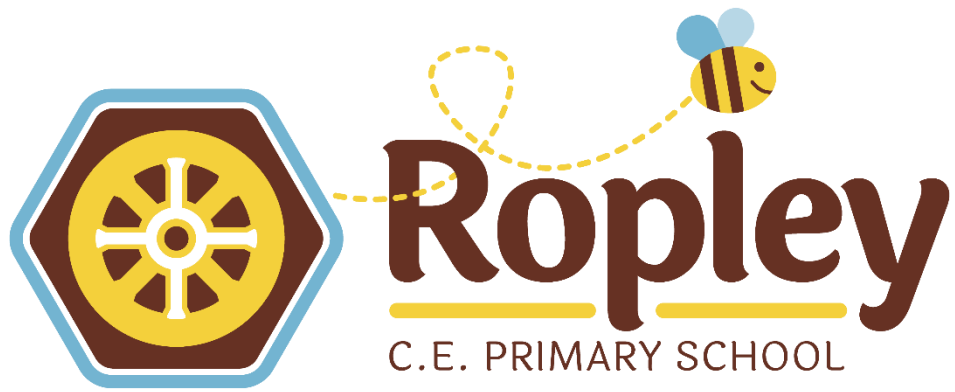




Be the best you can be!

Welcome to Honeycomb Class

LOVE • COURAGE • COMMUNITY



Welcome!

We hope the children had a good break and are ready for a new year of learning!

During the first few weeks, we will focus on settling the children back into school and ensuring that they have the skills and knowledge required to be successful in Year 4.

Working with us

The education of your child is a joint venture between home and school. We encourage parents / carers to become fully involved in their child's learning and also in the life of the school. We very much hope that you will feel part of our school community and you will be able to liaise with your class teacher if you have any concerns, problems or questions.

The Ropley CE Primary Team are keen to work with you to support your child and encourage you to speak with us regularly. During the mornings, our teachers are busy preparing for lessons or supervising children so are not available first thing, however parents are able to leave messages with adults on the entrance doors or with the office team. After school, teachers are available for short face-to-face conversations and can also arrange telephone appointments at a mutually convenient time.

General reminders

>Please ensure your child has a named water bottle in school every day which is filled with fresh water. A reminder, like the vast majority of schools, juice and squash are not permitted in the classroom.

>Please ensure all of your child's clothing is labelled. All named clothing will be returned instantly as we would like to remove the lost property box.

>Please do not send your child(ren) with pencil cases or stationery. We provide all the necessary equipment as we do not have large enough trays for pencil cases.

>Long hair must be tied up. If earrings are worn, they should be taken out for PE. If ears are newly pierced, please provide tape to cover the earrings until such a time as they can be removed. Only studs, plain gold or silver, should be worn. The only other item of jewellery in school is a wristwatch.

Supporting your child with home learning

Reading

- Children should read a minimum of five times a week
- Reads to be recorded in reading journal (only one entry per day)
- Reading journal to be in school every day

Spelling

- Children are provided with a list of spellings to practise at home
- Spellings are focussed around a rule or pattern which is being taught throughout the week
- Spelling book to be in school every day
- In Year 4, spellings will be tested and new spellings issued on **Fridays**.

TTRockstars

- In preparation for the Multiplication Tables Check (MTC), children should practice their times tables regularly using **Times Tables Rockstars**.
- Children should spend a minimum of 20 minutes each week on TTRockstars: <https://ttrockstars.com/login> . This can be completed in one go or spread across the week.

Key dates to be aware of:

- Tuesday 22nd September PTA AGM at Three Horseshoes at 7pm
- Friday 25th September Individual Photographs
- Friday 16th October Harvest Service at 9.30am
- Tuesday 20th October Parents Evening
- Wednesday 21st October Parents Evening
- Monday 26th October – Half Term

Our Curriculum for this term

History



Big Question: Were the Anglo-Saxons the ruin of Great Britain?

Our Journey:

- To understand what Anglo-Saxon settlements were like and compare this with other time periods.
- To investigate artefacts and discuss what this tells us about Anglo-Saxon daily life.
- To learn why the Anglo-Saxons came to Britain.
- To explore the arrival of Christianity in Britain.
- To learn about King Alfred the Great.
- Were the Anglo-Saxons the ruin of Great Britain?

