

Knowl Hill Year 4 Meet the teacher



"Encourage one another and build each other up"
1 Thessalonians 5:11

Adults:

In Year 4, the children will be learning alongside:

Miss Gault - Teacher

Mr Darby-Teaching Assistant

Mr McGarr-Teaching Assistant (am)

Miss Gilmore-Teaching Assistant (pm)

About Me:

- Lived in the area all my life.
- Interests include drama and musical theatre.
- Completed my degree in Psychology at the University of Southampton.
- Completed my teacher training in the borough.
- Teaching at Knowl Hill since 2021. This will be my sixth year.
- Music and Expressive Arts Lead (2022 - current)
- Deputy Designated Safeguarding Lead

Curriculum:

In Autumn term, our topic is 'Beneath The Surface'. Our driver which influences our non-core and writing genres will be the Romans and Pompeii.

This curriculum bulletin will be available on the school website.

The Big Picture – Beneath the Surface

History – Pompeii and the Romans

For History, the children will be learning about the destruction of Pompeii in 79CE due to the eruption of Mount Vesuvius.

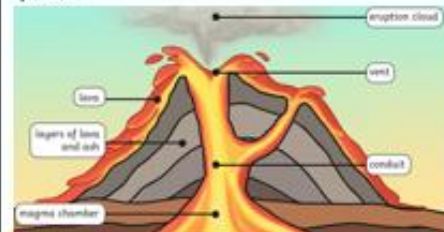
They will plot the events of the eruption on a timeline and will explore that can be learnt about the Roman way of life from the well-preserved ruins. The children will also learn about the the Roman Invasion of Britain and the impact that the Romans had on Britain such as roads, aqueducts, and writing system.



Geography – Volcanoes and Earthquakes

For Geography, the children will learn about the volcanoes and earthquakes. They will learn about how volcanoes are formed and about the different layers of the Earth.

The children will look at the location of volcanoes in relation to the Earth's tectonic plates.



Design and Technology – Italian Salad

For Design and Technology, the children will be looking at the features of Italian food including the kids of vegetables grown and used there.

They will explore existing cooked salads and use their research to design and make a healthy Italian cooked salad.

The children will also learn about the importance of safety and hygiene practices when cooking and preparing food.



Art – Gestural drawings using charcoal

For Art, the children will be exploring the medium of charcoal. They will experiment with making different marks and textures using charcoal.

They will explore the work of artists Laura McKendry and Edgar Degas and how they have used charcoal to make imaginative and expressive artworks. The children will finish the unit by creating artwork that depicts the eruption of Pompeii.



Break and Lunch

- Breaktime is at 10:45 - 11:00.
- Fruit snack for break time.
- Lunch-Year 4 go outside to play and then will be called in to eat their lunch.
- They will return outside after eating.

