

Year 4 Curriculum Newsletter - Autumn Term 2 (October, 2023)

Dear Parents and Carers,

The children have settled in well to Year 4. They have been working ever so hard so far. Please can you replenish their pencil cases for the next half term. They will need blue biros, HB pencils and colouring pencils and pens. Please also ensure that they have their own glue stick and at least one whiteboard pen so that they are ready to take part in lessons. Below is an outline of what we will be learning this half term:

RE - 'From Advent to Christmas'

During our first week back after half term, we will be learning about the Islamic faith.

This Advent, we will be returning to Year B and the **Gospel of Mark**. We will learn that the Liturgical Year is divided into 'seasons', beginning with Advent and ending the following year, just before Advent the next year.

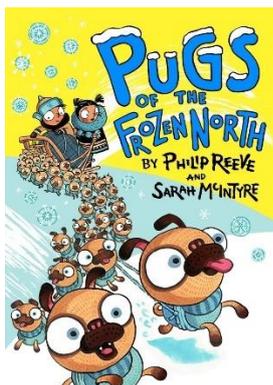
We will explore two readings for the feast of Christ the King, which focus on the idea that God is like both a king and a shepherd (Ezekiel 34:11-12, 15-17; Matthew 25:31-46). The Feast of Christ the King takes place on the last Sunday of the Liturgical year.

Next, the children will learn that Advent is a time of joyful waiting for the birth of Jesus. We will explain that during Advent we read passages from the Bible about people who called others to change and live differently. The children will explore the lives of Elijah, Isaiah and John the Baptist.

Finally, the children will be introduced to the Gospel of Mark. Mark does not have an account of the birth of Jesus so our focus will be on how people celebrate Christmas now.

Key vocabulary: Liturgical Year, Mark, Gospel, Advent, waiting, the feast of Christ the King, king, shepherd, metaphor, Psalm, prayer, prepare, coming, joyful, change, live differently, Old Testament, New Testament, symbol, Christmas

English



'Pugs of the Frozen North' by Philip Reeve and Sarah McIntyre

We will be reading this exciting illustrated novel which will take us on an Arctic adventure to the North Pole!

The children will be learning how to write reports and will 'freeze frame' scenes from the book. They will be using lots of description in their writing, creating leaflets, exploring poetry and writing diary entries. It really is a fantastic unit!

Spelling/Grammar/Punctuation

We will continue to work on the Year 3 and 4 spelling list found here: [The national curriculum in England - English Appendix 1: Spelling \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/426262/2016-2017-spelling-list-year-3-4.pdf) (please read from page 11).

A list of spellings will be posted onto Google Classroom every Friday for your child to learn in preparation for the following week's dictation.

Here are some of the things we will be learning about in our grammar lessons:

- Types of nouns:
 - **common/concrete nouns** - used to name 'things' or objects (e.g. dog, coat, boy).
 - **proper nouns** - used to give the name of a person or place. We also use them for days of the week and months of the year (e.g. Friday, Africa, January, Warwick Castle). They must begin with a capital letter.
 - **collective nouns** - used to name a group of people, animals or things (e.g. a flock of sheep, a pair of socks).
 - an **abstract noun** - an idea or 'state' rather than a concrete object (e.g. before a match, I am always full of excitement).

- Identifying and using expanded noun phrases

An **expanded noun phrase** contains a **determiner**, an **adjective** and a **noun** (for example, **the small car**). We can add a prepositional phrase within our expanded noun phrase to give more useful information (e.g. **the small car with the bright lights**).

More information for parents: [What is an expanded noun phrase? - BBC Bitesize](#)

- Using pronouns - Personal pronouns are short words used to refer to people, places or things (e.g. you, she, them, us). **Possessive pronouns** show ownership (e.g. his, hers, mine).

