



Year 4 - Autumn 1 Newsletter!



We are excited to share what your children will be learning this term! Each subject has been carefully planned to build knowledge and skills in fun and engaging ways.

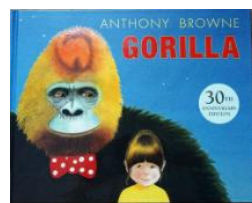
Below is a summary of the units we will be exploring.

English

Our first English lessons will be a poetry unit. The children will listen to a number of poems by Michael Rosen and then use one of his poems to write their own narrative poem about a family member.

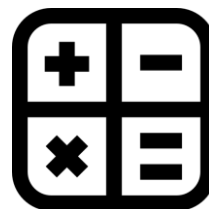
Our second English unit uses the fictional book “Gorilla” by Anthony Browne to support us writing our very own narrative texts. During the lessons we will consolidate learning about coordinating and subordinating conjunctions and then develop our understanding about noun phrases before we introduce fronted adverbials. The children will have lessons to remind them about punctuation and grouping ideas into paragraphs too.

And while we did to getting me within
Huge in this with the words
“There’s no one you bring this again.”
There’s no brother doing just the same
And we can’t be
But when I can see him
and how every the word as well
with his mouth not making a sound
the sound making
and we are all eyes
“SOMEONE’S A LAUGHING MASTER.”
Of course my brother knows that one as well
and how going with his mouth
“And it’s no laughing matter!”
But we can’t read again.
He knows something’s going on
the he knows sound
and there’s my brother
with his finger pointing out
and the one that
and I’m standing there laughing
“It is
there we get into
BUT WE’RE TROUBLE.”
Michael Rosen



Maths

In Maths, we will be focusing on strengthening and extending the children’s understanding of place value with 4-digit numbers, as well as addition and subtraction. This will be taught through engaging stories, word problems, games, and problem-solving challenges. Our Mental Maths sessions will involve counting forward and backward in tens and hundreds from any number. In our Maths Mastery and Maths fluency sessions we will be practicing times tables, as all times tables and related division facts need to be mastered by the end of Year 4.



Science

Our Science unit will focus on electrical circuits. Children will learn about the key components that make up a circuit, including what makes a circuit complete or incomplete. They will also explore conductors and insulators, understanding how these materials affect our everyday lives. By the end of the unit, they will have a solid grasp of how electricity flows and how it powers many of the objects we use daily.



Geography

In Geography, we will be diving into the study of Mediterranean Europe. The children will explore the physical geography of this region and learn how it shapes human activity. We will compare the Mediterranean climate with that of the UK and discuss how the warmer weather impacts tourism and everyday life in these southern European countries.



Art

This term in Art, we will take an inspiring journey back in time to Ancient Rome and the Byzantine Empire. The children will explore the incredible monuments and iconic artwork from these periods, learning about the techniques and styles that defined them. Through their own creative work, they will experiment with mosaics, architecture, and other artistic traditions from these ancient civilizations.



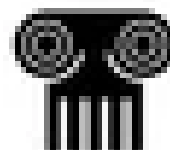
Design and Technology

In Design and Technology, the children will apply their knowledge of electrical circuits by designing and creating their own torch. This hands-on project will encourage them to think about functionality and creativity while learning about the practical uses of circuits in everyday objects.



History

Our History unit will focus on the remarkable contributions the Romans made to modern life. We will explore key turning points in Roman history and the evolution of their empire. The children will learn about Roman religious beliefs, the experiences of Roman soldiers, and how they lived day-to-day. We will also examine historical sources to understand how historians have pieced together the story of Ancient Rome and its enduring influence on our world today.



PSHE

The unit for the first half term is 'Being Me'. Owls and Woodpeckers will explore their emotions and thoughts and feelings around how important it is to be yourself. Celebrating their strengths and the aspects they bring to their community. Please find the Knowledge Organiser which shares the learning outcomes and vocabulary taught and used in this theme.



Religious Education

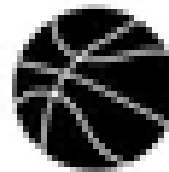
In RE lessons this term, the children will be deepening their understanding of Sikhism, exploring key beliefs and traditions. They will also begin studying a range of sacred texts from different religions, learning about their importance and influence. After half term, the focus will shift to exploring Christian and Sikh rituals, where the children will compare and discuss the significance of these practices in both faiths. This unit will offer valuable insights into the similarities and differences between religious traditions and how they are observed in daily life.



Physical Education

This term in PE, the children will have one lesson each week that develops skills within the game of Tag Rugby. The children will learn how to move with control with a ball and using the correct handling position, pass a ball backwards and sideways, avoid a defender to try and score a try alongside being able to play and accept rules.

The other lesson in the week will concentrate on Gymnastic skills. The children will be taught to perform a Teddy Bear roll with control, a matching and mirroring balance, a bunny hop and a sequence that shows body tension and all should demonstrate control.



Spelling

Spelling this half term will involve having daily spelling lessons looking at Year 3 and 4 common exception words and a range of spelling patterns which concentrates on adding suffixes and understanding homophones (words that are spelled differently by sound the same).



Computing

This half term, in computing we will learn how to use blocks in order to write code. We will explore how to use sequencing to help write algorithms while developing our understanding of coding language. We will be using iPads and Chromebooks to explore creating code through CODE studio.



French

Over this term, children will be learning the alphabet and exploring French phonics. They will also learn numbers up to 31 and months, in order to talk about their birthdays



Music

Children will be learning how to play the recorder. We will learn basic staff notation so children can read the music and play in a group





Puzzle One – Being Me in My World

Autumn 1: 'Who am I and how do I fit?'



Content Overview:

Being part of a class team
Being a school citizen
Rights, responsibilities and democracy (school council)
Rewards and consequences
Group decision-making
Having a voice
What motivates behaviour

Vocabulary

Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).

Song: Together as One

Puzzle Outcome: Whole School Learning Charter

DfE Statutory Relationships & Health Education Guidance.

- (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends
- R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- R13) practical steps they can take in a range of different contexts to improve or support respectful relationships
- R14) the conventions of courtesy and manners
- R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- R19) the importance of permission seeking and giving in relationships with friends, peers and adults
- R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings