

Meet the Teacher

Year 4



Meet our team

Miss O'Garro Mrs Akhtar Mrs McCarthy Mr Simpson

Our class timetable is...

	Monday	Tuesday	Wednesday	Thursday	Friday
8:35-8:50	Registration Silent Reading/Change books	Registration Silent Reading/Follow-up task	Registration Silent Reading/Follow-up task	Registration Silent Reading /Follow-up task	Registration Silent Reading/Follow-up task
8:50-9:10	Creative Writing	Creative Writing	Creative Writing	Creative Writing	8:50-9:00 Catch-up
9:10-9:30	Spelling/Handwriting	GPS	GPS	GPS	9:00 Golden Assembly
9:30-9:45	Assembly	Assembly	Assembly	Assembly	RE
9:45-10:30	GPS	Writing	Writing	Writing	
10:30-10:45	B	R	E	A	K
10:45-11:15	PE Cricket	Reciprocal Reading	Reciprocal Reading	Reciprocal Reading	10:45-11:00 Spelling Test 11:00-11:15 Times Tables Test
11:15-12:15		Maths	Maths	Maths	Maths <i>Journaling Friday</i>
12:15-13:15	L	U	N	C	H
13:15-13:30	Registration Reciprocal Reading	Registration Spelling	Registration Spelling	Registration Spelling	Registration Individual/Group reading
13:30-14:45	Maths	PPA (PE/FRENCH)	Topic	Topic	13:30-14:00 PSHE 14:00-14:15 Set homework 14:15-15:00 Music
14:45-15:00	Times tables		Times tables	Times tables	
15:00-15:15	Class reading/Newsround	Class reading/Newsround	Class reading/Newsround	Class reading/Newsround	Class reading/Newsround

Things to know

Homework projects will be set every **half term** and due in **every fortnight**.

Spellings will also be distributed on Monday and will be quizzed on the following **Friday**. Please, please, please support your child to read every night. For a child to really excel at reading and writing, they need to read regularly.

Reading books will be handed out on **Monday** and should be in school **every day**.

Please make sure your child is practising their times tables on TTRS every day - 10 minutes is enough time.

PE days are Mondays and Wednesdays (for Autumn term), please ensure children come into school wearing PE kit on this day.

At the end of the year in June the students will participate in the statutory Year 4 Multiplication Tables Check.

Homework

Your child will receive a similar grid every half-term. I expect them to complete a task every fortnight.

AUTUMN 1: Our Awesome Greek Adventure

Here is your choice of homework tasks for our topic. From the activities below, you need to choose a minimum of 3. The first homework is due by 22/09/23, the second is due by 06/10/23 and the third homework is due by 20/10/23. You can complete more than 3 if you wish. You will need to put in care and effort and complete it to the best of your ability. *Please note, you may find some tasks easier once we have covered it in class.*

Design a Greek themed pizza - you can only use ingredients which originate from Greece.	Design and make your own Medusa head. You could write instructions for the steps you have taken to create the mask.	Create a short presentation about the origin of the Olympic Games, you could include how they differed from the modern Olympics.	Design a tally chart which will allow you to survey your family about their favourite Greek god. If you have the opportunity to complete the survey, you could show your results as a bar chart.
Greeks have several gods, write a list of Greek gods and record what they are the god of.	Ancient Greeks enjoyed going to the theatre. Can you design your own theatre? REMEMBER: they were usually circular, so everyone could hear the actors.	Find out some simple Greek phrases. E.g. Hello, How are you? What's your name? Etc. Make a poster to display them in Greek and English. If you can learn the pronunciation, can you try and teach us at school?	Design a symmetrical Greek Vase.
Design and make your own Labyrinth. It could be made of straws, string or wood.	Who was Pythagoras? How is he linked to maths? What is Pythagoras' theory? Present your findings - use diagrams to explain what you have learnt.	Which sports were included in the 1896 Olympics? Create a fact file on one of the sports.	Produce a poster explaining how ears work.
Research famous musical composers and present your findings in an interesting way.	Research a musical instrument and produce a leaflet about it.	Make a Spartan helmet or design a shield.	Design your own invention that would have been useful in Ancient Greece.

