



**How to help your
child in Year 4
2026-2027**

Meet the Year 4 Team

Mr Bullen
Class Teacher

Miss Anders
PPA Teacher (Wednesday PM and Friday all day)

Mrs Jones, Miss Jenson, Mrs Hilsden and Mrs
Ross
Teaching Assistants

Additional Teachers

Chloe (House of Dance) –
Dance

Mr Hadfield - Forest School

PE & Forest School

This half term, PE will be on Wednesday afternoon (dance with House of Dance) and Thursday afternoon (tennis with Mr Bullen)

- Children will need to come into school in their school PE kit.
- Please try to remember to tie long hair back & take earrings out

Forest school is ½ day NEXT WEDNESDAY (23rd September). Children can come in their forest school clothes but a change in a bag might be a good idea!

Settling into Year 4

Hopefully, the children have felt settled since coming back to school!

CARE values
fairness, kindness, honesty, openness

A typical morning in Year 4

Morning Challenge & Registration (8:50am)

English lesson

Reading (whole class) lesson

Playtime & Snack - toast or a piece of fruit/vegetable from home (10:30am -15 mins)

Maths lesson

Handwriting / Spelling

Lunchtime (12:10pm - 1:10pm)

A typical afternoon in Year 4

Lessons vary in the afternoon

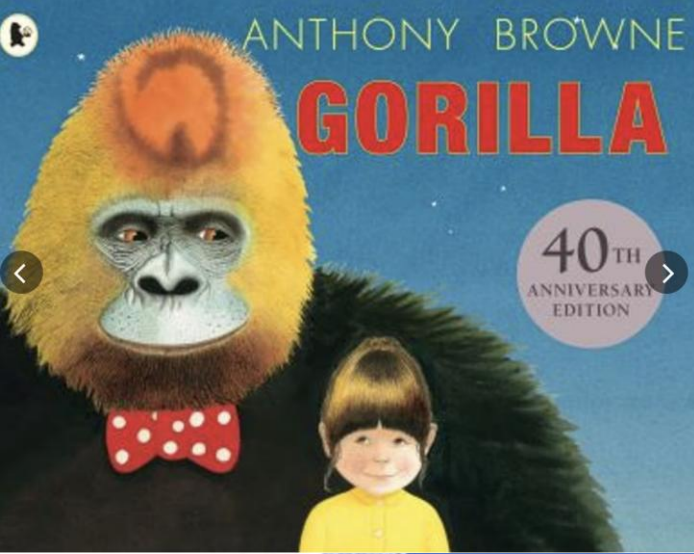
Science, RE, Art/D&T, Computing, PE, French, PSHE

Short brain break

KS2 Singing Assembly (Thursday)

Whole School Assembly (2:45pm Monday & Friday)

Home time 3.20pm



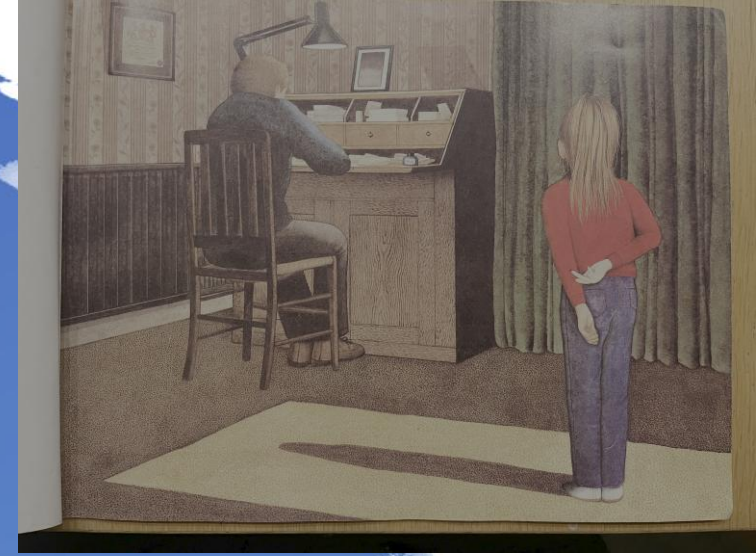
English

We use high-quality texts.

We focus on one text each half term.

There is lots of discussion and exploration of the text and throughout the half term, the children practise several Mastery Keys through lots of short writing activities.

