

# St Joan of Arc Year 4 Curriculum Newsletter

## Autumn Term

### Topic: Amazing Africa

#### Religious Education

We will be covering the following topics this term:

- Week 1-4 People – The children will begin to understand The Church is nothing other than the family of God.
- Week 5–8 – To understand that through Baptism and Confirmation people are given the gifts of the Holy Spirit and are called to respond in their daily lives.
- Week 9 – Judaism – Children will learn about the significance of the Torah in the Jewish faith.
- Week 10-13 – Advent – The children will understand that God's gift of Jesus is a gift of love to all people of all times.



#### English

- Poetry - Creating Images - The children enjoy the range of poems in the unit and discuss and explore their uses of figurative language. They learn and revise metaphor, simile and personification and then identify the features of free verse, haiku and performance poetry. Finally they draft and write their own poems using examples from the unit as models. The children will learn about the use of noun phrases and revise punctuation in their grammar lessons.
- Stories from other cultures – The children will read short stories from another culture and identify expressive and descriptive language to describe unfamiliar setting. They will look at the organisation of the story and research background information, for example about the country where the story is set. They will discuss characters: compare customs, beliefs, etc, with children's own and record responses to the story in a journal. Next they will begin to read another story, from a different culture but with a similar theme and pause at a key point in the story and discuss children's predictions about how the main characters will act and answer key questions: Do they think that the setting has an effect on their actions? Would they act in the same way? They will use evidence to support their ideas. They will interview the characters to explore their motives and behaviour and talk about making deductions based on evidence from the text and responding imaginatively.
- Non-fiction - Wanted: Space Explorer! - In this unit, the children select applicants to be trained as astronauts for a mission to Mars. They read about Neil Armstrong in the interactive eBook, using the eBook's features to find out about Neil Armstrong's personal qualities. They focus on effective use of pronouns and fronted adverbials, and use these in their writing tasks: to write a diary entry and a biography. Through grammar lessons the children will learn about the use of adverbials, direct speech and possessive pronouns.
- Live - Sounds Spooky - The children are introduced to the idea of an audio story or podcast. As a class, they listen to a spooky story podcast in three episodes, asking questions and listening out for sound effects to develop their listening and comprehension skills. They focus on the use of language and the way it is used in conjunction with the narrator's voice and sound effects to create atmosphere and character. After some teacher modelling, they practise brainstorming and planning a story as a class. They then build on this experience to plan and write their own three-episode spooky story podcasts in groups. Time is given at the end of the unit for the children to practise reading their stories aloud and to incorporate sound effects. The podcasts are then recorded or performed so that they can be shared more widely across the school. In grammar lessons they will learn about standard and non-standard verbs.
- Spelling will be taught twice a week. This may be a standalone lesson or part of handwriting or dictation.

## Mathematics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12		
<p><b>Number – Place Value</b></p> <p><u>Count in multiples of 6, 7, 9, 25 and 1000.</u></p> <p>Find 1000 more or less than a given number.</p> <p>Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)</p> <p>Order and compare numbers beyond 1000</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Count backwards through zero to include negative numbers.</p> <p>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.</p>				<p><b>Number- Addition and Subtraction</b></p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.</p>			<p><b>Measurement: Length and Perimeter</b></p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Convert between different units of measure (for example, kilometre to metre)</p>		<p><b>Number – Multiplication and Division</b></p> <p>Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</p> <p><u>Count in multiples of 6, 7, 9, 25 and 1000</u></p> <p>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.</p> <p><u>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit.</u> integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p>				<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Consolidation</p>

## Science

This term the children will be learning about these different topics.

- **Electricity**

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

- **Sounds**

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases



## Computing

- **Coding:**
  - Children begin to understand that efficient programming is important for effective outcomes. They understand that the use of repetition will make programs more efficient
  - They begin to recognise that sensing a change can cause an outcome
  - Children understand the need for planning an algorithm and a programming sequence to achieve an outcome
  - They recognise the need to test and step through program sequences to spot where errors may have occurred
- **Multimedia and word processing:**
  - They will organise and communicate information and present it in different forms combining text, sound, images and video and exploring different options when doing so
  - They will use IT tools to express themselves, be creative and develop ideas, using tools to refine their work. For example taking photographs and then using a photo manipulation package to change them
  - They consider the audience for their work, using formatting and editing techniques to develop, refine and amend it
  - They make choices about how to use IT equipment to capture information and explore what happens when using this equipment in different ways, for example trying a range of shots in video to explore the difference
  - They can explain about how they have used IT to develop and refine their work to improve its quality and presentation
- **E-safety:**
  - At the start of term, children will revisit the school's e-safety code of conduct and sign it in agreement.
  - Children will explore how to deal positively with peer pressure and understand that peer pressure can be either a positive or a negative influence.
  - Children will learn that access to the internet is not the same for everyone.
  - E-safety lessons will recall ways to report concerns and inappropriate behaviour.

## Topic

**INVADERS AND SETTLERS:** A History based depth study which focuses on what happened when the Romans left Britain in c. 410 AD up to 1066.

