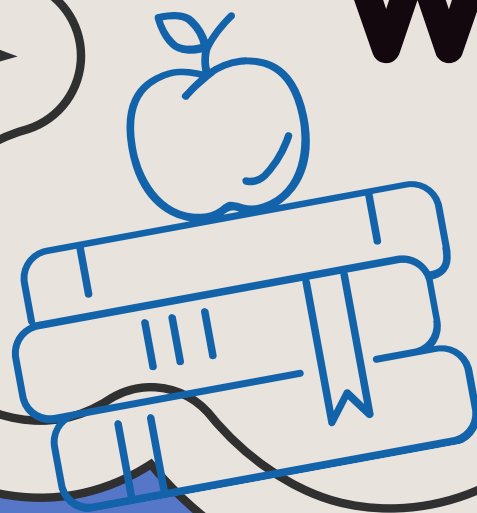




# YEAR 4

## WELCOME MEETING



# MEET THE TEAM



Miss Hurst



Mrs Hough





# WHAT WILL MY CHILD BE LEARNING?

## Vernon Primary School Year 4 Long Term Plan - Curriculum Map



	Autumn Tomb Raiders	Spring Born to be Wild	Summer Savage Settlers
English	<b>Narrative:</b> Stories of mystery and suspense Fictional Biographies Narrative diaries <b>Non-Fiction:</b> Biographies Instructions <b>Poetry:</b> Write poems that convey an image	<b>Narrative:</b> Stories set in familiar places Stories of Adventure Playscripts <b>Non-Fiction:</b> Balanced Arguments Letters <b>Poetry:</b> Learning and performing a poem by heart	<b>Narrative:</b> Stories set in familiar places Stories with imaginary places <b>Non-Fiction:</b> Non-chronological reports Recounts Explanations <b>Poetry:</b> Cinquain poems
Maths	Number – Place value Number – Addition and Subtraction Measurement – Area Number – Multiplication and Division A Consolidation	Number – Multiplication and Division B Measurement – Length and Perimeter Number – Fractions Number – Decimals A	Number – Decimals B Measurement – Money Measurement – Time Consolidation Geometry – Shape Statistics Geometry – Position and Direction
Science	<b>States of Matter:</b> compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials can change state. <b>Enquiry Unit - states of Matter</b>	<b>Animals including humans:</b> describe the simple functions of the basic parts of the digestive system in humans. Identifying the different types of teeth in humans and their simple functions. <b>Living things and their habitats:</b> recognise that environments can change and that this can sometimes pose dangers to living things.	<b>Sound:</b> identify how sounds are made, recognising that vibrations from sounds travel through a medium to the ear. <b>Electricity:</b> construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
Computing	Computing systems and network-internet Creating media – Audio editing	Creating media – photo editing Data and information – Data logging	Programming A – Repetition in shapes Programming B – Repetition in games
History	Focus area: Ancient Egypt – the achievements of an early civilisation	Focus area: Britain's Settlement by Anglo Saxons and Scots – Anglo Saxon invasions, settlements and kingdoms	Focus area: The Vikings and Anglo-Saxon struggle for the Kingdom of England – Viking raids and invasions
Geography	<b>Focus area:</b> What are rivers and how are they used? – ways water is stored and moves, water cycle, major UK and global rivers, features of a river. Fieldwork: river environment, water cycle weather sampling	<b>Focus area:</b> Why are rainforests important to us? – link between biomes and climate, Amazon rainforest features and layers, plant adaptations, impact of human activity. Fieldwork: world maps, aerial photographs, local woodland/park	<b>Focus area:</b> Where does our food come from? – biomes, mapping food imports, fair trade, with a focus on Côte d'Ivoire's cocoa beans. Fieldwork: school grounds data collection, maps, atlases
Art and Design	<b>Focus area:</b> Sculpture – Clay Egyptian figures and landmarks <b>Artist:</b> Arnold Auerbach	<b>Focus area:</b> Painting and Drawing - Jungles <b>Artist:</b> Henri Rousseau	<b>Focus area:</b> Print and Textiles - Sail for a Viking longship <b>Artist:</b> Piet Mondrian and Pia Camil
Design and Technology	Focus area: Mechanics - Mummy's tomb using levers, winding mechanisms, pulleys and gears. <b>Designer/Architect:</b> Imhotep	<b>Focus area:</b> Textiles - Jungle Leaves <b>Designer/Architect:</b> Mary White	Focus area: Construction and Computing - Viking longships <b>Designer/Architect:</b> Raye Montague & Colin Archer
Physical Education	Dance – Egyptians Health-related Fitness Tennis Basketball	Gymnastics – Partner work – pushing and pulling Football Netball Badminton	Dance – Vikings Athletics Tri-Golf Cricket
Languages	<b>Phonics Lesson 2</b> <b>'Je me présente'</b> – Developing short role-plays about yourself. <b>'La Famille'</b> – talking about members of your family	<b>'Boucle D'or et Les Trois Ours'</b> – Goldilocks and the Three Bears story <b>'Au Café'</b> – ordering food and drinks in a café.	<b>Cultural Focus (French speaking country): Madagascar</b> <b>Multilingual Unit – German</b> <b>'En classe'</b> – naming classroom objects
Music	Changes in pitch, tempo and dynamics – rivers Developing singing techniques - singing songs in unison at the correct pitch and with increasing expression	Body percussion - the sounds of the rainforest The origins of Rock and Roll and learning to play the bassline	Whole class instrumental lessons – Pbuzz Exploring Samba and carnival sounds, rhythms and instruments
Religious Education	Thread: Personal Belief How do beliefs shape people's lives? How have they changed over time? Theme: God the world & Self What do different Christians believe God is like?	Thread: R/WV in wider world How have religious people contributed to local & global society? Where do religious & non-religious ideas come from?	Thread: God the world & self, Personal Belief R/WV in wider world What kind of world do we want to live in? What impact can I have?
PSHE	<b>Relationships:</b> Families and friendships Safe relationships Respecting ourselves and others MyHappyMind	<b>Living in the Wider World</b> Belonging to a community Media, literacy and digital resilience Money and work MyHappyMind	<b>Health and Wellbeing</b> Physical health and mental wellbeing Growing and changing Keeping safe MyHappyMind
<b>Curriculum Values</b>			
<b>Creativity &amp; Curiosity</b>			
<b>Independence</b>			
<b>Respect &amp; Cooperation</b>			

