

ST MARY'S C E PRIMARY SCHOOL
What are we learning about this half term?

Teacher: Mrs McAllister

Year Group: Year 4

Term: Autumn 1

Subject	What we will be learning this term.	How you can support your child at home.
English 	This half term we will read 'George's Marvellous Medicine' by Roald Dahl. We will make predictions, analyse interesting vocabulary and infer information from the text. We will practice writing sentences including commas, conjunctive adverbs and imperative verbs. This grammar will then lead to the children writing their own set of instructions on how to make their own marvellous medicine.	Read regularly to and with your child emphasising expression and use of punctuation. Discuss the reading book e.g. How does it begin? How are characters represented /described? Predictions of what might happen next. Question your child so that they need to 'read between the lines' and make inferences. To support reading and comprehension skills, children should regularly access ReadTheory. https://readtheory.org/auth/login
Maths 	<u>Place Value and Number</u> Here are some of the areas of maths that we are going to cover this half term: Review of column addition and subtraction (3 digits). Place value to 1,000. Calculation and conversion of measurements (using g, kg, ml, l, mm, cm, km) Comparing, ordering and rounding 4-digit numbers.	As the year 4 Multiplication Tables Check will be taking place in June 2027, it is even more important to continue to learn times tables with your child at home. Encourage your child to access Times Table Rock Stars on a regular basis. TTRS https://trockstars.com/ Purple Mash https://www.purplemash.com/#app/games/timestables_assessment
Science 	<u>Sound</u> This half term we will be learning about sound. We will identify how sounds are made, associating some of them with something vibrating. We will learn to recognise that vibrations from sounds travel through a medium to the ear. We will find patterns between pitch of a sound and features of the object that produce it and the volume of a sound and the strength of the vibrations that produced it. We will also recognise that sound gets fainter as the distance from the sound source increases	Watch this video to learn more about sound. Use it to try making your own string phone. https://www.youtube.com/watch?v=3yqB2KFwJCo
History 	<u>Ancient Greece</u> We will learn all about Ancient Greece and how it has influenced our lives today. We will particularly learn about the difference between Athenians and Spartans, how men and women were treated differently and early democracy.	Research more about the Ancient Greeks. The following website is a good starting point. https://www.bbc.co.uk/bitesize/topics/z87tn39/articles/zxytpw/#zx272v4
Art 	<u>Greek vases</u> Our artwork this half term will be inspired by designs featured on Ancient Greek vases. We will observe different vases and use these to help us create our own sketches and repeating patterns. We will experiment with watercolour and finally design our own Greek vase.	Look at the different pictures depicted on Greek vases - can you work out what is happening in them? https://www.metmuseum.org/essays/athenian-vase-painting-black-and-red-figure-techniques
R.E. 	<u>How and why do people mark the significant events of life?</u> We will think about life as a journey and what the key events of our journeys have been so far. We will focus on significant ceremonies in Hinduism and Christianity, particularly learning more about wedding ceremonies and describing the similarities and differences between these. We will think about which ceremonies we think are most / least important to us.	Discuss with your child about key events in your life and share photos together. Watch the videos on the Year 4 page of the school website explaining more about wedding ceremonies in Christianity and Hinduism.
P.S.H.E	<u>Being Me in My World</u> This half term the children will be focusing on the question, 'Who am I and how do I fit?' We will learn how we are	Discuss feelings openly at home. This document is intended to provide



	all part of a class team and how our attitude and actions can make a difference to this team. We will also learn more about the rights of a child. We will learn how our actions can affect others and about how we can come together to make group decisions. We will understand how democracy and having a voice can benefit the whole school community.	information, strategies and tools to help you help your child talk about their feelings and manage their emotions: https://blogs.glowscotland.org.uk/sh/public/digitalschoolhub/uploads/sites/3156/2020/06/17104237/MANAGING-EMOTIONS-TOOLKIT.pdf
Computing 	<u>Hardware and software</u> We will learn what technology is, where we see it in everyday life, and how it helps us at school, home and beyond. We will describe different pieces of computer hardware and understand their functions .and understand what software is and how we use it to complete tasks.	Discuss e-safety with your child. The following website provides useful guidance for parents. https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/
P.E. 	<u>Ultimate Frisbee</u> During our lessons we will learn how to throw a backhand pass and perform a crocodile catch. We will learn how to perform a pivot turn and throw a curve pass. We will combine all of these skills to help us play ultimate frisbee. <u>Gymnastics (Arching and bridges)</u> We will develop our balancing, flexibility and core strength throughout the gymnastic sessions. We will also begin to link skills to perform actions and sequences of movement. This will then lead onto the children being able to perform with control and poise.	Please encourage your child to be as active as possible at home. Look into clubs that your child might enjoy participating in.
Spanish 	<u>Welcome to our school - Super Learners</u> Each week, we will have a Spanish lesson. The main focus for this half term will be learning the vocabulary for people and things you can find around school. The children will be encouraged to speak and write in Spanish during these lessons, and engage in conversations.	Practise the Spanish vocabulary we have learnt in school together at home.
Music 	<u>Body and Tuned Percussion (Theme: Rainforests)</u> This half term we will explore the rainforest through music. We will use a mixture of body percussion and tuned percussion instruments to create our own rhythms of the rainforest, layer by layer.	Discuss your favourite music with your child. What do you like about it? How does it make you feel?

