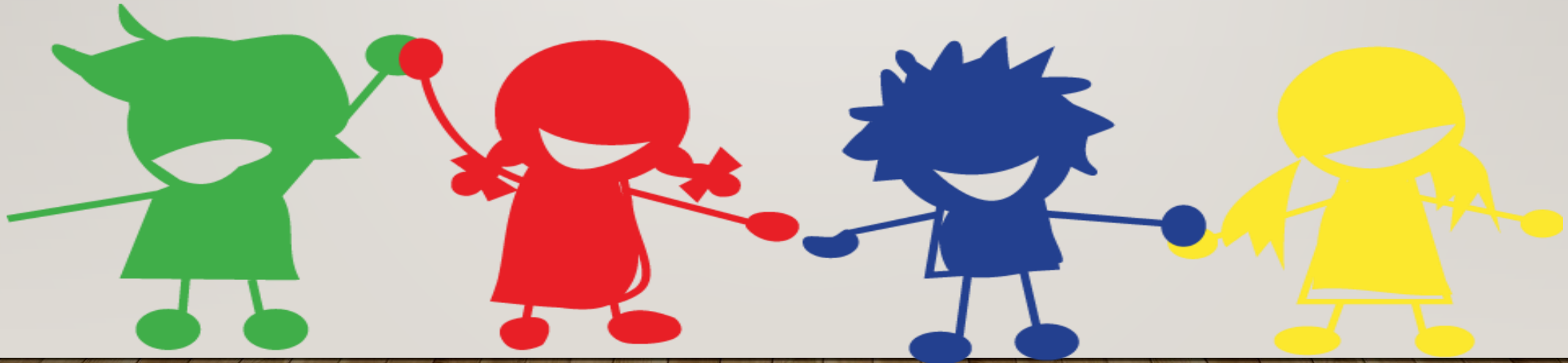


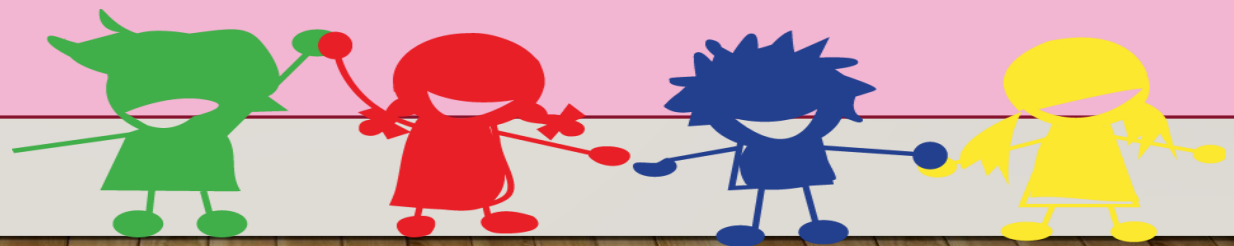
WELCOME TO YEAR 4

2023 -2024



A TASTE OF THIS YEARS LEARNING

- Lots of the learning will come out of the overarching topics each term
- Links are made between subject areas to make the learning more meaningful and support pupils' knowledge and deeper understanding.



TOPICS THIS YEAR

Autumn

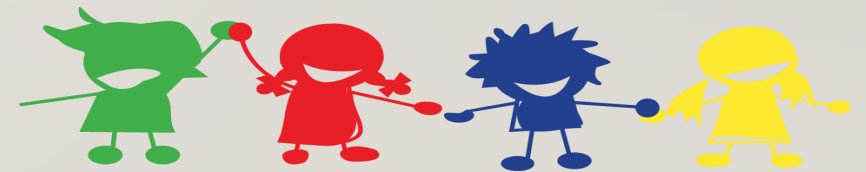
Ancient Greek achievements and their influence and impact on modern life

Spring

Comparing the UK and a European country – Italy

Summer


The Roman empire and its impact on Britain



ENGLISH



	Autumn Term – Ancient Greece		Spring Term - Italy		Summer Term - The Romans in Britain	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><u>Narrative</u> (4 weeks) Stories with historical settings/ancient Greek myths Focus text : <i>Theseus and the Minotaur retold by Hugh Lupton and Daniel Morden and illustrated by Carole Henaff</i></p> <p><u>Nonfiction reports/recounts</u> (2 weeks) Newspaper report: Focusing on recounting events around 'The Battle of Marathon'</p> <p><u>Explanations</u> (2 weeks) How the 'water cycle' works (Science link)</p> <p><u>Plays</u> (2-3 weeks) <input type="text"/></p> <p><u>Diversity focus book</u> <i>Perfectly Normal : A big bright feelings book by Tom Percival</i></p>		<p><u>Narrative/Stories that raise issues:</u> (3 weeks) <i>The Iron Man by Ted Hughes</i> <i>Poem – 'The coming of the Iron man'</i></p> <p><u>Nonfiction/ information texts</u> (4 weeks) Volcanoes All about Pompeii</p> <p><u>Poetry</u> (1 week) <i>'Still I Rise' written by Maya Angelou</i></p> <p><u>Diversity focus book</u> <i>Rosie Revere-Engineer by Andrea Beaty and David Roberts</i></p>		<p><u>Writing Through Art</u> (4 weeks FZ project)</p> <ul style="list-style-type: none"> • Persuasive writing • Writing in role • Speech <p><u>Nonfiction/Explanations</u> (4 weeks) The founding of Rome Recounts</p> <p><u>Poetry</u> (2 weeks) Creating Images - inspired by Art</p> <p><u>Diversity focus book</u> <i>Julian is a Mermaid by Jessica Love</i></p>	

