



## Year 4 Curriculum Newsletter: Autumn 2

Below are the key learning links for each subject that will be covered in Year 4 this half term.



### English

#### Fairy Tales

- Create sentences with fronted adverbials for when e.g. As the clock struck twelve, the soldiers sprang into action.

- Use commas to mark clauses in complex sentences.

- Use inverted commas and other punctuation to indicate direct speech e.g. The tour guide announced, "Be back here at four o' clock."

- Read and analyse a fairy tale in order to plan and write their own versions.

- Link ideas across paragraphs using fronted adverbials.

#### Recount Newspapers

- Identify, select and effectively use pronouns.

- Explore, identify, collect and use noun phrases e.g. The stranger, dressed in red and yellow...

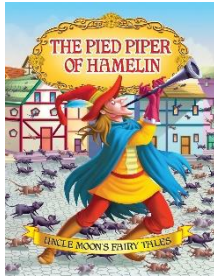
- Read and analyse non-fiction in order to plan and write their own versions.

- Discuss and record ideas for planning e.g. text map, non-fiction bridge, boxing-up text types to create a plan.

- Use organisational devices in non-fiction writing e.g. captions, text boxes

- Identify and discuss the purpose, audience, language and structures of non-fiction for writing.

- Use paragraphs to organise writing in non-fiction texts.



### Physical Education

#### Swimming

This topic gives children the opportunity to develop both their arm and leg actions when attempting front crawl, think about their breathing as well as begin to evaluate their own and other's technique.

#### Dance

This unit introduces 3 street dance actions for the children to learn and incorporate within a static electricity dance. Children will also choreograph a quartet based on action / reaction. The unit will culminate in a class performance combining the street dance, the quartets, plus their own ideas for an ending.

**Please make sure that children have full PE kit in school and children do NOT wear earrings/sharp hair accessories on PE day.**

### Science

#### States of Matter

- Solid, Liquid or Gas? - I can sort and describe materials.

- Investigating Gases - I can investigate gases and explain their properties.

- Heating and Cooling - I can investigate materials as they change state.

- Wonderful Water - I can explore how water changes state.

- Evaporation Investigation - I can investigate how water evaporates.

- The Water Cycle

- I can identify and describe the different stages of the water cycle.



### RE

**4.2 Christmas: Why is Jesus described as the light of the world?**

- that Christians believe that Jesus is the light of the world.

- that the light of Jesus brings hope in dark places.

- That Hannukah is a Jewish festival of light.

- tell stories about Jesus bringing light into people's lives.

- talk about the lives of people who bring Jesus' light into the world.

- tell you about the stories and traditions of Hanukkah.

- use good vocabulary

to talk about the symbolism of Jesus as light.

- ask good questions about things that have interested me.



### Routines to Remember

PE: Weekly Full PE Kit should be in school (white t-shirt, black shorts/leggings, trainers)

Reading: 3 times per week is an essential part of home reading learning

Spellings: Handed out weekly for a quick test at the end of the week.

TT Rockstars: To be completed during the week. Children to reach 100 points target. If children do not have access to internet at home, there will be time in school for them to take part.



### Geography

#### What's it like in Whitby?

- Can I identify where Whitby is?

- Can I compare the physical geography of Whitby with that of my own area?

- Can I identify Whitby and its major features

- Can I compare the human geography of Whitby with that of Haslingden?

- Can I create a travel guide for Whitby?

- Can I compare the physical and human features of Whitby with those of Haslingden?



### DT

#### Electrical Systems – Torches

- Electrical Products -Pupils explore the difference between 'electrical' and 'electronic' and revisit how to create a simple circuit

- Evaluating Torches -Pupils evaluate a range of different torches and identify the features of a torch: housing, reflector, circuit and switch.

- Torch design -Pupils create a torch design, building on their understanding from and incorporating features they have identified in previous lessons.

- Torch Assembly -The children build the circuit and housing for their

torches, closely following their designs from the previous lesson.



### PSHE – SCARF

#### Value Differences

- Understand the need to manage conflict or differences and suggest ways of doing this

- Recognise how others' non-verbal signals indicate how they feel when people are close to their body space

- Give examples of features of these types of relationships



### Computing

#### Spreadsheets

- Using formula wizard in the advanced mode to add formulae and explore formatting cells

- Timer and spin button

- Line graphs



### MFL French

#### Animals and Colours

To learn how to pronounce words beginning with vowels. To construct sentences.

To construct simple written sentences.

To learn colours and use as adjectives.

To create grammatically correct sentences.

### Christian Values

**Endurance**

**Forgiveness**

**Friendship**

**Koinonia**

**Peace**

**Thankfulness**

**Trust**

### British Values

**Democracy**

**The rule of law**

**Individual liberty**

**Mutual respect**

**Tolerance of**

**those of**

**different faiths**

**and beliefs**

### Maths

#### Addition and Subtraction

- Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.

#### Measurement

- Find the area of rectilinear shapes by counting squares.

#### Multiplication and Division

- Recall and use multiplication and division facts for multiplication tables up to 12 x 12.

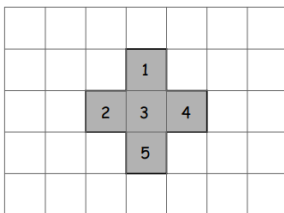
- Count in multiples of 6, 7, 9, 25 and 1000

- 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.

- Solve problems involving multiplying 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.

Example: 342 x 7

$$\begin{array}{r} 2147616 \\ 637- \\ 1839 \end{array}$$



$\begin{array}{r} 342 \\ 7 \times \\ \hline 2394 \\ 21 \end{array}$	$\begin{array}{r} 342 \\ 217 \times \\ \hline 2394 \end{array}$	$\begin{array}{l} 300 \times 7 = 2100 \\ 40 \times 7 = 280 \\ 2 \times 7 = 14 \\ 342 \times 7 = 2394 \end{array}$
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