



Year 4 Parent workshop

21st September, 2026

Bottesford Schools Federation



We RISE together!



Respect

Integrity

Strive

Empower

Respect



**We foster a culture where respect is fundamental.
Pupils and staff treat each other with kindness
and empathy, valuing differences and celebrating
diversity.**



Integrity:



Honesty and fairness guide all our actions. We encourage pupils to be truthful and trustworthy, taking responsibility for their choices



Strive:



We foster a resilient mindset where pupils strive to do their best, embrace challenges, and learn from mistakes - setting high expectations, persevering with determination, and celebrating all progress and achievements.



Empower:



**We empower our pupils to become confident,
independent learners who take responsibility for
their education.**



Federation Successes

Staff collaboration

One governing body

Older pupils supporting younger pupils

Share site and environments

Improved communication

Successful transition yr2-3

Aligned curriculums



Federation Developments

- **Handwriting**
- **Spellings**
- **Reading**
- **Curriculum**
- **Tapestry**
- **Website (www.bottesfordschools.co.uk)**
- **Behaviour**



What is behaviour currently like?

Mr Snowden - Behaviour Lead

**“Behaviour is good. Pupils are polite and welcoming.”
(Junior School, 2024)**

**“Pupils behave exceptionally well. They respond positively
to well-established routines and incredibly high
expectations.” (Infant School, 2025)**



Behaviour:

Mr Snowden - Behaviour Lead

- **RISE assemblies**
- **House points/teams**
- **Consistent behaviour policy**
- **OPAL playgrounds (Outdoor play & learning)**



What do we mean when we talk about behaviour in school?



Social Behaviours

How our children treat each others, work in groups and follow instructions.

Emotional Behaviours

How our children manage their feelings and take pride in their work.

Curricular

How children approach their schoolwork.



Upcycled Loose Parts



Baking Pans



Cake Moulds



Ice Cube Trays



Kitchen Tools



Measuring Spoons



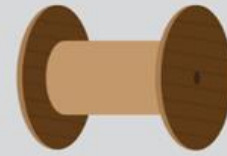
Pots & Pans



Strainers



Baskets



Cable Spools



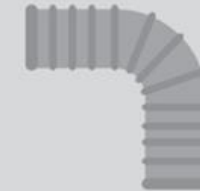
Cardboard Items



Cones



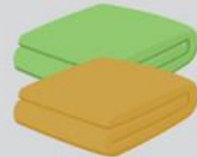
Containers



Corrugated Pipes



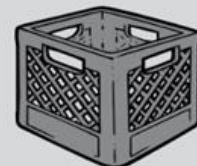
Dress-Up Items



Fabric



Funnels



Milk Crates



Nets



Old Electronics



Pool Noodles



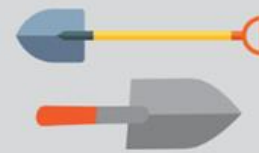
PVC Pipes



Rolling Carriers



Ropes



Shovels & Spades



Sinks & Tubs



Tarps



Tires & Wheels



Wooden Planks



What would you do?



Online Safety

Mr Snowden - Computing Lead

What have your children already learnt?

Through KS2...

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



Online Safety

Mr Snowden - Computing Lead

What have your children already learnt?

KS1- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.



Bottesford Leadership Teams

- **PALs**
- **Thomson Garden Team**
- **Events Team**
- **Sports Leaders (yr2, yr5, yr6)**
- **OPAL leaders**
- **Assembly team**
- **Reading Rangers**
- **Librarians**
- **RISE team**



Bottesford Leadership Teams

- **Well being leaders**
- **Premises team**
- **Cultural team**
- **French team (juniors)**
- **Digital leaders**
- **Staying safe team**
- **Lunchtime team**
- **Art Ambassadors**
- **Humanities team**
- **Maths Ambassadors**
- **Forest School Leaders**
- **Community Champions**



