



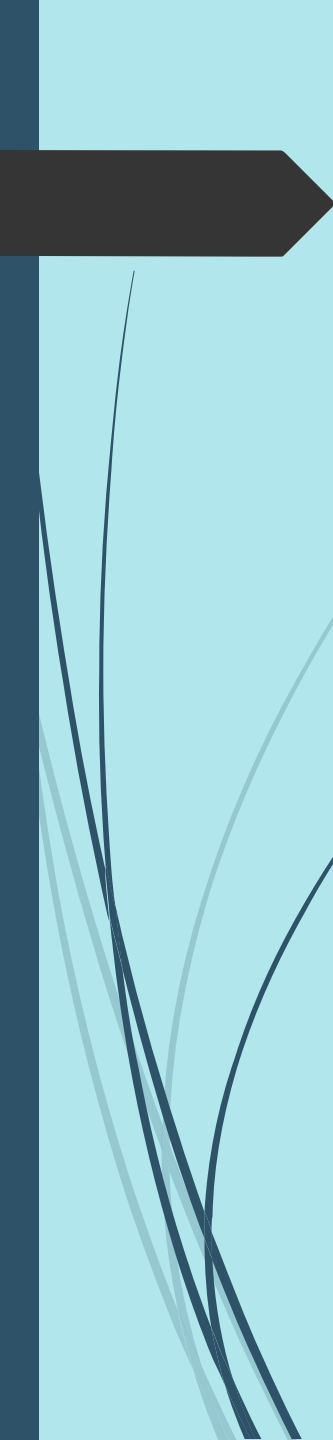


Class teacher : Ms O'Sullivan

Year 4 Classroom assistants: Mrs Sheehy (morning) and Mrs Meechan (Tuesday, Thursday and Friday afternoon)

General

- Children are welcome to bring in their own pencil cases from home
- PE days will be on Tuesday and Thursday - Children must come to school in their uniform and get changed in school. We have put in place separate changing arrangements for the girls and boys. PE tops are now white only.
- The children can bring their own water bottles and a **healthy snack** for their break.
- If your child is attending after school club regularly, please let me know their days via email.
- Please ensure all uniform, coats and PE kits are labelled.
- Please adhere to our school uniform policy, inclusive of jewellery. After October half term, we say goodbye to Summer uniform and hello to Winter.
- Please inform/update us with any allergies, intolerances and medicines.
- Homework
- Trips

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- Topic overview for this half term
 - English: Tar Beach and Varmints
 - Mathematics: Place value and addition and subtraction.
 - Science: Animals including humans
 - RE: The Bible
 - Geography: Importance of rainforests
 - PE: Outside adventure activities and Hockey
 - PSHE : Created and Loved by God
 - Music: External deliverer
 - Computing: (use of Purple Mash, online safety, coding)
 - Spanish: Introducing myself
 - Art and DT – Drawing: Power Prints

Year 4 Reading

- ▶ We would ask that the children bring in their reading records every Monday so that we can check with the children to see what they have been reading and monitor reading progress. Feel free to write comments into the children's reading records as they will be checked every Monday.
- ▶ Foster reading for pleasure –What the evidence tells us?
https://assets.publishing.service.gov.uk/media/5a7c18d540f0b61a825d66e9/reading_for_pleasure.pdf

Key areas to help reading with your child at home

Vocabulary : Give/explain the meaning of words in context

Infer : Make inference from the text/ explain and justify using evidence from the text.

Predict : Predict what might happen from the details stated and implied.

Explain : Identify/explain how information/narrative content is related and contributes to the meaning as a whole.
Identify/explain how meaning is enhanced through choice of words and phrases. Make comparisons within the text.

Retrieve: Retrieve and record key information/key details from fiction and non-fiction.

