

Welcome to Year 4 Indigo and Sapphire



THE HAMPDEN VALUES

Dreams & Goals

- Self-belief
- Perseverance
- Aspiration
- Challenge

Healthy Mind and Body

- Balance
- Keeping safe
- Self-esteem

Celebrating Diversity

- Inclusion
- Respect
- Acceptance

Relationships

- Tolerance
- Choice
- Conflict and resolution

Being Me in My World

- Belonging
- Community
- Responsibility
- Rights

Changing Me

- Independence
- Resilience
- Looking forward

THE HAMPDEN WAY

Aspiration & Opportunity

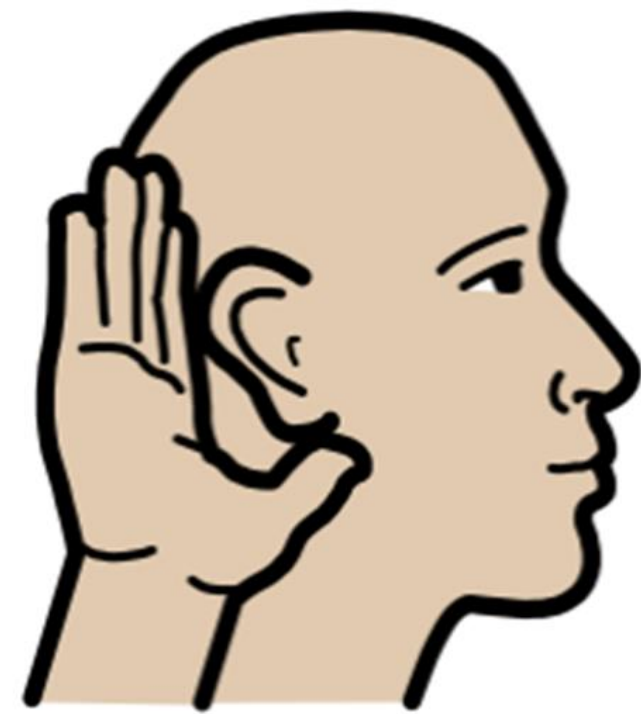
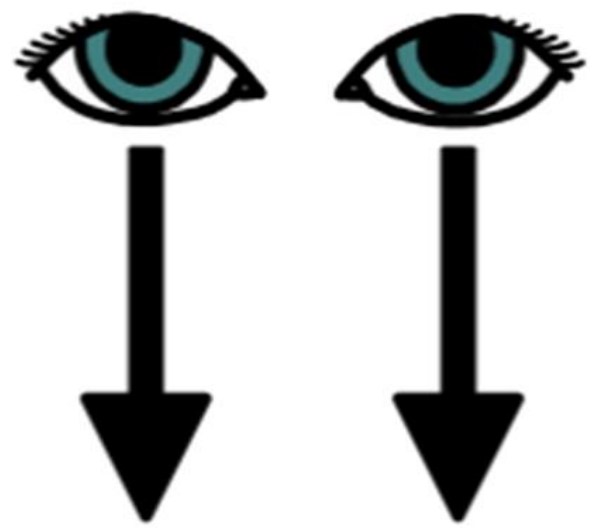


We do our best

We are kind

We are a team







BEST lining up

- Line order
- In a straight line
- No talking
- Eyes forward

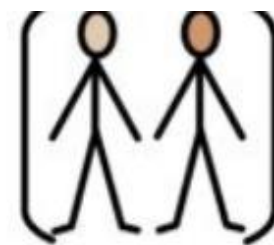


BEST listening

- Be quiet
- Empty hands
- Sit or stand still
- Track the speaker



POLITE Dining



Please and thank you

Orderly queuing

Leave your table as you found it

Inclusive, calm atmosphere

Take your time

Eat with cutlery



The Year 4 Team

Sapphire

Mrs Parry

Indigo

Mr Eaton (until October half term)
Mrs Deppe, Mrs Brooks

Teaching Assistants

Mrs Bowler
Mrs Avery/Mrs Holopainen

Other Staff

Mrs Smith/XYZ MUSIC PPA cover

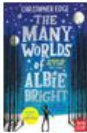
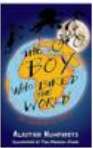
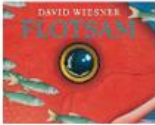
Weekly Timetable

