

Welcome to Year 4!

YEAR 4 ELLIOTT CLASS

Miss Smith – Class Teacher



Miss Webb
Class Cover (Tuesdays)



Miss Turner
Class TA



School Day

Morning

8.40am: School gates open

8.55am: School gates close

8.40 – 8.55am: Soft start

Pupils have an 'Early morning work task' to complete

Afternoon

3.10pm: Lined up on the MUGA pitch ready to be collected.

Pupils are to raise their hand once they see their adult and wait for myself/TA to look out for you and check before letting them leave.

WET DISMISSAL:

If it is raining at dismissal time, you can collect the pupils from the furthest door in the hall.

Registration closes at 8.55 am.

Pupils will be marked as **late** in the register.



Class Timetable

YEAR 4 ELLIOTT	MONDAY	TUESDAY ECT AM PPA PM	WEDNESDAY Staff Meeting	THURSDAY	FRIDAY
8:40 - 9:00	EMW - Spellings	EMW - Spellings	EMW - Spellings	EMW - Spellings	EMW - Mindfulness
9:05 - 09:55	MATHS	MATHS	MATHS	MATHS	SPELLING TEST MATHS
09:55 - 10:15	COLLECTIVE WORSHIP	COLLECTIVE WORSHIP	COLLECTIVE WORSHIP	COLLECTIVE WORSHIP	9.10 CC WORSHIP
10:15 - 10:45	PE - CRICKET (Outdoor)	PE - KICK (Outdoor)	GUIDED READING	GUIDED READING	GUIDED READING
10:45 - 11:00	BREAK DUTY	BREAK	BREAK	BREAK	BREAK
11:00 - 12:00	Handwriting ENGLISH	Handwriting HISTORY	Handwriting ENGLISH	Handwriting ENGLISH	Handwriting ENGLISH
12:00 - 1:00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00 - 1:15	Mindfulness Task	Mindfulness Task	Mindfulness Task	Mindfulness Task	Quiet Reading
1:15 - 2:15	RE	PSHE	ENGLISH	DT	MUSIC
2:15 - 2:45	GUIDED READING	GUIDED READING	SCIENCE	COMPUTING	ENRICHMENT
2:45 - 3:00	Class Story	Class Story	Class Story	Class Story	Class Story

Tuesdays: Mrs Webb

Changes * NO PE on a Friday

PE days are **Monday** and **Tuesday** from next week until the end of this term.



Annual Curriculum Overview

Curriculum Map 2021-22

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Tomb Raiders	Rise of the Romans (Roman Britain)	What a Wonderful World	Cunning Creatures	Rainforests	Time Travelers
	<p>CORE TEXT Who built the pyramids? (Meredith Hooper)</p> <p>Howard Carter's Discovery of Tutankhamun</p> <p>Antony and Cleopatra</p> <p><u>History</u> Ancient Egyptians</p> <p><u>Science</u> Animals including Humans</p> <p><u>RE</u> RBG Unit 2 Islam - Five Pillars of Islam (What are the Five Pillars of Islam?)</p> <p>DT All year groups to cover a DT unit this half term as a year group please decide the unit you will cover</p> <p>PSHE</p>	<p>CORE TEXT -The Rise of the Romans -Tale of Romulus and Remus -Julius Caesar's Speech</p> <p><u>WRITING OUTCOMES:</u> Re tell story of Romulus and Remus</p> <p><u>Non-Fiction</u> piece based on the Romans</p> <p>Inspirational Speech</p> <p><u>LET'S THINK IN ENGLISH: Mysteries</u></p> <p><u>History</u> When did the Romans invade and why? Did native Britain's Welcome or resist them and why? How did they influence the culture of the people already here? Links to RE and Christianity</p> <p><u>Science</u></p>	<p>CORE TEXT Peddler of Swatham - from the book Tales of Wonder and Wisdom</p> <p><u>Supplementary Text</u> Pebble in my pocket as a hook for the geography links to volcanoes</p> <p><u>WRITING OUTCOMES:</u> -Write own short story using same structure as Peddler of Swatham.</p> <p>-Instructions - how to find a pot of gold</p> <p>Poetry - figurative language to describe volcanoes, molten lather</p> <p><u>LET'S THINK IN ENGLISH: Phillip</u></p> <p><u>Geography</u> Volcanoes and earthquakes Vesuvius and Pompeii</p>	<p>CORE TEXT Zelda Claw or Kindle Krakx</p> <p><u>WRITING OUTCOMES:</u> Write short story based on Zelda Claw and the Rain Cat - Focus building tension Model text - Zelda Claw by Pie Corbett</p> <p>Non-chronological report about animal - link to habitats / science</p> <p>Biography of Charles Darwin</p> <p><u>LET'S THINK IN ENGLISH</u> Wolves</p> <p>Geography Key topographical features on maps and land use. Locate the Galapagos Islands on an atlas Grid references Archipelagos, eco systems, effect on</p>	<p>CORE TEXT Rainforests (<u>Non-Fiction</u> text)</p> <p>The Kapok Tree (Use as a hook)</p> <p><u>WRITING OUTCOMES:</u> Persuasive writing re. Saving rainforest / fair trade Visit rainforest room in Zoo experience the heat, sounds smells feeling. Use as stimulus descriptive piece of writing</p> <p><u>LET'S THINK IN ENGLISH</u> Old</p> <p><u>Geography</u> Ecosystems Native cultures within the rainforests Fair trade Creatures within the rainforest Deforestation Use of palm oil Etc.</p> <p><u>Science</u> Electricity</p>	<p>CORE TEXT The Time Wraccas - Val Tyler</p> <p>Use of photos over history to view physical changes.</p> <p><u>WRITING OUTCOMES:</u> Non Fiction writing historical facts eg. Report about the cutty Sark / Greenwich Maritme</p> <p>Magazine report about 'strange beings' been spotted in Greenwich park - link to Time Wraccas Text</p> <p>Fiction based writing based on the text</p> <p><u>LET'S THINK IN ENGLISH</u> Tunnel</p> <p><u>History</u> Local Maritme History Cutty Sark</p>



