Bowmansgreen Primary School

Year Group: 4

Our main themes for work Autumn term are outlined below.

We hope this will aid you in supporting your child in the work they do at school and with homework given.

English	**Myths** –Children will have explored the features of myths and ultimately they will plan and write their own using some of these techniques. **Reports-** We will be looking at the various features of report writing. We will then write our own cross curricular report and assess it against the success criteria. **Poetry** – We will be reading, writing and performing a range of free verse poems. We will also be reading and writing our own riddles.

Mathematics	By the end of year 4, children will apply their understanding of maths to solve a wide variety of problems with more than one step and be expected to prove their thinking through pictures, jottings and conversations.
	 Number and place value
	 • count in multiples of 6, 7, 9, 25 and <u>10, 100</u> and 1000 4N1
	 • order and compare numbers beyond 1000 4N2a
	 • find <u>10, 100</u> and 1000 more or less than a given number 4N2b
	 • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) 4N3a
	 • read Roman numerals to 100 (I to C) 4N3b
	 • know that over time, the numeral system changed to include the concept of zero and place value 4N3b
	 • compare number systems from history with ours
	 • identify, represent and estimate numbers using different representations and concrete resources including measures and when comparing number systems 4N4a
	 • round any number to the nearest 10, 100 or 1000 *and connect to estimation when calculating or when using measuring instruments* 4N4b
	 • solve number and practical problems that involve all of the above and with increasingly large positive numbers 4N6
	 Addition and subtraction / multiplication and division
	 • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate using concrete resources to represent and understanding of place value 4C2
	 • estimate and use inverse operations to check answers to a calculation 4C3
	 • add and subtract mentally using concrete resources and pictorial representations to support understanding and to include:
	   - know when and how to use jottings to support conservation of number
	   - calculate what must be added to any three digit number to make the next multiple of 100
	   - add and subtract a pair of 2 digit numbers e.g. 38 + 86
	   - add and subtract 3 digit multiples of 10 e.g. 620 – 380
	 • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why (within known number competency) 4C4
	 • derive, use and be increasingly fluent when recalling multiplication and division facts for multiplication tables up to 12×12 (exploring the 6 and 9x tables and relating to the 3 x table) 4C6a
	 • represent the multiplication tables using concrete resources and pictorial representations
	 • identify patterns and relationships within times tables (including rules for divisibility)
	 • use known facts to derive new facts and inverse facts
	 Geometry
	 • draw 2-d shapes with increasing accuracy
	 • compare, identify and classify geometric shapes, including quadrilaterals *(rhombus, parallelogram, trapezium and rectangle)* and triangles *(isosceles, scalene and equilateral),* based on their properties and sizes 4G2a
	 • identify lines of symmetry in 2-D shapes presented in different orientations (and in a variety of contexts) 4G2b
	 • complete a simple symmetric figure with respect to a specific line of symmetry *(including where the line of symmetry does not dissect the original shape)* 4G2c
	 • identify acute and obtuse angles and compare and order angles up to two right angles by size *(not required to use a protractor)* 4G4
	 • *use understanding of angle and lengths of side to decide whether 2d shapes are regular or irregular*
	 • *draw and construct symmetric patterns and shapes in different orientations and using different media*
	 Measurement
	 • measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres 4M7a
	 Statistics
	 • interpret and present discrete data using appropriate graphical methods, including bar charts 4S1

	• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs 4S2
Science	**Teeth and eating** This unit focuses on the digestive system in humans and animals and the functions of teeth. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs. **Power it up** This half term, children learn about electricity. They revisit some uses of electricity and the importance of safety before constructing simple circuits. Understanding how to change a circuit by changing its components makes up the third part of this topic, leading in a final application of knowledge and skills when the children design and make an alarm using their knowledge of circuits.
Computing	**Accuracy Counts:** Children discuss computer networks including the internet and the services it offers. They explore how search engines work and what influences results, evaluating search engines and using sources. They learn about the threat from computer viruses and develop understanding of intellectual property and relate this to their own content. They use spreadsheet software to create graphs and to explore number patterns
History/Geography	**Did the Romans make Britain better?** This unit of work will teach about the children will learn about the lives, challenges and achievements of the Romans in Britain. **How does the earth shake, rattle and roll?** In this unit children will explore the dynamism of the earth, learning about the structure of the earth, looking particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people.
RE	**What is love?** Children will learn about love in a range of faiths and beliefs. To understand love within their own lives; To understand that religions show love through prayer, To recognise outward signs of prayer, To reflect on questions about love: How do we show our love for the world? How do we show the world love if not through faith?
Art / D & T	Linking to history, children will look at Roman and Celtic art and their impact on history.
Music	.
Spanish	Children will continue to rehearse and refine their pronunciation and use of questioning and answering skills in Spanish.
PE & Games	**Swimming-** ½ hr weekly swimming with Westminster Lodge swimming coaches
PSHE *(Personal, Social and Health Education)*	**Health and Wellbeing**

PE: Please can children have PE kit in school **every day** ,named, suitable for both indoor and outdoor activities and swimming kit for every Tuesday afternoon. It should be stored in a school PE bag, with boots or trainers in a proper boot bag (no supermarket bags in the cloakrooms please). Please also could we ask that children **read at home every night** and return their reading record and book into school **every day**.