

Welcome to Year 4 2026-2027

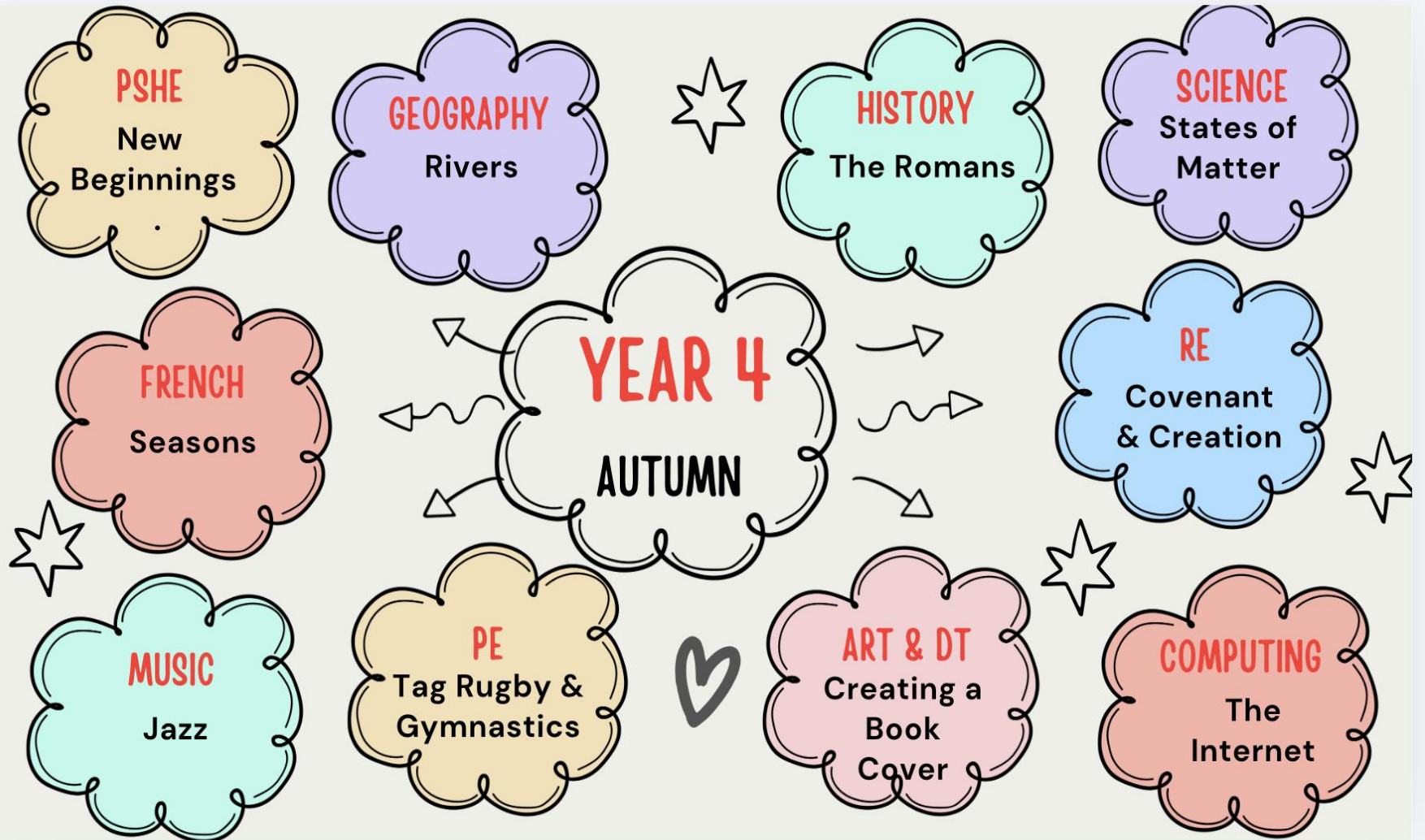


Coral: Mrs Costa-Tait

Opal: Mrs Chaudoir & Mrs Lyons

Learning Support: Mrs O'Halloran and Mrs Quigley

Curriculum Overview



RE Overview



Autumn Term

Creation and Covenant: Abraham

Prophecy and Promise: Elijah & John the Baptist

Spring Term

Galilee to Jerusalem: Who do you say I am?

