

# ST John's Highbury Vale Curriculum Newsletter

Year 4

Autumn Term 1 2023



<p><b>Mathematics</b></p> <p><u>Place Value:</u> We will be securing children’s understanding of place value up to 4-digit numbers. This will also include partitioning, rounding, roman numerals and negative numbers.</p> <p><u>Addition and subtraction:</u> Children will revisit formal written methods for addition and subtraction up to 4-digit numbers.</p> <p><u>Times Tables:</u> By the end of this academic year children should be able to recall all tables up to 12x12 *Plus division facts <b>3 x 2 = 6 so 6 ÷ 2 = 3</b></p> <p><u>Multiplication and Division</u> Children will be covering how Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables They will also revisit how to write and calculate mathematical statements for multiplication and division using the multiplication tables that he/she knows, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.</p> <p><u>Fractions</u> Children should be able to count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. As well as this, they should recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators They will also cover how to recognise and show, using diagrams, equivalent fractions with small denominators</p> <p><u>Measurement</u> Children will be covering how to tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.</p> <p><u>Properties of Shape</u> Children should be able to identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle</p> <p><u>Statistics</u> Children should be able to interpret and present data using bar charts, pictograms and tables.</p> <p><b>Some helpful websites:</b> All aspects of maths: <a href="#">Prodigy:</a> <a href="#">BBC Bitesize Maths</a> <a href="#">Maths Frame</a> For parents: <a href="#">Maths At Home</a> <a href="#">The School Run</a> Multiplication tables: <a href="#">Top Marks or hit the button</a> Problem solving &amp; Reasoning: <a href="#">NRICH</a> Games: <a href="#">Cool Maths Games</a> <a href="#">Maths Playground</a></p>	<p><b>English</b></p> <p><u>Writing:</u> Our focus text for this term will be ‘The Boy at the Back of the Class’ by Onjali Q. Rauf. This will cover elements of character descriptions, persuasive writing, writing in role and poetry. The children will be taught how to:</p> <p><u>Transcription</u></p> <ul style="list-style-type: none"><li>place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]</li><li>use the first two or three letters of a word to check its spelling in a dictionary</li></ul> <p><b>Composition:</b></p> <ul style="list-style-type: none"><li>plan their writing by:</li><li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>organising paragraphs around a theme</li><li>evaluate and edit their writing</li><li>read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li></ul> <p><b>Vocabulary, grammar and punctuation:</b></p> <ul style="list-style-type: none"><li>choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li><li>using conjunctions, adverbs and prepositions to express time and cause</li><li>using fronted adverbials</li><li>indicate grammatical and other features by: using commas after fronted adverbials, indicating possession by using the possessive apostrophe with plural nouns, using and punctuating direct speech</li></ul> <p><b>SMSC Links: sense of enjoyment and fascination in learning about themselves, others and the world around them.</b> Reading: Children will look at a variety of different texts that are fiction and non-fiction this term. Children to continue daily reading and writing a comment in their reading records. <b>Some helpful websites:</b> <a href="#">Every School</a> <a href="#">BBC Bitesize</a> <a href="#">Super Sentence Stacking</a> <a href="#">Pobble365</a> <a href="#">Spelling Frame</a> <a href="#">Sir Linkalot</a> <a href="#">Oxford Owl</a></p>	<p><b>Reading:</b></p> <p>This term our reading lessons will be focused on ‘The Boy at the Back of the Class’ by Onjali Q. Rauf. The children will also be looking at poetry – focusing on the blood swept land of seas of red’.</p> <p><u>Word reading:</u></p> <ul style="list-style-type: none"><li>apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</li><li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li></ul> <p><u>Reading comprehension:</u></p> <ul style="list-style-type: none"><li>develop positive attitudes to reading and understanding of what they read by:</li><li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>reading books that are structured in different ways and reading for a range of purposes</li><li>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>discussing words and phrases that capture the reader’s interest and imagination</li><li>recognising some different forms of poetry [for example, free verse, narrative poetry]</li><li>drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li><li>predicting what might happen from details stated and implied</li><li>identifying main ideas drawn from more than one paragraph and summarising these</li><li>retrieve and record information from non-fiction</li><li>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li></ul>	<p><b>Science:</b></p> <p>The children will be learning about Animals, Including Humans. They will learn about the human digestive system, teeth and food chains.