Year 4 Meet the team 2025/2026

Who's who...



Mrs Pinnington



Mrs Saint



Mrs McCcoy



Maw



Mrs Saunders



Mrs Perfect



		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	BIRCH	Mrs Saint Mrs McCoy	Mrs Saint Mrs Mccoy	Mrs Saint Mrs Tomsett Mrs McCoy	Mrs Tomsett Mrs McCoy	Mrs Tomsett Mrs McCoy
	HAZEL	Mrs Perfect Mrs Saunders	Mrs Harvey- Maw Mrs Saunders	Mrs Harvey- Maw Mrs Saunders	Mrs Harvey- Maw Mrs Pinnington	Mrs Harvey- Maw Mrs Pinnington

What's special about Year 4?

Year 4 has a particular focus in learning the times tables up to 12 for a national assessment in June – forwards, backwards and inside out you might say!

We will be visiting Creed outdoor centre, great for team building.

Our field trips and visits will bring our topics in history and geography to life.

Later in the year we will be going swimming.

In Year 4 we will be continuing to develop the children's independence in their learning. They will choose the support that they need. For example manipulative in maths, the degree of difficulty of the challenges, vocabulary lists in English and other written work, using dictionaries etc.

We encourage the children to develop a responsible role in the class and around the school.



Parent Sharing assembly
11th February
Walk in Wednesday 3rd Dec

25 and

Wednesday 11th Feb 25



Creed Outdoor Activity

<u>Centre</u>

Birch – Monday 22nd

September 2025

Hazel – Tuesday 23rd

September 2025

Other

trips/Visitors we are planning

Term 1 – Folkestone

Triennial Oct 1st & 2nd

Term 2 – KIC Theatre +

Mayan Day

Term 3 – Enchanted

Garden visit / Bee visitor

Term 4 – Roman Day

Term 5 – Roman

Richborough Fort

Multiplication Times Table Check

Monday, 1 June 2026 -Friday, 12 June 2026

The MTC must be completed within these dates.



Is due to start in Term 5.

More information will come out closer to the time.

Geography Fieldwork walks

Monday 15th – both classes

Monday 29th – both classes

This Years Topics



English – Fiction Texts

The Disgusting Sandwich, Weslandia, The Iron Man, Escape from Pompeii, Ada's Violin & The Jungle Book

History

The Mayans & The Roman Invasion of Britain

Geography

Fieldwork: A local study, Rainforests & South America

Computing

Online Safety, Effective Searching, Cody & Animation

DT + Art

Mayan masks, Roman inspired bread, recycled birdfeeder, landscape drawings, applique & self portraiture

This Years Topics

Year 4 Overview (2025-26)

	,		VC1 V1C VV (2		,	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Theme	Geography – Local Bridge and Canterbury	Mayans	Settlements	Romans	Romans	South America
Trips/Visits/ Experiences	Creed Outdoor Centre Fieldwork trip 22 nd September - Birch 23 rd September - Hazel	KIC Theatre – Mayans 19 th November	Enchanted Garden / Bee visitor	Roman Day – Artefacts Roman walk around Canterbury	Roman Richborough Fort Ideally in Week 2	Hindu Dharma Visitor?
Parent Sharing Opportunities		3 rd December – Walk <u>in</u> Wednesdays	11 th Feb - Walk <u>in</u> Wednesdays	Clarinet Showcase	Sharing Assembly - Roman Forum 6 th May	
World celebrations	Rosh Hashanah (Jewish New Year) 23 Sept Diwali Hindu 20 Oct (half term)	Birthday of Guru Nanak Sikh 5 Nov St Andrews Day 30 Nov	<u>Valentines</u> day 14 Feb	Ramadan begins Muslim 17 Feb St Davids Day 1 March Mother Day 15 March St Patricks Day 17 March	Passover Jewish 2 April St Georges Day 23 April	Fathers Day 21 June
	The Disgusting	Weslandia	Environmental:	Escape from Pompeii	Ada's Violin	Jungle Book
Core Texts	Sandwich Creed Activity Centre Leaflet	(Adventure) Example Non- Chronological Report	Cultural Advocacy Re- wilding/pollinators The Iron Man	Volcano Instructions	Animal Poetry	Diary Writing
English Genres (Writing)	Narrative – The Disgusting Sandwich -Story with Familiar Setting	Narrative: Weslandia -Adventure - Complete Story -In search of a goal	Non-fiction: Letter Writing/ Persuasive Speech Writing Narrative: The Iron	Narrative Writing – Escape from Pompeii –Suspense -Predictive Chapter -Everyday life	Non-fiction: Newspaper Report Poetry – What makes	Narrative: Introduction of Shere Khan -Adventure -Alternative Chapter