History

Geography

Science

Computing

Art

DT

Music

Languages

Maths

Standards - non negotiables

Handwriting- please ensure your child is practicing their cursive handwriting. This contributes to your child passing tests.

Presentation- e.g. using a ruler, dates LQs underlined and margins.

Times tables- They need this knowledge to access division, fractions etc.

Word lists- They need to know all of these words by the end of year 4.

Our year overview - English

Spell words with additional prefixes and suffixes and understand how to add them to root words. For example – ation, ous, ion, ian

Recognise and spell additional homophones, for example – accept and except, whose and who's

Use the first two or three letters of a word to check its spelling in a dictionary

Spell identified commonly misspelt words from Year 3 and 4 word list

Use the diagonal and horizontal strokes that are needed to join letters

Understand which letters, when adjacent to one another, are best left unjoined

Ensure the legibility, consistency and quality of my handwriting: down strokes of letters are parallel and equidistant;

My lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

Compose sentences using a wider range of structures, linked to the grammar objectives

Begin to join my writing and maintain this when writing at speed

Orally rehearse structured sentences or sequences of sentences to refine and improve these

Begin to open paragraphs with topic sentences

Write a narrative with a clear structure, setting, characters and plot

Make improvements by proposing changes to grammar and vocabulary to improve consistency, e.g. the accurate use of pronouns in sentences

Use a range of sentences with more than one clause

Use appropriate nouns or pronouns within and across sentences to support cohesion and avoid repetition

Use fronted adverbials, for example, 'Later that day, I went shopping.'

Use expanded noun phrases with modifying adjectives and prepositional phrases, for example, 'The strict teacher with curly hair'

Use other punctuation in direct speech, including a comma after the reporting clause; use apostrophes to mark plural possession; and use commas after fronted adverbials

Use adjectives and adverbs with confidence and attempt to think of different ones to use in different situations

Carry out a little research to find words that are specific to the event being written about

Check to see if there are any sentences that can be reorganised to give my writing a greater impact

Consciously use short sentences to speed up action sequences

Use dialogue and reactions from other characters to make my character interesting

Recognise when a simile may generate more impact than a metaphor, and vice versa

Recognise when it is reasonable to allow direct speech to tell the reader more about an individual's personality

Recognise that a combination of adjectives, similes and metaphors may help create a powerful image of the characters I am writing about

Know how to reorder sentences so that I can create maximum effect

Vary choice of pronouns correctly to refer to the first, second and third person, both singular and plural

Use commas or ellipses in order to create greater clarity and effect in my writing

Clearly articulate what I have learned.

Apply what I have learned to peer teach and explain my learning.

Reciprocal Reading

Reciprocal Reading is different from comprehension as it encourages children to use a range of skills when reading, e.g. inferring, predicting, summarising and identifying themes. It would be great if you could support your child when they are reading at home, by asking them a range of questions.

Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of unfamiliar words
Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words
Know which books to select for specific purposes, e.g. for my science, history and geography learning
Use dictionaries to check the meaning of unfamiliar words
Discuss and record words and phrases that writers use to engage and impact on the reader
Know and recognise some of the literary conventions in text types covered
Begin to understand simple themes in books
Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
Explain the meaning of words in context
Ask questions to improve understanding of a text
Infer meanings and begin to justify them with evidence from the text
Predict what might happen from details stated and deduced information
Identify how the writer has used precise word choices for effect to impact on the reader
Identify some text type organisational features, for example, narrative, explanation, persuasion
Retrieve and record information from non-fiction
Make connections with prior knowledge and experience
Begin to build on others' ideas and opinions about a text in discussion
Explain why text types are organised in a certain way
Locate and use information from a range of sources, both fiction and non-fiction
Compare fictional accounts in historical novels with the factual account
Appreciate the bias in persuasive writing, including articles and advertisements
Talk widely about different authors, giving some information about their backgrounds and the type of literature they produce
Use inference and deduction to work out the characteristics of different people from a story
Compare the language in older texts with modern Standard English (spelling, punctuation and vocabulary)
Skim, scan and organise non-fiction information under different headings
Refer to the text to support predictions and opinions
Recognise complex sentences
Show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest
Clearly articulate what I have learned.
Apply what I have learnt to peer teach and explain my learning.

