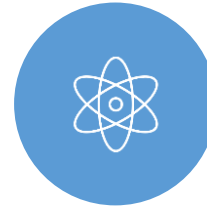
HOMEWORK



READING AND
SPELLING



YEAR 4 TIMES
TABLE CHECK



BIKEABILITY



HOOKE COURT
INFORMATION

Reading

 Accelerated Reader

RENAISSANCE
myON

50 Recommended Reads for...
Year 4
(ages 8-9)





50 Recommended Reads for... Year 4 (ages 8-9)







www.booksfortopics.com/year-4

For more primary school booklists, visit booksfortopics.com

<http://www.arbookfind.co.uk/>

<https://www.booksfortopics.com>

How to Help

| <p>Vocabulary</p> <p>Find and explain the meaning of words in context.</p>  | <p>Infer</p> <p>Make and justify inferences using evidence from the text.</p>  | <p>Predict</p> <p>Predict what will happen based from the details given or implied.</p>  | <p>Explain</p> <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>  | <p>Retrieve</p> <p>Retrieve and record information and identify key details from fiction and non-fiction.</p>  | <p>Summarise</p> <p>Summarise the main ideas from more than one paragraph.</p>  |
|--|--|---|--|--|--|
| <p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... | <p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? | <p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. | <p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. • Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? | <p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did....? • What happened to...? • What does..... do? • How is? • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? | <p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after? • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story? |

Year 3 / 4 spellings



Year 3/year 4 statutory word list grouped by area

| suffix -ly, -ally | -ible words | split digraph - long vowel sounds | Other words |
|--|--|--|---|
| accidentally actually occasion(ally) probably | possible | Two letters make one sound that are split (e.g. guide - 'i-e') | answer breath breathe build calendar complete consider continue early earth |
| 'n' spelt as 'kn' | -ough letter strings enough though/although thought through (currently taught in Years 5/6) | arrive decide describe extreme guide surprise (review work from Year 1) | experiment group guard forward(s) fruit heart heart history imagine important increase island learn length material minute natural often |
| knowledge knowledgeable | Words from other countries bicycle (cycle - from the Greek for wheel) (bi-meaning 'two') | cross-curricular words earth eight/eighth fruit heart history increase minute natural opposite position quarter regular weight material experiment length | particular peculiar perhaps popular potatoes promise purpose quarter regular remember sentence |
| -tion and -sion words mention occasion position possess(ion) question | 'or' sound spelt 'ough' caught naughty (regional pronunciation) | 'i' sound spelt as 'u' busy/business | special (-tial words) straight strange strength surprise woman/women |
| | adding prefixes (dis)appear (dis)believe (re)build (re)position | 's' sound spelt as 'c' before 'e', 'i' and 'y' bicycle centre century certain circle decide exercise experience medicine notice recent (review work from Year 2) | |
| | unstressed vowels different favourite February interest library ordinary separate | | |
| adverbials therefore | double consonants address appear arrive different difficult disappear grammar occasion opposite pressure suppose | | |
| -ous words famous various | | | |

Year 4 Multiplication Tables Check

- Schools in England are required to administer an online multiplication tables check (MTC)
- The purpose of the check is to determine whether pupils can recall their times tables fluently.
- By the end of Year 4 pupils are expected to know their times tables up to 12×12 .
- Pupils will take the online test at school in June.
- How can parents help? TTRockstars, games, songs.

$1 \times 10 = 10$
 $2 \times 10 = 20$
 $3 \times 10 = 30$
 $4 \times 10 = 40$
 $5 \times 10 = 50$
 $6 \times 10 = 60$
 $7 \times 10 = 70$
 $8 \times 10 = 80$
 $9 \times 10 = 90$
 $10 \times 10 = 100$
 $11 \times 10 = 110$
 $12 \times 10 = 120$

| Hundreds | Tens | Units |
|----------|------|-------|
| | 1 | 2 |
| 1 | 2 | 0 |

$10 \times 2 = 20$
 $1 \times 2 = 2$
 $2 \times 2 = 4$
 $3 \times 2 = 6$
 $4 \times 2 = 8$
 $5 \times 2 = 10$
 $6 \times 2 = 12$
 $7 \times 2 = 14$
 $8 \times 2 = 16$
 $9 \times 2 = 18$
 $10 \times 2 = 20$
 $11 \times 2 = 22$
 $12 \times 2 = 24$

Times Tables in School

by Kate Robinson

Oxford **OWL** www.oxfordowl.co.uk OXFORD

[Oxford Owl Time Tables](#)

Timetables.co.uk

MTC



The 9 times table trick

There's a great trick for recalling the 9 times table which some children really enjoy.

To find 4×9 :

- Hold out both hands in front of you.
- To find 4×9 , count in 4 fingers from the left, and hold down this finger.
- Count all the fingers before the one that's held down - 3. This is the first number in your answer.
- Count all the fingers after the one that's held down - 6. This is the last number of your answer.

