

YEAR FOUR INFORMATION EVENING FOR PARENTS

SEPTEMBER 2025

UNLOCKING POTENTIAL TOGETHER IN FAITH AND LOVE



*Unlocking Potential Together
in Faith and Love.*

STAFF YOUR CHILD WILL TALK ABOUT



Mrs Dickinson



Mrs Jones



Mr Mashall



Mrs Verden

A DAY IN THE LIFE OF YEAR 4

	8.45- 9.20	9.20 – 10.15		10.30 – 11.30	11.30 – 12.30	12.30pm – 2.00pm	2.00 – 3.00pm	3.00 - 3.15		
Mon	Celebration of the Word	Maths	B	English	L	Guided reading	R.E.	Music/Latin	Class story	
Tues	Guided reading	Maths	R	English	U	Class Celebration of the Word	RE	DT	Class story	Hymn Practice
Wed	Guided reading	Maths	E	English	N	Spelling and Handwriting	P.E.	Geography/History	Class led Celebration of the Word	
Thurs	Guided reading	Maths	A	English	C	Spelling and Handwriting	Science	Class story	KS2 Celebration of the Word	
Fri	Celebration assembly	Swimming		Times tables	H	Guided reading	PSHE	Computing	Class story	

Mrs Dickinson teaches Monday to Thursday

Mrs Verden teaches part of Wednesday afternoon and all day Friday

HOME LEARNING

- ▶ **Daily reading** – 10 minutes every day. Please record/initial in reading record. Remember to include other books your child reads at home.
- ▶ **Spelling** – children will be given spellings to learn and practise at home – these will be stuck in their planners. They need to be written out in planners.
- ▶ **Daily times tables practice.** Your child should know which times tables they are learning – please help them to practise their times tables for at least 5 minutes every evening.

Listen to your
child read

Read to and
with your child

Encourage
wider reading



Practise spellings
and times tables

Talk about books your
child enjoys reading.
Ask questions

Ensure work done
at home is of a
good standard

CHILDREN MAKE THE MOST PROGRESS WHEN PARENTS SUPPORT THE WORK OF A SCHOOL

MATHS

- ▶ Children are expected to know all multiplication facts up to 12×12 by the end of Year Four – please practise these at home! In the summer term, all children in Year Four will be formally tested on their recall of multiplication facts up to 12×12 .
- ▶ In Year Four, children should become increasingly fluent with whole numbers and the four operations, including number facts and understanding of place value. This helps them to develop efficient written and mental methods and perform calculations with increasingly large whole numbers (up to 4 digits).
- ▶ Children develop their ability to solve a range of problems, including problems involving simple fractions, decimals, measures, shapes and a range of charts and graphs.

ENGLISH

► **READING**

Children's understanding and enjoyment of stories, poetry, plays and non-fiction develops as does their knowledge and skills in reading non-fiction about a wide range of subjects. They learn how to use evidence from a text when they are putting forward a point about a character or answering questions from non-fiction texts.

► **WRITING**

Children learn how to use commas and speech punctuation correctly. They begin to use more varied sentence starters and descriptive phrases to make their writing more interesting. Writing is organised into paragraphs in both fiction and non-fiction writing. They are given time to proofread their writing to check for spelling, punctuation and grammar errors which they then edit and improve.

► **SPELLING**

Children are expected to learn and correctly spell all words on the Year 3/4 statutory word list. This term, we are also revisiting spelling rules for adding -s, -ing and -ed to words and children will be expected to apply these rules correctly in their writing. Following this, we will be looking at patterns in words using different prefixes and suffixes.

R.E.

