



Welcome to Year 4



Dear Parents,

We hope you have all had a lovely summer. Your children have made a wonderful start to Year 4 and we have had a great couple of weeks getting to know them. We hope you find the following letter helpful. In it, we will give you an overview of our classroom expectations, as well as an outline of how the coming year will be structured.

Staff

Year 4 are taught by Mrs Bewley (Mon-Wed) and Miss McCabe (Thurs-Fri). They are supported by Mrs Herdman (TA) and Mrs Loughlin (HLTA).

Year 4 Expectations

We will encourage the children to work independently in class and be responsible for their own learning as much as possible. We will also continue to encourage the children to use and apply their SECRET skills throughout the year:

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| Self Manager | Effective Participator | Creative Thinker |
| Reflective Learner | Enquirer | Team Worker |

Underpinning this will be work on RESILIENCE.

Spellings

Spellings will be tested every Monday and new spellings for the following week will be given on the same day. We would encourage your child to practise their spellings every day using the 'look, say, cover, write, check' method. Your child has been given a home speller book which will be brought home every Monday and should be returned to school the following Monday for the new spellings to be written in.

Times Tables

The children will be sitting the Year 4 times tables check in the Summer term. Times tables will be tested every Friday and a new times tables/mixed tables for the following week will be given on the same day. Activities will also be set on Times Tables Rock Stars for your children to practise their times tables at home.

Reading

Pupils will have the opportunity to change their book every Monday. Please ensure that they have read it thoroughly and have questions on the text.

Pupils should aim to read every day for at least 10 minutes. This will build up reading resilience for later years.

Reading records need to be signed by parents in order for pupils to change their reading book and progress through the school reading scheme. Reading records are collected in every Monday and will be checked and signed. Raffle tickets are given out to those who have 3 or more signatures. These then go into a draw for a prize from the prize box.

If your child would like to read one of their own books as well, please encourage this interest and record this reading in your child's reading record.

Homework

Homework will be set weekly every Wednesday and should be completed by the following Monday. Maths homework will be on Mathematics and English homework will be on Literacy Planet. Your child should also learn their spellings and the times table of the week ready to be tested the following week. Occasionally your child might receive a project to complete at home or a paper based activity for English and Maths.

Water Bottles

Pupils can bring their own water bottle to school each day. Please ensure that this is filled up each morning before coming to school and that your child's name is printed clearly on the bottle.

Pencil Cases

All pupils have been provided with their own individual school pencil case, containing all necessary stationery. Therefore, no additional stationery needs to come into school.

Reading Packets

Reading packets must be brought into school each day and are stored in your child's individual trays in the classroom. Please do not send in any large bags as they pose a health and safety risk in the corridors.

PE

Our PE days are Wednesdays and Thursdays for this half term. The children should come to school in their school PE kit on these days. They do not need to bring their school uniform to get changed into. Pupils will need a warm/waterproof jacket on PE days as cold and wet weather does not prevent us from going outside.

After the autumn half term our PE days will change to Wednesdays and Fridays as we have a sports coach from Durham School Sport Partnership coming in to work with the children.

We will then begin swimming on Friday afternoons in the spring term. Further details will follow closer to the time.

Sacramental Preparation

Your child will prepare to receive the Sacraments of Reconciliation and First Holy Communion in Year 4. Again, further details will follow once we have more information to share with you about these.

Curriculum

Please see the curriculum overview below which outlines what your child will be studying throughout the autumn term.

We are looking forward to working with you all to ensure your children have a happy and productive time in Year 4 at St. Cuthbert's Catholic Primary School. If you have any questions, please do not hesitate to contact us.

Kind regards,
Mrs Bewley and Miss McCabe

Year 4 Autumn Overview

Theme: Why did the Romans march through County Durham?

UNICEF Rights Respecting Focus: Article 17 :

Every child has the right to reliable information from a variety of sources

| | Autumn 1 | | Autumn 2 | |
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| RE | People - the family of God in scripture | Judaism - the Jewish holy book: the Torah | Celebrating Reconciliation (Sacramental Preparation) What do Catholics believe and do? | Gift - God's gift of love and friendship in Jesus |
| English | <p>Class Text: Peter Pan by JM Barrie</p> <p><u>Fiction</u></p> <p>Traditional Tales</p> <ul style="list-style-type: none"> To write character descriptions designed to provoke sympathy or dislike in the reader To plan and rewrite a version of a familiar tale, focussing on rich vocabulary and a range of sentences structures <p><u>Non Fiction</u></p> <ul style="list-style-type: none"> Reports - To write a report based on notes gathered from a variety of sources Instructions - To write instructions using a range of organisational devices to support clarity and cohesion Poetry - To read, write and perform free verse poem <p><u>Reading Comprehension</u></p> <ul style="list-style-type: none"> Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. Explain the meaning of words in context; use dictionaries to check meanings <p><u>Handwriting</u></p> <ul style="list-style-type: none"> Use the diagonal and horizontal strokes that are needed to join letters Increase the legibility, consistency and quality of handwriting <p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> To use determiners Use a wider range of conjunctions to expand sentences e.g. when, if, because, although To expand sentences using prepositions Choose nouns and pronouns appropriately for clarity and to avoid repetition To use fronted adverbials, including time adverbials and descriptive adverbials. Ensuring these are punctuated correctly using a comma Use conjunctions, adverbs and prepositions to express time and cause Punctuate direct speech accurately Indicate possession by using the possessive apostrophe <p><u>Spelling</u></p> <ul style="list-style-type: none"> Spelling rules - tion -ssion -sion -cian -ation -sion ending sounds Year 3 and 4 common exception words | | | |

