

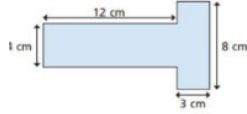
4CH Newsletter Autumn 2 2026-2027



Maths: This term, we will focus on:

- Written methods for + and -
- Finding the area of shapes
- Comparing the area of shapes
- Multiples of 3
- Multiplying and dividing by 6, 7, 9, 12
- Multiplying by 1 and 0
- Dividing a number by itself
- Multiplying three numbers

This half term's times table focus is the 7 times table.



7 x
7 x 1 = 7
7 x 2 = 14
7 x 3 = 21
7 x 4 = 28
7 x 5 = 35
7 x 6 = 42
7 x 7 = 49
7 x 8 = 56
7 x 9 = 63
7 x 10 = 70
7 x 11 = 77
7 x 12 = 84

We hope you have had a lovely half term holiday. As always, we have a busy half term. Spellings and homework will continue to be set on a Tuesday and tested / marked the following Tuesday. All spellings will be set on Edshed where children can play games to help them practise and a copy glued into their diaries. Please continue to read every day and use TTRS and the Multiplication Check website to practise times tables for the test on a Friday. **PE is still on a Wednesday and Forest School will now be on a FRIDAY afternoon.**



DT: We will be designing, making and evaluating our own electrical torches.

Science: Electricity and Circuits

During this unit we will look at:

1. Using electricity: recognising how electrical appliances are powered.
2. Building circuits: constructing electrical circuits and drawing scientific diagrams.
3. Switches: exploring how switches work in circuits.
4. Electrical conductors and insulators: exploring the use of different materials.
5. Bulb brightness: investigating what affects bulb brightness.
6. Electrical safety: understanding how to be safe around electricity

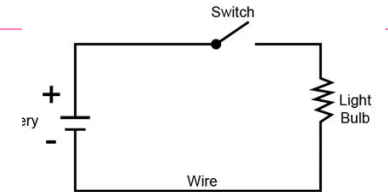
English: This half term we will finish our letters from 'The Mermaid of Zennor' before reading our new texts 'Farther' and 'The Iron Man'. Our writing outcomes will be:



Instructions
Recount
Poetry



Story opener
Letter of advice



Guided Comprehension:
(Whole autumn term)



RE: What does it mean to be a Hindu living in Britain today?
(See knowledge mat for all autumn term)

PSHE: 
Friendship Week
Online Bullying Relationships
(See knowledge mats)

Geography: Antarctica

We will answer the following questions:

1. What is climate?
2. Where is Antarctica?
3. Who lives in Antarctica?
4. Who was Shackleton?
5. Can we plan an expedition around school?

Computing: We will learn about the following during our lessons this half term term:

- Recording audio.
- Editing audio
- Planning, creating and editing a podcast

Key Vocabulary	Addition and Subtraction Methods	
Add	Add 4-digit numbers No exchange 5162 +3427 ----- 8589 Starting with the ones, add each column in turn. One exchange 5162 +3497 ----- 8659 1 Starting with the ones, add each column in turn. When adding 6 tens + 9 tens = 15 tens = 1 hundred + 5 tens Place 1 hundred under the hundreds answer and 5 tens in the answer. Multiple exchanges 5864 +3497 ----- 9361 111 Starting with the ones, add each column in turn. Exchange tens, hundreds and/ or thousands as required.	Subtract 4-digit numbers No exchange 5789 - 3421 ----- 2368 Starting with the ones, subtract each column in turn. One exchange 61 5749 - 3471 ----- 2278 Starting with the ones, subtract each column in turn. When subtracting 4 tens - 7 tens, exchange 1 hundred to make: 14 tens - 7 tens = 7 tens Multiple exchanges 6131 5742 - 3476 ----- 2266 Starting with the ones, subtract each column in turn. Exchange tens, hundreds and/ or thousands as required.
Total		
Plus		
Sum		
More		
Altogether		
Difference		
Subtract		
Less		
Minus		
Take away		
Mentally, Orally		
Column Addition		
Column Subtraction		
Exchange		
Estimate		
Inverse operation		
Solve problems		
Number facts		
 visit twinkl.com	Efficient subtraction	
	Calculate $6000 - 3617 = 2383$ 	

Add and Subtract 1s, 10s, 100s, 1000s

Here is the number 3124



Add 2 thousands = 5124

Add 5 hundreds = 5624

Subtract 2 tens = 5604

Add 5 ones = 5609

Here is the number 6708

Thousands	Hundreds	Tens	Ones
6	7	0	8

Add 3 thousands = 9708

Subtract 4 hundreds = 9308

Add 5 tens = 9358

Subtract 7 ones = 9351

Crossing ones, tens or hundreds

$5392 + 4 \text{ tens} = 5432$ crossing tens

$5126 - 600 = 4526$ crossing hundreds

When crossing ones, tens or hundreds, more than one digit will change.



