



Heathcoat Primary School

Year 4 Autumn Term Newsletter

September 2022

Dear Parents/Carers,

We are delighted to welcome all the children back to school. We hope that you have all had a really relaxing and enjoyable summer holiday. Here are the exciting new topics that the children will be exploring in Year 4 this term.

Autumn Term 2022		
Subject	1st half term	2nd half term
English	<p>Doctor K Fisher (non-fiction) (3 weeks)</p> <p><u>Teacher focus with be recapping:</u></p> <ul style="list-style-type: none"> • Sentence Structures • Main and Subordinating Clauses • Basic Punctuation • Ambitious Vocabulary and Humour <p>Paint me a poem by Grace Nichols. Focusing on the Poem 'Weeping Woman' (Fiction). (3 weeks)</p> <p><u>Teacher Focus:</u></p> <ul style="list-style-type: none"> • Expanded Noun Phrases • Alliteration <p>Throughout our sequences the children will practise using joined hand writing</p>	<p>Leon and the Place Between (fiction) (3 weeks)</p> <p><u>Teacher Focus:</u></p> <ul style="list-style-type: none"> • Speech • Adverbials • Expanded Noun Phrases <p>Fantastically Great Women who changed the world (non-fiction) (3 weeks)</p> <p><u>Teacher Focus:</u></p> <ul style="list-style-type: none"> • Expanded Noun phrases • Adverbials of time and place including prepositional phrases. • Paragraphing
Mathematics	<p>Review of column addition and subtraction – 3 weeks</p> <p>Numbers to 10, 000</p>	<p>Perimeter – 2 weeks</p> <p>3, 6, 9 times tables, 4 weeks.</p>
Science	<p>Habitats and Classification 1</p> <p>We will look at different organisms from around the plant and animal</p>	<p>Habitats and Classification 2.</p> <p>We will continue learning about different habitats, focusing specifically</p>



	kingdoms whilst grouping them by their features.	on local habitats and the animals that live there.
PE	Cognitive with REAL Gym Creative Cog with REAL PE FUNS Wk1-2 Hand app - Rhythmic Sequences	REAL PE Wk1-2 Dynamic Balance on line Week 3-5 Counterbalance with partner
ICT		Switched On Computing We are software developers- Programming simple educational games using Scratch.
DT		Mechanical Systems: Making a slingshot car: Children transform lollipop sticks, wheels, dowels and straws into a moving car. They will be using a glue gun to construct the materials, making the launch mechanism, designing and also making the body of the vehicle using nets and assembling these to the chassis
Geography		<p><u>How and why is my local environment changing?</u></p> <p><u>Lesson Focuses:</u></p> <p>Why do places change?</p> <p>How has my local area changed in the past?</p> <p>How did my local area change as a result of World War I?</p> <p>How and why does the quality of the environment change in my local area?</p> <p>How do NASA satellite images inform us of environmental change on a global scale?</p>
History	<p>Romans</p> <p><u>Lesson Focuses:</u></p> <p>Why did Emperor Claudius invade Britain?</p>	



	<p>Why did the Romans almost lose control of Britain?</p> <p>Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her?</p> <p>Why were Claudia and Sulpicia living at Vindolanda? (Hadrian's Wall)</p> <p>How do we know so much about the towns the Romans built in Britain?</p> <p>Why did the Romans organise gladiatorial games?</p>	
French	<p><u>Presenting me</u></p> <p>Revising France & French speaking countries, numbers 1-10 and 'how are you?'</p> <p>Saying your name & asking someone their name. Numbers 11 to 20.</p> <p>Numbers 10 to 20 listening exercise and 'how old are you?'</p> <p>'Where do you live?' and further number work</p> <p>Nationality, je suis..., individual presentations, Class French ID cards activity.</p>	
Music	<p>Body and tuned percussion: Rainforests Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer. Accurately performing a composition as part of a group. Identifying scaled dynamics (crescendo / decrescendo) within a piece of music. Creating body percussion rhythms. Creating a melody loop on tuned percussion.</p>	<p>Rock and Roll: Learn about the significance of dancing within the evolution of music and learning to play a walking bass line, which is characteristic of this genre of music. Performing a walking bass line. Singing in time and in tune. Recognising the features of rock and roll music. Identifying the links between this and other genres of music.</p>
Art	<p>Clay</p> <p>Manipulating and moulding clay in to different styles of pots.</p> <p>Create own version of a Greek Urn.</p>	
RE	Unit L2.3 What is the 'Trinity' and why is it important for Christians?	Unit L2.7 What do Hindus believe that God is like? [Brahman/atman]



