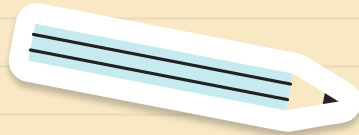


Year 4 Curriculum Evening 2026/2027



Welcome



Firstly, thank you for coming. The year 4 class teams are:

Pichon Class	
Mr Thompson	Class Teacher
Miss Wenniger	Teaching Assistant

Said Class	
Mr Allen	Class Teacher
Mrs Ford	Teaching Assistant
Miss Nicol	Teaching Assistant

We also have a class X (Twitter) page! Please follow us to keep up with what we're doing!

X= **@ItsmeMrT24**

X = **@MrRGALLEN**

Expectations

Equipment Packs – All children have their own equipment packs. These should not be brought home and are their responsibility to look after.

Appropriate clothing and footwear – Children should always adhere to the uniform policy.

PE kits – Our PE sessions are on a Monday. Children should bring their PE kit and change in school. Children are not to wear earrings on PE days.

Homework - Pick 'n' Mix homework sheets have already been handed out. New homework will be handed out on a Friday and collected back in on a Wednesday. The majority of this is to be completed on LBQ – the children have their logins.

Spellings – Wygate are moving away from weekly spellings tests as we found that children were learning to spell words for a test, rather than to incorporate them into their writing. This year, spellings will be interwoven through the curriculum with a weekly spelling homework sheet being handed out.



Carrot rewards and traffic lights

We will continue to use Carrot Rewards as incentives within school. Children can order gifts with their carrot points and a 'Carrot Conqueror of the Term' will be awarded every term.

At Wygate, the traffic light behaviour system is still used in class. A child may be moved onto amber during lesson if they are making poor choices after having a warning. If a child continues to show this negative behaviour, they will be moved to Red. This equates to 5 mins off their breaktime, a carrot point deducted and a conversation with a parent/guardian at home time. The traffic light system resets every lesson.

Healthy packed lunches



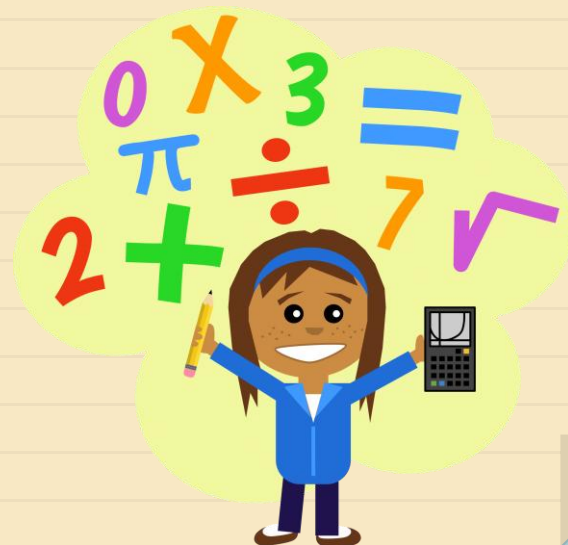
We have noticed that many children are not bringing healthy snacks with them for breaktime. If you wish to, please send your child in with a fruit or veg snack as these are not provided.

Packed lunches should be healthy and only water should be bought into the classroom (no juice or fizzy drinks).

Maths

Some of the topics we will be studying in maths this year include:

- ✓ Place value of numbers to 1000
- ✓ Adding and Subtracting 3-digit numbers
- ✓ Money
- ✓ Measurements
- ✓ Properties of shapes
- ✓ Fractions
- ✓ Time
- ✓ Times Tables



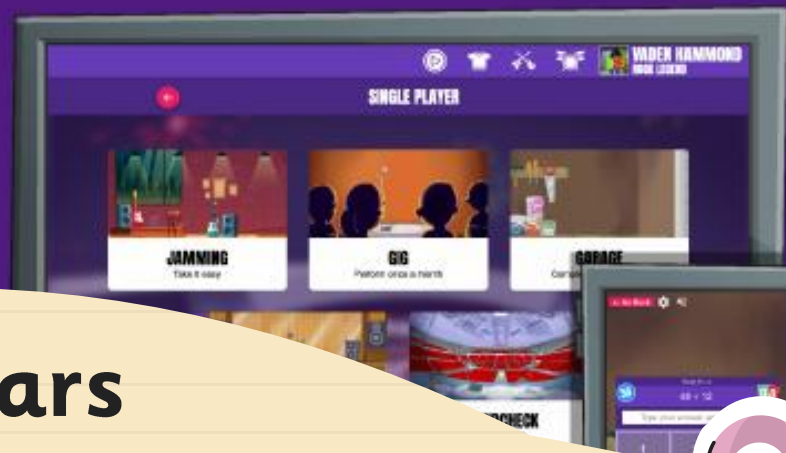
Maths – Times Tables

- ✓ Children should be practising their times tables 3x a week as part of their Pick 'n' mix homework to support learning in maths.
- ✓ Children need to know their multiplication and division facts.
- ✓ There are certificates available to children if they are fluent in their times tables – this includes division facts.