</p> <p>Children will:</p> <ul style="list-style-type: none"><li>Describe the simple functions of the basic parts of the digestive system in humans</li><li>Identify the different types of teeth in humans and their simple functions</li><li>Construct and interpret a variety of food chains, identifying producers, predators and preyAsk relevant questions and using different types of scientific enquiries to answer them</li><li>Record findings using simple scientific language, drawings and labelled diagrams</li></ul> <p><b>SMSC Links: enjoyment and fascination in learning about themselves, others and the world around them.</b> <b>Some helpful websites:</b> <a href="#">BBC Bitesize</a> <a href="#">The School Run</a> <a href="#">Crickweb</a> <a href="#">Woodlands</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z27kng8">https://www.bbc.co.uk/bitesize/topics/z27kng8</a></p> <p><b>Computing</b> This term children will explore online safety and digital media, specifically audio editing. Children will learn to understand the importance of being safe online, examine devices capable of recording digital audio and plan and write content suitable for a podcast.</p> <p>Children will:</p> <ul style="list-style-type: none"><li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact identify the input device (microphone) and output devices (speakers or headphones)</li><li>use devices to record and playback sound</li><li>save a digital recording as a file</li></ul> <p><b>SMSC Links: use of imagination and creativity in their learning.</b> <a href="https://www.bbc.co.uk/bitesize/subjects/zvnrg6f">https://www.bbc.co.uk/bitesize/subjects/zvnrg6f</a></p>	
<p><b>Physical Education</b> This term the children will be recapping important fundamentals and learning ball skills. Children will:</p> <ul style="list-style-type: none"><li>use running, jumping, throwing and catching in isolation and in combination</li><li>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li><li>develop flexibility, strength, technique, control and balance</li></ul> <p><b>SMSC Links: willingness to participate in and respond positively to sporting opportunities.</b> <b>Some suggested websites to help you keep fit at home:</b></p>	<p><b>History</b></p> <p>Our topic for this term is The Anglo-Saxons. Children will be taught about the Viking and Anglo- Saxon struggle for the Kingdom of England. This will include the invasion and settlement, Anglo-Saxon writing, Gods and various aspects of Anglo-Saxon life.</p> <p><b>SMSC Links: appreciation of the wide range of cultural influences that have shaped their own heritage and that of others. Some helpful websites:</b> <a href="https://www.bbc.co.uk/bitesize/topics/zxsbcdm">https://www.bbc.co.uk/bitesize/topics/zxsbcdm</a> <a href="http://www.primaryhomeworkhelp.co.uk/saxons.htm">http://www.primaryhomeworkhelp.co.uk/saxons.htm</a></p>	<p><b>Religious Education</b></p> <p>We will be looking to answer the question ‘How did the belief in God affect the actions of people in the old testament?’ We will be learning about stories from the Old Testament and how they have impact on Christians today. We also think about the difference faith makes to believer’s lives’ and how this affects how they make their decisions.</p> <p><b>SMSC Links: exploring, improving understanding of and showing respect for different faiths and cultural diversity.</b></p> <p><b>Useful website</b></p>	<p><b>Music</b></p> <p>The children will be learning to play the flute in their music sessions.</p> <p><b>SMSC Links: sense of enjoyment and fascination in learning about themselves, others and the world around them.</b></p> <p><b>French</b></p> <p>This terms topic will be ‘Colours and Body Parts’. Children will learn the</p>	<p><b>PSHE</b></p> <p>This term we children will be learning about ‘Being me in my world’. We will be focusing on being a good friend and the characteristics we would expect to see in good teamwork. We will learn how our actions can affect our self and others around us. We will also explore rights, responsibilities, democracy and how they have a voice in the school and wider community.</p> <p>Children will apply this learning to the school’s Kindness Project.</p>

<a href="#">Joe Wicks’ Daily PE lesson</a> <a href="#">Cosmic Kids Yoga</a>	<b><u>DT</u></b>  This term, the children will be looking at how to keep a healthy and varied diet – applying their knowledge to make processed foods and making dips for an Anglo-Saxon feast <b>SMSC Links: Engagement in and developing an appreciation for artistic opportunities.</b>	<a href="https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmn">https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/zvfnkmn</a>	different colours and body parts in French.	<b>SMSC Links: understanding of the consequences of their behaviour and actions.</b>  <b>Useful website</b> <a href="https://www.bbc.co.uk/bitesize/subjects/zqtnvcw">https://www.bbc.co.uk/bitesize/subjects/zqtnvcw</a>
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