More information for parents: [What is a pronoun? - BBC Bitesize](#)

Maths

Addition and Subtraction (continued)

In this unit, we will be:

- adding and subtracting 1s, 10s, 100s and 1000s from any number. E.g.:

- | | |
|---------------------------------------|---------------------------------------|
| ▶ $1,364 + 3 = \underline{\quad}$ | ▶ $1,364 - 1 = \underline{\quad}$ |
| ▶ $1,364 + 30 = \underline{\quad}$ | ▶ $1,364 - 60 = \underline{\quad}$ |
| ▶ $1,364 + 300 = \underline{\quad}$ | ▶ $1,364 - 200 = \underline{\quad}$ |
| ▶ $1,364 + 6,000 = \underline{\quad}$ | ▶ $1,364 - 1,000 = \underline{\quad}$ |

What do you notice? What stays the same and what changes?

- adding 4-digit numbers using the column method. E.g.:

+	$\begin{array}{r} \text{H T O} \\ 3 \ 7 \ 1 \\ \underline{4 \ 8 \ 5} \\ 8 \ 5 \ 6 \\ \underline{\quad} \\ 1 \end{array}$	+	$\begin{array}{r} \text{H T O} \\ 3 \ 7 \ 6 \\ \underline{4 \ 8 \ 5} \\ 8 \ 6 \ 1 \\ \underline{\quad} \\ 1 \ 1 \end{array}$	+	$\begin{array}{r} \text{Th H T O} \\ 2 \ 3 \ 8 \ 8 \\ \underline{1 \ 1 \ 2 \ 4} \\ 3 \ 5 \ 1 \ 2 \\ \underline{\quad} \\ 1 \ 1 \end{array}$
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- subtracting 4-digit numbers with and without exchanging. E.g.:

$\begin{array}{r} \text{H T O} \\ 3 \cancel{4} 3 7 \\ - 1 8 2 \\ \hline 2 5 5 \end{array}$	$\begin{array}{r} \text{H T O} \\ 3 \cancel{4} \cancel{8} 1 2 \\ - 1 8 7 \\ \hline 2 4 5 \end{array}$	$\begin{array}{r} \text{H T O} \\ 5 \cancel{6} \cancel{9} \cancel{0} 1 4 \\ - 3 4 7 \\ \hline 2 5 7 \end{array}$	$\begin{array}{r} \text{Th H T O} \\ 8 \cancel{3} \cancel{4} \cancel{1} \cancel{2} 1 6 \\ - 2 1 7 7 \\ \hline 6 2 4 9 \end{array}$
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- estimating and checking answers. E.g.:

Use the number lines to help you complete the sentences.



1,880 rounded to the nearest thousand is _____



3,341 rounded to the nearest thousand is _____

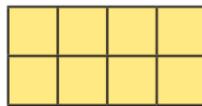
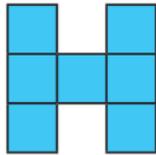
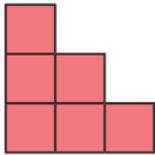
Use the rounded amounts to estimate $3,341 - 1,880$

Use column subtraction to work out the actual answer.

Area

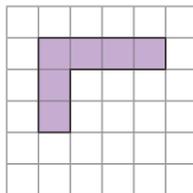
We start by finding the area of a shape by counting the number of squares. E.g.:

Count the squares to find the area of each shape.



We will then be drawing our own shapes which have a particular area. E.g.:

Shade more squares to make the area of the shape 12 squares.

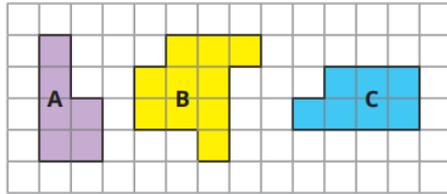


Compare answers with a partner.

What do you notice?

Finally, will be comparing the area of two shapes, determining which shape has the greatest/smallest area. E.g.:

Put the shapes in order of size starting with the smallest area.



Multiplication and Division

Please ensure your child continues to practise their times tables at home.