Parent Teaching Support Manual



Our year overview maths

compare amounts of money and round amounts of money to the nearest £1 and £10
convert between different units of measure for mass
convert different units of measure for volume
measure length and height in centimetres and metres
convert between centimetres and metres and metres and kilometres
measure perimeter in centimetres and millimetres and convert between the two units
measure the surface an object covers
find the area of rectilinear shapes by counting squares
identify right, acute and obtuse angles
compare and order angles by size
compare and classify triangles and quadrilaterals
identify lines of symmetry in 2-D shapes
compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
describe positions on a 2-D grid as coordinates in the first quadrant
plot specified points and draw sides to complete a given polygon.
describe movements between positions as translations of a given unit to the left/right and up/down
write Roman numerals to 20
write Roman numerals to 100
Choose my own techniques to tackle and solve problems of greater complexity
Present my work and that of others in a clear & organised way, choosing appropriate methods of recording
Explain work clearly and accurately using mathematical language
Use reasoning to make predictions, prove my ideas and generalisations
Ask my own questions and form ideas for my own investigations
Recognise how to use my maths skills in a variety of different contexts

count in thousands, hundreds, fifties, tens and ones
understand and use place value to count.
recognise the place value of each digit in a 4-digit number
compare and order up to 4-digit numbers
make number patterns (using 100, 10, 1 more and less)
count in sixes, sevens and nines
round numbers to the nearest 10, 100 or 1000
add two numbers without renaming
add two numbers with renaming in the hundreds, tens and ones columns
add using mental strategies (making tens, hundreds and thousands)
subtract without renaming (using columnar subtraction)
subtract with renaming in the thousands, hundreds, tens and ones columns.
subtract using mental strategies
to multiply by 6,7,9, 11 and 12.
To understand we can multiply by 9 and 11 using relational understanding
To divide by 6,7,9,11 and 12.
to divide with a remainder
solve multi-step word problems involving multiplication and division
to understand commutativity
multiply three numbers.
multiply 2-digit numbers with renaming
multiply 3-digit numbers with renaming
divide 2 and 3-digit numbers.
divide 2 and 3-digit numbers with a remainder
draw and read picture graphs and bar graphs
draw and read line graphs
count in hundredths.
write mixed numbers
show mixed numbers on a number line
find equivalent fractions
simplify mixed numbers
simplify improper fractions
add fractions with the same denominator and record the answers in the simplest form.
subtract a fraction from a whole or a mixed number
tell the time on a 24-hour clock
convert time in minutes to seconds and hours to minutes
convert years to months and weeks to days
solve word problems involving duration of time
recognise and write decimal equivalents of any number of tenths
recognise and write decimal equivalents of any number of hundredths.
read and write numbers as decimals
compare and order numbers with the same number of decimal places up to 2 decimal places
identify numbers, which are 1 tenth or 1 hundredth more/less in a number sequence
round numbers with 1 decimal place to the nearest whole number
recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
divide 1- or 2-digit numbers by 10 or 100
write amounts of money as decimals

Our awesome curriculum for the year...