Mental Health and Well being

SMILERS 7 steps to wellbeing

Socialise: Get together with others



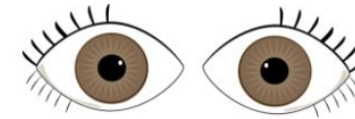
Move: Be active



Interest: Have a hobby, keep learning, do something creative



Look: Take notice of the world around you



Eat well: Eat a balanced diet



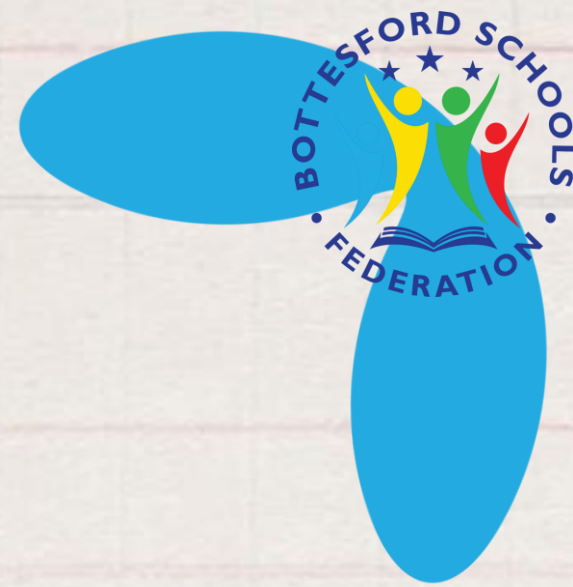
Rest: Relax, sleep well



Support: Give help to others



Homework:



MTC Revision- TT Rockstars

**Reading-3 times a week, planners signed and
checked on a Wednesday**





Year 4 - Autumn term 1

What are we learning...



ENGLISH

In English, the children will be writing information texts and instructions about how they could tame their own dragon. Then we'll be moving on to writing inspired by our class text - Boudicca!

MATHS

In Maths, the children will be developing their understanding of place value, focusing on areas such as rounding, number lines, and comparing numbers.

SCIENCE

In Science, the children will be focusing on grouping and classifying living things. More specifically, looking at the features of each group, including invertebrates and vertebrates, as well as flowering and non-flowering plants.

HISTORY

In History this term we will be digging deeper into the legacy the Romans left behind. We'll be exploring timelines, leaders, conflict and disaster

MUSIC

The children will be exploring how they can utilise their understanding of rhythm, pulse and beat?

ART

In Art, the children will be looking at Mosaics - investigating where they originated followed by designing and creating their own Roman Mosaic.

COMPUTING

Our children will apply their knowledge and understanding of networks, to appreciate the Internet as a network of networks which need to be kept secure.

RE

In RE, the children will be learning about the main beliefs of Hinduism, how worship is practiced at home and at the Mandir, as well as understanding what happens during Diwali.

MFL

This half term, the children will learn how to recall and pronounce the French phonetic sounds 'CH', 'OU', 'ON', and 'OI', as well as learn key verbs.

PSHE

The children will be looking at 'Being Me In My World' with a key focus on democracy and the way in which this can benefit our community.

PE

Tuesday-Rugby Skills (delivered by Scunthorpe Rugby Club)
Wednesday-Basketball (delivered by Mrs Cavany-PE Specialist)



MESSAGES

- Our PE days are Tuesday and Wednesday.
- Each day, children must bring: a water bottle (water only, not juice); their reading book and reading diary and a raincoat.
- Children are allowed to wear stud earrings but these must either be removed, or covered with tape, during PE lessons (this is following health & safety guidelines).
- All other jewellery is not permitted.
- Please be aware that makeup, nail polish and dyed hair are not allowed at school.

Year 4 learning:

Your child's topics will be shared on the school website so this will help you understand what they are covering at school and support their learning at home.



Year 4 learning:

Reading

Reading in Year 4

This knowledge organiser shows what you will learn in Year 4 Reading, including key skills and important vocabulary to help you become a confident, thoughtful reader.