Characteristics of Effective Teaching and Learning

	Playing and Exploring Engagement			Active Learning Motivation <i>Being willing to "have a go". n</i>			Creating and Thinking Critically Thinking		
Faith Family Future	<i>Finding out and Exploring</i>	<i>Playing with what they know</i>	<i>Being willing to "have a go".</i>	<i>Being involved and concentrating</i>	<i>Keeping on trying</i>	<i>Enjoying achieving what they set out to do</i>	<i>Having their own ideas (Creative thinking)</i>	<i>Making Links (Building theories)</i>	<i>Working with ideas (Critical thinking)</i>
Year 4	 Showing curiosity about objects, events and people e.g. when studying Ancient Greece asking questions historical event. Using senses to explore the world around them e.g. Knowing about local rivers and the most famous rivers	 Representing their experiences in play e.g. Acting out experiences during playtimes. Taking on a role in their play e.g. Becoming another person or character	 Seeking challenge e.g. trying to beat their score on a computer based game such as TTRS. Showing a "can do" attitude e.g. Keeping on trying to get their personal best and targets on the	 Showing a deep drive to know more about people and their world e.g. knowing and understanding about different faiths and their cultures. Maintaining focus on their activity for a period of time	 Persisting with an activity or toward their goal when challenges occur e.g. working towards being an exceeding writer by setting goals and working towards them. Challenge themselves with	 Showing satisfaction in meeting their own goals (I can!) e.g. being happy when they achieve their personal best on a spelling test. Being proud of how they accomplished something – not just the	 Thinking of ideas that are new and meaningful to the child e.g. Coming up with an original hypothesis to prove or disprove. Playing with possibilities (what if? what else?) e.g. Asking in-	 Making links and noticing patterns in their experience e.g. Linking inverse operations. Making predictions e.g. Writing a prediction about a story. Testing their ideas e.g.	 Planning, making decisions about how to approach a task, solve a problem and reach a goal e.g. coming up with a plan during the football lesson as a team. Checking how well their activities are
	around the world. Showing particular interests e.g. completing additional homework at home based on their topic at school.	during playtime. Acting out experiences with other people e.g. playing these 'roleplay' games with a friend or a group of friends.	times table check. Taking a risk, engaging in new experiences, and learning by trial and error e.g. Solving mathematical questions with missing information using trial and error.	e.g. completing their work during lessons to the best of their ability. Showing high levels of involvement, energy, fascination e.g. showing enthusiasm for the topics they are learning. Taking on role for Fabulous Finishes. Not easily distracted e.g. focusing on their work with classroom distractions happening. Paying attention to details e.g. concentrating on finer details when painting.	Bamboozles in maths. Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mind-set) e.g. completing extra work at home on an area of learning they have struggled with at home. Bouncing back after difficulties e.g. trying harder after struggling last lesson on a new concept.	end result e.g. children being happy with a process and not just the end result. Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set themselves and not giving up.	depth questions such as "What if we change the ending to – ly ?" Visualising and imagining options e.g. imagining how their artwork may look with or without black detailing. Finding new ways to do thing e.g. Finding new ways to check answers using inverse operations.	testing out ways to make a simple circuit. Developing ideas of grouping, sequences, cause and effect e.g. children offering ideas as to why things have happened.	going e.g. meeting as a team to review their strategy. Flexibly changing strategy as needed e.g. changing their original strategy based on the performance of themselves and the other team. Reviewing how well the approach worked e.g. realising the best attack / defence methods and what to do next time as a team.

Additional information:

Homework will be set each Friday and should be completed by the following Friday.

Spelling

Children will be given new spellings to practise every Friday. These will be glued into the back of their reading journal. Children should practise their spellings three times a week, using any of the suggested activities glued into the inside cover of their reading journals. Please practise in the back of the reading journals.

LbQ

We will use this website to access maths homework and reading comprehensions.

<https://www.lbq.org/login> Children should connect as a pupil, switch to independent study and then enter their access code. This should then take them straight to the task.

Times Table Rockstars

Children should access TTRS regularly. In Year 4, all children will take part in the Multiplication Tables Check. The Multiplication Tables Check (MTC) is a Key Stage 2 assessment to be taken by pupils at the beginning of June.

A good way to prepare is start early and build a daily routine practicing the times tables. Ideally, practise in garage mode for 5 minutes each day, then complete a sound check once or twice a week.

P.E. is on a Thursday. Children should come to school in their P.E. kit: i.e. plain black shorts/joggers/leggings, plain white t-shirt, school jumper and trainers. No other sportswear is permitted. Children will be required to remove their own earrings. If they are unable to do this, please take them out prior to coming to school or provide tape for your child to cover their own earrings.

Kind regards

Mrs McAllister