These lessons and activities build up to a longer final write at the end of the half term where we can see if the children can apply these Mastery Keys independently.

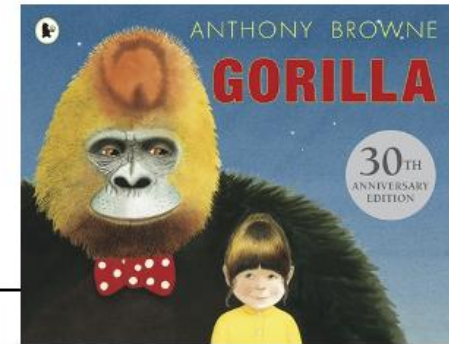


English

Autumn 1: Gorilla by Anthony Browne

Outcome: Write a narrative based on the story of 'Gorilla'.

Borders



MASTERY KEYS

- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use fronted adverbials
- Organise paragraphs around a theme (to organise and sequence more extended narrative structures)
- Use commas after fronted adverbials
- Small letters, tall letters and tail letters are the correct size
- Use break letters correctly



Monday 14th September
WALT describe a setting



The pristine spotted tiles glowed in the morning sunshine. As the stripy salt and pepper ^{salt} on the clean white cloth in the sun lighted all that was heard was the hum of the large freezing fridge. The ^{short} blue cupboards sat untouched staring at Hannah on the wall.



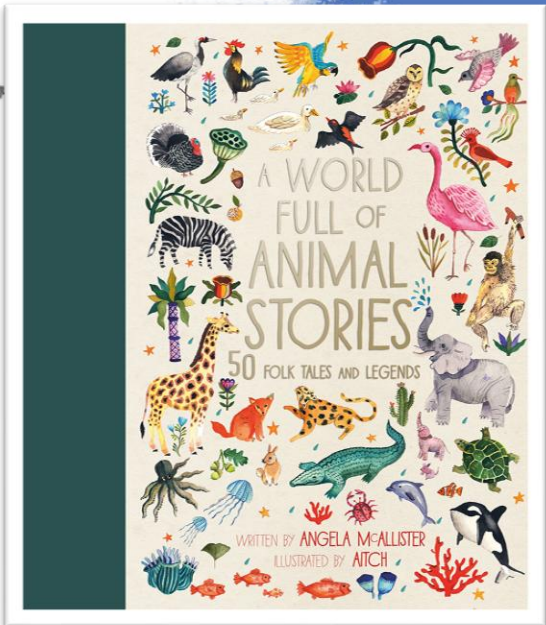
WALT: use fronted adverbials
The night before her birthday, Hannah went to bed tingling with excitement. She had asked her father for a gorilla! In the middle of the night, Hannah woke up and saw a very small parcel at the foot of the bed. It was a gorilla, but it was just a toy.
the morning, Hannah woke up and tore open present happily. As the girl opened her ~~del~~ she realized it was not a real like she wanted. Hannah was in ~~del~~ in disappointment wishing for and threw the rest of wrapping the floor.

Whole Class Shared Reading

We read and discuss another high-quality text that links with our text in English.

Core skills - prediction, vocabulary development and retrieval.

Partner Talk and Individual Thinking questions.



Individual Thinking...

Find and copy one word that shows the troll spoke in an angry or forceful way.

Partner Talk...

Why did Hippo smile to himself when Tortoise asked what would happen if someone discovered his name?

Independent reading

Independent reading books come from our carefully curated class libraries.

Choose books they enjoy

Children have the confidence and independence to choose books they genuinely enjoy.

Our class libraries reflect the reading needs of each class and the diverse nature of our school community with a wide range of authors, genres, cultures and interests.

Read at home as much as possible

We encourage children to read at home as often as they can.

A varied reading diet is important: books, comics, poems, magazines, non-fiction, song lyrics and other texts all count.

Reading records

Reading records should be IN SCHOOL EVERY DAY.

Children can record what they have read, while adults can see their reading journey and support them with book choices.

Our aim is to grow readers, not just teach children to read. We want to help every child to discover texts they love and develop a genuine passion for reading.

Helping children choose well

- ✓ Every week, children have a dedicated Library Lesson.
- ✓ Adults talk to children about books, recommend authors and genres, and help them find their next great read.
- ✓ Adults are also available to support book choices throughout the week.
- ✓ Reading records should be in school every day so children can record their reading and adults can see and support their reading journey.
- ✓ Parents and children can both write in reading records.

