



# Year 4 Teaching and Learning Newsletter

## Messages:

**Welcome back to all our Year 4 Pupils!**



Our new History topic this half-term is the **ROMANS**. We will learn about Place some historical periods in a chronological framework. Use historic terms related to the period of study. Use sources of information in ways that go beyond simple observations to answer questions about the past. Use a variety of sources to find out about aspects of life in the past. Communicate learning in an organised and structured way, using appropriate terminology. Describe the Roman Empire and its impact on Britain.

In the second half term we then move onto learning about **RAINFORESTS** (incl. our world). Recognise that people have differing quality of life living in different locations and environments. Describe how people have been affected by changes in the environment. Describe and understand key aspects of physical geography, including; climate zones, biomes and vegetation belts. rivers, mountains and the water cycle. Recognise the different shapes of continents.



**Please continue to send in Topic Home Learning Work throughout the Term.**

## Peek at our Term...

### Maths

<u>What we already know</u>	<u>What we are going to learn</u>	<u>Activities you can do at home</u>
<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> <li>Fractions</li> </ul>	<ul style="list-style-type: none"> <li>Place Value</li> <li>Addition and subtraction</li> <li>Multiplication and division</li> <li>Fractions</li> <li>Measurement</li> <li>Geometry</li> <li>Statistics</li> </ul>	<p><b>Support your child with TT Rockstars</b> -<a href="https://www.ttrockstars.com">Times Tables Rock Stars: Play (ttrockstars.com)</a></p> <p><b>and if they are struggling with a particular multiplication table- practise it on hit the button.</b> <a href="https://www.topmarks.co.uk/maths-practise-for-6-11-year-olds">Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk).</a></p> <p><b>FRACTIONS</b> – when sharing a chocolate bar/pizza discuss sharing a whole one into equal pieces. How many pieces left as you go?, what fraction would this be?</p>

### Reading

<u>What we already know</u>	<u>What we are going to learn</u>	<u>Activities you can do at home</u>
<ul style="list-style-type: none"> <li>identify and make notes of the main points of section(s) of text</li> <li>infer characters' feelings in fiction and consequences in logical explanations</li> <li>identify how different texts are organised, including reference texts, magazines, leaflets, on paper and on screen</li> <li>explore how different texts appeal to readers using varied sentence structures and descriptive language.</li> </ul>	<ul style="list-style-type: none"> <li>deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non fiction texts</li> <li>use knowledge of different organisational features of texts to find information effectively</li> </ul>	<p>Read with your child regularly and check that they are reading and quizzing on MyOn.</p> <p>At the weekends why don't you take your child to The Oldham Library to pick books of their own choice and join in with the Free weekend sessions.</p> <p><a href="https://www.oldham.gov.uk/info/200395/find_a_library/722/oldham-library-and-lifelong-learning-centre">https://www.oldham.gov.uk/info/200395/find_a_library/722/oldham-library-and-lifelong-learning-centre</a></p>

### Writing

<u>What we already know</u>	<u>What we are going to learn</u>	<u>Activities you can do at home</u>
<ul style="list-style-type: none"> <li>show relationships of time, reason and cause, through subordination and connectives</li> <li>compose sentences using adjectives, verbs and nouns for precision, clarity and impact</li> <li>clarify meaning through the use of exclamation marks and speech marks</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>reading books that are structured in different ways and reading for a range of purposes.</li> <li>identifying themes and conventions in a wide range of books.</li> <li>asking questions to improve their understanding of a text.</li> </ul>	<p>Write a poem in the style your child already knows.</p> <p>Choose a member of the family and write a character description about them.</p> <p>Write a recount about the Christmas holidays and what you and your family got up to during the break.</p> <p>Pay particular attention to capital letters and full stops.</p>

### Science

<u>What we already know</u>	<u>What we are going to learn</u>	<u>Activities you can do at home</u>
<ul style="list-style-type: none"> <li>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</li> <li>identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>	<ul style="list-style-type: none"> <li>recognize that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognize that environments can change and that this can sometimes pose dangers to living things</li> </ul>	<p>Visit BBC Bitesize to develop the children's understanding of <b>HABITATS AND LIVING THINGS.</b></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zn22pv4/resources/2">https://www.bbc.co.uk/bitesize/topics/zn22pv4/resources/2</a></p>



Topic

**What we already know**

- To know the difference between past and present by dividing into different periods of time.
- To put events and objects in the chronological order.
- To know, use and compare historical stories, books, pictures, people and events using historical terminology.

**What we already know**

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

**What we are going to learn**

**Romans**

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- I understand the impact that the Roman Empire had on Britain
- I can talk about Boudicca and her resistance against the Roman invasion
- I understand Julius Caesar's attempted invasion in 55-54 BC
- I can discuss the Roman Empire by AD 42 and the power of its army.
- I can discuss the culture and beliefs of the Romans

**Habitats and living things.**

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

**Activities you can do at home**

Who were the Romans? Discover what the Romans were famous for

<http://www.primaryhomeworkhelp.co.uk/romans/>

Research using the animal homework links:

<http://www.primaryhomeworkhelp.co.uk/animals.html>

RE

**What we already know**

- Worship- Christianity, Hinduism, Islam
- About the Jewish people's religion
- How Jewish people celebrate

**What we are going to learn**

What are the deeper meanings of festivals? Six aspects of celebration (Christianity, Judaism, Hinduism and Islam)

**Activities you can do at home**

Discuss what **religious festivals** mean to you and your family, make links to other celebrations in the world.

PSHE including RHE

**What we already know**

- In Year 3 they have touched briefly on internet banking when learning about how to keep electronic data secure. There is no other previous learning specifically about money.

**What we are going to learn**

- I know the role money plays in my life and other's lives.
- I know that people must make choices in how they spend money.

**Activities you can do at home**

- Role play at home – shop keeper game.
- When out and about, paying for things:
  - Shopping, takeaways and bills. Point out and share with your child.

**Reminders:**

Please can we remind all children to wear their PE kits, on the days specified below.

- Class – 9**
- PE lessons are on **Monday** and Games/Sports development lessons are on **Friday for Spring 1 and Thursday for Spring 2**
- Class – 10**
- PE lessons are on **Monday in Spring 1 then Thursday in Spring 2** and Games/Sports development lessons are on **Thursday in Spring 1 and Friday Spring 2**
- It is important to send your child to school - **EVERYDAY**- with their book bags, the children should have their iPads and Reading book and reading record- at all times.



**Important events this term:**

Home learning should be completed weekly (by the weekend of the academic week).

- **Good Work Assembly** - Monday
- **Singing Assembly** - Tuesday
- **Class Assembly** - Wednesday
- **Reflection Assembly (classroom)** - Thursday
- **Whole School Assembly** - Friday

**Did You know?**

Class blogs are updated on Friday and Home Learning is set on Monday. [www.greenhill.theharmonytrust.org](http://www.greenhill.theharmonytrust.org)



We are looking forward to this term.

Remember, if you wish to speak to your child's class teacher, please ring the office to book an appointment.