



The Catholic School of St Gregory the Great

St James Square, Cheltenham, Gloucestershire, GL50 3QG
admin@st-gregorygreat.gloucs.sch.uk 01242 513659

Believe and Achieve



Little Way Catholic
Educational Trust

"We are a safe and happy school where we all shine as part of God's family."

It's A New School Year!

Welcome back!

We hope you have enjoyed your summer holidays and are ready to get stuck into a very exciting term. There is so much to look forward to!

Do read this termly newsletter for your child's year group to find out about the staffing team, the termly topics your child will be learning about and important information.

WELCOME BACK TO SCHOOL



Year 4

Classroom Teachers

Bredon:

Mrs Lewis

Naunton:

Mrs Plews

Teaching Partner:

Mrs Chamberlain

SEND Teaching Partners:

Mr Chamberlain

Mrs Phillips

PPA Cover (1 day/fortnight)

Bredon: Miss Kwiatkoswka

Naunton: Mrs Winchcombe

Follow Us

X - Twitter



twitter.com/SaintGregsChel

If you don't already, follow us on twitter @SaintGregsChel to see what the children have been up to.

Meet Your Year 4 Team!



Mrs Lewis
Class Teacher
Bredon Class



Mrs Plews
Class Teacher
Naunton Class



Mrs Chamberlain
Teaching Partner

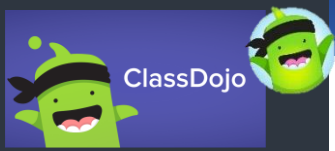


Madame Pineau
French Teacher

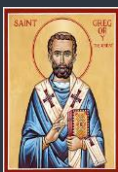


Mrs Mason
Music Teacher

The entire Year 4 Team are looking forward to this year and they have already learned so much about your children, which will help to make this a really successful year for everyone! Over the year, you will have plenty of chances to meet with the Year 4 staff, formally, at Parent Teacher meetings or when you drop off and collect your child each day. Do let any of them know if you have any queries or concerns and they will be only too happy to chat or arrange a meeting if more time is needed.



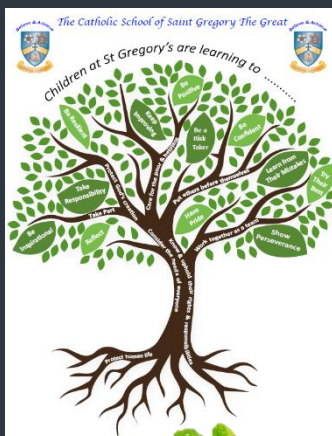
Class Dojo is one of our communication tools linking together home and school. It's therefore really important that you are connected and have the app readily available. Teachers will soon be posting class notices/information on a weekly basis to ensure the class pages are up and running. If you are unable to access Class Dojo or have any login issues please email homelearning@st-gregorygreat.gloucs.sch.uk



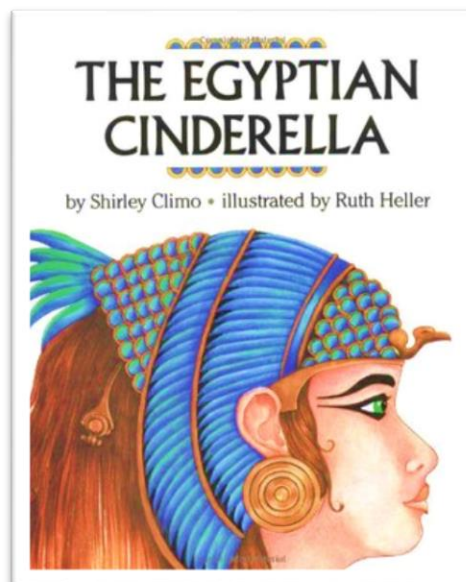
The St Gregory's School Prayer

Help us all, teachers and pupils
To value our friendships
To support and love each other
And help us to remember that
You are always by our side
Our greatest friend.
Amen

The Learner Profile



Our Autumn Term Topic is...



