



Year 4 Parent Information

We will have an opportunity for general questions at the end of the meeting

Meet the Team...

4W – Mrs Woods, Miss King (LSA), Mrs Poet (LSA), Mrs Parker (LSA) and Miss Flahive (LSA)

4PR – Mrs Parker, Mrs Rosso, Mrs MacColl (LSA), Mrs Andrews-Peterson (LSA), Miss Rogers (LSA) and Miss Flahive (LSA)

4S – Mrs Smith, Mrs Goodyer (LSA), Miss Rogers (LSA)

This Year's Projects

Autumn 1 Ancient Egyptians	Spring 1 Romans	Summer 1 Volcanoes
Autumn 2 Rivers	Spring 2 UK	Summer 2 Anglo-Saxons

Raiders of the Lost Cities

Knowledge Organiser

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.

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.

Key Concept: Similarities

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



Timeline showing when Ancient Egypt was in history

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.



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.



Howard Carter

Howard Carter discovered Tutankhamun's tomb in 1922.



Tutankhamun

Tutankhamun was an Egyptian pharaoh.



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.

In DT, children will be adapting a basic biscuit recipe based on some research (taste testing) which will be completed in class. The children will then evaluate their final product and have it tested by 'experts'.

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. Children will draw on their knowledge to compare how similar their civilisation was to ours.



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 begin the year by exploring the Mr Benn stories. Through our 'Write Stuff' approach, the children will develop the composition of story writing before planning and writing their own Mr Benn story set in Ancient Egypt. We will be focussing on using subordinating conjunctions to help create complex sentences.

Children will explore the evidence from the excavation of Tutankhamun and report on this through newspaper articles. We will identify the key features of a newspaper report and then have a go at writing our own report about this important historical discovery.

Worship:

Our worships this term will focus around our Christian Value and Learning Behaviour of love and respect. Through Bible stories and exploring moments in history, children will learn about standing up to injustice and how to make the world a fairer place for all. We would like our children to be familiar with the meanings of equality and equity in order to help them identify how we should treat other people despite our differences.

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 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.

Daily Timetable

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

Early Morning Work
Worship
Maths
Break Time
English
Handwriting/Times Tables
Lunch Time
Book Club/Spelling
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 wallet
- Reading record log
- Ensure all items are named

Homework

Reading at least 4 days a week their school book.

Independently recording as well as when reading with an adult.

Spelling Shed for twenty minutes a week.

Spellings will be updated fortnightly.

TT RockStars for at least twenty minutes per week.

Other times tables practise as well as or instead.

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 12×12

Multiplication Tests

In approximately June 2023, 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 12×12 .

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



Reading

- ↳ Children who are still developing their phonic knowledge will bring home a RWI book. This should be the book that children read both at home (and in school) as it is most closely matched to your child's reading needs.
- ↳ Children who have been taught all of their phonics (sounds) will bring home a book banded reading book matched to their skills (either an ORT/Big Cat/Real book or similar).
- ↳ In school, children complete regular reading activities to develop fluency and comprehension.
- ↳ Children are also encouraged, and have opportunities, to read across the curriculum.
- ↳ Children *should* be encouraged to read books more than once both in an out of school (once for decoding, once for fluency and once for comprehension).

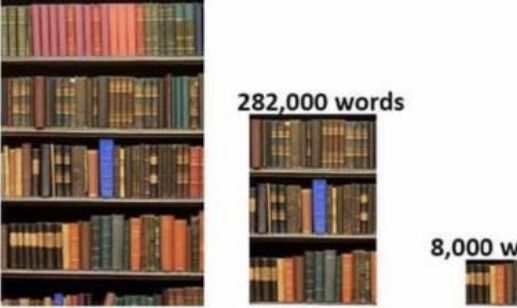
"Reading is the gateway skill that makes all other learning possible."

