

Year 4 – Autumn Curriculum Letter

Welcome back to St. Mary's for the Autumn Term. I hope you had an enjoyable and restful Summer break. This letter will inform you of the exciting things that your child will be learning about over the next term.

General reminders

Please ensure that your child reads every day and that this is noted in your child's home-school diary. Children's reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform every day and that all of your child's belongings are clearly name-labelled.

Our PE days (for the first half term, at least) are Monday and Tuesday. Children may come to school in their PE kit on these days and if they have an after (or before) school club.

Spellings homework sheets now replace the weekly spellings test, and these will be given out each Friday, to be returned by the following Friday. Children should practice their times tables daily using Rockstars, for no more than 10 minutes. We will be completing paper times tables drills each day in class and will have a weekly times tables test on a Friday.

Mr Bentley's release time and SLT duties will be covered by Mrs Frost, Mrs Dyer and Miss Mudd.

Curriculum

RE

Our topics for R.E. this half term are 'The Bible' and 'Trust in God'.

The Bible Learning Foci

Know that the Bible is one story told though many different books.	Know how to find a Bible reference.	Know that in the Bible, God tells us about himself.	Know some of the stories and characters in the Bible.	Know some of the stories and characters in the Bible.	Know that Mary's message from the angel is one of the most important events in the whole world.	Know that God speaks to us in the Bible.
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**Trust in God
Learning Foci**

Know that Jesus teaches us to have faith and to trust in him.	Know that it is not always easy to trust in God.	Know how God fulfilled his promise to Mary when Jesus was born.	Know how Joseph puts his trust in God when the Angel appeared to him.	To know the story of Jesus and his birth	To know the signs and symbols of advent and how they inspire the actions of Christians.	Christmas Play
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Maths

Our areas of focus up until Christmas are: Place Value, Addition, Subtraction, Multiplication, Division, Area and Perimeter. Children will develop their fluency, reasoning and problem-solving skills in these areas.

Children will continue to be tested on their times tables weekly. Regular practise of these is very important and can have a great, positive impact on their Maths attainment and the Government Times Table Test in June 2023.

Place Value	Addition & Subtraction
<p>Place Value: Recognise the place value of each digit in a 4-digit number.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Compare: Order and compare numbers beyond 1000.</p> <p>Solve number and practical problems</p> <p>Find 1,000 more or less than a given number.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>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.</p>	<p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.</p> <p>Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction.</p>
Multiplication and Division	Fractions and Area
<p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>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.</p> <p>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.</p>	<p>Find the area of rectilinear shapes by counting squares.</p> <p>Measure and calculate the area of a rectilinear figure (including squares) in centimetres and metres.</p>

<p>Multiplying 2 digits by 1 digit. Efficient multiplication</p> <p>Multiplying 2 digits by 1 digit. Written methods.</p> <p>Multiplying 2 digits and 3 digit by 1 digit using a formal written method.</p> <p>Solve problems involving multiplication 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.</p> <p>Divide 2 digits by 1 digit. Efficient multiplication</p> <p>Divide 2 digits by 1 digit. Written methods.</p> <p>Divide 2 digits and 3 digit by 1 digit using a formal written method.</p> <p>Short division with remainders.</p>	
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English

Children will continue to develop their comprehension and writing skills through the study of our class texts. Children will also develop a greater understanding of Y4 vocabulary, grammar and punctuation.

