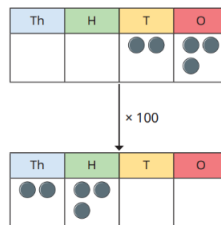


Mathematics

In mathematics this term we will be continuing to learn about **multiplication and division**, as well as working on **Length and Perimeter**.

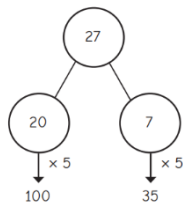
An example of written multiplication and division:

Children will learn how to multiply and divide by 10 and 100. They will use a place value chart, counters and base 10 to explore what happens to the values of the digits when multiplying or dividing. When multiplying whole numbers by 10 or 100, the digits move place value columns to the left and zeros are needed as placeholders in the now blank columns. When dividing by 10 or 100, digits move place value columns to the right.

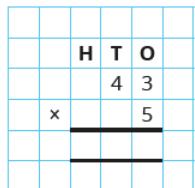


Children will learn informal and formal written methods for multiplication

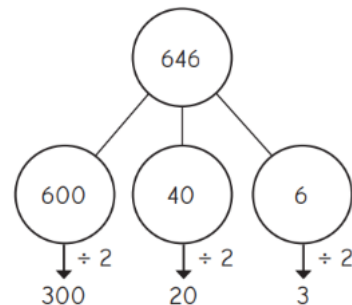
Informal multiplication



Formal multiplication



Children will learn division using part-whole models.



During each maths lesson, your child will have the opportunity to complete a maths challenge linked to their learning for that day. Here are two examples of the challenges we will set this term that focus on multiplication and division.

Use 12 counters and the place value chart to make the numbers described.

Use all 12 counters to make each number.



H	T	O

- a 3-digit number divisible by 2
- a 3-digit number divisible by 3
- a 3-digit number divisible by 4
- a 3-digit number divisible by 5

Is it possible to make 3-digit numbers that are divisible by 6, 7, 8 or 9?

Are the statements always true, sometimes true or never true?

When multiplying a 2-digit number by a 1-digit number, the product has three digits.

When multiplying a 2-digit number by 8, the product is an odd number.

When multiplying a 2-digit number by 7, you will need to complete an exchange.

Explain how you know.

You can support your child with their learning by encouraging them to play TT Rockstars regularly at home. TT Rockstars is a fantastic and easy to use app that helps develop multiplication and division fluency. You can also use the times table games on Doodle.

English

In English our two main writing genres will be **descriptive writing** and **legend writing**.

Writing Genre:	Descriptive writing	Legend writing
Work:	Pupils will be looking at the story <i>The Monster Slayer</i> by Brian Patten which is based on the Anglo-Saxon tale of Beowulf. They will write poetry, contrasting descriptions and a persuasive letter.	Pupils will be looking at old tales, myths and legends and writing their own. They will create their own monster and hero.
Main skills covered	Describing contrasting settings using adjectives, and expanded noun phrases focussing on the mood. Collection of new vocabulary. Verbs—doing words. Conjunctions—co-ordinating (for, and, nor, but, or, yet, so) and subordinating (if, since, as when, although, while, after, before, until, because).	Character description—monster and hero. Using adjectives and expanded noun phrases. Story planning and writing. Inverted commas. Conjunctions. Paragraphs.
Ways to help at home:	When you are reading with your child, think about words the author has chosen to describe the settings and how the vocabulary makes the reader feel. How would you describe a party? How would you describe a dark forest?	What is a myth? What is a legend? Read stories, watch videos together. https://www.bbc.co.uk/bitesize/topics/zx339j6/articles/ztxwsrd

Spelling: This term we will be covering: words with the ay sound spelled eigh, ei, ey, words ending in -ous, and words with the s sound spelled sc.

Guided Reading: Our guided reading book this term will be *Monster Slayer* by Brian Patten. It tells the tale of the battle between the monster Grendel and the hero Beowulf. We will be making predictions about what we think will happen, summarising key events and answering retrieval questions about the characters, plot and setting. With home reads please also ask your child lots of questions about what they think is going to happen, ask them to sum up what they have read and also ask questions about the characters and setting.

Other Subjects: During the term in Computing, pupils will create repetition in shapes using coding. In RE will be answering the question – ‘How do family life and festivals show what matter to Jewish people?’ In PE we will be continuing basketball and starting dance. Please note our PE days are Monday and Wednesday. In History we will be learning about the Anglo-Saxons and finding out what impact they had on our lives today. Our PSHE lessons focus on managing our feelings. In art, we will be studying sculpture and in DT we will be making pavilions. Our science topic is States of Matter.

