



Welcome to Year 4

Year 4



Phase Leader - Kelly

Blue – Riz and Saffiyah

Yellow – Kayley

Green - Sophie

Red – Aiysha



Speak to the class teacher in the first instance if you have any concerns. We will be happy to help.

Key Points

Attendance

Children should be punctual. Doors open at 8.45am.

Registers close at 9, so your child needs to be in the classroom before then.

Teaching and learning begins at 8.45/Reading with an adult/phonics interventions, morning work and we do not want children to miss out on valuable learning.

Safety - If another adult is going to collect your child after school, phone the office prior to this, who will issue a safety code.

SchoolPing- Please check this is working or see the office if you cannot access.

When we require permission for trips, we will inform children, please access this in advance. Where we require adult volunteers, it is imperative that you speak to your child's teacher to show your interest- we don't get informed until it's too late! The weekly newsletter will now be half-termly, however you will be informed of achievement awards weekly.

K

School Uniform –

Small ear studs and a basic watch is allowed (no cameras). For Boys: Jade round neck sweatshirt with school logo or grey jumper, dark grey trousers and white polo shirt (with or without the school logo). In summer, dark grey smart shorts can be worn.

For Girls: Jade round neck sweatshirt with school logo or a grey cardigan, dark grey skirt, pinafore or trousers and white polo shirt (with or without the school logo). In summer, girls can wear a green and white check dress. Hijab: Black, green or white. Footwear: Sensible flat shoes in black or boots in winter.

Trainers, flip-flops or backless sandals or shoes are not acceptable.

No Jeans, hoodies or fancy headbands.

PE

Plain crew neck t-shirt in the colour of the child's class- red, blue, yellow or green. Plain black jogging bottoms or shorts in summer and a plain black sweatshirt for colder weather. Please send your child in on Wednesdays wearing the appropriate PE kit . No earrings on PE day.

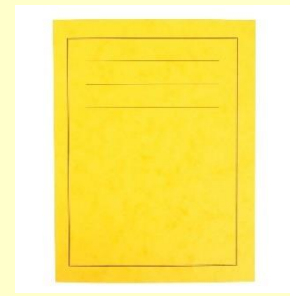
Plain tops with no logos



PE lessons will be held every Wednesday



Expectations



Homework

- ✓ Handed out on **Thursday** to be returned on the following **Tuesday**
 - ✓ 20 Minutes reading per day and parents /carers to record in reading records.
- All children are issued with a stage book and a 'reading for pleasure' book.
- ✓ Spellings should be written in full sentences.

Presentation and handwriting

- ✓ ALL homework should follow our presentation guidelines.
- ✓ Use a ruler to draw lines and underline the date and title.

Paperless – please access homework using the 'homework' link on the school homepage. We understand if this may be a struggle for you, please inform your class teacher if you require a paper copy.

A

WE EXPECT ALL CHILDREN TO COMPLETE THEIR HOMEWORK NEATLY AND ON TIME.

EVERY DAY MATTERS

For every day that your child's class has 100% attendance, your class teacher will turn over a letter on this display in their classroom. When all of the letters have been turned over- your child's class will have a non uniform day. Your child's class teacher will send a message via School Ping to let parents and carers know when your class will have a non uniform day.

Good Luck !

Year 4 Autumn Term 2024

So

‘Make Peace, Not War – Is conflict always the answer?’



Suggested Home Learning

Visits to Redbridge museum at Ilford Library.

<https://www.bbc.co.uk/bitesize/subjects/zcw76sg/year/z63tt39>

<https://www.primaryresources.co.uk/history/history1.htm>

<https://www.natgeokids.com/uk/discover/history/general-history/world-war-two/>

Trips

Freshwater theatre company workshop in school
Visitor from the local Synagogue
Redbridge Museum – WW2 exhibition

Marvellous Middle

Making Spitfire models
Learning the Morse Code and how to decipher it
All about Rationing during War time
Learning the classic song ‘We’ll meet again!’