Woman

disrupted

Shape Poetry

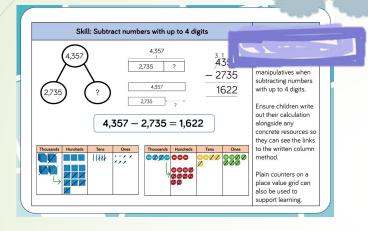
-Enlightenment

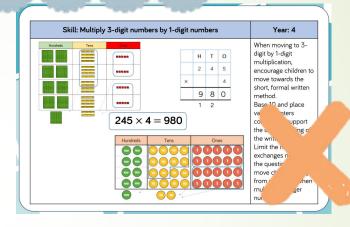
	Non-fiction: Persuasive Leaflet	Non-fiction: Non- Chronological Report - Mayans	-Alternative Chapter -Science Fiction -There and back again	Non-fiction: Bread Making Instructions		Non-fiction: Diary entry from Mowgli
Maths	Place Value Addition and Subtraction	Multiplication & Division A Measurement - Area	Multiplication & Division B Measurement — Length and Perimeter	Fractions and Decimals A	Decimals B Money Time	Shapes Statistics Position and Direction
Geography	Fieldwork Graph & Digital		Rainforest			South America
History		Mayans		Romans	Romans	
Science	States of Matter	Electricity	Sound (Extra session to tie in Cultural Advocacy Project)	Animals including humans	Living Things and their habitats Environment	Living Things and their habitats Classification
Computing	Online Safety Effective Searching		Coding			Animation
Art	Landscape drawings		Textiles: Wildlife			Self-portrait & colour: Frieda Kahlo
DT		Mayan Masks		Savoury Food (Baking)	Recycled - Bird Feeders	
Music				Clarinets (Showcase)		
Other		Forest School weekly Fri am		Forest School weekly Fri am		Notation and Melody Writing
PE	Tennis	Striking & Fielding: Tri-Golf	Dance (Indoor)	Forest School in lieu of PE	Swimming	Swimming

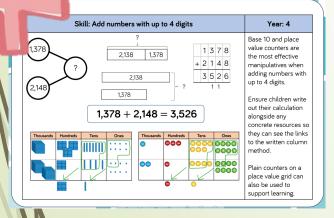
	PE	Striking & Fielding:	Forest School in lieu	Invasion Games:	Gymnastics	Striking & Fielding:	Athletics
		Cricket	of PE	Rugby	(Indoor)	Rounders	
	RE	CREATION What do Christians learn from the Creation story?	INCARNATION What is the Trinity?	GOSPEL What kind of a world did Jesus want?	SALVATION Why do Christians call the day Jesus died 'Good Friday'?	HINDU DHARMA What does it mean to be a Hindu in Britain today?	HINDU DHARMA What does it mean to be a Hindu in Britain today?
	PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
	MFL	Cultural – Where in the World Speaks French?	Numbers and the Alphabet	My Family and Me	My Home	Colours	Animals

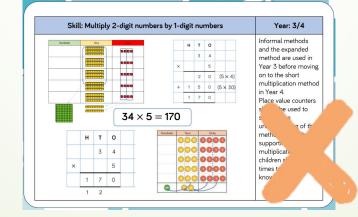
Our full overview
can be found on the
Bridge website

