

## Work to be covered in the Autumn Term 2019 by Year 4.

This information has been provided so that you are fully aware of the work your child will cover over the term.

We hope it will also enable you to support your child at home in their studies.

If there is anything contained within this leaflet that you don't understand, please contact your child's class teacher.

### **Maths:**

#### **Number – Place Value**

Count in multiples of 6, 7, 9, 25 and 1000.

Find 1000 more or less than a given number.

Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)

Order and compare numbers beyond 1000

Identify, represent and estimate numbers using different representations.

Round any number to the nearest 10, 100 or 1000

Solve number and practical problems that involve all of the above and with increasingly large positive numbers.

Count backwards through zero to include negative numbers.

Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

#### **Number- Addition and Subtraction**

Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.

Estimate and use inverse operations to check answers to a calculation. Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.

#### **Measurement: Length and Perimeter**

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres

Convert between different units of measure [for example, kilometre to metre]

#### **Number – Multiplication and Division**

Recall and use multiplication and division facts for multiplication tables up to  $12 \times 12$ .

Count in multiples of 6, 7, 9, 25 and 1000

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

### **English:**

Read and analyse poems and playscripts.

- Study a number stories and write a short story.
- Recognise features of information texts and create a non-chronological report.
- Improve comprehension skills through guided reading daily.
- Weekly handwriting practice, trying to develop a neat cursive style.
- Weekly spelling practice: learning different rules and trying to apply these rules when tackling difficult spellings.
- Develop grammar and writing skills weekly, working towards own personal targets.

#### **PE: RealPE**

Personal Learning Focus:

- I can cope well and react positively when things become difficult.
- I can persevere with a task and I can improve my performance through regular practice.
- I know where I am with my learning and I have begun to challenge myself.
- I try several times if at first I don't succeed and I ask for help when appropriate.

#### **PE: Swimming**

Through weekly swimming lessons children will work towards the objectives of the National Curriculum:

- Improve control and co-ordination of their bodies in water
- Choose and use skills for different swimming tasks
- Perform safe self-rescue in different water-based situations

#### **RE: Christianity Judaism Buddhism**

- How special is the relationship Jews have with God?
- Is it possible for everyone to be happy?
- What is the most significant part of the nativity story for Christians today?

#### **Music: Our Community**

The children will compose and perform music inspired by our local community, both past and present.

- Understanding metre through singing and playing instruments
- Learn to sing a song from our heritage
- Write lyrics
- Share and perform lyrics

**Science:** Are These Your Teeth? (**Animals including humans**)

Excuse me, are these your teeth? Who did this poo? Am I a predator?...The children will find the answers to these and other peculiar questions about digestion and food chains.

- Learn about the first stage of the digestive system.
- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

**Humanities: History**

**How did the arrival of the Romans change Britain?**

During our enquiry the pupils will use a wide range of historical skills and resources e.g.

- **Understand through explanation** the motives for Emperor Claudius to invade and occupy Britain in AD 43
- **Compare and contrast** the armies of Boudica and the British Roman governor Paulinus and **predict** the likely outcome of their battle and **justify** their decision;
- **Interpret** primary sources of historical evidence to **describe** the physical appearance of Boudica
- **Understand through explanation** the difference between historical evidence and legends and folklore
- **Describe** what a gladiator was and what occurred at gladiatorial games;

**Humanities: Geography**

**Why do so many people in the world live in megacities?**

During our enquiry the pupils will use a wide range of geographical skills and resources e.g.

- **Observe** and **describe** the key features of cities and suggest reasons for why people live in cities of such high density
- **Describe** and begin to **explain** the distribution of megacities across the continents of the world
- **Identify** and **locate** the top 10 cities in the United Kingdom with the largest populations and **compare and contrast** these with the top 10 fastest-growing cities in the country
- **Recognise** and **locate** the largest cities in South America
- **Compare and contrast** the benefits and disadvantages of city life and reach a **judgement** as to which is most significant

**French: Numbers**

- Speak the numbers 13 to 20 in French
- Speak the numbers 21 to 31 in French

**French: When's your birthday?**

- say when our birthday is in French
- Ask when each other's birthdays are
- Read about our birthdays in French

**Computing: Basic Skills**

- Create a folder
- Find and open a document.
- Save a picture from the internet and insert it into a document.
- Copy and paste some text from a website into a document.

**Computing: Making Games**

The children will learn the necessary steps to create their very first computer game in Scratch. The game involves firstly creating their own sprites/graphics and background images. They will create a game where the character chooses a random number between 1 to 100 and the player must then guess the number selected. Each guess will be tested to see if it is correct or if the player needs to go higher or lower with their next guess.

They will also learn about staying safe on the Internet.

**PSCHE:**

**Relationships**

- Recognising what constitutes a healthy relationship and develop the skills to form positive and healthy relationships.
- Recognising ways in which a relationship can be unhealthy and whom to talk to if they need support.
- Recognising different types of relationship.
- Understanding that actions affect themselves and others.
- Understanding when it is right to 'break a confidence' or 'share a secret'.
- Listening and responding respectfully.
- Understanding personal boundaries.

**Being Healthy**

- Exploring what affects physical, mental and emotional health.
- Understanding the concept and benefits of a balanced healthy lifestyle.
- Identifying how to make informed choices.
- Understanding what is included in a balanced diet.
- Understanding what may influence choices.
- Setting goals.

**Art: Drawing**

- Explore tone considering more subtle shades.
- Explore the language of art with increasing confidence.
- Concentrate on shape and form when drawing.

**DT: Moving Structures**

To tie-in with our geography work the children will be creating a building which incorporates a lift shaft. They will:

- Make a prototype frame and shell structure.
- Measure, mark and cut 1cm wood.
- Create a shell or frame structure and strengthen frames with diagonal struts.
- Use a glue gun with close supervision.