Stunning Start

Exploring Anglo-Saxon invasions and battles
Who were the Anglo-Saxons?
What did conflict look like in these times?
Timeline construction
Guess the place name
What would you do scenario’s!

Fantastic Finish

Linking the learning of History and Geography using Geographical knowledge and understanding.
Linking the Human and Physical features of the Great Britain and the United Kingdom

Vocabulary

WW2
The Blitz
Anglo-Saxons
Invasion
Peace
Conflict
Resolution
Historical context
Artefacts
sources



Exciting News!!!



More information to follow closer to the time.



Why is reading for pleasure important?



- Simply put, [reading for pleasure increases mental wellbeing](#). The importance of this, especially after the roller-coaster years we have experienced, cannot be stressed enough.
- The National Literacy Trust's [research](#) has found that children and young people who are the most engaged with literacy are three times more likely to have higher levels of mental wellbeing than children who are the least engaged (39.4% vs 11.8%).
- Reading for pleasure naturally [increases the literacy levels](#) of young adults too, thereby helping their entry into the job market. Low levels of literacy undermine the UK's economic competitiveness, costing the taxpayer £2.5 billion every year.
- Reading for pleasure has also been shown to have massive social advantages and can boost children's confidence for many elements of their school life and beyond into their experience of the work place, and even to support them as adults to help their own children's learning should they become parents.



How can you help?



- Ensure children have access to a wide range of books – this does not have to be an expense, a library membership is free and will allow your children to access a huge range of fiction and non-fiction.
- Talk about reading – discuss things you enjoy reading, ask the children about what they are reading, talk about the kinds of books and authors you enjoy. Make reading something that is a shared interest rather than something to be done as school work.
- Model reading for pleasure as a parent – set aside time for you all to sit and enjoy reading together or individually.
- Use audiobooks as a shared reading experience.
- Set each other reading challenges – Can you read ten books before you turn ten? Can you read 3 books with animals in?
- Ensure all reading is valued – picture books, poetry, non-fiction, all literature is good reading material!

Vocabulary

Find and explain the meaning of words in context.



Infer

Make and justify inferences using evidence from the text.



Predict

Predict what will happen based from the details given or implied.



Explain

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.



Retrieve

Retrieve and record information and identify key details from fiction and non-fiction.



Summarise

Summarise the main ideas from more than one paragraph.



Example questions

- 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.....

Example questions

- 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?

Example questions

- 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.

Example questions

- 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?

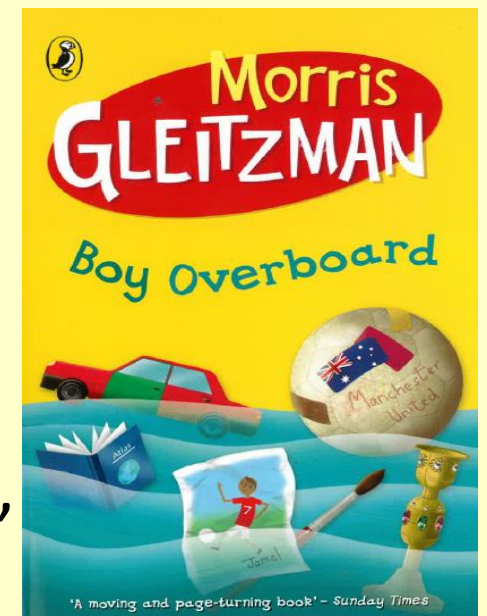
Example questions

- 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?

Example questions

- 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?

English



- This term we will be focusing on the novel, 'Boy Overboard'
- Please explore the wider context of the book. Share your own stories with your children (migration, refugees family, conflict).
- Consider watching Newsround with children so children are aware of the current events relating to the themes we are exploring this term.
- Our writing outcome will be a narrative
- Children will be having daily grammar focus and handwriting

Other ways to support your children at home...