Annual Curriculum Overview continued

<p>Families and friendships Positive friendships, including online</p> <p>MUSIC Charanga - SoW Year 4 Autumn 1 unit</p> <p>TRIPS British Museum Egyptian collection</p>	<p>States of Matter</p> <p>RE RBG Unit 2 Living as a Buddhist (4) SDBE - How Do Advent and Epiphany Show Us What Christmas is Really About? (4)</p> <p>UC- People of God What is it like for Christians to follow God?</p> <p>ART All year groups will cover a drawing unit in this half term (Further details from Art leaders)</p> <p>PSHE Belonging to a Community What makes a <u>community</u>: <u>shared responsibilities</u></p> <p>TRIPS Museum of London Session available on Roman London</p>	<p><i>Build on learning about Mountains -covered in year 3</i> Pangea split to continents – fault lines mapping</p> <p>St Vincent and the Grenadines recent eruptions.</p> <p>The Impossible tsunami trailer – writing</p> <p>Volcano experience trip</p> <p>Science Sound</p> <p>RE RBG Unit 2 Sikhism - Sikh teaching and life (How do the lives of Sikhs show they follow rules in their lives?)</p> <p>(SDBE – What do Sikhs believe?)</p> <p>PSHE Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online</p> <p>Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively</p>	<p>weather, pollution (the impact humans are having) and the effect of this on the Galapagos Islands</p> <p>Science Living Things</p> <p>RE SDBE – Easter People – Who is The Most Significant Person in The Easter Story? (4)</p> <p>UC- Easter Is forgiveness always possible for Christians?</p> <p>PSHE Media literacy and digital resilience How data is shared and used</p> <p>Money and work Making decisions about money; using and keeping money safe</p> <p>TRIPS London Zoo (If school journey is this half term – Could visit <u>London zoo</u> next half term <u>instead</u> as it links to both spring term units)</p>	<p>RE RBG Unit 4 Hinduism - Gods and Beliefs</p> <p>(SDBE - What is the importance of symbols, beliefs and teaching in Hinduism?)</p> <p>PSHE Physical health and mental wellbeing Maintaining a balanced lifestyle; how tobacco / vaping can <u>affect</u> health</p> <p>Keeping safe Medicines and household products; drugs common to everyday life</p> <p>TRIPS Kew Gardens</p>	<p>Significance of Greenwich through History Oludah Equiano The Royal Observatory</p> <p>Science Electricity</p> <p>RE RBG- Worship (Buddhism, Christianity, Islam, Hinduism)</p> <p>PSHE Growing and changing (SRE) Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</p> <p>TRIPS Cutty Sark Greenwich</p>
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Autumn 1

TOMB RAIDERS

In year 4, we will be looking at Tomb Raiders.

As **Writers**, we will be writing instructions of mummification process, write a newspaper report of the discovery of Tutankhamun and non-chronological report based on Egyptians.

As **Mathematicians**, we will be reinforcing our knowledge of number and place value. We will also learn to recognise and use Roman Numerals. We shall continue to use all four operations to solve number problems.