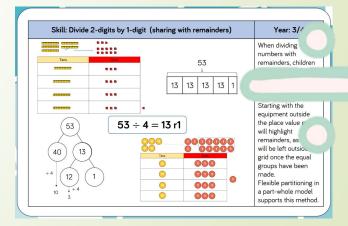
Year 4 math overview

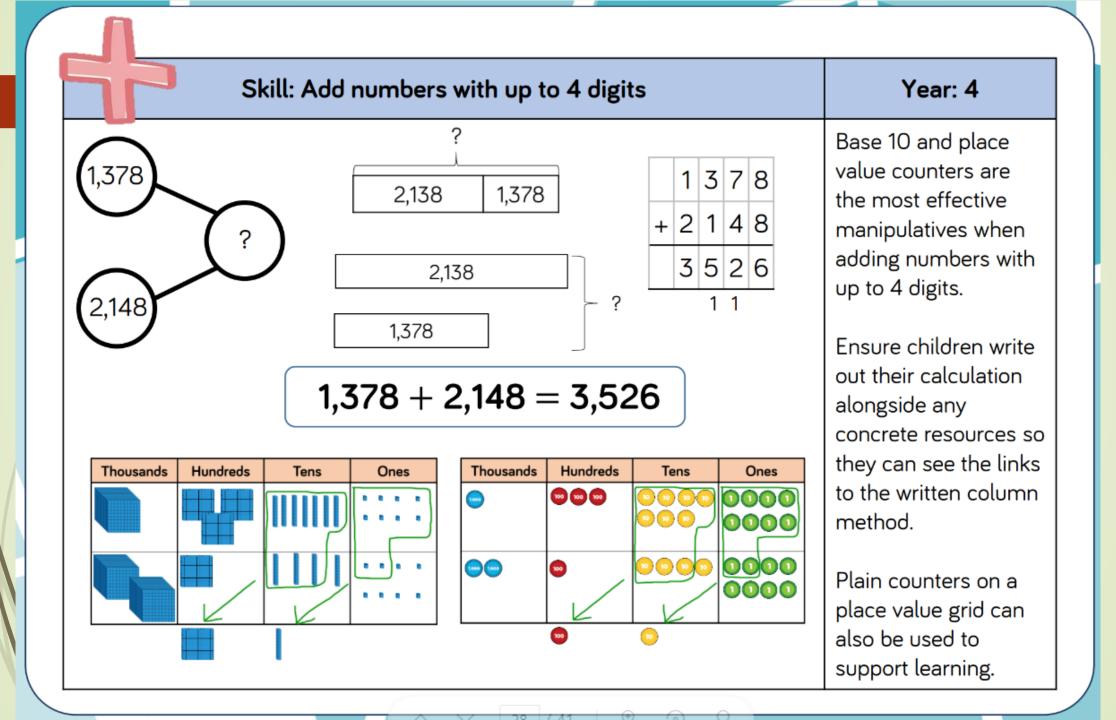


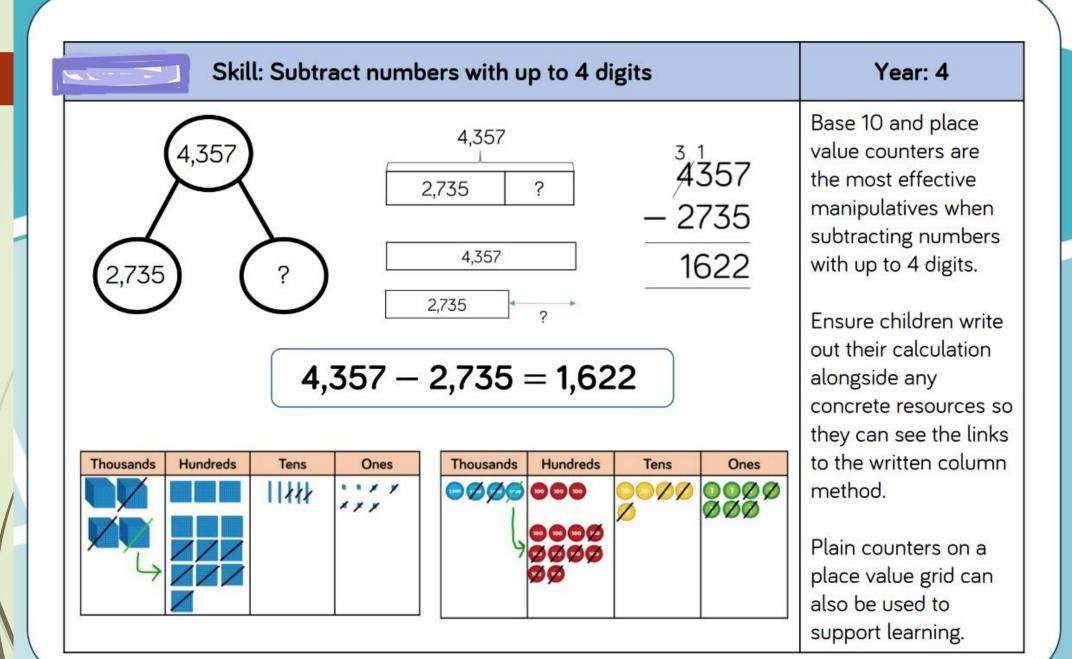






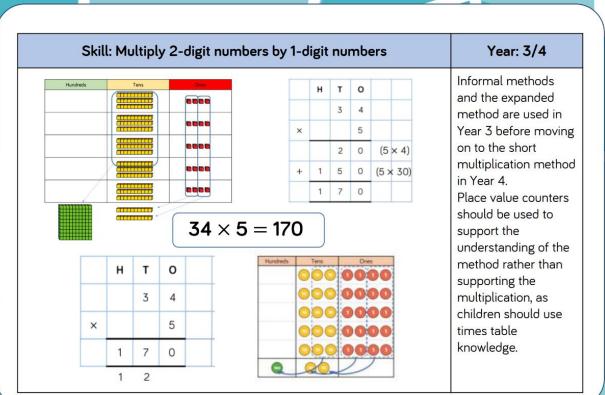


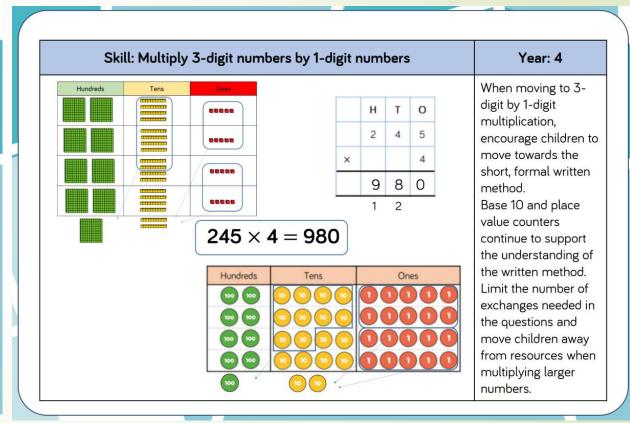




Year 4 math overview







Year: 3/4 Skill: Divide 2-digits by 1-digit (sharing with remainders) When dividing numbers with Tens 53 remainders, children can use Base 10 and place value counters 13 13 13 13 to exchange one ten ... for ten ones. Starting with the ----equipment outside the place value grid $53 \div 4 = 13 \text{ r1}$ 53 will highlight remainders, as they 0000000 will be left outside the 40 13 Tens grid once the equal 000 groups have been ÷ 4 made. 12 Flexible partitioning in 000 a part-whole model 10 000 supports this method.

Year 4 Home learning

Year 4 - Term 1 Information and key learning

Welcome to Year 4 2025-2026

Welcome to Year 41 We would like to welcome you back to the school and take this opportunity to say how much we are looking forward to working with you and your children over the coming months. We hope that you have all had an enjoyable and relaxing summer and your children are now prepared to begin the autumn term feeling refreshed and above all, ready to learn! The information below shows some of the new things they will be learning and how you can help support their learning at home. Please do not hesitate to ask any questions you may have.

Our learning this term

