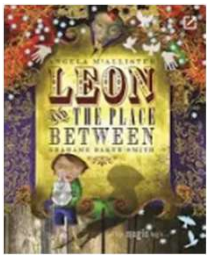
# Year 4 - Autumn 2 Newsletter!

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



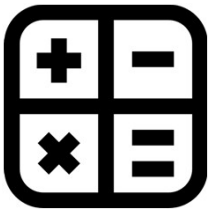
Our poetry English unit uses a poem by Roger McGough titled 'The Lost Lost Property Office' to inspire writing our own poem! We will consider rhyming couplets, syllables in each line as well as what might be left in a lost property office for our own poems!




Our first English unit will explore diary writing using the book 'Leon and The Place Between'. The children will be immersing themselves in the text and genre of fiction and diary writing to enable them to write in role by the end of the unit.

## Maths

In Maths, we will be focusing on strengthening and extending the children's understanding of multiplication and division, through our core maths lessons, maths fluency lessons and maths mastery lessons. We will go over the following times tables:
3s, 6s, 9s, 12s, 11s, and 7s.



## Science

Our Science unit will focus on states of matter. Children will learn about the different states of matter, including solids, liquids and gases and will use this knowledge to complete scientific enquiries and investigations about changing states. By the end of this unit, children will have a secure understanding about the relationship between these three states of matter and will be introduced to the process of evaporation and condensation as part of the water cycle.



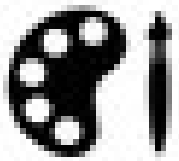
## Geography

In Geography, we will be diving into the study of Russia – One County – Two continents. The children will explore the physical geography of the region and learn how it shapes human activity. We will compare the climate of the different biomes in Russia with that of the UK and discuss how the different weather impacts tourism and everyday life in these areas.



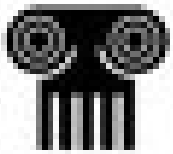
## Art

This half term in art, we will be focusing on elements of art, including positive and negative space. This will allow children to build up their sketching skills to support perception, depth and dimension. During this unit we will look at work from artists Paul Cezanne, Picasso and Keith Haring to understand different ways of using space.



## History

Our History unit will continue to focus on the Romans, where this half term we will be exploring the Roman Empire and the Republic of Rome and how this impacted daily life. They will explore how the governments were different, the assassination of Julius Caesar, as well as how entertainment was used to control the masses.



## PSHE

The unit for the first half term is 'Celebrating Differences.' Owls and Woodpeckers will explore challenges and differences people face in their everyday life and how they overcome these challenges. Please see the attached knowledge organiser for this unit at the end of this newsletter!



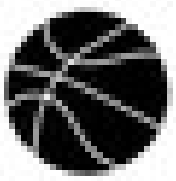
## Religious Education

In RE lessons this 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 and will give children opportunities to discuss any rituals they observe in their families which they can compare to Christian and Sikh rituals. We also look forward to visiting Holy Saviour Church as part of this unit to help the children understand different religious rituals.



## Physical Education

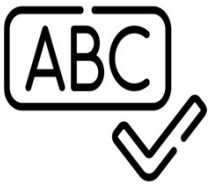
This half term in PE, the children will focus on basketball for their outdoor PE sessions, where children will learn how to control, dribble and pass the ball, as well as strides, jumps and pivots used in basketball.



In their indoor PE sessions, Owls and Woodpeckers will be learning dance through our 'Greatest Showman' topic. Children will learn different moves which include those with different levels, balances and patterns both individually and as part of a group in unison whilst performing

## Spelling

Spelling this half term will involve having daily spelling lessons using Jungle Spelling. These will include some Year 3/4 Common Exception Words. Please use your child's half termly homework booklet during the respective weeks to support your child with their spellings.




## Computing

This half term, in computing we will learn how to use blocks and programming through the Scratch application.. We will explore adapting code and programmes to create movements and animations



## French

In our French learning this half term we will revise the numbers we learnt in year 3 and extend our knowledge of numbers up to 31. We will then learn the vocabulary for the months and seasons in order to be able to describe our birthdays in French.




## Music

In Music we will be looking at Minimalist music. This will involve discussing this interesting genre and its features, and then using improvising and composing skills to work in groups to create our own minimalist music with the glockenspiels and iPads.



# Jigsaw knowledge and skills progression: Celebrating Difference - Ages 8-9

Jigsaw, the mindful approach to PSHE is a progressive and spiral scheme of learning. In planning the lessons, Jigsaw PSHE ensures that learning from previous years is revisited and extended, adding new concepts, knowledge and skills, year on year as appropriate. The table below draws out the **spiral** knowledge and skills progression within the Celebrating Difference Puzzle (unit of work) including the key vocabulary used in each year group and suggestions for Family Learning.

| CD | Knowledge | Social and Emotional Skills | Questions for Family Learning |
|---|---|---|---|
| **Ages 8-9** | • Know that sometimes people make assumptions about a person because of the way they look or act<br>• Know there are influences that can affect how we judge a person or situation<br>• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying<br>• Know what to do if they think bullying is, or might be taking place<br>• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone<br>• Know that first impressions can change | • Try to accept people for who they are<br>• Identify influences that have made them think or feel positively/negatively about a situation<br>• Identify feelings that a bystander might feel in a bullying situation<br>• Identify reasons why a bystander might join in with bullying<br>• Revisit the 'Solve it together' technique to practise conflict and bullying scenarios<br>• Identify their own uniqueness<br>• Be comfortable with the way they look<br>• Identify when a first impression they had was right or wrong<br>• Be non-judgemental about others who are different | • What is an assumption? Are assumptions always right?<br>• What can influence us to make an unfair judgement about someone else?<br>• Is social media always helpful?<br>• What's good/ bad about social media?<br>• What is a stereotype? What stereotypes do you see on social media, in the movies or on TV?<br>• Are stereotypes fair?<br>• Do you know any rules for staying safe with technology?<br>• What could you do if you were worried about something online or in social media e.g. cyber-bullying?<br>• Does your Jigsaw friend help you learn?<br>• What does Jigsaw Jerrie cat do in your lessons? |
| | In this Puzzle (unit) the children talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. They talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. They discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. The children talk about their own uniqueness and what is special about themselves. They talk about first impressions and when their own first impressions of someone have changed. | | |
| | **Key Vocabulary**<br>Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed. | | |