

Year 4

Autumn 1

Welcome to Year 4!

Hello and welcome to Year 4! I hope you all had a great summer and are raring to go on a learning adventure!

I cannot wait to get started as we so much amazing learning activities to do this term. If you have any questions at all about this year please do not hesitate to make an appointment to see me or you can catch either myself or Mrs Hartley at the door.

PE this half term will be swimming on Wednesday morning (letters have been sent home) and outdoor PE on Friday afternoon.

Thank you and here's to great year!

The Year 4 team 😊

Science

Children will be able to:

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.
- Know that electricity can be dangerous.
- Recognise electricity sources can be mains or battery.
- Know that batteries 'push' electricity round a circuit and can make bulbs, buzzers and motors work.
- Recognise that faults in circuits can be found by methodically testing connections.
- Know that drawings, photographs and diagrams can be used to represent circuits (although standard symbols need not be introduced until upper KS2).

Music

Improvise and compose music for a specific purpose.

Performing

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Listening

- Listen with attention to detail and recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

Creating

- Improvise and compose music for a range of purposes using the interrelated dimensions of music.

Understanding

- Use and understand staff and other musical notations.
- Develop an understanding of the history of music.

Design Technology

Evaluation of Existing Products

- Investigate similar products to the one to be made to give starting points for a design.
- Draw/sketch products to help analyse and understand how products are made.
- Investigate key events and individuals in Design and Technology.

Focused Tasks

- Use electrical systems such as switches, bulbs and buzzers.
- Develop vocabulary related to the project.
- Use ICT to control products.

Design

- Develop more than one design or adaptation of an initial design – research needs of user.
- Plan a sequence of actions to make a product.
- Use prototypes to develop and share ideas – identify the strengths/weaknesses of their design ideas in relation to purpose/user.
- Think ahead about the order of their work.
- Decide which design idea to develop; propose realistic suggestions as to how they can achieve their design ideas.
- Consider aesthetic qualities of materials chosen.
- Use CAD where appropriate.

Make

- Select from techniques for different parts of the process.
- Select from materials according to their functional properties.
- Use appropriate finishing techniques.

Design Technology continued;

Evaluation (of Their Finished Product)

- Consider and explain how the finished product could be improved.
- Discuss how well the finished product meets the design criteria of the user.
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Maths

During maths this half term we will be looking at:

- Place value, Addition and Subtraction
- Length and Perimeter
- Written addition and subtraction
- Statistics

All lessons will be taught via Red Rose Maths

RE

We will be learning about Hindhuism

Children will be focusing on how we should live our lives and comparing this to how Hindus live their lives.

Children will learn about the origin of the religion.

Children will learn about celebrations and special places.

English

Writing a fantasy story

- Regularly listen to whole novels read aloud by the teacher.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.
- Make predictions based on information stated and implied.
- Demonstrate active reading strategies e.g. generate questions, find answers, refine thinking, modify questions, construct images.
- Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
- Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.
- Create sentences with fronted adverbials for when e.g. *As the clock struck twelve, the soldiers sprang into action.*
- Use inverted commas and other punctuation to indicate direct speech.
- Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.*
- Read and analyse narrative.
- Discuss and record ideas for planning e.g. *story board, boxing-up text types to create a plan.*
- Organise paragraphs in narrative.
- Link ideas within paragraphs e.g. *fronted adverbials for when* e.g. *In the distance, a lone wolf howled.*
- Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases*, appropriate to text type

English

Explanation

- Listen to, read and discuss a range of explanation texts.
- Analyse and evaluate texts looking at language, structure and presentation.
- Analyse and evaluate how specific information is organised within an explanation text.
- Explain how paragraphs are used to order an explanation text.
- Explore, identify and create complex sentences using a range of conjunctions e.g. if, so, because, when.
- Discussing and recording ideas for planning e.g. *text map, non-fiction bridge, boxing-up text types to create a plan.*
- Organising paragraphs in non-fiction.
- Linking ideas within paragraphs.
- Generating and select from vocabulary banks e.g. *causal connectives (as a result, so, because, If, therefore, consequently), technical language* appropriate to explanations.