	<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains;</p> <ul style="list-style-type: none"> • Offer suggestions about what texts about baptism and Trinity mean; • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism, prayer, texts and art, for example) and in the way they live. • Make links between some Bible texts studied and the idea of the Trinity in Christianity, expressing clearly some ideas of their own about what Christians believe God is like 	<ul style="list-style-type: none"> • Identify some Hindu deities and say how they help Hindus describe God. • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. • Offer informed suggestions about what Hindu murtis express about God. • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a Home Shrine; celebrating Diwali). • Identify some different ways in which Hindus worship. • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. • Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.
PSHE	<p>Jigsaw- being me in my world</p> <ul style="list-style-type: none"> • Becoming a Class 'Team'. • Being a School Citizen • Rights, Responsibilities • Rewards and Consequences • Our Learning Charter • Owning our learning charter 	<p>Jigsaw- celebrating differences.</p> <ul style="list-style-type: none"> • Judging by Appearances • Understanding influences • Understanding Bullying • Problem Solving • Special Me • Celebrating Difference: how we look

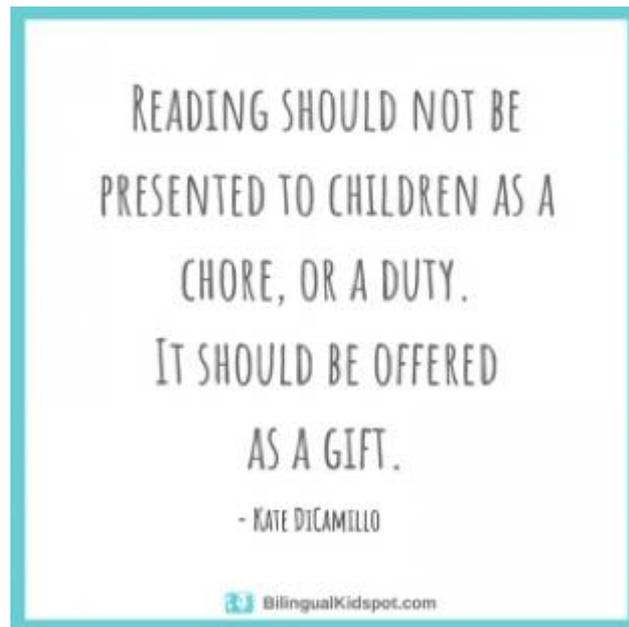
Trips / visits:	Roman Day Trip to Blundell's	
Dates for your diary:	Half term: 24 – 28 October	End of term: 16 th December



HOW CAN YOU HELP?

READING: It is important that children read their books every night for at least 20 mins.

Any reading needs to be recorded in the child's reading record book. Please ask your child questions about what they have read or to summarise/explain what they have read to check their understanding.



Here are 3 example questions that you could ask about their reading:

- **Tell me about what you have just read (summarise).** Can they clearly explain to you what has just happened?
- **What do you think is going to happen next? Why? Explain why you think this.** A good example of an answer would be: I think the main character will go back to the bike track because he was so excited last time, and even though he fell off, he wants to race because he said "I wish I could race my bike like those fast kids". (The child is using what they have read, including quotes, to explain their ideas – even if they are not right about what happens next. They are showing a good guess based on what they have read).
- **Which words do you not understand?** Ask them to try to work out what the word means from the rest of the sentence. Then look up the word on a computer/tablet or in a dictionary.