For the answer to $4 \times 9 = 36$.
Add it works for all the 9 times table up to 10×9 . Give it a go!

Number squares

When numbers are placed in a number square, highlighted times tables make a visual pattern. Some children find these very visual patterns help them to remember the table.

Here is a number square with the 3 times table highlighted.

| | | | | | | | | | |
|----|----|----|----|----|----|----|----|----|-----|
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40 |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50 |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60 |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70 |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80 |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90 |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |

Games

Times table games can be a great way of learning tables. Many children will forget that they're learning as they are swept along with the fun of the game.

Many games, such as Bingo, Snap and Pairs, can be adapted to focus on tables. They make great short, quick-fire games that can be fitted in any time of the day. Maybe the winner could get a treat, or maybe everybody who joins in can get a treat!

You can find lots of games to help your child practise their times tables in the age 7-9 Fun Activities section of the Oxford Owl website. Here are a few ideas to get you started.

Homework

| | |
|------------------|---|
| Daily | Reading Spelling practice (Spelling test on Thursday) Times Tables |
| Monday | Due: I can do Maths A Set: Literacy Homework due Wednesday |
| Tuesday | Reading/Spelling/Times Tables |
| Wednesday | Due: Literacy/Times Tables for test Set: Maths Homework due Friday |
| Thursday | Due : Spellings for test Reading/Spelling/Times Tables |
| Friday | Due: Maths Homework Set: I can do Maths section A due Monday Set: Spellings for test Thursday |

RE topics 2024/2025

Autumn

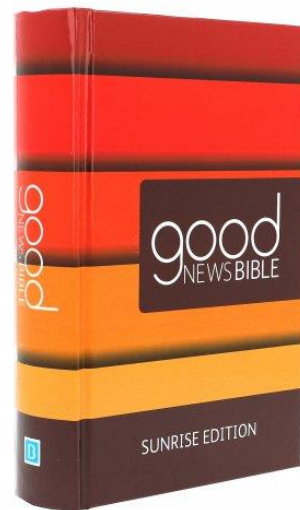
- People
- Judaism
- Called
- Gift

Spring

- Community
- Giving and Receiving
- Self Discipline

Summer

- New Life
- Building Bridges
- World Faiths - Islam
- God's People



RSHE



- Relationship, health and wellbeing education programme for Catholic schools.
- Supporting the growth and development of your child
- Topics in Year 4: Created and loved by God; Life Cycles
- Partnership with families.

Flourish

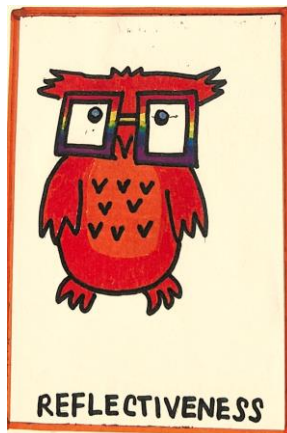
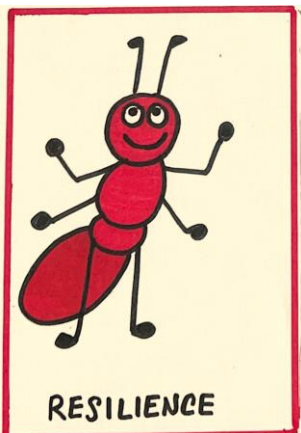
ZONES OF REGULATION

| Blue | Green | Yellow | Red |
|---|---|---|---|
|  |  |  |  |
| Sick Sad Tired Bored Moving Slowly | Happy Calm Feeling Okay Focused Ready to Learn | Frustrated Worried Silly/Wiggly Excited Loss of Some Control | Mad/Angry Mean Yelling/Hitting Disgusted Out of Control |

Family, Friends and OTHERS



Relationships education to prepare you to have healthy relationships with other people.



PE

Monday - Mr Fenton

Wednesday - Mrs Mears & Mr Carter

Kit - Blue T-shirt, red shorts, white socks and trainers

In colder weather – Cardinal Newman sweatshirt and navy tracksuit bottoms

Earrings – remove at home or child to remove own in school.

Please name ALL items clearly

Y4 Events

Tuesday 1st October – Geography Field trip



Bikeability – April



Primary Schools Festival Dorking Halls



Hooke Court

Wednesday – Friday 26– 28nd March 2025

(Cost last year £239) £50 deposit initially

Why go to Hooke Court?

- Opportunity to visit remains of a Roman Villa and Maiden Castle (a Celtic Hill Fort).
- Extensive facilities and very experienced tutors
- Activities throughout the day and into the evening.
- Opportunity for independence in safe, beautiful surroundings.
- Preparation for the longer residential trip in Year 6 to France.

Parent Consultations

Tuesday 22nd October 2024
Thursday 24th October 2024