



September
2024



Meet the teacher



Welcome to Year 4



Year 4 Team

Willow Class – Miss McSweeney

Oak Class – Miss Stretch

Mrs Celine and Mrs Hearley

Our learning this year



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value Addition & Subtraction	Addition and Subtraction Area Multiplication and Division	Multiplication and Division Length and Perimeter Fractions	Fractions Decimals	Decimals Money Time	Shape Statistics Position and direction
Guided Reading	Sir Gawain and the Green Knight by Michael Morpurgo	Sir Gawain and the Green Knight by Michael Morpurgo	How to Train Your Dragon by Cressida Cowell	How to Train Your Dragon by Cressida Cowell	The Explorer by Katherine Rundell	The Explorer by Katherine Rundell
History/ Geography	Anglo Saxons	The UK	Vikings	Local Area Study	South America (Brazil)	Early Islamic civilization
Art/ DT	Drawing – Story telling through drawing	Electrical systems	Surface and colour – Exploring pattern/ still life	Mechanical systems	Working in 3D - Sculpture	Textiles
Science	Animals including Humans	Electricity	Scientists Environmental science	Living Things and Habitats	Sound	States of Matter
Computing	Unit 4.1 Coding	Unit 4.2 Online safety	Unit 4.3 Spreadsheets	Unit 4.4 Writing for different audiences	Unit 4.5 Logo Unit 4.6 Animation	Unit 4.7 Effective Search Unit 4.9 Making Music
PSHE	Respecting differences and similarities; discussing difference sensitively	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Positive friendships, including online What makes a community; shared responsibilities	How data is shared and used?	Making decisions about money; using and keeping money safe Medicines and household products; drugs common to everyday life	Maintaining a balanced lifestyle; oral hygiene and dental care Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty
RE	Christianity: What did God promise his people?	Humanism: How do non-religious people celebrate new life?	Christianity: What did Jesus say about God's kingdom? And why is it 'good news'?	Christianity: Is communion a celebration or an act of remembrance?	Islam: How does Ibadah (worship) show what is important to Muslims?	Thematic: Are words more important than actions?
PE	Ball skills Netball	Dance Football	Tag rugby OAA	Gymnastics Golf	Rounders Athletics	Tennis Cricket
Music	Playing With Rhythm—Playing Together and Rhythmic Structures		Musical Contrasts		Melody Builders –Exploring Melodies and Song Structures	
French	Au Café	Au Salon de the	Les Vetements	Quels temps fait il?	Les Habitats	En Classe

Trips and workshops

We are currently in the process of arranging our school trips and workshops for this year! We will keep you informed and let you know soon!



Newsletter

What we are learning...

Reading: Sir Gawain and the Green Knight by Michael Morpurgo



Writing: Animal poetry and a non-chronological report about the Anglo Saxons

Maths: Place Value & Addition and Subtraction

Science: Digestive system

P.E: Ball skills and netball

History: The Anglo Saxons

Art: Story Telling

Music: Playing with rhythm

French: Moi dans le monde

Computing: Coding

R.E: Christianity – What did God promise his people?

PSHE: Similarities and Differences between people

Trips / extra activities

Year 3 and 4 Autumn Term 1

Anglo Saxons



Vision and values

“All things are possible for one who believes”

Commitment & love- learning about the changes to Britain people made during the Anglo Saxon times.

How can you help?

Reading – encourage reading a variety of texts for example, Beowulf by Michael Morpurgo, The Lost Girl King by Catherine Doyle

Visit the library – look for books linked to the Anglo Saxons or King Arthur read other Michael Morpurgo texts

Visit relevant museums – British museum, Battle Abbey, Sutton Hoo

Times table Practice – quick recall

Encourage use of websites – maths.co.uk, spag.com, spelling shed.

