

Egerton Church of England Primary School

Together, we inspire, nurture and thrive.

Flamingos - Year 4

Term 1 - September 2024





Egerton Church of England Primary School

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Agenda:

- Year 4 expectations
- Curriculum
- Attendance/punctuality
- Uniform
- Reading
- Writing/spelling
- Maths
- Home learning
- Reminders and Dates for diary
- Time to talk!

Perseverance **Compassion** **Respect** **Honesty** **Forgiveness** **Hope**

Meet the team:



Mrs Wellard



Mrs Robinson

Teaching Assistant



Miss Lutenco

Teaching Assistant

Perseverance

Compassion

Respect

Honesty

Forgiveness

Hope

English

The BFG by Roald Dahl

A Non-chronological report

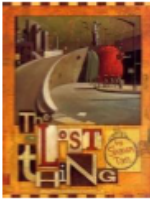
Still I Rise by Maya Angelou

Identify nouns, verbs and subject in clauses.

Identify the main clauses in sentences.

Understand how to begin organising writing into paragraphs around a theme with growing independence.

Identify when to use the features of non-narrative material such as headings and sub-headings.



The Lost Thing by Shaun Tan

School BBC Radio

Compose and rehearse sentences orally improving them through a range of varied and rich vocabulary.

Begin to check their own work on an independent basis and identify some spelling, grammar and punctuation errors.

Explore the use of adverbials.

Talk about the effects of different words and phrases to create different images and atmosphere (powerful verbs, descriptive adjectives and adverbs)

Predict what might happen by quoting directly from the text

Maths

Place Value

Addition & Subtraction

Represent numbers to 10,000

Partition numbers to 10,000

Number lines to 10,000

Compare and order numbers

Roman Numerals

Round to the nearest 10, 100 or 1,000

Add and subtract 1s, 10s, 100s and 1,000s

Add two 4 digit numbers

Subtract two 4 digit numbers

Efficient subtraction

Estimate answers

Checking strategies

Area

Multiplication & Division

Count squares

Make shapes

Compare areas

Multiple and divide by 6

Multiple and divide by 9

Multiple and divide by 7

Multiple and divide by 3

11 times-table and division facts

12 times-table and division facts

Multiply by 1 and 0

Divide a number by 1 and itself



Science

States of Matter

Compare and group materials together, according to whether they are solids, liquids or gases.

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



Living things and their habitats

Children will learn about living things and their habitats across five terms.

Recognise that living things can be grouped, classified through inquiry of characteristics.

Sound

Children will begin the sound unit in term 2 and continue to learn about sound in term 3.

Describe a range of sounds and explain how they are made and associate some sounds with something vibrating.



RE

Creation – What do Christians learn from the Creation story?

Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.

Make clear links between Genesis 1 and what Christians believe about God and Creation.

Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is, care for the earth in some specific ways.)

Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.



Incarnation – What is the Trinity?

Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.

Offer suggestions for what texts about God might mean.

Give examples of what the texts studied mean to some Christians.

Describe how Christians show their beliefs about God the Trinity in the way they live.

Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly

Year 4 Terms 1 and 2



History

How did the Anglo-Saxons change Britain?

Consider the impact that the Roman withdrawal had on those in Britain.

Explore and identify on a map where the Scots and the Anglo-Saxons came from, and why they wanted to settle in Britain.

Recognise how Anglo-Saxon Britain was ruled and identify the Kingdoms, and the differences between the wealthy and poorer people during that time.

Examine how a range of sources of evidence help us to build up an accurate picture about the Anglo-Saxons.

Design Technology

MECHANISMS

Pneumatics

In this unit, children will be making a toy or game that has a moving part. Children will investigate familiar objects that use air to make them work such a bicycle pump and build their own pump using tubing and a washing up liquid bottle.

Children will use this knowledge as they develop their own object for a game



PE

Tag Rugby **Gymnastics**

Netball **Fundamentals**

In fundamental skills children will develop balancing, running, jumping, hopping and skipping skills.

In netball, pupils will develop their understanding of the attacking and defending principles of invasion games.

In tag rugby, children will develop throwing, catching and running with the ball. Children will develop an understanding how to defend using tagging rules.

In gymnastics, pupils will develop balancing, rolling, jumping and inverted movements.