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Round to Estimate

$$1635 + 386 = 2021$$

Round to the nearest ten

$$1640 + 390 = 2030$$

Round to the nearest hundred

$$1600 + 400 = 2000$$

Both give a reasonable estimate, but rounding the nearest ten is more accurate.

$$9362 - 5729 = 3622$$

Round to the nearest hundred

$$9400 - 5700 = 3700$$

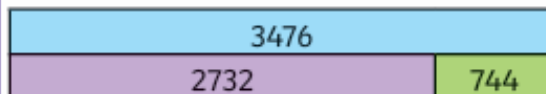
Round to the nearest thousand

$$9000 - 6000 = 3000$$

Rounding to the nearest hundred is much more accurate in this case.

Checking Strategies

Using Inverse



$3476 - 744 = 2732$ can be checked using

$$2732 + 744 = 3476$$

This part whole shows the inverse calculations using these three numbers.



$1549 + 2688 = 4237$	$2688 + 1549 = 4237$
$4237 - 1549 = 2688$	$4237 - 2688 = 1549$

Adding in a different order

$$420 + 372 + 280 =$$

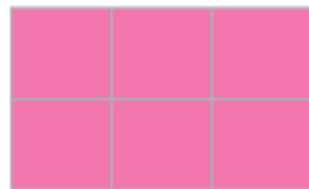
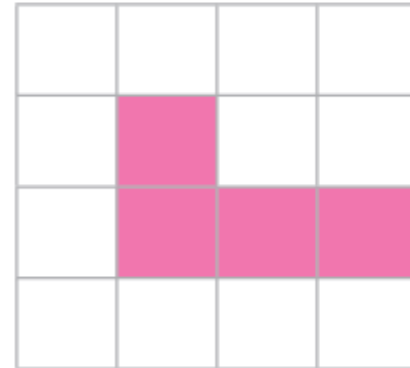
Change to

$$420 + 280 + 372 =$$

$$\text{As } 420 + 280 = 700$$

(because $42 + 28 = 70$)

$$420 + 280 + 372 = 700 + 372 = 1072$$

Area and Perimeter		Knowledge Organiser
Keywords	Area and Perimeter	Measuring Area
area	Area is the amount of space inside a 2D shape. Perimeter is the total distance around the outside of a 2D shape. 	We can count squares to find the area of a rectilinear shape.  Area = 1 square  Area = 6 squares  Area = 4 squares
perimeter		
centimetres		
metres		
squares		
distance		
millimetres	Units of Measure for Perimeter	Rectilinear Figures
kilometres	km m cm mm 1 kilometre = 1000 metres 1 metre = 100 centimetres 1 centimetre = 10 millimetres	A rectilinear figure is a 2D shape whose sides all meet at right angles (90°).   
length		
width		
rectilinear		
right angle		
		  
 visit twinkl.com		

Key Vocabulary

Multiplication and Division Facts

Use Place Value to Multiply and Divide Mentally

multiply

groups of

lots of

times

divide

share

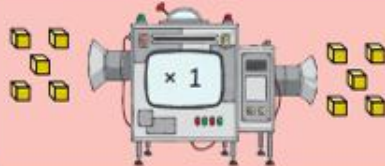
remainder

factor

multiple

product

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



$$5 \times 1 = 5$$

$$5 \div 1 = 5$$



$$5 \times 10 = 50$$

$$50 \div 10 = 5$$

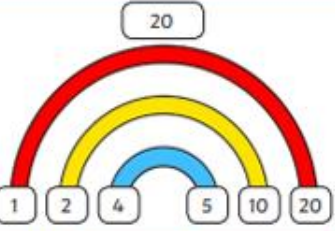


$$5 \times 100 = 500$$

$$500 \div 100 = 5$$

Factor pairs and Commutativity

Multiply Using Formal Written Methods



The factors of 20 are 1, 2, 4, 5, 10 and 20.