At the end of Year 4, the children will sit the MTC (Multiplication Tables Check), in which they will use an iPad to answer 25 multiplication questions. The pass mark for this is 25 out of 25.



MULTIPLICATION
& DIVISION. SOLVED.



TT Rockstars

TT Rockstars is the best way for children to practice their times tables. Children will be completing 'Soundcheck' sessions throughout the week to track their progress. Logins for TT Rockstars have been given out and are stuck in their homework books.



Certificate:	Criteria:
Pink	I can count in 10's up to 100. I can double, halve and share numbers to 20.
Red	I can count in 2', 5's and 10's forwards, backwards and starting from different numbers.
Blue	I can recall and use multiplication and division facts for the 2, 3, 5 and 10 times tables.
Green	I can recall and use multiplication and division facts for the 3, 4 and 8 times tables.
Purple	I can recall and use multiplication and division facts for times tables up to 12×12 .
Silver	I can multiply and divide whole numbers and decimals by 10, 100 and 1000.
Gold	I can calculate multiplication facts for 2-digit numbers $\times$ 1-digit numbers and 3-digit numbers $\times$ 1-digit numbers.

Topic - Humanities

Term 1 (Sep – Oct) Anglo-Saxons

Term 2 (Nov – Dec)
Farming

Term 3/4 (Jan – Apr)
Rivers and Mountains

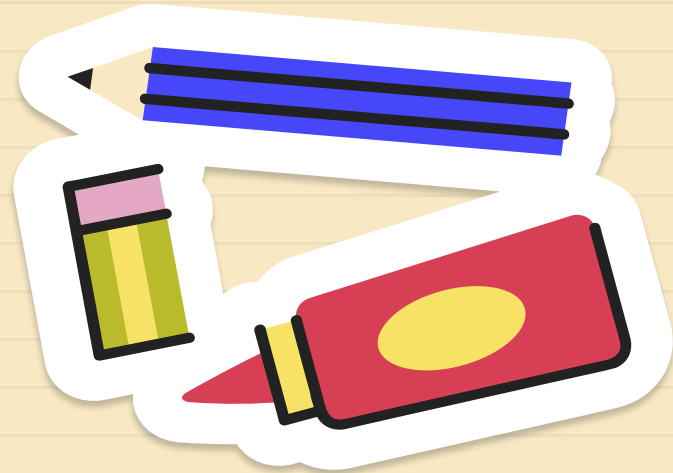
Term 5/6 (Apr – July)
The Legacy of Ancient Egypt



English – Writing

Some of the text types we will be studying this year are:

- ✓ Character descriptions
- ✓ Narratives
- ✓ Non – chronological reports
- ✓ Diaries and letters
- ✓ Instructions
- ✓ Recounts



Reading for Pleasure

We are continuing to develop and encourage reading for pleasure in school. Children will have a guided reading session in the library, in which we will focus on different genres and types of books.

Reading is the vital skill that underpins children's learning, imagination and world knowledge.

Children should see teachers and parents as readers as this helps to contribute to their own enjoyment of reading.

Children will receive two reading books per week: a specific book focusing on their reading level and a reading for pleasure book. When your child reads at home, this should be logged on Boom Reader (logins are stuck into homework books).

Reading for Pleasure

As children get older, with lots of other activities competing for their time, how can you encourage them to make time for reading?

Here are some of our ideas:

- Read yourself! It doesn't matter what it is - pick up a newspaper or magazine, take a look at a cookery book, read a computer manual, enjoy some poetry or dive into a romance or detective novel. And get your children to join in - if you're cooking, could they read the recipe? If you're watching TV, can they read out the listings?
- Give books as presents. And encourage your children and their friends to swap books with each other - it'll give them a chance to read new stories, and get them all talking about what they're reading.
- Visit the local library together. It's always fun choosing new books to read, and keep an eye out for special author events at the library or local bookshops - children love meeting their favourite authors. Jacqueline Wilson and Anthony Horowitz always have signing queues that are miles long!
- Encourage children to carry a book at all times. That way, they'll never be bored (this is something you can do, too!)
- Have a family bookshelf. If you can, have bookshelves in your children's bedrooms, too.
- Keep reading together. Just because your children are older, it doesn't mean you have to stop sharing stories - perhaps you could try the Harry Potter series or *A Series of Unfortunate Events*.
- Don't panic if your child reads the same book over and over again.

