

# Year 4 Curriculum Letter- Autumn Term

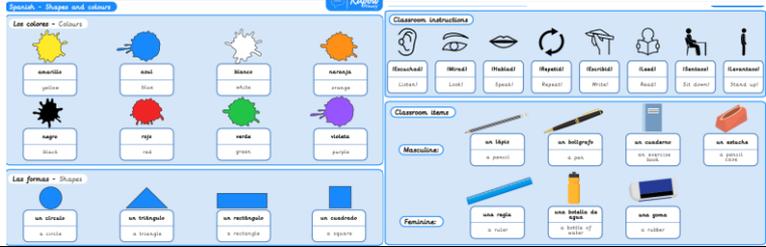
Please see below an overview of the term and I have included ideas of how you can support your children with their learning at home.



Mrs Hunter

Subject	Curriculum	How you can support learning at home																				
Religious Education	Branch 1- Creation and Covenant Branch 2- Prophecy & Promise	Encourage your child to protect the wonder of creation-through our RE learning we will understand how we need to be stewards of creation looking after our common home. Ask your children who Abraham is and how he relates to Jesus and his family tree. Use common prayers at home to encourage your child’s prayer life.																				
Reading	Autumn 1 & 2 Charlie and The Chocolate Factory	Please listen to your child read their reading book daily and ask them questions about what they have read, get them to show you the evidence in the text to support their answer. Challenge them to summarise a paragraph or section of their book.																				
Writing	We will be writing a variety of pieces to entertain, inform and persuade.	Encourage your child to write a character description of a character from the book using the skills learnt in class. Research Roald Dahl to aid our biography writing. Encourage your children to write in joined handwriting.																				
Maths	Autumn 1—Place Value, addition and subtraction Autumn 2— Multiplication and division	Discuss key vocabulary for the topic with your child. Overviews of the unit for each half term are on the school website. Continuing learning your times tables.																				
Science	Group and classifying living things States of matter	<b>Use scientific vocabulary:</b> Introduce and use words like observe, investigate, record, classify, group, and research when doing activities with your child. Look at our Knowledge Organisers on the website to explore vocabulary for our topics this term.																				
History	How did the achievements of the ancient Maya impact their society and beyond?	Look at the knowledge organiser for ancient Maya. Carry out your own research about the ancient Maya civilisation.  <div data-bbox="662 1456 1364 1713" data-label="Complex-Block"> <p><b>History - How did the achievements of the Maya civilisation impact their society and beyond?</b> </p> <table border="1"> <tr> <td><b>achievement*</b></td> <td>A significant accomplishment or contribution that had a lasting impact.</td> </tr> <tr> <td><b>ancient*</b></td> <td>From a very long time ago.</td> </tr> <tr> <td><b>archaeologist</b></td> <td>Someone who studies the buildings, graves, tools and other objects of people who lived in the past.</td> </tr> <tr> <td><b>civilisation*</b></td> <td>A large group of people with a common language, way of life and governance.</td> </tr> <tr> <td><b>creation*</b></td> <td>Something being made.</td> </tr> <tr> <td><b>currency*</b></td> <td>The type of money that a country uses for buying and selling goods and services.</td> </tr> <tr> <td><b>decline*</b></td> <td>A situation where something becomes less important or successful.</td> </tr> <tr> <td><b>Mesoamerica</b></td> <td>The historical region that is now Mexico and Central America.</td> </tr> <tr> <td><b>ritual*</b></td> <td>A set of actions or ceremonies performed in a fixed way, sometimes for religious purposes.</td> </tr> <tr> <td><b>theory</b></td> <td>An idea that is intended to explain facts or events, often based on some evidence.</td> </tr> </table> </div>	<b>achievement*</b>	A significant accomplishment or contribution that had a lasting impact.	<b>ancient*</b>	From a very long time ago.	<b>archaeologist</b>	Someone who studies the buildings, graves, tools and other objects of people who lived in the past.	<b>civilisation*</b>	A large group of people with a common language, way of life and governance.	<b>creation*</b>	Something being made.	<b>currency*</b>	The type of money that a country uses for buying and selling goods and services.	<b>decline*</b>	A situation where something becomes less important or successful.	<b>Mesoamerica</b>	The historical region that is now Mexico and Central America.	<b>ritual*</b>	A set of actions or ceremonies performed in a fixed way, sometimes for religious purposes.	<b>theory</b>	An idea that is intended to explain facts or events, often based on some evidence.
<b>achievement*</b>	A significant accomplishment or contribution that had a lasting impact.																					
<b>ancient*</b>	From a very long time ago.																					
<b>archaeologist</b>	Someone who studies the buildings, graves, tools and other objects of people who lived in the past.																					
<b>civilisation*</b>	A large group of people with a common language, way of life and governance.																					
<b>creation*</b>	Something being made.																					
<b>currency*</b>	The type of money that a country uses for buying and selling goods and services.																					
<b>decline*</b>	A situation where something becomes less important or successful.																					
<b>Mesoamerica</b>	The historical region that is now Mexico and Central America.																					
<b>ritual*</b>	A set of actions or ceremonies performed in a fixed way, sometimes for religious purposes.																					
<b>theory</b>	An idea that is intended to explain facts or events, often based on some evidence.																					
Geography	Where does our food come from?	Find food items from home and research where they come from.  <div data-bbox="662 1758 933 2072" data-label="Complex-Block"> <p><b>Advantages of importing food:</b></p> <ul style="list-style-type: none"> <li>• Helps support communities in developing countries.</li> <li>• Provides people with a wider variety of food.</li> <li>• Creates relationships with other countries.</li> </ul> <p><b>Disadvantages of importing food:</b></p> <ul style="list-style-type: none"> <li>• May encourage deforestation to produce enough food.</li> <li>• Increases food miles.</li> <li>• Can sometimes be more expensive if they have been produced through a responsible trade organisation.</li> </ul>  </div>																				