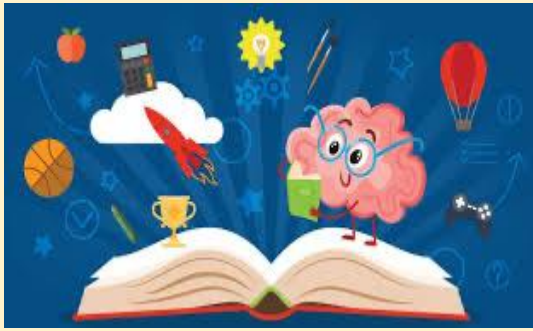
Desert to Garden: Forgiveness & Reconciliation



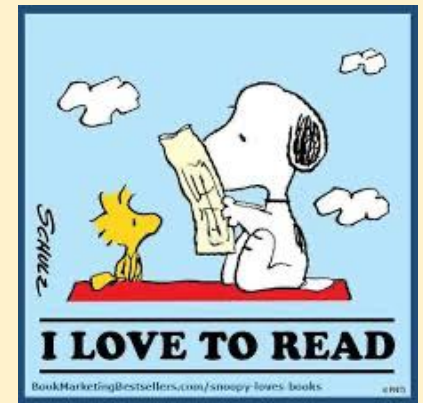
Summer Term

To the ends of the earth: Peter & the Church

Dialogue and Encounter: St Paul's Christian Unity & Islam



Reading



Encourage reading at home.

Read both fiction and non- fiction.

Minimum of 10-20 minutes reading every night.

Read aloud and in their head independently.

When possible, still ask your child to read aloud to you.

Question whilst reading to check for understanding.

Reading Vipers



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?

Accelerated Reader Programme



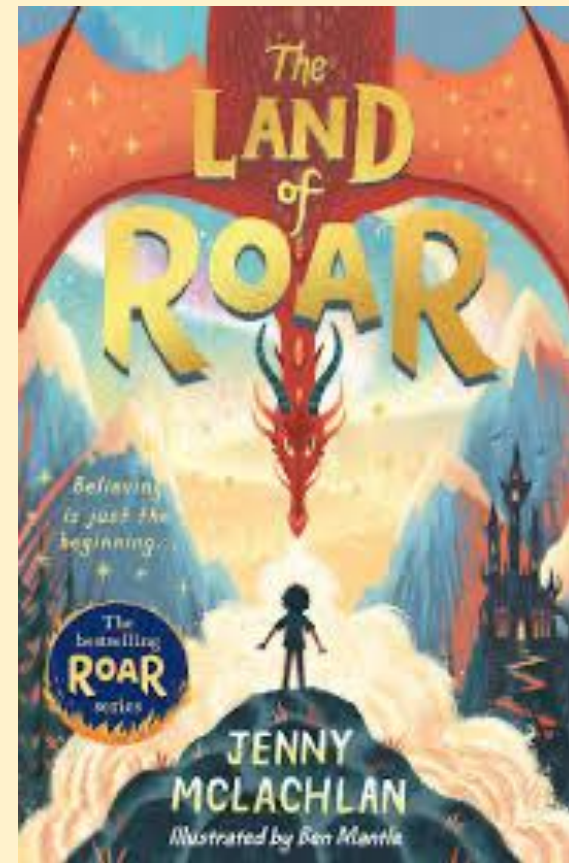
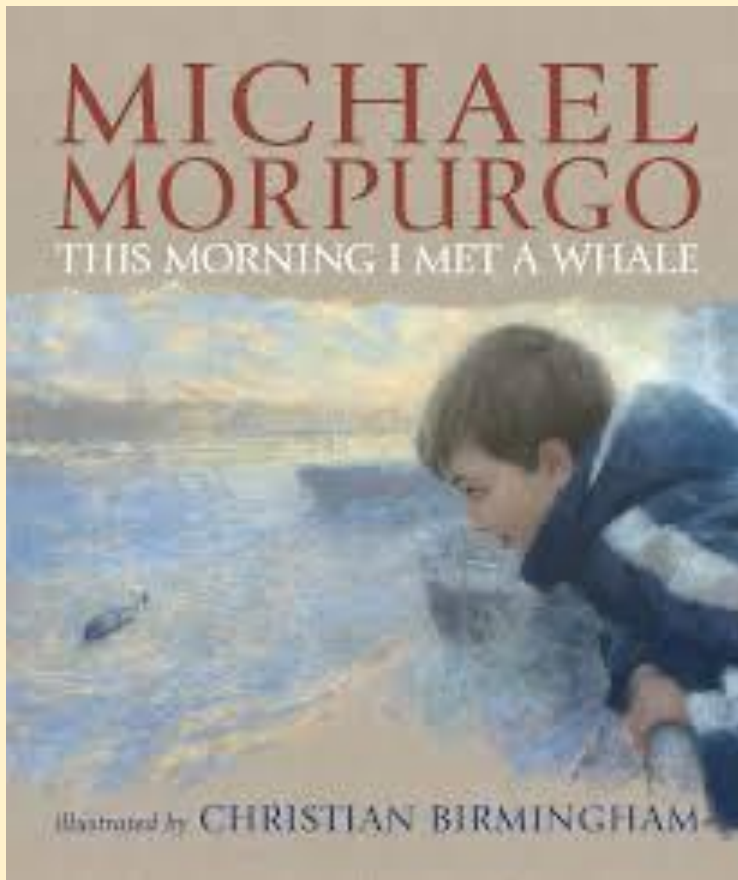
Online assessment and regular quizzes to gauge comprehension skills.