	Outcomes for learners	Resources/Texts	Specific GPS links
Stories with historical settings/ myths (4 weeks)	<p>To construct and write effective sentences that link coherently in order to creatively retell the story of Theseus and the Minotaur. Pupils' writing to focus on a series of key plot points that identify high and low points in the narrative. Through this unit they will;</p> <ul style="list-style-type: none"> • Identify features of a myth • Describe characters and settings • Use short sentences and vocabulary for impact • Use figurative language (onomatopoeia, similes, metaphors, alliteration) • Use complex sentences to describe • Use fronted adverbials that tell when, where and how to move on plots • Use paragraphs • Write cohesive sentences and paragraphs 	 <p><i>Jane Consodine unit</i></p> <p><i>Theseus and the Minotaur: retold by Hugh Lupton & Daniel Morden</i> <i>Illustrated by Carole Henaff</i></p>	<ul style="list-style-type: none"> • Adjectives & synonyms for description • Conjunctions for joining events • Verbs to describe precise action • Adverbs to begin sentences • Prepositions to begin sentences • Exclamation marks for effect/emphasis • Complex sentences • Past Tense Verbs • Possessive and plural nouns

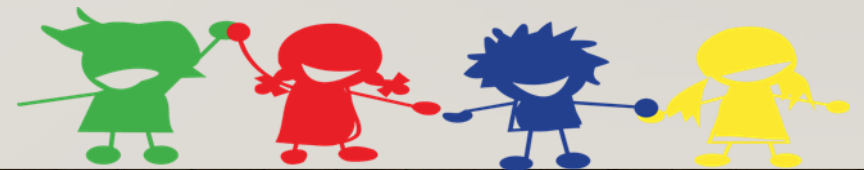
MATHS



Autumn	Number Place value		Number Addition and subtraction		Measurement Area	Number Multiplication and division A		Consolidation
Spring	Number Multiplication and division B		Measurement Length and perimeter	Number Fractions		Number Decimals A		
Summer	Number Decimals B	Measurement Money	Measurement Time	Consolidation	Geometry Shape	Statistics	Geometry Position and direction	

MATHS – TIMES TABLES

- The expectation by the end of year 4 is that children know all their times tables up to 12×12 . They need to be able to recall them quickly and out of order. This will be more challenging for some children than others. They will learn them in school but need to also work on them at home.
- At this point most children should know the:
2, 5, 10s (year 2) 3, 4, 8s (year 3)
- Y4 multiplication check in June 2024



Reading

In **Year 4**, your child **should** be able to independently read a range of books. ... They **should** be developing their understanding and enjoyment of stories, poetry, plays, and non-fiction, and **learning** to read silently.

Read to your child

Although your child will probably be able to read independently now, reading aloud to your child is still very important, especially with books they can't yet read on their own.

Listening to a story develops reading skills, builds vocabulary and broadens general knowledge. It also helps to support your child's writing skills and their understanding of grammar and punctuation..



ENGLISH : READING

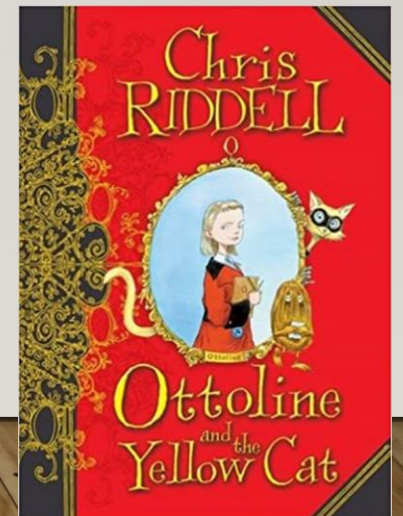
Whole class reading – this term we are studying the book '*Ottoline and the Yellow Cat*'. Children share one book between two. The focus will be to explore and respond to the text through discussion, reading closely for comprehension and looking carefully at the text and analysing language, meanings and effects.

