

Notices

Within school, all pupils have login details to access TT Rockstars and ReadingPlus, these are wonderful resources, as well as being fun they are proven to help improve pupil's multiplication, reading and comprehension skills. Spending time using these sites several times a week will be highly beneficial to your child. We aim for each pupil to be able to access each site at least once a week in school alongside their lessons, however it would help your child if you encourage them to access these sites at home as well. We will be running competitions within school to encourage use and small prizes will be given for regular use as well as progress made.

Our school is a healthy school and we would like to remind parents that when possible a portion of fruit or vegetables is the preferred option for tuck time. For times when this is not possible, please ensure that any tuck items are as healthy as they can be.

Hopefully remote learning will be kept to a minimum this academic year, however please be advised that should our bubble be required to isolate at home then lessons will be uploaded onto SeeSaw daily, and a member of staff will be available to answer any pupil questions throughout the day. The lessons will be a continuation of what we would be covering within school so it is important that pupil's are completing tasks whenever possible, in order not to miss out on vital learning.

Maths in Autumn Term

What we've learnt

Autumn term began with an emphasis on place value. Place value seems a very simple concept but if not regularly taught or referred back to, can underpin many of the mistakes that children typically make as they move on to more complex maths. In year four we have concentrated on place value up to one thousand and looking how numbers can be represented or comprised in different ways. Later in the year, we will look at decimals as well as negative numbers.

Building on children's understanding of where a number is, we moved on to rounding to the nearest ten and one hundred. Children often make the mistake of changing the digit when they round down (eg 74 rounds down to 60 when it should be 70) so the method we used was to place the number between the 2 multiples of 10 that it sits between.

40 **47** 50

30 **32** 40

120 **128** 130

260 **262** 270

If children can identify the two possible options, they have a much better chance of rounding correctly. We use the same method when rounding to 100 but the options obviously change.

100 **128** 200

200 **262** 300

Once we had taught place value and rounding, we moved on to addition and subtraction. In both of these areas we moved from using physical resources to expanded methods and then onto the compact column method. Examples of each can be seen below.

$$\begin{array}{r}
 \begin{array}{r}
 \text{100} \quad \text{10} \quad \text{1} \\
 \mathbf{687} \\
 + \mathbf{248} \\
 \hline
 \mathbf{935} \\
 \text{1} \quad \text{1}
 \end{array}
 \qquad
 \begin{array}{r}
 \text{100} \quad \text{10} \quad \text{1} \\
 \mathbf{0} \quad \mathbf{12} \quad \mathbf{1} \\
 \mathbf{132} \\
 \mathbf{56} \\
 \hline
 \mathbf{76}
 \end{array}
 \end{array}$$

Once children were confident with both methods, we have looked at solving missing number problems as well as word problems. As word and contextual problems form the majority of maths assessments, it is vital that children can pick apart word problems to understand what they have to do in order to calculate the answer. To help do this we use a part whole model which is a diagram to help explain the word problem.

Year 4 have prepared 150 cups of orange and 72 cups of apple juice. How many drinks have they made?		
Part-whole	Working out	Answer
	$ \begin{array}{r} 150 \\ + 72 \\ \hline 222 \\ \text{1} \end{array} $	222 drinks were made in total.

Times tables

On top of the above, we have also placed a large emphasis on teaching times tables. Firstly, because it has always been a vital part of maths that allows children to access concepts taught in year four and above with much greater ease but also in preparation for the year four times table assessment. This will be completed on computers in the summer and will feel similar to the sound check on TT Rockstars. Practicing regularly on TT Rockstars is greatly encouraged to help children learn tables and feel confident when taking the assessment.

What we will learn after half term.

Over the next half term, we will move on to multiplication and division. Multiplication will be taught using the grid method so that children can understand the mechanics and place value of long multiplication with greater ease. An example of the grid method can be seen below for 35 X 26

X	30	5
20	600	100
6	180	30

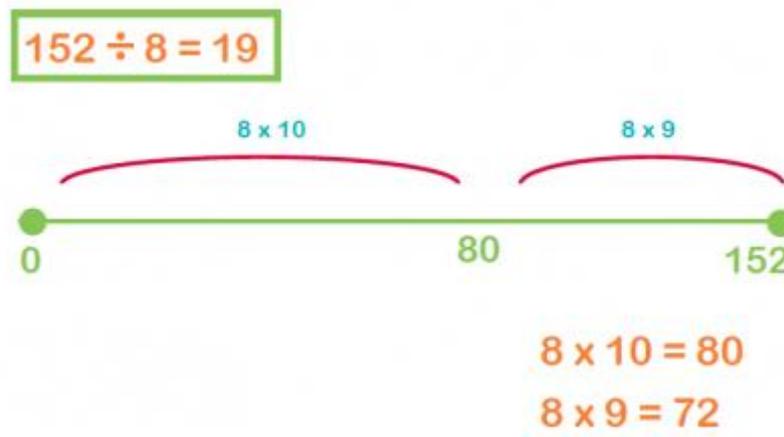
$$600 + 100 = 700$$

$$180 + 30 = 210$$

$$700 + 210 = 910$$

When moving on to division, we will start from a base of repeated subtraction on a number line (for example continually subtracting 6 to see how many are in 20)

From there we will move on to taking more than one group away at a time to be more efficient and children will begin to understand the chunking method.