Boom Reader



- Online reading record.
- A place where you and your child can log what they have been reading at home.
- Monitored by class teacher at school.
- When your child has read in school it will be added to their online record.
- Really important to keep a track on how often children are reading but also gives you a chance to discuss this with them at home.

PSHE/SRE

We aim to promote personal wellbeing and development through the mindful approach of Jigsaw PSHE.

From September 2020, the Department for Education made Relationships Sex Education and Health Education compulsory in all schools.

Rules

- ✓ No personal questions to be asked
- ✓ Show respect for the views of others
- ✓ Use appropriate language
- ✓ Only talk about what has been discussed in with children of the same age or older.

What we will cover:

- Understanding that everybody is unique
 - Puberty and menstruation
 - Being part of a family
 - Circles of change
 - Accepting change
 - Looking ahead

Science

Some of the topics we will be studying in science this year include:

- ✓ Forces
- ✓ Electricity
- ✓ Living things and their habitats
- ✓ Animals including Humans
- ✓ States of Matter



Oracy at Wygate Park Academy

Oracy is the ability to speak and listen effectively.

It includes expressing and presenting ideas clearly, listening to others and responding thoughtfully.

Why is Oracy Important?

Supports learning across all subjects

Builds confidence

Helps children explain their thinking

Develops social and communication skills

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.



Oracy

We use approaches inspired by Voice 21 to give children regular opportunities to talk, discuss and present their ideas across the curriculum.

Groupings



Trio



Pair



Nest



Traverse



Circle



Fishbowl

Giving Proof Of Listening Means

Listen carefully

Try to summarise what has been said and ask questions.



Face the speaker

Make sure you are looking at the speaker so that they know you are listening.



Body language

Use your body language to show that you are calm and focused.



Discussion Guidelines

We give proof of listening



We respect others' ideas



We build, challenge, summarise, clarify, and probe each other's ideas



We are prepared to change our mind



We invite others into our discussion



We try to reach a shared agreement



Student Talk Tactics

Instigate

Present an idea or open up a new line of inquiry



- “ I would like to start by saying ____ ”
- “ I think ____ ”
- “ We haven't yet talked about ____ ”

Instigate

Probe

Dig deeper, ask for evidence or justification of ideas



- “ Why do you think ____? ”
- “ What evidence do you have to support X idea? ”
- “ Could you provide an example? ”

Probe

Challenge

Disagree or present an alternative argument



- “ I disagree because ____ ”
- “ To challenge you X, I think ____ ”
- “ I understand your point of view, but have you thought about ____? ”

Challenge

Clarify

Asking questions to make things clearer and check your understanding



- “ So are you saying ____? ”
- “ Does that mean ____? ”
- “ Can you clarify what you mean by ____? ”

Clarify

Summarise

Identify and recap the main ideas



- “ So far we have talked about ____ ”
- “ The main points raised today were ____ ”
- “ Our discussion focused on ____ ”

Summarise

Build

Develop, add to or elaborate on an idea.



- “ Building on X's idea ____ ”
- “ I agree and would like to add ____ ”
- “ X's idea made me think ____ ”

Build

Oracy

This year each term there will be an oracy-based activity on the pick and mix grid.

Some examples may include...

Explain your learning: Teach an adult or sibling something that you have learnt this term

Debate: Do you agree or disagree with a statement? Why?

Describe and guess: Describe an object and see if others can guess what you are describing.

Story retell: Retell your favourite story in your own words

Opinion talk: What is your favourite and why?

Supporting Oracy at Home

You can help by:

- Talking regularly with your child (Ask open-ended questions)
- Encouraging full sentence answers
- Modelling good listening and turn-taking
- Building vocabulary in everyday situations
- Encouraging storytelling about their day
- Giving thinking time before they respond
- Praising confidence and effort in speaking

Homework

Wygate Park Academy 'Pick and Mix' Homework

Year 4 – Autumn Term 1



This 'Pick and Mix' homework is for the whole half term. **Red** Boxes need to be completed regularly each week. **Yellow** Boxes must be done at some point during the half term.

Challenge yourself to the **green** box activities.

These do not have to be done, but if you want to push yourself, that would be super!

Remember – your Home Learning Journal must be returned to school by each Wednesday for Mr Thompson to mark.

