



# Welcome to Year 4 Curriculum Meeting for Parents

September 2025



# What will we cover?

1. Explain the year group routines and class timetable
2. New systems to link with parents - Dojo and Reading Boom
3. Curriculum coverage
4. White Rose Maths
5. Reading
6. Spelling and writing
7. Personal Development Pact
8. Ways to support at home



# The year group routines and class timetable

Morning routine – children will come into class, unpack and complete their morning work (maths, spelling or handwriting) whilst the register is taken. Children can also independently change reading books during this time. We will then begin lessons (Monday – morning assembly)

We have a worry box in class and children can also speak to any adults in class should they have any concerns/ worries.

Class regulation area/ zones of regulation – if children needs some quiet time, calm time / quick brain break to enable them to be ready to learn.

Weds – Wellbeing Wednesday/ opportunity to show/tell. Weds is also Y4 MUGA day.

Class monitors/ Jobs – to encourage independence (these will be changed every term)

In Year 4, our focus is on building resilience and independence in preparation for upper key stage two.

## Class 4G timetable

Time	Monday		Tuesday	Wednesday	Thursday	Friday
8.50-9.15	Fluency/ <i>spelling</i>		Fluency/spelling	Fluency/ <i>spelling</i>	Fluency/spelling	<i>Spelling activity (10 mins)</i>
						Maths Area (Aut3)
9.15-10.30	Whole school assembly Maths	9.15-10.15	Maths	Maths	Maths	French
10.45-12.00	Guided reading/ English	10.30-12.00	Guided reading/ English	Guided reading/ English	Guided reading/ English	Computing
1.05-2.15	RE		Music and PE (40 mins)	X tables Science	Spelling test History	PE + library
2.30-3.20	PSHE	2.45-3.20	Key stage 2 assembly	Science	Singing assembly	Celebration Assembly



## Class 4W timetable

Time	Monday		Tuesday	Wednesday	Thursday	Friday
8.50-9.15	Fluency/ <i>spelling</i>		<i>Fluency</i> /spelling	Fluency/ <i>spelling</i>	<i>Fluency</i> /spelling	<i>Spelling activity (10 mins)</i>
						French
9.15-10.30	Whole school assembly Maths	9.15-10.15	Maths	Maths	Maths	Maths - 45 mins Area (Aut3)
10.45-12.00	Guided reading/ English	10.30-12.00	Guided reading/ English	Guided reading/ English	Guided reading/ English	PE + library
1.05-2.15	Swimming		Music & RE (40 mins each)	X table test Science	Spelling test History	Computing
2.30-3.20	PSHE	2.45-3.20	Key stage 2 assembly	Science	Singing assembly	Celebration Assembly

# Communicating with parents - Class Dojo



This is a free information platform where our parents and carers can contact their child's class teacher. This is in addition to face-to-face contact and on many occasions face to face is a preferred option as we can have a proper conversation. Parents may choose to contact their child's teacher via Class Dojo for a short message that the teacher might need to know – nothing deep that needs a conversation back and forth. The teachers will use it to contact parents directly, for example with reminders for the whole class or maybe a direct short message for one child. There is also a facility where we can send out messages to the whole school.

We are trialling this as a system and ask all parents and carers to honour the points below which will help make it a success.

- Teachers all have Class Dojo on “quiet hours” from 17:00 to 08:00. This means that they are not required to look at any messages or notifications. It is also muted every weekend and holiday.
- Parents and carers will be able to see that it is a quiet time as a reminder.
- Teachers have 48 hours to respond to you during working hours, not including weekends

Y4 Autumn Block 1 W06 Part1 x Year 4 2025/2026 - Year 4 2023 x Boom reader - fward@balshaw x Curriculum Meeting for Parents x Storage - Google Drive x

mail.google.com/mail/u/0/#inbox/FMfcgZQcpnMDhVfjpnGTLJZgFnVMJC?projector=1&messagePartId=0.1

Open with Google Docs

# Boom Reader

## Adding a Reading Log

Students can easily log their reading from the student app. The minimum required is the page numbers, although children can log comments. Each reading log recorded will add a gem to their account - the more gems, the more children can 'buy'.

## Adding a new book

Students can add books for school reading, library books, as well as a book chosen at home. Our database is huge - if the book isn't there, simply add it manually.

## Reading Targets

Students can keep track of reading targets set by their teacher. Each student can have a school target, a parent target and a personal reading target. Each target met will reward the students with gems.

## Book Reviews


Students can read teacher-approved book reviews created by other children in their school. The student can then choose to add that book to their reading list - a great example of peer recommendation.

## Boomer Customisation

Students can use their gems to purchase customisations for their Boomer. Reading = reward!

