



Welcome to Year 4

# Welcome to Year 4



## Staff



4B

Mr Boylan



4E

Mrs Rodger



4G

Mrs Garret & Mrs Aggus



4S

Miss Street



Mrs Goldhawk

# Communication



- New communication books have been given at the beginning of term containing lots of information for parents and children. The reading record can also be found inside.
- Each week on a Friday we will provide pupils with
  - Reminder to read regularly at home -
  - spellings
  - A challenge related to TTRockstars
  - any relevant messages
- Weekly Newsletter
- Staff are available to talk. Please contact the office and we will return your call as soon as possible.



# Well-being



- Love of learning and school
- Pupil well-being is monitored and addressed according to each individual
- Expertise of staff will be shared so that wellbeing is at the core of what we do



# The Curriculum



## English

- Range of texts including the new and classic tales
- Information texts (Links with Connected Curriculum)
- Chronological writing (diaries, recounts, reports)
- Narrative
- Plays & poems
- Many opportunities across the curriculum to develop English

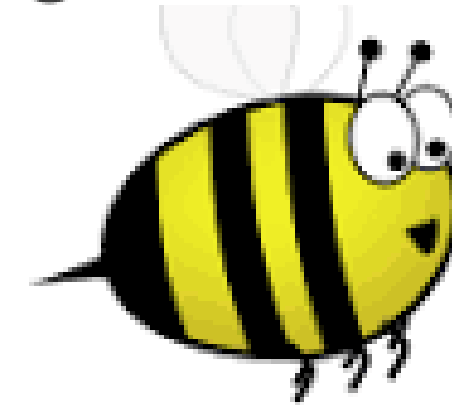


# The Curriculum

## Spelling

- 10 words - set on Friday - tested on Thursday
- Spelling Shed - use the browser rather than app
- Assignments (games! - expected to play at home)
- Please also practise writing the words out and using 'look, say, cover, write, check'
- The Year 3 and 4 word list (and the Year 5 and 6) is in their new journals.

