

Welcome to the Year 4 Coffee Morning





Teachers in Year 4



Class Name: Mrs Rey (Year Lead)
Ms Chalmers: Teacher
Mrs Galvin: Teacher

HLTAs



**Mrs Hanson
(also ELSA)**



**Mrs Walters
(also ELSA)**



Mrs Crespin



Mrs Blunt



Mrs De Silva



Support Staff in Year 4

Mrs Ralph

Mrs Shimizu



Senior Leadership Team



Mrs MacLean
Headteacher



Mrs Copsey
Deputy
Headteacher



Mrs Searle
Inclusion Lead
(SENCO)



Miss Gould
Year 3 Lead



Mrs Rey
Year 4 Lead



Mr Noble
Year 5 Lead



Mrs Martin
Year 6 Lead



Daily Routine

08:40	08:55	09:55	10:55	11:15	11:30	12:30	1:30	2:20	3:15
Arrival	Lesson 1	Lesson 2	Assembly	Break	Lesson 3	Lunch	Lesson 4	Lesson 5	Home

- Gates open at 8.30, but children are unsupervised until doors open.
- Doors open at 8.40. Children may enter through classroom doors from 8.40
- Registration at 8.55.
- Children leave from classroom doors at end of the day – 3.15pm
- Please wait in the playground, leaving space for the classes to come out.
- Year 4 will be with their teacher under the basketball hoops.



Daily Routine

- Children may bring **a fruit snack only** for morning break.
- Strictly **no nuts** at any time as we are a nut-free school. This includes nutella.
- Please notify staff of any medical needs. Epi-pens and asthma pumps should be given to school with instructions on use.
- **Clubs:** children leave directly from classroom and are picked up from main entrance at the end, unless otherwise advised.
- **Breakfast and After School Club:** drop off and collect and main office entrance.
- **Walking home alone:** from the age of 10, children can walk home alone with your permission - please collect a form from the office.
- **Alternative arrangements:** Please write a note in the home-contact book or email the office if someone else is picking up your child, including other parents.



Communication

- Home/school contact books checked daily.
- Emails via office@stlawrence-junior.surrey.sch.uk FAO the teacher.
- Phone calls can be arranged via email.
- End of the day for short conversations and check-ins, but teachers may have meetings or clubs on some days.
- Longer meetings can again be arranged via email.
- Google Classroom will be used for reminders and messages to the whole class or year group.
- Please share with us any significant events, achievements, worries.
- We will share the same with you.
- Please encourage your child to speak with school staff about issues at school, and ensure they know that we communicate with each other to maintain a positive school/home relationship.



Uniform / PE Kit / Equipment

- Summer uniform may be worn up to October half term, and after Easter.
- **Winter uniform:** blue shirts with school tie, navy jumper or cardigan with logo, navy skirt, navy or grey trousers. Socks should be plain white, grey or navy. Black school shoes (no trainers, no boots).
- **Summer uniform:** summer dresses, shorts, blouses. Top button of collared shirt may be undone; no tie required. Shirt should still be tucked in.
- Hair should be off the face and shoulder length or longer hair tied back (boys and girls). Black or navy hair ties/hair bands only.
- **No earrings or smart watches to be worn on any day.**
- **PE kit:** house colour PE t-shirt, navy blue shorts, navy blue joggers/sweatshirt for winter, trainers.
- PE kit is kept in school and sent home each half term.
- **Please name everything!**
- We will provide all stationery for lessons.



