

Year 4 Curriculum Letter- Autumn Term

Please see below an overview of the term and we 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	Use scientific vocabulary: 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 style="border: 1px solid black; padding: 5px;"> <p>History - How did the achievements of the Maya civilisation impact their society and beyond?</p> <table border="1"> <tr> <td>achievement*</td> <td>A significant accomplishment or contribution that had a lasting impact.</td> </tr> <tr> <td>ancient*</td> <td>From a very long time ago.</td> </tr> <tr> <td>archaeologist</td> <td>Someone who studies the buildings, graves, tools and other objects of people who lived in the past.</td> </tr> <tr> <td>civilisation*</td> <td>A large group of people with a common language, way of life and governance.</td> </tr> <tr> <td>creation*</td> <td>Something being made.</td> </tr> <tr> <td>currency*</td> <td>The type of money that a country uses for buying and selling goods and services.</td> </tr> <tr> <td>decline*</td> <td>A situation where something becomes less important or successful.</td> </tr> <tr> <td>Mesoamerica</td> <td>The historical region that is now Mexico and Central America.</td> </tr> <tr> <td>ritual*</td> <td>A set of actions or ceremonies performed in a fixed way, sometimes for religious purposes.</td> </tr> <tr> <td>theory</td> <td>An idea that is intended to explain facts or events, often based on some evidence.</td> </tr> </table> </div> <div style="display: flex; justify-content: space-between;"> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Maya settlements in a rainforest</p> <p>The Ancient Maya faced many challenges settling in the rainforest, including dangerous animals, dense vegetation and shady conditions, which made growing crops difficult. They solved these problems by slashing and burning trees to clear rainforest areas, becoming adaptable hunters and developing crops that could grow successfully in the conditions, such as cacao and maize.</p> </div> <div style="width: 30%; text-align: center;"> </div> <div style="border: 1px solid black; padding: 5px; width: 30%;"> <p>Ancient Maya vocabulary bank</p> <hr/><hr/><hr/><hr/><hr/><hr/><hr/><hr/> </div> </div>	achievement*	A significant accomplishment or contribution that had a lasting impact.	ancient*	From a very long time ago.	archaeologist	Someone who studies the buildings, graves, tools and other objects of people who lived in the past.	civilisation*	A large group of people with a common language, way of life and governance.	creation*	Something being made.	currency*	The type of money that a country uses for buying and selling goods and services.	decline*	A situation where something becomes less important or successful.	Mesoamerica	The historical region that is now Mexico and Central America.	ritual*	A set of actions or ceremonies performed in a fixed way, sometimes for religious purposes.	theory	An idea that is intended to explain facts or events, often based on some evidence.
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Geography	Where does our food come from?	Find food items from home and research where they come from.																				

Where does our food come from?

Vocabulary	Definition
food miles	The distance food has travelled to reach you.
import	An item brought in from a different country.
consume	To buy, use or eat.
trade	The buying and selling of goods or services.
cooperative	A group of people working together who share ideas and income.
responsible trade	A process to ensure workers have a voice, can get the best deal for their product and work in safe conditions.
seasonal food	Food which is best eaten in a particular season.
sustainability	A way of doing something that does not harm the environment.
source	A place where something can be originally found.

Advantages of importing food:

- Helps support communities in developing countries.
- Provides people with a wider variety of food.
- Creates relationships with other countries.

Disadvantages of importing food:

- May encourage deforestation to produce enough food.
- Increases food miles.
- Can sometimes be more expensive if they have been produced through a responsible trade organisation.

Trading responsibly:

- Helps workers to get the best deal they can for their product.
- Protects workers against changes in the price of their product and natural disasters.
- Helps farmers share ideas.
- Gives communities extra money to spend on whatever they need.
- Aims to preserve natural habitats and support the climate.

Art - Drawing (Autumn 1)

Encourage your child to explore drawing using the techniques learnt during the half term.

Art - Drawing with realism: Exploring tone, texture and proportion.

Tone
How light or dark something is.

Texture
The way that something feels when it is touched. For example, fluffy.

Composition
Arranging different materials together and sticking them to a surface.

Artists

- Sarah Graham.
- Nicola McBride.
- Joel Penkman.

Shadow
A dark shape that appears when something blocks the light.

Highlight
A bright spot or area that makes something stand out or look shiny.

Proportion
How big one element of an artwork appears compared to the whole thing.

The four rules of shading

- Use the side of the pencil.
- Work in one direction.
- Press evenly.
- Leave no gaps.

Design and Technology - Fastenings (Autumn 2)

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.

Textiles - Fastenings

Aesthetic	How an object or product looks.
Assemble	To put parts together.
Book sleeve	A protective cover for a book to keep it from getting damaged.
Design criteria	To help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Fabric	A natural or man-made woven or knitted material that is made from plant fibres, animal fur or synthetic material.
Fastening	Something that holds two pieces of material together securely or shuts something, such as buttons, zips and press-studs.
Prototype	A simple model that lets you test out your idea, how it will look and work.
Net	A flat 2D shape, that can become a 3D shape once assembled.
Running-stitch	A simple style of sewing in a straight line with no overlapping.
Stencil	A shape that you can draw around.
Target audience	A person or particular group of people at whom a product is aimed.
Target customer	A person or particular group of people who you expect to buy the product.
Template	A stencil you use to help you draw the same shape more easily on to different materials.

Key facts

There are a number of **fastenings** that you can use to bring two pieces of **fabric** together.

- Zipper
- Velcro
- Press stud
- Buckle
- Button
- Toggle

Did you know?

Up to fifty books can be made from the pulp harvested from one tree!

Be very careful when threading the needle through the fabric, watch your fingers and ask an adult if you're unsure.

2D Net

3D Object

A 2D net made from card can be created to check the size for the book sleeve, before using fabric. When folded into a 3D shape, we can test if it needs to be made bigger or smaller. This 2D net has seven faces.

Music

Mamma Mia
Aut2- Glockenspiel instrumental unit

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?

Computing

E-safety & Programming using Turtle Academy

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>FD — forwards. FD is always followed by a space and then a <u>number of steps</u>, eg FD 50</p> <p>BK — backwards. BK is always followed by a space and then a <u>number of steps</u>, eg BK 50</p> <p>LT — left. LT is always followed by a space and then a <u>number of degrees to turn</u>, eg LT 90</p> <p>RT — right. RT is always followed by a space and then a <u>number of degrees to turn</u>, 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 — pen 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>
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Physical Education	Hockey, Basketball, fitness and Dodgeball	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.
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Spanish	<p>Autumn 1- Shapes and colours in Spanish</p> <p>Autumn 2- Classroom objects</p>	<p>Sing the colour song</p> <p>Revisit key vocabulary from the knowledge organiser.</p>
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PSHE	School values Zones of regulation Black History month Antibullying Attendance	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 App
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Created and loved by
God (TenTen
curriculum)



Read Books by Black Authors: Choose age-appropriate books such as:

"Little Leaders: Bold Women in Black History" by Vashti Harrison
"Hair Love" by Matthew A. Cherry
"Sulwe" by Lupita Nyong'o

Family Talk Time: Discuss what fairness, equality, and respect mean. Use stories or videos to spark conversation.

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 24th October- Harvest Mass

Tuesday 11th November- Nature Discovery Day at Nower Wood

Monday 1st December- School Closure Day

Friday 5th December- Whole School Advent Reconciliation Mass

Friday 12th December- Christmas Jumper Day

Wednesday 17th December- KS2 Christmas Carol Concert