- Ensure your child completes their homework.
- Assist with homework whenever possible.
- It is essential that you continue to support them with their times tables, calculation methods and key number facts.
- Use interactive websites to support your child's learning, such as Maths Factor and Timestable Rockstars – all links can be found on the school website.
- Read, read and read some more – discuss reading, model a passion for literature!
- Physical exercise to improve fine and gross motor skills which will positively impact handwriting, general health and reduce screen time!
- Ensure you discuss any social/behavioural issues which may arise.
- Try to visit local landmarks, museums and exhibitions.

Times tables testing

R

Year 4 Times Tables Test (Multiplication Tables Check)

The Multiplication Tables Check (MTC) is a times tables test to be taken online by children. So what do you need to know about the year 4 times tables test? What will be tested in the Multiplication Tables Check?

The check will **only assess multiplication facts** and not the corresponding division facts. It will test up to 12×12 . The 1 times table is not included (apart from in practice questions). There will be a particular focus on the 6, 7, 8, 9 and 12 times tables.

When will the Multiplication Tables Check take place?

The Multiplication Tables Check Schools must administer the **multiplication tables check** within the 2-week period in

Summer Term 2025

How many questions are included in the Multiplication Tables Check?

The Multiplication Tables Check has 25 questions and 2 practice questions.

How long is the Multiplication Tables Check?

Children will have six seconds to answer each question. There will be a gap of three seconds between each question. The whole test will take less than five minutes.

Will there be a pass mark?

The good news is that there is to be no pass mark. It will help teachers identify which children need more help to remember times tables facts.

Activities to Help Children Prepare for the Year 4 Multiplication Tables Check (Times Tables Test) at Home

A good way to prepare is start early and build a daily routine practising the times tables. With regular practise you will learn all the questions and gain confidence. We suggest practising 10 to 15 minutes a day for optimal results. Some of the techniques you can use include:

- Practising times tables by rote.
- Asking your child multiplication questions out of order – such as ‘What’s 11x12? What’s 5x6?’
- **Sing Songs** – <https://www.bbc.co.uk/teach/supermovers/times-table-collection/z4vv6v4>

The following are a few websites that you can practice in the style of the MTC tests:

<https://urbrainy.com/mtc/test>

<https://www.timestables.co.uk/multiplication-tables-check/>

https://talkingtimestables.uk/y4_ks2_mtc_practice_tests_multiplication_tables_check.php

<https://www.themathsfactor.com/times-tables-check/#/menu>



How does your child feel about **YOUR SCREENTIME vs THEIRS?**

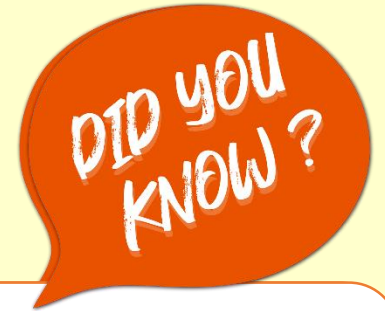


“ When I grow up, I want to be an iPhone so my mum will talk to me ”
~ London pupil

Download me again from safeposters.lgfl.net

MAKES YOU THINK...
Talk to your child about their device use, but remember yours, too

LGfL SafeguardED



45% of 8-11s feel that their parents' screentime is too high


35% of 8-17s feel that their own screentime is too high

Source: Children and parents: media use and attitudes report 2024

YOU don't need to be an **EXPERT** ... be a **PARENT/guardian**

- **It's your choice** - Don't let others dictate when the right time is to use tech.
- **Stay involved** – make **time to communicate**, talk about what they are doing. What do they enjoy? What makes them laugh?
- **Don't quiz them** – have regular **conversations**. What's their favourite app? What is the best site to learn new things from?
- **Join in** - **watch them** play a game and join in. Who are they playing with? Do they know the other players?
- **'Show me how...'** – **ask their advice** to help you with your privacy settings, who you should add as a friend, are there any risks?
- **Lead by example** - children learn as much from watching as they do from being told not to do something, so **model** good behaviour
- **Reassure them** - tell them that they **won't get in trouble** and that you are always there **to help**.