Key vocabulary:

- root word
- prefix
- suffix
- fluency
- summarise
- infer
- evidence
- opinion
- fact
- figurative language
- simile
- imagery
- genre
- character
- setting
- heading
- subheading
- glossary
- index
- intonation
- expression
- volume

Word reading:

- Read most words fluently and attempt to decode unfamiliar words quickly and accurately.
- Apply knowledge of root words, prefixes, and suffixes to read aloud fluently.
- Read all Year 3 and 4 key words and discuss any unusual spelling patterns or sounds.

Non-fiction and research skills:

- Use all organisational features of non-fiction texts (e.g. contents, headings, diagrams, glossaries) to find information efficiently.
- Retrieve, record, and discuss information from non-fiction texts.
- Use dictionaries to check and understand the meaning of new words.

Comprehension skills:

Understanding and Summarising

- Check that what you read makes sense and self-correct when necessary.
- Begin to identify the main ideas drawn from more than one paragraph and summarise them clearly.
- Use clues in the text to deepen your understanding of what you read.

Comparing and Discussing

- Discuss and compare texts from a wide variety of genres and authors.
- Read for a range of purposes, including enjoyment and information.
- Identify themes and conventions across different types of books (e.g. good vs evil, first-person diary writing).
- Explain how language, structure, and presentation contribute to meaning.

Words in Context & Authorial Choice (2a, 2g)

- Discuss vocabulary that captures the reader's interest and imagination.
- Begin to discuss the use of figurative language, such as similes, and what they mean.

Inference & Prediction (2d, 2e)

- Make inferences about characters' feelings, thoughts, and motives from clues in the text.
- Justify predictions with evidence from the text, including what is stated and implied.

Here are some of the books that we will read this year...



Poetry and Performance:

- Recognise and discuss different forms of poetry such as free verse and narrative poetry.
- Prepare and perform poems or play scripts using intonation, tone, and volume to engage the audience.



Year 4 learning:

Reading fluency and speed

The Whispering Woods

Leo crept through the whispering woods, his heart thumping like a loud drum. Bright sunlight filtered through the thick green canopy, casting strange, dancing shadows on the mossy ground. He was searching carefully for the Whispering Willow, a legendary tree said to grant a single wish to anyone brave enough to find it.

Suddenly, a sharp rustle in the nearby bushes made him freeze instantly. Out popped a tiny creature with shimmering purple wings and a glowing lantern.

"Looking for the magic tree?" the creature squeaked, smiling warmly.

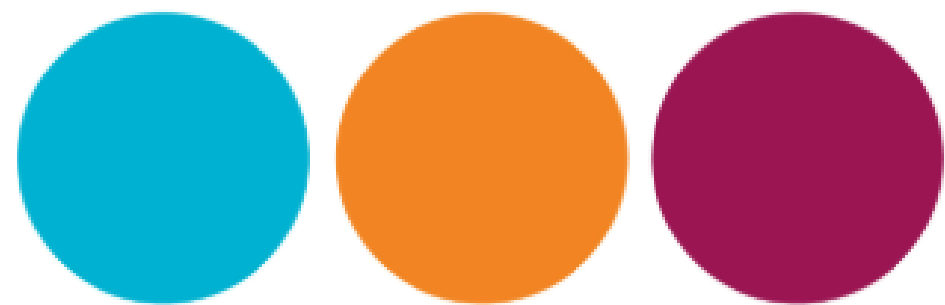
"Follow the silver trail!"

Leo looked down. A beautiful path of glittering dust wound through the massive roots. Grinning with pure excitement, he hurried forward, knowing his great adventure had truly begun.