Summarise main ideas from more than one paragraph

Spellings and Times tables

- The children will be sent home spellings and times tables/number facts weekly which will be handed out on a Friday and then tested the following Wednesday
- To help prepare for Friday spellings - 'say it , spell it , check it' rule
- Children should also look up the meanings of any unknown spellings in the dictionary and use in sentences
- Times tables club
- Need to know times tables up 12 times tables
- Times Table Rockstars

Times tables screening June 2025

[Times tables screening](#)



Multiplication

1 ONE	2 TWO	3 THREE	4 FOUR	5 FIVE	6 SIX
1x1 = 1	2x1 = 2	3x1 = 3	4x1 = 4	5x1 = 5	6x1 = 6
1x2 = 2	2x2 = 4	3x2 = 6	4x2 = 8	5x2 = 10	6x2 = 12
1x3 = 3	2x3 = 6	3x3 = 9	4x3 = 12	5x3 = 15	6x3 = 18
1x4 = 4	2x4 = 8	3x4 = 12	4x4 = 16	5x4 = 20	6x4 = 24
1x5 = 5	2x5 = 10	3x5 = 15	4x5 = 20	5x5 = 25	6x5 = 30
1x6 = 6	2x6 = 12	3x6 = 18	4x6 = 24	5x6 = 30	6x6 = 36
1x7 = 7	2x7 = 14	3x7 = 21	4x7 = 28	5x7 = 35	6x7 = 42
1x8 = 8	2x8 = 16	3x8 = 24	4x8 = 32	5x8 = 40	6x8 = 48
1x9 = 9	2x9 = 18	3x9 = 27	4x9 = 36	5x9 = 45	6x9 = 54
1x10 = 10	2x10 = 20	3x10 = 30	4x10 = 40	5x10 = 50	6x10 = 60
1x11 = 11	2x11 = 22	3x11 = 33	4x11 = 44	5x11 = 55	6x11 = 66
1x12 = 12	2x12 = 24	3x12 = 36	4x12 = 48	5x12 = 60	6x12 = 72
7 SEVEN	8 EIGHT	9 NINE	10 TEN	11 ELEVEN	12 TWELVE
7x1 = 7	8x1 = 8	9x1 = 9	10x1 = 10	11x1 = 11	12x1 = 12
7x2 = 14	8x2 = 16	9x2 = 18	10x2 = 20	11x2 = 22	12x2 = 24
7x3 = 21	8x3 = 24	9x3 = 27	10x3 = 30	11x3 = 33	12x3 = 36
7x4 = 28	8x4 = 32	9x4 = 36	10x4 = 40	11x4 = 44	12x4 = 48
7x5 = 35	8x5 = 40	9x5 = 45	10x5 = 50	11x5 = 55	12x5 = 60
7x6 = 42	8x6 = 48	9x6 = 54	10x6 = 60	11x6 = 66	12x6 = 72
7x7 = 49	8x7 = 56	9x7 = 63	10x7 = 70	11x7 = 77	12x7 = 84
7x8 = 56	8x8 = 64	9x8 = 72	10x8 = 80	11x8 = 88	12x8 = 96
7x9 = 63	8x9 = 72	9x9 = 81	10x9 = 90	11x9 = 99	12x9 = 108
7x10 = 70	8x10 = 80	9x10 = 90	10x10 = 100	11x10 = 110	12x10 = 120
7x11 = 77	8x11 = 88	9x11 = 99	10x11 = 110	11x11 = 121	12x11 = 132
7x12 = 84	8x12 = 96	9x12 = 108	10x12 = 120	11x12 = 132	12x12 = 144

Multiplication

Multiplication can be understood as repeated addition or, in other words, when we multiply two numbers, we add as many copies of one of them.

We use the symbol \times to mean multiplication.



$$5 \times 3 = 5 + 5 + 5 = 15$$

We have 3 rows of 5 stars each which, in total, are 15 stars.

The Glitter Teacher

Multiplication tables check

Do you have a child in year 4 at primary school?

If so, your child will be participating in the multiplication tables check in June.

The purpose of the check is to determine whether your child can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help your child's school to identify if your child may need additional support.

What is the Multiplication tables check?

It is an on-screen check consisting of 25 times table questions. Your child will be able to answer 3 practice questions before taking the actual check. They will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

What if my child cannot access the check?

There are several access arrangements available for the check, these can be used to support pupils with specific needs. Your child's teacher will ensure that the access arrangements are appropriate for your child before they take the check in June.

