



Our Learning in Year 4

Autumn Term

English

Our learning will include the following texts:

- Children Who Changed the World: Incredible True Stories About Children's Rights, by Marcia Williams;
- The Dragon in the Library, by Louie Stowell;
- Leo and the Gorgon's Curse, by Joe Todd Stanton;
- A Range of Greek Myths, by Marcia Williams;
- So You Think You've Got It Bad? A Kid's Life in Ancient Greece, by Chae Strathie.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of poetry, extends vocabulary and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points.

In Year 4, we are also following the 'Comprehension Express' scheme which enables the children to develop their use of strategies to maximise their understanding of a range of text types. These strategies are known as 'Expert Tips'.



All children will have the opportunity to access texts that are suitable for a child working at their chronological age as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system. Planned phonics sessions take place where required.

English – Grammar, Punctuation and Spelling (GPS) and Writing

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated and we will build upon our knowledge of word classes.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> • begins to use fronted <u>adverbials</u>; • uses noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases; • begins to use an apostrophe for plural possession; • begins to use commas for clauses including fronted adverbials; • begins to use <u>inverted commas</u> to punctuate <u>direct speech</u>; • uses the present perfect form of verbs instead of the simple past; • begins to identify and use the past and present progressive forms of verbs; • begins to understand the difference between the plural and possessive s; • identifies a range of adverbials and pronouns. 	<ul style="list-style-type: none"> • uses appropriate choice of pronoun/noun within and across sentences to aid cohesion; • proof reads for spelling, grammar and punctuation errors and self-corrects as the writing develops.

Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 3/4 words too.

Autumn Term Year 4 Spelling Rules

1. Words that are homophones
2. Words with the prefix 'in-'
3. Words with the prefixes 'il-', 'im-' and 'ir-'
4. Words with the prefix 'sub-'
5. Words with the prefix 'inter-'
6. Challenge Words.
7. Words ending in '-ation'
8. Words ending in '-ation'
9. Words ending '-ly'
10. Words ending '-lly'
11. Words where 'ch' makes a /sh/ sound
12. Challenge Words
13. Words ending in '-sion'

Activities associated with the words that they are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

Maths

As part of the basic skills for Year 4, we will also be consolidating our learning of the times table facts using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record.

Autumn Term Y4 Maths Objectives

Autumn 1 – ED1:
count in multiples of 6, 7, 9, 25 and 1,000
find 1,000 more or less than a given number
count backwards through 0 to include negative numbers
recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
read and write numbers to 10,000.
order and compare numbers beyond 1,000
identify, represent and estimate numbers using different representations to 10,000.
round any number to the nearest 10, 100 or 1,000
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 0 and place value
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

Autumn 2 – ED2:
recall multiplication and division facts for multiplication tables up to 12×12
use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
recognise and use factor pairs and commutativity 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 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to:

- make a reasonable estimate and use this to check my answer.
- spot a mistake
- say which is correct.
- represent my thinking in a variety of ways (e.g. using concrete materials, pictures and symbols)

These challenges should be linked to the termly objectives above – examples can be found in NCETM Reasoning Frameworks. **It is important to review objectives from the previous year groups, so that knowledge is maintained and can be built upon.**

Throughout the term, children will tackle a range of reasoning and problem solving challenges. The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning

needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

Science

Our learning in Science will focus on Sound (Autumn 1) and States of Matter (Autumn 2).

In addition, the children will be developing their 'working scientifically' skills by undertaking practical enquiries, comparative and fair tests. The children will plan and carry out their own experiments based upon questions that they have raised; using their observations and ideas to suggest answers to questions.

Prior to investigation work, the children will consider how best to ensure that they have the right to be safe.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. The children will learn about how their online identity can be different to the identity they present in 'real life' (Autumn 1). They will also develop their understanding about the importance of being respectful online (Autumn 2).

Alongside this, the children will be looking at using an Office package to input pictures and text (Autumn 1) and using a different sort of coding to create a game (Kodu) (Autumn 2).

Geography

In Geography, the children will develop their understanding of Europe.

They will focus on:

- locating key countries, capitals and physical features in Europe;
- locating climate zones, with an introduction to biomes;
- developing place knowledge and knowledge of key human and physical characteristics;
- developing the skills needed to use atlases and maps;
- using the 8 compass points and four figure grid references.

History

In History, the children will develop their understanding of the Ancient Greeks using the question: 'How have the Greeks shaped my world?'

They will focus on:

- how the Ancient Greeks have shaped our world;
- linking prior knowledge about what was happening at the same time in other civilisations;
- knowing the key features, inventions, legacies and individuals of Ancient Greece.

Physical Education

There are two areas of priority this term – Games ('Target Baggers') and Dance ('Indian Delight').

We will also be looking at Physical Health and Mental Wellbeing.

The children will develop their existing knowledge and skills, to include:

- knowing the importance of building regular exercise into daily and weekly routines and how to achieve this, e.g. walking or cycling to school, a daily mile or other forms of regular, vigorous exercise;
- knowing that mental wellbeing is a normal part of daily life, in the same way as physical health.

Religious Education

During R.E., we will be exploring Islam using the key question: 'What do Muslims believe?' Later in the term, we will focus on Christianity and our key question will become: 'Why do Christians call Jesus the light of the world?'

Art and Design

Our main focus will be 'Surrealism'. This will be linked to Salvador Dali who was a prominent Spanish artist in the 20th century. The children will create sketchbooks to record their observations and use them to review and revisit ideas. They will aim to improve their mastery of art and design techniques, including drawing with a range of materials, for example, charcoal, different grades of pencil, pen and pastels, and show tone and texture using hatching and cross hatching.

Music

Our main focus will be 'Mamma Mia!' by ABBA. Later in the term, we will focus on exploring and developing playing skills on the glockenspiel.

French

This term, the children will be learning to read and write numbers to 20, write likes and dislikes and read and translate a descriptive story. As part of our ongoing learning, children will take the register in French, practise the days of the week and months of the year, count in French when lining up and follow simple instructions given in French, throughout the day.

Design and Technology

We will be focusing on cooking by asking the key question: 'Voulez-vous du pain?' We will aim to design, make and evaluate a bread product for a family of three that could be used as part of a family meal.

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

- to understand that there are basic **human rights** shared by all peoples and all societies;
- to extend knowledge of the Convention on the Rights of the Child;
- to be able to identify a wider variety of Articles in the Convention on the Rights of the Child;
- to understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;
- to be able to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals;
- to deepen their understanding of good and not so good feelings and extend their vocabulary to enable them to explain both the range and intensity of their feelings to others;
- to build their Learning Powers and develop their Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- Families and Friendships: positive friendships;
- Safe Relationships: responding to hurtful behaviour; managing confidentiality;
- Relationships and Sex Education: Lucinda and Godfrey - Keeping Safe;
- Belonging to a Community: what makes a community; shared responsibilities.

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient,

resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.