

Welcome to the Year 4  
Coffee Morning  
2023-2024



LOVE, LEARN AND SERVE

# Topics for the Autumn Term

R.E - Come and See	PEOPLE - The family of God in Scripture CALLED - Confirmation: a call to witness GIFT - God's gift of love and friendship in Jesus
Topic (Science, History, Geography, Design Technology and Art)	Science: Electricity Geography/History: The Great Plague DT: Designing a game involving a circuit
P.E	Games (Mr Unwin)
Spanish	Seasons

# Knowledge Organisers

## Earthlings

### Scientific Vocabulary

**Solar System:** The sun and everything that orbits it. This includes the eight planets and their moons, dwarf planets, asteroids, comets, other small objects and all the empty space in between them.

**Orbit:** A repeating path that one object in space takes around another. All orbits are elliptical in shape, meaning they're egg-shaped, or oval, rather than circular.

**Rotate:** When something turns or spins around a point located in its centre.

**Axis:** An imaginary line as an object turns around. This imaginary line runs directly through the object's centre, from the north to the south poles.

**Sphere:** A 3 dimensional object shaped like a ball.

**Waxing:** The process of increasing how much of the moon is lit (as observed right to left) i.e. it's headed towards being a full moon.

**Waning:** The process of decreasing how much of the moon is lit (as observed right to left) i.e. it's headed towards being a new moon.

**Satellite:** A smaller object that orbits, or revolves around, a larger object in space. Satellites can be natural or artificial (made by people).

**Sundial:** An instrument showing the time by the shadow of a pointer cast by the sun onto a plate marked with the hours of the day.

**Celestial body:** A naturally occurring object that exists in the observable universe.

**Geocentric model:** A model of the solar system with Earth at the centre and all other celestial bodies orbiting it.

**Heliocentric model:** A model of the solar system with the sun at the centre and all other celestial bodies orbiting it.

### Key Scientific Knowledge

The Earth rotates on its axis once every 24 hours a day.

The Earth orbits the sun once every 365 1/4 days.

The Moon orbits the Earth approximately once every 28 days.

We can see the moon because the sun's light reflects off its surface.

The Earth is a spherical object and the way it rotates is what causes day and night.

The Earth's rotation is what causes day and night.

Our solar system consists of eight planets, the sun, and many smaller objects.

Shadows on Earth can be used to tell the time of day.

The number of daylight hours varies throughout the year.

I can evaluate the evidence regarding the geocentric and heliocentric models.

I can explain the sun's rotation and how it affects the Earth.

I can explain the difference between the geocentric and heliocentric models.

I can explain the difference between the geocentric and heliocentric models.

### Wider Curriculum Links

Year 2: Explorers – moon landing  
Year 3: Light reflection  
Year 4: The Earth's rotation and day/night cycle

## United Kingdom

### Key Geographic Knowledge

England consists of 48 counties the origins of which come from kingdoms and shires created by Anglo-Saxons as well as other previous inhabitants of England.

Settlement sites are chosen and grow due to a variety of criteria such as natural resources, transport links, defence, agriculture etc.

Great Britain is a geographical term for the island made up of England, Scotland and Wales.

The United Kingdom is a sovereign state made up of the four countries England, Scotland, Wales and Northern Ireland.

Physical Features in the UK:

- The River Thames – England
- Loch Ness – Scotland
- Swaledale – Wales
- The Giant's Causeway – Northern Ireland

Human Features in the UK:

- The Houses of Parliament – England
- The Forth Bridge – Scotland
- Cardiff Castle – Wales
- Parliament Buildings at Stormont – Northern Ireland

### Working Geographically

**Physical**  
To identify unique physical features from each of the countries of the United Kingdom.

**Human**  
To identify unique human features from each of the countries of the United Kingdom.

**Locational**  
To locate modern day English counties that had their origins as Anglo-Saxon kingdoms.

**Mapping**  
To compare a variety of maps (including Ordnance Survey maps) of the same area.

**Read and plot points on maps using symbols and a 6 figure grid references.**

**Inquiry**  
To develop causal questions e.g. how have settlement sites been chosen/developed?

**Communication**  
To identify patterns and communicate geographical information in a variety of ways, such as maps, diagrams etc.

### Wider Curriculum Links

Year 1 – Family Album – UK capitals and seas  
Year 2 – Where I live – Local area and UK  
Year 3 – What the Romans Did – The UK region  
Year 6 – London – Thames River Study

## United Kingdom

### Key Historic Knowledge

The Anglo-Saxons consist of people from the Germanic tribes Angles, Saxons and Jutes that migrated to the UK in 450AD and occupied England until 1066AD.

From 674AD-886AD the Angles, Saxons and Jutes competed over land in England creating 5 main kingdoms (the first counties). These kingdoms were Northumbria, Mercia, East Angles, Wessex and Kent.

The Anglo-Saxons settled in England and never went home but developed their own communities which form the basis of many villages today.

Many current place names in the UK have origins from Anglo-Saxon words. Prefixes and suffixes of our current place names have Anglo-Saxon meanings e.g. barrow = fort, ham = village, Mere = lake, Wych = farm. Place names today can tell us how that place originated e.g. Woolwich was a sheep farm.

Anglo-Saxon daily life was centred primarily around agriculture. Villages were built from materials sourced from local woodlands. The Anglo-Saxons were defeated by the Normans who invaded from France at the battle of Hastings in 1066AD.

Sutton Hoo is the Anglo-Saxon royal burial site of King Raedwald of East Angles. It was excavated in 1939 and is home to one of the greatest archaeological discoveries of all time.

### Working Historically

**Chronology**  
Sequence events relating to the passing of time and identify where these events fit into a chronological framework during the Anglo-Saxon period.