Year Four Curriculum Map					
Science Computing History Geography Art DT Citizenship/PSHE Religion					
AUTUMN 1 – Our Awesome Greek Adventure		AUTUMN 2 – Our Awesome World (Architecture in Schools project)		SPRING 1 – Our Awesome UK Museum	
Sounds <ul style="list-style-type: none"> • Sound - identify how sounds are made and associating it to vibrations and that they travel through different mediums to the ear. • Make links between volume and pitch and the objects that make those sounds. • Recognise that sounds get fainter as the distance from the sound source increases. 		States of matter <ul style="list-style-type: none"> • States of matter - compare and group materials based upon solid, liquid and gas. • Observe how materials change state through change in temperature and explain this through working scientifically using degrees C (Celsius). • Identify evaporation and condensation and their place in the water cycle, also associate rate of evaporation with temperature. 		Living things and their habitats <ul style="list-style-type: none"> • Living things and their habitats - Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. • Recognise that human development has an impact on habitats and biodiversity. 	
Computing systems and networks – The Internet <ul style="list-style-type: none"> • To describe how networks physically connect to other networks • To recognise how networked devices make up the Internet • To explain how websites can be shared via the World Wide Web (WWW) • To describe how content can be added and accessed on the World Wide Web (WWW) • To recognise how the content of the WWW is created by people • To evaluate the consequences of unreliable content 		Programming A – Repetition in shapes <ul style="list-style-type: none"> • To identify that accuracy in programming is important • To create a program in a text-based language • To explain what 'repeat' means • To modify a count-controlled loop to produce a given outcome • To decompose a task into small steps • To create a program that uses count-controlled loops to produce a given outcome 		Creating media – Audio editing <ul style="list-style-type: none"> • To explain that the composition of digital images can be changed • To explain that colours can be changed in digital images • To explain how cloning can be used in photo editing • To explain that images can be combined • To combine images for a purpose • To evaluate how changes can improve an image 	
Greeks <ul style="list-style-type: none"> • Create class timeline and order previous periods studied and add Ancient Greek period to this. • Using sources identify key inventions and discoveries during Greek times that impact us today. • Investigate the organisation and government of Ancient Greece and what this meant for Modern Dictionary. • Show an awareness of the similarities and differences between the Ancient Greek city states. • Explore the belief system of the Ancient Greeks and compare this to other periods studied. • Investigate the Trojan War and the Ancient Greek Olympic games and how we know so much about Ancient Greece. 		Famous Scientist or Architect <ul style="list-style-type: none"> • Study the life of Mary Curie or a famous Architect based on the Architecture in schools project for the year. • Add life events to the class timeline. 		The Anglo Saxons and Scots <ul style="list-style-type: none"> • Understand the impact of Britain's settlement by Anglo-Saxons and Scots • Understand how the Roman withdrawal affected Britain in c. AD 410 • Be aware of the Scots invasions from Ireland to north Britain (now Scotland) and reasons for this. • Anglo-Saxon invasions, settlements and kingdoms: place names and village life • Anglo-Saxon art and culture • Christian conversion – Canterbury, Iona and Lindisfarne 	