History – Have discussions at home about the Anglo Saxons and their effect on Great Britain

Useful websites – <https://www.purplemash.com>

Key Vocabulary

Week 1 – riddle and obscurity

Week 2 – digestion and decay

Week 3 – pulse and plaque

Week 4 – partition and saviour

Week 5 – blessing and settlement

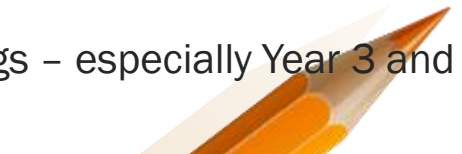
Week 6 – conqueror and invader

Week 7- quest and eternal



HOME LEARNING



- ✓ Complete your Weekly Home Learning booklet each week.
 - ✓ Complete your home learning carefully and to the same standard as your learning in school.
 - ✓ Read everyday across a range of genres – fiction, non-fiction, poetry, comics, cooking recipes and instructions for games and make sure that you read for pleasure. Use your reading skills everyday.
 - ✓ Learn your times tables, division facts & general number facts such as doubling and halving.
 - ✓ Become a word collector - make it your mission to learn and understand new words.
 - ✓ Practice your spellings – especially Year 3 and Year 4 words. Visit Spelling Shed 3 times a week.
- 

Weekly Home Learning

Autumn 1

In this booklet you will find the weekly home learning for your child for this half term.

It will be given out on Friday and should be handed in on the following Wednesday.

Please read daily
Visit TTRS daily
Visit Spelling Shed x3 a week

Logins are in your child's reading record.
Many thanks.

Please practise the relevant spelling each week. Children can log into Spelling Shed or choose from this spelling menu to practise.

<p>1. ABC Order</p>  <p>Write all of your spelling words in alphabetical (ABC) order.</p>	<p>2. Word Parts</p> <p>Write your words. Then use a coloured pencil to divide the words into syllables. e.g. jumping caterpillar</p>	<p>3. Other Handed</p> <p>Write each word 5 times, switching the hand you write it with each time. Say the word as you spell it.</p>	<p>4. Vowel Spotlight</p> <p>Write your words using one colour for the vowels and another colour for the consonants. (vowels: a, e, i, o, u)</p>
<p>5. Use Technology</p> <p>Type out your spelling words on the computer. Try to use at least 4 different fonts.</p> 	<p>6. Pyramid Words</p> <p>s sp spe spel spell spelli spelling spelling (or make them boat shaped, star, smiley face, etc.)</p>	<p>7. "Ransom" Words</p> <p>"Write" your words by cutting letters out of a newspaper or magazine and gluing the letters on a piece of paper to spell your words.</p> 	<p>8. Rainbow Words</p> <p>Write your spelling words with coloured pencils. Make each letter a different colour.</p> 
<p>9. Scrambled Words</p> <p>Write your words. Then write them again with the letters mixed up. Can you unscramble them again the next day? e.g. watch - cwhta</p>	<p>10. Silly Sentences</p> <p>Write 3 or more sentences that use all your spelling words.</p> 	<p>11. Prefixes and Suffixes</p> <p>Underline the prefixes and suffixes in the words you are learning. Make sure you know what they mean. e.g. <u>im</u>portant happi<u>ness</u></p>	<p>12. Word Search</p> <p>Create your own word search with your spellings. Show the answers to your puzzle in a different colour.</p> 
<p>13. Flashcards</p> <p>Make and practice with flashcards. Put the word on one side and definition (meaning) on the other.</p> 	<p>14. Picture & a Story</p> <p>Draw a picture defining each word. Write a sentence about your picture using the word.</p>	<p>15. Words without Vowels</p> <p>Write all of your words replacing vowels with a line. Go back and see if you can fill in the vowels. e.g. q-ll-n = question</p>	<p>16. Train Words</p> <p>Write the entire list end-to-end as one long word. Write each new word in a different colour. e.g. trainbacklog</p>
<p>17. Write a Story, Poem or Song with Words</p> <p>Write a story using all your spelling words. Underline the words you used.</p>	<p>18. Bubble Letters</p> <p>Write your spelling words out in bubble writing.</p> 	<p>19. Words Within Words</p> <p>Write each spelling word and then write at least 2 words made from that word. e.g. catch - cat, hat</p>	<p>20. Picture words</p> <p>Draw a picture and hide your spelling words in the picture.</p>

Reading

- Read at least 5 times per week
- Encourage your child to read a variety of texts
- A balance between listening to them read out loud and them reading silently
- Ask your child questions about the text to ensure understanding



Children are encouraged to change their reading books every morning if they need to.

