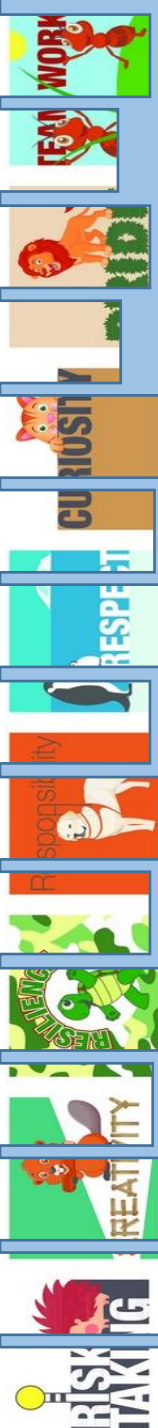




# Welcome to Year 4 Key Messages

## Meet the team

Mrs Boyle and Mrs Spiers (4SB) Heads of Year 4  
Mrs Parker and Mrs Rosso (4PR) Mr Holland (Trainee Teacher)  
Miss Carr (4C)



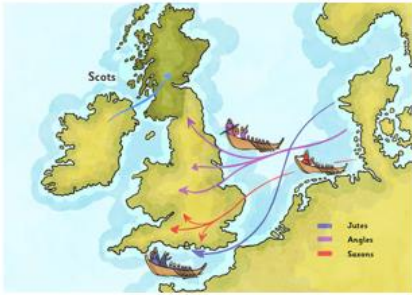





## Key reminders and a day in Year 4 :

- PE Days – Monday's and Friday's
- Water bottles in school daily – Water ONLY!
- Fruit snack to be brought in from home for morning playtime
- Reading wallet needs to be in school every day










Early Morning Work
Worship
Times table/ Flashback Maths
Maths
Playtime
Bookclub
Handwriting/Groovy Grammar
English
Lunchtime
Quiet Reader/ Class Reader
Topic/ Science/ PE

# Autumn 1 Project – Anglo –Saxons: Unearthing Angle- Land

## History - Autumn 1 - Anglo-Saxons: Unearthing Angle-land

Vocabulary Top Ten		Anglo-Saxon Invasion Routes	Key Facts		
Anglo-Saxons	People who came to England from Denmark, The Netherlands and Germany.		The Anglo-Saxon people came from Denmark, The Netherlands and Germany, they settled into 7 kingdoms across England. There were East Anglia, Kent, Wessex, Mercia, Northumbria, Sussex and Essex.		
Kingdom	A country whose ruler is a king or queen.		The Anglo-Saxons invaded for several reasons including more land for farming, food and even the weather!		
Lindisfarne	A small holy island off the Northeast coast of England		The Anglo-Saxons were invited to Britain by King Vortigern to help in the battles with the Picts from the North and Scots.		
Monastery	A building where people lived and devoted their lives to God.		 	 <p>Anglo-Saxon helmet discovered at the Sutton Hoo burial.</p>	 <p>Archaeologists understand where the Anglo Saxons settled because of these cremation pots.</p>
Monk	A male religious member living in a monastery				
Pagan	A person who believed in many gods.				
Runes	Anglo Saxon writing. 				
Scandinavia	The area made up of the countries Denmark, Sweden and Norway				
Settlement	Where people settle to live	Sutton Hoo is an important archaeological site discovered in 1938 where a burial ship of an Anglo-Saxon king was discovered.			
We know lots about the Anglo-Saxons because of the writings of two monks named Gildas and Bede.					

### Anglo-Saxon and Viking Timeline

 410 AD Romans Leave England and England shores are unprotected	 449 AD - 550 AD Arrival of Jutes from Jutland, Angles from South of Denmark and Saxons from Germany.	 556 AD Seven kingdoms are created across Britain	 597 AD St Augustine brings Christianity to Britain from Rome and becomes Archbishop of Canterbury	 779 AD Mercia becomes the Supreme Kingdom and King Offa builds a dyke along the Welsh Border	 787 AD First Recorded Viking attack	 849 AD King Alfred the Great came to power and stopped the Viking Raids	 886 AD King Alfred makes a deal with the Vikings, giving them the east and the Anglo-Saxons keeping the West.	 1066 AD The last Anglo-Saxon King, Harold, is defeated in the Battle of Hastings. Normans rule.
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Hook

Knowledge  
Organiser

Retrieval

Timeline

# Autumn 1 Project – Anglo –Saxons: Unearthing Angle- Land

In **Maths** this term, we will focus on place value, addition and subtraction. Children will consolidate their knowledge of hundreds, tens and ones before moving onto learning thousands. We will use a wide range of visual representations to compare and order numbers. Once the children are secure in their place value knowledge, we will move onto strategies used to solve addition and subtraction calculations and develop formal methods. The children will use methods to solve multi-step problems.