YEAR 4 TIMETABLE

Tomb Raiders										
	8.30-9	9-10		10-11	11-11:20	11.20-12.20		1.20-1:50	1:50 - 2:10	2:10-3:00
MONDAY	Register/ Handwashi ng/Handwr iting and spelling	PSHE Library 9:30-10:00 Indigo - Odd Sapphire - Even		English	BREAK	Maths	LUNCH	Art/DT		Singing Assembly 2:30 - 3pm
TUESDAY	Register/ Handwashi ng/Handwr iting and spelling	Music - Sapphire SPaG / French- Indigo		Maths	BREAK	PE	LUNCH	Reading lesson	History/Geog	
WEDNESDAY	Register/ Handwashi ng/Handwr iting and spelling	Assembly	Reading Lesson	English	BREAK	Maths	LUNCH	Reading lesson	Science	
THURSDAY	Register/ Handwashi ng/Handwr iting and spelling	Maths		Music - Indigo SPaG / French- Sapphire	BREAK	English	LUNCH	PE (Indigo) RE (Sapphire)	PE (Sapphire) RE (Indigo)	
FRIDAY	Register/ Handwashi ng/Handwr iting and spelling	Computing/Spelling		Computing/Spelling	BREAK	Maths	LUNCH	Buddy Reading/Finishing off	Achievement assembly	

Curriculum Map

Long Term Overview – Year 4

Autumn Term		Spring Term		Summer Term	
BEING ME IN MY WORLD	CELEBRATING DIVERSITY	DREAMS & GOALS	HEALTHY MIND & BODY	HEALTHY ME	CHANGING ME
Belonging Responsibility Rights	Inclusion Respect Acceptance	Self-belief Aspiration Challenge	Balance Keeping Safe Self-Esteem	Tolerance Choice Conflict Resolution	Independence Resilience Looking forward
Autumn 1 Ancient Egyptians Tomb Raiders	Autumn 2 Ancient Egyptians Tomb Raiders	Spring 1 Raging Rivers	Spring 2 Anglo-Saxons and Scots Settlers	Summer 1 Somewhere to settle	Summer 2 Coasts
Whole Class Reader: Miraculous Journey of Edward Tulane	Whole Class Reader: Rumaysa A Fairy Tale .. by Radiya Hafiza	Whole Class Reader: Varjak Paw by SF Said	Whole Class Reader: Charlie Changers into a chicken by Sam Copeland	Whole Class Reader: The Many Worlds of Albie Bright by Christopher Edge	Whole Class Reader: Kensuke's Kingdom by Michael Morpurgo
					
	 				
Core Text (English lessons): Marcy and The Riddle of the Sphinx by Joe Todd-Stanton	Core Text (English lessons): Tadeo Jones by Enrique Gato Russell's Christmas Magic by Rob Scotton	Core Text (English lessons): The Boy Who Biked the World by Alistair Humphreys	Core Text (English lessons): Free Lance by Paul Stewart and Chris Riddell	Core Text (English lessons): The Lost Thing by Shaun Tan	Core Text (English lessons): Shared Text: Flotsam by David Wiesner

This is an overview of what we'll be studying throughout the year.
For the full version, please see the JHS website.

Knowledge Organisers



Tomb Raiders I Year Four I Term 1



Vocabulary	
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.

Prior Knowledge/Key Knowledge	
Prior Knowledge from Year 3	Ask and respond to questions about a person or event from the past using different sources
Egyptian Values	Understand what was important to people during ancient Egyptian times
Mummification and Egyptian Gods	Select information about mummification and Egyptian gods carefully when learning about these areas.
Locating in place and time	Know where and when the Egyptians lived through looking at maps and artefacts.
Tutankhamun	Understand how evidence can give us different answers about the discovery of Tutankhamun's tomb, noting connections, contrasts and trends over time.

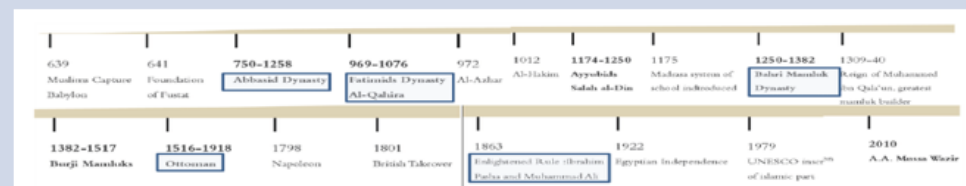
Key Skills	
Main learning	Devise historically valid questions about change, cause, similarity, difference and significance of a person, event or time in history Give reasons to support a point of view about an historical event and make comparisons between them Explain how past events have shaped our lives, including evidence from a range of sources.
Greater depth	Explain why events can be viewed from different perspectives and sources may contradict or agree with each other.

Big Questions/Challenging Perceptions:



Imagine you were going to be buried in a burial chamber, prioritise your three most precious possessions that you would have buried in your tomb ready for the after life. Give reasons for your selections.

