

Coral Class

Mrs Costa-Tait

Opal Class

Mr Carter - Mon-
Thurs

Mrs Haire – Friday

Tuesday 9th September

Welcome to Year 4

Year 4 LSA

Mrs Lenoel

Mrs Lyons

Mrs Sapia

Mrs Kilburn

Mrs O'Halloran

Welcome to Year 4



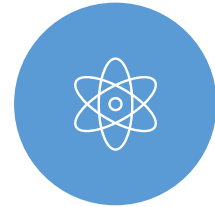
HOMEWORK



READING AND
SPELLING



YEAR 4 TIMES
TABLE CHECK



EVENTS



PARENTS
CONSULTATIONS

Reading

- o Encourage reading as much as possible. Read both fiction and non-fiction. Minimum of 10-20 minutes every night
- o When possible, still ask your child to read aloud to you.
- o Read aloud and in their head independently.
- o Question whilst reading to check for understanding (question prompt handout available)



Boy overboard

14/9/22 – Jamal can't sleep from the worry of where his parents are. Quietly, he sneaks out of Yusuf's house and practices his football skills. From the darkness, Bibi emerges. The worry about being caught is dispelled when their house explodes. The Government is to blame.

Reading

 Accelerated Reader

RENAISSANCE
myON

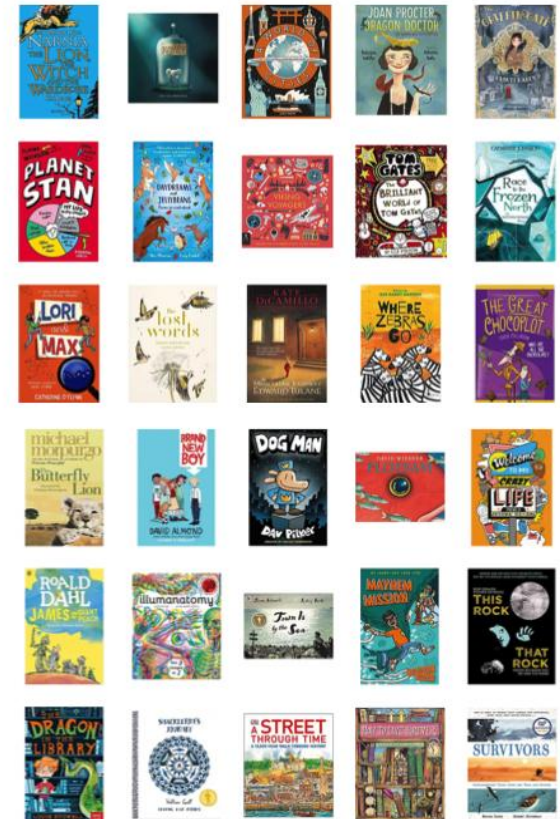
50 Recommended Reads for...

Year 4
(ages 8-9)