'Nobody else is quite like me'

<b>English</b> Narrative: Stories of mystery and suspense inspired by Howard Carter's discovery of Tutankhamun – Tutankhamun by Gill Harvey Fictional biographies inspired by reading across the curriculum. Non-Fiction: Instructions of mummification. Biography of the life of Howard Carter – Mummies Unwrapped by Tom Foster. Poetry: Writing poems that convey an image (simile, word play, rhyme and metaphor).	<b>Maths</b> Number – place value, all four operations Measurement – perimeter, length, area Consolidation focus on multiplication tables.	<b>Science</b> States of Matter: Changing state from solids, liquids and gases Exploring how fossils are formed Investigating the water cycle and its impact on Earth. Autumn 2: States of Matter Enquiry unit
<b>Physical Education</b> Egyptian Dance: Creating a sequence of Egyptian God-themed dances focusing on the skills of: • Balance • Agility • Power • Speed • Control	<b>Geography</b> Rivers: Names the three courses and physical features (and surrounding human features) of a river, name and locate some major rivers (using OS maps). Describe the way a river is used. Identify problems that can affect rivers, make judgments on a river's environmental quality and suggest how it could be improved. Describe the features and processes of the Water cycle. Weather & Monitoring the weather over time, including coastal.	<b>Computing</b> Autumn 1: Computing systems and networks – The internet Internet security Content ownership Creating content and identifying false information. Autumn 2: Creating media Microphone, speakers and headphones to work with sound digitally Including podcasts Copyright and ownership of digital audio.
<b>Art and Design</b> Sculpture: • Create and combine shapes to create recognisable forms (human heads) • Use clay and other mouldable materials to create unique art. • Add materials to add interesting detail as topography and 3D patterns	<b>Languages</b> "Je me présente" – Developing short role plays about yourself. "La Famille" – talking about members of your family.	<b>History</b> Describing different characteristic features of the past, focusing on an ancient civilisation. Ask questions and find answers to questions about the past. Sourcing reliable evidence for historical enquiry on what life was like in the Ancient Egyptian times, investigating the discovery of Tutankhamun. Describe social, cultural and religious diversity of the past including beliefs and attitudes.
<b>Design and Technology</b> Making mechanisms: • Create mechanisms (using levers, winding mechanisms, pulleys and gears) to stop tomb raiders. • Focus on the mechanical advancements of tomb design (reliefs).	<b>Music</b> Understanding changes in pitch, tempo and dynamics inspired by rivers. Singing and performance – Developing singing techniques, singing songs in unison at the correct pitch and with increasing expression.	<b>Religious Education</b> Thread: Personal Belief • How do beliefs shape people's lives? • How have they changed over time? Theme: God the world & Self What do different Christians believe God is like?
		<b>PSHE</b> Relationships: Families and friendships Safe relationships Respecting ourselves and others