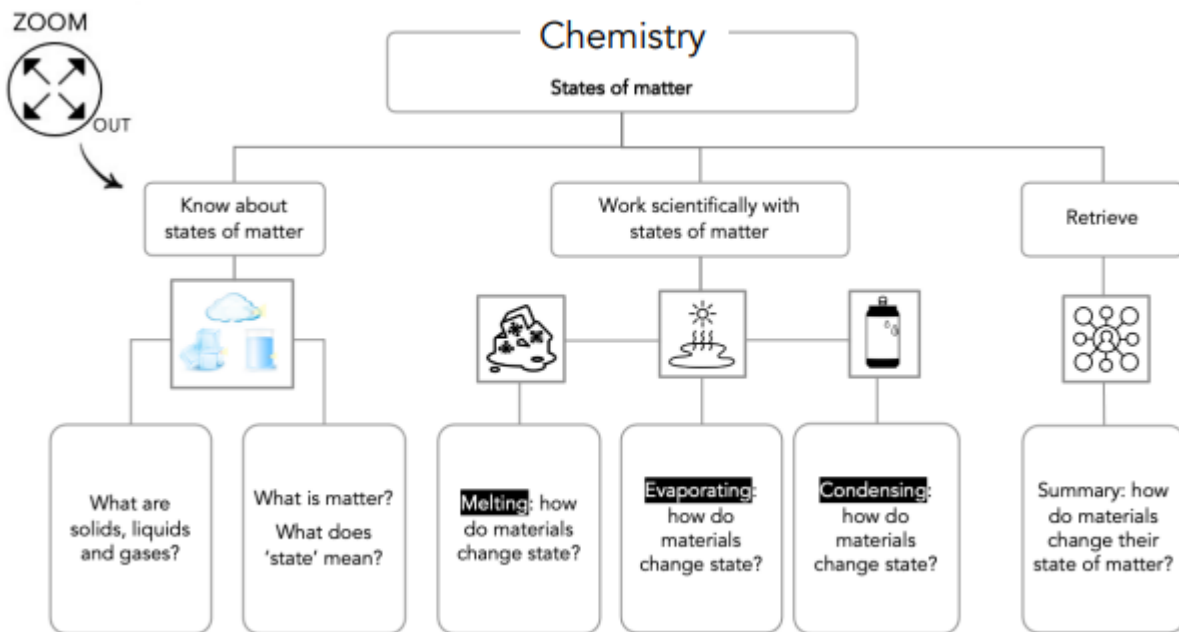
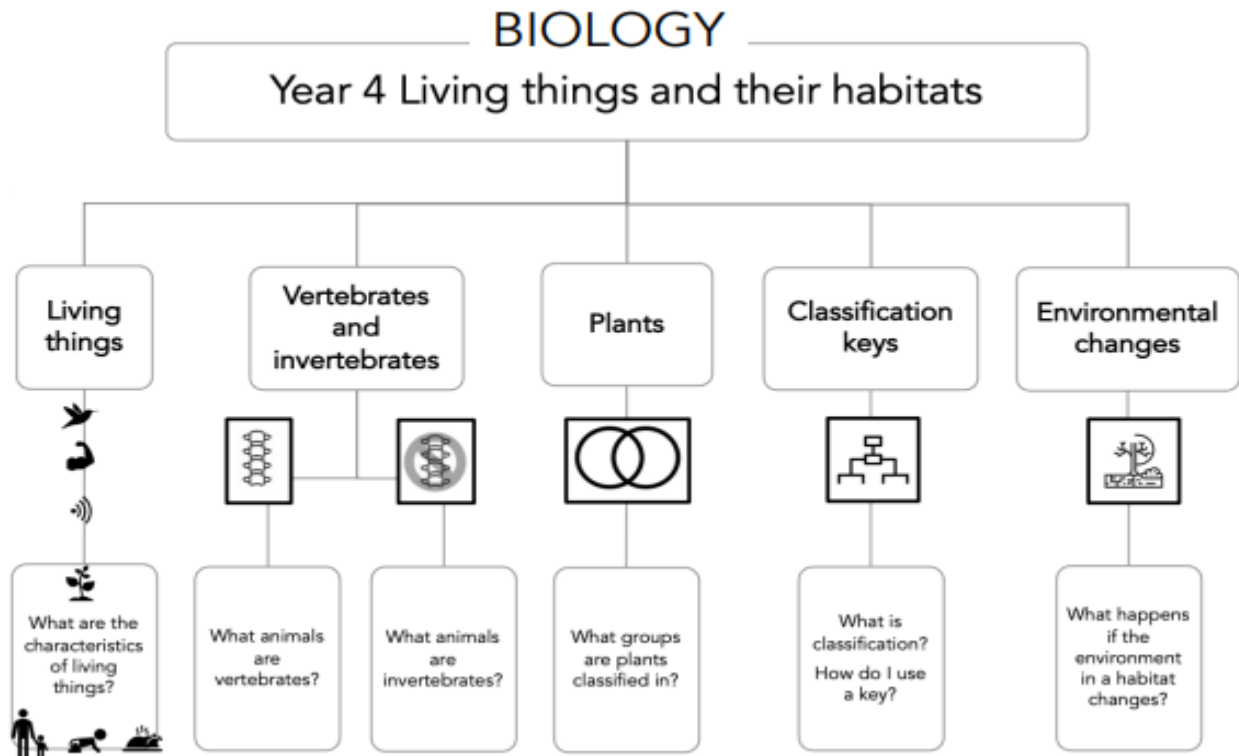
Children will have the opportunity for free reading time in class and they will further develop their reading skills in guided reading sessions. However, we do recommend that children read at home with an adult daily.