Greece in Europe <ul style="list-style-type: none"> • Locate Greece in Europe, locate the capital city and investigate country data. • Locate capital cities and flags of Greece and other countries in Europe. 		A different place France (or the Mediterranean) <ul style="list-style-type: none"> • Compare & contrast a region in a European country – France. • Use maps/computer mapping to locate France in Europe, identify cities, coastal, rivers, mountains. • Identify settlement, economic activity and land use patterns in Boulogne. • Use a map of the U.K. and France to identify the journey from London to Boulogne. • Identify the surrounding seas of the U.K. and France. 		Great Britain – Mapping Settlement and economic activity in the UK <ul style="list-style-type: none"> • Understand the difference between the U.K Great Britain and the British Isles. • Name and locate countries and cities of the United Kingdom and areas of high ground including hills and mountains. • Use geographical sources to investigate the industry and economic activities that happen in the UK, including trade links, and the distribution of natural resources including energy, food, minerals and water. • Investigate how settlement and economic activity has developed and changed since Roman times. • How can we protect our natural environment whilst still using its resources. 	
Stories of the Greeks <ul style="list-style-type: none"> • Make sketches of ancient Greek scenes and stories based on ancient Greek pottery. • Create, develop and refine own design inspired by Ancient Greek art. • Using clay roll out to form a tile and then score the image into clay. 		Architecture - Looking closely <ul style="list-style-type: none"> • Research images of buildings as examples • Children can take their own photos of buildings in our local area to observe closely. • Children can use an app to enhance their image. • Enlarge a selection of the image using photocopyers and sketch. • Use media to create the final piece of work of the enlarged part. 		Anglo-Saxon art <ul style="list-style-type: none"> • Study famous examples of Anglo-Saxon art • The different techniques for different purposes e.g. shading, hatching. • Apply skills to sketch chosen example. 	
Greek beverages <ul style="list-style-type: none"> • Understand how a range of food is grown and harvested - harvest the grapes that have been grown in the school garden. • Making - make grape juice using traditional techniques. • Design packaging for grape juice advertising the healthy benefits of it. 		Food for the future? <ul style="list-style-type: none"> • Zero carbon lesson on impact of food on climate change • Children create the most climate friendly meal and cook. • Chopping skills - use bridge and claw hold. 		Anglo-Saxon food <ul style="list-style-type: none"> • Explore food that the Anglo-Saxons would have eaten • Weighing and measuring - accurately use scales and measuring jugs. • Create Anglo-Saxon style stew using chopping and mixing skills. 	
What kind of a world did Jesus want? <ul style="list-style-type: none"> • Understanding Christianity unit • https://www.understandingchristianity.org.uk/wp-content/uploads/2016/10/HS2a1_Gospel_WEB.pdf 		What is the Trinity? <ul style="list-style-type: none"> • Understanding Christianity unit • https://www.understandingchristianity.org.uk/wp-content/uploads/2016/10/HS2a1_Inspiration_WEB.pdf 		How do Hindus Worship? <ul style="list-style-type: none"> • Understanding other faiths - Newham 2022 unit • https://drive.google.com/file/d/18uMD078G18TUL8u8e9d9D_1d1/view?new=true 	
LITERACY Reciprocal reading Odysseus <ul style="list-style-type: none"> • GPS Skills to cover: • Determiners • Clauses • Expanding sentences using conjunctions, adverbs and prepositions • Direct speech • Past tense • Present tense • Writing opportunities: • Letter from Odysseus to wife • Character description • Narrative - look up Odysseus as model to imitate and innovate • Narrative adventure using dialogue 		LITERACY Reciprocal reading Masterpiece by Elise Broach The Fox <ul style="list-style-type: none"> • GPS Skills to cover: • Present perfect or Simple past • Paragraphs • Nouns • Pronouns • Writing opportunities: • Recount - diary extract • Poetry • Persuasive letter to mum - Can I keep a beetle as a pet? • Water cycle - explanation text • Instructions - how to care for a beetle • Playscript: scene from text 		LITERACY Reciprocal reading Beowulf <ul style="list-style-type: none"> • GPS Skills to cover: • Adverbials • Fronted adverbials • Time adverbials • Place adverbials • Descriptive fronted adverbials • Apostrophes for plural possession • Apostrophes for contractions • When to not use an apostrophe • Writing opportunities: • Invitation to Beowulf to visit and request help • Recount - diary in role of Beowulf • Write own legend using Beowulf as model • Character analysis of Beowulf and Grendel • Job description - apply to join Beowulf's clan 	