—Barack Obama

ONCE UPON A TIME...
Let your imagination be your guide!
The more you read, the more things you will know.
The more that you learn, the more places you'll go.
-Dr. Seuss
INSPIRE
The best place for your nose is in a book
READ
Get LOST in the story!
THERE IS MORE TREASURE IN BOOKS THAN IN ALL THE PIRATE'S LOOT ON TREASURE ISLAND.
-WALT DISNEY
Today a reader, tomorrow a leader.
dream BOOK WORM
STORY


Why Can't I Skip My 20 Minutes of Reading Tonight?

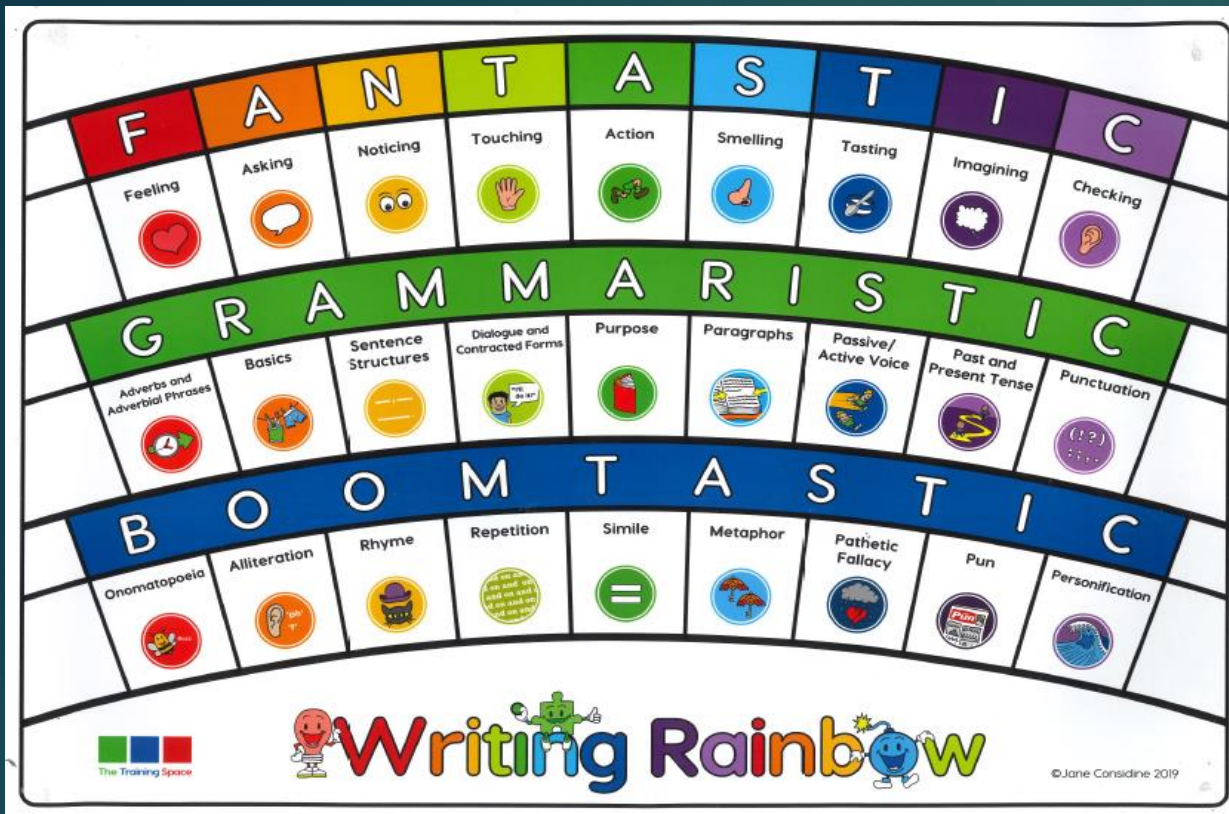
Student "A"	Student "B"	Student "C"
reads 20 minutes each day	reads 5 minutes each day	reads 1 minute each day
3600 minutes in a school year	900 minutes in a school year	180 minutes in a school year
1,800,000 words	282,000 words	8,000 words



Encouraging
A Love of
Reading
in Kids

Helping at home:

- ↓ Please can children read their books at home a *minimum* of 4 times per week, and you and your child record this reading in their log.
- ↓ We are no longer using Bug Club but children on RWI will have access to an online book through Oxford Owl closely matched to their phonic knowledge. 
- ↓ We will also send home a weekly bag of books to promote children's love of reading. This will come with a sachet of hot chocolate and a range of books/magazines to engage your young readers. *Please make a fuss of this and spend time enjoying the books together.*
- ↓ Star Reader certificates will be issued on a Friday in Celebration Worship.



Year 4 Expectations Writing

- 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 ~~cold~~ winters night in the middle of January and owls were hooting in nearby trees while leaves rustled creating spooky sounds and scary shadows. ~~Slowly~~ Barely alive, a tiny, timid hamster ~~crept~~ ^{crept} out of a dark dingy alleyway into a brightly lit park to scavenge for food. Slowly, he crawled ^{warily} around a bin and peeked ^{curiously} inside. ~~R~~ ^Rapidly, he

SPELLBOUND

WE ARE

1
Read with a
'switched on'
brain



3
Seek patterns
in sounds,
letters and
shapes



4
Say words
slowly and
clearly to hear the
smallest of sounds



2
Be a phoneme
finder and a
syllable seeker



Think hard about
logical and
plausible options



5
Internalise letter sequences in words
and know how from root words new
words can be built



Spelling

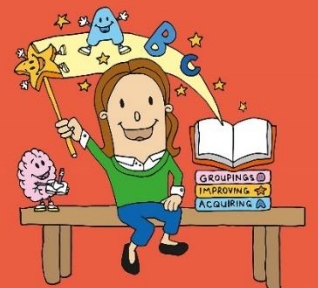
Helping at home:

- Talking about spellings
- Spotting patterns & making connections
- Breaking words down into syllables
- NOT learning to spell specific word lists