**Events, People and Changes**  
Establish a narrative by making connections between the Anglo-Saxons and other periods of time. Understand how Anglo-Saxon life has affected our world today.

**Explain, Interpret and Using Sources**  
Understand methods of historical inquiry, how evidence is used to make historical claims. Understand how our knowledge of the past is constructed from a range of different sources and that different versions of past events often exist, giving some possible reasons for this (what evidence do we have, why was it created, and what does it tell us?).

**Physical Feature** – Things around by nature without any human involvement.

**Human Feature** – Things around by humans.

**Great Britain** – A geographical term for the island made up of the countries England, Scotland and Wales.

**United Kingdom** – A sovereign state made up of the four countries England, Scotland, Wales and Northern Ireland.

### Wider Curriculum Links

Year 1: The Great Law of London  
Year 2: Local History  
Year 3: Romans  
Year 6: Vikings and Normans

### Historic Vocabulary

**Anglo-Saxon** Germanic people living in England between 450AD – 1066AD, made up of Angles, Saxons and Jutes.

**Migrate** Moving from one region or habitat to another.

**Invade** To enter into a place and occupy it, using force.

**Chieftain** A leader of a clan or tribe.

**Origin** The point or place where something begins, arises, or is derived.

**Primary Source** A piece of information that was created at the time under study.

**Secondary Source** A piece of information that was created after the time under study.

**Sutton Hoo** Anglo-Saxon royal burial site of cultural or historical interest.

**Artefact** An object made by a human being, usually one of cultural or historical interest.

**Reliability** The quality of being trustworthy.

**Excavate** remove earth carefully from (an area) in order to find buried remains.

**Archaeological site** A place in which evidence of the past has been found and investigated.

# The Gift of Reading

Reading for Pleasure

Guided Reading

Exposing our children to a variety of high quality texts

Class Reads

Daily reading at home



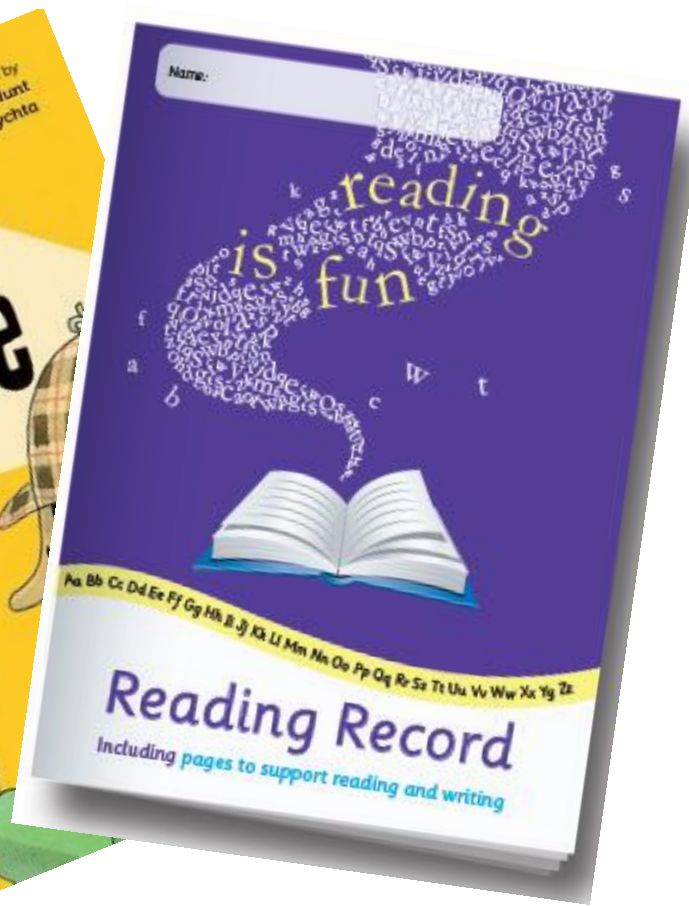
Librarians

Read It/ Write It weeks

Books must be in school  
daily with Reading  
Records

Discussing Texts





# Multiplication Tables Check



- ▶ The multiplication tables check (MTC) is statutory for year 4 pupils in England.
- ▶ The purpose of the MTC is to determine whether pupils can recall their times tables fluently.
- ▶ Schools must administer the MTC to all eligible year 4 pupils between Monday 5 June and Friday 16 June 2023.
- ▶ Schools can access the MTC service to prepare for the check via [DfE Sign-in](#) from Monday 17 April 2023.

# Multiplication Tables Check



- ▶ TTRS - children access in school and also at home
- ▶ Logins have been sent out - please let us know of any problems
- ▶ Times tables club - Wednesday 3:15pm-4pm

# Attendance

- ▶ 100% attendance is crucial
- ▶ Regular absences result in gaps in the children's learning
- ▶ Accessing the full curriculum coverage
- ▶ No holidays to be taken during term time
- ▶ Fines are now being issued.





# Year 4 Behaviour and Expectations

- ▶ Listening and following instructions- Being Respectful
- ▶ Taking responsibility for their choices
- ▶ Being ready to learn
- ▶ Completing class work and homework to a high standard: presentation and content
- ▶ Handing homework in on time- Wednesday
- ▶ Not distracting or holding others back
- ▶ Having a positive attitude towards their learning
- ▶ Working hard in lessons and staying on-task



# Homework Expectations

- Set on Friday's
- Due on Wednesday
- Raffle tickets are earnt weekly

# Class and School Behaviour System

- ▶ Verbal reminder
  - ▶ Verbal Warning
  - ▶ Yellow card
  - ▶ Red card ( two yellow cards make a red)
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- ▶ Red cards are issued instantly for physical contact or inappropriate language.