Curriculum Web - Autumn 1

These are sent out every half term and via ParentMail

English Writing to Entertain. Poetry about animals focusing on structure and imagery. Letter of application and setting description. Reading: Ernest Shackleton based on his expedition. Grammar and Punctuation: Using nouns, adjectives and verbs, fronted adverbials, conjunctions, past/present tense. Spelling: Homophones, prefixes, including 'in 'il', 'im' 'sub' 'inter' and challenge words. Handwriting: Legibility and consistency of handwriting of regular/irregular verbs, double letters, ascenders and numbers.	History The Ancient Egyptians: Their everyday lives, social stricture farming and the economy. Mummification and death rituals. Howard Carter and the discovery of Tutankhamun's tomb.	Science States of Matter: The atomic structure of solids, liquids and gasses. How these are affected when materials freeze and melt. The water cycle, condensation and evaporation.	Mathematics Addition and Subtraction: Add and subtract 4-digit numbers with and without exchanges. Place Value Place value up to 10,000, compare and order numbers, Roman numerals and round to the nearest, 10, 100 or 1,000. Times Tables: Recap 2, 5 and 10 times tables. 4x and 8x table. Regular practise of times tables will help prepare your child for the Multiplication Check. More details to follow.
 Year 4 Autumn Term One			
RE What did God promise his people? Knowing that covenants are agreements that establish relationships and that God's promises are fulfilled through them.	Trips, key dates and other Reminders Reminders: PE on Wednesday and Thursday for all Year 4 classes. Individual photos Thursday 10 th September. Year 4 Coffee morning and times tables workshop Thursday 16 th September from 9am. Christmas production auditions w/b 12 th October. PTA quiz night Friday 16 th October. Homework: CGP Book pages and TTRS set on a Wednesday and due on a Wednesday. Spelling given out weekly on a Monday and tested on a Monday.		
Games and PE Crazy ball: Close ball control, accurate passing & who/where to pass to. Football attacking and defending skills and control using the ball. Golden Mile: Daily as much as possible.	Computing Coding: Studio.co.org. Passwords, on-line puzzles, debugging and programming.	Music Charanga listening, composing, performing and appraising music based on Abba. Swans: Djembe drumming	PSHE Being Me in my World: Becoming a team and a school citizen. Rights, responsibilities and democracy. Rewards and consequences. French Encore How to describe people. Classroom items and objects. Art Tone and Texture Exploring tones, texture and proportion. 3D effect, using lines and marks to represent texture.



PE

- There are two PE sessions per week. See table below for days:

Class	PE Days
Kingfishers	Wednesday and Thursday
Hérons	Wednesday and Thursday
Swans	Wednesday and Thursday



Sports

- In addition to PE lessons and sports clubs, we participate in the following leagues/tournaments:
 - Football - Y5/6 Autumn term
 - Indoor Athletics - Y3/4/5/6 Spring term
 - Cross Country - Y4/5/6 Spring term
 - Swimming - TBC for now
 - Netball - Y5/6 Spring term
 - Cricket - Y5/6 Summer term
 - District Sports - Y3/4/5/6 Summer term
- See selection policy for information on how teams are selected for different events.



Swimming

- This may not take place this year due to the pool closure. We will let you as soon soon as we can.
- If the sessions do not take place this year, they will go swimming in Year 5.

Flexible Grouping

Teaching and learning is matched to their needs to help them make progress and feel included as much as possible.

Year 4 we use flexible grouping for:

Maths

Spellings

Times tables (from Autumn 2)



Homework

Reading	10 mins daily	Monitored daily in school
Spellings	Given out half termly	Tested in school on Mondays.
TTRS	Per week: 3 studio 3 garage 3 soundcheck	Monitored weekly in school This may be increased on the lead up to the MTC.
Maths and Grammar (SPaG)	CGP books Sent home on a Wednesday and due on a Wednesday.	Marked together



Homework

- CGP homework pages will be emailed on a Wednesday with page numbers.
- Reading should be logged in home-contact book.
- TTRS (app) is online. Paper TTRS available on request.
- Spellings will be sent as a half-termly list. There is no set way to practise these.
- Arithmetic questions will be on a sheet.
- Homework not completed at home will be completed at school e.g. 5 minutes at lunchtime.
- Please let us know via the home-contact book if there are any issues with getting homework done so that we can make reasonable adjustments where necessary.



Reading

- Children have 3 books they can bring home:
 - Stage book (this is assessed and review half termly)
 - Library book (scanned in and out using Junior Librarian system)
 - Class book area book (monitored by class teachers)
- Please read with your child - ask them questions, encourage good expression. It doesn't have to be a school book.
- This includes reading to your child, even though they are in Junior School!
- We also recognise that there's lots to do in a short evening - bedtime stories count towards your reading, and there will be times when the children will read to themselves. A signature to acknowledge is fine - no long comment necessary (but it does need to be signed by an adult).
- Diaries: Swans weekend reading goes on Monday page (all fine). Herons and Kingfishers weekend reading goes in Friday box (all fine). Diaries are checked daily so we will see if they have read or not.



Reading

- Library visits take place weekly as a class. In addition, each year group has a lunchtime slot where the library is manned by a parent helper.