<p><b>Art</b></p>	<p><b>Drawing (Autumn 1)</b></p>	<p>Encourage your child to explore drawing using the techniques learnt during the half term.</p> 
<p><b>Design and Technology</b></p>	<p><b>Fastenings (Autumn 2)</b></p>	<p>This unit introduces key vocabulary such as fastening, fabric, running-stitch, template, and prototype, helping the pupils understand how to securely join materials together using buttons, zips, Velcro, press studs, and buckles.</p> 
<p><b>Music</b></p>	<p>Mamma Mia Aut2- Glockenspiel instrumental unit</p>	<p>Listen to a range of other pieces of music from Abba. Research the origins of the glockenspiel and listen to pieces of music with a glockenspiel in it- can you hear a motif?</p>
<p><b>Computing</b></p>	<p>E-safety &amp; Programming using Turtle Academy</p>	<p>Remind your child about how to stay safe online and the importance of what content should be used. Go onto Turtle Academy and practise using the commands below.</p> <div style="border: 1px solid black; padding: 10px;"> <p>FD — forwards. FD is always followed by a space and then <u>a number of</u> steps, eg FD 50</p> <p>BK — backwards. BK is always followed by a space and then <u>a number of</u> steps, eg BK 50</p> <p>LT — left. LT is always followed by a space and then <u>a number of</u> degrees to turn, eg LT 90</p> <p>RT — right. RT is always followed by a space and then <u>a number of</u> degrees to turn, eg RT 90</p> <p>CS — clear screen. This command clears any pen marks on your screen and gets the turtle back to the home position in the centre of the screen.</p> <p>PU — pen up. This command will stop the turtle from leaving a pen trail. It is not followed by any numbers.</p> <p>PD — <u>pen</u> down. This command will make the turtle start leaving a pen trail again, so it needs to be used before you want to draw. It is not followed by any numbers.</p> <p>home — typing this command returns the turtle to the centre of your screen, pointing forwards</p> </div>
<p><b>Physical Education</b></p>	<p><b>Hockey, Basketball, fitness and Dodgeball</b></p>	<p>Ask your child what key vocabulary they have learnt during their PE lessons. Encourage them to teach you a skill they have learnt. Play games or practise a skill with your child.</p>
<p><b>Spanish</b></p>	<p><b>Autumn 1- Shapes and colours in Spanish</b></p>	<p>Sing the colour <a href="#">song</a> Revisit key vocabulary from the knowledge organiser.</p>

	<p><b>Autumn 2- Classroom objects</b></p>	 <p>Spanish - Colours and shapes</p> <p>Las colores - Colours</p> <p>Las formas - Shapes</p> <p>Classroom, instrucciones</p> <p>Classroom, items</p> <p>Feminine</p>
<p><b>PSHE</b></p>	<p><b>School values</b>  <b>Zones of regulation</b>  <b>Black History month</b>  <b>Antibullying</b>  <b>Attendance</b></p> <p><b>Created and loved by God (TenTen curriculum)</b></p>	<p>Discuss with your child how they are feeling and encouraging them to use different activities to help to regulate themselves. Download the Zones of Regulation <a href="#">App</a></p>  <p>Read Books by Black Authors: Choose age-appropriate books such as:</p> <p>"Little Leaders: Bold Women in Black History" by Vashti Harrison  "Hair Love" by Matthew A. Cherry  "Sulwe" by Lupita Nyong'o</p> <p>Family Talk Time: Discuss what fairness, equality, and respect mean. Use stories or videos to spark conversation.</p>

**Website**

Remember to check out the school website and newsletter for more information: <https://www.holy-family.surrey.sch.uk/>

**Homework Information**

Maths- Set Wednesday and to be returned on Monday.

- SPAG- Set Friday and to be returned on Wednesday
- Reading aloud to an adult and this is to be written into reading diary.

Apps that can be used at home to support learning at home:

- Times Table Rockstars
- Spelling Shed

**Important Dates**

- Friday 24<sup>th</sup> October- Harvest Mass
- Tuesday 11<sup>th</sup> November- Nature Discovery Day at Nower Wood
- Monday 1<sup>st</sup> December- School Closure Day
- Friday 5<sup>th</sup> December- Whole School Advent Reconciliation Mass
- Friday 12<sup>th</sup> December- Christmas Jumper Day
- Wednesday 17<sup>th</sup> December- KS2 Christmas Carol Concert