

### Autumn Term

### English

Our learning will include the following texts:

- 'The Girl and Robot'; an animation about building a robot.
- 'The Angel of Nitshill Road' by Anne Fine; a fiction story.
- 'The Bubble'; a fantasy animation.
- 'The Sea', 'The Three Whales' and 'Voices of Water'; poetry and non-fiction about protecting the environment.
- 'Theseus and the Minotaur'; a Greek myth.
- 'The Big Night'; a Christmas advert used for reporting.

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. This includes planned phonics sessions, where required.

### **English – Grammar, Punctuation and Spelling (GPS)**

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.

GPS Overview for Year 4 – Autumn Term	
<b>Sentence</b>	<ul style="list-style-type: none"> <li>• I can write a range of sentences with more than one clause, using a range of conjunctions, including, when, if, because, although.</li> <li>• I can use conjunctions to express time, cause and place.</li> </ul>
<b>Text</b>	<ul style="list-style-type: none"> <li>• I can use paragraphs to organise ideas around a theme (non-fiction).</li> <li>• I can vary nouns and pronouns appropriately for clarity and cohesion and avoid repetition.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• I can use capital letters, full stops, and list commas correctly throughout my writing.</li> <li>• I can use a comma to separate clauses in my writing.</li> <li>• I can use question and exclamation marks correctly throughout my writing.</li> </ul>
<b>Terminology for Children</b>	<ul style="list-style-type: none"> <li>• relative pronouns</li> <li>• relative clauses</li> </ul>

### **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 Words

Regular Spellings		
invention, injection, action, hesitation, completion expression, discussion, confession poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous <b>interact, intercity,</b> <b>international,</b> <b>interrelated</b>	permission, admission expansion, extension comprehension, tension information, adoration, sensation, preparation, admiration humorous, glamorous, vigorous <b>antiseptic,</b> <b>anti-clockwise,</b> <b>antisocial</b>	musician, electrician, magician, politician, mathematician division, invasion, confusion, decision, collision, television courageous, outrageous <b>autobiography,</b> <b>autograph</b> <b>supermarket,</b> <b>superman, superstar</b>
Common Exception Words		
accidentally, actually, address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, <b>thought, through, various, weight, woman/women</b>		

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:	Autumn 2 – ED2:
Count backwards through zero to include negative numbers	Count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten
Count in multiples of 6, 7, 9, 25, 100 and 1000	Round decimals with one decimal place to the nearest whole number
Recall and use multiplication and division facts for the 6, 7 and 9 multiplication tables	Compare numbers with the same number of decimal places up to two decimal places
Read write and compare number to 1000	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
Identify, represent and estimate numbers to 10,000 using different representations	Read, write and convert time between analogue and digital 12 and 24-hour clocks
Order and compare numbers beyond 1000	Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
Round any number to the nearest 10, 100 or 1000	Read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)	Interpret and present data in bar charts pictograms and tables
Find 1000 more or less than a given number	Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.
Find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	

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.**

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, children will be expected to develop their investigation skills by planning and carrying out their own experiments based upon questions that they have raised.

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

## **Computing and Online Safety**

We will be continuing with our Online Safety lessons this term and linking this to every child's right to be safe. 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).

Following on from this, we 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.

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

Children will also develop their existing knowledge and skills, to include:

- developing their knowledge of 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 a 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**

Our main focus will be ‘Surrealism’. This will be linked to Salvador Dali who was a prominent Spanish artist in the 20<sup>th</sup> 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 focus on exploring and developing playing skills on the glockenspiel. We also have the opportunity to

work with Durham Music Service to play a brass instrument. Pupils will be given ownership and responsibility of a musical instrument for half a term.

## French

This term, 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, practice 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 their 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 Growth Mindset Tree.

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