We will be learning to multiply and divide by 3, 6, 9, 7, 11 and 12. We will also be multiplying and dividing by 0 and 1, before progressing to multiplying 3 numbers together. E.g.:

Find the products.

$$5 \times 2 \times 6$$

$$8 \times 4 \times 5$$

$$2 \times 8 \times 6$$

It is essential that the children learn their times tables daily as they will be completing the National times tables assessment this year - the children are required to know all of their times tables from 2-12

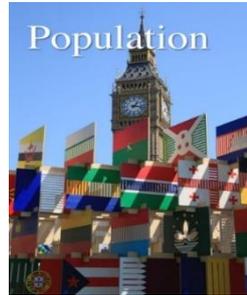
Here are some useful websites to help them:

- [Times Tables Rock Stars: Play \(ttrockstars.com\)](http://ttrockstars.com)
- [Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](http://topmarks.co.uk)
- <https://play.edshed.com/en-gb/mtc>

We have attached a **times tables poster** at the end of this newsletter which you may wish to print off and display on your fridge.

Geography

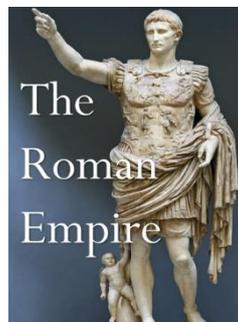
'Population'



The children will now be learning about 'Population'. We will identify what is meant by the terms: 'population', 'dense population' and 'sparse population'. Next, we will learn about migration and why people migrate from rural areas to urban areas and vice versa. We will be looking at how both London and Cardiff are multi-ethnic cities. The final focus of this topic will be on the Welsh language and culture, along with Welsh and British identity.

History

'The Roman Empire'



Our new topic is called 'The Roman Empire'. We will be learning about the structure of the Roman army and a key historical figure called Julius Caesar. We will also be learning about Augustus, Claudius and Nero.

You might like to do some extra reading with your child here: [Roman Empire - KS2 History - BBC Bitesize](#)

Our focus will then turn to Pompeii and the eruption of Vesuvius. During this lesson, we will understand that different sources of information help us to understand what happened in the past.

To conclude, we will learn about the Jewish-Roman war.

Science



Our topic is called 'Animals including Humans'. We will be grouping animals and exploring food chains/webs. We will be learning about the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and the small and large intestines. We will also be learning about teeth and comparing the teeth of carnivores and herbivores, and suggesting reasons for these differences.

PE/Games

Gymnastics: balance (continued from last half term) - The children will be using the equipment to create sequences exploring different balances and incorporating different ways of moving and travelling. They will refine their sequences and perform.

Outdoor and adventurous activities - this unit will help to develop teamwork skills.

Please ensure that earrings are removed on Tuesdays and Thursdays. Children need to be wearing the correct PE uniform on these days.

Computing

E-Safety: We are standing up to peer pressure

In this unit, the children will understand that access to the internet is not the same among all people and that peer pressure can be both positive and negative. They will scrutinise and discuss a short online safety scenario and decide how to resolve a problem where access to the internet is not the same between two friends, resulting in negative peer pressure. They will then think of ways to reinforce positive behaviour.

You can find some useful e-safety advice here: [Play Like Share \(thinkuknow.co.uk\)](http://thinkuknow.co.uk) and [Advice for young people \(kidscape.org.uk\)](http://kidscape.org.uk)

We are makers

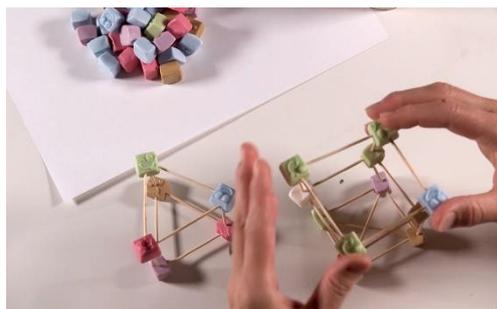
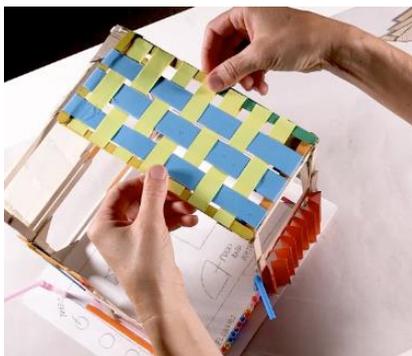
We will use the 'Lego We Do' app on the iPads to create an interactive toy with Lego.