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Term	Autumn		Spring		Summer	
Connector	Bright sparks		Journeys		Incredible Inventions	
Class novel	Rumaysa (fiction)  Magazine article (Non-fiction text)		The Last Bear (fiction) Persuasive leaflet (Non-fiction text)		Revolt Against the Romans (fiction) Explanation text (Non-fiction text)	
English	Loch Ness Monster (magazine article)	Rumaysa (narrative and poetry)	Visit Rome (Persuasive leaflet)	The Last Bear Rivers (narrative and poetry)	Explanation text (teacher pleaser)	<u>Mcavity</u> (Poem and newspaper)
Science	States of Matter	Electricity	Animals including humans. (digestive system)	Living things in their habitat	Sound	[catch up any left over Science]
History	<b>Autumn 1</b> Substantive concept- Leadership  Disciplinary knowledge - Similarities and differences  Key question- What values were of importance to the Athenians and Spartans?		<b>Spring 1</b> Substantive concept - trade  Disciplinary knowledge- Historical significance  Key question - What was the Lancashire cotton industry?		<b>Summer 1</b> Substantive concept-Inventions  Disciplinary knowledge- Historical significance.  Key question- What have the Romans shaped the British landscape?	
Geography	<b>Autumn 2</b> Substantive concept- Diverse places		<b>Spring 2</b> Substantive concept- Physical and human processes.			



	Disciplinary knowledge - Use maps and diagrams from a range of publications.		Disciplinary knowledge- Observe, measure and record human and physical features.			
	Key question- What is cultural diversity?		Key question-How is a river formed? GEOGRAPHY FIELDWORK			
Art	Artist study-Clarice Cliff  Outcome-Greek vase		Artist study- Claude Monet Explore different materials and effects-water/ reflections/patterns. Outcome - River canvases.		Artist study-Antoni Gaudi  Outcome - Mosaic scene	
D.T	Designer study- Mathieu Lehanne  Outcome- electrical torch		Designer study-Cath Kidston  Outcome- Spring/ Easter cushion		Designer study-Ann Kim  Outcome-Healthy Pizza	
Music	Playing with rhythm - playing together and rhythmic structures	Continued + Christmas performance	Musical contrasts		Melody builders - exploring melodies and song structures	
R.E	Hinduism What might a Hindu learn from celebrating Diwali?	Christianity - How and why might Christians use the Bible?	Sikhism - How do Sikhs express their beliefs and values?	Christianity - Jesus Easter	Islam - Why do Muslims fast during Ramadan?	Christianity - Church

P.S.H.E	Family and relationships	Health and Wellbeing  Family and relationships	Safety and the changing body  safety and the changing body	Safety and the changing body	Citizenships	Citizenship  Economic wellbeing
Computing	Algorithms	Programming and repetition	Inputs and outputs	Number	Creating and combining content	Networks.



# White Rose Maths – new scheme of work

White Rose primary maths resources are designed to instil a deeper understanding of mathematical concepts.

- End of block and end of term assessments to carefully monitor children's progress.
- Tables and number fluency at the beginning of each lesson
- Flashback recall within each lesson
- Focus on place value within each year group; concentrates on number fluency but covers all areas of maths
- Use of manipulatives and visual pictorial elements to aid understanding
- Scheme allows for deeper understanding and reasoning / problem solving
- Teaching input matches learning in the children's books to aid confidence
- Quick recall of all tables up to 12 x 12. Weekly test will be Wednesday.

	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 Place value FREE TRIAL <a href="#">VIEW</a>				Number Addition and subtraction <a href="#">VIEW</a>			Measurement Area <a href="#">VIEW</a>	Number Multiplication and division A <a href="#">VIEW</a>			Consolidation
Spring	Number Multiplication and division B <a href="#">VIEW</a>			Measurement Length and perimeter <a href="#">VIEW</a>		Number Fractions <a href="#">VIEW</a>				Number Decimals A <a href="#">VIEW</a>		
Summer	Number Decimals B <a href="#">VIEW</a>		Measurement Money <a href="#">VIEW</a>		Measurement Time <a href="#">VIEW</a>		Consolidation	Geometry Shape <a href="#">VIEW</a>		Statistics <a href="#">VIEW</a>	Geometry Position and direction <a href="#">VIEW</a>	