In English, we are starting the year with the text 'The Disgusting Sandwich' by Gareth Edwards. The children will learn about grammar and punctuation through sentence construction and will apply a wide range of creative vocabulary as they write their own versions of this story. The children will be set spellings each week (see below) and the spellings link with their spelling shed account where they can practice at home. In maths, the children will focus on the fundamentals of place value up to 10,000. They will identify the value of a number and use manipulatives to show number in a variety of ways. They will then apply this knowledge when adding and subtracting up to four-digit numbers. Year 4 is a very important year for learning the times tables and it will be a focus throughout the year. We strongly encourage them to use their Times Table Rock Star or Purple Mash accounts (Monster Multiplication) to develop their skills and recall as preparation for the MTC assessment at the end of the year. For Geography this term, the children will be collecting and interpreting data towards a fieldwork topic of the local area (Bridge and Canterbury). The children will have lots of apportunities to take part in field trips into the village and surrounding areas - more information coming soon. This topic ties in nicely with our art this term where we will be developing our pencil work and perspective through landscape drawings. In RE, we will be looking at the Creation story and understanding what Christians learn from the story whilst applying it to everyday situations. In Science, we will be exploring states of matter. In computing this term, we will be focusing on Online Safety and Effective Searching. The children will be having their music lessons with Mr.Miles and will start to learn the clarinet. PE this term will be tennis and cricket. We are also looking forward to a trip to Creed Activity Centre later in the term.