Timeline



Homework

MATHS

Maths homework will consist of a sheet with questions practising multiplication in a variety of ways. It will be handed out on a **Friday** and needs to be handed in by the following **Thursday**. We also expect the children to go on Times Table Rockstars too, little and often as part of their maths homework. There is a tick sheet to record the children's TTRockstar practices

SPELLINGS

Assignment on EdShed – Logins found in reading records

READING

10 minutes every day, please record in reading record

READING

We expect your child to read every evening for at least 10 minutes.

All children will already have a reading record and book.

Please make sure that your child brings them in each day and that you continue to fill their reading record.

SPELLINGS

Children will have 10 spellings set each week, you will find these on EdShed – Spelling Shed.

Please encourage your children to practise them each day.

All children have opportunities to practise their spellings in school. They will have a spelling test on Friday mornings.

Expectations – Book Layout

English Book Layout – KS2

The image shows a sample of handwritten English writing on lined paper. The text is written in cursive and includes several paragraphs. Callout boxes with arrows point to specific features of the writing, explaining the expectations for the book layout.

Callout Boxes:

- I will write the digital or long date in the left hand top corner and underline it with a ruler.
- I will cross any mistakes out by putting one line through them (using a ruler).
- I will look at where my teacher has used the pink and green highlighter and the marking code.
- I will carefully read my feedback and respond to my next step.
- I will glue any learning in neatly at the top of the page using the lines to help me.
- I will present my learning neatly by using the cursive script and writing on the lines.
- I will write on one line and skip a line to leave room for editing.

Handwritten Text:

Friday 23rd June 2017

I can... write persuasive letters.

My name is Tully and I'm going to tell you why I think that animals should sometimes be kept in captivity.

Animals ~~should~~ be kept in captivity as long as it meets the needs of the animal. Such as having a good environment and plenty of food.

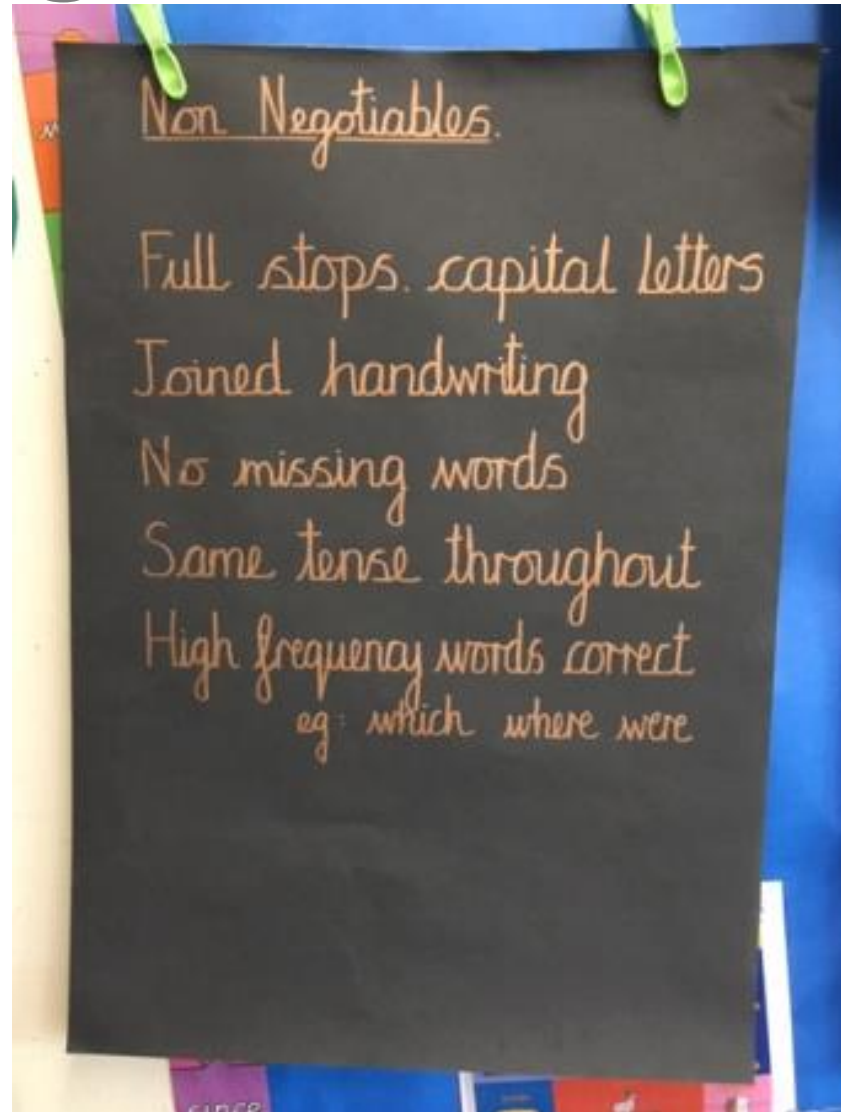
Firstly, animals should be kept in captivity because they might be endangered, like pandas, tigers and rhinos, and need to breed with the same species so the animal is less likely to die out. In the wild they're going to die a lot faster.