As **Scientists**, we will be investigating the digestive system and the nutrients needed to keep animals including humans alive.

As **Designers**, we will create a historical artefact based on modern day materials.

As **Historians**, we will be using several artefacts to describe what daily life was like in Ancient Egypt. We will start to learn to translate hieroglyphics.

As **Theologists**, we will be visiting Islam and learning about how Muslims worship and their customs and traditions.

As **Future Citizens**, we will be looking at families and friendships covering online friendships.



Decimal Place Value Chart

Thousands	Hundreds	Tens	Ones	Decimal Point	Tenths	Hundredths	Thousandths
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Extra Curricular Activities

Swimming

TBC

2 week intensive course (every afternoon for 2 weeks)

School Journey

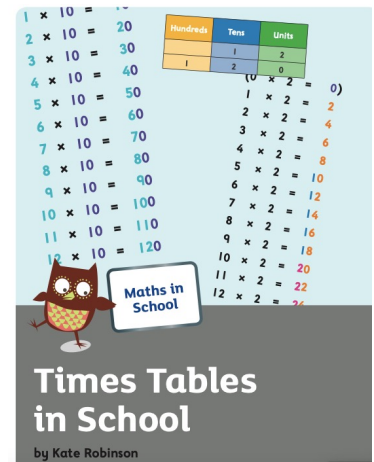
Awaiting date confirmation but will be in March.

School Trips

If you are willing to help out on school trips please let me know 😊

Multiplication Tables Check June 2021

The purpose of the MTC is to determine whether pupils can recall their times tables fluently. It will help schools to identify pupils who have not yet mastered their times tables, so that additional support can be provided. Schools will have a 3-week check window in June to administer the MTC.



https://cdn.oxfordowl.co.uk/2014/05/01/09/56/31/59/PX_MathsContent_BK_TimesTablesInSchool_01_CH.pdf

<https://www.gov.uk/government/collections/multiplication-tables-check>



Support at Home

Reading

Please listen to your child read **every day** and write a comment in their reading record.

Asking them questions about what they are reading will also help develop their comprehension.

Your child should bring their book into school daily.

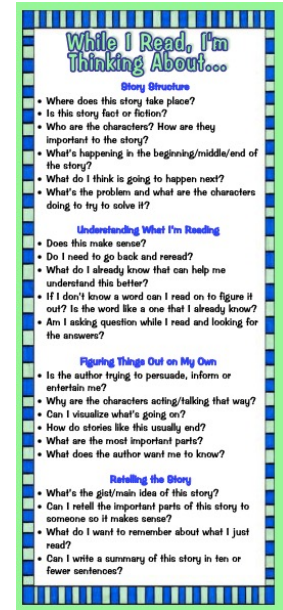
We will be checking reading records **Monday, Wednesday and Friday** and **changing** books every **Friday**.

Homework

Half termly menu with options to complete various activities, this can be viewed in your child's homework book as well as on **SatchelOne**.

Children will be expected to practice the timetables **daily** to ensure they are ready for the times table check.

Weekly spelling tests will take place **every Friday morning** and a copy of these spellings can be found in your child's reading record for them to practise.



Whole School Expectations

Uniform

School uniform comprises of:

Girls	Grey skirt or trousers or pinafore dress, dark yellow polo shirt, burgundy sweatshirt and/or a dark grey fleece
Boys	Grey trousers, dark yellow polo shirt, burgundy sweatshirt and/or a dark grey fleece
Footwear	Safe, flat sensible shoes or trainers – black in colour
Jewellery	Small studs and a wrist watch if your child can tell the time

In the summer boys are allowed to wear grey school shorts and girls are allowed to wear red checked dresses

Please label **everything** 😊

Packed Lunches

Sandwich, fruit, yoghurt, water

- No sweets, sugary foods, fizzy drinks

Water Bottles

Reusable water bottles (named)



Classroom Expectations

Behaviour

Golden rules – all children have agreed and signed. They are displayed at the front of the class, to remind them.

Whole Class Rewards

Mystery class reward – all children work together to earn a collaborative reward.

Individual Rewards

Star Jars – children are rewarded with a star sticker for their hard work, best efforts, positive attitudes towards their learning and towards others etc.

Each star is worth 2 points and they can cash in their stars for a chosen reward they are aiming for.



SCHOOL WEBSITE

HANDOUTS

- Handwriting sample/example of what we follow
- Complete an evaluation form
- We will email you a copy of this Powerpoint.

If you have any questions, or problems, please do tell me, our Home School Link Worker or member of Senior Management – don't wait!



Thank you