75%

of responses in our most recent parent survey found the new independent reading system “positive” or “quite positive”.

Short, regular reading and thoughtful book choices help children build a lasting love of books.



Homework:

Homework tasks will be linked to our learning in school. It should take your child about 20 minutes and it should be able to be completed independently or with some adult support.

Homework will be set on a Thursday and is due the following Wednesday.

Reading:

We love reading in Year 4. Children become better readers by practising reading as much as possible. We would encourage children to read with an adult or to be read to at home every day for 10 minutes. Children will bring home a book from our class library and should bring this (with their reading record) into school each day.

<https://www.booksfortopics.com/booklists/branching-out/>

<https://www.thereaderteacher.com/year4>

Times Tables:

Being able to recall times tables quickly and accurately helps children to succeed in all of our Maths lessons. Please help your child at home to practise times tables as much as they can. Questions, chanting and Times Tables Rockstars are all good ways to learn.



Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll Mm
Nn Oo Pp Qq Rr Ss Tt
Uu Vv Ww Xx Yy Zz

Handwriting

We will begin Year 4 by revisiting how to form letters correctly. It is very important that the children are starting and ending individual letters in the correct place.

We will then build on Year 3 and model to your child how to join their letters. This includes teaching which letters we join and which letters remain unjoined.

We will also do our best to support children with the correct pencil grip.

