



Year 4



Autumn Term



Meet the team!

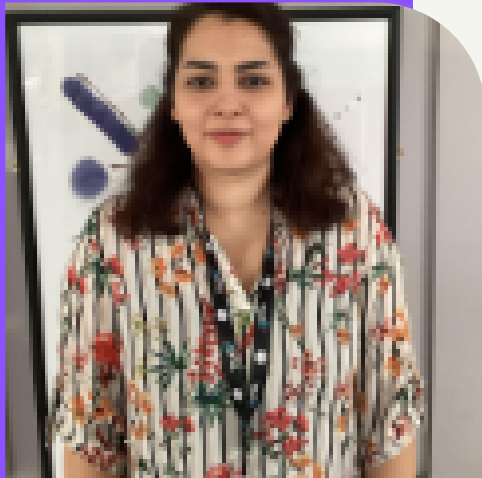
**Miss Luckham
Miro**



**Mrs Chiplin
Kahlo**



Mrs Manshaee



Mrs Ebanks



What does our day look like?

8:50-8:55		8:55 - 9:15		9:15 - 10:15		10:15 -10:30		11:45 - 12:00		12:00 -12:15		12:15 - 1:05		1:05-1:15		2:55 - 3:05	
M	REGISTRATION TIME	Assembly 9:00-9:15	PE	MORNING BREAK TIME	Maths	GPS & class book		LUNCH TIME	REGISTRATION TIME	Maths meeting	Miro - Music/Geography Meet/Art Kahlo - swimming		Story time & silent reading				
Tu		AR	Maths		English	GPS	Handwriting			Maths Meeting	History		Story time & silent reading				
W		AR	Maths		English	GPS & class book				Maths Meeting	Outdoor PE	Computing	Story time & silent reading				
Th		AR	Maths		Science - Sound	Spanish				Maths Meeting	English	PSHE	Class Assembly - RE focus				
F		AR	Maths		English	GPS & class book				Maths meeting	Music/Geography Meet/Art Miro - indoor PE Kahlo - Ukulele	Celebration Assembly	Story time & silent reading				

Science



Sound & animals

History



Romans & Celts

What will we be learning?

Geography

DT



Cooking - Granola

Music



Ukulele
& singing

RE



Judaism

IT



Internet

PSHE



Keeping safe
& wellbeing

Maths

- Correct formation of digits
- Multiplication tables fluently to 12×12
- Knowing the four operations (addition, subtraction, multiplication and division)
- Round to nearest 10, 100 and 1000



English

Our focus:

Writing



- Writing should be joined and readable.
- Correct use of full stops, commas, question marks, exclamation marks and speech marks.
- Using fronted adverbials with commas

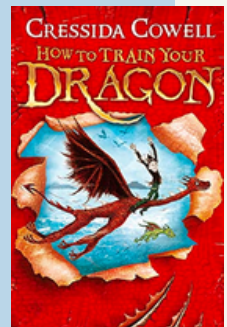


TalkforWriting™

Reading



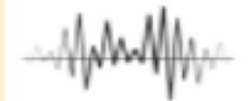
- Read fluently with a focus on punctuation.
- Summarising what has been read and predict what might happen next.
- To be able to answer retrieval questions (who, when, where, etc.)



Science

Key Vocabulary

Vibration - What results after objects move back and forth quickly



Source - Where something comes from

Energy - something that causes a change in something

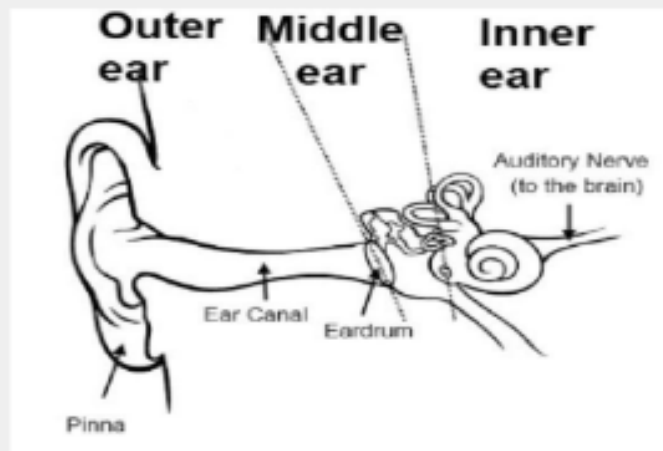


Amplify - to make something louder



Pitch - the tone of a sound. High or low

Sound



Core knowledge:

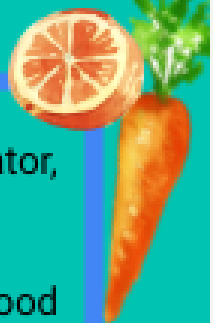
- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of sound and the strength of vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

Facilitating Knowledge:

- Smaller objects usually produce higher pitched sounds.
- A sound is a type of energy
- You can change the pitch of a sound in different ways depending on the type of instrument you are playing.
- Volume is how loud something is.
- Sound can travel through solids, liquids and gases.
- The symbol for decibels is db
- An aircraft taking off produces 140db, which causes ear rupture
- Speech range is 50-80 db

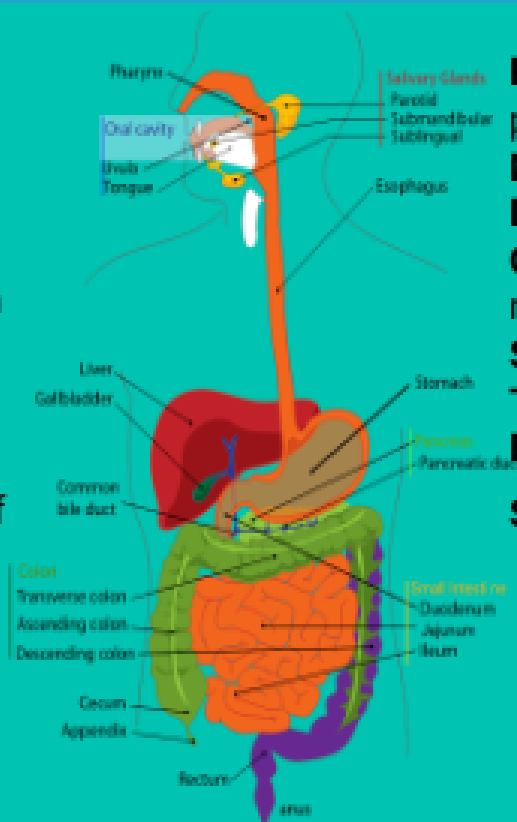
Science

Animals including humans - How do mammals eat?



Core knowledge:

- 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



Vocabulary:

Food Chain – producer, consumer, predator, prey

Mammals - warm-blooded vertebrates

Digestive system – organs that digest food

Oesophagus - a muscular tube from your mouth

Small intestine - organ that absorbs nutrients

Teeth – Incisors, canines, premolars, molars

Function - natural process

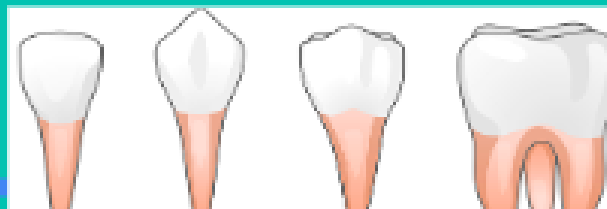
Saliva - spit produced by your mouth

Facilitating knowledge:

The digestive system starts in the mouth and ends, when waste is removed from the body via the anus.

The stomach has acids, which breaks down food.

Teeth have different jobs to help digestion.



History

Romans and Celts

Core Knowledge:

- The Romans first invaded Britain in 43AD.
- The Romans left Britain in around 400AD.
- The Romans changed Britain -how it looked and what everyday life was like.
- The Romans invaded Britain as they wanted the precious metals the land held.
- The Celts were tribal people who lived in Britain when the Romans invaded.
- Queen Boudicca clashed with the Romans as they wanted to take over her land.



Facilitating knowledge:

- Rome was founded around 753 BC by Romulus.
- Emperor Claudius led the invasion in 43AD.
- 60 AD Queen Boudicca led a revolt.

Vocabulary

invasion

to enter as an enemy, by force, in order to conquer or plunder.

conflict

struggle between people.

tribal

a group of people including many families.

cohort (army)

480 men.

legion

a group of soldiers from 3,000 to 6,000.

barbarian

person in a culture that is believed by others to be savage or primitive.

Geography

Core knowledge:

- ★ Everest is the largest mountain in the world.
- ★ The higher the mountain goes up, the thinner the air becomes and the colder it gets.
- ★ Mountain ranges are long groups of mountains that are close together.
- ★ The summit is the top of the mountain.
- ★ The side of the mountain is called a slope.
- ★ A very steep valley between mountains is known as a gorge.