Books for
Topics



www.booksfortopics.com/year-4









For more primary school booklists, visit booksfortopics.com

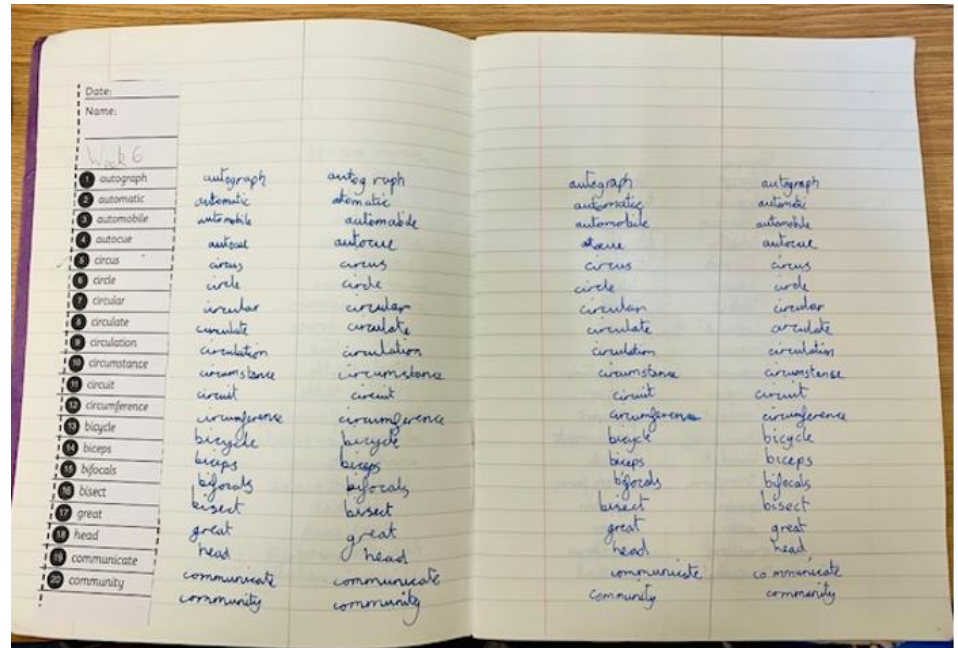
<http://www.arbookfind.co.uk/>

<https://www.booksfortopics.com>

How to Help

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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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?

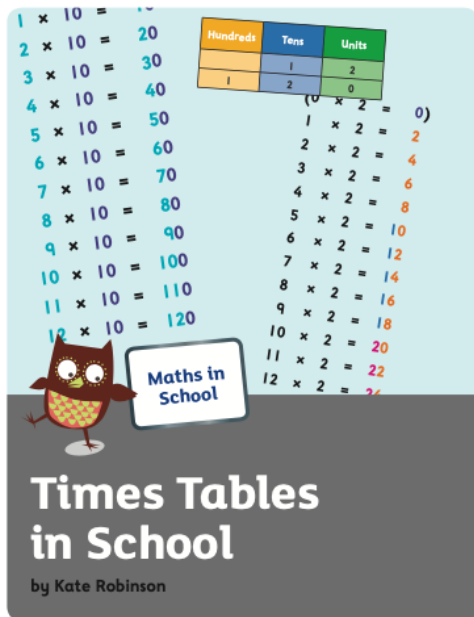
Year 3 / 4 spellings



- 3 columns
- Presentation is important!
- Please check their spellings are accurate.
- Choose 5 words and write an interesting sentence for each – please check they are ambitious and make sense!
- These sentences will be checked by an adult every Thursday after the spelling test.

Year 4 Multiplication Tables Check

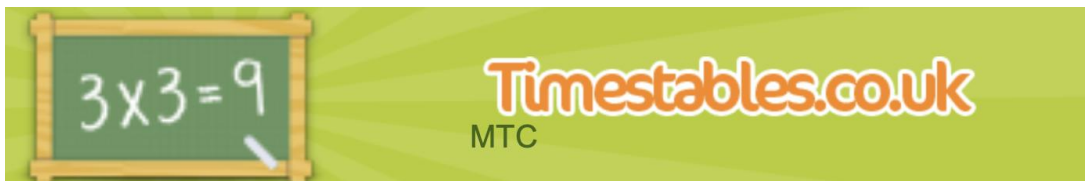
- Schools in England are required to administer an online multiplication tables check (MTC)
- The purpose of the check is to determine whether pupils can recall their times tables fluently.
- By the end of Year 4 pupils are expected to know their times tables up to 12×12 .
- Pupils will take the online test at school in June.
- How can parents help? TTrackstars, games, songs.



Oxford OWL www.oxfordowl.co.uk

OXFORD

[Oxford Owl Time Tables](#)



The 9 times table trick

There's a great trick for recalling the 9 times table which some children really enjoy.

To find 4×9 :

1. Hold out both hands in front of you.



2. To find 4×9 , count in 4 fingers from the left, and hold down this finger.



3. Count all the fingers before the one that's held down - 3. This is the first number in your answer.



4. Count all the fingers after the one that's held down - 6. This is the last number in your answer.



So the answer to 4×9 is 36.

And it works for all the 9 times tables up to 10×9 . Give it a go!