Class	Library Day
Hérons	Friday
Kingfishers	Tuesday
Swans	Monday
Our lunchtime library slot is on a Tuesday	

Reading

- Children who read for pleasure are more likely to enjoy learning, succeed at school and achieve good levels of education. They also have higher levels of self-esteem, confidence and problem solving skills than those who do not read frequently. Reading enjoyment is more important for children's educational success than their family's socio-economic status. (OECD, 2002)





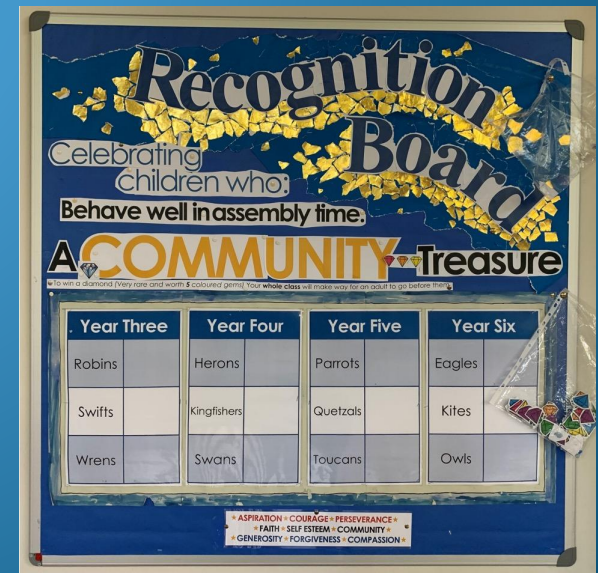
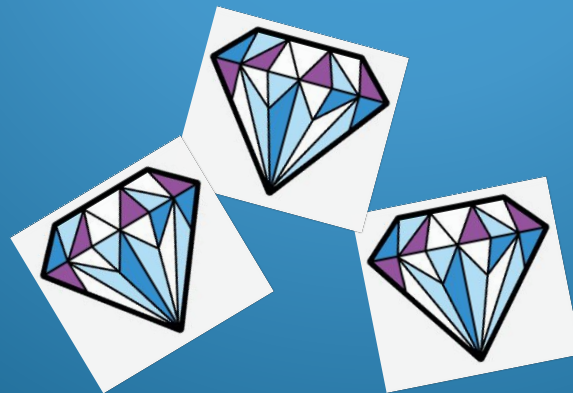
Quality First Behaviour

- We know that good behaviour contributes to good outcomes.
- We use a behaviour system where children are celebrated when they show our school values and expectations, as well as for academic or other success.
- School-wide, in class systems include:
 - Behaviour ladder with individual rewards available
 - Raffle tickets and house points for individuals
 - Whole class/group rewards such as marbles / pom poms in a jar / table points
 - Achievement awards / Headteacher Awards
- Wider school systems include:
 - House points for individuals
 - Gems and diamonds for whole classes
 - Headteacher Lottery / visits to the SLT for praise
 - Top Table



Quality First Behaviour

- Gems can be earned for the whole class either when the whole class is showing the school values, or when individuals / small groups go 'above and beyond'.
- Sometimes we have a whole school target e.g. holding doors open, lining up after break/lunch where diamonds worth 5 gems) can be awarded.
- The winning class at the end of the week are rewarded with time on the activity cube.





Quality First Behaviour

- If behaviour expectations are not being met, a restorative approach is used. This includes:
 - Warnings - verbal and visual (behaviour ladder)
 - Very quick opportunities to 'bring it back' to 'green' behaviour
 - Restorative conversations using reflection card
- Sometimes, if behaviour is significant or repeated, further conversations may be necessary with a member of SLT, beginning with Year Leads and escalating if necessary. You will be informed if this has happened.

 Behaviour Reflection Card	
Name _____	
Class _____	Date _____
What happened and what did I do? _____ _____	
How did I feel? _____ _____	
What could I have done differently? _____ _____	
Which St Lawrence treasure did I not use? ASPIRATION COURAGE PERSEVERANCE FAITH SELF ESTEEM COMMUNITY GENEROSITY FORGIVENESS COMPASSION	
What have I learned? _____ _____	



Assessment

- Formal, summative assessment takes place once per term. We use test papers alongside teacher assessment of work in class for reading; grammar, punctuation and spelling; and maths.
- Writing is assessed using end of year statements for each year group through regular independent writing tasks.
- Foundation subjects are formally assessed at the end of the year.
- Writing is a whole school focus, especially grammar and spelling. Please remind children of even the basic punctuation expectations when writing at home (full stops, capital letters, commas, exclamation marks and question marks).
- Final assessments will be included with the end of year report, including test scores.



