



Year 4 Parent workshop

Purpose

- ▶ How to support your child with times tables at home
- ▶ Zones of Regulation — Co-regulation and Check in
- ▶ English — Direct speech
- ▶ Questions

Maths – Statutory Times tables check

- ▶ All eligible Year 4 children in England will be required to take the check.
- ▶ 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.
- ▶ 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.

Maths – Statutory Times tables check

- ▶ 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.
- ▶ 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.

What you can do at home

Multiplication Tables Check – Mathsframe

Use Mathsframe Multiplication Tables Check (MTC).

It is a practise version of the Times Tables test they complete at the end of the year. It gives 25 times tables questions and the children have to answer in 6 seconds.

It is expected that children get 25 out of 25 if they are currently working at expected level in Year 4.

Multiplication Tables Check

This activity exactly mirrors the 'Multiplication Tables Check' that will be given to children at the end of Year 4. They are tested on their multiplication tables up to 12 x 12. There are twenty-five questions and children have six seconds to answer each question and three seconds between questions. The questions are generated randomly using the same rules as the 'Multiplication Tables Check' (see below).

Results can be downloaded and printed at the end of the test.

A similar activity which tests recall of [number bonds](#) can be found [here](#).

[For more multiplication games click here.](#)

Multiplication Table	Minimum number of items in each form	Maximum number of items in each form
1	Not applicable	Not applicable
2	0	2
3	1	3
4	1	3
5	1	3
6	2	4
7	2	4
8	2	4
9	2	4
10	0	2
11	1	3
12	2	4

MAIN MENU **Multiplication Tables Check** Time left: 2

3 x 8 = 24

Play game

Time allowed: 6 seconds
Tables selected: All

Question 1 of 25 MATHSFRAME

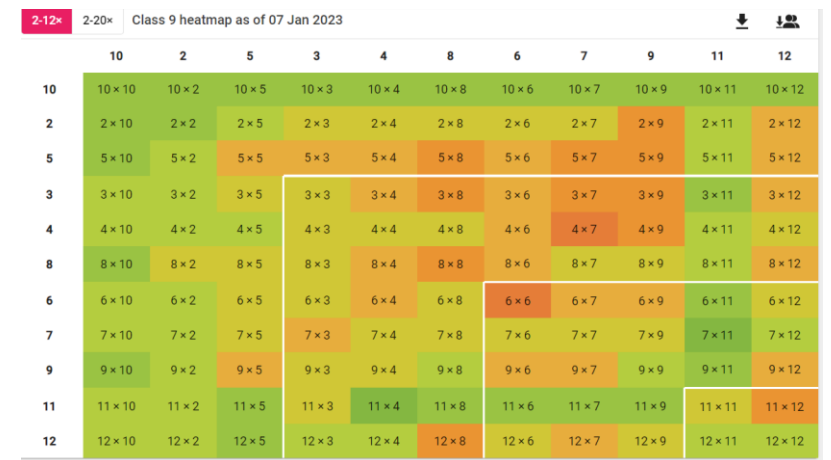
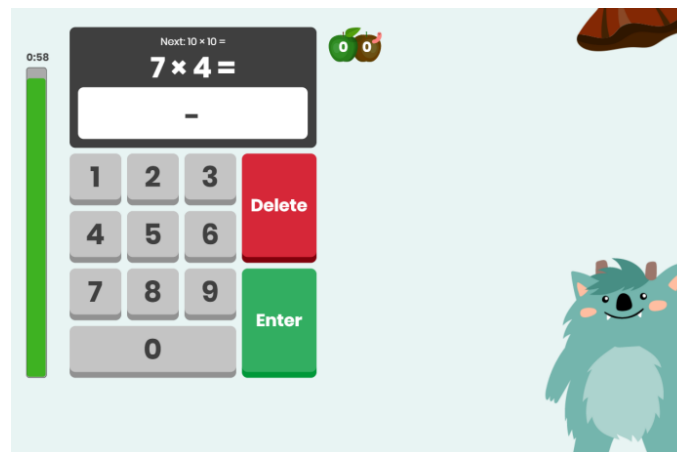
What can you do at home

[Times Tables Rock Stars: Play \(trockstars.com\)](https://trockstars.com)

Use TTRockstars

Pick out facts on their heatmap and try to remember them

Their log in you will find stuck in the back of their reading record.



Zones of Regulation

The majority of us, including children, find it hard to manage strong emotions such as worry, angry, restlessness or tiredness.



These high energy feelings stops us from getting on with our day effectively. Children who feel these emotions find it hard to learn and concentrate in school. So...

Zones of Regulation

We teach your children the Zones of Regulation curriculum which helps children to manage difficult emotions. This is known as self regulation.

It teaches children strategies to help them identify their emotions and cope with these feelings, so they can get back to feeling calm and ready to learn.



Zones of Regulation

We explore the four Zones of Regulation and how they are used to categorise all experience. Here they are:



Zones of Regulation

It provides us with an easy way to think about communicate around, and care for our feelings. The four Zones are used to establish a common language that all adults and children will use throughout the curriculum and daily life. Since every person experiences a wide range of feelings, we stress that ALL zones are okay, and you should not attach judgement or shame to any one Zone.