<b>Co-operation &amp; Respect</b> As respectful and cooperative people, we will... • listen and follow our class rules, supporting our friends to do the same. • work together to solve problems and support each other to learn. • work most effectively as a team and supporting each other to make a team. • respect the views of others and supporting each other to make a team. • work together to solve problems and support each other to learn. • work most effectively as a team and supporting each other to make a team. • respect the views of others and supporting each other to make a team.	<b>Curriculum Values</b> <b>Independence</b> As independent people, we will... • work together to offer support to one another and have fun. • work most effectively as a team and supporting each other to make a team. • respect the views of others and supporting each other to make a team. • work together to solve problems and support each other to learn. • work most effectively as a team and supporting each other to make a team. • respect the views of others and supporting each other to make a team.	<b>Creativity &amp; Curiosity</b> As creative and curious people, we will... • ask questions and find answers to questions about the past. • sourcing reliable evidence for historical enquiry on what life was like in the Ancient Egyptian times, investigating the discovery of Tutankhamun. • describe social, cultural and religious diversity of the past including beliefs and attitudes.
<b>English</b> Narrative: Stories set in familiar places & of Adventure, Narrative diaries. Initial Focus on "Charlie Small: Gorilla City" by Charlie Small before moving to "Fantastic Beasts and Where to Find Them" by J.K. Rowling. Non-Fiction: Balanced Arguments & Letters Poetry: Learning and performing a poem by heart, Jabberwocky by Lewis Carroll.	<b>Maths</b> Number: Multiplication & Division, Fractions and Decimals. Measurement: Length and Perimeter	<b>Science: Animals including humans:</b> describe simple functions of the basic parts of the digestive system in humans. Identifying the different types of teeth in humans and their simple functions. <b>Living things and their habitats:</b> recognise that environments can change and that this can sometimes pose dangers to living things.
<b>Physical Education</b> Gymnastics – Partner work – pushing and pulling Tennis Netball Badminton	<b>Geography: Focus area:</b> Why are rainforests important to us? – link between biomes and climate, Amazon rainforest features and layers, plant adaptations, impact of human activity. Fieldwork: world maps, aerial photographs, local woodland/park	<b>Computing</b> Creating media – photo editing Data and information – Data logging
<b>Art and Design</b> Focus area: Painting and Drawing - Jungles Artist: Henri Rousseau	<b>Languages</b> Boucle D'or et Les Trois Ours – Goldilocks and the Three Bears story. 'Au Café' – ordering food and drinks in a café.	<b>History</b> Adventure & Exploration Enquiry Focus area: Britain's Settlement by Anglo Saxons and Scots Anglo Saxon invasions, settlements and kingdoms Focus skills: Chronology, Sources & Evidence, E
<b>Design and Technology</b> Focus area (skills): Textiles - Jungle Leaves Designer/Architect: Mary White	<b>Music: Body and tuned percussion</b> – the sounds of the rainforest. The origins of Rock and Roll and learning to play the bassline	<b>Religious Education:</b> Thread: R/WV in wider world How have religious people contributed to local & global society? Where do religious & non-religious ideas come from?
		<b>PSHE:</b> Living in the Wider World Belonging to a community, literacy and digital resilience. Money work. MyHappyMind