These are our RE topics:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
One: Creation and Covenant	Two: Prophecy and Promise	Three: Galilee to Jerusalem	Four: Desert to Garden	Five: To the Ends of the Earth	Six: Dialogue and Encounter
Abraham, Sarah, Isaac, Joseph Prayer of St Richard of Chichester	Prophets – Elijah, Isaiah, John the Baptist Christ the King Advent	Jesus – fully God and fully human Miracles Peter’s profession of faith The Creed at Mass Sacrament of Reconciliation and Sacrament of the Sick	Parables of the lost son, the dutiful son and the sheep and the goats Events of Holy Week in the Gospel of Matthew ‘Works of mercy’	Resurrection stories The Apostles’ Creed The Pope as the successor to Peter May – the month of Mary	The life of St Paul Different traditions in the Liturgy of the Church The Five Pillars of Islam

Year 4 read the Gospel stories for the Easter Reflection. Each class leads a whole school Celebration of the Word on a Wednesday afternoon in the hall once each term.

SCIENCE

In Year Four, the following science topics are covered:

- ▶ Teeth and the digestive system
- ▶ Sound
- ▶ Electricity
- ▶ Solids, liquids and gases
- ▶ States of matter
- ▶ Habitats

These are taught through investigative work.

Working scientifically (*adapted from the National Curriculum*)

During years 3 and 4, pupils are taught to use the following practical scientific methods, processes and skills:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations
- gathering, recording, classifying and presenting data in a variety of ways
- recording findings using simple scientific language, drawings and charts
- reporting on findings from enquiries,
- using results to draw simple conclusions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

TOPICS

Autumn – ‘Fresh Starts’

Spring – ‘Sparks Might Fly’

Summer – ‘The Bay’

PE

- ▶ Wednesdays and Friday (swimming).
- ▶ Come into school wearing PE kits on these days.
- ▶ Earrings need to be taken out for PE or left at home that day.
- ▶ HAIR – hair that is shoulder length or longer should always be tied up.
- ▶ INHALERS – if your child needs an inhaler, please ensure they have a labelled, in-date inhaler in school at all times.

ENRICHMENT

This year we are planning the following enrichment activities:

- ▶ Autumn term visit to **Leighton Hall Estate** (see separate letter) and **Lancaster Roman Museum** (£1.50 – see separate letter).
- ▶ Spring term **Anglo-Saxon visitor** (cost to be confirmed)
- ▶ Summer term residential visit to **Castlerigg Manor** (see separate letter)
- ▶ Summer term visit to **Morecambe** (PTA subsidised cost)

REWARDS AND CONSEQUENCES

- ▶ WHOLE SCHOOL – weekly certificate, Keys to Success
- ▶ CLASS BASED – stars
- ▶ INDIVIDUAL – achievement points

	READING Dark blue	WRITING Light Blue	ENQUIRY Green	COMMUNITY Yellow	MINDSET Dark Pink	MATHS Light pink	MISSION Red	ACHIEVEMENT Purple	FAITH White	PERFORMANCE Orange
	Show and share a love of reading	Consistently show and share a love of writing	Asking questions and finding answers	Participating and helping the wider school community	Showing a positive attitude to learning	Know and apply	Following the school weekly mission	Something I am proud of	Showing commitment in faith	Perform to an audience
RECEPTION	e.g. retelling a book through role play	e.g. choosing to write independently	e.g. asking questions	e.g. CAFOD, Reading in church, Sports teams, Open evening, PTA events, Visits in the community, Eco club, Classroom jobs,	e.g. independence, resilience, perseverance, cooperation, risk taking, effort, leadership,	Numbers to 10	Awarded 'Star of the Week' linked to our weekly mission	e.g. Award from external group (cubs, sports) Or Achievement from a school-based club (sports, art, ICT)	e.g. actively participating in planning and sharing class worship, attending voluntary prayer groups, regularly attending a place of worship, sharing aspects of own faith with others	e.g. nativity, poetry recital, play, carol singing,
YEAR 1	e.g. share a favourite book	e.g. seeing yourself as a writer	e.g. Asking questions about the world			Place value				
YEAR 2	e.g. talk about a favourite author	e.g. choose to write for a variety of purposes	e.g. ask questions about things they have observed and thinking of possible answers			2, 5, 10 x				
YEAR 3	e.g. explore a variety of books/texts	e.g. engaging in longer pieces of writing	e.g. think of questions that can be investigated			2, 3, 4, 5, 8, 10 x				
YEAR 4	e.g. explore a variety of books/texts		e.g. start to investigate questions asked			12 x 12				
YEAR 5	e.g. actively contribute to discussions about books and authors	e.g. with passion and flare!	e.g. independently find answers to questions asked			Mental maths strategies				
YEAR 6			e.g. research a scientific question of interest			Problem solving skills using all of the above				