- *Spellings will be available on Google Classroom & Spelling Shed*

The Spelling Book

Transforming the Teaching of Spelling



Jane Considine

Year 5
Age 9-10

Swimming

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

Mon 17th April
Wed 19th April

Mon 24th April
Wed 26th April

Mon 15th May
Wed 17th May

Mon 22nd May
Wed 24th May

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



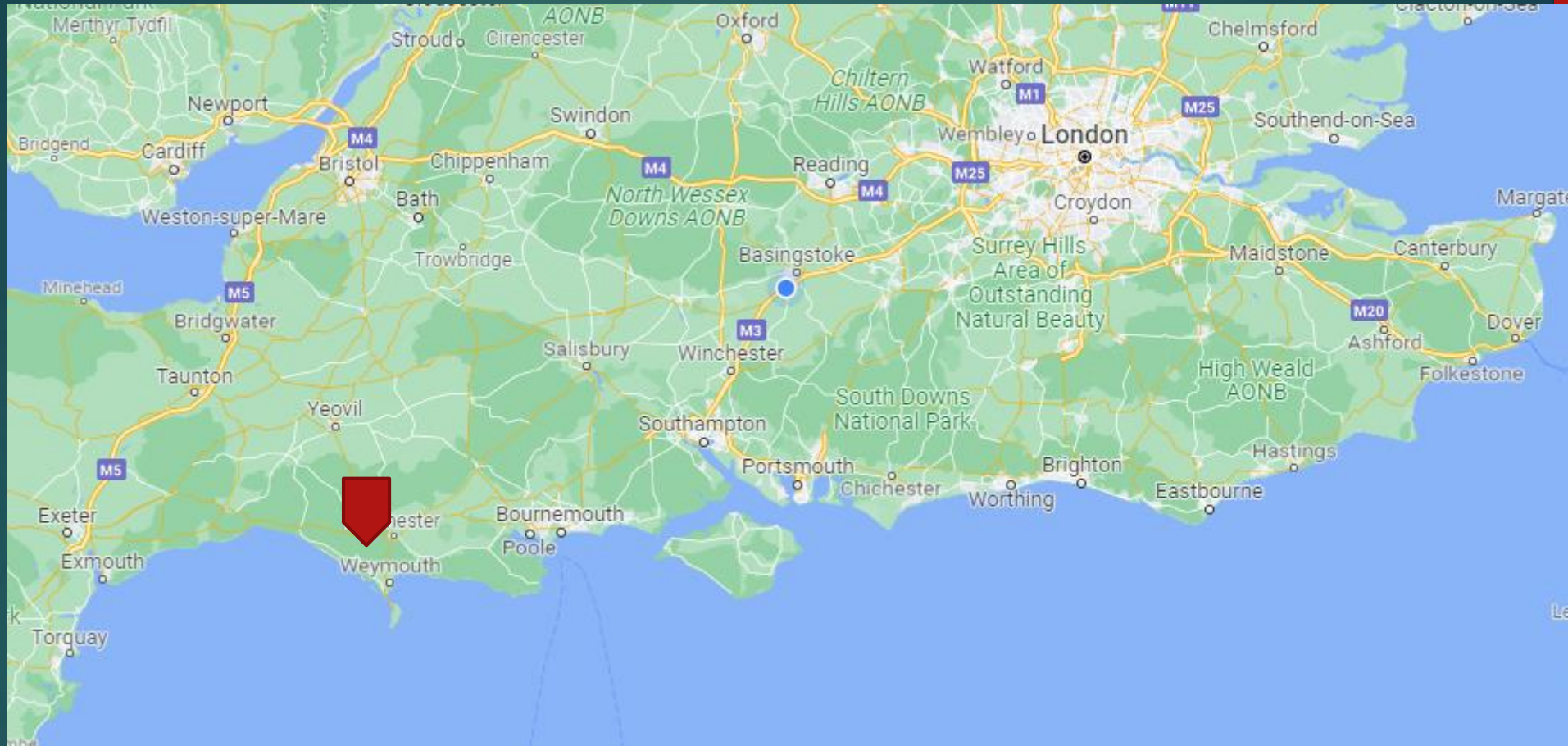
Year 4 Residential Trip 2023

New Barn Field Activity Centre, Dorchester



Wednesday 14th June – Friday 16th
June

Leaving school at 10am Wednesday 14th



Returning at approximately 3.30pm on Friday
16th

Information:

- History (Anglo-Saxon) led residential trip
- St Mark's will have sole occupancy
- Around 12 members of staff will accompany the children
- The children will stay in dormitories of 8-12 children with a St Mark's adult in a nearby room
- Breakfast, lunch and dinner will be served using local ingredients. All dietaries requirements can be catered for
- We will use Hampshire approved coaches (Morton's)
- Information, packing lists etc. will be sent out early Summer term
- We will hold another session nearer the time, with a packing list, a definite list of activities and more general information
- Please chat to us if you have any worries or concerns

Typical outline of the trip:

Monday	Tuesday	Wednesday
Leave school	Breakfast	Breakfast
	Activity 3 e.g. Anglo-Saxon living history	Activity 5 e.g. Problem solving
Arrive (packed lunch)	Lunch	Lunch
Activity 1 e.g. Orienteering	Activity 4 e.g. Nature Walk	Return to school
Dinner	Dinner	
Activity 2 e.g. Shelter Building	Camp Fire and BBQ with professional storyteller	

Costing Breakdown

Food and Accommodation: £120 PP

Activities: £10 PP

Coach: Approximately £10-£20 PP

Approximate Total £155 PP

A email will be sent to you in the next few weeks with all information, a final cost and a Google form attached that you will need to complete for permission.

You will be asked to pay a £25 non-refundable deposit before Christmas. The full amount will be payable before May 2023. You can choose to pay in instalments if preferred.




11/07/2022



02/02/2016





Thank you for
joining us
Any Questions?