Reading	Writing	SPAG
<ul style="list-style-type: none"> • The Queen's Nose • The Boy at the back of the class • The Raven – Edgar Allen Poe 	<ul style="list-style-type: none"> • Third person adventure stories – builds on habitats • Newspaper reports – builds on Anglo-Saxons and Viking struggle for England • First person diary entries (imaginative) – builds on Vikings • Poems which explore form • Persuasive writing (adverts) • Stories from other cultures – builds on world locations 	
<p>Ask questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence.</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and</p>

<p>Making predictions from what might happen from details stated and implied.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Retrieve and record information from non-fiction</p>	<p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</p> <p>To increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices).</p> <p>Rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because adverbs [for example, then, next, soon, therefore] prepositions [for example, before, after, during, in, because of]</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of paragraphs to organise ideas around a theme</p>
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Science

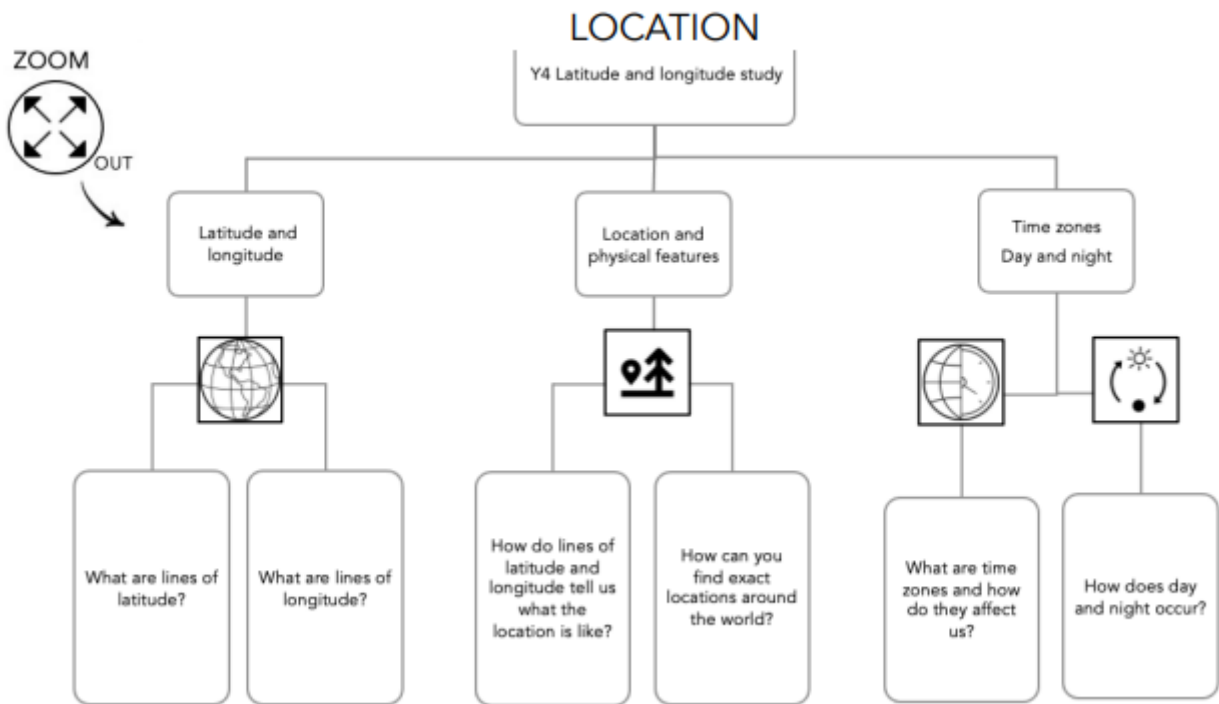
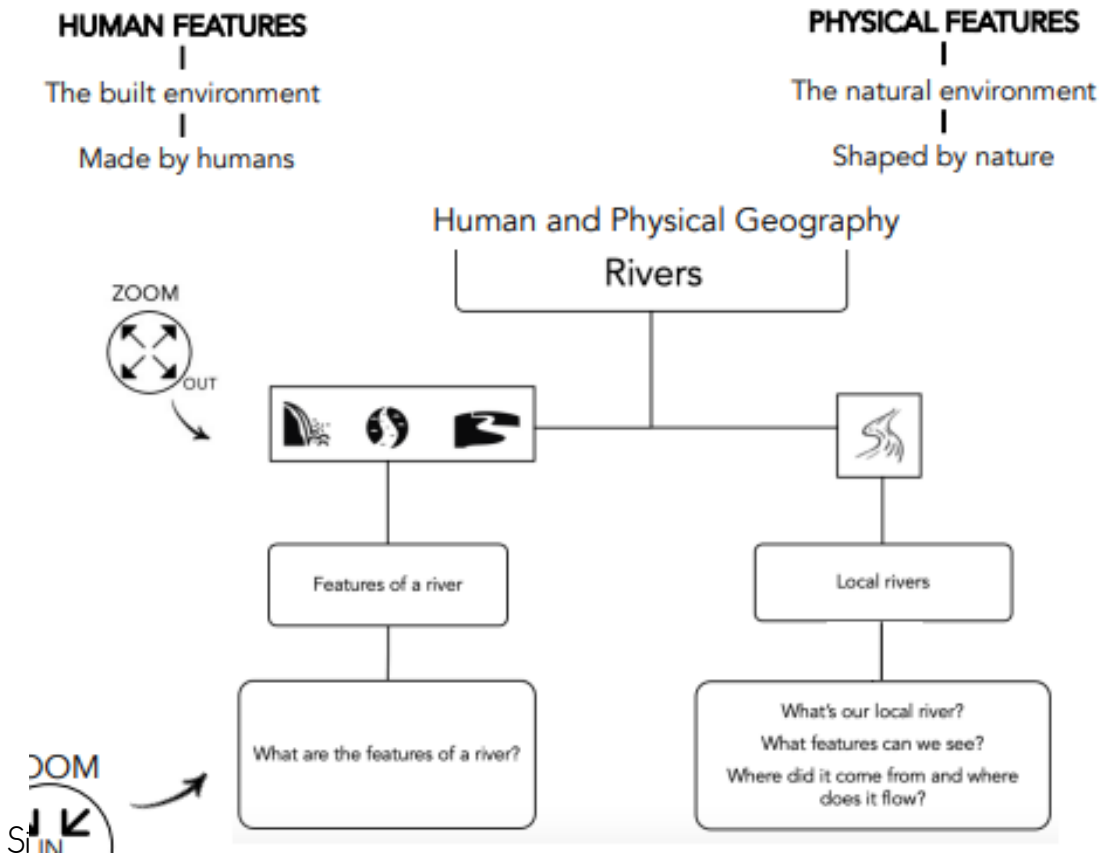
Our topics for this term are Biology 'Living things and their habitats' and Chemistry 'States of Matter'.



Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

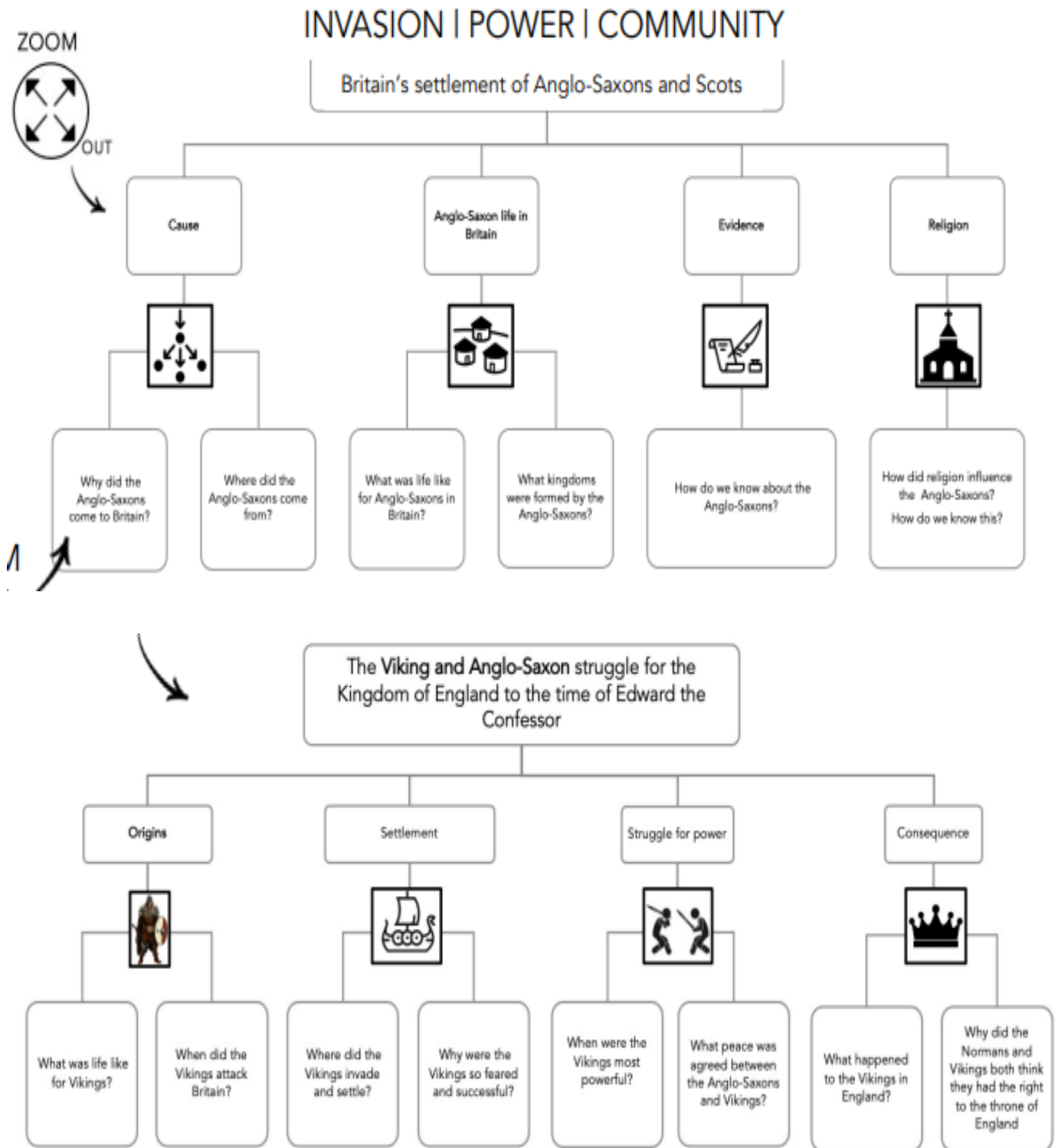
Geography

Our topics for this term are Human and Physical Geography 'Rivers' and Location 'Latitude and Longitude'.



History

Our topic for the term is Invasion, Power and Community 'Britain's Settlement of Anglo Saxons and Scots' and 'The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor'.



Art

Our topics for the term are 'Drawing' and 'Painting'.

Drawing		Painting	
Know:	Be able to:	At the end of this block, pupils will ...	
What is meant by still life	Assemble objects to create an interesting composition	Know:	Be able to:
How to use a viewfinder to create a focal point or an area of interest	Use a viewfinder	Similarities and differences between the work of two artists	Make comparisons and form opinions
How to identify details	Use fine control to add detail	Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction	Create an abstract painting of a natural object
<p>In this block, pupils will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made. They will use a viewfinder to select a focal point.</p>		<p>In this block, pupils will examine in detail a part of a flower using magnifiers and viewfinders before sketching and then enlarging it. They will develop the techniques of overpainting and wet-on-wet, as well as make tertiary colours. They will respond to the work of artists.</p>	

P.H.S.E.

Our Topic for this Half Term is Health and Wellbeing – Healthy Lifestyles and Growing and Changing

Learning Foci Big Questions? What can we do to stay healthy? How do we grow and change?	
To know why adopting a healthy lifestyle is important for everyone.	To understand why we feel different emotions in our lives.

PE

Our focus for this term is on honing our skills in games and outdoor adventurous activities. PE will be taught by Mr Bentley on Mondays and Mrs Dyer on Tuesdays.

Music and French

Music and French will be taught by Mrs Dyer on Tuesday mornings.

I look forward to working closely with you over the term. Should there be any questions or problems, please do not hesitate to make an appointment to see me.

With very best wishes,
Mr Bentley