Here is an example of what might be written in a reading record:

Summarised what I had read to my Dad or I really enjoyed the exciting opening. Got stuck on reading the word 'route'. Pg 12 next.



Homework: Maths and English homework will be set each week on a Friday via Google Classrooms. This is to be completed and handed in online by Wednesday. If you have any problems accessing the homework, please get in touch with us.

Multiplication Table

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

WordUnited
www.wordunited.com

Timetables

Knowledge and understanding of their times tables provides the building blocks for further maths at Primary School.

Please support us with continued practice and recall of 1-12 times tables facts, as much as possible, were possible! We know you all have busy lives too.

MyMaths: It is important for children to complete the **lesson** and **practise** tasks **as well as** the **homework** section. This enables them to reinforce learning and see fun graphics which explain topics. Lots of these lessons are fun games that you can play together. The games help to remind children of efficient ways of working and will also show you how the maths topic is being taught. When they finish their homework, your child can rate how well they did – e.g. did they feel a bit unsure? Did they totally understand it? Click on the tab marked

SCORE and then the relevant statement and face to show how they feel they did.

Useful websites:

Topmarks	fun maths games	https://www.topmarks.co.uk/
Scratch	a fun coding ICT site where children can create their own animations	https://scratch.mit.edu/

You can help your child at home by using the above websites and encouraging them to learn through play.

You can also help them to research interesting facts about the Romans or Living things to support them in class discussion.

If you aren't a member already, the local library in town is free to join and is a great place to visit with your children so they can do research or borrow books to read at home.

PE: Our PE days are **Tuesday** and **Thursday**. Children should come to school wearing their school PE kit on these days. This includes a white PE shirt or t-shirt in their house colour, plus their school jumper. They must wear sensible trainers. Earrings must be removed or covered with tape for safety.

TeamWork. Respect

Aim High

Independence

Never Give Up



Outside learning: Please remember that children will often be going outside to learn. They will need waterproof coats in school each day- as you know our English weather can be unpredictable!

We hope this information is helpful. Please do not hesitate to email us if you require any further guidance. We now have a year group email: year4@heathcoat.devon.sch.uk This will be checked on a Monday, Wednesday and Friday. If you need to get an important message to us urgently, please contact the office on 01884 252445 or email them on admin@heathcoat.devon.sch.uk

We are looking forward to a really exciting term of learning.

Yours sincerely,

Miss Courtenay and Mr Payne (Year 4 Teachers)

Mrs Firth (Key Stage 2 Leader)



Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	



200 High Frequency Words

across	birds	each	fun	how	looks	next	river	tell	want
after	boat	eat	garden	I'll	lots	night	room	than	wanted
again	book	eggs	gave	I've	magic	one	round	that's	water
air	box	end	giant	inside	man	only	run	there's	way
along	boy	even	girl	its	many	or	sat	these	well
am	can't	ever	going	jumped	may	other	say	thing	we're
animals	car	every	gone	keep	miss	our	school	things	where
another	cat	everyone	good	key	more	over	sea	think	which
any	clothes	eyes	gran	king	morning	park	shouted	thought	white
around	cold	fast	grandad	know	most	place	sleep	three	who
away	coming	feet	great	last	mother	plants	small	through	why
baby	couldn't	fell	green	laughed	mouse	play	snow	told	wind
bad	cried	find	grow	let	much	please	something	took	window
bear	dark	first	hard	let's	must	pulled	soon	top	wish
because	did	fish	has	liked	narrator	queen	still	town	work
bed	didn't	floppy	hat	live	need	rabbit	stop	tree	would
been	different	fly	he's	lived	never	ran	stopped	trees	yes
before	dog	food	head	long	new	really	suddenly	two	
began	door	found	home	looking		red	sun	under	
best	dragon	fox	horse			right	take	us	
better	duck	friends	hot				tea	use	