The factor pairs are:

1 and 20	2 and 10	4 and 5
----------	----------	---------

$$5 \times 4 = 20$$


$$4 \times 5 = 20$$


Th	H	T	O
	5	4	3
x			4
		1	2
	1	6	0
2	0	0	0
2	1	7	2

(4×3)
 (4×40)
 (4×500)

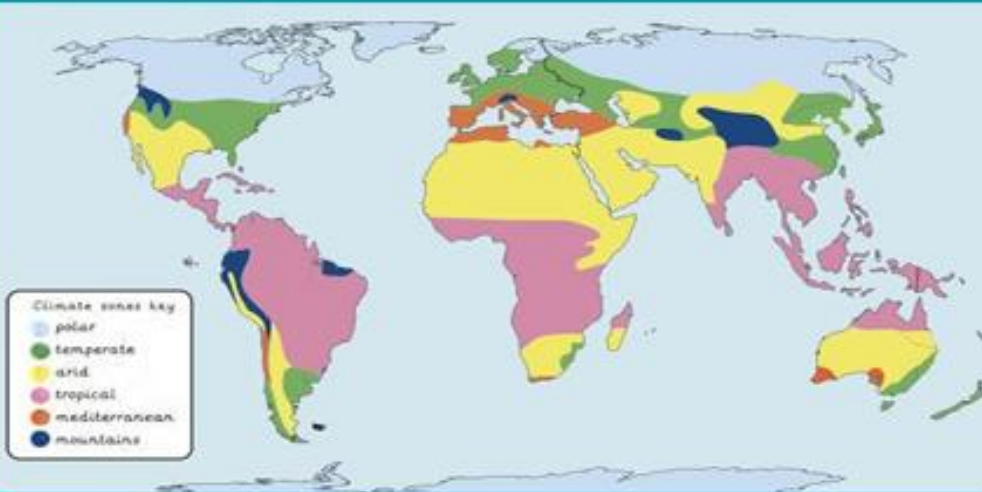
Th	H	T	O
	5	4	3
x			4
2	1	7	2
	1	1	

Remember to move any regrouped numbers into the next column. After the next multiplication, add the regrouped number to the answer.

Lines of latitude and longitude



Climate zone map



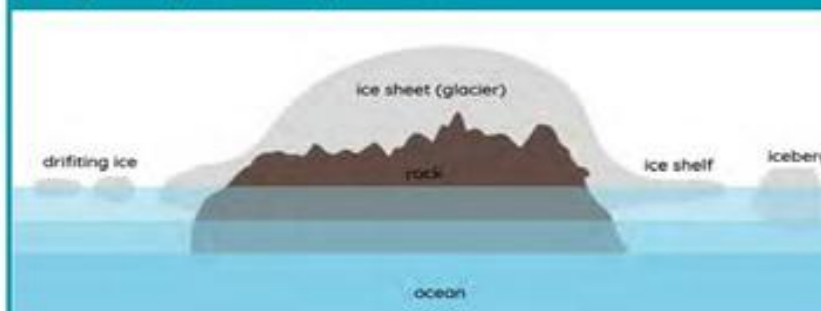
Compass points



Who lives in Antarctica?



Physical features of Antarctica



lines of latitude	Invisible horizontal lines mapped on our globe to show how far north or south a place is from the Equator.
lines of longitude	Invisible vertical lines mapped on our globe to show how far east or west a place is from the Prime Meridian.
hemisphere	One half of the Earth.
climate	The long-term weather conditions in a specific region.
climate zone	Areas of the world grouped together that have a similar climate.
compass points	North, east, south, west, north-east, south-east, south-west, north-west
direction	An imaginary line showing the way someone or something is moving.
treaty	A formal, written agreement between two places.
ice shelf	A thin layer of ice extending off a glacier into the sea.
ice sheet	A layer of ice covering the land for a long period of time, also known as a glacier.
drifting ice	Thin, floating pieces of ice not attached to a glacier.
iceberg	Large chunks of floating ice that break off a glacier.

battery	Made from two or more cells that provide electrical energy to power a circuit.
bulb	A part of a circuit made from glass or plastic that gives light when electricity passes through it.
conductor	A material that allows electricity to flow through it, such as metal.
design criteria	A set of instructions for the project.
electricity	A type of energy that is usually invisible and can be made or stored to make things work, such as moving or heating objects.
insulator	A material that does not let electricity flow through it, such as plastic.
series circuit	A closed circuit where the current flows in one path.
switch	A part of a circuit that can open or close to allow electricity to flow or stop it from flowing, such as a light switch that turns lights on or off.
test	To find out whether something works as it should.
torch	A battery-powered light that can be carried.
wire	A thin piece of copper that conducts electricity and connects circuit components together.