Start of year online reading assessment which gives Just Right ZPD reading levels.

Children take an online comprehension quiz at the end of each book.

Termly reading assessments to monitor ZPD.

Class Texts



Maths



Autumn

Number

Place value

Free trial

[VIEW](#)

Number

Addition and subtraction

[VIEW](#)

Measurement
Area

[VIEW](#)

Number

Multiplication and division A

[VIEW](#)

Consolidation

Spring

Number

Multiplication and division B

[VIEW](#)

Measurement

Length and perimeter

[VIEW](#)

Number

Fractions

[VIEW](#)

Number

Decimals A

[VIEW](#)

Summer

Number

Decimals B

[VIEW](#)

Measurement

Money

[VIEW](#)

Measurement

Time

[VIEW](#)

Consolidation

Geometry

Shape

[VIEW](#)

Statistics

[VIEW](#)

Geometry

Position and direction

[VIEW](#)

Multiplication Times Tables Check



By the end of Year 4 pupils are expected to know their times tables up to 12×12 .

Schools in England are required to administer an online multiplication tables check (MTC) to Year 4 pupils in June.

The purpose of the check is to formally check whether pupils can recall their times tables up to 12 fluently.

MTC: Overview



The on-screen MTC check consists of 25 times tables questions.

Your child will answer 3 practice questions before moving on to the official check.

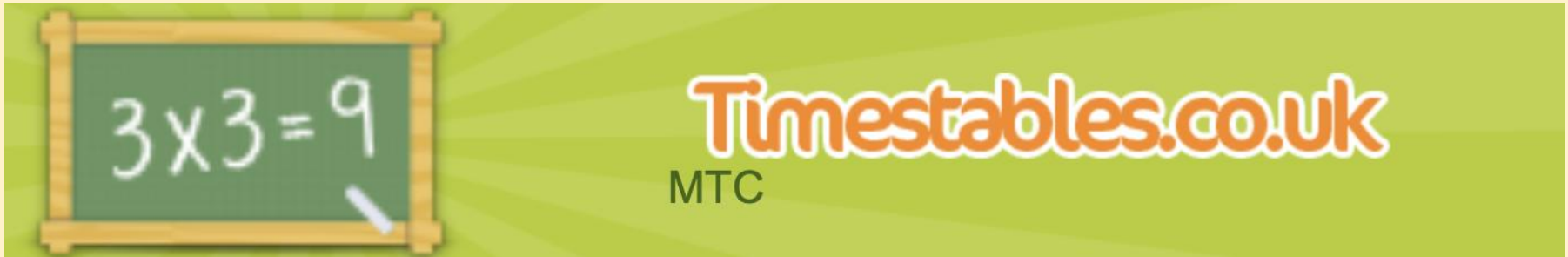
Each child has 6 seconds to answer each question.