Zones of Regulation

Before we start every lesson, the whole class, adults included complete a Zones check in. Let's do one together...



Here is how you can help your child use Zones of Regulation at home:

- ✓ Model and identify your own feelings using Zones language in front of your child (e.g.: "I'm frustrated. I think I am in the Yellow Zone.")
- ✓ Observe your child's behaviour and try to use strategies when they are showing signs of being in the yellow/blue zone, to catch it before they move to the red zone.
- ✓ Practice calming strategies when your child is in the green zone. This may include doing some deep breathing/meditation/heavy work and sensory activities throughout their day.
- ✓ Talk about what tool you will use to be in the appropriate Zone (e.g.: "I need to take four deep breaths to help get me back to the Green Zone.")
- ✓ At times, wonder which Zone your child is in. Or, discuss which Zone a character in a film / book might be in. (e.g.: "You look sleepy. Are you in the Blue Zone?")
- ✓ Share how their behaviour is affecting your Zone. For example, if they are in the Green Zone, you could comment that their behaviour is also helping you feel happy/ go into the Green Zone.
- ✓ Put up and reference the Zones visuals and tools (see links at the end for free resources) in your home to consistently refer to and check in regularly with this
- ✓ Praise and encourage your child when they share which Zone they are in.
- ✓ Develop your child's own zones of regulation tool box – using the exercises above
- ✓ Have easy access to calming/sensory equipment at home
- ✓ Remember to monitor your language: o usually less is best (minimal in the red zone)



Here is how you can help your child regulate at home:

Tips for helping your child to regulate

- Know yourself and how you react in difficult situations before dealing with your child's behaviours.
- Know your child's sensory threshold. We all process sensory information differently and it impacts our reactivity to situations.
- Know your child's triggers or sparks.
- Be consistent in managing your child's behaviour and use the same language you use at home.
- Empathise with your child and validate what they are feeling.
- Have clear boundaries/routines and always follow through.
- Do not deal with an angry, upset child when you are not yet calm yourself.
- Discuss strategies for the next time when you are in a similar situation.
- Remember to ask your child how their choices made you feel (empathy).
- Praise your child for using strategies. Encourage your child to take a sensory break to help regulate their bodies.
- Create a 'calm' box or 'sensory box' full of things which help to keep your child calm and alert.



STOP, OPT & GO



Let's do one together...

Zones Check-In

Pause and Notice

A body signal I notice is



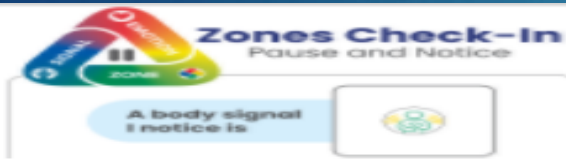
I feel

 Tired	 Bored	 Sad
 Calm	 Happy	 Focused
 Worried	 Silly	 Frustrated
 Overjoyed	 Out of Control	 Mad

I'm in the

 Red Zone	 Yellow Zone
 Green Zone	 Blue Zone

A script for you to use at home..



Everyone pause, listen to your body signals, how does it feel? What is it telling you?



1. Put your hands on your **heart**, how fast or slow is it beating?



2. Put your hands on your tummy, how you **breathing**, is it quick, short breaths or slow deep ones?



3. What is your **energy** level, is it slow and tired or high and energetic?



4. Is your **movement** still, fidgety or comfortable?



5. Is your **mind** racing, foggy, or focused?

Our body signals tell us how we are feeling.

What did your body tell you ?

My heart is beating quickly, my breathing is getting faster and I am quite fidgety.

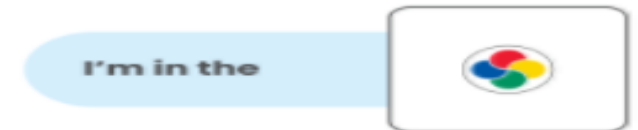
I feel anxious



We connect situation, body signals and emotions to our Zones for regulation:

My heart is beating quickly, my breathing is getting faster and I am quite fidgety, I feel anxious.

I'm in the Yellow Zone



English – Direct speech

- ▶ When writing a narrative, it is important to show a character talking.
- ▶ This is achieved through direct speech.
- ▶ The structure is as follows:



Let's sing along

- ▶ This is a song that we have learnt to remind our children how to remember what to include with direct speech.

[The Direct Speech Song \(Inverted Commas\)](#)

Ther Direct Speech Song
by
Anchor Creative Education

Activity – Human sentence

- ▶ Think of a sentence with direct speech
- ▶ Put each word on a post it note
- ▶ Put the punctuation needed on a separate post it notes
- ▶ Scramble the order and give it to another pair
- ▶ With your new sentence, can you work out the order?

- ▶ Challenge: Write a new sentence with a mistake, give it to another pair, can they work out your mistake?



Any questions?