Many products use batteries.



In the past, there were no electrical items because they had not been invented yet.

Electrical appliances

Electrical appliances are found all around us.



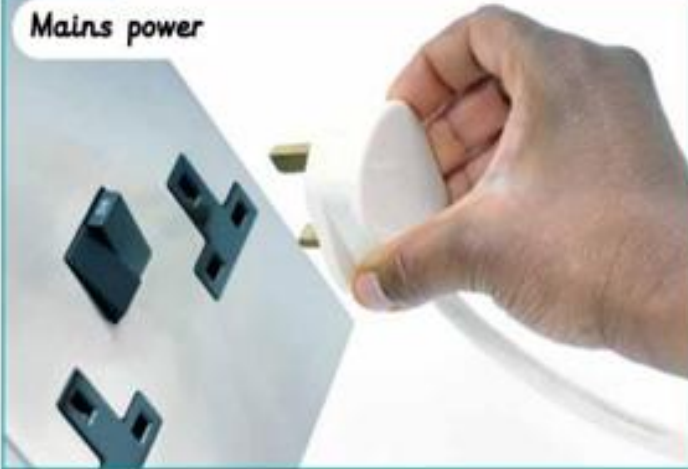
An electrical circuit is the pathway through which electrical charge flows in an appliance.

For a circuit to work, it must include:

- A power source.
- A complete pathway.
- A device or component, such as a bulb.

Power source: something that transfers electrical energy to make an appliance work.

Mains power



- Provides high power for larger appliances.
- Requires access to an electrical socket.
- Appliances are fixed in place.

Batteries



- Allows an appliance to be portable and used anywhere.
- Allows an appliance to be used where no electrical sockets are available.
- Batteries run out and need replacing.
- Batteries are harmful and must not go to landfill.

A **component** is a part of an electrical circuit.

Symbols are often used to represent the components so they are easy to draw and recognise.

battery/cell



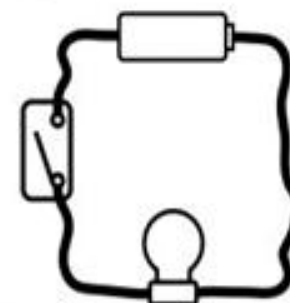
wire



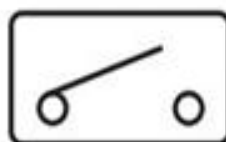
bulb



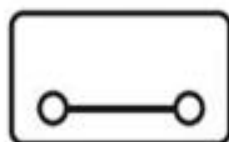
A **circuit diagram** is a simple line drawing that represents how the components in an appliance join together.



open switch



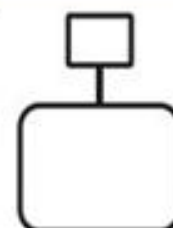
closed switch



buzzer



motor



Electrical conductors are materials that allow electrical charge to flow through quickly.



Metals are good electrical conductors.

Electrical insulators are materials that do not allow electrical charge to flow easily.



Plastics are good electrical insulators.

Electrical safety



- Do not use electrical appliances or switches with wet hands.
- Do not put anything other than a plug in an electrical socket.
- Let an adult know if electrical appliances or wires appear damaged.
- Do not leave electrical wires laying across the floor or on hot surfaces.

Computer Safety

TOPICS: What I Know Now and Online Bullying - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent

In Year 4, children re-establish what they already know about staying safe when using technology before building on this through more complex learning.

They revisit how to recognise situations that may place themselves or others at risk online and identify strategies that support safe and respectful behaviour.

Pupils explore positive values in online relationships and consider the feelings that may arise from online bullying. They also learn coping strategies and who they can ask for help.

Curriculum Links

Statutory RSHE Links

Online safety and awareness; Wellbeing online; Respectful, kind relationships; General wellbeing; Caring friendships; Being safe;

Ask me a question!

What are the positives and negatives of using computers and being online?

How can you keep yourself and others safe online?

If someone you know is being bullied online, what could you do?

Knowledge & Skills Progression

What I Know Now - Pupils can...

- share and reflect on their understanding of how to stay safe when using technology as they begin to explore more complex online safety topics
- recognise situations that may place themselves or others at risk when using technology or communicating online
- Identify trusted people and support who can help them if something online or on a device worries them
- suggest and explain safe actions that help them use technology responsibly in everyday situations

Online Bullying - Pupils should...