Through our **English**, we will begin our term with a unit based on the Disney short film 'Feast'. Through our sentence stacking lessons, the children will write the narrative for the wordless film about a dog who finds a home and enjoys delicious food. The children will then apply all of their creative ideas, vocabulary and punctuation skills to creating their own version based on a different animal.

We will then move onto writing a non-chronological report using our knowledge from our History unit and a variety of texts to understand the features and organisation of this type of information text.

If you have any questions or concerns do email us at [year4@stmarksce.org.uk](mailto:year4@stmarksce.org.uk)



## Anglo Saxons

This term, Year 4 will explore the big question:  
**Anglo Saxons – the ruin of Britain?**

PE Days

Monday and Friday



Please actively use spelling shed, TT Rockstars and daily reading as part of your homework tasks.



Within their **History**-led project, the children will focus their attention to looking at the evidence of Anglo-Saxon life. They will discover when the Anglo-Saxons lived in comparison to other key periods. They will learn about where these people came from and why they settled in Britain. Through looking at evidence, the children will find out about daily life and about the significant discovering of Sutton Hoo. They will also learn why King Alfred deserved his 'great' title.

In **Science**, children will be focussing on the digestive system. They will think carefully about the purpose of the teeth, tongue, intestines, stomach and colon and their vital roles when digesting food. We will also recap a healthy diet.

**PE** will take place twice every week. This term, the children will focus on developing their coordination through footwork practice. Additionally, they will learn how to cope with challenges and build up the resilience to persevere when a task is difficult.

Children will learn to say, read and write the names of vegetables in **French**.

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

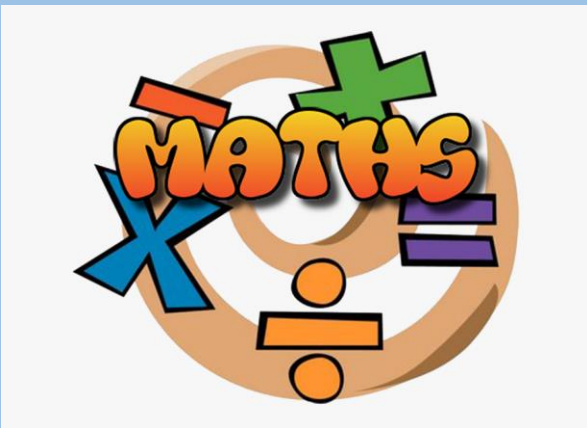
Children will learn how to responsibly collaborate to shared documents such as 'Google Sheets' in **Computing**.

In **Art**, we will be making observational drawings of Anglo-Saxon artefacts using a range of media and on different surfaces. They will add detail to create a sense of form, shape and proportion.

Our theme for reading this term is Remembrance. We have started reading Llama Out Loud by Anabelle Sami.



# Year 4 Maths Expectations



- Mastery approach followed.
- Focus on using resources.
- Units lasting a few weeks.
- Begin to teach formal methods.
- Focus on most efficient strategy.
  - Daily Flashback Maths
  - Times Table sessions



## Times Tables Teaching Sequence and Progression

From 2023, a new Times Tables teaching programme was put into place for years 1 – 6. This programme is designed for children to be moving at broadly the same pace, learning the same times tables together as a class. Our long-term plan and order of teaching is detailed below:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Skip Count in 1s, 2s, 5s and 10s					
Year 2	Skip Count in 2s, 5s and 10s	2 x÷ 1 x÷ 0 x÷	10 x÷	5 x÷	Revision	Revision Skip Count in 3s
Year 3	Revision	3 x÷	4 x÷	8 x÷	11 x÷	Revision
Year 4	6 x÷	9 x÷	7 x÷	12 x÷	Revision	<b>Year 4 Multiplication Tables Check</b>
Year 5	Revision				Revision and squares	Revision and cubes
Year 6	Revision and derived facts					

