



Year 4

Autumn Term

Hello everyone, welcome back! I hope that you've all had a fantastic summer break. I am extremely keen to get started and I'm excited to be working with your children this year.

Literacy

This term, the children will be focussing their Literacy learning on a novel by SF Said, *Varjak Paw*.

Writing

Through studying this novel, we will write:

- letters
- diary entries
- newspaper reports
- list poems
- narrative (continuing the story) pieces
- sensory poems.

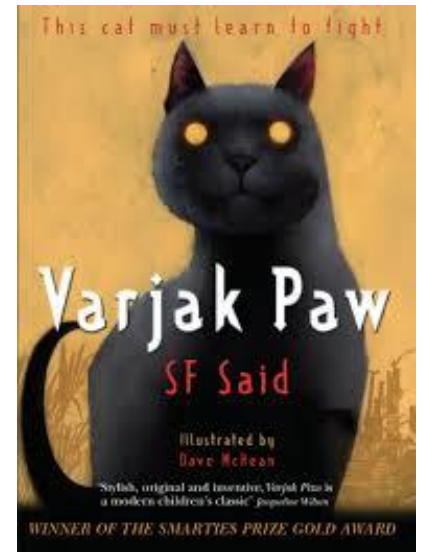
Reading

We will work on:

- reading words accurately, applying a growing knowledge of etymology and morphology
- understanding texts, drawing inferences from reading
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- understanding texts, discussing words and phrases that capture the imagination
- drawing inferences from reading
- identifying how language, structure and presentation contribute to meaning
- recognising some different forms of poetry
- predicting what might happen from details stated and implied
- understanding texts, identifying main ideas drawn from more than one paragraph and summarising these
- asking questions to improve understanding of a text
- reading words accurately, reading further exception words, noting the spellings
- understanding texts, explaining and discussing understanding of reading, maintaining focus on the topic
- understanding texts, identifying recurring themes and elements of different stories (e.g. good triumphing over evil)
- reflecting on the journey of the protagonist

SPaG

- Use the first two or three letters of a word to check its spelling in a dictionary.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.



- Use prefixes and suffixes and understand how to add them.
- Spell homophones correctly.
- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
- Using commas after fronted adverbials.
- Use and understand grammatical terminology when discussing writing and reading.

Numeracy

We will be covering a range of mathematical concepts at the appropriate level for each child. Here are the key areas which we will be teaching your child this term.

Number: Place Value



- Count in multiples of 6, 7, 9, 25 and 1000.
 - Find 1000 more or less than a given number.
 - Count backwards through zero to include negative numbers.
 - Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)
 - Order and compare numbers beyond 1000.
 - Identify, represent and estimate numbers using different representations.
 - Round any number to the nearest 10, 100 or 1000.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
 - Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number: Addition and Subtraction

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.



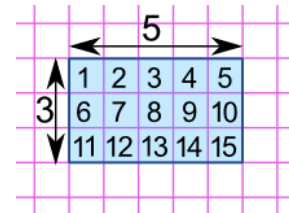
Number: Multiplication and Division

- Recall and use multiplication and division facts for multiplication tables up to 12 x 12.
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- Recognise and use factor pairs and commutatively in mental calculations.
- Multiply two digit and three digit numbers by a one digit number using formal written layout.

- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Measurement: Area

- Find the area of rectilinear shapes by counting squares.



The Components of the Digestive System

Science

In the first half-term, we will be biologists, learning all about teeth and digestion – investigating, questioning, experimenting and recording.

We will be identifying and labelling teeth and discovering their role in digestion as well as the process of digestion in general. We will also be finding out about tooth health. These are the skills we will be developing:

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Using straightforward scientific evidence to answer questions or to support their findings.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

In the second half-term, we will be biologists, learning all about living things and their habitats!

We will be learning about the different ways that we can classify living things, the local environment and how it has changed over the years and how the habitats of living things have also changed with it:

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys.
- Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.
- Recognise that environments can change and that this can sometimes pose dangers to specific habitats.
- Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.



History

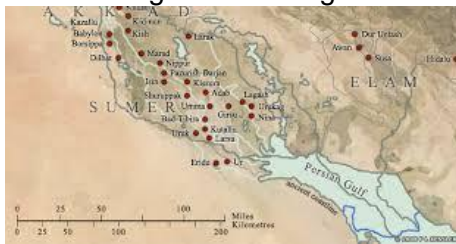
As our text for the term is set, partially, in ancient Mesopotamia, our studies will be about the people of ancient Sumer. These are the skills we will be working on:

- Compare some of the times studied with those of other areas of interest around the world.
- Place events, artefacts and historical figures on a timeline using dates.
- Use evidence to ask questions and find answers to questions about the past.
- Describe the social, ethnic, cultural or religious diversity of past society.
- Use appropriate historical vocabulary to communicate including dates, time period, era, change, chronology.



Geography

As with History, our learning will also be built around ancient Sumer. Through this lens, we will be using the following skills:



- Name and locate countries and identify their main physical and human characteristics.
- Describe key aspects of: physical geography (rivers, mountains, volcanoes, earthquakes, water cycle) and human geography (settlements and land use).