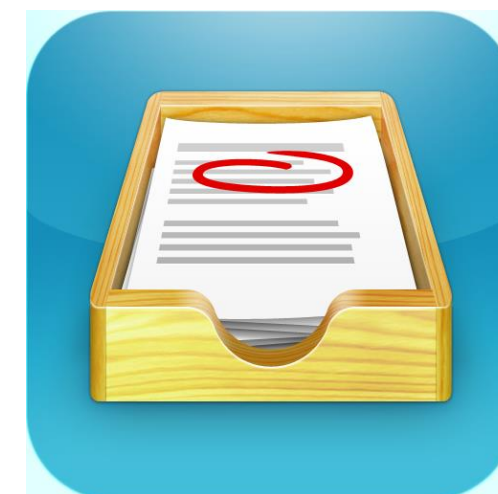
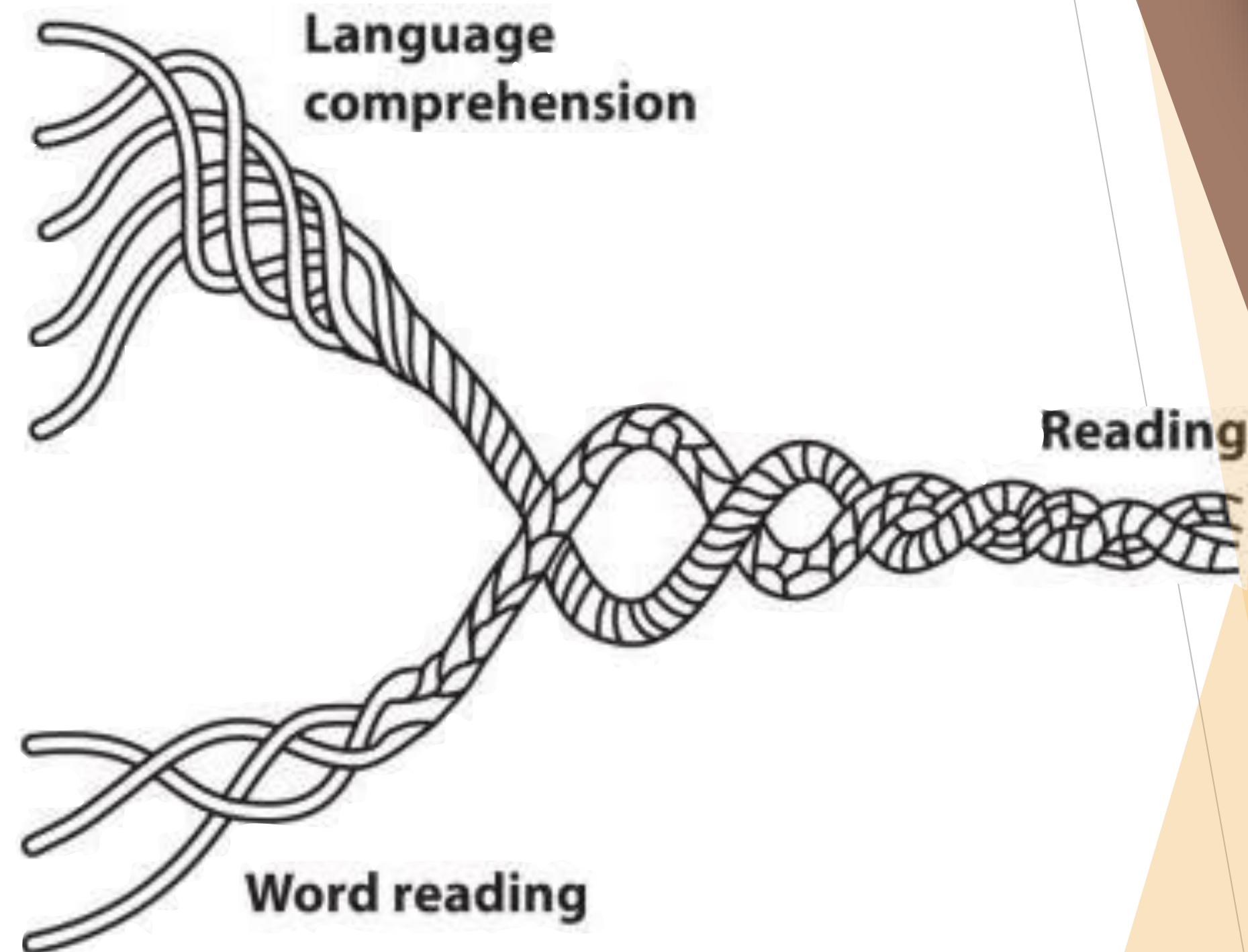
Spelling Shed



# Reading at Home



- First and foremost, **reading** should be a **pleasure!**
- Supporting a Year 4 pupil to read with you:
  - Help expand their vocabulary
  - Read with them, partner read
  - Keep it focused - avoid the distractions!
  - Ask them to retell what has been read or ask them to make a prediction.



# Reading at Home



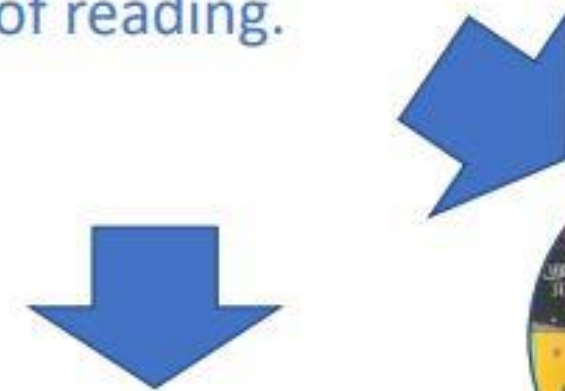
Open University research suggests there are three important ways to support readers and a love of reading.



