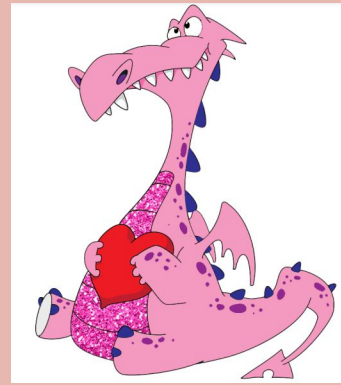


WELCOME



Welcome to Year 4

Parent Meeting
Thursday 22nd September

Year 4 Staff

Mrs Longhurst
Minerva
(Year Lead)

Mrs Chowdhury
Apollo

Miss Turner
Neptune

Miss Ward
Venus

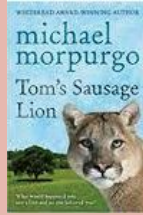
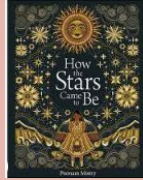
Learning Support Assistants:

- Mrs Rodriguez
- Mrs Wilson
- Ms Phillips (HLTA)

What subjects do they learn?

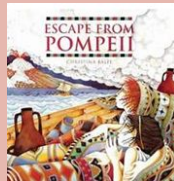
English

Core texts will be Tom's Sausage Lion and How The Stars Came To Be



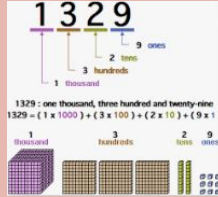
Reading

Building upon reading strategies and skills taught in Year 3



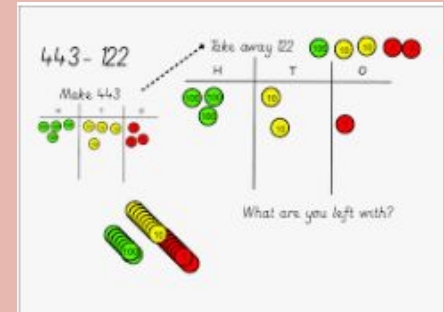
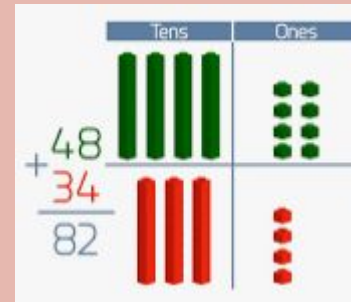
Maths