The check has been designed so that it is inclusive and accessible to as many children as possible, including those with special educational needs or disability (SEND) or English as an additional language (EAL). However, there may be some circumstances in which it will not be appropriate for a pupil to take the check, even when using suitable access arrangements. If you have any concerns about your child accessing the check, you should discuss this with your child's headteacher.

Do I need to do anything to prepare my child for the check?

No, you do not need to do anything additional to prepare your child for the check. As part of usual practice, teachers may ask you to practise times tables with your child.

Schools will have unlimited access to a try it out area from March. They can use this to make sure pupils have the necessary support required to access the check. This includes opportunities for pupils to familiarise themselves with the check application and try out any access arrangements that may be required.

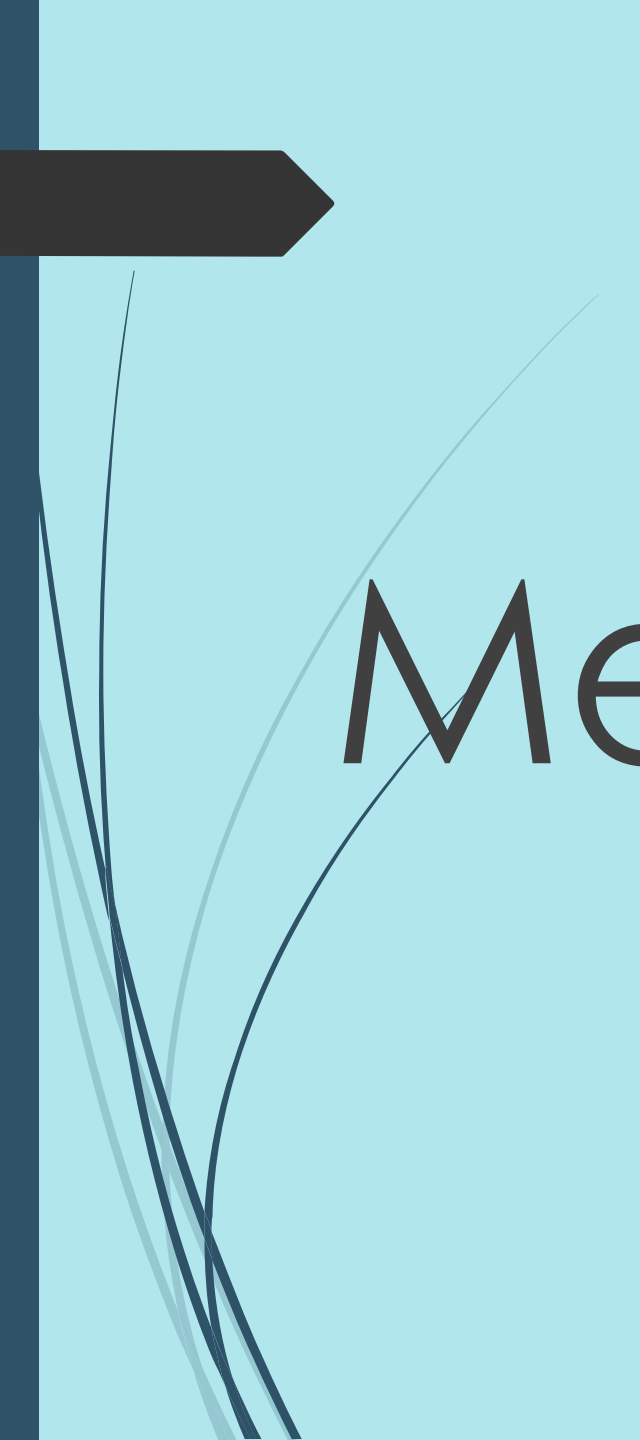
How will the results be used?

Schools will have access to all their pupils' results, allowing those pupils who need additional support to be identified.

Will I receive feedback on my child's check?

Yes. Your child's teacher will share your child's score with you, as they would with all national curriculum assessments. There is no pass mark for the check.





