

# Year 4

## Parent Information

- Please keep your microphone muted
- We will have an opportunity for general questions at the end, but feel free to ask relevant questions along the way in the chat feature
- No need to take notes, we will update this PowerPoint



A warm welcome and thank you!

- Thank you for being patient and understanding with the new COVID measures
- We are really looking forward to meeting you at the Parents' Evening appointments

# Meet the Team...

4G – Miss Goddard (Head of Year) with Mrs Goodyer and Mrs Wood as the LSAs

4H – Miss Hardy with Mrs Elms as the LSA

4PC – Miss Pettitt and Miss Crow (ASPIRE student) with Mrs Joshi and Mrs Archibald as the LSAs

## Post Lockdown - how are they getting on?

- Generally, the children are very well settled and have come back with positivity and certainly have an eagerness to learn
- Planning and teaching has been amended to recap Year 3
- The Year 4 Curriculum is being accessed by most children successfully
- We will know more about their attainment and progress in December

# This Year's Projects

Autumn 1 Ancient Egyptians	Spring 1 Romans Swimming?	Summer 1 Volcanoes and Earthquakes
Autumn 2 Settlements	Spring 2 Book-led project Easter Production?	Summer 2 Anglo-Saxons

# Raiders of the Lost Cities

## Knowledge Organiser

Key Concept: Similarities

Key Question: What are the similarities between Ancient Egyptians and modern day Britain?

### Key Vocabulary

**Canopic Jars** - special jars that contain the organs of a mummy.

**Cartouche** - a carved item which has an encryption in it.  
**Excavate** - removing earth carefully from an area to find buried items.

**Egyptologist** - an archaeologist who specialises in Ancient Egypt.

**Hieroglyphics** - a type of writing used by the Ancient Egyptians that used a combination of pictures and symbols.

**Mummification** - A ritual that took place to bury the dead. The organs were removed, the body was cleaned and then dried.

**Papyrus** - a material prepared from the stem of a plant which was used to write on and also for making things like rope.

**Pharaoh** - the supreme ruler of all of Ancient Egypt.

**River Nile** - A major river flowing through northern Africa.

**Rosetta Stone** - a special stone that was useful to translate hieroglyphics.

**Sarcophagus** - a large stone box that held a mummy's coffin.

**Shaduf** - a hand operated device for lifting water.

**Tomb** - a large underground chamber typically used for burying the dead.



Maps showing Egypt's location



Egyptian Hieroglyphics



Ancient Egyptians 3500BC - 30BC

Timeline showing when Ancient was in time

### Things to do at home to support your learning...

- Use the British Museum website to find out about Ancient Egypt - you might even like to plan a visit!
- Design and make your own Egyptian jewellery which could have been buried in the pyramid.
- Explore different websites on the Egyptians to extend your learning.
- Make sure you complete your topic homework when it's set.

### The Rosetta Stone

The Rosetta Stone was created in 196BC but was discovered in 1799AD. It contains hieroglyphics - the Ancient Egyptian form of writing. It can be seen at the British Museum.



### Howard Carter

Howard Carter discovered Tutankhamun's tomb in 1922.

### Mummification

The process of mummification was used during Ancient Egyptian times to preserve the body of a human or animal after death.

Canopic jars were used to store the organs: liver, intestines, lungs and stomach!



### The Pyramids

The pyramids are the stone tombs of Egypt's kings. They can be found on the western side of the Nile which made it easier to transport the bricks.



### Tutankhamun

Tutankhamun was an Egyptian pharaoh.



In **Maths** this term, we will focus on place value. Children will build on their knowledge of hundreds, tens and ones adding in thousands. We will use a wide range of visual representations to compare and order numbers to 9,999. Once the children are secure in their place value knowledge, we will move onto strategies used to solve addition and subtraction calculations and developing formal methods. Children will have regular opportunities to practise and embed their times tables knowledge.

