



WELCOME PACK FOR PARENTS

Year 4

2026-2027



“Start children off on the way they should go, and even when they are old they will not turn from it.”—Proverbs 22:6

Welcome

Welcome to the start of a new and exciting chapter as your children enter Year 4. As your children enter this important stage of their primary education, they will continue to grow in independence, resilience and responsibility. Year 4 is a time when we see children taking more ownership of their learning, and we are committed to supporting them during their journey.

We believe that fostering independence in children is crucial for their development, not only academically but also socially and emotionally. This year, we will encourage your children to take on new challenges, think critically, and approach tasks with a positive and proactive attitude. Our aim is to help them build resilience by understanding that mistakes are part of the learning process and that perseverance will lead to success.

Your involvement and support are key to your child's growth. We encourage you to stay engaged with their learning and celebrate their achievements, both big and small. Additionally, please feel confident in reaching out to us with any concerns or worries you may have. We are here to work alongside you, ensuring that your child's school experience is as positive and fulfilling as possible. Open communication between home and school is essential, and we are always available to listen and provide guidance.

Together, we can help your children develop the confidence and skills they need to thrive both in and out of the classroom. We look forward to working with you to make this year an exciting and successful one for all.

Meet the Staff

Our Year 4 teaching team is:

Mrs Shaw
Mrs Green

Our School Day

Children will enter school via the door by the KS2 playground.

8.35 – Doors open

8:50am- Learning begins

10.25 - 10.45 – Collective Worship

10.45 -11.00 – Break times

12.00 – 13.00 – Lunchtime

15.15 – End of school day. Y4 will exit with Y5/Y6 at the door by the KS2 playground.

Class routines and information

PE/Swimming

During the Autumn Term, PE will take place every Monday and Thursday. In the Spring term, PE will take place on Thursdays and Fridays as the children will be swimming on a Friday. Your child should come fully dressed in their PE kit on the days on which they have PE. During PE lessons, jewellery MUST be removed - if ears are pierced, please ensure your child can remove earrings themselves.

Equipment

Each child has access to a small, individual locker which can be used to store their personal items, e.g., coat, packed lunch. Last year, we Children are expected to take responsibility for these resources and their own belongings. Parents are asked to ensure that all garments and personal property are clearly labelled. Toys (fidget spinners, match attack cards, etc) are not permitted at school except in specific circumstances, such as end-of-term parties.

To support the children's growing independence in Year 4, we are happy for pupils to bring a small pencil case if they wish. Last year's trial was successful in many ways, but we did notice that some pencil cases included toys or equipment not needed for LKS2. This year, pencil cases are welcome as long as they are used purposefully and do not distract learning. They should contain only:

- Pencils
- Rubber
- Sharpener
- Ruler
- Glue stick
- Pencil crayons

Children do not need gel pens, highlighters, sticky notes or additional stationery. If a pencil case becomes a distraction, it may be asked to go back into bags. Pencil cases do remain optional—school will continue to provide all essential equipment.

iPads

All children in Year 4 will have access to their own iPad, which will be used to support and enhance their learning within the classroom. Children are also able to provide their own headphones for independent tasks such as Spelling Shed and Times Tables Rock Stars. In addition, pupils may bring a stylus to support computing activities and digital note-taking. Please ensure anything brought in is clearly labelled.

Water bottle

Staying hydrated is conducive to learning. Please encourage your child to bring a reusable, named bottle of water to school each day. This will be kept on or near their desk and can be topped up as required using the water fountains.



Snacks/Tuck

Children can bring healthy snacks in from home. Toast, pancakes, crumpet, teacakes and bagels are available to be ordered daily for morning break time. Please make sure that these are paid for in advance on Parent Pay.

School Dinners

Pupils may choose either a school dinner or bring a healthy packed lunch from home. If your child is having a school dinner, please order in advance at home so you know what your child will be eating. All school dinners must be selected and paid for in advance through the school's ParentPay system.