Methods used in Maths

Expanded column addition

3	5	6	+	2	1	3	=										
3	5	6	→	3	0	0	+	5	0	+	6						
+	2	1	3	→	2	0	0	+	1	0	+	3					
	5	6	9	←	5	0	0	+	6	0	+	9					

Column method

5	6	7	
1	9	9	+
¹	¹		
<hr/>			
7	6	6	

Expanded column subtraction

Column subtraction

$$942 - 214$$

Expanded method

		³⁰	¹²	
900	40	2		
-	200	10	4	
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	700	20	8	

Compact Method

		³	¹²	
942	4	2		
-	214			
<hr/>				
	728			

Multiplication

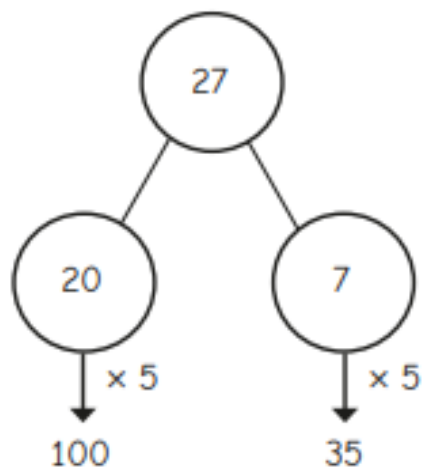
Expanded method

		T	O	
		3	4	
	x		2	
			8	
		6	0	
		6	8	

$(4 \times 2 = 8)$
 $(30 \times 2 = 60)$

Short column method

		H	T	O	
			3	4	
	x			5	
		1	7	0	
		1	2		



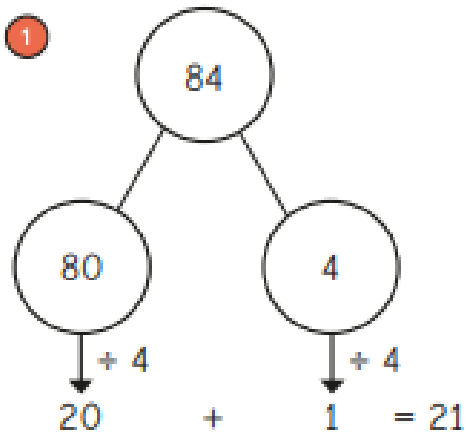
$$27 \times 5 = 100 + 35 = 135$$

Informal written method

Division – Grouping

10 10 10 10 10 10 10 10 1 1 1 1

Tens	Ones
10 10	1
10 10	1
10 10	1
10 10	1



Alex uses place value counters to work out $97 \div 4$

Tens	Ones
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1
10 10	1 1 1 1

10

1

$$97 \div 4 = 24 \text{ r}1$$

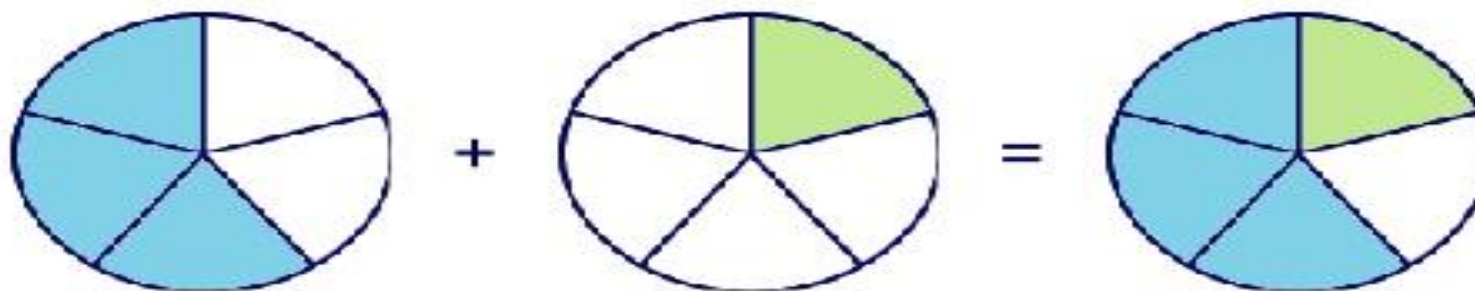
Adding and subtracting simple fractions

When fractions have the same denominator it is quite easy to add them together and to subtract them.