Computing

The Internet

Learners will apply their knowledge and understanding of networks.

They will learn that the World Wide Web is part of the internet and will explore how it works.

Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

Art

Drawing



Children will develop their understanding of line drawings and sketching techniques to accurately draw food items they enjoy eating. Children will explore the work of Wayne Thiebaud and develop an understanding of how space and proportion are used effectively. Children will learn sketching techniques related to tone, shading and colour and experiment using these.

Year 4 Terms 1 and 2

Geography

Where does our food come from?

How can our food choices impact the environment?

What does it mean to trade responsibly?

How do we get our chocolate?

Where does our food come from?

Are our school dinners locally sourced?

It is better to buy local or imported food?



Music

Rock and Roll with ukuleles

Perform the hand jive hand actions in sequence and in time with the music.

Sing in tune and perform actions in time.

Gain familiarity and confidence to play chords on a ukulele.

Play the notes of the walking bass in the correct sequence using the ukulele.

Independently play a part with some awareness of other performers.



PSHE

Family and Relationships

Health and Wellbeing

Understand that manners vary in different situations.

Understand boundaries in friendships, including physical boundaries and expectations.

Understand that what they do and say affects other people.



Understand the impact of bullying and the role bystanders can take.

Create a healthy diary, where energetic activities and high-energy food are scheduled for the same day.

French

Representing myself – Je Me Présente

Understand and use set phrases to talk about myself and ask others for simple information in return.

Understand numbers 1-20, count and use them out of sequence.

Say their nationality and be aware that the pronunciation changes if the person is a girl or boy.

Sample timetable

Day	08:35 - 09:00	9:00 – 9:55	10:00 - 10:15	10:15 - 11:00	11:00– 11:55	12:00 - 13:00	13:00 - 13:20	13:20 – 13:50	13:50 – 14:45	14:45 - 15:00	15:00 - 15:20
MONDAY	EMW	Register	Grammar, punctuation and spelling/ Guided Reading	Writing	B	Maths	L Reading & times tables	RE	PSHE	Church	story
TUESDAY	EMW	Register	Grammar, punctuation and spelling/ Guided Reading	Writing	R	Maths	U Reading & times tables	PE/Computing		Worship	story
WEDNESDAY	EMW	Register	Grammar, punctuation and spelling/ Guided Reading	Writing	E	Maths	N Reading & times tables	Science	Book Club	Worship	story
THURSDAY	E EMW	Register	Grammar, punctuation and spelling/ Guided Reading	Writing	A	Maths	C Reading & times tables	Geography	French	Class singing Worship	story
FRIDAY	EMW	Register	Grammar, punctuation and spelling/ Guided Reading	Writing	K	Maths	H Reading & times tables	PE	Times table games	Celebration Worship	story

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Year 4 expectations

- ▶ Pupils are more independent in the classroom
- ▶ They continue to develop skills in all subjects
- ▶ There is a focus on recalling the 1s - 12s times tables
- ▶ They develop spelling accuracy
- ▶ Pupils in Year 4 should be happily learning at school and eager to progress.



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Flamingos Class Charter



- Always show respect
- Be quiet and listen when someone is talking
 - Concentrate on your learning
 - Try your hardest
 - Always be kind
 - Encourage others
 - Demonstrate the school values
 - Remember to have fun!

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Attendance

Data recorded by the Government shows that in 2019, children in Key Stage 2 who didn't achieve the expected standard in reading, writing and maths missed on average four more days per school year than those whose performance exceeded the expected standard.

190 days in school	10 days absent	19 days absent (almost 4 weeks missed)	29 days absent (about half a term missed)	38 days absent (8 weeks missed)	47 days absent (Almost 10 weeks missed – over a quarter of the school year)
	180 days in school	171 days in school	161 days in school	152 days in school	143 days in school
100% attendance	95% attendance	90% attendance	85% attendance	80% attendance	75% attendance
Excellent record	Good record	Needs to improve	Cause for concern	Poor	Very poor
Gives the best possible opportunity for success! You are likely to achieve your potential and meet or exceed your targets! Well done!		Gives less chance of success. You are less likely to achieve your potential and meet your targets.		Much less chance of success. You are unlikely to achieve your potential and meet your targets.	