Our awesome curriculum for the year...

Year Four Curriculum Map					
Science Computing History Geography Art DT Citizenship/PSHE Religion					
SPRING 1 – Awesome Me		SUMMER 1 – We are Awesome Toy Makers		SUMMER 2 – Our Awesome Mountain Adventure	
Animals including humans – teeth and digestion <ul style="list-style-type: none"> • Animals including humans – Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. • Recognise we need 5 a day – create favourite fruit tally and show in bar chart/pictogram. 		Electricity <ul style="list-style-type: none"> • Identify basic parts of a circuit, bulbs buzzers, cell/battery etc. • Identify some common conductors and insulators, and make associations between metals and being good conductors generally. • Plan experiments using bulbs to answer a testable question. 		Animals including humans (food chain focus) <ul style="list-style-type: none"> • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Investigate mountain habitats and the special adaptations of animals that live in these habitats. • Investigate the human impact on these. 	
Creating media – Photo editing <ul style="list-style-type: none"> • To explain that the composition of digital images can be changed. • To explain that colours can be changed in digital images. • To explain how cloning can be used in photo editing. • To explain that images can be combined. • To combine images for a purpose. • To evaluate how changes can improve an image. 		Programming B – Repetition in games <ul style="list-style-type: none"> • To develop the use of count-controlled loops in a different programming environment. • To explain that in programming there are infinite loops and count-controlled loops. • To develop a design that includes two or more loops which run at the same time. • To modify an infinite loop in a given program. • To design a project that includes repetition. • To create a project that includes repetition. 		Data and information – Data logging <ul style="list-style-type: none"> • To explain that data gathered over time can be used to answer questions. • To use a digital device to collect data automatically. • To explain that a data logger collects 'data points' from sensors over time. • To process how a computer can help us analyse data. • To identify the data needed to answer questions. • To use data from sensors to answer questions. 	
The Roman Invasion of Britain The History of me <ul style="list-style-type: none"> • Explore the Romanisation of Britain: sites such as Caerwent. • Identify key events within the 'Roman Invasion of Britain'. • Investigate the resistance of the local Celts and how their society compared to the Romans. • Explore the culture and beliefs, including early Christianity and compare with other periods studied. • Draw gene family tree. 		Eddison & Tesla <ul style="list-style-type: none"> • Study Eddison and Tesla and their legacies. • To understand the differences in how history views individuals and why this may be. • Add to class timeline. 		Sir Edmund Hillary & Sherpa Tenzing Norgay <ul style="list-style-type: none"> • Compare the lives of Sir Edmund Hillary and Sherpa Tenzing Norgay. • Look at the historical sources and accounts of the first climb of Everest. • Understand that different versions of the past may exist, giving some reasons for this. • Question why some accounts may vary of the ascent and the recognition given to all the people who helped. 	
The Geography of Roman Britain The Geography of me <ul style="list-style-type: none"> • Explore the network of Roman roads and settlements in the UK. • Who am I - 7 Plot where we came from on a map using family trees as a guide. 		Where do we get power from? <ul style="list-style-type: none"> • Look at power generation and the distribution of natural resources in the U.K. and the world. • Look at the use of renewables vs non-renewables, in energy sources. • To nuclear power the future? Pupils to express their opinion on the question. • Look into sustainability of power generation and resource use. 		Mount Everest and its ascent <ul style="list-style-type: none"> • Identify the countries and capital cities of the U.K. Use maps to locate the countries and mountains of the world. • Use maps and globes to locate the world's countries, using maps to focus on Europe including the location of Russia, concentrating on their environmental regions, key mountain ranges. • Describe and understand key aspects of physical geography: climate zones, biomes and vegetation belts, rivers, mountains. • Locate and describe mountains of the world. Compare the mountain ranges of the Himalayas and the peak district in the UK. 	
Cubist Portraits <ul style="list-style-type: none"> • To sketch from observation a range of faces, ensuring features are positioned accurately and in proportion. • Study famous portrait artists (e.g. Picasso's cubist portraits) and learn from their style. • Recreate their own portrait using line, form and colour. • Use a wide range of materials to create the best best of portrait. 					
Designing a phone cover <ul style="list-style-type: none"> • Come up with a design criteria for a phone cover for a member of their family. • Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. • Know how to strengthen, stiffen and reinforce existing fabrics. • Understand how to securely join two pieces of fabric together and understand the need for pattern and seam allowance. 		Electrical systems: simple circuits and switches <ul style="list-style-type: none"> • Create design criteria and communicate ideas through annotated diagrams. • Select from and use tools and equipment to cut, shape, join and finish with. • Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. 		Food: healthy and varied diet <ul style="list-style-type: none"> • Plan the main stages of a recipe to give energy to mountaineers, listing ingredients, utensils and equipment needed. • Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs. • Know how to use appropriate equipment and utensils to prepare and combine food. • making – Follow instructions to make a high energy bar. • Evaluate by taste, smell, texture, etc. 	
Why do Christians call it 'good' Friday? <ul style="list-style-type: none"> • Understanding Christianity unit • https://www.teacherspayfor.com/uk/wp-content/uploads/2016/06/2016-2017-Science-WO1.pdf 		What religions are represented in our neighbourhood? <ul style="list-style-type: none"> • Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1D4572r05bYcUFT3170kAm7Dh0kL2004?usp=sharing 		What happens when someone gets married? <ul style="list-style-type: none"> • Understanding other faiths - Newham 2022 unit • https://drive.google.com/drive/folders/1318puefEw796dpxePyeU72Pz2226?usp=sharing 	
LITERACY Reciprocal reading A Roman Story Julius Caesar A journey through digestive system	GPS Skills to cover: Recognising speech Punctuating speech Direct and indirect speech Identifying noun phrases Modifying adjectives and nouns Determiners before modifiers Writing opportunities: Report on the digestive system. Biography of Julius Caesar or Shakespeare Newspaper report of the death of Caesar	LITERACY Reciprocal reading Frankenstein (kids classic)	GPS Skills to cover: Prepositional phrases Expanded noun phrases Suffices - word families Suffices - ure, ture, chure Suffices - ation, sion, sion, tion, cion Writing opportunities: Instructions - How to make an electronic game (D&T/Science link) Fact File about the Monster non-chronological report: What is electricity? Instructions - How to make a circuit Persuasive and explanatory letter writing - between two characters	LITERACY Reciprocal reading Everest: story of Edmund Hillary	GPS Skills to cover: Using suffices Standard English - subject/verb agreement (is/are/has, did/done) Standard English - I or me? Standard English - These/those not them Sequencing paragraphs Consolidation Writing opportunities: Narrative - Mountain adventure Job description of a thames Poetry Advert/poster to visit Everest Report on the issues tourism poses to Everest