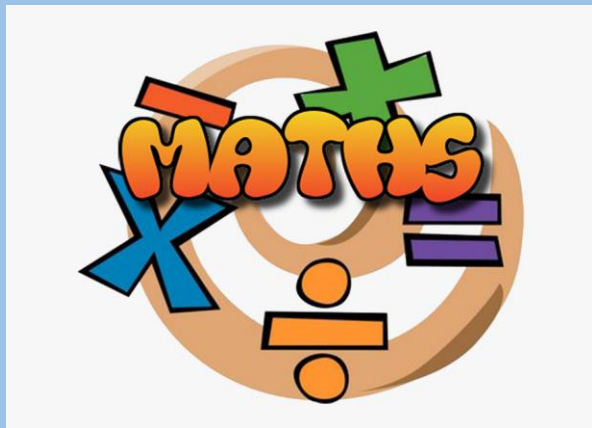
# Times Tables Facts Taught by Year Group

	0	1	2	3	4	5	6	7	8	9	10	11	12
0	0x0 0+0	0x1 0+1	0x2 0+2	0x3 0+3	0x4 0+4	0x5 0+5	0x6 0+6	0x7 0+7	0x8 0+8	0x9 0+9	0x10 0+10	0x11 0+11	0x12 0+12
1	1x0 1+0	1x1 1+1	1x2 1+2	1x3 1+3	1x4 1+4	1x5 1+5	1x6 1+6	1x7 1+7	1x8 1+8	1x9 1+9	1x10 10+10	1x11 11+11	1x12 12+12
2	2x0 2+0	2x1 2+1	2x2 2+2	2x3 2+3	2x4 2+4	2x5 2+5	2x6 2+6	2x7 2+7	2x8 2+8	2x9 2+9	2x10 20+10	2x11 22+11	2x12 24+12
3	3x0 3+0	3x1 3+1	3x2 3+2	3x3 3+3	3x4 3+4	3x5 3+5	3x6 3+6	3x7 3+7	3x8 3+8	3x9 3+9	3x10 30+10	3x11 33+11	3x12 36+12
4	4x0 4+0	4x1 4+1	4x2 4+2	4x3 4+3	4x4 4+4	4x5 4+5	4x6 4+6	4x7 4+7	4x8 4+8	4x9 4+9	4x10 40+10	4x11 44+11	4x12 48+12
5	5x0 5+0	5x1 5+1	5x2 5+2	5x3 5+3	5x4 5+4	5x5 5+5	5x6 5+6	5x7 5+7	5x8 5+8	5x9 5+9	5x10 50+10	5x11 55+11	5x12 60+12
6	6x0 6+0	6x1 6+1	6x2 6+2	6x3 6+3	6x4 6+4	6x5 6+5	6x6 6+6	6x7 6+7	6x8 6+8	6x9 6+9	6x10 60+10	6x11 66+11	6x12 72+12
7	7x0 7+0	7x1 7+1	7x2 7+2	7x3 7+3	7x4 7+4	7x5 7+5	7x6 7+6	7x7 7+7	7x8 7+8	7x9 7+9	7x10 70+10	7x11 77+11	7x12 84+12
8	8x0 8+0	8x1 8+1	8x2 8+2	8x3 8+3	8x4 8+4	8x5 8+5	8x6 8+6	8x7 8+7	8x8 8+8	8x9 8+9	8x10 80+10	8x11 88+11	8x12 96+12
9	9x0 9+0	9x1 9+1	9x2 9+2	9x3 9+3	9x4 9+4	9x5 9+5	9x6 9+6	9x7 9+7	9x8 9+8	9x9 9+9	9x10 90+10	9x11 99+11	9x12 108+12
10	10x0 10+0	10x1 10+1	10x2 10+2	10x3 10+3	10x4 10+4	10x5 10+5	10x6 10+6	10x7 10+7	10x8 10+8	10x9 10+9	10x10 100+10	10x11 110+11	10x12 120+12
11	11x0 11+0	11x1 11+1	11x2 11+2	11x3 11+3	11x4 11+4	11x5 11+5	11x6 11+6	11x7 11+7	11x8 11+8	11x9 11+9	11x10 110+10	11x11 121+11	11x12 132+12
12	12x0 12+0	12x1 12+1	12x2 12+2	12x3 12+3	12x4 12+4	12x5 12+5	12x6 12+6	12x7 12+7	12x8 12+8	12x9 12+9	12x10 120+10	12x11 132+11	12x12 144+12

Year 2 Facts	
Year 3 Facts	
Year 4 Facts	



# Year 4 Maths Expectations



- Working confidently with numbers 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 x 12





# Multiplication Test – Summer 2024



- Approximately June 2024, the children will sit a multiplication test set by the Department of Education.
- By end of Year 4 – children expected to know all times tables and related division facts up to 12 x 12.



# Reading



**Read Write Inc.**  
Fresh Start

ONCE UPON A TIME... Get LOST in the story!

The more you read,  
the more things you will know.  
The more that you learn,  
the more places you'll go.