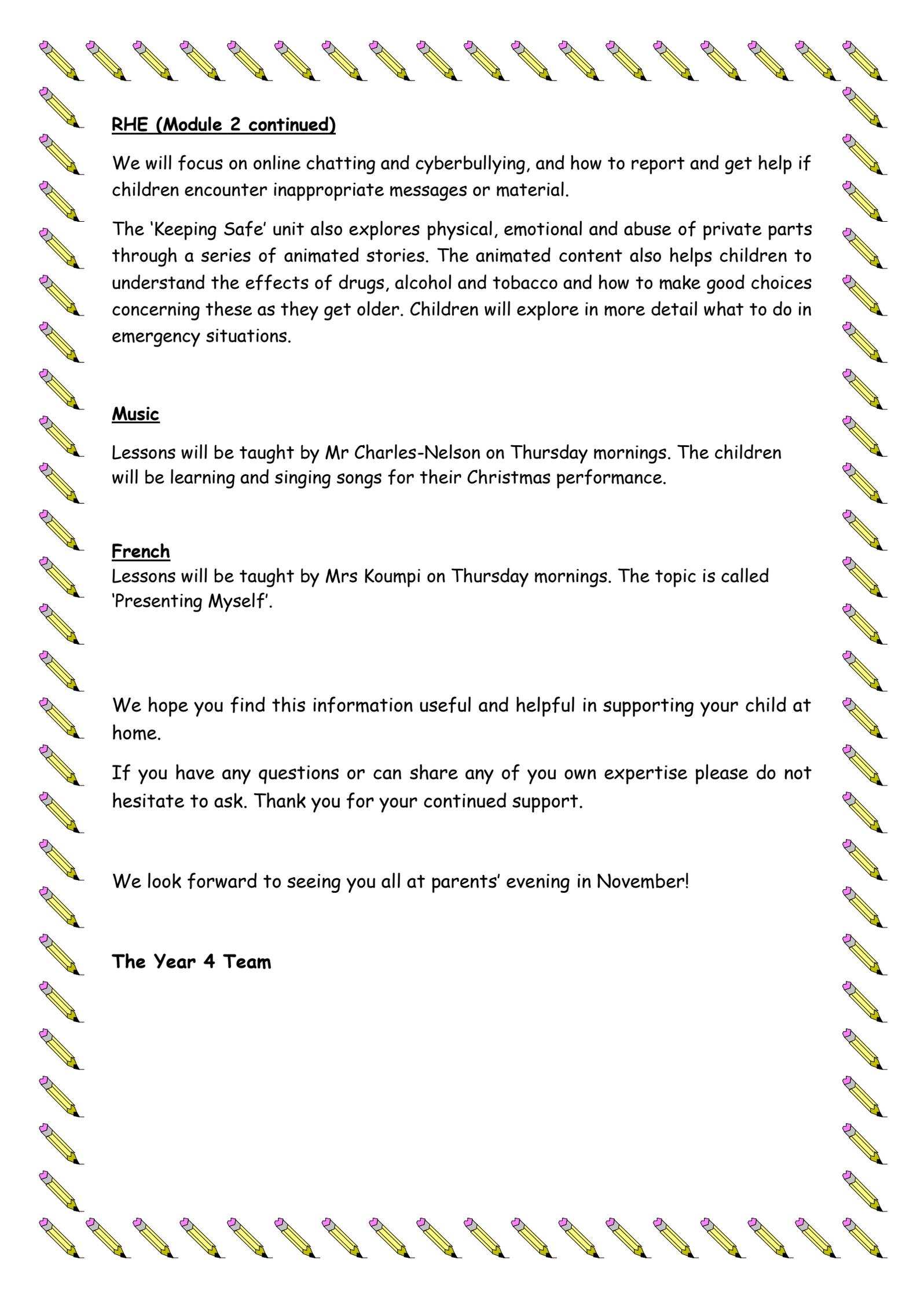
Art (continued)

The children will develop an awareness of proportion, composition and pattern in drawing and they will combine media for effect when developing a drawing into a print.