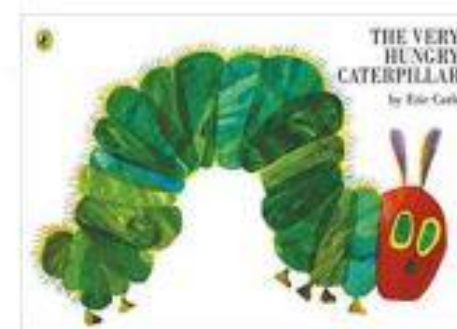
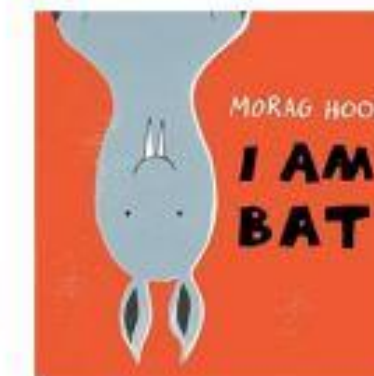
Reading aloud to your children shows them reading is a pleasure, not a chore. Older children can read to younger ones too.



L. Birchall



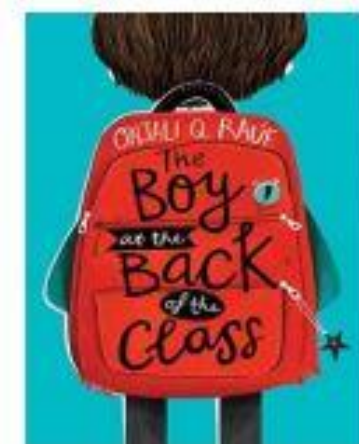
Making time to read alongside one another helps develop children's reading stamina and interest. Let them choose what to read and relax together.



THE VERY HUNGRY CATERPILLAR by Eric Carle



Book Chats encourage readers. Invite them to make connections and share their views. Join in with your thoughts too!



Children who read, and are supported as readers, develop strong reading skills and do better at school.



Secret Friends Elizabeth Laird



Photo by Unknown Author, licensed under CC BY



# The Curriculum



## Maths

- Maths topics are taught on a rolling scheme each time building upon prior learning.
- We plan to ensure opportunities for both additional support and development at a greater depth.
- Use of Numbots to reinforce and develop a sense of number and facts for addition/subtraction.
- Encourage use of TT Rock Stars (5 minutes daily).



# Multiplication Tables Check



## TT Rockstars

- Encourage use of TT Rock Stars (5 minutes daily)

	10	2	5	3	4	8	6	7	9	11	12
10	10 × 10	10 × 2	10 × 5	10 × 3	10 × 4	10 × 8	10 × 6	10 × 7	10 × 9	10 × 11	10 × 12
2	2 × 10	2 × 2	2 × 5	2 × 3	2 × 4	2 × 8	2 × 6	2 × 7	2 × 9	2 × 11	2 × 12
5	5 × 10	5 × 2	5 × 5	5 × 3	5 × 4	5 × 8	5 × 6	5 × 7	5 × 9	5 × 11	5 × 12
3	3 × 10	3 × 2	3 × 5	3 × 3	3 × 4	3 × 8	3 × 6	3 × 7	3 × 9	3 × 11	3 × 12
4	4 × 10	4 × 2	4 × 5	4 × 3	4 × 4	4 × 8	4 × 6	4 × 7	4 × 9	4 × 11	4 × 12
8	8 × 10	8 × 2	8 × 5	8 × 3	8 × 4	8 × 8	8 × 6	8 × 7	8 × 9	8 × 11	8 × 12
6	6 × 10	6 × 2	6 × 5	6 × 3	6 × 4	6 × 8	6 × 6	6 × 7	6 × 9	6 × 11	6 × 12
7	7 × 10	7 × 2	7 × 5	7 × 3	7 × 4	7 × 8	7 × 6	7 × 7	7 × 9	7 × 11	7 × 12
9	9 × 10	9 × 2	9 × 5	9 × 3	9 × 4	9 × 8	9 × 6	9 × 7	9 × 9	9 × 11	9 × 12
11	11 × 10	11 × 2	11 × 5	11 × 3	11 × 4	11 × 8	11 × 6	11 × 7	11 × 9	11 × 11	11 × 12
12	12 × 10	12 × 2	12 × 5	12 × 3	12 × 4	12 × 8	12 × 6	12 × 7	12 × 9	12 × 11	12 × 12

Questions with purple borders are the ones this pupil will practise in Garage. The colours on this page relate to the speed shown in this table:

0 - 1s	1 - 2s	2 - 3s	3 - 4s	4 - 5s	5 - 6s	6 - 7s	7 - 8s	8 - 9s	9 - 10s	> 10s
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# Our Curriculum: Mental Maths KIRFs



This year, we will be developing the use of KIRFs (Key Instant Recall Facts) in order to develop mental maths skills.