Key Information

- All children are expected to have a reading book and reading record in school every day.
- PE will be on Tuesday (AM) Cricket and Thursday (PM) Tennis. We ask that on these days the children arrive in school in their PE kit.
- We will let you know when our dedicated library day is soon. However,
 the library is open on a daily basis at lunch time and this is when the
 children will be able to change their library books. The children will have
 the opportunity to choose two books; one within their Accelerated
 Reading score and the other a free choice. We expect children to take
 responsibility for changing their own books, once fully investigated and
 understood. We encourage children to read daily at home which then
 goes towards our combined class reading scores.
- We will continue to use Times Table Rock Stars and Purple Mash to support the children's times tables. This practice is also encouraged daily (5 – 10 minutes) which then goes towards our combined class maths scores.
- Please remember your water bottle every day and check that all your uniform and belongings are clearly labelled with your name.

Key Dates

Year 4 Meet the Team – Wednesday 10th September

Parent Consultations – w/c 6th Oct & 13th Oct and evening of 15th Oct

Walks around Bridge Village-Details in Parent Mail

Creed Outdoor Learning Birch – Monday 22nd Sept Hazel – Tuesday 23nd Sept

<u>Triennial art festival</u> tour at Creative Folkestone. October 1st/2nd. 2025.

English Key Learning Facts

Key aim: To read and spell common words

This term's home learning focusses on consolidating children's reading and spelling of Year 3 words.

Week2	Week3	Week4	Week5	Week6	Week7
accept	inactive	illegal	interact	calendar	information
except	incorrect	illegible	intercity	appear	sensation
knot	invisible	immature	international	believe	preparation
not	insecure	immortal	interfere	grammar	vibration
peace	inflexible	impossible	interview	increase	decoration
piece	indefinite	impatient	intercept	interest	donation
plain	inelegant	imperfect	intercom	opposite	duration
plane	incurable	irregular	internet	straight	registration
weather	inability	irrelevant	interchange	strength	population
whether	inadequate	irresponsible	interface	women	determination

Suggested Activities

Understanding - Check that your child knows what the word they are learning to spell means.

Spot the deliberate mistake - If you write out the words (and make a deliberate mistake) can your child find it (don't forget to tell them, you have made a mistake)?

Mathematics Key Learning Facts

Key aim: To know the multiplication and division facts of 6.

Children should be able to work out and then instantly recall the following facts.

This term's home learning focusses on consolidating the children's knowledge of the six times table. We will be looking at times tables in class with an

aim for the children to recall these fac	6 + 1 = 6	6 ÷ 6 = 1	1 × 6 = 6	6 × 1 = 6
	12 + 2 = 6	12 ÷ 6 = 2	2 × 6 = 12	6 × 2 = 12
Key Vocabulary	18 ÷ 3 = 6	18 ÷ 6 = 3	3 × 6 = 18	6 × 3 = 18
	24 ÷ 4 = 6	24 ÷ 6 = 4	4 × 6 = 24	6 × 4 = 24
	30 ÷ 5 = 6	30 ÷ 6 = 5	5 × 6 = 30	6 × 5 = 30
What is 6 times 8?	36 + 6 = 6	36 + 6 = 6	6 × 6 = 36	6 × 6 = 36
	42 + 7 = 6	42 + 6 = 7	7 × 6 = 42	6 × 7 = 42
What is 8 multiplied by 6?	48 + 8 = 6 54 + 9 = 6	48 + 6 = 8 54 + 6 = 9	8 × 6 = 48 9 × 6 = 54	6 × 7 = 42 6 × 8 = 48 6 × 9 = 54
What is 24 divided by 6?	60 + 10 = 6	60 + 6 = 10	10 × 6 = 60	6 × 10 = 60
	66 ÷ 11 = 6	66 ÷ 6 = 11	11 × 6 = 66	6 × 11 = 66
	72 ÷ 12 = 6	72 ÷ 6 = 12	12 × 6 = 72	6 × 12 = 72

They should be able to answer these questions in any order, including missing number questions e.g. $6 \times \bigcirc = 72 \text{ or } \bigcirc \div 6 = 7$.