Next I'm going to tell you why I think that animals shouldn't be kept in captivity. Some of the reasons are that people capture them for the profit and not for the needs of the animal.

Good use of paragraphs and spaces.

any animals which require a specialist diet - some which breed in captivity

Non negotiables – Year 4



Expectations – Book Layout

Maths Book Layout – KS2

The image shows a sample page from a KS2 Maths book. The page is divided into two main sections by a vertical line. The left section contains six numbered problems, and the right section contains six corresponding calculations. The page is decorated with a green dot in the top right corner and a green star in the bottom left corner. The page is also divided into two main sections by a vertical line. The left section contains six numbered problems, and the right section contains six corresponding calculations. The page is decorated with a green dot in the top right corner and a green star in the bottom left corner.

Callouts and Expectations:

- Top Left:** I will write the short date in the left hand top corner and underline it with a ruler.
- Top Right:** I will use a pink/orange/green highlighter to show how well I think I have achieved the lesson objective.
- Left Side (General):** I will write the I can statement on the left-hand side and underline it with a ruler.
- Right Side (General):** I will glue any learning in neatly at the top of the page using the lines to help me.
- Bottom Left:** I will draw a margin of 2 squares down the left-hand side of the page.
- Bottom Right:** I will present my learning neatly by using the cursive script making sure I write **only one number** in each square.
- Bottom Left (Feedback):** I will carefully read my feedback and respond to my next step.
- Bottom Right:** I will fold my page in half (long ways) and use the left side for my sums and the right side for my working out.
- Bottom Right (Mistakes):** I will cross out mistakes using a ruler to put one line through them.

Page Content:

05.07.2017

I Can... Solve multi-step decimal problems.

1. $5.27 + 3.85 = 18.24$

2. $11.94 - 7.7 = 4.42$

3. $9.2 + 8.9 + 8.8 = 26.9$

4. $10.19 - 9.58 = 0.61$

5. $21.77 + 21.77 - 13.5 = 30.04$

6. $57.68 + 59.57 = 117.25$ and $112.46 - 112.46 = 0.00$

** Great, accurate layout and clear understanding.*

** Can you write a word problem for one of your questions?*

Year 4 Topics

Term 1: Ancient Egyptians/Egyptian Day – dress up, Sound, Real PE/Tag Rugby

Term 2: Ancient Egyptians/Changing States, Real PE/Hockey.

Term 3: Raging Rivers/Water Cycle, Real PE/Badminton, Cadburys World

Term 4: Anglo Saxons & Scots/Electricity/Easter/Real PE/Tennis/Swimming (TBC)

Term 5: Somewhere to Settle/Bile, Burps and Bottoms (The Digestive System),
Real PE/Dance

Term 6: Investigating Coasts/Born to be Wild (Habitats)/Zoo Trip, Athletics
/Tennis/Real PE

Trips and Special Days

Egyptian Day (11.9.25) – Egyptian Experience Day – children to dress up as an Ancient Egyptian character.

Cadbury's World, Birmingham (T3 - TBC) - This will help us with our Design and Technology project of designing chocolate packaging.

Zoo (TBC) - During our Habitat topic we will visit a zoo to explore the different species of animals and observe where they live.

Payment for Trips and Special Days

Estimated predicted costs for the year -

Term 1: Egyptian Day - £7

Term 3: Cadburys World - £25 (based on 2024)

Term 6: Cotswold Wildlife Park - £27 (based on 2024)

TOTAL - £59

Please pay through Arbor.

If this isn't possible, please contact the school office/class teacher.

MULTIPLICATION TABLES CHECK – YEAR 4

There will be a statutory times tables test from June 2nd 2026 (3 week period).

This will consist of a 5 minute, timed, on-line tables test covering all the tables. There will be 25 questions mainly focused on the 6,7,8,9 and 12 times tables.

Please practise the tables up to 12×12 with your child as often as you can.

All children have a Times Table Rock Stars login so they can practise their times tables at home – you can find this in their reading records.



Jigsaw PSHE brings together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development in a lesson-a-week programme.

Designed as a whole school approach, Jigsaw provides a comprehensive scheme of learning for Foundation Stage to Year 6.

If you have any further questions about your child's time in Year 4, please feel free to ask us **after** school as the mornings are very busy settling in the children and starting their learning.