



Welcome to Year 4

Year 4



Year Group Leader - Mursheda

Year 4 Class teachers

4 Green -Kayley

4 Blue- Mursheda/ Saffiyah

4 Red- Havana

4 Yellow - Joe



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



SCHOOL VALUES

- ◉ Kindness
- ◉ Equality
- ◉ Respect
- ◉ Resilience

SCHOOL DRIVERS

- ◉ Confident communicators
- ◉ Widening horizons
- ◉ Global citizens

Please discuss these with your children to support us to ensure excellent behaviour from all pupils.

Behaviour Expectations in Cranbrook Primary

 Cranbrook Primary School	
Behaviour – Rewards and Consequences	
When you make the correct choices expect... Praise Merits Gold Merit Certificates – (Reward from HT) Stickers Whole class rewards Achievement of the week Values Award of the Week Showing work to another teacher Showing work to Phase Leader/SLT Rewards as behaviour improves 	
Every day is a fresh start If you break the school rules and make wrong choices then expect... Reminders (verbal & non-verbal) Stage 1: Warnings & reminders (x2) Stage 2: Time out in class (5 Mins) Stage 3: Time in another class (10 mins) Stage 4: Time out with Phase Leader/SLT Stage 5: Time out with HT or DHT Stage 6: Internal suspension Stage 7: Green Letter to parents/carers Stage 8: Behaviour Contract Stage 9: Fixed term suspension Stage 10: Permanent exclusion Consequences if behaviour deteriorates 	
Share & celebrate good behaviour with parents/carers **Share poor behavior choices with parents/carers**	



OUR BEHAVIOUR

Ready to Learn, Ready to Care

OUR KERR VALUES

KINDNESS



- We use kind words and helpful actions.
- We encourage each other's learning.
- We help others if they are stuck or upset.

EQUALITY



- Everyone has the right to learn.
- We include everyone and take turns.
- We make sure our choices don't stop others from learning.

RESILIENCE



- We try our best and don't give up.
- We know mistakes help us learn.
- We listen to feedback and keep improving.

RESPECT



- We listen when others are speaking.
- We follow instructions the first time.
- We look after our classroom and learning resources.

OUR LEARNING BEHAVIOUR

- We are ready to learn (on time, equipment ready).
- We focus on our work and stay on task.
- We ask questions and join in.
- We are always ready with an idea or answer.
- We work together, share ideas, and take turns when learning with others.
- We listen to our partners and value everyone's ideas.
- We let everyone learn without distractions.

WHEN WE MAKE POOR CHOICES

STAGE 1

Two verbal warnings

STAGE 2

5 minutes time out in another class

STAGE 3

10 minutes time out in another class

STAGE 4

Blue Letter 1 home to parents/carers

STAGE 5 AND BEYOND

escalate to SLT

WE CHOOSE TO BE OUR BEST EVERY DAY!

Kindness Equality Respect Resilience

CPS



Cranbrook
Primary School

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STAGE 4



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STAGE 5 AND BEYOND



escalate to SLT



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• Kindness • Equality • Respect • Resilience



The ZONES of Regulation

Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

WHAT ZONE ARE YOU IN?

RED ZONE STOP! Angry Yelling Out of control Disgusted	YELLOW ZONE SLOW DOWN! Excited Worried Silly Frustrated
GREEN ZONE GOOD TO GO! Happy Calm Ready to learn Focused	BLUE ZONE REST! Moving Slowly Sick Sad Tired

How can you help yourself?

The BLUE zone How might you feel? sad tired bored moving slowly What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The GREEN zone How might you feel? happy okay focussed ready to learn What might help you? The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	The YELLOW zone How might you feel? nervous confused silly not ready to learn What might help you? Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	The RED zone How might you feel? angry frustrated scared out of control What might help you? Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help
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The ZONES of Regulation

Dress reading for school wear your Uniform

For Girls

Jade round neck sweatshirt with school logo, dark grey skirt, pinafore or trousers and white polo shirt (with or without school logo). In summer girls can wear a green and white check dress.



For Boys

Jade round neck sweatshirt with school logo, dark grey trousers and white polo shirt (with or without school logo). In summer dark grey smart shorts can be worn. No jogger, jeans or leggings to be worn as trousers.