P.S.H.E

This half-term, we will be exploring:

- What makes a balanced lifestyle and making choices; drugs common to everyday life; media images, reality/fantasy, true/false; looking after our teeth, why sleep is important
- Recognising what they are good at; setting goals.
- Changes that happen in life and feelings associated with change; conflicting emotions
- How to keep safe in local area – roads, cycle etc. and safety online, personal info, passwords; people who help them stay healthy and safe; pressure, managing influences - media and peer.



Art and Design Technology

Art

In the first half of the term, we will be developing our sketching skills and learning how to add light and shade to our drawings.

In the second half of the term, we will be studying the artwork of Franz Marc and exploring and trying to replicate his use of colour and shape. Lots of painting!

We will develop these skills:

- Drawing: use different hardness of pencils to show line, tone and texture
- Drawing: use hatching and cross hatching to show tone and texture
- Drawing: use shading to show light and shadow
- Collect information, sketches and resources
- Develop ideas from starting points throughout the curriculum
- Adapt and refine ideas as they progress.

- To take inspiration from the greats (classic and modern).
- Painting: experiment with creating mood with colour.
- Painting: use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.
- Painting: use water colour paint to produce washes for backgrounds then add detail.
- Create original pieces that are influenced by studies of others.
- Replicate some of the techniques used by notable artists, artisans and designers.
- Comment on artworks using visual language.



D.T.

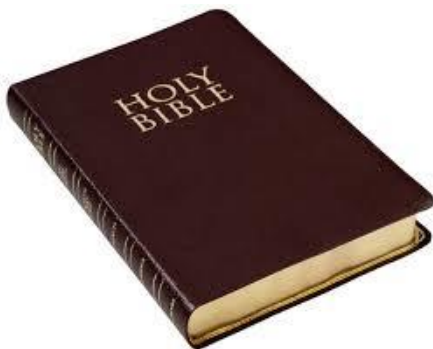
We will be sculpting with clay this term to create clay replicas of our teeth after some very careful sketching and then making clay tablets with cuneiform writing on them and later in the term, we will have a go at baking bread to a recipe from ancient Sumer.

We will:

- Sculpture: create and combine shapes to create recognisable forms.
- Develop ideas from starting points throughout the curriculum
- Prepare ingredients hygienically using appropriate utensils
- Measure ingredients to the nearest gram accurately.



R.E.



In R.E. during the first half-term, our topic is the Bible. We shall take some time to explore this holy book to help us identify and locate its different parts. We'll practise finding references and quotations too.

We will also be familiarising ourselves with the stories of some of the most important people in both the Old and New testaments.

In R.E. in the second half-term, our topic is Trust in God. We'll look into the people of God who had faith in God and understand how He kept his promises. We're also exploring Judaism across the school this term.



Our R.E. learning will be focussed on:

- Show understanding by making links between beliefs and sources, beliefs and worship and beliefs and life, giving reasons for actions and choices.
- Ask and respond to questions about their own and others' feelings, experiences and things that matter to them, giving reasons for their responses.
- Ask and respond to questions about their own and others' learning and begin to give reasons for their thinking.
- Describe, with increasing detail, the actions of believers which arise as a consequence of their beliefs.
- Express a point of view and recognise that others have views.

I.C.T.



This term, our topic will be Computing systems and networks – The Internet. We will be learning about how the Internet works, what the difference is between the World Wide Web and the Internet and of course, how we can stay safe when going on line.

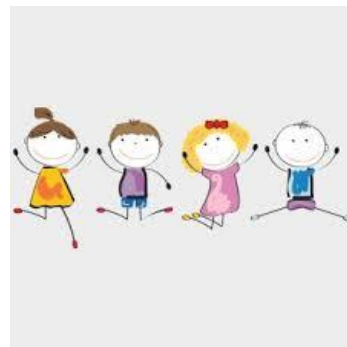
We will:

- Understand how online services work.
- Give examples of the risks posed by online communications.

P.E.

Mrs Dyer will teach your children P.E. on Tuesdays but I will teach Tag Rugby, this half-term, on Mondays and, next half-term, we will do Dance.

You should have received an email telling you that all pupils should wear their P.E. uniforms on the days that they have P.E.



Homework:

As you already know, we no longer send home formal or regular homework. I will send home weekly spelling lists as well as the Y3/4 spelling list which is attached. I would also ask that you practise your child's current times table which will be tested weekly. We may occasionally send home small projects, related to topics, which you and your child can choose to do or not.

Tools for the job:

Please could your child have their own basic pencil case. Oversized pencil cases will not be allowed in the classroom as they take up too much space. They also need an overshirt/apron for art and craft activities if they do not have one in school already.

Polite Reminder:

Your child should be reminded about the importance of removing all jewellery before any P.E. lesson and must tie long hair (below shoulder length) up out of their face.

Earrings must be removed or covered in tape.

Tape is not provided by the school.

**Collective Worship****Class Mass**

24/11/20 - 2.30 p.m.

03/03/21 - 2.30 p.m.

23/06/21 - 2.30 p.m.

Parents are normally welcomed to attend these events however, due to Covid, they are currently planned to be done via Zoom. I will send out online invitations.

Kind regards

Mrs McGhee Wallace and Mrs Taylor