We don't start with the bus-stop method that used to be taught in schools as the only method for division as it can lead to a lack of understanding and issues later on when dividing by 2 digits (for example in questions such as 429 divided by 67)

English during the Autumn term

These are the sentence types the children have learnt so far in Year 3 and 4. We have been using these in our writing to develop our story writing:

- 2A Sentence - *2 adjectives before the noun*
Hagrid is a scruffy, colossal man with a thick beard.
- Ly start - *starting a sentence with an ly adverb*
Slowly, the colossal train began to move as steam filled the platform.
- Noun (who/which/where) – *using brackets to embed a clause in the sentence, this adds more information or detail about the topic of the sentence*
Harry (who was bullied and mistreated by the Dursleys) secretly wished for a miracle to rescue him from his awful life.
- Simile – *comparing something to something else, paints a picture in the reader's mind*
Harry flew like an eagle through the air.
- REP – *repetition of the final word at the beginning of the next sentence, explains why someone is feeling that way*
Hermione was angry. Angry because Ron was so annoying!
- The more, the more – *can be used to link a character's feelings and actions, repeats 'the more'*
The more time Harry spent with Hagrid, the more he grew to like him.

Conjunctions (joining words that link together parts of a sentence)

Co-ordinating conjunctions – They can be used to join together two clauses in a sentence. However, the clauses need to make sense on their own.

Subordinating conjunctions – We use these with subordinating clauses. A subordinate clause is a part of a sentence that adds additional information to the main clause. A subordinating conjunction is the word/words that is used to join a subordinating clause to another clause or sentence.

Co-ordinating Conjunctions

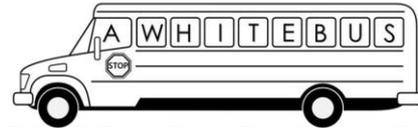
FANBOYS Conjunctions with meanings and sentences

For	Because	Sam drank some water, for he was thirsty.
And	In addition to	I take milk and sugar in my tea.
Nor	And not	Sara doesn't like apples, nor does she like pears.
But	However	All the children wanted to eat pizza, but no one wanted to buy it
Or	Either	We could go to a zoo, or we could go to a theme park.
Yet	But	The weather was cold and wet, yet we enjoyed very much.
So	Therefore	He is sick, so he is not going to the school.



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Subordinating Conjunctions



A	WH	I	T	E	B	U	S
although as after	wherever whenever when whereas whether which	if in case in order that	though till that	even though even if	because before	until unless	since

Grammaraurus

Other subjects during the Autumn term

Subject	What we have been learning	What we will be learning next
Science	<u>Sound</u> <ul style="list-style-type: none"> How a sound travels. How we hear a sound. How our ear works. The terms volume and pitch. 	<u>States of Matter</u> <ul style="list-style-type: none"> What is a solid, liquid and gas? How do the particles of each behave? Reversible and irreversible changes between the states.
History	<u>Stone Age, Bronze Age and Iron Age.</u> <ul style="list-style-type: none"> How life was different in the Stone Age to modern day life. How inventions developed through the Bronze Age. 	<u>Stone Age, Bronze Age and Iron Age (continues until Christmas)</u> <ul style="list-style-type: none"> What life was like for Bronze Age children. Looking at artefacts. How inventions developed through the Iron Age.
Geography	<u>We started this year by recapping some of the Year 3 curriculum</u> <ul style="list-style-type: none"> Continents. Locating some countries. <u>We then started our Italy topic.</u> <ul style="list-style-type: none"> Locating regions and cities of Italy. Climate of Italy. 	The Italy topic will be ongoing. We will also work on Geography skills linked to <ul style="list-style-type: none"> Ordnance survey symbols Year 4 country study. <ul style="list-style-type: none"> -Greece -Iceland -Denmark -Cyprus -Norway -Belgium

		<ul style="list-style-type: none"> -Hungary -Netherlands -India -Argentina
RE	<u>What is it like to be a Hindu?</u> <ul style="list-style-type: none"> • Looking at symbols. • The Trimurti. • Puja worship. • Similarities and differences between Hindu worship at home and at the Mandir. • Diwali. 	<u>The Five Pillars of Islam.</u> <ul style="list-style-type: none"> • What gives us strength? • 1st pillar – Shahadah. • 2nd pillar – prayer. • 3rd pillar – Zakah. • 4th pillar – Ramadan. • 5th pillar – pilgrimage.
Computing	<p>E-safety – how did computers and technology help us during lockdown? How did they hinder during lockdown?</p> <p>Using Scratch (coding) to create a simulation of a moving toy.</p>	<p>Debugging coding which is not working correctly.</p> <p>E-Safety.</p> <p>How to use Publisher.</p>
DT / Art	DT – Researching, designing, making and evaluating a musical instrument.	Art – recapping skills from Year 3 (drawing, painting, 3D work)
Music	<u>Mama Mia (Pop Music)</u> <ul style="list-style-type: none"> • Listen and appraise. • Singing. • Composing using glockenspiels. 	<u>Stop Bullying</u> <ul style="list-style-type: none"> • Listen and appraise. • Learn the song. • Composing and performing own rap as an extra verse to Stop Bullying.