MORE INFORMATION

- ▶ **SCHOOL WEBSITE**
- ▶ **ARBOR** – school-home communication and payment of items.
- ▶ **CURRICULUM OVERVIEW** – on website to show what the class will be learning about
- ▶ **PARENTS' EVENING** – Autumn Term and Spring/early Summer
- ▶ **REPORTS** – interim reports are send out at the end of each term with a full report sent out in the Summer term.

WALKING HOME

- ▶ Written permission is needed for each individual child before children in Year 5 or 6 will be allowed to walk home without a parent/carer.

ATTENDANCE

- ▶ Whole school target of 97%
- ▶ PA – 95%
- ▶ Half termly updates
- ▶ Must be in school before 8.45am, gates open at 8.35am
- ▶ No holidays authorised
- ▶ Proof of medical – if in doubt, send them in; we can always call if they are ill

WEBSITE

- ▶ www.cathedral.lancs.sch.uk
- ▶ Regularly changes and has lots of information about the class on Class page.
- ▶ Parents section
- ▶ Blogs – generally updated once a week
- ▶ Useful links

Online Safety



Keeping children safe in education 2025

Statutory guidance for schools
and colleges

September 2025

Why?

KKCSIE 2025 is a complete statutory guide that all schools must comply with.

It clearly outlines how schools have a statutory responsibility to keep children safe online in or out of school.

Online Safety

It states:

22. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

Online Safety

The Internet Watch Foundation (IWF) says, since 2019, it has seen a 1,058 per cent increase in the number of webpages showing sexual abuse images and videos of children aged 7-10 who have been recorded via an internet connected device, often by a predator who has contacted them online.

91% 

of reports actioned by the IWF in 2024 were assessed as containing **self-generated indecent imagery**.

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/social-media/>

 Source

Social Media Risks

Risks to Children

Despite the safety features, child safety organizations highlight ongoing risks, including:

Inappropriate Content:

Children may be exposed to adult or violent content through large group chats. [@](#)

Scams:

Offenders can pose as friends or family to ask for money or personal information. [@](#)

Grooming:

The platform's ability to connect users and host large groups can increase the risk of encountering predators. [@](#)

Location Sharing:

Parents should discuss safe practices around sharing live location with trusted contacts. [@](#)

Online Safety

online safety websites for parents





 All

 Images

 News

 Videos

 Shopping

 More

About 517,000,000 results (0.51 seconds)

<https://www.nspcc.org.uk> › keeping-children-safe › onl... 

Keeping children safe online | NSPCC

Our **online safety** hub offers advice for **parents**, from nudes to online games to **parental** controls. Our guides help you make informed decisions and help keep your ...

[Talking to your child about...](#) · [Online safety blog](#) · [Reporting online safety concerns](#)

<https://saferinternet.org.uk> › Guides and Resources 

Parents and Carers - UK Safer Internet Centre

Digital Wellbeing

- ▶ ‘Maladaptive excessive screen time behaviour in children has been recently associated, among others, with adverse physical (e.g., overweight/obesity), psychological (e.g., language delay) and social health consequences ([de Rezende et al., 2014](#); [Li et al., 2020](#); [Lissak, 2018](#)), as well as with impaired [executive functions](#) ([Zeng et al., 2021](#)).’
- ▶ Often the amount of screen time isn’t the issue, WHAT children are accessing and seeing is.
- ▶ Apps are marketed at children, often gamifying every day “learning” and mimic the effect of dopamine in the brain which can lead to disengagement in other activities, reduced social time with peers and family and difficulties with sleep, attention and emotional regulation.
- ▶ There are age limits on Apps and games for a reason. Apps marketed at children e.g. Kids YouTube, are no safer in terms of content than the regular Apps. The safest way to protect your children is to limit their access completely until they are old enough to know the safety rules.
- ▶ We expect parents to educate themselves and be active moderators and protectors for their child's online world and screen usage.
- ▶ We are required, by safeguarding guidance, to act on children reporting that they use apps and sites underage, or if they report seeing inappropriate content for their age and stage of development.