Here's a little bit of information about our fiction text for the term, **The Egyptian Cinderella** :

Poor Rhodopis! She has nothing—no mother or father, and no friends. She is a slave, from the far-off country of Greece. Only the beautiful rose-red slippers her master gives her can make Rhodopis smile.

So when a falcon swoops down and snatches one of the slippers away, Rhodopis is heartbroken. For how is she to know that the slipper will land in the lap of the great Pharaoh himself And who would ever guess that the Pharaoh has promised to find the slipper's owner and make her queen of all Egypt

Please see the **Year 4 Curriculum Map** on the school website to find out more about what your child will be learning this term.

www.st-gregorygreat.gloucs.sch.uk/year-3-1/

	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
English	Reading: 'The Boy Who Swam with Piranhas' (Non-Fiction) Writing: 'The Boy Who Swam with Piranhas' (Non-Fiction) Grammar: 'The Boy Who Swam with Piranhas' (Non-Fiction) Spelling: 'The Boy Who Swam with Piranhas' (Non-Fiction) Punctuation: 'The Boy Who Swam with Piranhas' (Non-Fiction)	Reading: 'The Boy Who Swam with Piranhas' (Non-Fiction) Writing: 'The Boy Who Swam with Piranhas' (Non-Fiction) Grammar: 'The Boy Who Swam with Piranhas' (Non-Fiction) Spelling: 'The Boy Who Swam with Piranhas' (Non-Fiction) Punctuation: 'The Boy Who Swam with Piranhas' (Non-Fiction)	Reading: 'The Boy Who Swam with Piranhas' (Non-Fiction) Writing: 'The Boy Who Swam with Piranhas' (Non-Fiction) Grammar: 'The Boy Who Swam with Piranhas' (Non-Fiction) Spelling: 'The Boy Who Swam with Piranhas' (Non-Fiction) Punctuation: 'The Boy Who Swam with Piranhas' (Non-Fiction)	Reading: 'The Boy Who Swam with Piranhas' (Non-Fiction) Writing: 'The Boy Who Swam with Piranhas' (Non-Fiction) Grammar: 'The Boy Who Swam with Piranhas' (Non-Fiction) Spelling: 'The Boy Who Swam with Piranhas' (Non-Fiction) Punctuation: 'The Boy Who Swam with Piranhas' (Non-Fiction)	Reading: 'The Boy Who Swam with Piranhas' (Non-Fiction) Writing: 'The Boy Who Swam with Piranhas' (Non-Fiction) Grammar: 'The Boy Who Swam with Piranhas' (Non-Fiction) Spelling: 'The Boy Who Swam with Piranhas' (Non-Fiction) Punctuation: 'The Boy Who Swam with Piranhas' (Non-Fiction)	Reading: 'The Boy Who Swam with Piranhas' (Non-Fiction) Writing: 'The Boy Who Swam with Piranhas' (Non-Fiction) Grammar: 'The Boy Who Swam with Piranhas' (Non-Fiction) Spelling: 'The Boy Who Swam with Piranhas' (Non-Fiction) Punctuation: 'The Boy Who Swam with Piranhas' (Non-Fiction)
Maths	Place value and addition/subtraction. Multiplication and division. Fractions and decimals. Geometry and measurement. Statistics.	Place value and addition/subtraction. Multiplication and division. Fractions and decimals. Geometry and measurement. Statistics.	Place value and addition/subtraction. Multiplication and division. Fractions and decimals. Geometry and measurement. Statistics.	Place value and addition/subtraction. Multiplication and division. Fractions and decimals. Geometry and measurement. Statistics.	Place value and addition/subtraction. Multiplication and division. Fractions and decimals. Geometry and measurement. Statistics.	Place value and addition/subtraction. Multiplication and division. Fractions and decimals. Geometry and measurement. Statistics.
Science	Living and non-living things. The human body. The environment. Materials. Forces and motion. Electricity and magnetism. Space.	Living and non-living things. The human body. The environment. Materials. Forces and motion. Electricity and magnetism. Space.	Living and non-living things. The human body. The environment. Materials. Forces and motion. Electricity and magnetism. Space.	Living and non-living things. The human body. The environment. Materials. Forces and motion. Electricity and magnetism. Space.	Living and non-living things. The human body. The environment. Materials. Forces and motion. Electricity and magnetism. Space.	Living and non-living things. The human body. The environment. Materials. Forces and motion. Electricity and magnetism. Space.
History	Prehistoric times. Ancient Egypt. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric times. Ancient Egypt. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric times. Ancient Egypt. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric times. Ancient Egypt. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric times. Ancient Egypt. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric times. Ancient Egypt. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.
Geography	The world. The UK. The local area. The environment. Climate and weather. Maps and globes. Travel and transport.	The world. The UK. The local area. The environment. Climate and weather. Maps and globes. Travel and transport.	The world. The UK. The local area. The environment. Climate and weather. Maps and globes. Travel and transport.	The world. The UK. The local area. The environment. Climate and weather. Maps and globes. Travel and transport.	The world. The UK. The local area. The environment. Climate and weather. Maps and globes. Travel and transport.	The world. The UK. The local area. The environment. Climate and weather. Maps and globes. Travel and transport.
Art	Prehistoric art. Ancient Egyptian art. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric art. Ancient Egyptian art. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric art. Ancient Egyptian art. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric art. Ancient Egyptian art. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric art. Ancient Egyptian art. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric art. Ancient Egyptian art. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.
Music	Prehistoric music. Ancient Egyptian music. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric music. Ancient Egyptian music. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric music. Ancient Egyptian music. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric music. Ancient Egyptian music. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric music. Ancient Egyptian music. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric music. Ancient Egyptian music. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.
Physical Education	Prehistoric PE. Ancient Egyptian PE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric PE. Ancient Egyptian PE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric PE. Ancient Egyptian PE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric PE. Ancient Egyptian PE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric PE. Ancient Egyptian PE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric PE. Ancient Egyptian PE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.
Religious Education	Prehistoric RE. Ancient Egyptian RE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric RE. Ancient Egyptian RE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric RE. Ancient Egyptian RE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric RE. Ancient Egyptian RE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric RE. Ancient Egyptian RE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric RE. Ancient Egyptian RE. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.
French	Prehistoric French. Ancient Egyptian French. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric French. Ancient Egyptian French. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric French. Ancient Egyptian French. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric French. Ancient Egyptian French. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric French. Ancient Egyptian French. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.	Prehistoric French. Ancient Egyptian French. The Roman Empire. The Middle Ages. The Tudors. The Victorians. The Twentieth Century.