Assessment / Support

- At the first parents' evening, we will discuss whether your child appears to be 'on track' so far and will have done a first round formal assessments.
- We regularly assess throughout lessons and units of work.
- Any concerns will be communicated to you.
- Support will be given to those who need it either in class or through small group or 1:1 work outside the classroom.
- More formal or long-term interventions will be communicated to you.
- Access arrangements e.g. extra time, readers, scribes, rest breaks will be used both in lessons and in formal assessments for those who require them.
- Support staff will be used across year groups or phases to support children. Particular adults have strengths in different areas e.g. Speech and Language, ELSA, literacy difficulties.



Residential - Ufton Court

- Monday 8th February to Tuesday 9th February 2027
- One night
- Children love it and it is a first for many children being away with their friends for a night.
- If you require support with payment, please speak discreetly to your class teacher, the school office, Mrs MacLean or your class teacher.
- Information evening nearer the time- January.



Parent Helpers

- We require parent helpers for the following:
 - Academic mentor
 - Reading with children once per week
 - Manning the library once per week
 - Accompanying swimming lessons (10 weeks across a term - any year group can help!)
 - Accompanying trips (as and when you can support)
 - Helping with other 'special' activities e.g. in-school art/DT projects
 - Helping at teacher-led clubs after school (10 week block - if you have a particular passion or skill for a sport please let us know!)
 - Accompanying / helping at sports fixtures (across a term per year - we play in football, netball and cricket leagues as well as athletics)
 - Please contact the office who can arrange a DBS check for the above.
 - If there isn't already one, please nominate a class rep! Let us know who you are.
 - You are all members of the PTA. Please get involved!



Key Dates

SEND coffee morning	Friday 25th September
Carol Service in church (am)	Fri 18th December
Parents' Evening	Tuesday 17th November Wednesday 18th November Tues 23rd March / Weds 24th March
Sports Day	Weds 16th June and Tuesday 22nd June
INSETs	4th Jan & 26th/27th/28th July
Christmas Performance	Tuesday 1st December pm & Thursday 3rd December
Class Assemblies	Swans 20th November Kingfishers 19th March Herons 23rd April
Ufton Court	Parent Meeting Tuesday 12th January Monday 8th and Tuesday 9th February



Voluntary Donations

St Lawrence is a '**VA school**'.

It means 'voluntary aided'. We're state maintained, but have to pay **10% of capital costs**.

We meet those payments through the **Governors' Fund** via voluntary contributions to the school.

We would love to continue to develop our provision and facilities while your child is at St Lawrence.

We're asking you to consider making a monthly contribution **if you have the financial capacity to do so**.

Payments can be made via ParentMail or standing order.

Staff computers that are windows 11 compatible **(October 2025)**



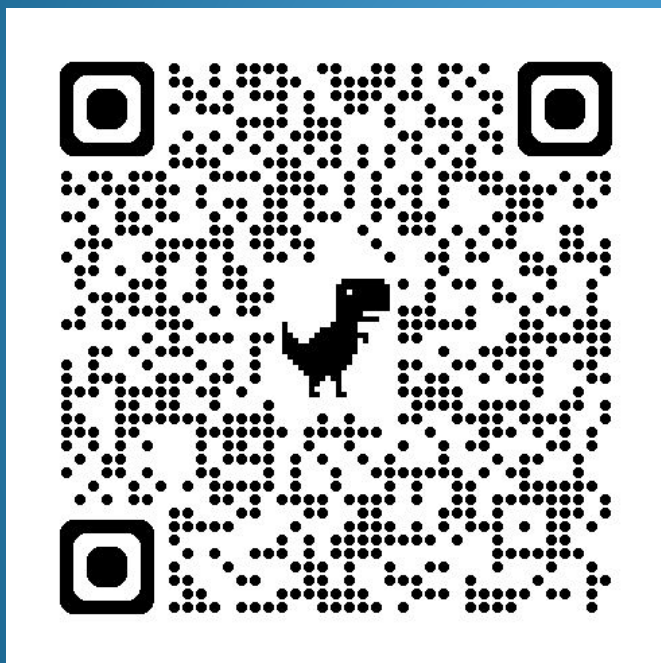
External access to a disabled toilet that compliments our MUGA hire **(May 2026)**



External access to a disabled toilet that compliments our MUGA hire **(May 2026)**



Governors Fund contribution



Academic Mentor form



Welcome to our Year 4 Times Tables Workshop!



Today we will cover...