Find conversation starters, story time ideas and top tips to reinforce key safety messages at parentsafe.lgfl.net

Digital Family Agreement 

I will:	Why?	Parent/carer will:	Why?
Check with mum before getting a new app or game or buying an add-on so she can check it's safe		Put our devices down when you want to talk to me/us so we can model good behaviour	
Set up privacy and safety settings on any apps and sites I use and show them to dad, so he doesn't worry		Keep our mobiles away for important family time, e.g. breakfast and dinner so we can have quality time and talk	
Check with mum or dad before going live and explain what I can do to avoid any risks		Trust you to manage your screen time sensibly as we agreed, and only say something if I/we are worried, to help you stay safe and healthy	
Not post or share any personal information, e.g. mobile, address, to stay private and safe		Ask permission before sharing any photos of you, to respect your privacy	
Put my phone down when we're eating together or mum or dad want to talk, as it's respectful			
Turn off notifications when I'm doing homework and at bed time, to help concentrate and sleep			
Come off my devices an hour before bedtime to unwind and sleep well			

*If there are any issues:
We will talk about it calmly and respectfully
I may have to show you more about what I am doing on devices, or other consequences*

*If I'm worried by anything:
I can talk to mum or dad and they won't judge me
I can talk to Ms Patel at school
I can contact Childline or The Mix*

Signed: *Sophie Mum Dad*
Today's date: *24th March* Date we will review this: *24th May*
Download me again and find more support for parents at parentsafe.lgfl.net



Online Safety and Social Media

Educate! Educate! Educate!

The more we are aware, the less likely we are to get harmed!

Social Media:

Main vehicle used by extremist groups to recruit and voice views

FOMO- Fear of missing out! – want to engage all the time

Lack of sleep

Increased risk of anxiety and depression

Girls more likely to seek comfort on social media when worried

Apps:



All children read and agree to abide by Cranbrook's AUP (acceptable use policy)

Talk to your child/ren and create boundaries/rules with them!

Online Safety Information will be provided via Parentmail/school's newsletter

Encourage your child/ren to play 'Interland'
An online game based on Online Safety!

Sexting:

Sending or receiving of sexually-explicit or sexually-suggestive images or video via a mobile phone, or a piece of hardware!

A mistake that you can never take back!

Why do children do it?

Boost their self-esteem

A Dare!!

Get attention

'Everyone else is doing it'

What are the consequences?

No control over how the images are shared

Blackmail

Bullying

Emotional Distress

Unwanted attention

What can I do?

Have a conversation

Explain the risks of sexting

Be supportive and understanding

Set up parental controls

Think about screen time



Useful websites:

<https://www.internetmatters.org/>

<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

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

Useful Websites

D

Websites that you might find useful are as follows:

- BBC Bitesize <https://www.bbc.co.uk/bitesize/primary#>
- Information Encyclopaedia <https://www.dkfindout.com/uk/>
- Spelling patterns and quizzes <https://spellingframe.co.uk/>
- Writing opportunities <https://blog.pobble.com/writing-prompts-and-story-starters-for-every-genre>
- Visuals to support and develop writing <https://www.onceuponapicture.co.uk/>
- A range of maths questions <https://www.rmeasimaths.com/>
- Maths factor times table practise <https://www.themathsfactor.com/times-tables-check/#/menu>

Class teacher emails:

- 4 Yellow - Kayley – 4yellow@cranbrookprimary.redbridge.sch.uk
- 4 Blue – Riz and Saffiyah – 4blue@cranbrookprimary.redbridge.sch.uk
- 4 Red – Aiysha – 4red@cranbrookprimary.redbridge.sch.uk
- 4 Green – Sophie - 4green@cranbrookprimary.redbridge.sch.uk

No phones to be used or photos to be taken while on the school grounds.

Thanks for your understanding.