# Year 4 Times Table Check

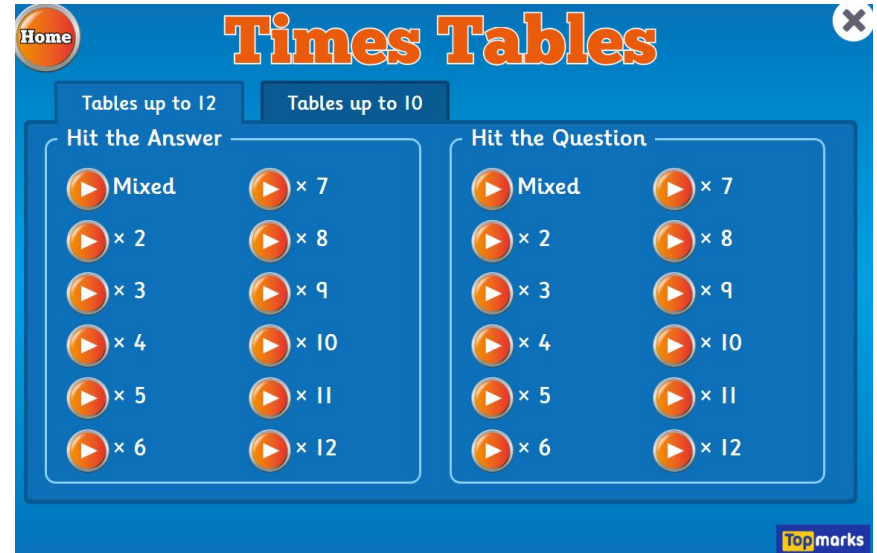
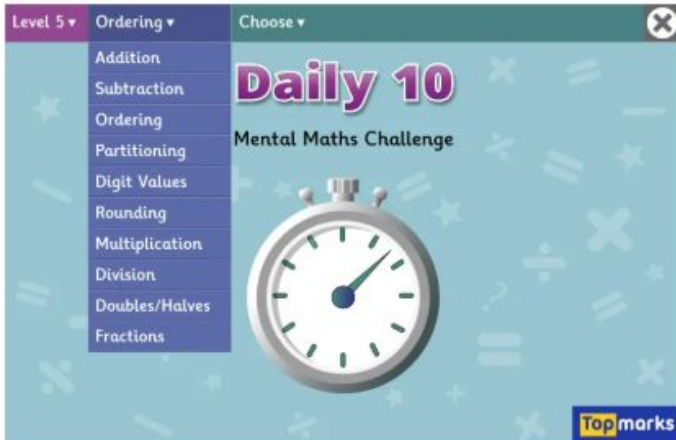
Useful websites to prep for this assessment:

TTRS



Hit the Button

Daily Ten





# Reading

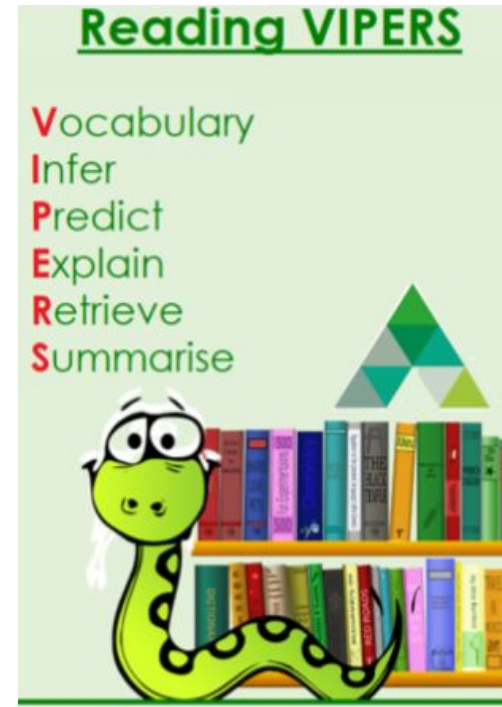
Please try and read x 3 a week at home with your child to support reading in school.  
Asking them lots of comprehension questions to develop their understanding.

In school, we ask a range of VIPERS questions

Daily guided reading in class where we read together,

then discuss and answer VIPER style questions.

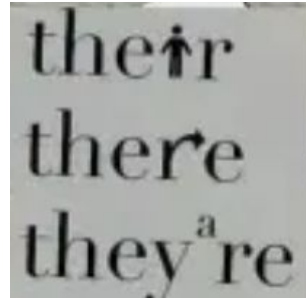
Please log reading on Boomreader so that your child can be  
entered into the reading raffle.



# Spelling



- Weekly spellings related to a specific spelling pattern will be given out on a Thursday and tested the following Thursday.
- We will practise these in school as morning work
- Please practise at home to support
- (ideas rainbow writing, memorable ways to remember word, look/cover/check)



**RAINBOW SPELLING**

**Spelling Shed**

- Spelling Shed games – assignments will be set each week

# YEAR 4



**TRIPS:** Cuerden Valley Park rivers fieldwork trip, Helmshore Mill TBC (history trip) Christmas Pantomime

**CONFIDENCE AND PERFORMING:**

Year 4 Christmas Carol Service

Class Assembly

Young Voices

Balshaw Lane's Got Talent

Representing school at sporting events (e.g. athletics competition)

**VISITORS:**

Faith Visitors

Roman visitor (TBC)

**CURRICULUM ENHANCEMENTS:**

Swimming

Sporting competitions

Specialist French teacher

PD Focus for Year 4 : To further develop resilience and independence ready for upper key stage 2





# Ways to support at home

Regular reading x 3 per week (asking VIPER questions)

Spelling practice

Times tables

Occasional topic based homework to spark interest



Chance to ask any questions.

Thank you for attending, we appreciate your support.