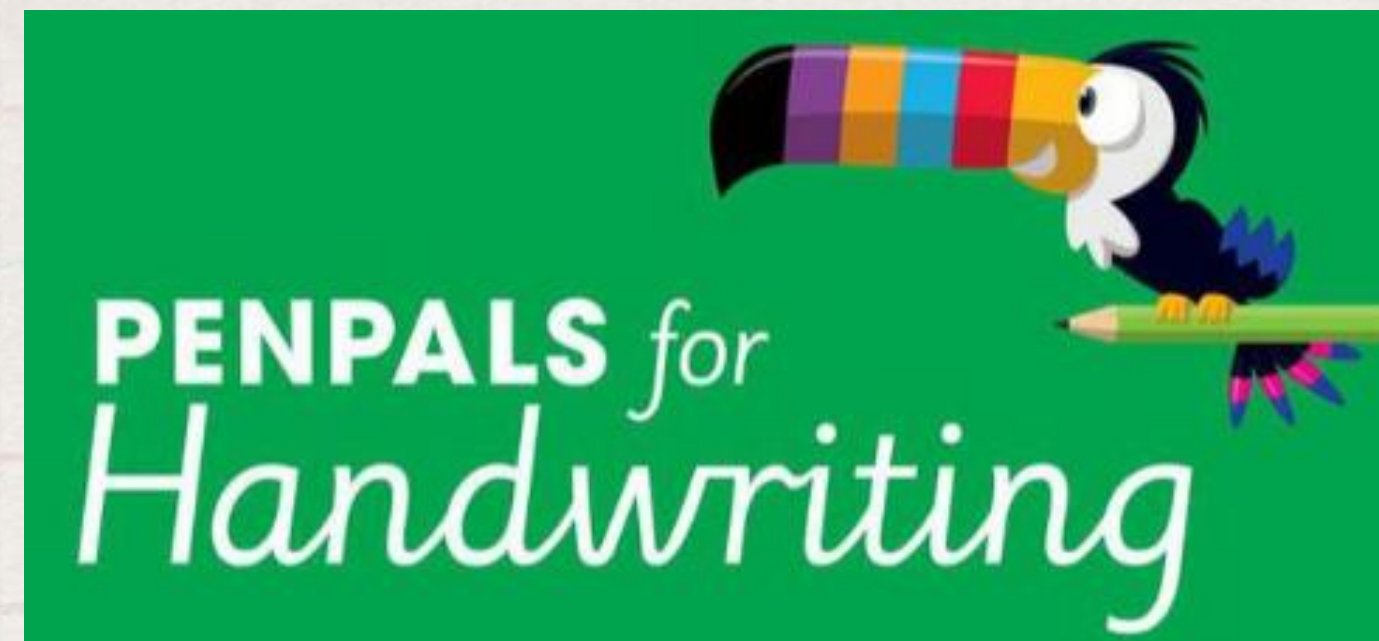


Year 4 learning:

Spelling & handwriting



L.E.A.D. Active



Year 4 Maths Assessment Targets

Number and Place Value	Addition and Subtraction	Multiplication and Division	Fractions	Measurement	Geometry	Statistics
I can count in multiples of 6, 7, 9, 25 and 1000.	I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	I can recall multiplication and division facts for multiplication tables up to 12x12.	I can recognise and show, using diagrams, families of common equivalent fractions.	I can convert between different units of measure (for example: kilometre to metre, hour to minute).	I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.	I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
I can find 1000 more or less than a given number.			I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.	I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.		
I can count backwards through zero to include negative numbers.		I can solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.	I can use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.	I can estimate, compare and calculate different measures, including money in pounds and pence.	I can identify acute and obtuse angles and compare and order angles up to two right angles by size.
I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)	I can recognise and use factor pairs and commutativity in mental calculations.			I can add and subtract fractions with the same denominator.	I can read, write and convert time between analogue and digital 12 and 24 hour clocks.	
I can order and compare numbers beyond 1000.		I can use rounding to check answers to calculations.	I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout.			I can recognise and write decimal equivalents of any number of tenths or hundredths.
I can identify, represent and estimate numbers using different representations.	I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.			I can recognise and write decimal equivalents to 1/4, 1/2, 3/4.		
I can round any number to the nearest 10, 100 or 1000.		I can find the effect of dividing a one- or two-dige value of the digits in the answer as ones, tenths and hundredths.	I can describe positions on a 2-D grid as coordinates in the first quadrant.			
I can solve number and practical problems that involve all of the above and with increasingly large positive numbers	I can round decimals with one decimal place to the nearest whole number.			I can describe movements between positions as translations of a given unit to the left/right and up/down.		
I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.		I can compare numbers with the same number of decimal places up to two decimal place.	I can plot specified points and draw sides to complete a given polygon.			
	I can solve simple measure and money problems involving fractions and decimals to two decimal places.					