Timetable & Curriculum Overview

	8:35am	8:50am-9:20am	9:20am-10:20am	10:20-10:45	10:45-11am	11am-12pm	12pm-1pm	1pm-1:15pm	1:15-2:15pm	2:15pm-3pm	3pm-3:15pm
Monday	Registration/Morning task	GUIDED READING	ENGLISH	COLLECTIVE WORSHIP	Break	MATHS	Lunch	DEAR TIME	GEOGRAPHY/HISTORY	DANCE with Mrs Collins	CLASS READ
Tuesday			ENGLISH			MATHS			MUSIC	COMPUTING	
Wednesday			ENGLISH			MATHS			SCIENCE	PSHE	
Thursday			ENGLISH			MATHS			SPANISH with Mrs Hyland	PE with Mr Hart	
Friday			ARITHMETIC/ MATHS			SPELLINGS/ HANDWRITING			ART/D&T	RE	

Please note that this is subject to change due to events taking place in school.

Our curriculum overviews can be found on the Curriculum page on the school website.

Homework



Spelling

Each week, the children will be taught a new spelling rule along with ten related spellings. The rule will be introduced each Friday, and the spelling test will take place the following Friday. A full spelling list will be sent home at the start of each half term so you are aware of the spellings being covered.

We encourage all children to practise their spellings regularly at home. While we provide opportunities to rehearse these in school, frequent practice at home is essential to help the children retain the spelling patterns and apply them confidently within their everyday writing.

Spellings can also be accessed online using the children's Spelling Shed logins. Although we occasionally experience issues with the app, the spellings should always be accessible via the web browser version.

Learning these spelling patterns is an important part of the children's learning journey, and spellings will be reviewed and monitored regularly throughout the term.

Maths

Times tables' knowledge is vital for quick mental maths calculations and problem solving, as well as for many of the units children study in KS2 (division, fractions, percentages). By the end of Year 4, children are expected to know all times tables and related division facts up to $\times 12$ and are encouraged to use the Times Tables Rock Stars (TTRS) programme to regularly practise and consolidate facts.



In June 2027 (date to be confirmed), Year 4 children will take part in the national statutory Multiplication Tables Check (MTC). The test will assess how well each child knows their multiplication tables up to 12×12 , using an online testing tool.

How will the test work?

Children will answer multiplication questions against the clock on a computer or tablet, with 6 seconds to answer each one-mark question in a series of 25. The test will last no longer than 5 minutes and will be marked instantly. Each question will be presented in this format: $8 \times 4 =$

Questions will be selected from the 121 number facts that make up the multiplication tables from 2 to 12, with a particular focus on the 6, 7-, 8-, 9- and 12-times tables as they are considered to be the most challenging. Each question will only appear once in any 25-question series, and children won't be asked to answer question reversals (so if they've

answered 3×4 they won't be asked about 4×3). Multiplication facts will be the only things tested (there will be no problem solving or division facts in the check). Children will practise the test format before the official check begins.

What if a child doesn't do well in the check?

There will be no "pass mark" and no child will "fail" the test. However, we expect children to obtain a score of 22 out of 25 for monitoring purposes. The DfE states that the purpose of the check is to help teachers identify which children are falling behind. School-level results won't be made publicly available or be used in league tables but will inform teachers which children require additional support.

Home support

Please help your child with times tables practise. Because the National Curriculum for maths is so extensive, there is an expectation that parents will help their children learn their times tables at home and not rely exclusively on schools to bring them up to speed. Some of the techniques you can use include:

- practising times tables by rote (old-fashioned chanting of each multiplication table).
- asking your child times tables questions out of order, e.g., 'What's 11×12 ? What's 5×6 ?'
- asking your child related division facts: 'What's 8×4 ? What's $32 \div 4$?'
- using arrays to help your child memorise times tables – you can use fun objects like Smarties or Lego bricks to make it more entertaining.
- using apps and games to help build speed, e.g., Times Tables Rock Stars (TTRS). This activity mirrors the Multiplication Tables Check (MTC). The children have accessed this at school and should know how to navigate the website.



When it comes to times tables, speed AND accuracy are important – the more facts your child remembers, the easier it is for them to complete harder calculations.

Times Tables Rock Stars is a fun and challenging programme designed to help students master the times tables. To be a Times Tables Rock Star you need to answer any multiplication fact up to 12×12 in less than 3 seconds!

The goal is for all participating rockers to be Times Tables Rock Stars after 20 weeks.

World famous rock musicians are the best at what they do because they've spent hours practising guitar chords, writing music, or playing on the drums. It's just the same with times tables – all Times Tables Rock Stars need to practise, practise, and practise some more.

Short bursts of daily practise are more effective than spending hours once a week. This is where you come in! For your child to be fully motivated and for them to get the best out of the practise, they need your help. Without your praise and your reminders, without you sitting down next to them or checking their work, practising times tables will not feel important to your child.