Our topic for the Autumn Term will be

Ancient Egypt!

Our main focus will be considering *why the Egyptians mummified the dead*. The children will study topics including the social hierarchy of the time, religious beliefs and Howard Carter's discovery of Tutankhamun. In our **Art** unit, we will be working with clay and will produce a canopic jar as our final piece linked to the Egyptian death rituals. In our **Geography** work, we will endeavour to answer the question: *How can we improve our local area for all?*

Children will be conducting fieldwork to gather and record data on the different pollutants affecting our local area e.g. traffic, litter etc. They will consider the problems these pollutants are causing and work together to come up with solutions which could improve our local area for all people.



Interesting facts

- Most **Ancient Egyptian pyramids** were built as tombs for pharaohs (rulers of Ancient Egypt) and their families. To date, over 130 pyramids have been discovered in Egypt.
- Canopic jars** were used to store the internal organs of a mummy. The lid had the head of a baboon, human, falcon or cow - representing the sons of Horus.



From little acorns mighty oaks grow!

What Do We Bring to School?

We ask that each child brings in their own reusable water bottle with a sports cap on it **every day**. This bottle must be **clearly named** and taken home every night to be cleaned and refilled with **fresh drinking water only**.

Children have two PE lessons every week. They should have a PE kit in school with them every day and all pieces of clothing **must** be clearly labelled and stored in a **soft drawstring bag**. Kit will be sent home before each holiday to be washed. Please make sure your child has appropriate kit for outdoor and indoor sports. This should include, shorts and jogging bottoms. Jewellery should not be worn in PE lessons and long hair should be tied back.