For example,

$$\frac{3}{5} + \frac{1}{5} = \frac{3+1}{5} = \frac{4}{5}$$

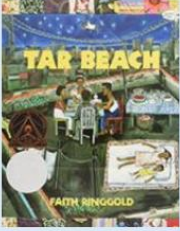
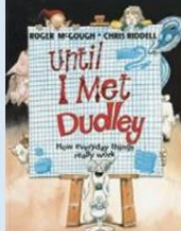
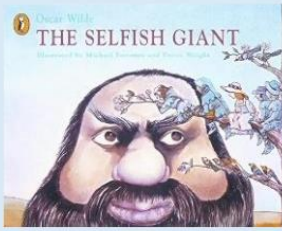

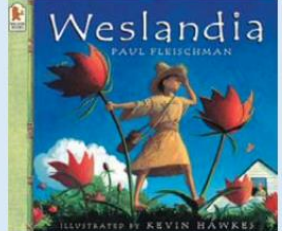



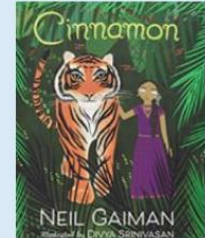
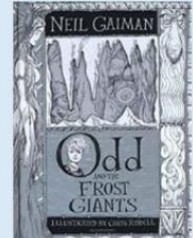
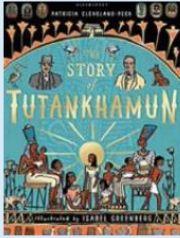

We can show this calculation in a diagram:



Denominator – The bottom number of a fraction.

Numerator – The top number of a fraction.