Daily Timetable

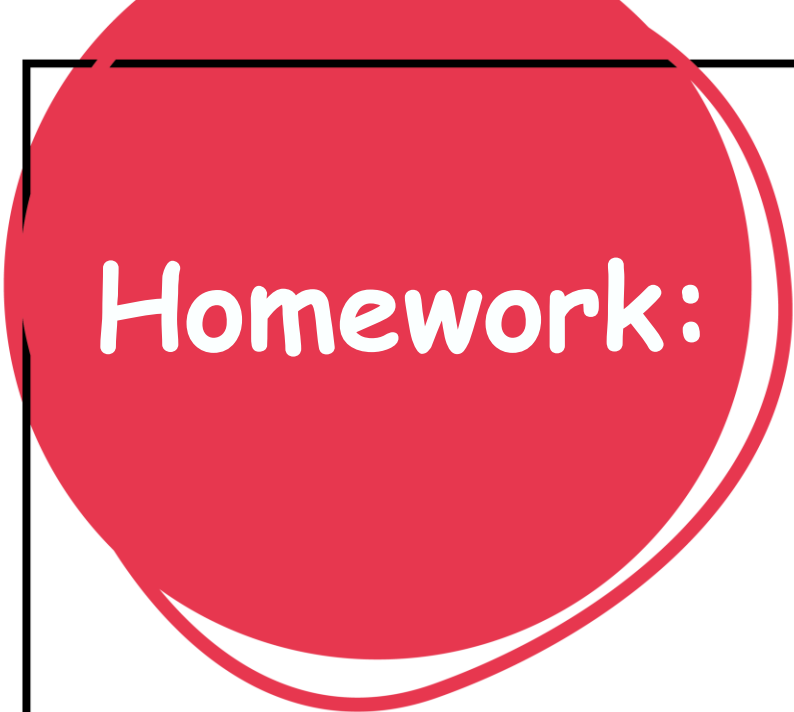
- 8:30-8:50-Registration and Reading/Spelling
- 8:50-9:15-Collective Worship
- 9:15-9:45-Guided Reading
- 9:45-10:30-English
- 10:45-11:00-Break
- 11:00-12:00-Daily 5 and Maths
- 12:00-1:00-Lunch
- 1:00-3:15-Topic, PE, RE, French and PSHE
- 3:15-3:30-Story/Song of the Day
- 3:30-Home Time

Homework:

- **Maths and Reading/English (Fortnightly programme)**
- Homework will be set on our online system Atom Prime.
- There will be fortnightly Maths and Reading/English homework.
- It is automatically marked and I will monitor the progress online.
- Linked to the current strand taught in class.
- Please practice spellings and reading regularly at home.
- **Set on Monday and due two weeks after.**
- Times Tables Practice. It is important to learn the times tables through to 12x

Homework:

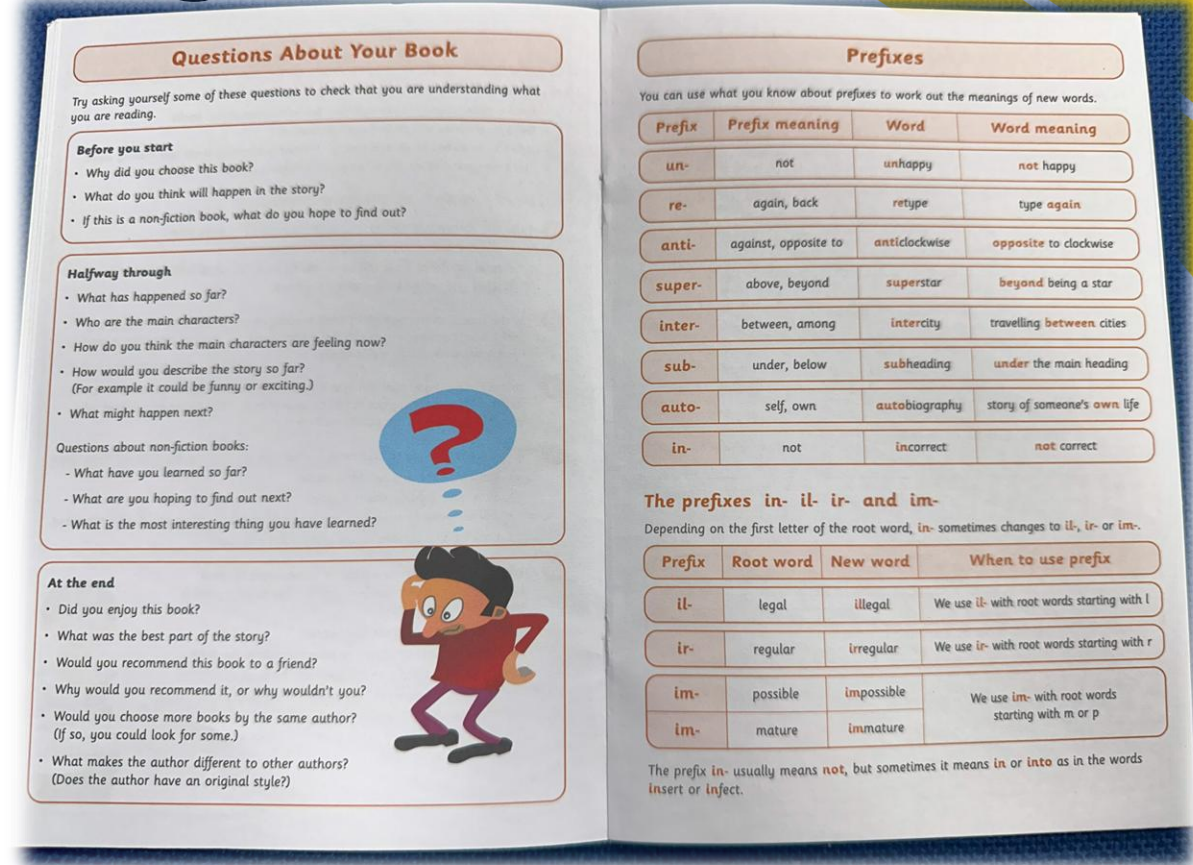
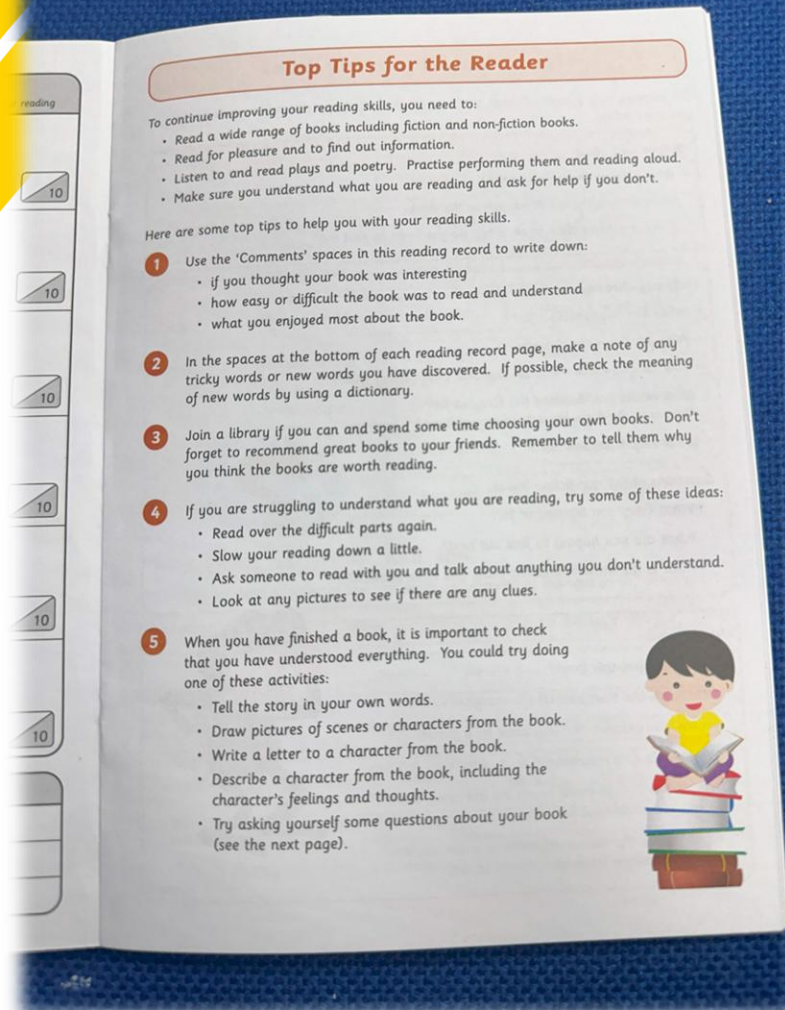
- Spellings (Weekly programme)
- Uploaded to the class page.
- 10 spellings to practise per week - list has been revised to include further spelling patterns or rules often forgotten.
- Spelling dictation activity on a Friday, checking learning of new spelling pattern.
- New list will be uploaded each Friday afternoon.
- If spellings are being carried over, information will be shared via the website.