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Punctuality

Every day, the children have 'Early morning work' when they arrive at school. This is usually a maths 'Flashback' - a set of 5 maths questions linked to previous learning. If your child arrives on time, they will get the optimum chance to understand and complete this learning effectively.

They also then complete a short activity such as spelling practice, handwriting or reading.

These activities are not only great for learning, they also support your child to settle down and transition into the school day in a calm manner.

As you can see, getting to school on time can mean that your child gets about an extra 20 minutes of learning than they would get if they are late. This can have a huge impact on how a child is progressing and also how settled they are for the day ahead.

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Uniform

Our school uniform is an important part of Egerton's identity because it reinforces who we are as a community and contributes to the feeling of pride the children have for their school.

Uniform List

- | | |
|-----------------------------|--|
| ➤ Jumper/Cardigan with logo | Royal Blue |
| ➤ Polo-shirt | White |
| ➤ Pinafore/Skirt | Grey |
| ➤ Long trousers/Shorts | Grey |
| ➤ Tights | Grey |
| ➤ Socks | Grey/White |
| ➤ Summer Dress | Blue & white gingham check & white socks |
| ➤ Book Bag with logo | Royal Blue. |

Please come and see us if there are concerns about school uniform.

We want children to be able to carry out their roles of responsibilities.

PE

- PE t-shirt with logo Royal Blue
- PE Shorts/Skort Navy
- Trainers
- Drawstring bag for PE kit

Please do not send your child in with a rucksack. There simply is not the space on the pegs. They just need a coat and a book bag, and can carry their water bottle. A healthy snack is also encouraged



Reading

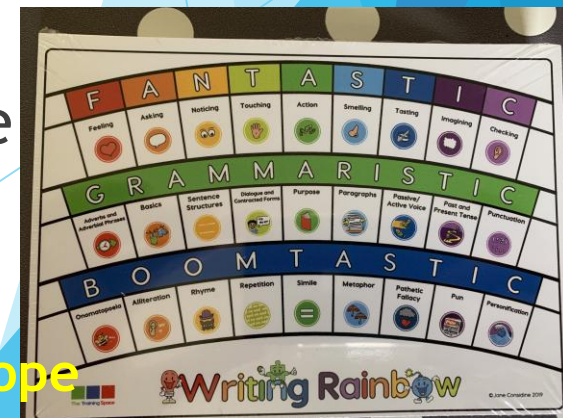
- ▶ Your child is expected to bring their red reading record book and their book-banded or phonics book to school **every day**.
- ▶ If a parent or carer has signed to say they have finished a book, they will get the opportunity to change it.
- ▶ Some children have a RWI phonics book, which they will read for a number of times in school before changing it.
- ▶ Library book change is every **Wednesday**. Your child will have the opportunity to change or keep their current book.



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Writing and Spelling

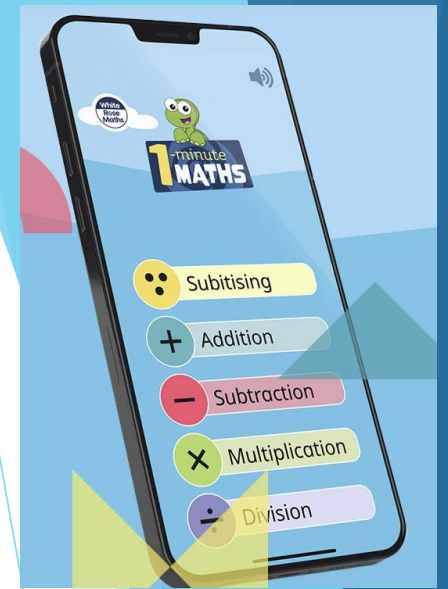
- ▶ Handwriting is expected to be neat, legible and increasingly joined-up.
- ▶ Vocabulary is built through reading and writing linked quality texts, class discussions and teacher/peer modelling.
- ▶ Grammar and punctuation rules and terminology is explored and practiced alongside the writing lessons.
- ▶ Spelling rules are taught weekly, linked to **Spelling Shed**, helping to develop a spelling word bank and accuracy in spelling choices.
- ▶ A list of year 3&4 'common exception words' will be sent home with your child to practise reading and spelling.