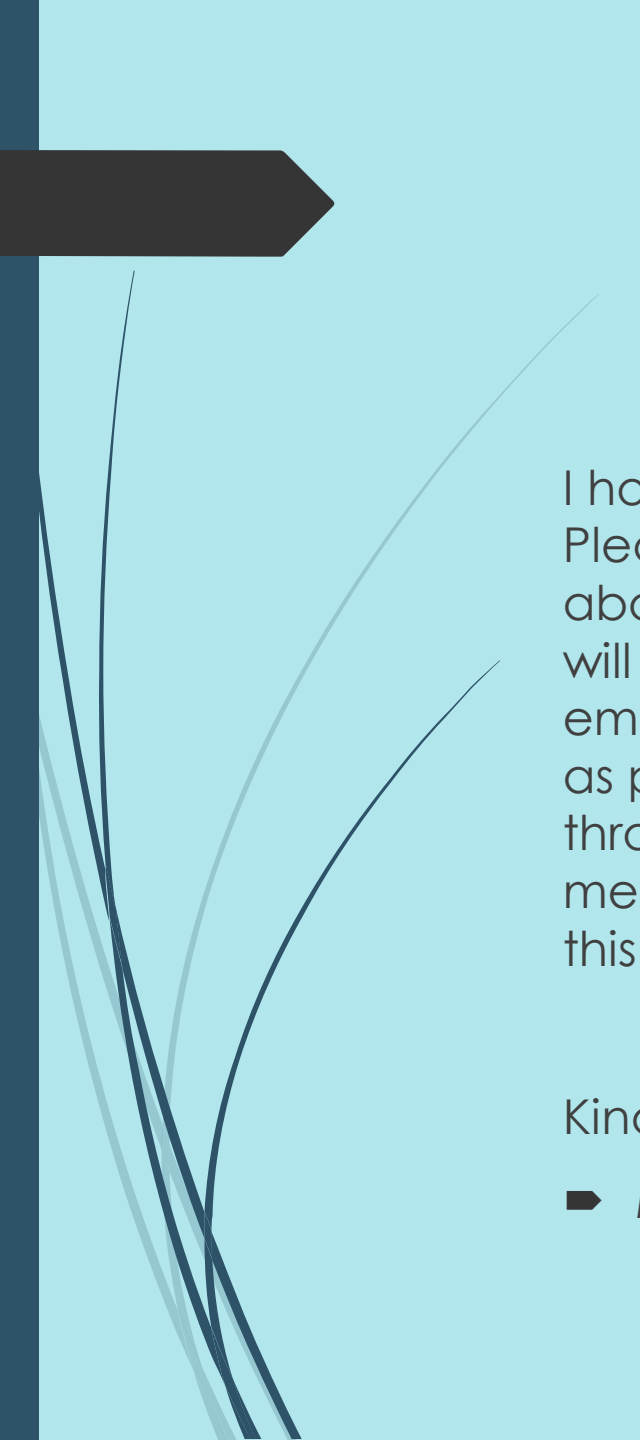
Year 4

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Finding Freedom	Theme: Invention and innovation	Theme: Darkness and light	Theme: Taking courage	Theme: Unearthing civilisations	Theme: A window to the world
Tar Beach 	Until I Met Dudley 	The Selfish Giant 	The Baker by the Sea 	Weslandia 	Granny Came Here on the Empire Windrush 
Main outcome: Narrative retelling as a play script	Main outcome: Two explanation texts	Main outcome: Own version narratives	Main outcome: Tourist brochures	Main outcome: Non-chronological reports	Main outcome: Factual reports
Writing Opportunities: Poetry, setting descriptions, formal letters, dialogue (as a script)	Writing Opportunities: Letters, short explanatory paragraphs	Writing Opportunities: Letters, first person recounts, diaries, letters, posters, reports	Writing Opportunities: Job applications, advertisements, setting descriptions, letters in role	Writing Opportunities: Retellings, character descriptions, book reviews	Writing Opportunities: Informal letters, statements, aspirations, postcards, diary, a speech, quotations
Varmints 	The Iron Man 	Cinnamon 	Odd and the Frost Giants 	The Story of Tutankhamun 	Jabberwocky 
Main outcome: Explanations of a life cycle	Main outcome: Mystery narratives	Main outcome: Own version fables	Main outcome: Retellings	Main outcome: Tutankhamun biographies	Main outcome: Nonsense poems
Writing Opportunities: Diary entries, instructions, letters, descriptions, speeches	Writing Opportunities: Character descriptions, news bulletins, letters of advice, diary entries	Writing Opportunities: Diaries, informal letters, dialogue, adverts, limericks and other poetic	Writing Opportunities: Narrative recounts, character and setting descriptions, letters, short	Writing Opportunities: Reports, instructions, character descriptions, diaries, newspaper	Writing Opportunities: Performance poetry, explanatory descriptions



➤ **Becoming confident and independent in learning**

- Overall, perhaps the single most important aspect of this year is children's increasing independence and confidence in what they can achieve at school. Your child will be encouraged to start to think about their own learning. They need to make decisions on how to present work, how and when to complete homework, and also how to learn best. We will be encouraging the children to have a 'give it a go' attitude towards their learning.
- Children often ask questions, and we will encourage them think for themselves too: Could they answer the question themselves? Can they make that choice? If they can, then they are learning skills which are vital for Year 5, Year 6 and adult life. That is how their learning changes from the beginning to the end of the year!
- This can be a year in which we will work to nurture and encourage the feelings of independent thinking, learning and decision making. There will be a number new things introduced this year in both literacy and numeracy however we will be building on prior knowledge from Year 3 whilst developing and deepening understanding and knowledge. This means that the expectations and workload will be increased, therefore it is critical that your child is punctual every morning and has a strong attendance throughout the year.



I hope that all of the information in this powerpoint has been useful for you all. Please do not hesitate to contact me if you have any worries or concerns about your child, you can email me or leave a message at the office, and I will phone you back as soon as possible. I may not be able to respond to your emails straight away during class time but I will try to get back to your emails as promptly as possible when the school day is over. If it is urgent, please ring through to the office or email general post and I will be able to receive the message sooner. I look forward to working alongside you and your children this year and look forward to the year ahead.

Kind regards,

► Ms O'Sullivan



Contacts:

General.post@st-vincent.sch.uk

0208 857 5134

Mrs Tumilty (Special Educational Needs Co-Ordinator SENCo)

Mrs Di Tunno (Family worker)