The secret to success is practising **little** and **often**. A useful tool to support your child at home is the Monster Multiplication game found on Purple Mash, <u>Your</u> children's logins will be coming home soon.

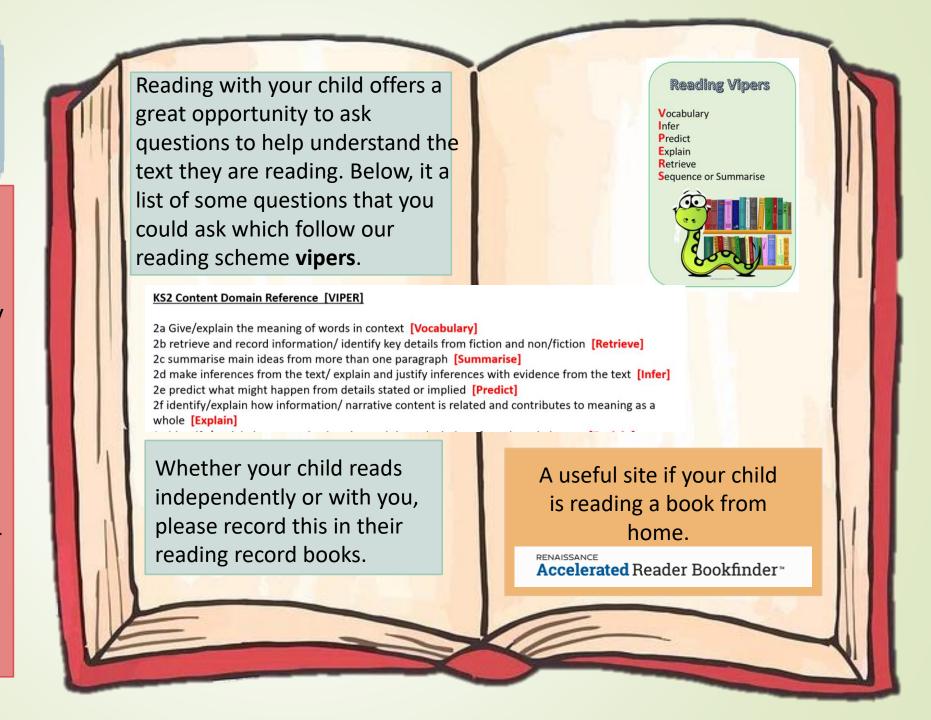
Thank you for your continued support.



Year 4 Home learning Reading

Pupils may read independently or with an adult. Conversations about the text and new vocabulary are encouraged to ensure understanding.

We recommend daily reading to maintain progress within reading. This will also go towards our whole school reading initiative.



Year 4 Home learning spelling

Pupils will receive new spellings every Monday and will be tested on them the following Monday.

The sheets will look similar to the ones on the right however, if your child is in an intervention group, their spellings may look a little different.



Stage: 4	Homophones							
List: 1 Name:						Spelling She		
Spellings	1st /	Attempt	2 nd Attempt	3 rd Attempt	4 th Attempt	5 th Attempt		
accept								
except						7//		
knot								
not								
peace								
piece								
<mark>plai</mark> n		^a lu			SOUD .			
plane								
weather					V			
whether								
List: 1	Name:					Spelling S		
	vuille.			-112 - 2 - 2 - 2 - 2 - 2		حرجسس ق		
Spellings			the correct sp	-				
accept		The t	The teacher gave everyone a of paper.					
except		Tim s	Tim stood at the front of assembly to his prize.					
knot		I had	I had a in my shoelaces.					
not		All wo	All was dark, for a tiny candle in the corner.					
peace			I like most vegetables but cauliflower.					
piece								
plain			In church the people prayed for on Earth.					
plane		The _	The stopped the children playing out today.					
weathe	r	The p	The pilot landed his safely on the runway.					
		100	All Mills					

Year 4 Home learning maths

Pupils are encouraged to practice key mathematical skills at home. In year 4, we focus heavily on our times tables due to the **mtc** at the end of the year (more info to follow).