Break Letters

Letters can join to these letters but they don't join to another letter

g j y q x

Letter which is never joined to or from

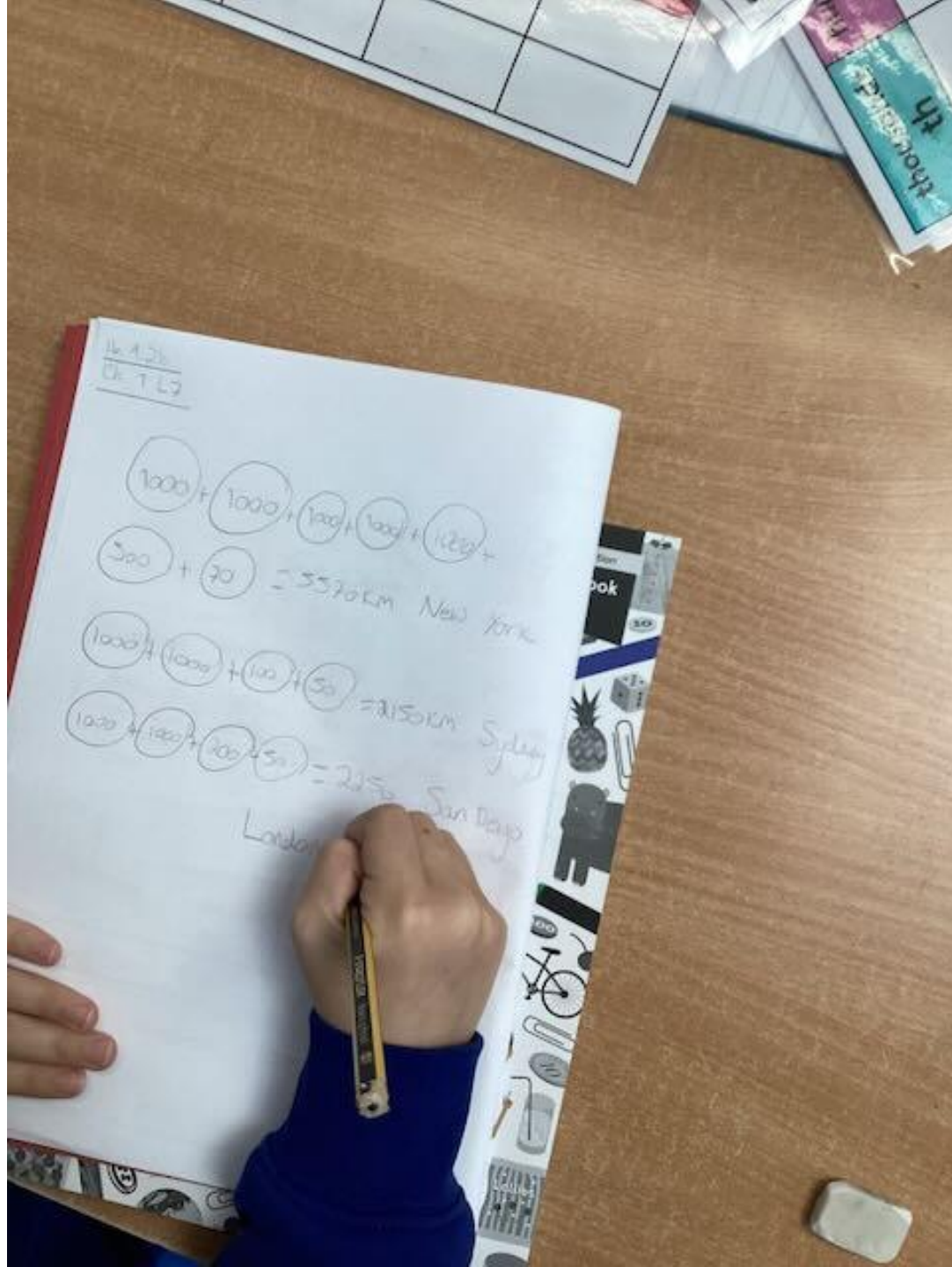
z

We teach a Mastery approach - depth not breadth.