Place value of numbers up to 10,000





Moving on to addition and subtraction of 3 digit numbers

All concepts taught will promote problems solving skills and reasoning



What did the Romans do for us? Year 4 Autumn 1

School Trip: <u>Fishbourne Roman Palace</u>	Exit Point: School Zoo Exhibit	School Value: Responsibility	The Arts: drama using masks
	<p><u>Books linked to the wider curriculum</u></p> 	<p><u>Music</u> <u>Charanga Scheme of Learning</u> <u>Context: Mammia Mia</u> LI: To identify and move to the pulse LI: To discuss musical dimensions (e.g. dynamics) LI: To discuss how music can affect feelings LI: To use an increasing range of musical vocabulary</p>	<p><u>Physical Education</u> <u>Outdoor - Tennis and Basketball</u> ZUKO Sports – Separate planning</p> <p><u>Dance</u> LI: To create a dance sequences in a small group. LI: To demonstrate precision and control in response to stimuli. LI: To begin to adjust the way they perform phrases to show change in mood.</p>
<p><u>Computing (Purple Mash)</u> Unit 4.2 Online safety (digital literacy) LI: To understand how to protect myself from online theft LI: To identify the risks and benefits of installing software including apps. LI: To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. LI: To understand the importance of balancing game and screen time with other parts of their lives.</p>	<p><u>Science</u> Living Things and their Habitats LI: To generate own criteria to sort living things. LI: To sort living things into a Venn and Carroll diagram. LI: To use questions to sort animals using a key. LI: To use a key to identify invertebrates by looking at their characteristics and explain how it works. LI: To use the characteristics of living things and sort them using a classification key. LI: To show the characteristics of living things in a table. LI: To create a classification key. LI: To identify dangers to local wildlife in the local and wider environment; explaining how these have affected endangered species.</p>	<p><u>Spanish (Language Angels)</u> Spanish Phonetics and Pronunciation LI: To introduce the first set of phonics sounds / phonemes in Spanish. LI: To introduce the second set of phonics sounds / phonemes in Spanish. LI: To introduce the third set of phonics sounds / phonemes in Spanish. LI: To introduce the fourth set of phonics sounds / phonemes in Spanish. To say what fruit we like and do not like in Spanish LI: To name (with accurate pronunciation) and remember the first five (of a total of ten) fruits in Spanish. LI: To know how to name (with accurate pronunciation) and remember the next five (of a total of ten) fruits in Spanish. LI: To move from singular noun to plural noun and consolidate all ten fruits in Spanish LI: To use "Me gustan..." ("I like...") plus a fruit to formulate a simple opinion LI: To use "No me gustan..." ("I do not like...") plus a fruit to formulate a simple opinion LI: To revise all language covered in this unit</p>	
<p><u>History (Technology/Influence and Achievement)</u> <u>Context: Romans</u> LI: To begin to independently sequence events and artefacts in the past LI: To begin to identify primary and secondary sources LI: To address and devise own questions to find answers about everyday life in the past LI: To begin to undertake their own research LI: To identify and contrast changes in Britain through time.</p>	<p><u>Art and Design</u> <u>Context: creating masks related to English topic</u> <u>Collage:</u> •Select and arrange materials for a striking effect. •Ensure work is precise. Use coiling, overlapping, tessellation, mosaic and montage. <u>Sculpture:</u> •Include texture that conveys feelings, expression or movement. •Add materials to provide interesting detail.</p>		

School Trip: Not applicable	Exit Point: A working model of the digestive system	School Value: Independence	The Arts:
Escape From Pompeii: Story set in Roman times Link with History	 <u>Books linked to the wider curriculum</u>	<u>Music</u> Weekly singing assemblies. Charanga Scheme of Learning Context: Glockenspiel LI: To know how to treat instruments carefully and with respect LI: To play a melody on a tuned instrument LI: To rehearse and perform when playing a melody LI: To listen to and follow musical instructions from a leader	<u>Art and Design</u> Printing (using ideas from class text) LI: To create original pieces that are influenced by studies of others. LI: To replicate patterns observed in natural or built environments. LI: To make precise repeating patterns.
<u>Computing (Purple Mash)</u> Unit 4.1 Coding (computer science) LI: To review coding vocabulary and knowledge. LI: To create a simple computer program. LI: To understand how an IF statement works LI: To understand how to use coordinates in computer programming. LI: To understand the Repeat until command. LI: To understand what a variable is in programming. LI: To create a playable game.	<u>Physical Education</u> Outdoor - Football and Hockey Skills ZUKO Sports – Separate planning Dance LI: To improve parts of a sequence as a result of self-evaluation. LI: To use simple dance vocabulary to compare and improve work. LI: To suggest ways to transition between parts of the dance.	<u>Religious Education (Living Difference IV)</u> Awaiting new planning for September 2022	<u>Spanish (Language Angels)</u> To say what fruit we like and do not like in Spanish. LI: To learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) vegetables in Spanish LI: To learn how to name (with accurate pronunciation) and remember the next five (of a total of ten) vegetables in Spanish LI: To learn how to say “a kilo of...” plus a vegetable in Spanish LI: To learn how to formulate a short phrase using “Quisiera...” (“I would like...”) LI: To use the conjunction “y” (“and”) LI: To revise all language learnt in this unit
<u>Science</u> Animals including Humans LI: To identify and name parts of the digestive system in humans and construct the digestive system independently. LI: To match the parts of the digestive system to their functions and explain some of their functions. LI: To match the types and functions of teeth, identify teeth from a diagram and construct and interpret a variety of food chains.	<u>Geography (Location/The Natural World)</u> Context: Winchester LI: To use 4 figure grid references, symbols and keys to build knowledge of the UK LI: To use maps and other resources to locate key features LI: To identify physical characteristics of locations LI: To understand key aspects of physical geography	<u>PSHE- (PSHE Association Thematic Model Planning)</u> LI: To identify a wide range of factors that maintain a healthy, balanced lifestyle LI: To understand what is meant by good physical health LI: To recognise early signs of physical illness LI: To recognise the difference between ‘playful dares’ and dares which make them feel uncomfortable LI: To know how to manage pressures associated with dares LI: To know when it is / is not right to keep a secret	

What will your child be learning this year?