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Homework:

- Reading a variety of texts for 10 minutes a day at home. Please discuss the text with your child:
- Example Questions
 - What does this word/phrase mean?
 - How are the characters feeling? How do you know this?

Year 3 & 4 – Reading Records



These pages include some hints and tips for helping your child continue to develop their reading fluency and comprehension. There are some helpful hints for your child to refer to if they are reading independently and are stuck.

Year 3 & 4 – Reading Records

Exception Words

As you read, keep a look out for words that don't sound as they look! Here are some examples.

Sound	Note	Examples
i as in tin	This sound is sometimes written as y	gym mystery myth Egypt
u as in cup	u can be written as ou	young double country touch
c as in cat	Some words have ch making this sound	school chorus echo character
c as in cat	Some words have the c ending spelt que	unique mosque antique cheque
sh as in ship	This sound can be written as ch	chef chalet brochure machine
g as in gum	Some words have the g ending spelt gue	league tongue vague rogue
s as in sit	Words from Latin can have s written as ss	science scene crescent fascinate
ay as in say	The ay sound can be written ei	vein rein veil sheik
ay as in say	ay can also be written eigh	eight weigh sleigh neighbour
ay as in say	ey is another way of writing the ay sound	they obey prey grey

Homophones and Near-Homophones

Homophones are words that sound the same but have different spellings. Here are some to look out for.

accept except	Will you accept this gift? Everyone went home except me.	whose who's	Whose coat is this? Who's (who is) in the kitchen?
affect effect	The bad weather won't affect me. Sweets have a bad effect on teeth.	great graze	He made a great effort. I need to graze the cheese.
berry bury	A juicy berry is very tasty. A pirate likes to bury treasure.	seen scene	Rare birds are not often seen . It was the final scene of the play.
break brake	If you drop the glass it will break . Use your brake to slow you down.	medal meddle	The athlete won a gold medal . Please don't meddle with my things.
grown groan	The puppy is almost fully grown . He hit his toe and let out a groan .	not knot	That's not fair! You can tie a knot in your string.
mail male	Mail comes through the letterbox. A male is a man or boy.	fair fare	It's not fair , I have less than you. She forgot her bus fare .
meet meat	It's great to meet you. Vegetarians don't eat meat .	new knew	My shoes are old, I need new ones. He already knew his times tables.
missed mist	A snowball just missed Mum. The mist felt wet on my face.	main mane	This is your main meal. Don't pull the horse's mane !
piece peace	Can I have a piece of cake please? He needs peace and quiet.	ball bawl	Catch the ball ! She began to scream and bawl !
plane plain	The plane landed on the runway. She likes plain not spicy food.	rain rein	Look, it's started to rain ! How long did the king rein ? Pull on the horse's left rein !
weather whether	It is sunny weather . I don't know whether to go or not.		

The Building Blocks of Sentences

Nouns

We use **nouns** to give names to people, places and things.
Proper nouns start with capital letters and they can be:

- names of particular people (Joe, Amy)
- place names (Spain, London)
- days and months (Monday, July)

Common nouns such as **child**, **town** and **mouse** are not names of any particular person, place or thing.
Nouns can also be **countable** (book, toy) or **non-countable** (water, imagination).

Noun Phrases

Noun phrases are groups of words doing the job of a noun.
Example: **The old yak** walked slowly to the field.

Pronouns

Pronouns are used in place of nouns in sentences.
Examples: **Jane** went to school → **She** went to school.
Pronouns like **mine** and **yours** are called **possessive pronouns**. They show who something belongs to. Example: **Yours** is the best.