<u>Reading</u> You must read at least 3 times a week at home. Don't forget to add any reading to BoomReader for a chance to be the Reading Champion of the week ☺	<u>Complete by: 9.9.26</u> <u>Writing task</u> Y3 SPAG consolidation on LBO	<u>The Empty Box</u> You can do anything you like; a presentation on something that interests you; write about something you have done – the choice is yours...	<u>Complete by: 16.9.26</u> <u>Maths Task</u> Place value task on LBO.	Look at the front cover of a book and predict what you think will happen based on what you can see.
Find out the dates of birth of your family and friends and record them in roman numerals.	Draw a picture of an Anglo-Saxon house and label how it is different to modern houses today.	<u>Spelling/Phonics</u> Every Friday you will receive spellings to be learnt for a test on the following Friday. These spellings will be in line with the spelling rule we will be learning each week.	Use Scratch or J2Code and write algorithms to make different shapes.	<u>Complete by: 23.9.26</u> <u>History task</u> Anglo Saxon task on LBO
<u>Complete by: 30.9.26</u> <u>Science Task (Forces)</u> Forces task on LBO	Create a poster to explain how friction works and what happens to moving objects when friction is applied.	<u>Complete by: 7.10.26</u> <u>Reading Comprehension</u> reading task on LBO	How much would it cost to travel from London to where the Anglo Saxons came from (plane travel is banned)?	<u>Number Facts</u> Practice your multiplication and division facts for the 3 and 4 X Tables. Don't forget, you have access to TT Rockstars and Hit The Button to help support your learning.

We will be using the Pick 'n' mix homework again this year.

Red – MUST be completed every week.

Yellow – one to be completed each week.

Green – Extra homework (if they want to do a bit more).

MyEd

Please be mindful of the contacts that are listed on your child's MyEd page. All contacts on the list can pick up your child at the end of the day.

Adults who are not on the list will not be able to collect. If you are unsure about who the current contacts are for your child, please speak to the office.

If it is a one-time occurrence, please inform the office and they will pass the message on to the relevant teacher.

What is a home-school agreement?

A simple promise between the school, parents or carers, and pupils about how we will work together.

SCHOOL

The school promises to...

- provide a safe, supportive place to learn
- teach well and keep families informed
- listen and respond when help is needed

FAMILY & PUPIL

Families and pupils promise to...

- attend regularly and arrive ready to learn
- follow school expectations
- communicate, support learning and ask for help

One shared agreement. One clear understanding.



HOME SCHOOL AGREEMENT:



As a school we will:

Provide a safe, happy and inclusive environment where every child is valued, respected and listened to.

Deliver high-quality teaching and an engaging, ambitious curriculum that meets the needs of every child.

Provide appropriate support and reasonable adjustments to help your child achieve their full potential.

Promote high standards of behaviour and address bullying, discrimination and harmful behaviour promptly and fairly.

Support your child's physical health, mental wellbeing, personal development and emotional welfare.

Promote equality and teach children to respect and celebrate the differences between people.

Help your child develop confidence, responsibility and a strong moral compass, with our #REACH values underpinning everything we do.

Keep you informed about your child's progress, achievements, attendance, behaviour and any areas of concern.

Communicate important information about policies, meetings, workshops and events clearly and in a timely manner.

Work in partnership with parents and carers, listening and responding to questions or concerns respectfully and appropriately.

As a parent/carer I will:

Ensure my child attends school regularly and arrives punctually, ready to learn, by 8:50 am and inform the school promptly of any absence and provide an appropriate reason.

Let the school know about any concerns or circumstances that may affect my child's learning, behaviour, attendance or wellbeing.

Work in partnership with the school and attend meetings to discuss my child's progress and support their development.

Support the school's expectations for behaviour and encourage my child to follow its policies and routines.

Encourage and support my child with home learning, reading and other opportunities to practise their learning.

Read messages provided through the school website and MuEd to stay informed about policies, meetings, events and matters concerning my child.

Support the school's values and encourage my child to treat every member of the school community with kindness, inclusion and respect.

Communicate respectfully and constructively with staff, pupils and other members of the school community while respecting their privacy and confidentiality.

Help my child use the internet, mobile phones and other technology safely, responsibly and in accordance with age restrictions and school expectations

As a pupil I will:

Attend school regularly, arrive on time and be ready to learn.

Follow our #REACH values every day: Resilience, Empathy, Ambition, Challenge and Honesty.

Treat everyone with kindness, respect and fairness, following our "No Outsiders" message.

Take responsibility for my choices, actions and behaviour.

Try my best, participate positively and take responsibility for my learning at school and at home.

Listen carefully, follow instructions and avoid disrupting the learning of others.