Autumn 1 What Did The Romans Do For Us? Autumn 2 Eat Up!

Spring 1 Belonging

Spring 2 Roll Up, Roll Up!

Summer 1 What A Load Of Rubbish!

Summer 2 Same Difference

How we support your child's wider personal development

School Council

After School Clubs

PSHE

Anti-Bullying Week

RSE

Dragon Skills

Key Dates

Autumn Term:

- Fishbourne!
- Safer Streets Launch (26th September)
- Parents Evening (commencing 7th November)
- Flu immunisation (10th November)
- Anti-Bullying Week (commencing 14th November)
- INSET Day (2nd December)
- Christmas Performance (TBC)
- Christmas at the church (16th December - children only)

Key Dates

Spring Term:

- INSET Day (10th February)
- 20th February (Y4 Circus Workshop)
- Parent's Evening (week commencing 27th February)

Key Dates

Summer Term:

- Artist to visit
- Week beginning 5th June Y4 MTC (tbc) over 3 weeks
- INSET Day (30th June)
- Week beginning 3rd July - likely transition day/s
- Week beginning 3rd July - Sports Day
- Week beginning 10th July - reports out

School Trips



School Trips and Visits

Spring Term

Wickham / Exton (cost of coaches only. Likely to be £8 per child)

Circus Workshop (20th February - approximately £3 - £4 per child)

Summer Term

‘Rubbish’ artist! (approximately £8 - £9 per child)

Sports Day

Homework

Diary Writing

Write a diary as if you were a Roman Emperor - or even one of their slaves. What would your daily routine be like?



Roman Numerals

Can you remember the Roman Numerals up to 100? Or even 1000? You may want to try some calculations using Roman Numerals.

I II III IV
VI VII VIII
X XI XII

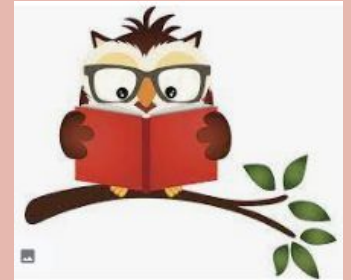
Language

Can you learn any Latin phrases?



Art / Design

You may want to create a Roman shield or make a mosaic. You may even want to build a Roman Villa or Palace, using recycled materials or even Lego.



Homework

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Focus: review of Year 3 suffixes	Focus: <i>-sion</i> and <i>-tion</i> endings	Focus: review Autumn term spellings	Focus: /k/ sound spelled 'ch'	Focus: reviewing Spring term spelling	Focus: <i>-que</i> endings
Week 2	Focus: review of Year 3 prefixes	Focus: <i>-ssion</i> endings	Focus: reviewing Autumn term spelling	Focus: /s/ sound spelled 'c'	Focus: reviewing Spring term spelling	Focus: /s/ sound spelled 'sc'
Week 3	Focus: words from the Year 3/4 word list	Focus: <i>-ation</i> suffix	Focus: Year 3/4 word list	Focus: <i>-ture</i> endings	Focus: words from the Year 3/4 word list	Focus: homophones and near homophones
Week 4	Focus: missing letters and possessive apostrophes	Focus: <i>-cian</i> endings	Focus: <i>-ous</i> endings	Focus: <i>-sure</i> and <i>-ture</i> endings	Focus: /sh/ sound spelled 'ch'	Focus: homophones and near homophones
Week 5	Focus: suffixes (vowel letters)	Focus: accurately spelling words from the Year 3/4 word list	Focus: <i>-ous</i> endings	Focus: unstressed vowels	Focus: <i>-gue</i> endings	Focus: words with the prefixes <i>un-</i> , <i>dis-</i> , <i>mis-</i> and <i>re-</i>
Week 6	Focus: improving spelling in children's own writing	Focus: improving spelling in children's own writing	Focus: improving spelling in children's own writing	Focus: words from the Year 3/4 word list	Focus: improving spelling in children's own writing	Focus: reviewing words from the Year 3/4 word lists