









Corsham Primary School
Parent/Carer Curriculum Newsletter





Year: 4 Class Teachers: Mrs Kendall and Mrs Fulluck

Autumn Term 2023
(5/9/23 – 20/12/23)

Your child will be focusing on the following objectives this term:

<p>Being a Mathematician</p> <p>Number and place value</p> 	<ul style="list-style-type: none">• Count in multiples of 6, 7, 9, 25 and 1,000• Find a 1,000 more and a 1,000 less of a given number• Count backwards through 0 to include negative numbers• Recognise the place value of each digit in a four-digit number• Order and compare numbers beyond 1,000• Identify, represent and estimate numbers using different representations• Round a number to the nearest 10,000 and 1,000• Solve number and practical problems that involve all of the above with increasing large positive numbers• Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of 0 and place value• Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate• Estimate and use inverse operations to check answers to a calculation• Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why• Find and compare area• Multiply and divide numbers
<p>Being an Author – Writer</p> 	<ul style="list-style-type: none">• Write a story opening• Understand the structure of a short story• Write my own short story with paragraphs• Read and write a range of poems both rhyming and non-rhyming• Use past, present and future tense and understand the term “tense”• Use powerful verbs such as “hobbled” instead of “went”.• Understand how writers create imaginary worlds• Identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens and speech marks• Use diagonal and horizontal strokes that are needed to join letters• Write from memory simple dictated sentences that include words and punctuation taught• Organise narrative writing into clear sequences with more than a basic beginning, middle and end• Use a range of sentences with more than one clause – through use of conjunctions
<p>Being an Author – Reader</p> 	<ul style="list-style-type: none">• Identify the main characteristics of the key characters using evidence from the text• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word• Developing comprehension, inference and prediction skills

<p>Being a Scientist</p> 	<p>What is sound?</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases • Measuring sound using data loggers <p>How can we switch off?</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts • Identify whether or not a lamp will light in a simple series circuit • Recognise that a switch opens and closes a circuit • Create fair tests to show conductors of electricity
<p>Being an Engineer (Design Technology)</p> 	<p>What is sound?</p> <ul style="list-style-type: none"> • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Investigating and designing headphones using sound proof materials
<p>Being a Musician</p> 	<p>Play the ukulele in weekly lessons led by an external music teacher.</p> <p>What is sound?</p> <ul style="list-style-type: none"> • Perform a simple part rhythmically • Explore playing a range of instruments and the variety of sounds they produce • Recognising changes in pitch and volume whilst considering the materials the instruments are made from
<p>Being a Geographer</p> 	<ul style="list-style-type: none"> • Locate some of the world's countries, using maps to focus on Europe and North and South America, concentrating their environmental regions, key physical and human characteristics, countries and major cities
<p>Being an Artist</p> 	<p>What is creativity?</p> <ul style="list-style-type: none"> • Explore some artists in the past and their type of creativity • Discuss and evaluate different pieces of art work • Research artists and make their own fact file • Record ideas and develop different techniques in a sketchbook using pencils and watercolours • Use marks and lines to show texture in my art • Create a collage using natural materials

<p>Being an Athlete</p> 	<p>Gymnastics:</p> <ul style="list-style-type: none"> • I can work in a controlled way including using weight on hands • I can include change of speed and direction • I can work with a partner to create, repeat and improve a sequence with at least three phrases <p>Hockey:</p> <ul style="list-style-type: none"> • I can pass, hit and receive a ball accurately • I can use tactics and team work to score goals <p>Dance:</p> <ul style="list-style-type: none"> • I can include freeze frames in routines • I can practise and perform a variety of different formations in dance • I can develop a dance to perform as a group <p>Swimming (Term 2)</p>
<p>Being a Philosopher (Religious Education)</p> 	<p>How special is the relationship Jews have with God?</p> <ul style="list-style-type: none"> • Understand the special relationship between Jews and God and the promises they make to each other • Consider whether participating in worship helps people to feel closer to God or their faith community <p>What is the most significant part of the Nativity story for Christians today?</p> <ul style="list-style-type: none"> • Understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. • Reflect on whether the arts help to communicate religious beliefs
<p>Being a Philosopher (PSHE)</p> 	<p>Being Me in My World</p> <ul style="list-style-type: none"> • Know attitudes and actions make a difference to the class team • Understand who is in the school community, the roles they play and how fit in • Understand how democracy works through the School Council Understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • Understand how groups come together to make decisions • Understand how democracy and having a voice benefits the school community <p>Celebrating Difference</p> <ul style="list-style-type: none"> • Understand that, sometimes, we make assumptions based on what people look like • Understand what influences me to make assumptions based on how people look • Know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • Tell you why witnesses sometimes join in with bullying and sometimes don't tell • Identify what is special about me and value the ways in which I am unique • Tell you a time when my first impression of someone changed when I got to know them
<p>Being a Linguist</p> 	<p>Spanish</p> <ul style="list-style-type: none"> • Read a phrase aloud with appropriate expression • Write some words and short phrases based on the topics 'In the classroom' and 'At the café'

Other Information:

Home Learning will continue to be fortnightly. Children should be practising their times tables, spellings and reading regularly at home as on-going tasks.

There will be two PE sessions a week, one inside and one outside. Please ensure your child has a complete labelled PE kit, including some track suit bottoms for outdoor games. In November, this will change to one swimming lesson and one school based PE lesson.

Children can bring daily tuck of plain biscuits or fruit/vegetables. Children should bring in their own labelled water bottle.

Many thanks,

Mrs Kendall and Mrs Fulluck