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| Maths | <p><i>This term we will place a large focus on reinforcing number work in order to build our competency across the rest of the Mathematics curriculum. We will also be having regular times tables practise and will spend this term revising our 2, 5, 10 and 4 times tables.</i></p> <p>Number- Place Value:</p> <ul style="list-style-type: none"> • Recognise the place value of each digit in a four-digit number • Count in multiples of 25 and 1000. • Find 1, 10, 100 or 1000 more or less than a given number • Using a number line to 10000 • Count backwards through zero (including negative numbers) • Order and compare numbers beyond 1000. • Round any number to the nearest 10, 100 or 1000 • Read Roman numerals to 100. <p>Number - Addition and Subtraction:</p> <ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s and 1,000s • Add and subtract two 3- and 4-digit numbers - no exchange, one exchange and more than one exchange • Efficient methods of addition and subtraction, including estimating and checking strategies <p>Measurement:</p> <ul style="list-style-type: none"> • Convert between millimetres, centimetres, metres and kilometres • Adding and subtracting lengths • Calculate the perimeter of rectilinear shapes <p>Number - Multiplication and Division:</p> <ul style="list-style-type: none"> • Use place value to multiply and divide mentally by 10 and 100. • Multiply by 1 and 0 • Divide by 1 and itself • Multiply and divide by 3, 6, 7 and 9 (including times table and division facts) | |
| Science | <p>Animals, including Humans</p> <ul style="list-style-type: none"> • 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 | <p>States of Matter</p> <ul style="list-style-type: none"> • 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 |
| <p>Working scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Use straightforward scientific evidence to answer questions or support their findings. | | |

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| Computing | ICT Using word and PowerPoint effectively <ul style="list-style-type: none"> • Font style, size and colour • Finding appropriate information • Using hyperlinks | Digital Literacy Anti-Bullying Week 15th-19 th October 'Be a super Digital Citizen' <ul style="list-style-type: none"> • Being an upstander when we see cyberbullying | Computer Science Hour of Code Week 6 th - 12 th December 'Dance Party' <ul style="list-style-type: none"> • Be able to create and use a program |
| History & Geography | Why did the Romans march through County Durham? <ul style="list-style-type: none"> • Who were the Ancient Romans and Ancient Britons? • What happened in 55BC • What happened when the Romans finally conquered Britain? • What was so special about the Roman Army? • Why did the Romans march through County Durham? | What can we discover about Europe? <ul style="list-style-type: none"> • European places, features and people • European land usage • What are the key human and physical features of Europe? • Can we find certain locations in Europe? | |
| | Historical Skills <ul style="list-style-type: none"> • Chronology and time lines • Primary Sources • The difference between BC and AD | Geographical Skills <ul style="list-style-type: none"> • Location of Europe within the world • Atlas, map and climate graph skills • Location of major rivers, cities and landmarks | |
| Art & D.T. | Drawing Skills <ul style="list-style-type: none"> • Practise and apply different texture techniques • Sketch a portrait by mapping out the face, its proportions and adding texture • Draw and create an optical illusion | Food and Nutrition <ul style="list-style-type: none"> • Understand the correct proportions of a balanced meal • Plant and care for a variety of ingredients so they yield produce • Measure ingredients to the nearest millilitre accurately and assemble or cook ingredients | |
| Music | Play it again <ul style="list-style-type: none"> • Improvise, identify and perform rhythm patterns • Identify musical phrases • Study notation | The class orchestra <ul style="list-style-type: none"> • Listen to ostinato rhythm patterns • Identify and play melodic phrase • Combine rhythm patterns and beat | |
| French | Revision <ul style="list-style-type: none"> • Numbers 1-20, days and months • Expressing a preference in French • Know some facts about France and where French is spoken | Unit 4 Les Portraits (portraits) and Noel <ul style="list-style-type: none"> • Body parts • Colours • Describe hair and eye colour • Understand sentences with colours in them • Christmas vocabulary | |

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| P.E. | Dodgeball <ul style="list-style-type: none"> • Partner and team work • Accuracy of hitting • Create and apply simple tactics | Gymnastics <ul style="list-style-type: none"> • Partner work • Working in pairs to match and mirror actions in a sequence • Learning and improving actions (rolls, balances and jumps) | Football <ul style="list-style-type: none"> • Partner and team work • Ball control • Developing tackling and defending skills |
| SEAL/ PSHE | New Beginnings - empathy and self-awareness, social skills and motivation. | | Getting on and falling out - empathy with a focus on managing feelings and social skills |
| | Mindfulness - Learning that there are no good or bad feelings and that we can accept feelings and be curious about what has made us feel that way. | | |
| Life Skills and Parliament Week (1st - 5th November) | Our Environment - during this week we will be researching and developing our understanding of what the issues are in our local environment i.e. climate change, global warming, plastics and recycling. <ul style="list-style-type: none"> • What are people and businesses doing to help this? • What is happening globally which affects us locally? • Writing letters to local businesses Depending on restrictions: <ul style="list-style-type: none"> • Potential visit from a local representative to speak about what we can do locally to help. | | |