Footwear

Sensible flat black shoes or boots in winter – trainers, flip-flops or backless sandals or shoes are not acceptable.

Hair Accessories

Girls must wear conservative hair accessories in green, black and white without embellishments.

Children must wear dark grey socks and tights.



PE Kits

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

PE every Tuesday- Come to school wearing your PE Kit

ATTENDANCE EVERY DAY MATTERS

For every day that your child's class has 100% attendance, your child's 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 !

SCHOOL ATTENDANCE FACTS

Attendance



The government says children should have an attendance of at least 95%.

Having 90% attendance is like having one school day off every two weeks.

Having 80% attendance is like having one school day off every week.

If you have a two-week holiday during school time each year you are in primary school, you will have missed 14 weeks of school by the time you finish year 6.

ONLINE SAFETY

What children in the early years are doing online

Children are now more digitally savvy than ever before. Their use of digital devices is commonplace with apps like **YouTube Kids** becoming a destination of choice for 72% of children aged 3 to 4 according to a recent [Ofcom report](#).

Research also shows that children are moving away from watching TV, opting for video-on-demand content on video-sharing platforms to watch cartoons, mini movies and songs.

The impact of device use on children's development in the early years

Ongoing research suggests there are both **positive** and **negative developmental outcomes**.

Benefits of screen use include:

- Opportunities to promote creativity and learning language development
- Improvement of numeracy and literacy skills
- Greater understanding of the world
- Development of digital skills

Challenges of screen use include:

- **Impact on children's ability to control their emotions**
- **Displacement of activities that promote social interactions vital for development**
- **Risk of exposure to inappropriate content**

Termly Safeguarding Newsletters are produced with helpful tips for parents.

They are available on the school's website.

Talk about the use of artificial intelligence (AI) with your child.

Think about screen time

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

Set up parental controls

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



- **ZIP IT** – Keep your personal stuff private and think about what you say and do online
- **BLOCK IT** – Block people who send nasty messages and don't open unknown links and attachments
- **FLAG IT** – Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

*Weekly Online Safety Discussion Sessions take place during morning tasks.

Use YouTube Kids instead of YouTube.

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/>



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  LGfL DigiSafe®

I will:	Why?	Parent/carer will:	Why?
Check with mum or dad 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 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 tell mum or dad and they won't judge me. I can talk to Mr Patel at school. I can contact Childline or The Nix.

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



TIMES TABLES TESTING

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 from First week June 2027**

How many questions are included in the Multiplication Tables Check?

The Multiplication Tables Check has 25 questions and 2 practice questions. **Pupils will be required to type in their answers.**

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. You will receive the results in the class report.

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 (MTC) 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 if my child cannot access the check?

There are several access arrangements available for the check, which 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 was designed to be 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 April. They can use this to make sure pupils have the necessary support 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, to allow them to identify pupils who need additional support.

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.

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>

LINKS TO ONLINE LEARNING PORTALS

Please encourage your child to engage with our school online portals as often as possible.

- ◉ Spellings at on Spelling Shed
- ◉ Homework is on Century Tech
- ◉ Reading on Collins Ebooks
- ◉ Maths links to Maths Factor and TTRS (Times Table Rock Stars)

HOW TO HELP YOUR CHILD



- Please ensure that your child has the best possible attendance at school. Be punctual - From 8:45am, children begin their learning through morning work activities.
- Read daily with your child and sign the reading record to be changed once weekly.
- PLEASE SIGN THE READING RECORDS, This tells us that you have read with your child
- Practise spellings as part of homework which will be online (spelling quiz every Friday).
- Homework will be online too. Teachers will check the homework online once it goes live. No need to bring in books.
- Practise your times tables everyday.
- Please teach / Remind your child of personal /independence skills - tie shoe laces, dress independently, put away things after using them, sharing.

Year 4 Autumn 1 2026 -How have childrens lives change?