We will visit the school Library on a Tuesday afternoon.

Supporting reading at home:

Just a few minutes of reading a day can have a big impact on children of all ages.

- **Read aloud regularly.** Try to read to your child every day. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.
- **Encourage reading choice.** Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more.
- **Read together.** Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other.
- **Create a comfortable environment.** Make a calm, comfortable place for your family to relax and read independently - or together.
- **Make use of your local library.**
- **Talk about books.** This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.
- **Read signs and information boards** as you are out and about. These often contain new vocabulary to discuss. Recipes or instructions for craft projects are also great for this and also encourage us to read with accuracy.



Multiplication Check

- In Year 4, all children are required to complete a times table check to test their recall on all times tables facts.
- We strongly recommend you use the soundcheck on Times Tables Rockstars to practice.
- Other ideas: Hit The Button, listening to times table songs, writing them out or creating your own games with them.

1x table	2x table	3x table	4x table	5x table	6x table
$1 \times 1 = 1$	$1 \times 2 = 2$	$1 \times 3 = 3$	$1 \times 4 = 4$	$1 \times 5 = 5$	$1 \times 6 = 6$
$2 \times 1 = 2$	$2 \times 2 = 4$	$2 \times 3 = 6$	$2 \times 4 = 8$	$2 \times 5 = 10$	$2 \times 6 = 12$
$3 \times 1 = 3$	$3 \times 2 = 6$	$3 \times 3 = 9$	$3 \times 4 = 12$	$3 \times 5 = 15$	$3 \times 6 = 18$
$4 \times 1 = 4$	$4 \times 2 = 8$	$4 \times 3 = 12$	$4 \times 4 = 16$	$4 \times 5 = 20$	$4 \times 6 = 24$
$5 \times 1 = 5$	$5 \times 2 = 10$	$5 \times 3 = 15$	$5 \times 4 = 20$	$5 \times 5 = 25$	$5 \times 6 = 30$
$6 \times 1 = 6$	$6 \times 2 = 12$	$6 \times 3 = 18$	$6 \times 4 = 24$	$6 \times 5 = 30$	$6 \times 6 = 36$
$7 \times 1 = 7$	$7 \times 2 = 14$	$7 \times 3 = 21$	$7 \times 4 = 28$	$7 \times 5 = 35$	$7 \times 6 = 42$
$8 \times 1 = 8$	$8 \times 2 = 16$	$8 \times 3 = 24$	$8 \times 4 = 32$	$8 \times 5 = 40$	$8 \times 6 = 48$
$9 \times 1 = 9$	$9 \times 2 = 18$	$9 \times 3 = 27$	$9 \times 4 = 36$	$9 \times 5 = 45$	$9 \times 6 = 54$
$10 \times 1 = 10$	$10 \times 2 = 20$	$10 \times 3 = 30$	$10 \times 4 = 40$	$10 \times 5 = 50$	$10 \times 6 = 60$
$11 \times 1 = 11$	$11 \times 2 = 22$	$11 \times 3 = 33$	$11 \times 4 = 44$	$11 \times 5 = 55$	$11 \times 6 = 66$
$12 \times 1 = 12$	$12 \times 2 = 24$	$12 \times 3 = 36$	$12 \times 4 = 48$	$12 \times 5 = 60$	$12 \times 6 = 72$
7x table	8x table	9x table	10x table	11x table	12x table
$1 \times 7 = 7$	$1 \times 8 = 8$	$1 \times 9 = 9$	$1 \times 10 = 10$	$1 \times 11 = 11$	$1 \times 12 = 12$
$2 \times 7 = 14$	$2 \times 8 = 16$	$2 \times 9 = 18$	$2 \times 10 = 20$	$2 \times 11 = 22$	$2 \times 12 = 24$
$3 \times 7 = 21$	$3 \times 8 = 24$	$3 \times 9 = 27$	$3 \times 10 = 30$	$3 \times 11 = 33$	$3 \times 12 = 36$
$4 \times 7 = 28$	$4 \times 8 = 32$	$4 \times 9 = 36$	$4 \times 10 = 40$	$4 \times 11 = 44$	$4 \times 12 = 48$
$5 \times 7 = 35$	$5 \times 8 = 40$	$5 \times 9 = 45$	$5 \times 10 = 50$	$5 \times 11 = 55$	$5 \times 12 = 60$
$6 \times 7 = 42$	$6 \times 8 = 48$	$6 \times 9 = 54$	$6 \times 10 = 60$	$6 \times 11 = 66$	$6 \times 12 = 72$
$7 \times 7 = 49$	$7 \times 8 = 56$	$7 \times 9 = 63$	$7 \times 10 = 70$	$7 \times 11 = 77$	$7 \times 12 = 84$
$8 \times 7 = 56$	$8 \times 8 = 64$	$8 \times 9 = 72$	$8 \times 10 = 80$	$8 \times 11 = 88$	$8 \times 12 = 96$
$9 \times 7 = 63$	$9 \times 8 = 72$	$9 \times 9 = 81$	$9 \times 10 = 90$	$9 \times 11 = 99$	$9 \times 12 = 108$
$10 \times 7 = 70$	$10 \times 8 = 80$	$10 \times 9 = 90$	$10 \times 10 = 100$	$10 \times 11 = 110$	$10 \times 12 = 120$
$11 \times 7 = 77$	$11 \times 8 = 88$	$11 \times 9 = 99$	$11 \times 10 = 110$	$11 \times 11 = 121$	$11 \times 12 = 132$
$12 \times 7 = 84$	$12 \times 8 = 96$	$12 \times 9 = 108$	$12 \times 10 = 120$	$12 \times 11 = 132$	$12 \times 12 = 144$