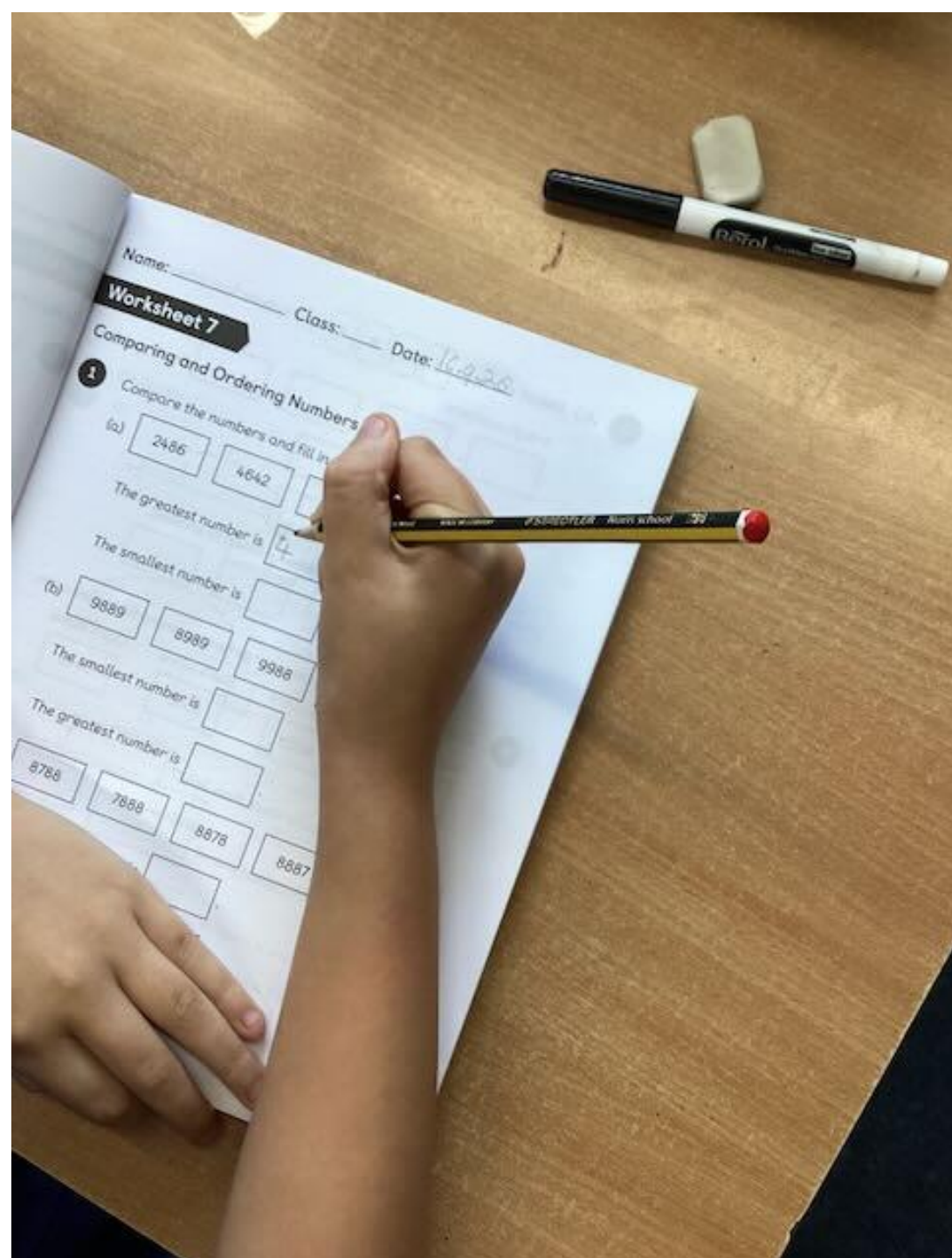
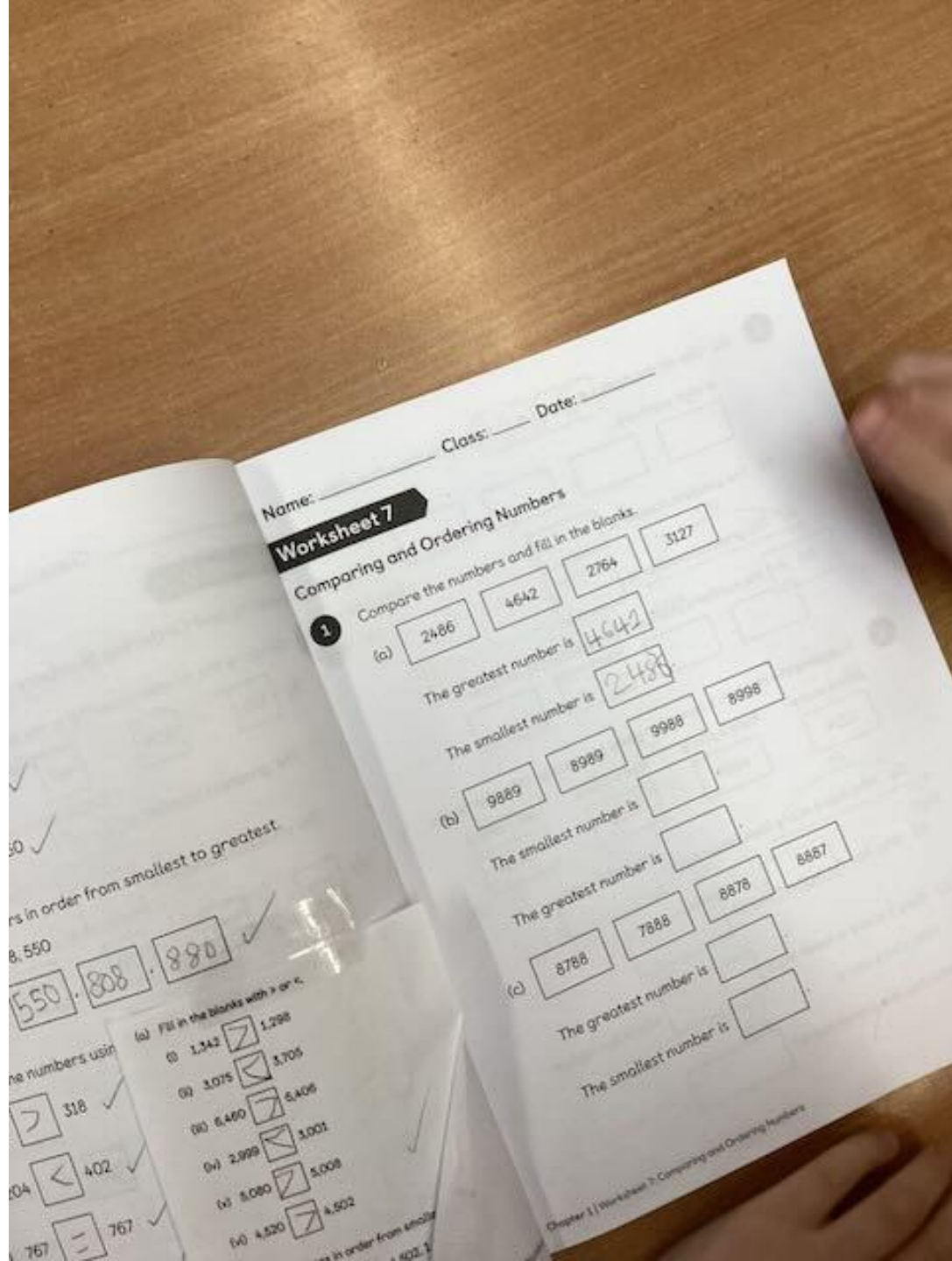
Maths

Lesson Structure:

- Explore problem - lots of discussion in pairs using Maths equipment & whiteboards.
- Share our ideas & discuss as a class
- Journal - independently
- Read our textbooks together
- Complete the workbook independently
- Activities are then adapted to support or provide extra challenge.