Multiplication Tables Check (MTC)



MTC Key Information

The 2027 Multiplication Tables Check (MTC) for Year 4 pupils will take place over a two-week period:

Monday, June 7th, 2027 – Friday, June 18th, 2027.

- **When: Monday 7th June – Friday 18th June 2026.**
- **How: On-screen, 25 questions, with 6 seconds per question.**
- **Results will be shared with the end of year reports**
- **Focus: The 6, 7, 8, 9, and 12 times tables are the main focus.**



What is the purpose of the Multiplication Tables Check (MTC)?

- The MTC determines if Year 4 children can **fluently** recall their multiplication tables.
- They are designed to help schools identify which children require more support to learn their times tables.
- In primary school, times tables knowledge is vital for quick mental maths calculations and problem solving, as well as for many of the topics children learn in KS2 (division, fractions, percentages).
- Children will not be expected to re-sit the check.

MTC: How the check is carried out?

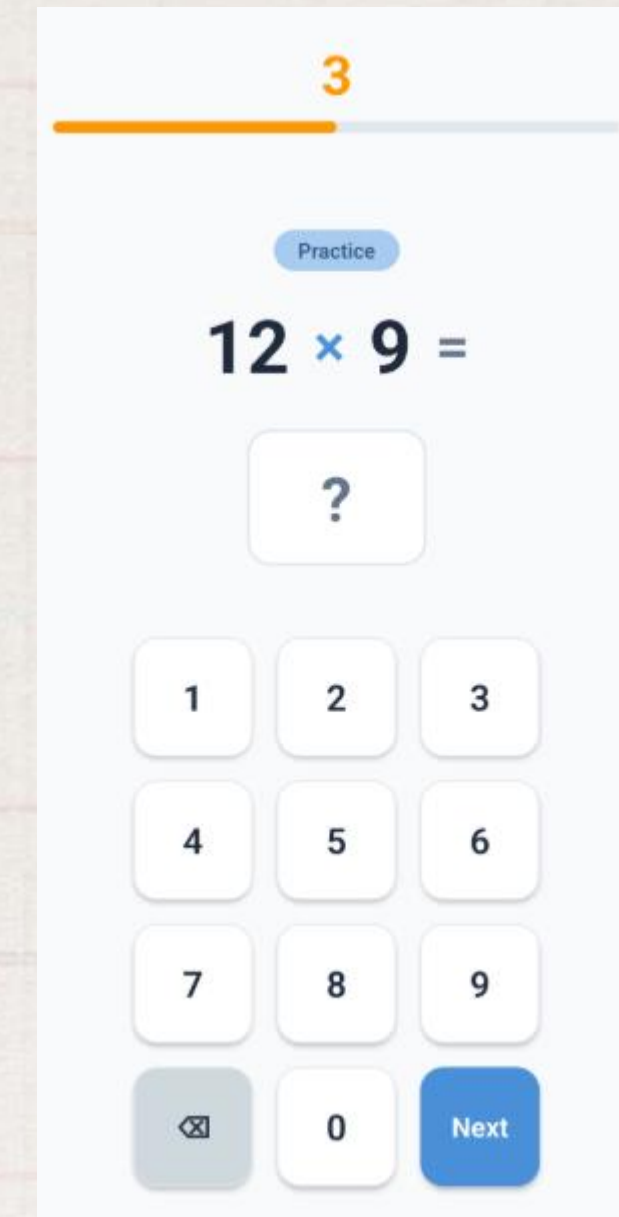


- **The check will be fully digital.**
- **Answers will be entered using a keyboard, by pressing digits using a mouse or using an on-screen number pad.**
- **Usually, the check will take less than 5 minutes for each child.**
- **The children will have 6 seconds from the time the question appears to input their answer. (6 seconds per answer means that children must be able to read, recall and enter their response within that time. Whatever is written in the answer box at the end of 6 seconds will be counted as the answer.)**
- **There will be a total of 25 questions with a 3 second pause in-between questions.**
- **There will be 3 practice questions before the check begins.**



What will the MTC questions look like?