Ropley Words:

Artefacts	Excavated	Venerable	Pagan
Cause	Consequence	Saxons	Dark Ages

Sticky Knowledge:

- Know what happened in England before the Anglo-Saxons invaded
- Know about how the Anglo-Saxons attempted to bring about law and order into the country
- Know the impact of Christianity on the Anglo-Saxons
- Know that during the Anglo-Saxon period, Britain was divided into many kingdoms
- Know that the way the kingdoms were divided led to the creation of some of our county boundaries today
- Know how the lives of wealthy people were different from the lives of poorer people
- Use a time line and map to show when the Anglo-Saxons were in England

Ropley Words:

Dark Ages, Artefacts, Excavated, Venerable, Legend, Romano-Britains, Celts, Tribe, Barbarian, Rebellion, Settlement, Cause, Consequence, Interpretation

Science



Separating Mixtures

Big Question: How are mixtures separated?

Our Journey:

- To know what dissolving is and whether a substance can dissolve.
- To understand what mixtures are.
- To know that mixtures can be separated if substances have different properties.
- Know different ways to separate mixtures.

Ropley Words:

Substance	Mixture	Dissolve	Solution
Filter	Sieving	Separate	Properties

Sticky Knowledge:

- Know a substance is an object with the same properties throughout
- Know a mixture is when more than one substance is present in the same container
- Know what is meant by dissolving
- Know mixtures can be separated if they have different properties
- Know there are different techniques for separating mixtures: filtration and sieving, magnets, evaporation and floating

Ropley Words:

Substance, Mixture, Dissolve, Solution, Filter, Sieving, Separate, Properties

French



Portraits

Our Journey

Qui c'est?

To learn vocabulary to describe hair colour.

Il est heureux ou sérieux?

To discuss adjectival agreement by using the adjectives happy and serious.

Qui c'est?

To learn vocabulary to describe eye colour and ensure that adjectives agree with the noun.

Il/ elle est comment?

To design a French portrait describing somebody's hair and eye colour, size and personality.

Il/ elle est comment?

To describe one's personality using adjectives that agree with the noun.

Mouth Mechanics

ê/ et/ er/ ez

e/ eu/ œ/ œu

on/ om

i

ch

Sticky Knowledge:

- Say, read and write adjectives for describing my hair and eyes
- Read, say and write adjectives describing his/her hair and eyes
- Use correct adjectival agreement to describe one's personality



Big Question: What do Christians learn from the Creation Story?

Our Journey

Contextualise and Evaluate

What is the story of Genesis?

Inquire

What is wonderful about our world?

Communicate

How does God teach us to look after the world?

Apply

What do Christians learn from the Creation Story?

Contextualise and Evaluate

How do Christians practice God's teaching?

Contextualise and Evaluate

What is the story of Adam and Eve?

Ropley Words



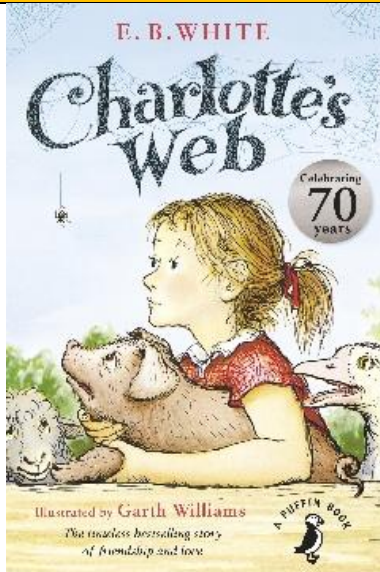
Sticky Knowledge:

- Know the Bible is organised into Old and New Testament
- Know what covenant means
- Be able to re-tell the story of Noah
- Know what promises Christians make at a wedding ceremony
- Know what is meant by a disciple
- Know what a Christian place of worship is
- Know the Creation Story

Ropley Words:

Old Testament, New Testament, commandments, creation, Garden of Eden, Christian, serpent, Genesis

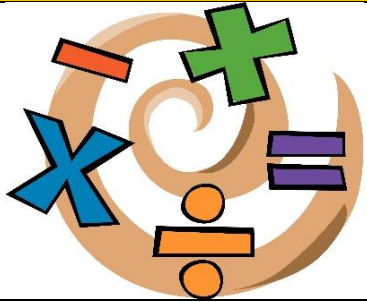
English



In Reading lessons we will be studying Charlotte's Web by E.B. White.

In writing lessons we will be writing persuasive letters.

Mathematics



Initially, the children will recap place value, the four operations (addition, subtraction, multiplication and division) and fractions. The children will be developing their understanding of these domains with a greater emphasis on reasoning and problem solving.