The Communication Book has information about your child's areas for development.

The website [mathswithamouse.co.uk](http://mathswithamouse.co.uk) has a range of ideas and activities related to each of the KIRFs.

The website also has guidance on calculation methods and many other fun elements to support maths learning.

A screenshot of the Mathswithamouse website. The page features a navigation bar with 'Home', 'Calculation Methods', 'Terrific Tables', and 'More'. A decorative banner at the top reads 'MATHS WITH A MOUSE' and 'KIRFS'. Below the banner is a video player with the title 'Mental Maths with a Mouse KIRFs'. To the right of the video is a quote: 'As mathematicians, we are always aiming to be the best we can be, and in order to ensure that this is possible...'. The main content area is divided into several boxes, each containing a list of KIRFs (Key Instant Recall Facts) with their descriptions and examples. The boxes are color-coded: yellow, pink, and blue.

Maths with a Mouse

Home Calculation Methods Terrific Tables More

MATHS WITH A MOUSE

KIRFS

Mental Maths with a Mouse KIRFs

As mathematicians, we are always aiming to be the best we can be, and in order to ensure that this is possible...

Maths with a Mouse

Home Calculation Methods Terrific Tables More

Recall multiplication and division facts for the...

- KIRF T2 2 times tables
- KIRF T3 5 times tables
- KIRF T10 10 times tables
- KIRF T3 3 times tables
- KIRF T4 4 times tables
- KIRF T8 8 times tables
- KIRF T9 9 times tables
- KIRF T11 11 times tables
- KIRF T6 6 times tables
- KIRF T7 7 times tables
- KIRF T12 12 times tables

KIRF TIME 1  
Read an analogue clock to the nearest five minutes

KIRF TIME 2  
Recall facts about duration of time

KIRF NB 1  
Know number bonds to 10

KIRF NB 2  
Know number bonds to 20

KIRF NB 3  
Know number bonds 100

KIRF NB 4  
Know number bonds to 1 and 10 involving decimals

KIRF PwN 1  
Identify pairs of factors of a number; find all factors

KIRF PwN 2  
Recall square numbers up to 12 squared and their square roots

KIRF PwN 3  
Know the first 5 cube numbers and cube roots

KIRF PV 1  
Multiply 1, 2 and 3 digit numbers by 10 and 100

KIRF PV 2  
Divide multiples of 10 by 10, and divide multiples of 100 by 100 e.g.  $210 \div 10 = 21$

No decimals at this stage

KIRF PV 3  
Divide 1, 2 and 3 digit numbers by 10 and 100

KIRF PV 4  
Multiply and divide any number by 10, 100 and 1000

KIRF FPP 1  
Know tenths as decimals (tenths)

KIRF FPP 2  
Know fifths as decimals (tenths)

KIRF FPP 3  
Know quarters and half as decimals

KIRF FPP 4  
Know 1/8s and thirds as decimals

KIRF FPP 5  
Know all facts from chart as fractions, decimals and percentages

# The Curriculum



## Science

- Opportunities to investigate
- Challenges to develop scientific thinking
- Varied approach to the subject allows children to thrive as scientists by applying their newly-found knowledge
- Topics:
  - Teeth and Digestion
  - Sound
  - States of Matter
  - Electricity
  - Living Things and Their Habitats

# The Curriculum



## Physical Education

- Swimming: Please label towels and swimwear  
*4G - Monday 4E & 4S Tuesday 4B - Friday*
- Indoor PE this term is health related fitness and gymnastics  
*4B, 4E & 4S Monday, 4G Tuesday*
- All classes participate in outdoor PE each week -  
*This half term: 4E and 4G Wednesday, 4B and 4S Thursday*  
*Next half term: 4B and 4S Wednesday, 4G and 4E Thursday*
- No taped earrings