<b>Co-operation &amp; Respect</b> Children will develop a respect for their environment, through learning about light and rainforests and a human's role in protecting them. Through team work in every area of the curriculum, our children will improve skills in listening to the viewpoints of others, respecting them and working with others to come to an agreed resolution. For example, they will work in pairs and small groups to create a gymnastic sequence.	<b>Independence</b> Whilst it is important for the children to work as a team, they will need to work independently. They will need to develop their own skills in listening to the viewpoints of others, respecting them and working with others to come to an agreed resolution. For example, they will work in pairs and small groups to create a gymnastic sequence.	<b>Creativity &amp; Curiosity</b> This theme encourages children to be curious, to ask questions and find answers for themselves. They will need to investigate the past in the time of the Vikings and Anglo-Saxons, asking some of their own questions to fully investigate. They will be guided in some of their learning which will lead them on to undertake some of their own research independently.
<b>English</b> For English lessons, we will be introducing children to two books: "How to Train Your Dragon", by Cressida Cowell and "The Secret Garden" by Frances Hodgson Burnett. Narrative: Children will explore writing with imagination and creativity, using "How to Train Your Dragon" and "The Secret Garden" as a stimulus. Non-Fiction: Children will explore a non-chronological report about the life of a dragon. Poetry: We shall create poems.	<b>Maths</b> In Year 4, we will be completing a wide range of reasoning and applying our knowledge of number to: Decimals, Time, Statistics, Money, Shape and Symmetry, Position and Direction. We will continue to become fluent in our multiplication facts in order to successfully pass our Multiplication Check.	<b>Science</b> We will be exploring sound in the first Summer term. Combining practical experiments with the physics of sound, we will be identifying how sounds are made, how they travel and how they change using a range of variables (distance, pitch, volume). Our second term involves exploring electrical circuits, creating light through the manipulation of their own circuits, including switches.
<b>Physical Education</b> In indoor PE, we will be learning a variety of Viking inspired dance moves to create a choreographed routine to go with our Viking mode. We will also be participating in several athletic events. Team sports include football and cricket.	<b>Geography</b> Our focus area in Geography will be the idea of "Where does our food come from?" Children will answer this question by studying biomes, mapping food imports, fair trade, with a focus on Côte d'Ivoire's cocoa beans.	<b>Computing</b> In computing this term, we shall be programming. Within this we will be exploring repetition in shapes and repetition in games.
<b>Art and Design</b> During this term we will be looking at print and textiles. Children will develop printing techniques and designs to create their own Viking inspired art. We will focus on artists like Piet Mondrian and Pia Camil to develop inspiration.	<b>Languages</b> In Summer 2 French lessons will have a Cultural Focus on French speaking countries. Children will study Madagascar and will compare this country to France whilst learning key facts about the country. In Summer 2 with will be "En Classe" where we will be identifying and naming a range of classroom objects.	<b>History</b> We will be further embedding our knowledge of post Roman Britain at the way up to 1066. In this block of work, we shall explore the Vikings and Anglo-Saxon struggle for the Kingdom of England focusing on Viking raids and invasions.
<b>Design and Technology</b> Children will design and build their own Viking inspired longships. The challenge will be to ensure the vessel is water tight and can float.	<b>Music</b> Here come the Vikings! Adapting and transposing music, The Genre of Samba and exploring carnival sounds, instruments and rhythms.	<b>Religious Education</b> We will be investigating how people with religious and non-religious views respond to poverty, investigating aid agencies and asking how and why do people within religious work for justice and equality. Children will explore what kind of world we want to live in and what impact can we have?
		<b>PSHE</b> We will be looking at the following themes: • Maintaining a balanced lifestyle, focusing on oral hygiene and dental care, physical and emotional changes in puberty, medicines and drugs common to everyday life.
<b>Co-operation &amp; Respect</b> Through our curriculum this term, the children will develop skills of co-operation as they have to work as part of a team on a range of challenging situations. For example, in DT they will need to co-operate with each other to produce an end product, in this case a Viking boat. Through investigations they will develop respect for the past and its importance in our lives now. In addition to this they will continue to develop respect for each other, as they play games.	<b>Independence</b> Whilst it is important for the children to work as a team, they will also need to work independently. There will be opportunities for them to develop ideas together but then carry them out on their own. In PE, the need to develop their own skills before engaging them in a game. Nobody else is quite like me	<b>Creativity &amp; Curiosity</b> This theme encourages children to be curious, to ask questions and find answers for themselves. They will need to investigate the past in the time of the Vikings and Anglo-Saxons, asking some of their own questions to fully investigate. They will be guided in some of their learning which will lead them on to undertake some of their own research independently.