- Why times tables matter
- How times tables are taught in Year 4
- MTC (multiplication times tables check)
- Ideas to support children's learning at home
- And of course...we'll give you a chance to have a go at the Multiplication Check yourselves!

Why Times Tables matter

Times tables are a key foundation for maths.

They help children with:

- Confidence and fluency
- Problem solving
- Multiplication and Division



By the end of Year 4, children are expected to know all facts up to 12×12 . They will use and build on this knowledge for the rest of their school journey

It's not just rote learning



We don't just memorise, we build understanding.

Children learn through:

- Patterns (4 x table goes up in 4, 9s pattern)
- Relationships between facts ($6 \times 8 = 48$ divided by 6 or 48 divided by 8)
- Visual representations (arrays and bar models)

How we teach times ta



You may hear your child talk about:

- **Arrays** (rows and columns)
- **Equal groups**
- **Bar models**

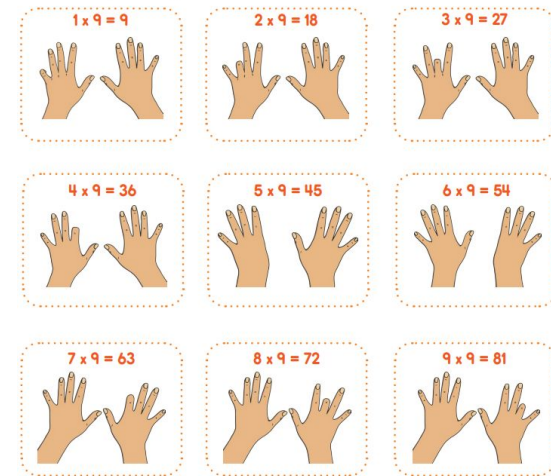
These help children see the maths.
We'll show you some examples as
you circulate the activities here
today.

Strategies Children Use



We encourage flexible thinking:

- **Doubling** (e.g. $4 \times =$ double $2 \times$)
- **Using known facts** ($5 \times$ to find $6 \times$)
- **Commutativity** ($3 \times 4 = 4 \times 3$)
- **Breaking apart numbers** ($12 \times 7 = 10 \times 7 + 2 \times 7$)



It's not just about speed—it's about understanding.



What helps children mo

The most effective practice is:

- Short (5–10 minutes)
- Frequent (little and often)
- Positive and low-pressure
- Games at home
- Websites (not just for their homework)

Confidence is key!

Learning through play



Times tables don't have to feel like "work".

Children learn through:

- Games
- Quizzes
- Partner activities
- Challenges

You'll see some of these shortly!

Learning through play



Times tables don't have to feel like "work".

Children learn through:

- Games
- Quizzes
- Partner activities as simple as catching a ball and answering a question.
- Challenges

You'll see some of these shortly!

Building on previous learning

- Children should come to Year 4 knowing their 2, 5, and 10 times tables (our children actually know more than these!)
- We start building on these from the start of Year 4.
- Rolling Numbers- you will see these later
- Learning the tables one at a time in a set pattern of 4, 8, 3, 6, 7, 9, 11 and 12 and beyond, of your child is secure.
- TTRS goals and challenges
- Flexible grouping for times tables.
- Children are set specific tables if they need support or challenge.
- Intervention support regularly in the school timetable and before school. Children are invited every half term for this.
- Link multiplication to division.

The Multiplication Tables Check.

In Year 4, children complete the **Multiplication Tables Check**. This happens after May half term.

- Online check
- 25 questions- random sample. 6/7/8/9/12 are most common to be asked.
- 6 seconds per question
- Focus on quick recall



This is about **fluency**, not pressure. Children will not see their score. Results will be shared in reports.

Access Arrangements

Some children will be eligible for access arrangements. These will be explored with individual children when the site goes live.

- These can be:
 - Different font and colour contrast for the screen
 - Timer removed from the screen
 - An adult can input their answer
 - A pause button between questions

Multiplication tables check

00:01

🕒 2 / 25

$$11 \times 11 =$$

1

2

3

4

5

6

7

8

9

<-

0

Enter

Today's activities

Please spend the allocated time on each station:

1. How we teach times tables: practical representations.
2. Try the MTC on iPads yourself (your child will help you!)
3. Games to build recall.
4. Practical activities you can do at home.

Rolling Numbers will be shown before you go!

Today is about:

- Seeing learning in action
- Letting children explain their thinking
- Building confidence together

The children are the experts today!



Rolling Numbers in Action!

2, 5, 10, 3, 4, 8,



Thank you