- Each child will be **randomly assigned** a set of questions
- There will only be **multiplication** questions in the check, not division facts.
- The **6, 7, 8, 9 and 12** times tables are more likely to be asked, as these are the hardest for most children to learn. It's a good idea to focus on these tricky times tables with your child at home.
- Reversal of questions (e.g. 8×6 and 6×8) will not be asked in the same check.
- Children will not see their individual results when they complete the check.



The screenshot shows a digital interface for a multiplication practice check. At the top, there is a progress bar with the number 3 above it. Below the progress bar is a button labeled 'Practice'. The main display shows the multiplication problem $12 \times 9 =$. Below the problem is a large box containing a question mark '?'. At the bottom, there is a numeric keypad with buttons for digits 1 through 9, 0, and a 'Next' button. There is also a button with a backspace icon.



Are there any special arrangements for my child's individual needs?

Some children may be eligible for specific arrangements. We will access each child, and provide adjustments where appropriate. Here is a list of some of the adaptations that we can use:

- **Colour contrast;**
- **Font size adjustment;**
- **‘Next’ button (alternative to 3-second pause);**
- **Removing on-screen number pad;**
- **An adult to input answers;**
- **Audio version;**
- **Audible time alert.**



How can I prepare my child for the MTC?

1. 🎵 Make it a Family Challenge

Turn times tables into a friendly competition! Challenge your child to beat their own score, or have a quick family quiz at the dinner table. Keep it light-hearted!

2. 🔍 Become a Times Tables Detective

Give your child a multiplication mystery to solve. Call out a question such as 7×8 and ask them to find the answer somewhere around the house — perhaps written on a sticky note, hidden behind a cushion or stuck to the fridge!

3. 🚗 Use Everyday Moments

Make use of those little pockets of time during the day. Practise in the car, while walking to school or while waiting for dinner. Try spotting multiplication in real life: “There are 4 apples in each bag and 3 bags — how many altogether?”

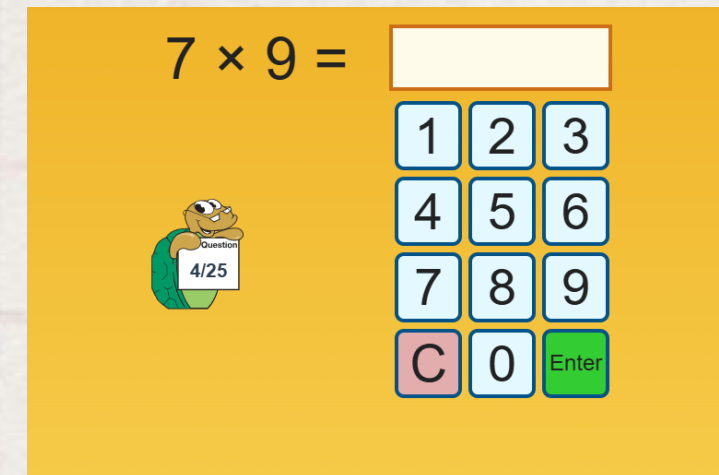
4. 🎲 Play Times Tables Games

Dice, playing cards and board games can all become times-table practice. Roll two dice and multiply the numbers together, turn over two cards and multiply them, or create your own times-table bingo. A few minutes of playing regularly can make a big difference.

5. ⌚ Have a ‘Beat the Clock’ Challenge

Set a timer for just 60 seconds and see how many questions your child can answer. The aim is to improve their own score each time. Keep a little progress chart so they can see how they are getting faster and more confident.

Most importantly... keep it positive!



What is TTRS?

Garage

Personalised questions
Smart algorithm
Great for learning tables

Studio

1 minute long
All tables up to 12 x 12
Where Rock Status is achieved

Soundcheck

All tables up to 12 x 12
25 multiplication questions
6 seconds per question
Same format as the MTC

Gig

100 questions over 5 minutes
Up to 12 x 12



**ANY
QUESTIONS?**

