



Mrs S.L. Whalley
01392 824340
admin@exminsterschool.co.uk

Memorable Experiences/Events

20/21 and 22/23 September 2016: Wildside Experience residential.

01.11.2016: Trip to Kents Cavern, Torquay.

21.11.2016: Presentation to parents – Estate Agents selling their Stone Age homes.

How can you support your child at home?

Reading Reading Reading!

We believe that the most important thing that parents can do at home to help their children achieve at school is to share books with them.

- Reading can help children access other curriculum areas.
- Reading can help children become good writers.
- Reading can help children communicate well.

Maths

Please support your children in securing their number facts as these underpin much of the mathematics children will be working on in school and using in everyday life. Could you also encourage them to use reasoning as much as possible so that they can explain to you how they got to a mathematical answer and why they think their answer is correct.

Topic

This term's topic is 'Life from Long Ago' and the children will be finding out about life, buildings and artwork in the period from the beginning of the Stone Age to the end of the Iron Age. We will use cross-curricular links with English to ensure that the recording completed in the Topic sessions is in line with the high standards of English in Year 4. This will include using their cursive handwriting style, appropriate grammar and punctuation in sentences, and paragraphing and using headings/sub-headings when appropriate.

Spellings

Please support your children in learning the weekly spellings that we set them.

We hope that this leaflet provides a sufficient overview of what your children will be learning over the next term, but if anything is unclear or you would like to discuss it in more detail please don't hesitate to come and see one of us. You can also visit the 'Our Curriculum' page on the school website for a full breakdown of the Year 4 curriculum.

Many Thanks, the Year 4 Team.

Autumn Term Year 4

Life From Long Ago

Would you have liked to live in prehistoric Britain?

English

The children will be developing their reading, handwriting, spelling, punctuation, grammar, composition and writing for a range of purposes through the following sequences over the Autumn Term:

- Roald Dahl: Boy Tales of Childhood
- Paint Me A Poem
- Ug – Boy Genius of the Stone Age
- Escape from Pompeii

DT/Art

Throughout our Stone Age to Iron Age topic we will focus on certain areas of DT and Art. Below are a few of the objectives we'll be looking at:

Can they use a range of advanced techniques to shape and mould? Do they use finishing techniques, showing an awareness of audience? Can they tell if their finished product is going to be good quality? Can they begin to sculpt clay and other mouldable materials?

Computing

We are software developers – Developing a simple educational game:

Can I play and analyse educational games? Can I build a game prototype? Can I add in repetition and keep track of changes? Can I work on the interface? Can I build in progression? Can I test and refine my game?

We are toy designers – Prototyping an interactive toy:

Can I find out about inputs and outputs? Can I design a toy? Can I design a toy in Scratch? Can I programme my toy simulation? Can I test and improve my toy simulation? Can I pitch my toy?

Memorable Experiences and Key Events

20/21 and 22/23 September 2016: Wildside Experience residential.

01.11.2016: Trip to Kents Cavern, Torquay.

21.11.2016: Presentation to parents – Estate Agents selling their Stone Age homes.

Music

Can they use notations to record and interpret sequences of pitches?

Can they use standard notation? Can they describe and identify the different purposes of music? Can they explain the place of silence and say what effect it has?

Can they improvise using repeated patterns?

Can they perform a simple part rhythmically?

Mathematics

This term the children will continue to build on their conceptual understanding of a number of different sequences where they will further develop their knowledge and application of:

- Number Sense
- Additive Reasoning
- Multiplicative Reasoning
- Geometric Reasoning

History

Can they place periods of history and recent history on a timeline using centuries? Can they use their mathematical skills to round up time differences into centuries and decades? Do they know that people who lived in the past cooked and travelled differently and used different weapons from ours? Do they appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past?

Can they give more than one reason to support an historical argument?

Can they communicate knowledge and understanding orally and in writing and offer points of view based upon what they have found out? Can they begin to picture what life would have been like for the early settlers? How they ate/communicated?

Physical Education

In Outdoor PE the children will be focusing on tag rugby and how to pass and receive with control and accuracy. They'll focus on being aware of space and how to use it effectively and learn how to use the rules fairly to keep games going.

In indoor PE the children will be developing their dance skills by using individual movements and movements in a group. They'll use stillness, different levels, ranges of travelling techniques, turns and gestures to express the feeling of the dance.

Religious Education

French

Science

The children will focus on States of Matter and Sound this term.

States of Matter

Can they compare and group materials together? Can they explain what happens to materials when they are heated or cooled? Can they measure or research the temperature at which different materials change state in degrees Celsius? Can they identify the part that evaporation and condensation has in the water cycle? Can they associate the rate of evaporation with temperature?

Sound

Can they describe a range of sounds and explain how they are made? Can they compare sources of sound and explain how sounds differ? Can they explain how to change a sound (louder/softer)? Can they recognise how vibrations from sound travel through a medium to an ear? Can they find patterns between the pitch of a sound and the object that produce it? Can they recognise that sounds get fainter as the distance from the sound source increases?

SEAL/PSHE