In **Science**, children will be learning about the organs of the human body and the function of the digestive system. They will then progress to learn about the different types of teeth, and how teeth of different animals compare.

**History** forms the focus of our learning this term. Children will be learning about the Ancient Egyptian civilisation and how this compares to our life in modern Britain. They will be learning about where Egypt is, when the ancient civilisation existed, how they lived and they will investigate the discovery of Tutankhamun's tomb leading to learning about the process of mummification and its rituals.



## Raiders of the Lost Cities

This term, Year 4 will explore the big question:

### What are the similarities between the Ancient Egyptians and modern day Britain?

Through our **English**, we will be looking at features of stories. We will use the format of Mr Benn's adventures for children to write their own story set in Ancient Egypt.

Children will explore the evidence from the excavation of Tutankhamun and report on this through newspaper articles about Howard Carter's discovery.

The children will also learn about the features of instruction texts and use these to write instructions about the mummification process.

#### **Worship:**

Our worships this term will be class-based. On Mondays, we will have an online Key Stage 2 worship. Tuesdays, Wednesdays and Thursdays will be our days for class worships where the focus will be our Learning Behaviours, class charters and HeartSmart. On Fridays, we will have a whole school virtual celebration worship.

**PE** will take place once every week on a Wednesday. This will focus on cardio fitness and increasing stamina through a range of invasion games and running activities. This will encourage a range of learning behaviours such as: resilience, risk taking and teamwork.

In **Art**, children will focus on sculpture through the use of clay to create coil pots. They will research, design and create a Canopic jar. They will then decorate these according to their design.

Children will build on their Year 3 learning in **French**, developing their counting.

In **RE**, we will explore the concept of 'following' through the theme 'People of God.' Children will reflect on the promises within Christianity as well as their own lives.

# Daily Timetable

Here is a timetable of a standard day in Year 4.

Early Morning Work
Worship
Maths
Break Time
Handwriting
English
Lunch Time
Book Club/Spelling or Grammar
Topic Work/Science or PE



# School Organisation - what to bring

- Water bottle
- A fruit or vegetable snack
- Coat with a hood (for the rain, not just warmth - we go out in drizzle!)
- Reading book and wallet
- Art shirt plea!
- Ensure all items are named
- No bags

# Teaching our Learning Behaviours and Values

In Worships this term, we will be re-visiting our 8 learning behaviours as well as having a HeartSmart Worship each week.



# Homework - at current....

Reading at least 5  
days a week

TT RockStars for  
at least half an  
hour per week

Practise their  
spellings at least 5  
times a week

Grammar or Maths  
alternate weeks

However, going forward...

Reading at least 5  
days a week

TT RockStars for  
at least half an  
hour per week

Practise their  
spellings at least 5  
times a week  
(LSCWC/Spelling  
Shed)

Quality, not quantity.  
We want to focus on  
the key skills and do  
it well!

# Isolation work - on the Year 4 page

Self-Isolation	Reading Work	Maths Work	
Work Instru	Day 1 - Reading	Thursday 10th September - I can expand 3-...	Edited 14 Sep
	Day 2 - Reading	Friday 11th September - I can a place numb...	Posted 10 Sep
English W	Day 3 - Reading	Monday 14th	
Day 1 - Visua	Day 4 - Reading	Tuesday 15th	
Day 2 - Han	Day 5 - Reading	Wednesday	
Day 3 - Wor	Day 6 - Reading	Thursday 17th	
Day 4 - Exp	Day 7 - Reading	Friday 18th September - I can understand th...	Posted 18 Sep
Day 5 - Adv	Day 8 - Reading	Monday 21st September - I can use my plac...	Posted 20 Sep
Day 6 - Fron			

### Topic Work

Tuesday 6th October - Friday 16th October	Posted 6 Oct
Wednesday 23rd Sep - Wednesday 30th Se...	Posted 22 Sep
Thursday 10th Sep - Friday 18th Sep: Histor...	Posted 10 Sep

Please do not complete this work unless your child is isolating.  
It is compulsory! This work is not for general illness.