Let your imagination be your guide!  
INSPIRE -Dr. Seuss

The best place for your nose is in a book

**READ**

Today a reader,  
tomorrow a leader.

There is more treasure in books than in all the pirate's loot on treasure islands. -Walt Disney

dream STORY BOOK WORM

- Children who are still developing their phonic knowledge will bring home a RWI book.
- Children who have been taught all of their phonics (sounds) will bring home a book banded reading book matched to their skills.

## Learning to Read at St Mark's

How we teach reading from Years R to 6, and what we send home each week.

1

We use a system called "Read Write Inc" to teach children to read, starting in Year R. The goal is to be "off" the RWI programme by the end of Year 2. Most children in Years 3-6 are off RWI - they wouldn't have a RWI book but an ORT book. As well as using RWI at school, we send colour-banded RWI books home for practice. Books change every 3 school days. Whilst on RWI, children use "Oxford Owl" online to access to one RWI book each week; this gives variety.

2

Oxford Reading Tree (ORT) is an additional book we send home each week whilst children are on RWI. This gives extra books to read. Once off RWI, ORT books become the main reading book and children work their way through the new colour bands.

3

Children bring home a library book each week. They choose it themselves for enjoyment!

RWI Colour Bands children are learning	RWI Sounds children are learning	To be in this RWI colour band, they can/are	Typical End of Year Expectation
Wordtime	Set A, B, C	Learning to sound Single Letter sounds and then blend (e.g. c-a-t = cat)	
Red/Dirty (1-10)	Set 1	Know single letter sounds of Set 1. Only reading real words, not alien words!	
Red/Dirty (11-20)	Set 1	As above, plus know all of Set 1 sounds and read words containing these sounds	
Green	Set 2	As above, plus know all of Set 1 sounds and read words containing these sounds, without sounding out	End of Year R
Purple	Set 2	As above, plus know all of Set 1 sounds and read words containing these sounds, without sounding out	End of Year R
Pink	Set 2 / 3	As above, plus know first half of Set 2 sounds speedily and read words containing these sounds, without sounding out	
Orange	Set 3	As above, plus know all Set 2 sounds by sight, without sounding out	
Yellow	Set 3	As above, plus read some of the sounds at Set 3 and words containing these sounds, without sounding out	
Blue	Set 3	As above, plus read first 6 of the Set 3 sounds, and read at 60 words/minute	End of Year 1
Grey	Longer Words	As above, plus read all Set 3 sounds and read at 70 words/minute (with intonation)	
Off (no RWI book is sent home)		As above, plus fluency/intonation at 80 words/minute	End of Year 2

RWI have updated their assessment process to include 'fluency'. Therefore some children may need to revisit a colour band within RWI to improve their sight reading and fluency. We reassess each half term; sometimes children may change bands more-quickly.

ORT Colour Banded books	ORT Colour Bands Progression	Typical End of Year Expectation	Library Book
Once children are off RWI, ORT banded books begin. Also used in school (e.g. 1-1 reading with adults)	Purple	End of Year 2	Books of interest as chosen by children, with some guidance by adults
	Gold	End of Year 2	
	White	End of Year 2	
	Lime		
	Brown		
Oxford Reading Tree	Grey	End of Year 3	
	Dark Blue	End of Year 4	
	Dark Red	End of Year 5	

Turn over for the RWI Sounds!

Don't forget to read at least **4** times per week!

# Helping at home with Reading

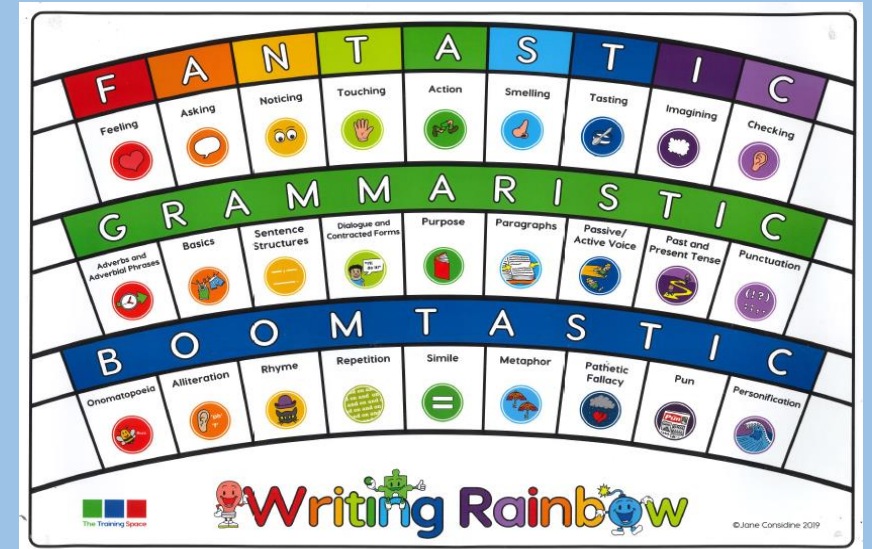
- Reading daily – Minimum 4 times a week
- Hearing books read to them and answer questions about books
- Reading task – based on listening to text
- Look at vocabulary in books when reading
- Oxford Owl