Year 4 children will need their pumps/trainers every day for break and lunch times so that they can use the all-weather pitch.

Remember to name everything that comes into school - particularly school jumpers!

Home Learning!



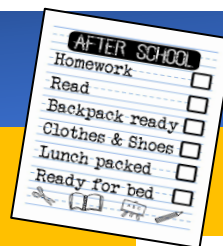
Spelling Activity Sheets will be sent home on a **Friday** to be returned and sent in the following **Friday**. Please do remind children to work on learning their spelling words throughout the week.

Please read with your child *daily* and sign/record this in your child's planner. The children are expected to read aloud to an adult at home at least 4 times a week. You only need to 'make a mark' (e.g. sign or write your name) to acknowledge this has been done on the dated planner page.

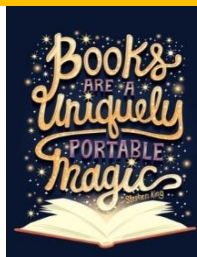
Children are also expected to complete 8 minutes of 'garage' activities per week on Times Tables Rock Stars and one 'gig' per month which helps us to track their progress. Children will be prompted to complete these activities when they log on to TTRS.

How Can You Help?

As the children are now settled into the routines of Year 4, we would like to see them becoming more **independent**, particularly when organising themselves and their belongings. They have quite a lot to prepare during the school week, particularly the completing and submitting of homework, so your support in encouraging this independence would be greatly appreciated. This might include helping the children create a weekly checklist, small prompts to get uniform and home learning ready the night before or asking the children to *tell* you what they have got ready.



Comprehension is vital in Key Stage 2 as the children are working on acquiring skills such as being able to infer meaning, summarise, skim read, sequence events and compare ideas. Therefore, if your child comes home with a book they have previously read, please see this as an opportunity to ask questions about the book to enhance their understanding.



Have you remembered...



Don't forget! We have a brand new all-weather pitch, so every child needs trainers or pumps in school so that we are protecting the surface.

Key Vocabulary this term:

History

society, archaeologists, culture, gods, afterlife, mummification, journey, Anubis, jackal

Art

mix-media, proportion, sculpture, tone, lighting, shading, viewpoint, abstract, architects, style, orientation, composition.

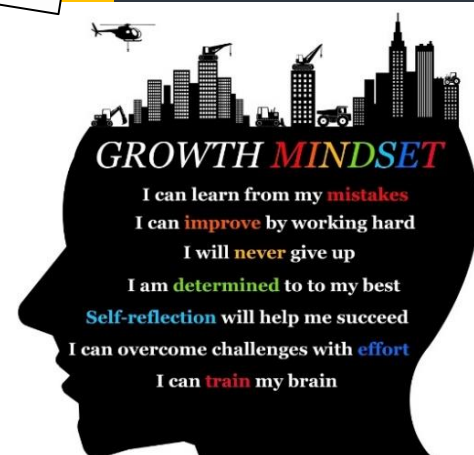
Computing

design, selection, repetition, software, database, online, offline, applications, video, audio.

Geography

pollutants, pollution, traffic, air quality, fieldwork, data, research, gather, consider, problems, solutions

Don't forget to check our school website for all diary dates, policies and important information! It is updated regularly. www.st-gregorygreat.gloucs.sch.uk/



Your child may be entitled to Free School Meals or additional funding towards their education. Please ask your child's teacher or the school office for more information. This is money that many children are entitled to in our school so please don't miss out!



Do you receive any of the following?

- Income support
- Employment Support Allowance (Income Related)
- Income based Job Seekers Allowance
- Guaranteed Pension Credit
- Child Tax Credit and your income (as calculated by the Inland Revenue) is less than £16,190
- Universal Credit
- Receiving support under Part VI of the Immigration and Asylum Act of 1999
- In the Armed Forces

If you can answer yes to any of the above you may qualify for free school meals/Pupil Premium

The school office will help with your application. If your application is successful not only will your child receive free school meals, but our school will receive £1,300 additional funding (per child). This is called Pupil Premium.

All applications are confidential.