# The Curriculum

## Connected Curriculum

- Topic: Tomb Raiders
- Geographical elements such as the River Nile
- Historical elements such as King Tut & Howard Carter
- Art - Canopic jars & containers
- Design and Technology - Robot tomb explorers
- Trainee tomb priests (King Tutankhtomato)



# The Curriculum

## Connected Curriculum

- **Topic: Don't Forget Your Passport!**
  - Geographical elements investigating Italy
  - Historical elements such as the impact the Romans had on Britain
  - Art - looking at digital art
  - Design and Technology - Food technology - Designing a pizza



# The Curriculum

## Connected Curriculum

- **Topic: All the Fun at the Fair**
  - **Geographical elements:** looking where theme parks and amusement parks are
  - **Historical elements:** The history of rides and fairgrounds
  - **Art elements:** LS Lowry and Fred Foyle
  - **DT elements:** designing, building and controlling a model of a fairground ride





# Knowledge Organisers

Knowledge organisers are great tool to support your child's learning at home.

These can be found on our website, along with tips on how to use them:

[KNOWLEDGE ORGANISERS | westleighjunior](http://www.westleighjunior.com/KNOWLEDGE_ORGANISERS)



West Leigh Junior School—Knowledge Organiser

Year 4 Autumn Term 1

Science Focus: Teeth, Digestion & Food Chains

**Key Vocabulary**

Spelling	Meaning
carnivore	A carnivore is an animal which eats mostly meat.
herbivore	get their food by eating plants or other

**The Human Digestive System**

The main parts of the digestive system: mouth, tongue, pharynx, oesophagus, liver, stomach, gallbladder, pancreas, large intestine, small intestine.

- Humans put food into their \_\_\_\_\_.
- Food is chewed by the \_\_\_\_\_.
- Food is \_\_\_\_\_ and passed through the pharynx and oesophagus to the stomach.
- In the stomach, it is mashed into a mixture like soup and mixed with \_\_\_\_\_. The mixture passes into the \_\_\_\_\_ intestine, where tiny bits of food pass into the bloodstream.
- The food that is still left goes into the \_\_\_\_\_ intestine.
- Finally, waste products leave the body.

**Incisors, canines, pre-molars, molars.**

- Incisors, canines, pre-molars, molars.
- Molars and Pre-Molars: ? are long pointed teeth for grabbing food.
- These are front teeth for snipping and cutting food.

**Food Chain:** Plant (Producer) → Insects/Herbivores (Consumer) → Mammals/Owls (Consumer) → Carnivores (Consumer)

**Sound:**

The pitch of a particular instrument can be affected by a number of variables such as the strings or the proportion of the instrument.

**Pitch:** The pitch of a sound depends on the frequency of the vibration producing it. When a material vibrates just a few times per second, it produces low frequency, low-pitched notes. When a material vibrates at a faster rate per second, it produces high frequency, high-pitched notes.

**Volume:** Sound levels are measured in decibels (dB) using a sound meter. Noise and noise pollution is caused by unwanted sounds.

**Hearing:** Sounds transmitted to our ears cause the eardrum to vibrate. This vibration passes through the cochlea to the auditory nerve and is perceived by the brain as a sound.

**Why do we need to insulate sounds?**

Ears are delicate and need to be looked after. They can easily be damaged by very loud sounds especially if over a long time.

**How can sounds be insulated?**

Sound is a vibration – it needs something to pass on these vibrations (unlike light, which can pass through a vacuum). Some materials allow sound to pass through them very easily, especially hard rigid ones like metals. Other materials, especially soft ones like cotton wool, absorb sound.

**Some Key Egyptian Gods:**

- Amun: King of the gods
- Ra: God of the Sun
- Anubis: God of mummification
- Horus: God of the sky
- Thoth: God of knowledge
- Isis: Mother Goddess
- Osiris: God of Death and the Afterlife

West Leigh Junior School—Knowledge Organiser

Year 4 Autumn Term 2

Connected Curriculum Topic: Tomb Raiders

Egypt is in the northeastern side of Africa. The world's longest river, the Nile, runs through Egypt to the Mediterranean sea.