# Year 4 Writing Expectation

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

It was a <sup>cold</sup> winters night in the middle of January and owls were hooting in nearby trees <sup>just</sup> while leaves rustled creating spooky sounds and <sup>covered</sup> scary shadows. Slowly, ~~Beer~~ Barely alive, a tiny, timid hamster <sup>crept</sup> out of a dark dingy alleyway into a brightly lit park to scavenge for food. Slowly, he crawled <sup>wordily</sup> around a bin and peeked inside. <sup>coring</sup> R spidly, he



# Spelling



- Talking about spellings
- Spotting patterns & making connections
  - Breaking words down into syllables
  - NOT learning to spell specific word lists
- *Spellings will be available on Spelling Shed*



# Homework

Reading at least 4 days a week their school book.

Independently recording as well as when reading with an adult.



## Spelling Shed



Spelling Shed for twenty minutes a week.

TT RockStars for at least twenty minutes per week. **Garage – teacher set times tables.** Other times tables practise as well as or instead.



# Swimming

- National curriculum requirements
- QMC swimming pool
- Funded by the school
- We will send out more information in the Spring term

## Swimming and water safety

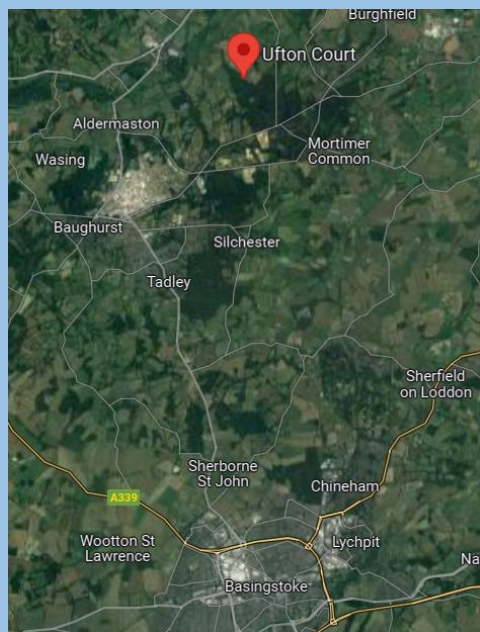
All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations



# Year 4 Residential Trip 2023



Address:  
Green Lane  
Ufton Nervet  
Reading Berkshire  
RG7 4HD

(About 30/40 minutes  
away)

Cost:

£210

Includes all food, bedding and  
activities





# Year 4 Residential Trip 2023



## Day 1 – Monday 19<sup>th</sup> February

10.00am Arrive  
10.45am Activity 1  
11.45am Activity 2  
12.45pm Lunch  
2.00pm Activity 3  
3.00pm Settle into rooms  
4.15pm Activity 4  
5.30pm Dinner  
6.30pm Activity 5  
7.45pm School led activity  
9.00pm Bedtime

## Day 2 – Tuesday 20<sup>th</sup> February

8.00am Breakfast  
9.30am Activity 1  
11.15am Activity 2  
12.45pm Lunch  
2.00pm Activity 3  
3.00pm Quiet time/ class time  
4.00pm Prepare for Feast  
5.15pm Dinner  
7.15pm Return costumes  
7.45pm School led activity  
9.00pm Bedtime

## Day 3 – Wednesday 21<sup>st</sup> February

8.00am Breakfast  
9.30am Activity 1  
11.30am Reflect and Review  
12.00pm Lunch  
1.00pm Leave  
1.30pm ish arrive at school

# Year 4 Residential Trip 2023



- St Mark's will be only school on residential
- There may be day trips but they will be separate to us
- Around 11-12 members of staff will accompany the children
- We will use Hampshire approved coaches to take us there and return
- Information, packing lists etc. will be sent out during Autumn term
- We will discuss a little more at key information evening, with a packing list and other general information
- Please chat to us if you have any worries or concerns





Thank you for  
joining us  
Any Questions?