# Reading Books

We will be giving out reading books this term however we do need to operate in a slightly different way.

The children will have a selection of books to choose from in their classroom. They need to bring their book to school on a daily basis. Books can be changed on a Friday.

The children need to keep their book (whether from home or school) in their wallet.



# Year 4 Expectations - Maths

- Working confidently with number up to 10,000
- Count up in 10s, 20s, 25s, 50s, 100s, 200s, 250s and 500s from any point
- Be able to count on and back crossing boundaries e.g. 2,005 - 10
- Be competent in formal column addition, subtraction as well as short multiplication and short division
- Know key number bond facts and times tables facts to  $12 \times 12$

# Multiplication Tests

In Spring 2021, the children will be sitting a multiplication test set by the Department of Education.

By the end of Year 4, children are expected to know all their times tables and related division facts up to  $12 \times 12$ .

We will be checking what tables the children have retained this September, then will move them on to progress.

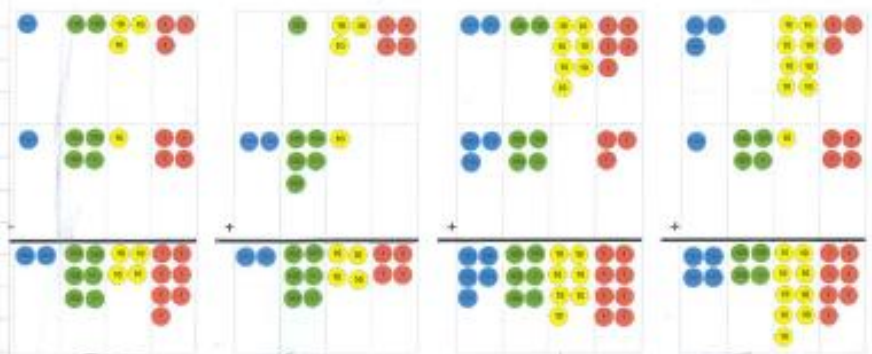




7.10.20

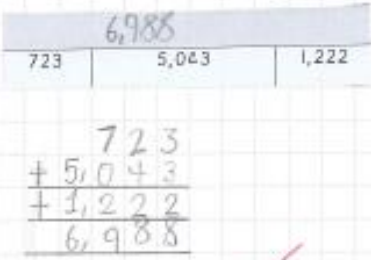
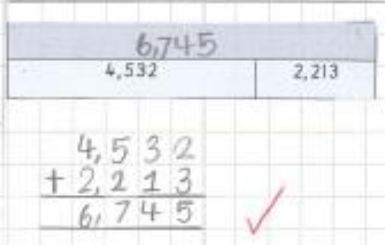
I can add 4-digit numbers with no exchange

Part 1 - Draw a line to match the representation to the correct column method:

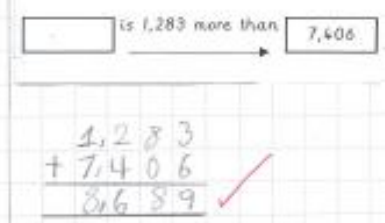
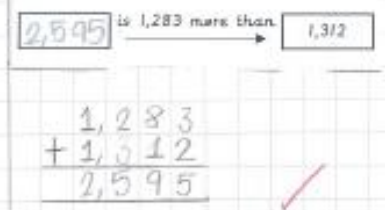


1 3 4	3 0 8 3	2 2 7 5	1 2 3 3
2 5 1 0	+ 1 4 1 4	+ 3 4 0 3	+ 1 4 1 4
2 6 4 4	4 4 9 7	5 6 7 8	2 6 4 7

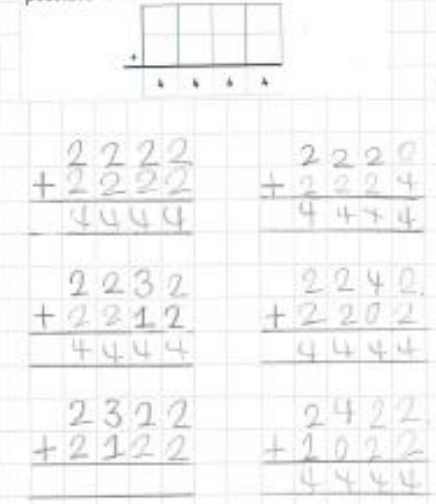
Part 2 - cut each bar model and work out the whole using column addition.