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Times Tables in School

Number squares

When numbers are placed in a number square, highlighted times tables make a visual pattern. Some children find these very visual patterns help them to remember the table.

Here is a number square with the 3 times table highlighted.

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

Games

Times table games can be a great way of learning tables. Many children will forget that they're learning as they are swept along with the fun of the game.

Many games, such as Bingo, Snap and Pairs, can be adapted to focus on tables. They make great short, quick-fire games that can be fitted in any time of the day. Maybe the winner could get a treat, or maybe everybody who joins in can get a treat!

You can find lots of games to help your child practise their times tables in the age 7-9 Fun Activities section of the Oxford Owl website. Here are a few ideas to get you started.

Homework

Daily	Reading Spelling practice (Spelling test on Thursday Times Tables
Monday	Due: I can do Maths A Set: Literacy Homework due Wednesday
Tuesday	Reading/Spelling/Times Tables
Wednesday	Due: Literacy/Times Tables for test Set: Maths Homework due Friday
Thursday	Due : Spellings for test Reading/Spelling/Times Tables
Friday	Due: Maths Homework Set: I can do Maths section A due Monday Set: Spellings for test Thursday

Year 4

- Reading 20 minutes per night
- Practise weekly Spellings
- Practise weekly Times-Tables
- Mathematics once a week (30 mins max)
- Literacy once a week (30 mins max)
- I Can do Maths section once a week
- Topic research as required
- Reading Record entries once a week

RE topics 2025/2026

Autumn

**Creation and
Covenant**

**Prophecy and
Promise**

Spring

Galilee to Jerusalem

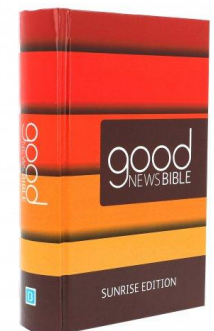
Desert to Garden

Summer

**To the ends of the
earth**

**Dialogue and
Encounter**

Diocesan Religious Education Directory (RED)



Flourish

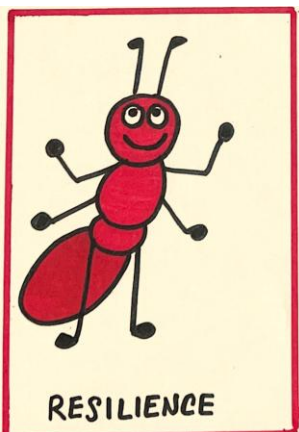
ZONES OF REGULATION

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



Relationships education to prepare you to have healthy relationships with other people.



RSHE

- 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.



PE

Tuesday - Mr Fenton

Wednesday - Mr Carter & Mrs Costa-Tait

Kit - Blue T-shirt, red shorts, white socks and trainers
In colder weather – Cardinal Newman sweatshirt and
navy tracksuit bottoms

Earrings – remove at home or child to remove own in
school.

Please name ALL items clearly

Year 4 Events

Primary Schools Festival - Dorking Halls

Wednesday March 25th



Bikeability – April
(dates tbc)



Forest School

Coral - 13th November and Opal - 20th November

Hooke Court

29th April to 1st May 2026 (Wednesday to Friday)

(Cost £270 approximately) £50 - £55 deposit initially



Hooke Court

- Opportunity to visit remains of a Roman Villa and Maiden Castle (a Celtic Hill Fort).
- Extensive facilities and very experienced tutors.
- Roman themed activities throughout the day and into the evening.
- Opportunity for independence in safe, beautiful surroundings.
- Preparation for the longer residential trip in Year 6 to France.

Parent Consultations

Tuesday 21st October 2025

Thursday 23rd October 2025

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 (such as Science and Design & Technology)
- We appreciate any contributions that can be made to support high quality resources for your children



School Development Fund



1. The Governors' Fund has been renamed **School Development Fund**
2. Made up of voluntary donations from parents of children at Cardinal Newman
3. Used to enable the school to develop both buildings and resources to provide the best education for our children
4. School Development Fund covers items beyond what government funding can cover