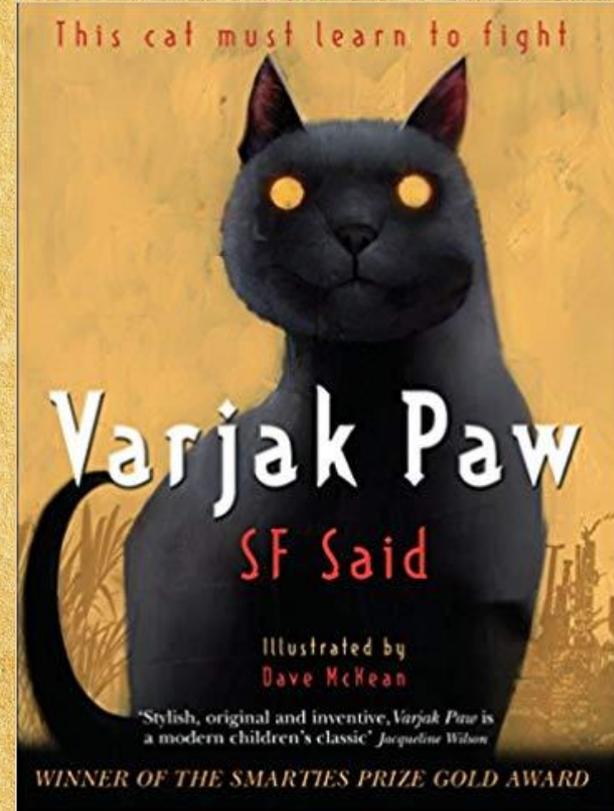


# Year 4

## Faraday and Curie



# Autumn 1

## 2018/2019



# Curriculum

## English

We will be using *Varjak Paw* by *SF Said* as our stimulus for this term and exploring the book with lots of child led learning.

During the lessons the children will be encouraged to articulate and justify answers, arguments and opinions. They will need to infer characters' feelings, thoughts and motives from their actions and they will be encouraged to improve and up level their sentences, by varying their openers, using conjunctions and extending their use of vocabulary.

## Maths

This half term we will focus on extending our knowledge of place value.

Year 4 will be reading, writing and ordering numbers with four digits as well as comparing and ordering positive and negative numbers.

We shall also be further embedding the children's knowledge on addition and subtraction.

Weekly times tables tests will also be conducted.



# Curriculum

## Science

During Science this half term children in Year 4 will be learning about states of matter, identifying what solids, liquids and gases are and investigating melting, freezing, evaporation and condensation. They will also look at the water cycle

## History

This half term the children will be investigating the Roman Empire and its impact on Britain. We'll be investigating Julius Caesar's attempted invasion, the Roman Empire by AD 42, British resistance led by Boudicca and the Roman legacy in Britain.



# Curriculum



## Art

Children in Year 4 will be exploring, researching and creating a range of textiles this term related to African Textiles. They will use textiles to create a print block that can be used in a pattern.

## Computing

During this half term the children will be completing a unit called '**We are software developers**'. The children will analyse, design and create their own educational game.

## PE

This half term the PE lessons for children in year 4 will be focusing on multi-skills.

PE is on every Tuesday and Thursday (swimming) for Curie and Faraday.

We will be going swimming on Thursdays for the whole of autumn term.



# Curriculum

## RE

Year 4 will be investigating the relationship that the Jewish people have with God and what their core beliefs are.

## PSHE

Year 4 will be looking at what makes them the same and different from their classmates.

# How can I support my child at home?

## **Reading**

Remember to listen to your child read everyday and record this in their Reading Record. Ask them questions about their books to ensure that they understand what they have read.

## **Homework**

Learning homework including spellings and number facts is set weekly  
Autumn term: 4\*daily practice sheet to be given out at the end of the day.  
Mon-Thurs, 1 longer maths or English.

## **Spellings**

Spellings are given out on a Friday and children will be tested on the following Friday. Children should learn the spellings and the patterns in the words.

# How can I support my child at home?

## Times Tables & Maths Facts

Creativity and practical activities really help to cement a concept in your child's mind, and particularly using physical objects can help to make a confusing question much clearer. Encourage your child to come up with their own ways of practising their multiplication and division facts as this gets them really engaged in their learning, and ultimately it is more likely to stick with them! The children need to know all their times tables (and the related division facts) up to  $12 \times 12$  by the end of Year 4!



# Why Your Child Can't Skip Their 20 Minutes of Reading Tonight

**James**

**Travis**

reads 20 minutes per night,  
5 times per week



reads only 4 minutes per night  
...or not at all

**In one week:**

**100**  
minutes of reading



**20**  
minutes of reading

**In one month:**

**400**  
minutes of reading



**80**  
minutes of reading

**In one school year (9 months):**

**3600**  
minutes of reading



**720**  
minutes of reading

**By the end of eighth grade:**

**28,800**  
minutes of reading



**5760**  
minutes of reading

- Which student would you expect to read better?
- Which student would you expect to know more?
- Which student would you expect to write better?
- Which student would you expect to have a better vocabulary?
- Which student would you expect to be more successful in school and life?
- How do you think each student will feel about himself as a learner?



**GREER GENIUS**  
BRILLIANT DESIGN & DEVELOPMENT

## Alternatives to reading a novel:

Reading a child-friendly magazine or newspaper

Reading a non-fiction book

Reading suitable web pages on a PC or tablet

Reading suitable leaflets or pamphlets

Sharing a story with a younger sibling

Discussing what they have read with an adult

Interactive stories online



Hermitage

<p><b>Rainbow Write</b></p> <p>First, write the words in pencil. Then trace over them in two different colors.</p>	<p><b>Silly Sentences</b></p> <p>Write silly sentences using a spelling word in each sentence. Underline the spelling words and write neatly!</p>	<p><b>Hidden Words</b></p> <p>Draw and color a picture. Hide your spelling words inside the picture. See if someone can find your hidden words!</p>	<p><b>Backwards Words</b></p> <p>Write your spelling words forwards and then backwards! Remember to write neatly!</p>
<p><b>Waterfall Words</b></p> <p>Example: c ca cat catc catch</p>	<p><b>ABC Order</b></p> <p>Write your spelling words in ABC order. If words start with the same letter, look at the next letter.</p>	<p><b>Story, Story</b></p> <p>Write a story using ALL of your spelling words. Be sure to underline your spelling words in the paragraph.</p>	<p><b>Fancy Words</b></p> <p>Write your words using fancy letters 2x! Example: <i>catch</i> catch</p>
<p><b>Three Times</b></p> <p>First, write each word in pencil. Then, write each word in crayon. Finally, write each word in marker!</p>	<p><b>Adding My Words</b></p> <p>Vowels are 10 and consonants are 5. Write your words and then add the value of each word. Ex. cat 5+10+5=20</p>	<p><b>Riddle Me</b></p> <p>Write a riddle for each of your words. Don't forget to answer them. Ex: I am cute. I wear diapers. Answer: baby</p>	<p><b>Rhyming Words</b></p> <p>Write each of your spelling words with a rhyming word next to them. Ex: cut shut</p>
<p><b>Code Words</b></p> <p>Come up with a code for each letter of the alphabet. Then write your words in code. Ex: A = ☿ B = ■ C = ☉ Write out the word.</p>	<p><b>UPPER and Lower</b></p> <p>Write your words one time with all uppercase letters and one time with all lowercase letters.</p>	<p><b>Colorful Words</b></p> <p>Write each of your spelling words. Write each letter using a different color. Ex. c a t</p>	<p><b>Choo Choo Words</b></p> <p>Write the entire list end-to-end as one long word. Write each new word in a different color. Ex. trainbackstop</p>
<p><b>Magazine Words</b></p> <p>Use an old magazine or newspaper and find your words or letters that make up words. Glue them down.</p>	<p><b>Words Within Words</b></p> <p>Write each spelling word and then write at least two words made from that word. Ex: catch cat hat</p>	<p><b>Words Without Vowels</b></p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels.</p>	<p><b>Other Handed</b></p> <p>First, write your words with the way you usually do. Then, write the list using your other hand!</p>