



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

15th September 2023

Dear Parents and Carers of children in Year 4,

Welcome back to a new school year and the Autumn Term. We would like to share with you the exciting learning planned for the term. We hope that the information below helps you support your child over the coming term.

English

Over the course of this term in English the children will be covering the following units.

- *Poetry (Poetry using imagery)* – We will focus on imagery, this unit explores how poems use simile and metaphor to create powerful images. Photographs, collage and Jeannie Baker's *Window* inspire poetry writing.
- *Fiction (Fantasy)* – We will read '**Harry Potter and the Philosopher's Stone**' over the course of several days, using the opportunity to discuss, compare and analyse it. Perform role-play, write dialogue, use adverbials, and finally produce a new chapter for the book.
- *Non-Fiction (Biographies)*– We will discuss inventions. We will imagine the future using, "Was it Better Now?" The children will explore the biography of 'Genius of Leonardo'. They will focus on verbs, perfect form, adverbs and finally write an autobiography.

This will be done through English lessons, guided reading sessions at school and homework. You can help at home by listening to your child read a range of poetry, fiction and non-fiction books, asking questions and discussing the story/information.

Mathematics

In our Maths lessons we will be covering the following units and objectives:

Place Value

- Represent numbers to 1,000 and then 10,000
- Partition numbers to 1,000 and then 10,000
- Label number lines to 1,000 and then 10,000
- Find 1, 10, 100, 1,000 more or less
- Estimate on a number line to 10,000
- Compare and order numbers to 10,000
- Understand Roman Numerals
- Round numbers to the nearest, 10, 100 and 1,000

Addition and Subtraction

- *Add and Subtract 1s, 10s, 100s and 1,000s*
- *Add up to two 4-digit numbers (no exchange and then one exchange and finally more than one exchange).*
- *Subtract two 4-digit numbers (no exchange and then one exchange and finally more than one exchange).*
- *Estimate answers.*

Area - Measurement

- What is area?
- Count squares
- Make shapes



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- Compare areas

Multiplication and Division

- *Multiples of 3*
- *Multiply and divide by 6, 7, 11 and 12*
- *6, 7, 11 and 12 times – table and division facts*
- *Multiply and divide by 9*
- *9 times table and division facts*
- *The 3, 6 and 9 times-tables*

You can help at home by encouraging your child to practise their times tables. Play games involving time, money, measures and shape. Ensuring your child completes their weekly homework.

Science

Our first unit will be, '**States of matter**'.

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Our next unit will be, '**Sound**'.

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases

Computing

We will be looking at '**Coding**'. The children will; review coding vocabulary and knowledge, create a simple computer program, begin to understand selection in computer programming, understand how an IF/ ELSE statement works, understand how to use coordinates in computer programming, understand the Repeat until command, understand what a variable is in programming, use a number variable, review vocabulary and concepts learnt in Year 4 Coding and create a playable game.

They will then complete the '**Online Safety**' unit. In this unit they will; understand how children can protect themselves from online identity theft, understand that information put online leaves a digital footprint or trail and that this can aid identity theft, identify the risks and benefits of installing software including apps, understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism, identify appropriate behaviour when participating or contributing to collaborative online projects for learning, identify the positive and negative influences of technology on health and the environment, and understand the importance of balancing game and screen time with other parts of their lives.

Finally, we will be looking at, '**Spreadsheets**'. The children will; explore how the numbers entered into cells can be set to either currency or decimal, explore the use of the display of decimal places, find out how to add formulae to a cell, explore how tools can be combined to use 2Calculate to make number games, explore the use of the timer, random number and spin button tools, children can use the timer, random number and spin button tools, children can combine tools to make fun ways to explore number, use the line graphing tool in 2Calculate with appropriate data and interpret a line graph to estimate values between data readings. (We will complete the spreadsheets unit in the Spring term).



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Geography

The children will be learning about '**Settling in the UK**'. They will learn the following; Name and locate counties and cities of United Kingdom, name and locate key mountains, Human geography, including types of settlement (important features of a settlement site), explain land use patterns and understand how these have changed over time (use Windsor as an example – thinking about settlers), use fieldwork to observe, measure and record the human and physical features in local area using a range of methods including sketch maps, plans and graphs and digital technologies (use Windsor as an example), and identify similarities and differences between daily routine of me and a child from another historical period (use Windsor as an example)

History

The children will be learning about '**The Roman Empire and Its Impact on Britain**'. They will learn the following; British history, Julius Caesar's attempted invasion in 55-54 BC, the Roman Empire by AD 42 and the power of its army, successful invasion by Claudius and conquest (including Hadrian's Wall), British resistance, for example, Boudica, 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.

Art

Observational drawing:

Can I identify and draw simple objects and use marks and lines to produce texture?

Can I organise line, tone, shape and colour to represent figures and forms of movement? Can I show reflections? Can I explain why I have chosen specific materials to draw with?

Artist – Monet:

Can I successfully use shading to create mood and feeling?

Can I create all the colours I need?

Can I create mood in my painting?

Can I print using four colours? Can I create an accurate print design?

Can I print on different materials? (Christmas card)

Design Technology

Our design and technology topic is '**Model Making**'.

Design - Can I show how my design meets a range of requirements? Can I put together a step by step plan, including the tools and materials I will need? Can I suggest some improvements and say what was good and not so good about my original design?

Make - Can I show I am conscious of the need to produce something that will be liked by others? Can I show a good level of expertise when I am using tools and materials? Can I explain how my product will appeal to others?

Evaluate - Can I explain how I can improve my original design? Can I evaluate my product, thinking of both appearance and the way it works? Can I practise my evaluation skills by evaluating existing products against set criteria?

Technical Knowledge - Can I use the most appropriate materials? Can I work accurately to make cuts and holes? Can I join materials?



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Music

Autumn 1: Mamma Mia -

Listen & Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.

Musical Activities:

- Games: continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.
- Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.
- Playing: continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.
- Improvisation: continue to explore and create your own responses, melodies and rhythms.
- Composition: continue to create your own responses, melodies and rhythms and record them in some way. Start to explore the link between sound and symbol.

Perform/Share: Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together

Autumn 2: Glockenspiel Stage 2 -

Listen & Appraise: begin to recognise styles, find the pulse, recognise instruments, discuss, listen, discuss other dimensions of music.

Musical Activities:

- Games: continue to internalise, understand, feel, know how the dimensions of music work together. Focus on Warm-up Games. Pulse, rhythm, pitch, tempo, dynamics. Start to explore the link between sound and symbol.
- Singing: continue to sing, learn about singing and vocal health. Continue to learn about working in a group/band/ensemble.
- Playing: continue to play a classroom/band instrument in a group/band/ensemble. Start to explore the link between sound and symbol.

Perform/Share: Continue to work together in a group/band/ensemble and perform to each other and an audience. Discuss/respect/improve your work together

Physical Education

The children will be continuing with weekly sports coaching lessons where they will be learning the fundamental skills of running, jumping, throwing and co-ordination.

PSHE

The children will be looking at the topics 'Being Me in My World' and 'Celebrating Differences'.

RE

In RE we will focus on, '**How special is the Jews' relationship with God?**'. After half-term we will focus on, '**What is the most significant part of the Nativity story for Christians today?**'

Please support your child with their home learning (See Homework Policy on our website) and remember that learning should be meaningful and fun. If you are experiencing difficulties with homework please do let us know.

We will, as always be keeping in touch with Class News.

Kind regards,

Mrs Salem
Class Teacher