

**PRIORS FIELD PRIMARY SCHOOL**  
**Autumn Term 2020 - Year 4 (Willow Class)**



Dear Parents

Welcome to Year 4! I look forward to an exciting year with your child. Please find below a summary of work to be covered during Autumn Term.

**Linked Learning - to include Literacy Skills**

Through our first half term topic 'Much Ado about Nothing' we will be focusing on the following text types:

**Narrative:** 'Much Ado about Nothing' written in comic form.

**Non-Fiction:** Persuasive tourist leaflet on Kenilworth castle and Tudor fact file.

Through our second half term topic 'Intrepid Explorer' we will be focusing on the following text types:

**Narrative:** Short story with a twist set in the Amazon rainforest - 'The Great Kapok Tree' by Lynne Cherry.

**Non-Fiction:** Diary extract on 'Shackleton's Journey' by William Grill.

Throughout the term, we will look to revisit SPAG and Year 3 English skills.

**Maths**

Place value

- Count in multiples of 6, 7, 9, 25 and 1000.
- Find 1000 more or less than a given number.
- Count backwards through zero to include negative numbers.
- Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)
- Order and compare numbers beyond 1000.
- Identify, represent and estimate numbers using different representations.
- Round any number to the nearest 10, 100 or 1000.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- 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.

Number - Addition and Subtraction

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.

Number - Multiplication and Division

- Recall and use multiplication and division facts for multiplication tables up to 12 x 12.
- 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.
- Recognise and use factor pairs and commutatively in mental

**Science**

States of matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Animals, including humans

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

We will be using the environmental area during the term. Pupils will need appropriate clothing and details will be sent in advance.

**Art Days**

- Tudor Portraits.
- Gecko paintings
- Cross stitching Christmas cards

Pupils will need appropriate clothing and details will be sent in advance.

<p><b><u>Linked Learning – other skills</u></b> To be taught through the themes of 'Much Ado about Nothing' and 'Intrepid Explorer'.</p> <p><b><u>Geography Skills</u></b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed since Tudor times</li> <li>Identify the position of latitude and longitude (Study of South America)- Equator / Northern and Southern hemisphere.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. (Brazil- Focus on Amazon Rainforest) - Intrepid explorers.</li> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains - Intrepid explorers.</li> <li>Learn the eight points of a compass, four-figure grid references.</li> <li>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>	<p>calculations.</p> <ul style="list-style-type: none"> <li>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.</li> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> </ul> <p><b><u>Measurement</u></b></p> <ul style="list-style-type: none"> <li>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</li> <li>Measuring to the nearest mm and cm.</li> <li>Drawing and constructing nets for 3D shapes.</li> </ul> <p>One lesson per week will be based on the Year 3 summer units, focussing on mathematical knowledge and fluency skills.</p>	<p><b><u>PSHE</u></b></p> <ul style="list-style-type: none"> <li>Protective Behaviour</li> <li>Learning to Learn</li> <li>Growth Mind-set</li> <li>Online Safety</li> </ul>
<p>There will be a focus on local history through exploring Kenilworth Castle and the visit made by Elizabeth I in 1575 in the first half term.</p> <p><b><u>History Skills</u></b></p> <ul style="list-style-type: none"> <li>Use more than one source of evidence for historical enquiry in order to gain more accurate understanding of history.</li> <li>Suggest causes and consequences</li> <li>of some of the main events and changes in history.</li> <li>Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>Describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</li> <li>Understand the concept of change over time representing this on a time line.</li> <li>Use dates and terms to describe events.</li> <li>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> </ul>	<p><b><u>RE</u></b> <b><u>Why are festivals important?</u></b></p> <ul style="list-style-type: none"> <li>Recognise and identify some differences and similarities between religious festivals and other celebrations.</li> <li>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>Suggest how and why religious festivals are valuable to many people.</li> </ul>	<p><b><u>Music</u></b></p> <ul style="list-style-type: none"> <li>Poetry - Exploring Performance</li> <li>Environment - Exploring Composition</li> </ul> <p>The children will develop performances of continuing poems. They will use voices to speak expressively and rhythmically and discover ways to create ostinato accompaniments to enhance their performances.</p>
	<p><b><u>Design Technology</u></b></p> <p><b><u>Design and make masks for masquerade ball at Kenilworth Castle:</u></b></p> <ul style="list-style-type: none"> <li>Select the most appropriate techniques to decorate textiles.</li> <li>Strengthen materials using suitable techniques.</li> </ul> <p><b><u>Design and make a gift box for Christmas:</u></b></p> <ul style="list-style-type: none"> <li>Measure and mark out to the nearest millimetre.</li> <li>Apply appropriate cutting and shaping techniques that include cuts within the perimeter of material (such as slots or cut-outs).</li> </ul>	<p><b><u>Computing</u></b></p> <ul style="list-style-type: none"> <li>Branching Tree Diagrams</li> <li>Kenilworth Castle persuasive leaflets</li> <li>Online Safety - digital citizenship and netiquette</li> <li>Graphics, data handling</li> <li>CAD Design</li> </ul>
		<p><b><u>French</u></b></p> <ul style="list-style-type: none"> <li>Encore!</li> <li>Quelle heure est-il?</li> </ul>
		<p><b><u>PE</u></b></p> <ul style="list-style-type: none"> <li>Games (Net/Court/Wall games)</li> <li>Fit for Life</li> </ul>

## Home Learning

Please check the class page on the school website weekly for home learning information

Monday	Tuesday	Wednesday	Thursday	Friday
Reading	Reading	Reading Home Learning books handed in.	Reading Times Tables and spellings tested.	Reading Spellings Times tables Online MyMaths Writing / Research task

Reading - Please ensure that your child reads for 20 minutes each night. A reading diary has been allocated to help the children keep a record of their daily reading. Children are required to write a short summary of their reading over the week in their reading diary. It is important that children read at home on a daily basis. Pupils have been allocated books on Bug Club, which can count as their daily reading. Login details can be found on the inside cover of Home Learning books.

Home Learning- The Maths element will consist of differentiated MyMaths Homework online or a maths activity related to the work covered in class. MyMaths login details can be found on the inside cover of Home Learning books.

Children will be asked to prepare a presentation to the rest of the class on a topic of their choice. Each week children can spend time working towards their presentation. Further details with suggestions, and proposed presentation date will be provided in due course.

Children will be given the opportunity to select the Bronze (6) Silver (10) or Gold (15) challenge for spellings that they learn at home. The group of spellings will be set around an objective/spelling rule.

## Other Information

- If you need to speak to me you can usually catch me in the playground at the end of the day, but if you need a longer chat please inform the office and I will contact you as soon as I am able.
- Please can the children have a named water bottle in school. This needs to be taken home and cleaned daily.
- I expect children in Y4 to be independent, well organised and responsible members of the school community. I believe in helping children to help themselves! Therefore, please help them by ensuring all belongings are labelled.
- I have high expectations of Year 4 and will work hard with the children to help them achieve their potential - thank you for your support in this!

Here's to an enjoyable and successful year together  
Best wishes,

**Raminder Mann**