We recommend practicing 'little and often'. This will also go towards our whole school maths initiative.



Multiplication table check (MTC)

What is the mtc?

The Year 4 Multiplication Tables Check (MTC) is a statutory online test in England for Year 4 pupils to assess fluent recall of multiplication facts up to 12 x 12. It consists of 25 questions, with 6 seconds to answer each. The purpose is to identify pupils needing additional support and to track **national standards** in times tables knowledge. There is no pass mark, but results help schools provide targeted support.



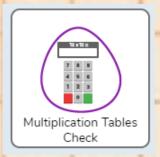
This term's home learning focusses on consolidating the children's knowledge of the six times table. We $0 \times 1 = 0 \qquad 1 \times 6 = 0 \qquad 6 \div 6 = 1 \qquad 6 \div 1 = 0$ will be looking at times tables in class with an aim for the children to recall these facts instantly

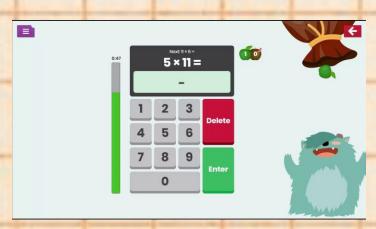
$6 \times 1 = 6$	$1 \times 6 = 6$	$6 \div 6 = 1$	6 ÷ 1 = 6
$6 \times 2 = 12$	$2 \times 6 = 12$	12 ÷ 6 = 2	12 ÷ 2 = 6
$6 \times 3 = 18$	$3 \times 6 = 18$	18 ÷ 6 = 3	18 ÷ 3 = 6
$6 \times 4 = 24$	$4 \times 6 = 24$	$24 \div 6 = 4$	$24 \div 4 = 6$
$6 \times 5 = 30$	$5 \times 6 = 30$	$30 \div 6 = 5$	$30 \div 5 = 6$
$6 \times 6 = 36$	$6 \times 6 = 36$	$36 \div 6 = 6$	$38 \div 6 = 6$
$6 \times 7 = 42$	$7 \times 6 = 42$	42 ÷ 6 = 7	$42 \div 7 = 6$
6 × 8 = 48	$8 \times 6 = 48$	48 ÷ 6 = 8	48 ÷ 8 = 6
$6 \times 9 = 54$	$9 \times 6 = 54$	54 ÷ 6 = 9	$54 \div 9 = 6$
6 × 10 = 60	$10 \times 6 = 60$	60 ÷ 6 = 10	60 ÷ 10 = 6
6 × 11 = 66	11 × 6 = 68	66 ÷ 6 = 11	66 ÷ 11 = 6
6 × 12 = 72	12 × 6 = 72	72 ÷ 6 = 12	72 ÷ 12 = 6

Key Vocabulary
What is 8 multiplied by 6?
What is 6 times 8?
What is 24 divided by 6?









Behaviour & Expectations

As you know our policies are on our website.

In class we have already been through expectations and class/ learning expectations for both pupils and teachers. Our behaviour policy have been explained to the children. And we refer back to it regularly.

Ready, Respectful, Safe

The Restorative Approach

Incidences of negative behaviour are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.

Safeguarding

To the right, you will see our safeguarding team for this year.

If you have any concerns at all, please speak to a member of the team.

More information regarding safeguarding can be found within our Safeguard Policy on the school website.

For more information about ways to stay safe online please look at the school website which includes lots of information and practical advice.



James Tibbles Headteacher



Chelsea Huggett BASC Manager



Charlotte McLean Inclusion Lead



Graham Redpath Phase Lead (EYFS)



Morny Starling
Admin Officer
(Children &
Families)



Michael Taylor Deputy Headteacher

School + Parent Partnership



We pride ourselves on our open relationships with parents and together we: Respect and support our school's values.

Encourage children to challenge themselves and provide the support and environment to maximize their academic potential.

Encourage our child to take as full and active part in school life as possible.

Support each other, especially regarding attendance, behaviour, online safety and home learning Work together to safeguard pupils and support their physical, mental and emotional wellbeing. Ensure that any concerns or issues are directly and promptly addressed through direct contact, telephone or email.

Thank you

Any questions??