Maths

We will be learning about:

- Place Value,
- rounding,
- greater than and less than
- Sequencing patterns
- Addition and Subtraction
- Multiplication and division
-

We will learn to:

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

English

Baker By the sea:

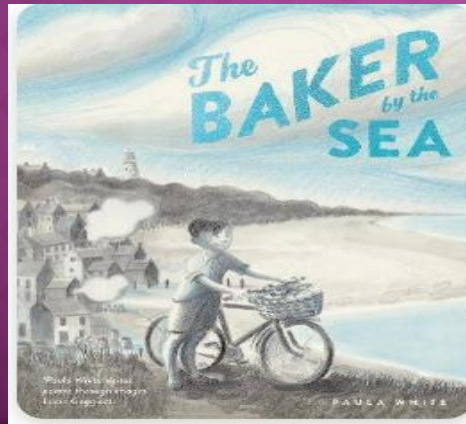
Outcomes:

Tourist brochure
Job applications, advertisements,
setting descriptions, letter in role

Shekletons journey

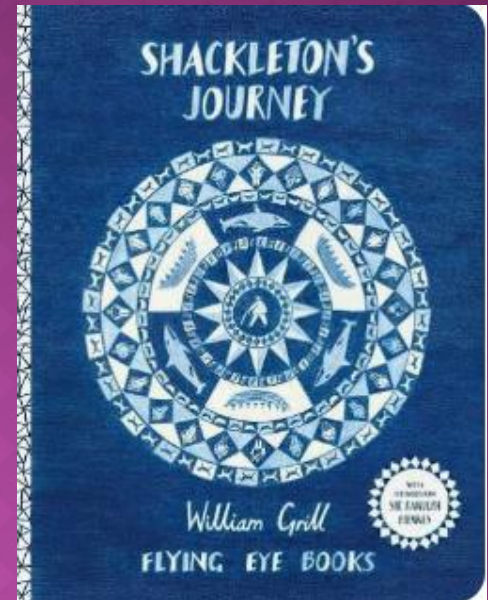
Outcomes:

Newspaper report
Packing lists (justifications),
letters (formal and informal),
setting descriptions, interviews,
diaries, dialogue



Wow Event

Design and Technology Day
Linking DT and Science
Creating our own torches



Key Vocabulary

Village, fisherman, baker, community,
brave, flood, expedition, perilous,
resolute, endure, merciless, wilderness

Year 4 Autumn 1 2026 -How have children's lives changed?

In History, we are learning -How children's lives have changed over time? Changes to children's lives through work, health and Education.

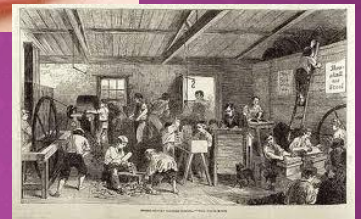
In Art, we are exploring texture, tone and perspective- using sketching pencils, artefacts, light and shade

In Science, we are learning about the Human digestive system and how this links to Animals including Humans.

In RE, we are learning about the faith of Judaism, what it means to be Jewish and the links between this and other faiths.

In PSHE, we are learning about relationships, how to manage them and our emotions via the Zones of regulation. How to manage change in a positive way.

In PE, we are learning how to be part of a team, invasion games using both Hockey and football skills.



Suggested Home Learning

<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>

Year 4 Autumn 2 2026 - Why are rainforests important to us?

Maths

We will be learning about:

- Place Value,
- rounding,
- greater than and less than
- Sequencing patterns
- Addition and Subtraction
- Multiplication and division
-

We will learn to:

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

English

Book - The Selfish Giant:

Outcomes:

Narrative sequel

Letters, voting slips, dialogue, poetry, birds-eye view descriptions, persuasive speeches

Frindleswyld:

Outcomes:

Own version narrative about kindness

Letters, first person recount, diaries, letters, posters, reports

Key Vocabulary

Selfish, trespasser, blossom, frost, compassion, redeem, enchanted, kingdom, frozen, folklore, impossible, rescue



Wow Event

We will be visiting
Centre of the Cell



Year 4 Autumn 2 2026 -Why are rainforests important to us?

In Geography, we are learning - Why are rainforests important to us?

In Art, we are Exploring Paint and mixed media with a focus on Light and Dark.

In Science, we are learning about Electricity and circuits - which links directly to..

In DT we are learning Electrical systems- Torches

In RE, we are learning about the faith of Judaism, what it means to be Jewish and the links between this and other faiths.

In PSHE, we are learning about relationships, how to manage them and our emotions via the Zones of regulation and how to manage change in a positive way.

In PE, we are learning how to be part of a team, using both Hockey and football skills.