This term:

Science - Sound

- I know sounds are made when objects vibrate.
- I know sound can travel through different materials
- I know how to change the volume and pitch of sounds.
- I know that sounds get fainter as the distance from the sound source increases.

DT

- I know how a range of food is grown and harvested.
- I know how to make grape juice using traditional techniques.
- I know how to make an effective design to advertise grape juice and the healthy benefits of it.

History - Ancient Greeks

- I know where the Ancient Greeks fit on a timeline of my previous learning.
- I know I can use different sources of information to Identify key inventions and discoveries during Greek times that impact us today.
 - I know how Ancient Greeks organised their government and how this impacts modern democracy.
- I know the belief systems of the Ancient Greeks.
 - I know the key events of the Trojan War.
- I know the origin of the Ancient Greek Olympic games.

Know More, Remember More Year 4 - Autumn 1 Our Awesome Greek Adventure

Geography

- I know how to locate Greece on a map of Europe.
- I know how to locate the capital city of Greece today and investigate country data.
- I know how to locate capital cities and flags of other countries in Europe.

Computing

- I know how networks physically connect to other networks
- I know how networked devices make up the internet
- I know websites can be shared via the World Wide Web (WWW)
- I know how content can be added and accessed on the World Wide Web (WWW)
- I know how to stay safe in the internet.

Art

- I know how to sketch ancient greek scenes and stories based on ancient greek pottery.
- I know how to create, develop and refine a design inspired by Ancient Greek art.
- I know how to create a clay time and score the image onto clay.

Interventions

Each day there will be an allocated time for struggling learners to go over concepts and consolidate their learning. These should also be linked in with their home-learning tasks.