Part 3 - Solve what number would be in the empty box



Part 3 - Kayla adds two numbers together. All the digits of both numbers were even. Find all the possible combinations.



# Year 4 Expectations - Writing

- Joined, legible handwriting
- Capital letters and full stops to separate sentences
- Beginning to use paragraphs
- Beginning to use commas for both lists and for a fronted adverbial
- Expanded noun phrases
- A maturing vocabulary which is appropriate
- Consistent tenses and verb agreement
- A strong composition and awareness of the reader

It was another ordinary morning in Festive Road. At number 52, Mr Benn heard something outside the window so he went and had a look out of the window. He saw a little girl showing her shimmering gold necklace and a boy was counting his bronze money. The boy and his friends were building a pyramid with blocks. Mr Benn was watching them happily for a while. Mr Benn thought it's about time. I visited the small costume shop so in a hurry, Mr Benn opened the door and went through the gate. Quickly he started walking. It wasn't long until Mr Benn was in front of the costume shop.

Mr Benn rushed into the costume shop. Mr Benn saw a golden collar and a white toul. Surprisingly, by magic, the kind shop keeper appeared and said happily

"Good morning sir would you like to try on the Egyptian costume?"

"Yes I would love to" replied Mr Benn. He walked to the fitting room. As soon as Mr Benn got changed he look at his reflection in the mirror without wasting time, he rushed through the door that would lead to a exiting adventure.

It was another ordinary morning in Festive Road. At number 52, Mr Benn heard something outside the window so he went and had a look out of the window. He saw a little girl showing her shimmering, gold necklace and a boy was counting his bronze money. The boy and his friends were building a pyramid with blocks. Mr Benn was watching them happily for a while. Mr Benn thought it's about time I visited the small costume shop so in a hurry, Mr Benn opened the door and went through the gate. Quickly he started walking. It wasn't long until Mr Benn was in front of the costume shop.

Mr Benn rushed into the costume shop. Mr Benn saw a golden collar and a white toul. Surprisingly, by magic, the kind shop keeper appeared and said happily "Good morning sir would you like to try on the Egyptian costume?" "Yes I would love to" replied Mr Benn. He walked to the fitting room. As soon as Mr Benn got changed he look at his reflection in the mirror without wasting time, he rushed through the door that would lead to a exiting adventure.

It was another ordinary morning in Festive Road. At number 52, Mr Benn heard something outside the window so he went and had a look out of the window. He saw a little girl showing her shimmering gold necklace and a boy was counting his bronze money. The boy and his friends were building a pyramid with blocks. Mr Benn was watching them happily for a while. Mr Benn thought it's about time I visited the small costume shop so in a hurry, Mr Benn opened the door and went through the gate. Quickly he started walking. It wasn't long until Mr Benn was in front of the costume shop.

Mr Benn rushed into the costume shop. Mr Benn saw a golden collar and a white toul. Surprisingly, by magic, the kind shop keeper appeared and said happily "Good morning sir would you like to try on the Egyptian costume?" "Yes I would love to" replied Mr Benn. He walked to the fitting room. As soon as Mr Benn got changed he look at his reflection in the mirror without wasting time, he rushed through the door that would lead to a exiting adventure.

# Communication

To pass on something small, speak to us at the door (remember to stay behind the yellow line!)

Alternatively, you can use the Year 4 email account.

[year4@stmarksce.org.uk](mailto:year4@stmarksce.org.uk)

Questions?