Home reading

Children can choose books from school to take home to read to an adult. It's still really important for them to read aloud to an adult, even if they are fluent.

Reading road map will continue with new books.

Children can continue to log into 'Reading eggs' and use this at home to develop their reading skills.



SCIENCE

Autumn

States of Matter:
Separating liquids
and solids

Sound

Spring

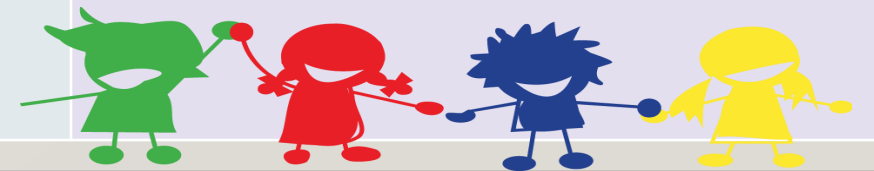
Living Things and
their Habitats

Animals including
humans – skeletons
and nutrition

Summer

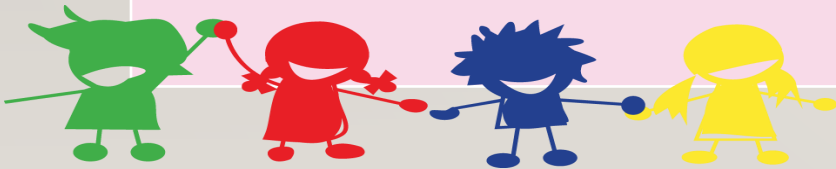
Electricity

Circuits and
Conductors



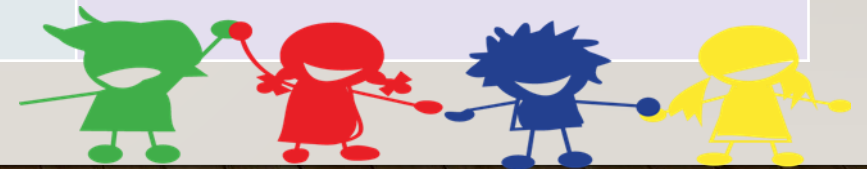
PSHE TOPICS THIS YEAR

Autumn	Spring	Summer
Identity, society and equality: democracy	Healthy Eating and the importance of sleep	SRE: Growing up and changing
Drug, alcohol and tobacco education: Making choices	Keeping safe and managing risk: Playing safe (being safe near roads, online games)	Growth and changes throughout the human lifecycle Some of the physical changes associated with puberty

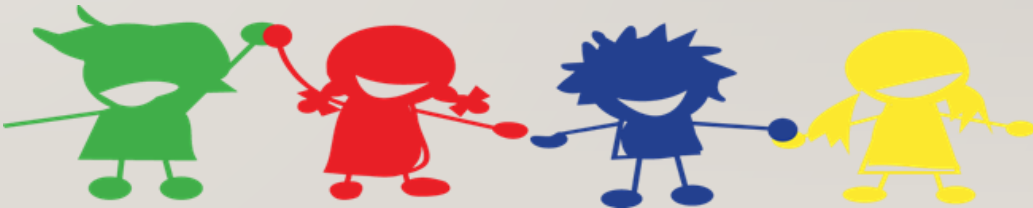


RE TOPICS THIS YEAR (FOLLOWING ISLINGTON SYLLABUS)

Autumn	Spring	Summer
<p>Believing Strand:</p> <p>Why is Jesus inspiring to some people?</p>	<p>Expressing Strand:</p> <p>Why do some people think life is like a journey , and what significant experiences mark this?</p>	<p>Living Strand:</p> <p>What can we learn from religions about deciding what is right or wrong?</p>



Computing	Purple Mash - Coding - Internet safety (& acceptable use policy)	Purple Mash - Spreadsheets - Internet safety	Purple Mash - Logo - Internet safety	Purple Mash - Animation - Internet safety	Purple Mash - Writing for different audiences - Internet safety
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OTHER THINGS TO MENTION

PE - On these days children come to school dressed and ready for PE.

We will be doing P.E twice a week.

Music and French will be taught by Orlando on Tuesday afternoons.

On Friday mornings children in Y4 will begin to learn how to play a stringed instrument (violin, viola or cello). This will be taught by Claire, our strings specialist.

Children learn mainly in small groups.



Homework

A project will be set for 4/5 weeks this half term plus weekly spellings and Mymaths homework.



Children will be given homework books in which to complete homework.

Homework will go out on a Thursday to be completed by the following Wednesday. Each Wednesday morning spellings will be assessed and new spellings given out the next day (Thursday).

Spellings will include the year 3 & 4 statutory spelling words; a list majority of children should be able to spell by the end of year 4 (attached to the class letter).

ANY QUESTIONS?

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