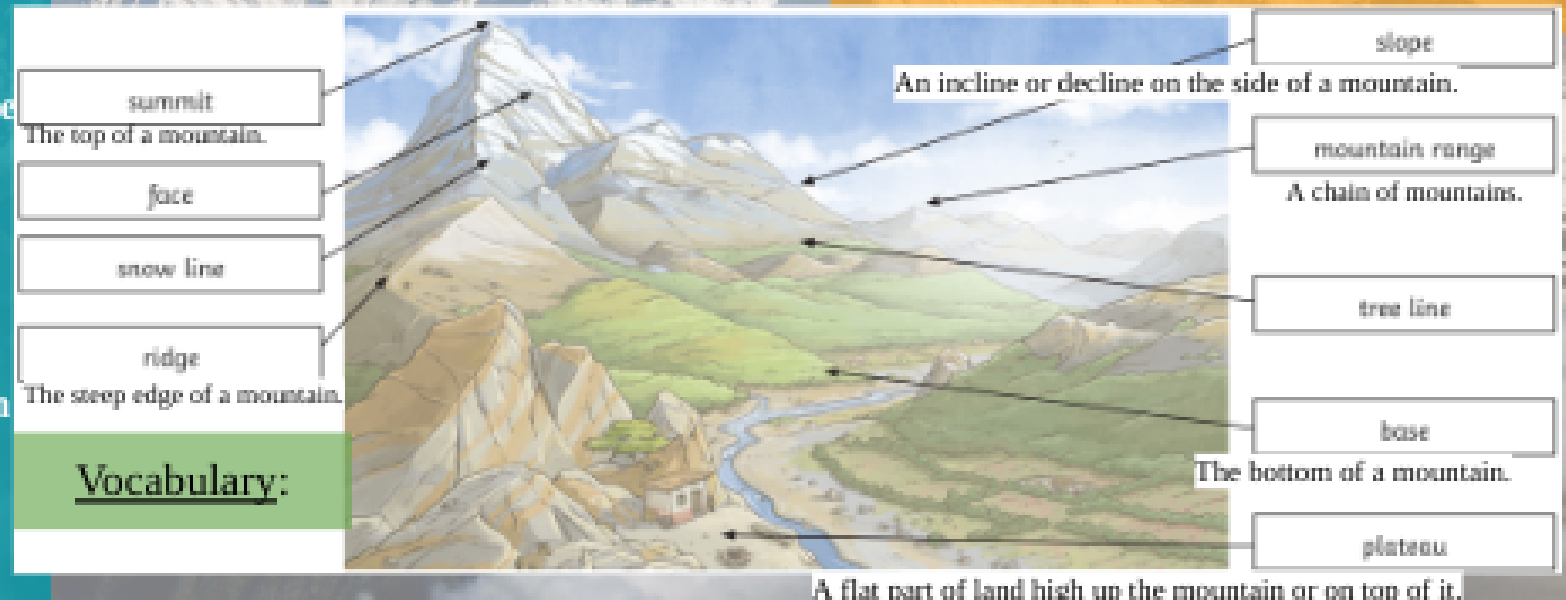
Mountains

Large natural elevations in the Earth's surface.



Facilitating knowledge:

- ★ A 'range' is a series of mountains or hills arranged in a line and connected by high ground.
- ★ England's highest mountain is Scafell Pike.
- ★ The highest mountain in North Wales is Mount Snowdon.
- ★ Ben Nevis is the highest mountain in the whole of the UK.



Our focus

**Gymnastics
&
Cricket**

**Gymnastics
&
Benchball**

PE

**Our PE days are Wednesday & Friday (Miro)
Wednesday & Swimming on Monday (Kahlo) -
children should come into school in their PE
kits.**

**coloured t-shirt
black jogging bottoms/shorts
trainers**

**Long hair should be tied up.
Children should not be wearing jewellery other
than stud earrings and a watch.**



Spellings



**If you have any
questions or concerns
please do not hesitate
to talk to your class
teacher**

Homework

**Complete by
Friday**

**Maths -
Times tables**

**Reading -
5 times a week**



Attendance Matters



Every Day Counts....

Attendance



Below 85%

Will have a significant negative impact on your child's long term learning and progress

86%-90%

Will have a negative impact on your child's learning and progress

91%-95%

Attendance may have a negative impact on your child's learning and progress

96% and above

Your child will have the best chance to succeed in school

Communication

If you would like to
get in touch with
your child's teacher,
please use the email
address:

**year4@seymour-
tkat.org**