Our recommendation is that you are there to help them three evenings a week for half an hour during the first two weeks. This will help to establish a routine. After that, we recommend that you help your child get started for the first 10 minutes and then check on them at the end.

Over the course of the next few weeks and months, your child WILL get faster and more accurate with the times tables. All your hard work and theirs WILL make them a Times Tables Rock Star!

To log in:

1. Type ttrackstars.com into your browser's address bar or google 'Times Tables Rock Stars'.
2. Log in. Usernames and passwords can be found at the front of your child's home/school link diary.

Please contact me if...

- you have username or password issues; something isn't working or you are not sure how it works.

OTHER USEFUL MATHS WEBSITES:

www.topmarks.co.uk

Hit the button

Daily 10

Coconut multiples

Mental Maths train

Maths fishing

BBC:

Maths Super Movers – times tables songs

Multiplication games

Creative

Furthermore, your child will be given a selection of options to choose from each half term and will have return dates set at the bottom of the homework list. We have endeavoured to make the homework as creative as possible and we have done this to encourage parental involvement to help support your child in their work at home. We look forward to celebrating the wonderful creations that your children have done at home.

Although homework is optional, we have been overwhelmed by some of the homework we see throughout the school, so please encourage your child to take an active part in completing their homework.

Reading

Children in Year 4 are becoming increasingly independent readers, but regular reading at home still makes a huge difference. Aiming for four sessions a week, for around 15–20 minutes each time, helps them build strong habits and make steady progress. An adult signature in their reading diary ensures they receive their stamp.

As children grow in confidence, it's still valuable for parents to read with them and listen to them read aloud on occasion. I know from experience — with my own son heading into Year 4 — that these moments can be genuinely lovely. They give children the chance to talk about their books, explore new vocabulary together and enjoy those small conversations that deepen understanding. Shared reading also helps children finish books more quickly, meaning they experience a wider range of genres across the year. Even brief chorus reading can be a real hit and supports fluency.

Encourage your child to choose books that challenge them at a comfortable level, and chat with them about what they've read. If they come across unfamiliar words, help them explore the meaning. These small steps build confidence, comprehension and, most importantly, a genuine enjoyment of reading.

Your involvement continues to play an important role in helping your child grow as a thoughtful, enthusiastic reader.

Accelerated Reader

Children will choose school reading books according to their reading zone. Each half-term, children will take an Accelerated Star Reader Test which will determine which “zone” they should be choosing books from. All books in our class library are labelled in this way but children are also welcome to read books from home which fall within their reading zone. You can check the “zone” of a book using the following website: www.arbookfind.co.uk

If you need any advice on choosing suitable reading material, please ask. A list of 100 recommended reads for Year 4 can also be accessed via: <https://www.thereaderteacher.com/year4>

Behaviour

We have a restorative approach towards behaviour which is underpinned by our school values: Love, Joy, Peace, Hope, Friendship, Compassion, Respect, and Courage. In Year 4, our school value is Compassion, inspired by our Christian figure- Anne Franke.

Our behaviour policy can be found on the school website <https://forsbrookprimaryschool.co.uk/policies>



Additional Information

Trips

As part of our broad and balanced curriculum, we endeavour to provide our pupils with hands-on learning experiences. In Year 4, this will include the following trips to The Wolseley Centre and Cadbury's world. Please note these are subject to change and more information will be shared in the near future.

Bikeability

Year 4 children have the opportunity to take part in the Bikeability Level 2 course in February (date to be confirmed). We would encourage all children to take part in this activity. Please speak to a member of staff if you have any concerns.

First Aid

At the beginning of Year 4, children will participate in Basic First Aid Training and given the essential skills to support our staff on the playground and assist with any small injuries that may arise. This is a wonderful opportunity for Year 4 children and helps to support our class value of 'compassion'.

Class Dojo

We love to share our learning journey with you so keep an eye out on Class Dojo. We love to see your likes and comments.



And Finally...

We believe that strong communication between home and school is essential for a successful year. If you have any questions, concerns, or simply wish to check in on your child's progress, please don't hesitate to get in touch. We operate an open-door policy and are always happy to help. You are welcome to contact us via the school office or through Class Dojo, where we will respond as promptly as possible.

We look forward to working in partnership with you to ensure your child enjoys their time in Year 4 feels fully supported, and continues to reach their full potential.