In Year 4 we have 3 themes split equally over the academic year:

- Autumn Term - Tomb Raiders
- Spring Term - Born to be Wild!
- Summer Term - Savage Settlers

More detailed curriculum planning is available on our website on:

<https://www.vernonprimaryschool.com/class/year-4>





# READING IN YEAR 4



Reading is a vital skill that supports and enriches children's learning across the whole curriculum. At Vernon, we ensure that our children are taught to read with fluency, accuracy and understanding, through a variety of discreet and cross-curricular learning opportunities. Above all, we strive for our children to become enthusiastic, independent and reflective readers with a passion for books and a love of literature.



## Independent Reading Guided Reading Reading Streams Reading Hub

**We're  
currently  
reading:**





**Reading practice book**

This book has been carefully matched to your child's current phonics phase of learning. If your child is reading it with little help, please do not worry that it is too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they are struggling to read a word, read it to them. After they have finished, talk about the book together.

**Sharing book**

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book that they have chosen for you to enjoy together. Please remember that you should not expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!

Please record in your child's reading record every time you read at home so we can celebrate their reading achievements in class.

**In school, your child will read with an adult at least twice a week and a comment will be written by an adult in your child's reading record.**

To support your child with their reading, please find below question prompts that can be used whilst reading with them

**1a draw on knowledge of vocabulary to understand texts**

- What does this... word/phrase/sentence... tell you about... character/setting/mood etc?
- In the story, 'x' is mentioned a lot. Why?
- The writer uses words like ... to describe .... What does this tell you about a character or setting?

**1b: Identify and explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information**

- What did s/he/it look like?
- Where in the book would you find...?
- What do you think is happening here?
- What evidence do you have to justify your opinion?
- How do the title/contents page/chapter headings/glossary/index... help me find information in this book?

**1c: Identify and explain the sequence of events in texts**

- What happens first in the story?
- Use three sentences to describe the beginning, middle and end of this text?
- Why does the main character do 'x' in the middle of the story?
- How does the hero save the day in the story?

**1d: Make inferences from the text**

- What makes you think that?
- How do you feel about...?
- I wonder why the writer decided to...?
- What do these words mean and why do you think the author chose them?

**1e: Predict what might happen on the basis of what has been read so far**

- What will happen next? Why do you think this? Are there any clues in the text?
- Can you think of another story, which has a similar theme? e.g. good over evil.



## KEY INFORMATION

Please ensure you are signed up to our Class Google Classroom. We update this regularly to share with you an insight into the Year 4 curriculum, events and recommendations to support your child.

To support your child's writing process at home a key area to focus on is spelling. In Year 4 our spelling goal is to ensure every child can spell all the common exception words highlighted by the DfE and our Year 4 Spelling List (this can be found on our school website). We will provide your child with a Spelling Frame account to support them with their learning at home.

**We regularly update our school X page with the adventures we have been on!**

During the Autumn term the children will be provided with their Times Tables Rock Stars login details. This is a platform used from Year 2 to Year 6 to support children with their rapid recall of their timetables. The children are able to access this at home too so they can continue their learning further if they wish to.