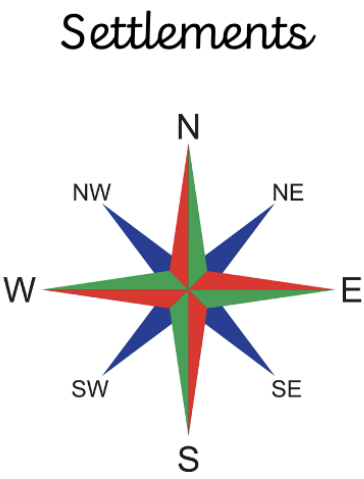


A long time ago, people's houses were different from mine.

Around the world, houses are different.

I live in England which is in the continent of Europe.

A compass helps to find your way around.



large scale map	A map showing a detailed picture of a place.
human features	Something that is man-made such as buildings and roads.
physical features	Something that has happened naturally such as a river or mountain.
settlement	A place where people live and work such as a village or town.

Knowledge

People settle in places for different reasons (work, family and resources).

Romans and Vikings were early settlers.

Early settlers needed water, food and shelter when looking for a settlement.

Place names can show links to early settlers.

People settled in Chester because of the canals and good links to big cities.

Skills

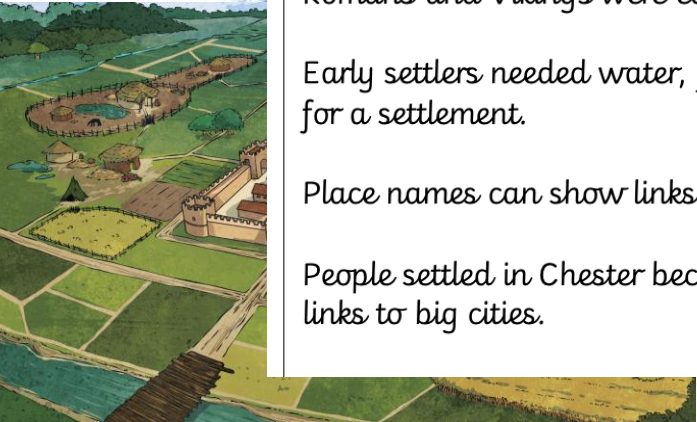
Locate places on large scale maps.

Make comparisons between two locations using photos/ pictures, temperatures in different locations.

Use 4 compass points well.

Begin to use 8 compass points.

Ask and respond to questions and offer their own ideas.



Tattenhall Residential

Wednesday 30th Sept-Thursday 1st Oct

Monday 21st meeting!

School Spider message sent today

(Form C)

Where to find information

Oldfield Primary School



| Home | Classes | About Us | Curriculum | Parent Information | SEND | The People's Learning Trust | Contact |

Homework:

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Homework will be set on a Thursday and is due the following Wednesday.

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Class Page

Facebook

Newsletter
'Friday Flyer'

Whole
school/Y4
messages
through
School Spider

Homework

Homework is one task linked to our learning in school that week - either English, Maths or from the Wider Curriculum. It should take your child about 20 minutes and should be able to be completed independently or with some adult support. When your child is completing their homework, please encourage them to present their work neatly.

Homework will be set on a Thursday and is due on the following Wednesday.



Times Tables

Please also help your child to practise their times tables each week. Questions, chanting and Times Tables Rockstars are all good ways to learn (regular short bursts are the best way!)

The children need to have a rapid recall of their 2x, 5x and 10x tables learnt in Year 2. Then they should know their 3x, 4x, 8x tables which from Year 3. We fill the gaps and teach the remaining tables!

The Multiplication Tables Check (MTC) happens in June 2027.

JAN &
FEB

JOIN

MAR,
APR &
MAY

JUN

* The Officially Unofficial OUMTCs throughout the year

† Soundcheck has two modes: regular, and MTC Mode. MTC Mode mirrors the look of the real test, and is automatically switched on for all Year 4 students

MTC PREP SCHEDULE

21 minutes a week is the magic number for achieving top MTC scores.



