

Maths

- * Place value for numbers up to 10,000.
 - * Addition & Subtraction for numbers up to 10,000– using formal methods (column) and appropriate mental methods.
 - * Multiplication– we will be learning the 2s, 4s, 3s, 6s and 8s up until Christmas. We will also be re-capping the 0,1,5,10.
 - * Angles and symmetry
 - * Area and Perimeter
 - * Position and co-ordinates
- Please note, all Year 4 children throughout the country are required to

Homework Project to be completed and in school by Monday 16th November

Find out about armour and weapons used by Anglo-Saxons or Vikings. Create something that you can wear or use and bring it in on November 16th.

Useful Websites to support with learning:

BBC Bitesize – Anglo-Saxons

British Museum – The Anglo-Saxon ship burial at Sutton Hoo

British Museum – Decoding Anglo-Saxon art

BBC Bitesize – Vikings

Year 4 Curriculum Advent Term

English

- * Spelling rules and common exception words.
- * Grammar including using fronted adverbials, noun phrases, punctuating speech, paragraphs, and appropriate nouns and pronouns.
- * We will be writing narratives, playscripts and non-chronological reports.
- * Our class read is Anglo Saxon Boy by Tony Bradman. We will be learning to read fluently and with understanding.
- * Reading for Betterment: To introduce the children to a more varied vocabulary, I will be reading Beowulf by Michael Morpurgo to the children.

History: Saxons and Vikings – After the Romans left Britain

Anglo-Saxons and Vikings up to the Norman Conquest of 1066.

Things we will cover are:

- * Significant events of the Early Middle Ages.
- * Anglo-Saxon invasion
- * Everyday life of the Anglo Saxons and Vikings.
- * Viking Raids
- * The cause and consequences of the Norman invasion of 1066.
- * Evidence from Archaeological digs.
- * Relevance to our local area

Science

Animals including Humans

- * Ecosystems, food chains and food webs, identifying producers, predators and prey.
- * Parts of the digestive system—mouth, oesophagus, small and large intestine
- * Teeth—incisors, canines, premolars, molars and their purposes. Mouth hygiene.

Sound including how to investigate scientifically.

- * How sound is made and how it travels.
- * Volume is a measure, in decibels, of how loud or quiet sound is.
- * Pitch is how high or low a sound is.
- * How to change volume and pitch.
- * Parts of the ear—eardrum, ossicles, cochlea.
- * Soundwave diagrams

Geography—Mountains and Rivers

Key question: What is a river and its physical features?

- Know what a river is and some key vocabulary about these.
- Know the 3 longest rivers in the UK.
- Know the 3 longest rivers in the world.
- Plot rivers on a map of the world.
- Use maps, atlases and globes to locate countries and describe features.
- To identify key topographical features.
- Describe and understand the water cycle.

French

Presenting Myself

- * Basic greetings in French—how they are feeling and how to reply.
- * Ask someone their name in French and reply.
- * Recall numbers 1-10 and count from 11-20 in French
- * Ask somebody how old they are in French and reply.
- * Ask somebody where they live in French and reply.
- * How to express my nationality in French and understand basic gender agreement rules
- * Phonemes i, in, ique, ille

Computing

Creating media - Audio production

Within this, children will learn about:

- * How sound can be recorded.
- * How audio recordings can be edited.
- * Create a podcast
- * How to apply audio editing skills independently
- * How to combine audio to enhance a podcast.

Year 4 Curriculum Advent Term

RSHE

LKS2 Module 1, Unit 1:

Story Sessions: Get Up!

Session 2: The Sacraments

LKS2 Module 1, Unit 2:

Session 1: We Don't Have to be the Same

Session 2: Respecting our Bodies

Session 3: What is Puberty?

Session 4: Changing Bodies

LKS2 Module 1, Unit 3:

Session 1: What Am I Feeling?

Session 2: What Am I Looking At?

Session 3: I Am Thankful

LKS2 Module 1, Unit 4:

Session 1: Life Cycles

Session 2: A Time For Everything

Session 3: Big Changes, Little Changes

Parent Portal: www.tentenresources.co.uk/parent-portal/

PE

Hockey

- * How do we move in hockey?
- * End goal: To pass, shoot and tackle in Hockey-based games.

Dance

- * How do we use gesture in dance?
- * End goal: To perform a Bollywood themed dance phrase.

Art

Colour Theory (Warm and cool colours unit)

- * How do artists show an impression of warmth and coolness?
- * End Goal: Create a painting using warm and cold colours based on the work of Van Gogh.

DT

Fresh Food, Good Food

- * Why do we use food packaging?
- * End goal: To prepare, package and evaluate a healthy snack (popcorn).

Weekly Homework

Our homework policy states that weekly homework for year 4 should include:

- * Listening to your child read
- * Spellings
- * Grammar
- * Maths—Multiplication

We monitor homework weekly. Crests will be given to those children completing their homework on time. This year we will be testing spellings and multiplication on Mondays. Please see more information in the front of your child's homework books. Thank you for your support.

Ways to help your child

Reading

- Agree a daily routine for reading . Remember it's important for children to read independently as they get into Key stage 2 but it's also important they read to an adult and are read to. This means they can access more difficult stories.
- Ask questions to check understanding. What happened in that chapter/page? What did she mean by that? How do you think she felt? What do you think will happen next?
- Encourage children to use learned strategies for reading new words, including phonics (Fred talk and Fred in your head)

Writing

- Encourage children to write for pleasure– shopping lists, invitations, cards, letters, diaries etc.
- Learn spellings weekly and keep coming back to these. Discuss the rules for the words too.
- Encourage them to use learned strategies for spelling new words such as Fred fingers and spelling rules.

Science

- Ask your child what new scientific words they have learnt this week. Discuss their meanings and research any that they have forgotten or are unsure of. Practice saying them using My Turn-Your Turn. Write them down, drawing pictures to represent them.
- Talk to your child about the importance of looking after their teeth.
- Carry out your own experiments with sound. You could create a cup telephone or experiment with a musical instrument.

History

- Take an interest in the subject– share stories or films.
- Learn a song about this period of history– YouTube, Horrible Histories.
- Visit a museum, library or historical site– some are online.
- Talk about things you've seen– Sutton Hoo, Jorvik centre, Bayeux Tapestry.
- Play games.
- Carry out a research project.
- Complete the homework project.

Maths

- Agree a routine for using Times Table Rockstars. We ask the children to practice for 10 minutes a day on average. So if you have a busy weekend or clubs try to practice more on your free days.
- Take an interest in the games children play in school? "What's your favourite maths game you play? Can you teach me?" "Is there a game you're not very good at? Let's practice so next time you play you'll be great!"
- Use the small moments of your day– ask calculation questions in the car or on your walk to school.
- Find maths opportunities in every day life– "Can you measure the flour for the baking?" "Auntie Sarah is coming at half past 4, can you tell me how long I've got to tidy the house?"
- Support children with learning their times tables. If there is a fact that your child is finding particularly difficult to remember, make it the times table fact of the week. Quiz them, play games, use toys etc. to help them remember it.

Geography

- Use local maps to find play parks.
- Try out
- Make it fun– play games (Globe-game.com is a favourite)
- Use an atlas or globe– children love this– can you find Poland? Can you find a country that is next to France? Can you find me a country in Africa? What is the capital of?