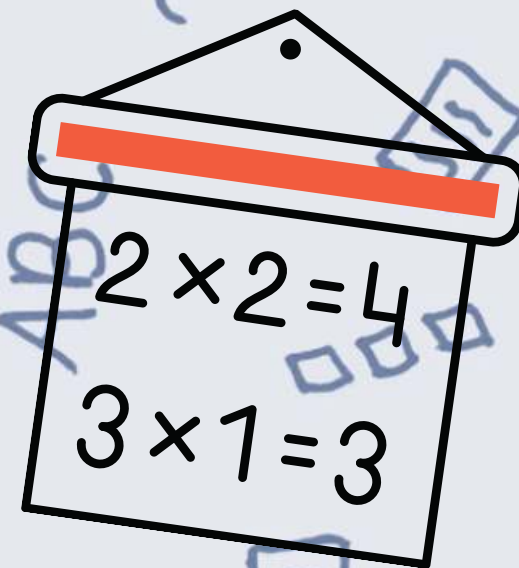


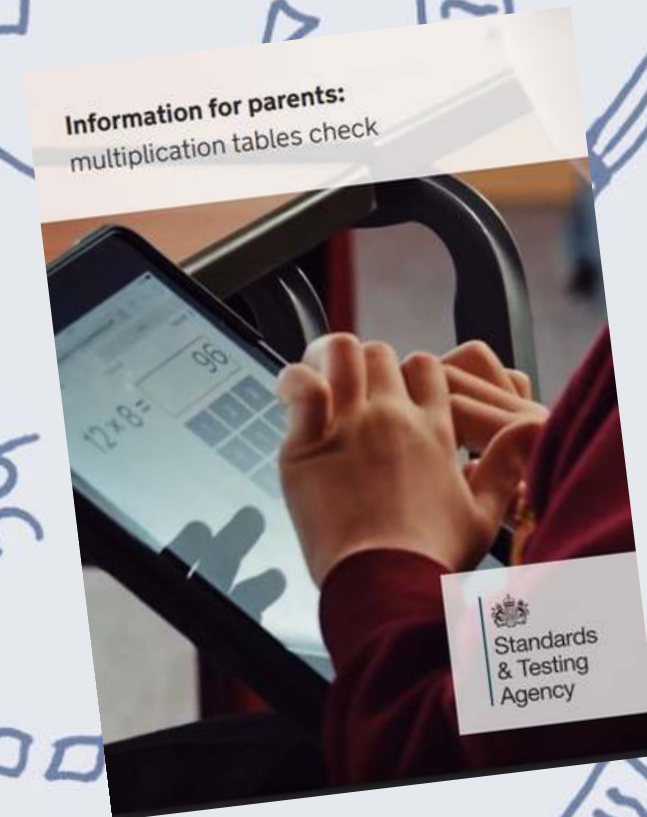


# MULTIPLICATION TABLES CHECK

During the Summer Term all children in Year 4 will take part in a statutory Multiplication Tables Check (MTC) set by the DFE. The purpose of the MTC is to ensure that all children can recall their tables fluently which is essential for their future success in Mathematics.

The MTC will be administered between Monday 8<sup>th</sup> June and Friday 12<sup>th</sup> June during the school day. The children will be working within school on their tables and have practised the format of the check. They are familiar and comfortable with the timed aspect however we would ask that practise at home is continued and encouraged.