Positive Behaviour Management

Structure, understanding and encouragement

Pause - take a deep breath

Attune - what is going on

Label - discuss calmly and quietly

Model - give them strategies

Calm structured rooms

Ground Rules



Consistent hard work and a clear demonstration of the Christian values of compassion, respect, perseverance, forgiveness and trust. **Silver Sticker**

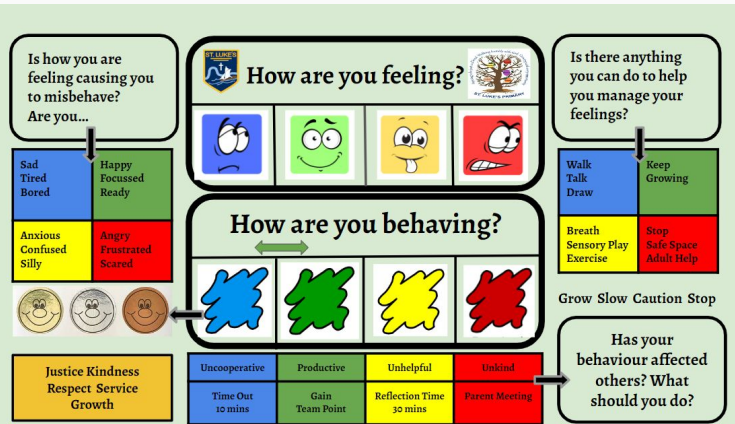
Working hard and being compassionate, respectful, persevering, forgiving and trustworthy. **Bronze Sticker**

Where possible each day begins afresh

Calling out, getting out of their seat, distracting, not co-operating, etc. **Reflection sheet home**

Repeatedly not following instructions, name calling, rudeness, refusal to work, etc. **Parents contacted/ Alternative Lunch**

Walking out of class, racism, bullying, swearing, stealing etc. **Meeting with Parents/ In School Exclusion/ Fixed Term Exclusion**



Behaviour Chart

Online safety

We will start the Year with Online safety lessons for your children using Google

https://beinternetawesome.withgoogle.com/en_us/interland

Please be aware the only way to ensure your child is safe when online is when you are online with them!

Online safety

At St Luke's, we aim to provide our pupils with strategies on how best to stay safe online. Keeping our pupils safe online is of the utmost importance to us and so we are committed to having an ongoing dialogue of the issues that pupils face when using the internet, as this is unavoidable in our world today.

Specific online safety lessons based on different subjects (cyberbullying, accessing appropriate content, managing online footprint etc.) are carried out every half term. However we are aware that much of our pupils' use of the internet will occur at home, away from the school's filters.

So below are a list of useful websites, advice and resources that you may find helpful when navigating the issue of online safety with your child.

Thinkuknow <http://www.thinkuknow.co.uk>

National Online Safety <https://nationalonlinesafety.com/resources/platform-guides/>

NSPCC <http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Childnet <http://www.childnet.com/parents-and-carers>

CEOP <http://ceop.police.uk/safety-centre/>

BBC <https://www.bbc.com/ownit>

SafetoNet <https://safetonet.com/>

Also, keep an eye out for updates on issues arising and other concerns on popular game apps and websites on School Ping. Some of you might be aware that through the last year a few caution leaflets and news feeds have been shared on School Ping to alert parent on some of these dangers.

Safeguarding at St. Luke's - if you have any concerns see one of our team below



Matt Hipperson HT & Designated Safeguarding lead



Fiona Norcross DHT & Deputy Safeguarding Lead



Debbie Phillip family Support Worker



Sarah Martin Learning Mentor & After School Lead

Message from Matt Hipperson HT



At St. Luke's we see parents as a very important partner in helping your child to achieve the best they possibly can whilst feeling emotionally cared for and secure and we hope that all of this information is answering a lot of your questions but if you have anything about the school as a whole (please email your teacher if it is something about their class) then please email me on:

ht@st-lukes.newham.sch.uk

Thank you!

All children have received logins for mathletics and Reading Eggs. I will be sending a letter with the logins to go home.

Any questions, email - Y4@st-lukes.newham.sch.uk