On average, the check should take no longer than 5 minutes to complete.

How can you help your child?



Digital Ideas



How can you help your child?

Non-digital ideas



Create flash cards (on scrap paper is fine - they don't need to be fancy!) with the calculation on one side and the answer on the reverse.

Spelling



Spelling work throughout the week in class based on weekly spellings.

Weekly Spelling test on Thursdays.

Marked books go home on Fridays.

Spelling Homework



1. Look, Say, Cover, Write, Check: Write each word 3 times.
2. Write 5 (or more) descriptive sentences using any of the week's spelling words.

YEAR 4

HOMEWORK OVERVIEW



<u>MONDAY</u>	Reading: 20 minutes
<u>TUESDAY</u>	Reading: 20 minutes
<u>WEDNESDAY</u>	Reading: 20 minutes
<u>THURSDAY</u> <i>Spelling Check today.</i>	Reading: 20 minutes <u>Due:</u> Spellings, Literacy, Maths, TTRS, Reading Record Reflection.
<u>FRIDAY</u>	Reading: 20 minutes <u>Set:</u> Spellings, Literacy, Maths, TTRS, Reading Record Reflection.



RSE



- ☐ Relationship, health and wellbeing education programme for Catholic schools.
- ☐ Supporting the growth and development of your child
- ☐ Topics in Year 4: Created and loved by God; Life Cycles
- ☐ Partnership with families.

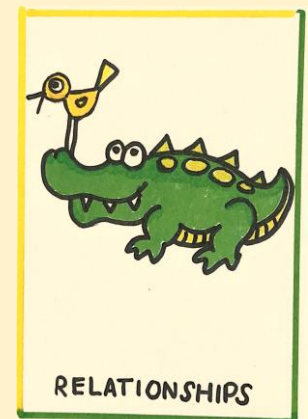
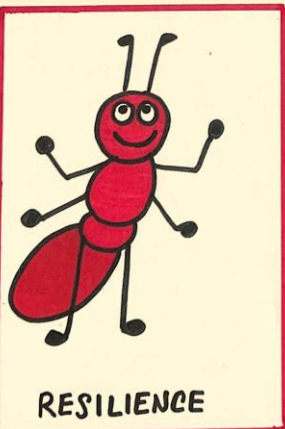
Flourish



ZONES OF REGULATION

Blue	Green	Yellow	Red
Sick Sad Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Family, Friends and OTHERS



Enrichment Activities



Residential: Hooke Court



- Visit remains of a Roman Villa and Maiden Castle which is a Celtic Hill Fort.
- Roman themed activities throughout the day and into the evening.
- Extensive facilities and experienced tutors.
- Safe, picturesque surroundings.
- Preparation for the longer residential trip in Year 6. to France.

Hooke Court Residential Date: 28th – 30th April

Parent Consultations



Monday 19th October 2026

and

Tuesday 20th October 2026

Curriculum Consumables Fund

- A voluntary donation of £10 can be paid through ScoPay to help support the ongoing cost of consumables used throughout the curriculum, e.g. for Science and Design & Technology resources.
- We appreciate any contributions that can be made to support quality resources for the children.

School Development Fund



The Governors' Fund has been renamed the **School Development Fund**.

Made up of voluntary donations from parents of children at Cardinal Newman.

Used to enable the school to develop both buildings and resources to provide the best education for our children.

Fund covers items beyond what government funding can cover.

Family Mass this Sunday