Determiners

Determiners give important information about nouns.
Examples: **the, a, an** - the picture was amazing
this, that - that book is fantastic
some, every - some noisy people arrived
my, your - my name is Sam

Determiners have to go before adjectives in sentences.

Adjectives

Adjectives describe things (nouns). They can tell us about 'colour', 'size', 'how many' and lots more.
Examples: The **blue** pencil. An **enormous** bar of chocolate.

Verbs

Verbs often tell us what someone or something is doing or feeling.
Verbs have different tenses.
Examples: I **feel** full. (Present tense) They **walked** back home. (Past tense)

The Building Blocks of Sentences

Modal Verbs

Modal verbs are words like: **will, would, can, could, should, might and must**. They change the meaning of other verbs.
Examples: You **should** help your mother. We **must** follow the directions.

Conjunctions

Conjunctions usually connect words or clauses together inside a sentence.
Examples: **and, but, or, when, because, although, if**
Dave and his friend went outside.
They couldn't get to school **because** the snow was too deep.

Adverbs

Adverbs usually tell us information about 'how', 'when', 'where' or 'how much'. They can be used with verbs, adjectives or other adverbs.
Examples: He shouted **loudly**. The game was **really** exciting. She ran **very** quickly.

Connecting Adverbs

Connecting adverbs link ideas in one sentence or clause to ideas in another.
Examples: **however, furthermore, consequently, secondly, meanwhile**
I enjoyed my dinner. **However**, I'd like something different tomorrow.
Connecting adverbs and conjunctions are sometimes called **connectives**.

Adverbials

Adverbials are adverbs and groups of words used like an adverb.
Example: The ship sails **in ten minutes**.
They are called **fronted adverbials** if they are at the front of a sentence.
Example: **In ten minutes**, the ship sails.

Prepositions

Prepositions often tell us where something or someone is.
Examples: The message is **in** the bottle. They are back **from** France.

Interjections

Interjections are used to show feeling and emotion. They often have exclamation marks after them.
Example: **Ouch!** I've hit my finger!

There are some phase specific spellings rules and key terms that can be referred to throughout the year including exception words, homophones and near homophones, definitions of different words classes and several other grammar rules.

Year 3 & 4 – Reading Records

National Curriculum Word List for Years 3-4

You are expected to know these words by the end of Year 4. Tick ✓ each word when you know the meaning M and when you know the spelling Sp.

accident(ally)	M Sp	disappear	M Sp	interest	M Sp	pressure	M Sp
actual(ly)	M Sp	early	M Sp	island	M Sp	probably	M Sp
address	M Sp	earth	M Sp	knowledge	M Sp	promise	M Sp
answer	M Sp	eight/eighth	M Sp	learn	M Sp	purpose	M Sp
appear	M Sp	enough	M Sp	length	M Sp	quarter	M Sp
arrive	M Sp	exercise	M Sp	library	M Sp	question	M Sp
believe	M Sp	experience	M Sp	material	M Sp	recent	M Sp
bicycle	M Sp	experiment	M Sp	medicine	M Sp	regular	M Sp
breath	M Sp	extreme	M Sp	mention	M Sp	reign	M Sp
breathe	M Sp	famous	M Sp	minute	M Sp	remember	M Sp
build	M Sp	favourite	M Sp	natural	M Sp	sentence	M Sp
busy/business	M Sp	February	M Sp	naughty	M Sp	separate	M Sp
calendar	M Sp	forward(s)	M Sp	notice	M Sp	special	M Sp
caught	M Sp	fruit	M Sp	occasion(ally)	M Sp	straight	M Sp
centre	M Sp	grammar	M Sp	often	M Sp	strange	M Sp
century	M Sp	group	M Sp	opposite	M Sp	strength	M Sp
certain	M Sp	guard	M Sp	ordinary	M Sp	suppose	M Sp
circle	M Sp	guide	M Sp	particular	M Sp	surprise	M Sp
complete	M Sp	heard	M Sp	peculiar	M Sp	therefore	M Sp
consider	M Sp	heart	M Sp	perhaps	M Sp	though/although	M Sp
continue	M Sp	height	M Sp	popular	M Sp	thought	M Sp
decide	M Sp	history	M Sp	position	M Sp	through	M Sp
describe	M Sp	imagine	M Sp	possess(ion)	M Sp	various	M Sp
different	M Sp	increase	M Sp	possible	M Sp	weight	M Sp
difficult	M Sp	important	M Sp	potatoes	M Sp	woman/women	M Sp