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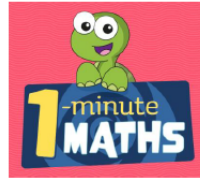
Maths

- ▶ This term's topics are place value and addition & subtraction, moving onto multiplication and division in term 2.
- ▶ In Year 4 we focus on numbers to 10,000 - understanding thousands, hundreds, tens and one.
- ▶ Times table facts play an important role in the year 4 curriculum
- ▶ Websites such as www.topmarks.co.uk and mathsframe.co.uk can be used to support the learning from school
- ▶ TT Rockstars can start to be used to support times table work in school - ttrockstars.com
- ▶ White Rose Maths 1 Minute Maths - <https://whiterosemaths.com/resources/1-minute-maths>

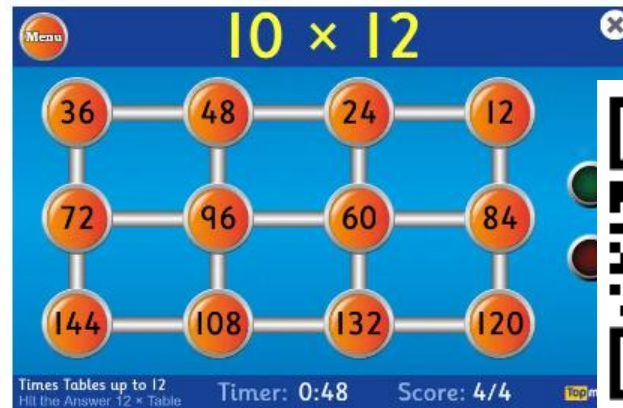




Have you heard about the White Rose Maths amazing app? It's 1-minute maths



Home > Maths Games > Hit the Button



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Homework - terms 1& 2

- Reading should take place every day and this is recorded in the reading record. Pupils can write this in and then an adult can sign it. Their efforts to read at home will be celebrated in class.
- Practise and learn all of the times tables from 1 - 12. Games, chanting, singing, flashcards and apps like TT Rockstars can help.
- Other homework sheets may be given out as and when appropriate. These would mainly link to either GPS (grammar, punctuation and spelling) or maths (often at the end of a unit for extra reinforcement). Please encourage your child to do these and hand them in. Some support may be needed but encourage your child to think for themselves.

Multiplication Square

×	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

★ Year 3 and 4 Common Exception Words ★

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Aa accident accidentally actual actually address although answer appear arrive	Bb believe bicycle breath breathe build business busy	Cc calendar caught centre century certain circle complete consider continue	Dd decide describe different difficult disappear	Ee early earth eight eighth enough exercise experience experiment extreme	Ff famous favourite February forward forwards fruit	Gg grammar group guard guide	Hh heard heart height history	Ii imagine increase important interest island
Ll learn length library	Mm material medicine mention minute	Oo occasion occasionally often opposite ordinary	Pp particular peculiar perhaps popular position possess possession possible potatoes pressure probably promise purpose	Rr recent regular reign remember	Ss sentence separate special straight strange strength suppose surprise	Tt therefore though thought through	Kk knowledge	Vv various
Nn natural naughty notice	Qq quarter question	Uu usually unusually until unusually unusually	Ww weight woman women					

Year 1 and 2 Common Exception Words

Year 1

the
a
do
to
today
of
said
says
are
were
was
is
his
has
I
you
your

they
be
he
me
she
we
no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

Year 2

door
floor
poor
because
find
kind
mind
behind
child
children
wild
climb
most
only
both
old
cold

gold
hold
told
every
great
break
steak
pretty
beautiful
after
fast
last
past
father
class
grass
pass

plant
path
bath
hour
move
prove
improve
sure
sugar
eye
could
should
would
who
whole
any
many

clothes
busy
people
water
again
half
money
Mr
Mrs
parents
Christmas
everybody
even



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Together, we inspire, nurture and thrive.

Reminders...

PE kit in school every day and earrings out on PE days:

Tuesdays and Fridays



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Contacting the Year 4 team

- ▶ Email the Year 4 team - flamingos@egerton.kent.sch.uk
- ▶ Speak to us either before or after school
- ▶ Leave a message with the school office





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Together, we inspire, nurture and thrive.

Thank you for coming



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