Supporting maths at home:

- **Incorporate mathematics into everyday routines and activities;** telling the time, using money and coins or counting and comparing quantities. A parent or puppet can make deliberate errors in counting and sharing, with the child encouraged to identify these mistakes.
- **Use maths talk every day.** For example, how many pennies are you holding? Or what shape is that object? Focus on concepts like doubling/halving and adding/subtracting. If I ate half the peas on your plate for you, how many would you have left?"
- **Ask your child to teach you** new strategies and solve problems taught in class.
- **Play maths games together.** Many games use mathematical and logical skills that your children will need in later life - plus they're fun! Games like jigsaw puzzles help children to develop logical & spatial awareness skills. Board games with dice develop children's counting skills.
- **Use fractions in daily life.** Can you find $\frac{1}{2}$ of the sweets? What fraction of the cake has been eaten?
- **Practice times tables and maths games online.** Times table rock stars, Sumdog, Hit the Button are all useful websites.
- **If they need a challenge...** Explore websites such as NRICH (<http://nrich.maths.org/>) or Transum (<http://www.transum.org/>)



Behaviour

- Recognition board – all children recognised for positive behaviour
- Re-direct, remind, caution – all done privately with the child
- Time outs still take place but white slips are for recording purposes only
- All adults responsible and consistent

Challenge for all

- Small group interventions
– pre teaching and keep up groups
- Challenge across the curriculum



How you can help

- ❖ Listen to your child read and promote a love of reading
- ❖ Encourage your child to complete their weekly home learning and hand it in on Wednesdays
- ❖ Allow and encourage your child to access the online resources e.g. maths.co.uk, [ed shed](http://edshed.com), spag.com
- ❖ Ensure your child has the correct named uniform and equipment
- ❖ If you have any spare time, we are always looking for volunteer readers.



Thank You!

Any questions?