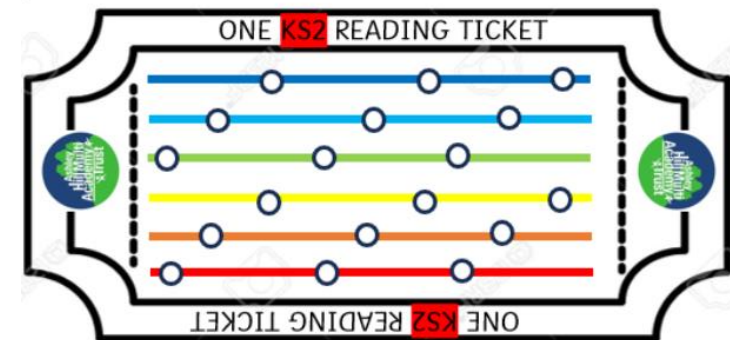
- The National Curriculum word list for Year 3 & 4 is also included and should be practised and referred to throughout the year. You can support your child by helping them find the definitions of the words, perhaps by using a dictionary. You can also practise spelling these and using them effectively in a sentence.

Reading Routes

Genres

- Classics and Traditional Tales
- Adventure and Fantasy
- Humour and Uplifting
- Mystery
- Poetry and Rhyme
- Non-Fiction

- School reading initiative
- Reading token, 3 books on each line
- If your child finishes a line, they get a certificate.
- If they read a book from each line, they get a certificate.
- If they finish the whole ticket, they get a reading badge.
- New rewards are being decided.



Rewards Systems:

- Dojos
- Star of the Day-Monday-Thursday
- Star of the Week-Friday
- Headteacher's award

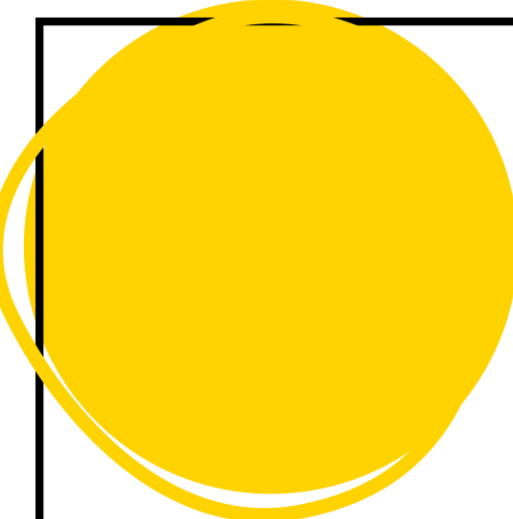


Multiplication Tables Check in June

- The government introduced a times table check at the end of Year 4. This is done in school and children have 25 questions and 6 seconds to answer each question. The tables go up to 12×12 .
- This is done on a computer and can be touch screen, using a stylus or on a keyboard.
- Times Tables Rock Stars can provide excellent practice.

Belongings:

- Pencil cases with necessary stationery.
- Water bottle
- PE kits -Please can children wear PE kits into school on PE days (Tuesdays and Thursdays)
- Please name all your children's clothes.
- Remind them to be responsible for their own belongings.



Questions

You will be able to access this powerpoint on the Year 4 class page on our school website.

If you need to contact me, please contact the school office and we can arrange a phone call or meeting after school.

I will endeavour to keep you updated on what is happening at school.

I hope your children enjoy Year 4!

Thank you.





Thank you for listening!
Any questions?