$$2 \times 2 = 4$$
$$3 \times 1 = 3$$



MATHSFRAME.CO.UK

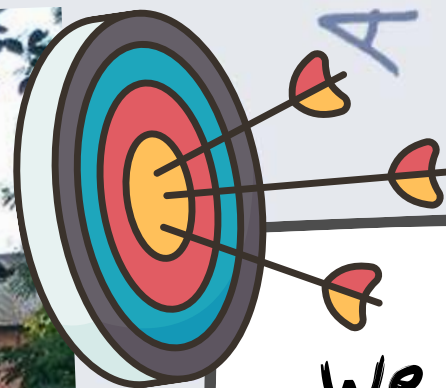




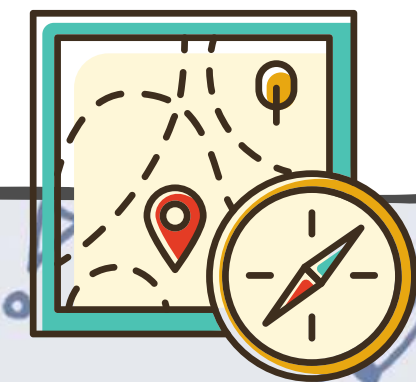
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x



# RESIDENTIAL - STANDON BOWERS



We are delighted to share that our upcoming residential will be at Standon Bowers. During the trip, children will have the chance to take part in a range of exciting activities, including Caving, Archery, Bushcraft, Low Ropes, Bridges, Orienteering and Bouldering. This residential will provide pupils with valuable opportunities to build confidence, develop teamwork skills, and create lasting memories. Further details about the trip will be shared in our dedicated Residential Parent Meeting.

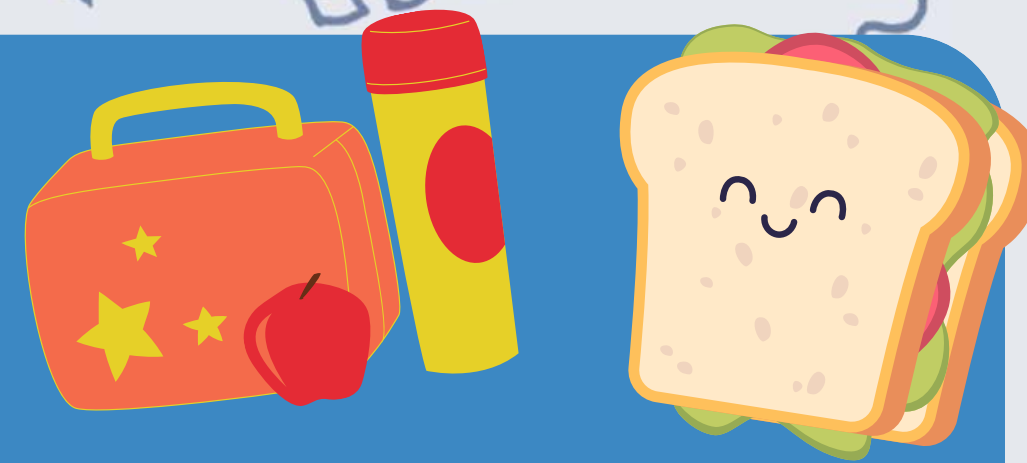




# WHAT DOES MY CHILD NEED TO BRING TO SCHOOL?

Please can you ensure that your child brings to school.

- Reading Records and Reading Books - every day
- Water bottles are essential, even for children having school dinners and will be kept in classrooms.
- PE kits - we ask that PE kits are kept in school. The children will take them home each half term to be washed.
- Children should come to school each day with a water-proof coat and (if they choose to) a playtime snack. We just ask that any snack coming from home is nut free. **We are a nut free school.**
- Lunch box - if not ordering school lunches. School lunches are ordered in advance using your child's SwiftKitchen Key.



P.E will take place on:  
**Tuesdays and Fridays**



## KEY DATES

**FRIDAY 26TH SEPTEMBER - EGYPTOLOGIST DAY**

**MONDAY 29<sup>TH</sup> SEPTEMBER - MACCLESFIELD MUSEUM**

**4<sup>TH</sup> - 5<sup>TH</sup> DECEMBER - RESIDENTIAL, STANDON BOWERS**

**WEDNESDAY 10<sup>TH</sup> DECEMBER - BAPTIST CHURCH**



The background is a light blue color with a repeating pattern of various school-related icons in a darker blue. These icons include pencils, sheets of paper with wavy lines, envelopes, paper clips, and the letters 'ABC'.

**ANY QUESTIONS?**





**THANK YOU**