

Year 4  
Autumn 2021



4S Ms Sircar & Mrs Badache  
4T Mr Titterton & Miss Morris

### English - Writing:

In the first half-term, learning will revolve around the book 'Tales Told in Tents: Stories from Central Asia'. Children will be retelling and rewriting stories and poems from the book. They will also be writing a newspaper report as if they were journalists investigating an ancient story. In the second half-term, 'The People Who Hugged the Trees' will be used as the core text to inspire work on balanced arguments and persuasive writing. Both of these books will enable the children to make links with their humanities learning on the Indus Valley and India. In addition, other texts will be used to support learning and these include: Daily Life in the Indus Valley Civilisations and Asha and the Spirit Bird.

### Reading:

Reading is taught daily and the children will get regular opportunities to read together in small groups, and individually, as well as listening to the teacher model reading skills. The reading focus for this term is inferring characters' feelings and thoughts based on what they say and do. The children will justify their views with evidence from the texts as well as discussing the impact of language choices on the reader. They are encouraged to borrow books from the class reading area and should be reading at home every day. We will also be focusing on vocabulary and teaching the children strategies to use when encountering difficult or unknown words in order to extract meaning. To further develop the children's love of reading, we hope to visit the local library and Waterstones.

### Grammar, Spelling and Punctuation:

Throughout the year, the children will learn about different spelling rules and conventions, and integrate these into our English work. To support this, each week, the children will be issued with a set of words to learn at home associated with a common spelling pattern. These words will be tested on the following Friday. The words included in our spelling tests come from the National Curriculum statutory list of words for Years 3 & 4. These can be found in the children's homework books. We also spend time developing their punctuation and grammar skills. This is done through a combination of separate grammar and punctuation lessons and activities integrated into our main English sessions.

### Maths:

The children will continue to use the *Maths - No Problem!* scheme in order to consolidate their strategies for solving problems using place value. This will involve exploring numbers up to the value of ten thousand and counting on in thousands, hundreds, tens and ones. The children will also work on written methods for the four operations, introducing the idea of column addition, column subtraction and long multiplication to the value of ten thousand. We will introduce the concept of remainders when looking at division problems with up to three digits. The children will be encouraged to develop their problem solving skills, writing simple explanations to describe how they reached a solution - completing practical tasks involving real-life problems. Generally, all work aims to increase confidence, whilst developing age-appropriate mathematical skills and knowledge. The children are encouraged to practise their times tables at home (using Times Tables Rock Stars). At the end of the year, they will be taking the National Times Tables Test.

## Humanities:

### Indus Valley and India

The children will be learning about the Indus Valley civilisation and India. They will be given opportunities to discover where in the world ancient civilisations settled and the importance of the people living within these settlements. They will discover how the inhabitants of the Indus Valley lived and why their civilisation came to an end. The children will also be given the opportunity to learn all about India and its culture. Both areas of the humanities curriculum will provide opportunities for whole class discussions and group work, and prompt independent learning. We are hoping to visit the British Museum and investigate genuine artefacts from the period and region.

## Science:

### Sound

The children will be identifying how sounds are made and associating them with vibrations, recognising how sound travels and identifying patterns between the pitch of a sound and features of the object that produced it. Investigations will provide children with a number of scientific skills, which will include predicting, planning and evaluating.

### Electricity

The children will learn, through practical investigation, how to identify appliances that are powered by electricity. They will construct simple electrical circuits, identifying and naming their basic parts. There will be a number of opportunities for the children to explore the different properties of circuits, and their effects, as well as recognising common conductors and insulators.

### Art and DT:

Art and DT projects will link with the humanities units: The Indus Valley and India. The children will create masks inspired by images from The Ramayana. They will also develop their culinary skills by looking at safe and efficient ways to slice and grate.

### Religious Education:

The children will learn about Sikhism and Hinduism, with a specific focus on the history and belief of Sikh Gurus and Hindu life.

## French:

The children will be learning about birthdays, Christmas and clothes.

## Music:

The children will be learning about keeping a steady beat and exploring a variety of singing games, with the opportunity to develop their own.

## Computing:

The children will receive weekly computing lessons taught by Mr McNamara. To begin with, they will be learning about creating PowerPoint presentations based upon their knowledge of the Indus Valley. In the second half-term, the children will learn to design, write and debug programs that accomplish specific goals including controlling or stimulating physical systems. They will solve problems by deconstructing them into smaller parts. They will use sequence, selection and repetition in programs with variables and various forms of input and output. Finally, the children will use logical

reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

## **PE:**

The children will benefit from both outdoor and indoor PE and PE will take place on Tuesdays and Fridays. Mr Flynn, our PE coach, will lead the outdoor sessions. During indoor PE, the dancer and choreographer Wendy Steatham will be working with the children.

## **Additional Information:**

### **PE kits**

It is important to note that: all children must wear shorts (¾ length) or jogging bottoms; tops must be plain blue or white T-shirts (covering the shoulders due to health and safety requirements). On the first day of term, the children should bring their PE kit in a drawstring bag.

### **Homework**

In line with the school's homework policy, children will receive spellings each week. Please make sure that you read with your child as often as possible and complete their home school reading record. We have asked the children to ensure that they are reading for a minimum of 30 minutes each day. This can take the form of books, newspapers, magazines or information from the internet. However, we would like the children to read aloud with an adult at home at least once a week.

### **Uniform**

In line with expectations, the children should wear regulation blue, yellow or white tops and appropriate shorts, trousers or skirts. Please also remember that the only jewellery allowed is small stud earrings. Children with long hair need to come with their hair tied back.

### **Water**

It is Sherington's policy that plenty of water is drunk throughout the day to aid concentration and learning. Your child should bring a plastic bottle to school on a daily basis.