History- Everyday Saxon life, conversion to Christianity, key kings and rulers (e.g Alfred the Great), laws and justice, art and culture. Britain's settlement by Anglo-Saxons and Scots, followed by the Viking invasion and their struggle with the Anglo-Saxons for the Kingdom of England up to 1066.

Geography – using maps and atlases to locate key areas in Europe (e.g. Scandinavia), and places of Anglo-Saxon and Viking invasion (e.g Lindisfarne). Identify different places with names which show settlement – ton, port, ford etc.

**Art:** jewellery, design a figurehead for a longboat, clay pots

**DT:** long boats, 3D model of village settlement

**Cooking:** Viking Bread



## PE

- **Swimming**
  - In this unit children learn to enjoy being in the water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these. In all swimming activities, children have to keep afloat and propel themselves through the water. Learning to swim enables them to take part in a range of water-based activities.
  - Swimming will take place on a **Wednesday** so please ensure that the children have their swimming kits.
- **Games:**
  - In this unit the children learn how to throw, catch and move with the ball. They develop skills in finding space and keeping control of a ball and use a basic court set-up and simple rules to complete tasks. There is an opportunity to use a range of different equipment in order to challenge the ability of all the children at an appropriate level.
- **Dance:**
  - In this unit the children will explore movement and rhythm through dance. The children will practise individual movements, building up to create their own routine which they will then perform.

We will continue to walk/run the Daily Mile Challenge for 15 minutes.	
<b>Spanish</b>	
<ul style="list-style-type: none"> <li>• <b>¡A bordo! (All aboard)</b> In this unit children learn to name some Spanish speaking countries and some towns in Spain. They learn the days of the week and some phrases about the weather. They add to their repertoire of songs and rhymes to help them remember new language.</li> <li>• <b>La paga (Pocket money)</b> In this unit children continue to gain confidence in manipulating numbers and learn further expressions for likes and dislikes. They begin to learn about the euro. They prepare and perform a radio or TV advert for a toy.</li> </ul>	
<b>PSHE (Personal, Social and Health Education)</b>	
This term our PSHE teaching will focus on: <ul style="list-style-type: none"> <li>• <b>Keeping Safe- online/ offline</b> <ul style="list-style-type: none"> <li>○ What is acceptable and unacceptable online and offline</li> <li>○ Keeping personal information secure and playing games safely</li> </ul> </li> <li>• <b>Fun , Food and fitness</b> <ul style="list-style-type: none"> <li>○ Choosing healthy snacks</li> <li>○ How leisure activities can be active or less active and their effects on a person</li> </ul> </li> </ul>	
<b>Music</b>	
This term our music teaching will focus on: <ul style="list-style-type: none"> <li>• <b>Play it again:</b> Composing and clapping back complex patterns with control. Learning and performing repeating layered ostinato. Beginning to write some of these patterns down.</li> <li>• <b>Key Stage 2 Singing Practice:</b> This will take place on a Friday afternoon. The children will learn new songs for Mass and will be learning carols for the Christmas Concert after the October half term break.</li> </ul>	
<b>Ways you can help at Home</b>	
<ul style="list-style-type: none"> <li>☺ Homework is distributed on Monday and will involve spelling activities and weekly maths mastery work. In homework books you will find a summary of the spelling work and some maths mastery activities. The children should complete these activities for the following Friday when the learning will be revisited.</li> <li>☺ Full PE gear is required on PE days. This includes the school t shirt, and dark blue or black shorts or track suit bottoms. Trainers or plimsolls need to be worn.</li> <li>☺ Please ensure that your child has a rain coat with them on days when the weather is changeable. You may want to encourage them to check the weather forecast in preparation for the next day.</li> <li>☺ Uniform is to be clean and worn in an acceptable manner. It is highly advised to label all items of uniform to ensure items can be returned if misplaced. Only school uniform is to be worn in school buildings.</li> <li>☺ Should you wish to discuss a matter concerning your child, please feel free to make an appointment to discuss these concerns. Appointments should be agreed beforehand and can be arranged via the school office.</li> </ul>	<ul style="list-style-type: none"> <li>☺ Children are expected to read every night for at least twenty minutes. Reading logs are to be filled in by the child and signed by the caregiver. Fostering an enjoyment to read and continuing to encourage reading independence is a continuing focus. Please feel free to make comments in the log book. Even though some children in Year 4 are independent readers, it is still important that they read aloud to an adult daily. This fosters a greater focus on expression and understanding, as well as the opportunity to discuss themes and vocabulary from the text.</li> <li>☺ By the end of the school year, all children in Year 4 should confidently know the times tables and their related division facts up to 12 x 12. Please continue to help your child learn and practise these at home.</li> <li>☺ In any case of absenteeism, it is requested that caregivers provide an explanation on the day or the day after the absence. If an absence is known in advance, a letter of explanation would be appreciated.</li> </ul>
<b>Other Information</b>	
<ul style="list-style-type: none"> <li>• <b>Can you help?</b> If you think you can help in any way with the topic we are doing this half term (Anglo-Saxons and Vikings), please talk to the class teacher.</li> <li>• Our year 4 assembly will take place at 9:00am on Friday 19<sup>th</sup> October</li> </ul>	

**Thank you for your continued support.  
Miss Vassallo and Miss Pryce**