**Timeline of Key Events (approximate dates)**

Old Kingdom	2600 BCE - 2100 BCE
Middle Kingdom	2000 BCE - 1650 BCE
New Kingdom	1540 BCE - 1075 BCE
7500 BCE	First settlers in Nile valley
3500 BCE	First use of hieroglyphic symbols
3100 BCE	Narmer unites regions of Lower and Upper Egypt
2650 BCE	First Step pyramid built
2550 BCE	Pyramids at Giza built
2335 BCE	Pyramid texts written as magical spells to protect the pharaohs
1472 BCE	Hatshepsut becomes caretaker ruler
1336 BCE	Tutankhamen becomes pharaoh
1279 BCE	Ramses II becomes pharaoh
1100 BCE	Upper and Lower Egypt split
332 BCE	Alexander the Great conquers Egypt
196 BCE	Rosetta stone is carved
30 BCE	Egypt becomes a Roman Province
1922 CE	Carter discovers Tutankhamen's tomb

**Some Important Pharaohs**

Narmer	Said to be the first Pharaoh of all Egypt around 3150 BCE
Khufu	Pharaoh responsible for building the of the Great Pyramids of Giza
Hatshepsut	First and longest reigning female Pharaoh
Tutankhamun	Youngest Pharaoh
Ramses II	Also known as Ramses the Great, built more statues and temples than any other
Cleopatra VII	Considered the last Pharaoh of Egypt. Made alliances with Mark Anthony and Julius Caesar.

**Primary Source**

An original document, photograph, building or object from the historical event or period.

**Secondary Source**

Documents, replica objects or recreations based on a primary source(s).

**Key Vocabulary**

Term	Definition
afterlife	The place where Egyptians believed they would go after they died.
Akhet	The season of the year when the Nile river flooded. A very important time of year in the desert!
canopic jars	Special jars that held the organs of a mummy including the lungs, intestines, liver and stomach.
dynasty	A period of rule when a series of Pharaohs all came from the same family.
Egyptologist	An archaeologist who focusses Ancient Egypt. Howard Carter discovered Tutankhamun's tomb.
hieroglyphics	A type of writing that used a combination of pictures and symbols.
mummification	The process of preserving a body after death in preparation for the afterlife.
papyrus	A plant that grew on the banks of the Nile. It was used as an early version of paper.
pharaoh	The supreme ruler of all of Ancient Egypt.
sarcophagus	A large stone box that held a mummy's coffin. Often richly decorated for Pharaohs.

# Beyond The Curriculum

## Coastal Schools

- ▣ Experience
- ▣ Explore
- ▣ Learn:
  - in the environment
  - from the environment
  - about the environment
- ▣ Allows pupils to express themselves in other ways



# Beyond The Curriculum

## Coastal Schools : Dates

- 4B 3<sup>rd</sup> October 31<sup>st</sup> October
- 4E 16<sup>th</sup> October 16<sup>th</sup> November
- 4S 18<sup>th</sup> October. 7<sup>th</sup> November
- 4G 30<sup>th</sup> November and a rearranged date



## Dates

- Wednesday 4<sup>th</sup> and Thursday 5<sup>th</sup> October: Individual photos/ Sibling photos
- Tuesday 17<sup>th</sup> and Thursday 19<sup>th</sup> October: Learning Conferences
- Friday 20<sup>th</sup> - Friday 27<sup>th</sup> October: Half term break (*Return Monday 30<sup>th</sup> October*)
- Wednesday 29<sup>th</sup> November: Christmas decoration morning
- Wednesday 20<sup>th</sup> December: School finishes for Christmas break

## Coastal Schools

- 4B 3<sup>rd</sup> October 31<sup>st</sup> October
- 4E 16<sup>th</sup> October 16<sup>th</sup> November
- 4S 18<sup>th</sup> October. 7<sup>th</sup> November
- 4G 30<sup>th</sup> November and a rearranged date

## Trip

- Spring term Year 4 Trip to Colchester Castle 🗺️

## Year 4 Presentation *(in the Dining Hall at 2pm)*

- Tuesday 21<sup>st</sup> November: 4B and 4E
- Thursday 23<sup>rd</sup> November: 4G and 4S





Year 4