Digital Wellbeing

“Our children are only as safe as their friend with the weakest digital rules”

- ▶ Top tips for educating yourselves and keeping our children safe:
 - ▶ Normalise asking other parents/people caring for your child what their online/screen usage rules are before play dates etc
 - ▶ Check your child's devices daily and involve them in regular discussions about safe usage of screens, devices and their online presence
 - ▶ Use school as a resources to help if you need us – we can give advice, talk to children and even look at safety settings and controls on devices with you
 - ▶ Use your own social media and internet access as a tool for learning:
 - ▶ **Dr Alison Yeung, MD, GP** <https://www.instagram.com/thSMARTPHONEeffectMD/#>
 - ▶ **Catherine Knibbs** – Child Therapist specialising in Cybertrauma https://www.instagram.com/catherine_knibbs/#
 - ▶ **Smartphone Free Childhood Campaign** <https://www.instagram.com/smartphonefreechildhood/#>
 - ▶ **esafekids** - Body Safety, Cyber Safety & Pornography Education Specialist <https://www.instagram.com/esafekids/#>

Home School Online Agreement



Unlocking Potential Together
in Faith and Love.

This agreement aims to help you and your child navigate the digital world safely.

The decision to allow your child to use/access any app or website is entirely yours as their responsible adult however, the school's view remains that primary aged children should not have unsupervised access to devices with internet connections. If the school has any serious concerns about the access your child may have to certain inappropriate content, we are duty bound to refer to Children's Social Care or the Police.

We will:

We will educate all pupils on e-safety through workshops and the computing curriculum.

We will use appropriate filtering and ensure appropriate supervision when using the internet, email and other online tools.

We will assess filtering systems and operating procedures around internet use regularly.

Please note that filtering can never be completely fool proof and occasionally inappropriate materials may be accessed – these incidents will be addressed immediately and appropriately.

We will contact you if we are concerned about a pupil's online safety.

We will model appropriate online behaviour and etiquette or 'netiquette'.

Child will:

I will tell a trusted adult if something I don't like has happened online or via phone straight away.

I will take care of IT equipment.

I will report people who send nasty messages immediately.

I will not open unknown links and attachments (preventing viruses, malware and adware from infecting school and home systems).

I will behave in the same positive, friendly and responsible way online with my friends as I would on the playground.

I will not share information, passwords, photographs or other private data online without a trusted adult's permission.

Parent will:

Talk to my child about e-safety and internet usage.

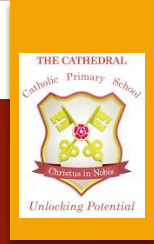
Ask my child questions about how they socialise online.

Monitor screen time to support my child's well-being.

Be aware of the age rating and restrictions of apps/websites and games my child has access to.

Ensure my child does not have access to apps and websites that have age restrictions and they are only using age-appropriate media and online messaging apps/websites.

Work with the school to help educate my child about online safety.



ANY QUESTIONS?

- ▶ If you wish to contact us and you can't make it into school, our email addresses are below and on the school website. You can also phone the school office if you wish to make an afterschool appointment to speak to us.
- ▶ The best time to speak to us at length/confidentially is after school but you can use the mornings to keep us up to date / ask any questions etc
- ▶ **Please ensure you keep school up to date with any changes in contact telephone numbers.**
- ▶ c.dickinson@cathedral.lancs.sch.uk l.verden@cathedral.lancs.sch.uk