Reflect on my behaviour and learning, respond positively to feedback and learn from my experiences.

Tell a trusted adult if I feel worried, unhappy or unsafe, or if I am concerned about someone else.

Take care of the school's buildings, equipment, grounds and the belongings of others.

Follow my class charter and represent the school and its values positively, both inside and outside school

SIGNED CHILD: _____

SIGNED PARENT/CARER: _____

SIGNED ON BEHALF OF WYGATE PARK:

Mrs W. Devine/Dr C. Early

YOUR NEXT STEP

Read it. Talk about it. Sign and return it.

Why reading, discussing and signing it matters-

It helps home and school support your child in the same way

These three steps turn a form into a strong partnership.

1

READ

Know what everyone can expect

Check the school's commitments and what is expected from parents, carers and pupils.

2

DISCUSS

Make it meaningful for your child

Talk through the agreement, answer questions and agree how you will support it at home.

3

SIGN & RETURN

Show a shared commitment

Both parent or carer and pupil sign it, then return it promptly to school.

Please return the signed agreement to school by the requested date.

What is an ICT home-school agreement?

A shared promise about how pupils will use devices, school systems and the internet safely and responsibly.

THE SCHOOL

The school promises to...

- provide safe, secure and filtered systems
- teach digital skills and online safety
- protect information and respond to concerns

FAMILY & PUPIL

Families and pupils promise to...

- follow the school's acceptable-use rules
- protect passwords and personal information
- be kind online and report anything worrying

Safe choices online need teamwork at school and at home.

Why reading, discussing and signing it matters

It helps children use technology safely, confidently and responsibly.

1

READ

Everyone knows the rules

Reading it makes acceptable use, privacy and online behaviour clear from the start.

2

DISCUSS

Children make safer choices

Discussing it helps children recognise risks, protect information and report worries.

3

SIGN & RETURN

Home and school work together

Signing shows a shared commitment—and returning it confirms that everyone will play their part.

Clear expectations protect learning, wellbeing and the whole school community.



COMPUTING HOME/SCHOOL AGREEMENT:



As a pupil I will:

Use a suitable online name or avatar instead of my real name whenever appropriate.

Keep personal information, photographs and passwords private.

Only communicate online with people I know and use privacy, reporting and blocking tools when needed.

Remember that anything posted online may become public and can be copied, changed or shared.

Communicate respectfully and behave responsibly when using apps, social media and online games.

Check whether online information is reliable and ask an adult if I am unsure.

Tell a trusted adult immediately if I see or receive anything upsetting, inappropriate or suspicious online.

Use devices for a reasonable amount of time and follow agreed limits.

Respect copyright and obtain permission before using images, information or other people's work.

Use Academy technology for learning, look after equipment, and never access inappropriate content, install unauthorised files, or interfere with another pupil's work or data.

As a parent/carer I will:

Talk regularly with my child about how they use the internet, including the websites, apps and games they access.

Encourage my child to show me their online activities and ask open, supportive questions about their experiences.

Check privacy and security settings with my child and ensure personal information is not shared publicly.

Follow the age restrictions for social media platforms, apps, games and other online services.

Keep internet-enabled devices, including games consoles, in shared family spaces where appropriate.

Agree reasonable boundaries for screen time, mobile-phone use and online activities.

Remind my child never to meet an online contact in person without my knowledge, permission and appropriate adult supervision.

Monitor my child's online communication appropriately and reassure them that they can report anything worrying without fear of being punished.

As a school we will:

Provide pupils with safe, reliable access to school computers and approved online learning tools.

Teach pupils how to use technology responsibly, respectfully and safely.

Use appropriate filtering and monitoring systems to help protect pupils from unsuitable content.

Keep pupils' personal information secure and follow data protection requirements.

Explain clearly how school devices, accounts, email and internet access may be used.

Inform parents about any significant concerns or incidents involving their child's use of technology.

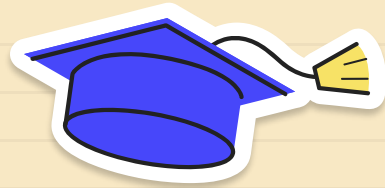
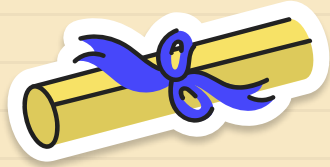
Provide guidance and support to help families encourage safe and balanced technology use at home.

SIGNED CHILD: _____

SIGNED PARENT/CARER: _____

SIGNED ON BEHALF OF WYGATE PARK:

Mrs W. Devine/Dr C. Early



Thank you for coming!
Feel free to stay behind and
ask any questions