- recognise the key values that are important in positive online relationships
- explain the feelings and emotions that may arise from online bullying
- develop coping strategies to use if we or someone we know is being bullied online
- identify how and who to ask for help

I will learn the following new words/phrases:

I now know...

Online relationship	A relationship between people who have met online, and in many cases know each other only via the Internet.
Online bullying	Bullying which takes place over digital devices, such as phones, tablets, and computers.
Offensive	Causing someone to feel upset or annoyed.
Insulting	Something that is rude, offensive, or disrespectful.
Rude	Not polite or kind.
Device	A piece of portable electronic equipment that can connect to the internet, such as a smartphone, tablet, or laptop/ computer.
Posting	A piece of writing, image, or other item of content published online.
False content	Content published online that is false or misleading.
Opinion	A view or judgement formed about something, not necessarily based on fact or knowledge.
Rumours	A story or statement that is being passed around without confirmation that the information is true.



Relationships

TOPICS: What I Know Now and Relationships - *Suggested for Year 4*

We have chosen to deliver this topic in year(s):

Year Intent



In Year 4, children re-establish what they already know about positive relationships before building on this through more complex learning. They revisit behaviours that support healthy relationships and begin to understand how relationships can change as people grow.

Pupils explore different types of relationships, including families, and consider how people support one another. They also develop their understanding of healthy and unhealthy relationships and learn how to ask for help from trusted people.

Curriculum Links

Statutory RSHE Links

Developing bodies; Respectful, kind relationships; Being safe; Families and people who care for me; Caring friendships;

Ask me a question!

What types of relationships are there?

How could you help someone who feels uncomfortable in a relationship?

What is the difference between secrets and surprises?

What can make a relationship healthy or unhealthy?

Knowledge & Skills Progression

What I Know Now - Pupils can...

- share and reflect on their understanding of positive relationships as they begin to explore more complex relationship topics
- recognise behaviours and situations that may affect relationships or cause others to feel upset
- identify trusted people and support who can help them manage relationship difficulties or worries
- suggest and explain ways to show respect, kindness and consideration in everyday relationships

Relationships - Pupils should...

- recognise the different types of relationships we can have and describe how these can change as we grow
- explain how our families support us and how we can support our families
- identify how relationships can be healthy or unhealthy
- explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable



I will learn the following new words/phrases:

I now know...

Nervous	Being fearful, worried, or concerned about someone or an event.
Scared	Feeling fearful or frightened.
Inappropriate	Not right for or suited to the situation or purpose. Not appropriate.
Connection	The act of joining or being joined to something else.
Civil partnership	A civil partnership is a legal relationship which can be registered by two people who aren't related to each other.
Marriage	A formal union and social and legal contract between two individuals that unites their lives legally, economically, and emotionally.



What does it mean to be a Hindu living in Britain today?

<u>Word</u>	<u>Definition</u>
Hinduism	A major world religion originating from the Indian subcontinent, focusing on dharma (duty), karma (action), and moksha (liberation).
Dharma	The moral or religious duty one has in life; a key concept in Hinduism.
Artha	The pursuit of economic development and prosperity through honest means in Hindu thought.
Kama	The enjoyment of life's pleasures in a balanced way, one of the four aims in Hindu life.
Moksha	Liberation from the cycle of birth and rebirth, the ultimate goal of life in Hinduism.
Karma	The principle that actions have consequences; good actions bring good <u>karma</u> , bad actions bring bad karma.
Puja	A Hindu ritual performed as an offering to God, involving prayer, offerings, and worship.
Murti	An image or statue of a deity that is worshipped in Hindu homes and temples.
Shrine	A place, often within a home, where religious images or objects are kept for worship.
Aarti	A ceremony involving the worship of deities with light from wicks soaked in ghee or camphor, often accompanied by hymns.



Key Learning

1. Describe Hindu beliefs about God.
2. Identify and describe the significance of common objects found in Hindu homes such as murtis, shrines, and puja items.
3. Describe the daily practices of Hindu families, including puja and aarti, and explain their importance.
4. Explain the four aims of life in Hindu thought (dharma, artha, kama, moksha)
5. Understand the concept of karma and how actions influence one's future in Hindu belief.
6. Identify ways in which Hindu values encourage community service and social responsibility.
7. Reflect upon examples of historical figures: Mahatma Gandhi, as representations of Hindu beliefs in action.