Design and Technology (D&T)

Our topic is called 'Structure: Pavilions'. The children will be designing a stable pavilion structure that is aesthetically pleasing and selecting materials to create a desired effect. They will build different shaped frame structures designed to support weight.





RHE (Module 2 continued)

We will focus on online chatting and cyberbullying, and how to report and get help if children encounter inappropriate messages or material.

The 'Keeping Safe' unit also explores physical, emotional and abuse of private parts through a series of animated stories. The animated content also helps children to understand the effects of drugs, alcohol and tobacco and how to make good choices concerning these as they get older. Children will explore in more detail what to do in emergency situations.

Music

Lessons will be taught by Mr Charles-Nelson on Thursday mornings. The children will be learning and singing songs for their Christmas performance.

French

Lessons will be taught by Mrs Koumpi on Thursday mornings. The topic is called 'Presenting Myself'.

We hope you find this information useful and helpful in supporting your child at home.

If you have any questions or can share any of you own expertise please do not hesitate to ask. Thank you for your continued support.

We look forward to seeing you all at parents' evening in November!

The Year 4 Team

1x table	$0 \times 1 = 0$ $1 \times 1 = 1$ $2 \times 1 = 2$ $3 \times 1 = 3$ $4 \times 1 = 4$ $5 \times 1 = 5$ $6 \times 1 = 6$ $7 \times 1 = 7$ $8 \times 1 = 8$ $9 \times 1 = 9$ $10 \times 1 = 10$ $11 \times 1 = 11$ $12 \times 1 = 12$	2x table	$0 \times 2 = 0$ $1 \times 2 = 2$ $2 \times 2 = 4$ $3 \times 2 = 6$ $4 \times 2 = 8$ $5 \times 2 = 10$ $6 \times 2 = 12$ $7 \times 2 = 14$ $8 \times 2 = 16$ $9 \times 2 = 18$ $10 \times 2 = 20$ $11 \times 2 = 22$ $12 \times 2 = 24$	3x table	$0 \times 3 = 0$ $1 \times 3 = 3$ $2 \times 3 = 6$ $3 \times 3 = 9$ $4 \times 3 = 12$ $5 \times 3 = 15$ $6 \times 3 = 18$ $7 \times 3 = 21$ $8 \times 3 = 24$ $9 \times 3 = 27$ $10 \times 3 = 30$ $11 \times 3 = 33$ $12 \times 3 = 36$	4x table	$0 \times 4 = 0$ $1 \times 4 = 4$ $2 \times 4 = 8$ $3 \times 4 = 12$ $4 \times 4 = 16$ $5 \times 4 = 20$ $6 \times 4 = 24$ $7 \times 4 = 28$ $8 \times 4 = 32$ $9 \times 4 = 36$ $10 \times 4 = 40$ $11 \times 4 = 44$ $12 \times 4 = 48$	5x table	$0 \times 5 = 0$ $1 \times 5 = 5$ $2 \times 5 = 10$ $3 \times 5 = 15$ $4 \times 5 = 20$ $5 \times 5 = 25$ $6 \times 5 = 30$ $7 \times 5 = 35$ $8 \times 5 = 40$ $9 \times 5 = 45$ $10 \times 5 = 50$ $11 \times 5 = 55$ $12 \times 5 = 60$	6x table	$0 \times 6 = 0$ $1 \times 6 = 6$ $2 \times 6 = 12$ $3 \times 6 = 18$ $4 \times 6 = 24$ $5 \times 6 = 30$ $6 \times 6 = 36$ $7 \times 6 = 42$ $8 \times 6 = 48$ $9 \times 6 = 54$ $10 \times 6 = 60$ $11 \times 6 = 66$ $12 \times 6 = 72$
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