SEPT

GAME MODE:
GARAGE
21 MINS PER WEEK

JOIN OUR SEPTEMBER WEBINAR: HOW TO PREPARE FOR THE MTC

OCT

GAME MODE:
GARAGE
21 MINS PER WEEK

OFFICIALLY
UNOFFICIAL **MTC**
AUTUMN EDITION

NOV &
DEC

GAME MODE:
GARAGE
21 MINS PER WEEK

JOIN OUR NOVEMBER WEBINAR: YOUR NEXT STEPS TO THE MTC

JAN &
FEB

GAME MODE:
SOUNDCHECK
3 GAMES PER WEEK

GAME MODE:
GARAGE
18 MINS PER WEEK

OFFICIALLY
UNOFFICIAL **MTC**
SPRING EDITION

JOIN OUR FEBRUARY WEBINAR: SUSTAINING ENGAGEMENT UNTIL THE MTC

MAR,
APR &
MAY

GAME MODE:
SOUNDCHECK MTC †
6 GAMES PER WEEK

GAME MODE:
GARAGE
15 MINS PER WEEK

OFFICIALLY
UNOFFICIAL **MTC**
SUMMER EDITION

JOIN OUR APRIL WEBINAR: CLOSING THE GAPS – FINAL MTC PREP

JUN

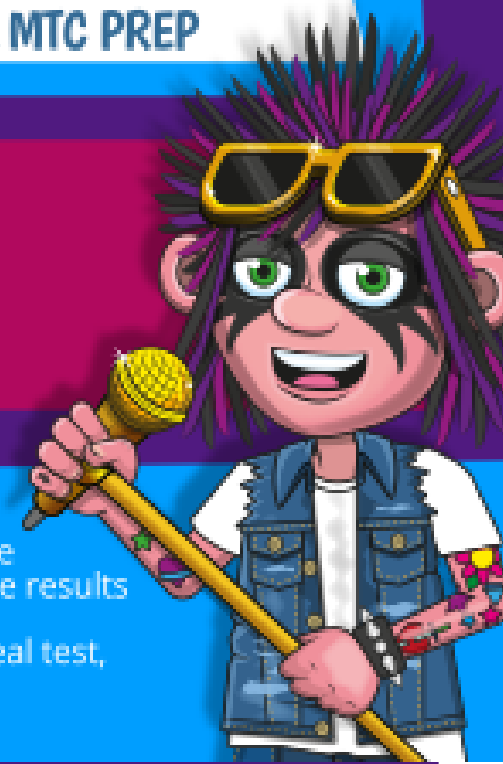
GAME MODE:
SOUNDCHECK
21 GAMES PER WEEK

OFFICIALLY
UNOFFICIAL **MTC**
SPRING EDITION

UNTIL THE MTC

OFFICIALLY
UNOFFICIAL **MTC**
SUMMER EDITION

L MTC PREP



* The Officially Unofficial MTC is our own mini MTC, in semi test conditions. Take part in three OUMTCs throughout the year to give you a baseline, benchmark and time to respond to the results
† Soundcheck has two modes: regular, and MTC Mode. MTC Mode mirrors the look of the real test, and is automatically switched on for all Year 4 students



Focus Tools

- Children shouldn't bring fidget toys into school from home.
- Where a child has an identified need for a focus tool, this will be agreed through our SEND processes, led by the SENCO.
- Where appropriate, the school will provide a suitable focus tool and agree how and when it should be used.
- Our aim is to ensure that children who need a focus tool have access to one, while preventing focus tools from becoming a distraction to learning.



Focus Tools

- If you have concerns about your child's ability to focus, regulate or access learning, please come and speak to us.
- We will consider their individual needs and the support that may be appropriate.

Inclusive means giving children what they need - not everyone having the same thing.

We recognise that this may be hard for young children to understand at first and we discuss this within our PSHE curriculum.

Thank you for listening!

Don't hesitate to pop in with any worries, concerns or updates.

The Year 4 team are always available to speak with you before or after school or alternatively please email us.

Sometimes we don't pick up emails in the morning so if it is urgent, it is best to phone or email the office if you can't speak to us directly.

joe.bullen@oldfield.cheshire.sch.uk