Year 4 - How hard was it to invade and settle in Britain?

claimant	A person who believes they are entitled to be the king or queen.
inference	A conclusion reached by using evidence.
invasion	A military attack in which an army uses force to take over another country.
kingdom	A part of England which was ruled by a king or queen.
missionary	A person sent to an area to promote Christianity.
oath	A solemn promise.
settlement	A place where a community of people live.
settlers	People who move to a new country and stay there permanently.
Viking raids	Attacks on Britain in which the Vikings landed to steal items.
Vikings	Seafaring people from Scandinavia who raided and invaded Britain.

Anglo-Saxon settlements



The Anglo-Saxons lived in single-roomed huts in villages. Houses were made out of wattle and daub and wood with a thatched roof. They had most things they needed: food, warmth, and family. They left their villages only to trade with others for essential items.

Anglo-Saxon kingdoms

By AD 600, the Anglo-Saxons had stopped fighting each other. England was organised into five kingdoms: Northumbria, Mercia, Wessex, East Anglia, and Kent. Each one was ruled by a king who made laws. Over time, Wessex became the most important kingdom and, in AD 925, Aethlstan became the first king of England.



Lindisfarne, the Holy Island

Aidan built a priory on Lindisfarne in AD 635 which became the centre of Christianity in Northumbria. Here, many monks from the Scottish island of Iona settled. Missionaries travelled to Lindisfarne for training and then journeyed around Northumbria to spread Christianity. The Vikings raided the monastery in AD 793; an attack that shocked the Christian world.



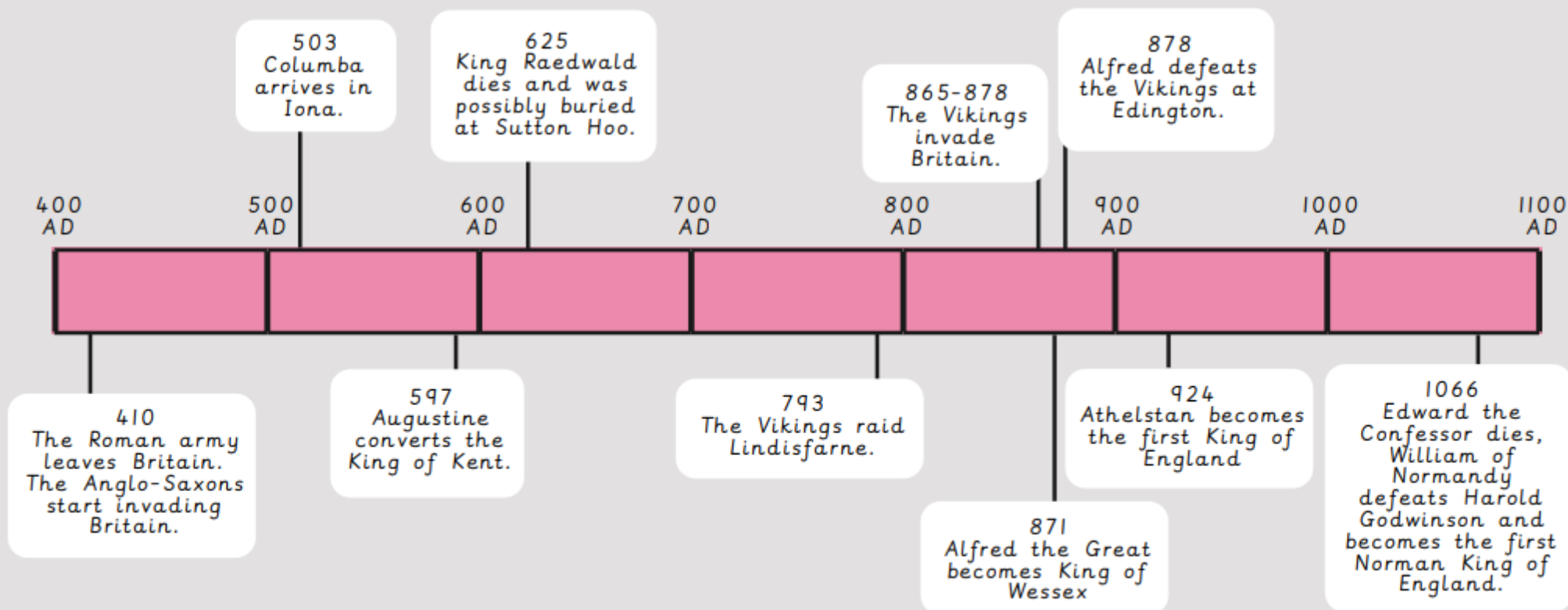
Year 4 - How hard was it to invade and settle in Britain?

The Viking raids

The Vikings raided Britain to steal items to trade. Over time, they decided they wanted to stay and settled in parts of northern England. In AD 878, Alfred the Great defeated the Vikings at the Battle of Edington and made a deal to split the country in two: Danelaw (the Viking part) and Wessex (the Anglo-Saxon part). Athelstan ended the Vikings' invasion by defeating them at York in AD 927 and became the first Anglo-Saxon king of England.



Anglo-Saxons timeline



Y4 – States of Matter

Prior Learning

1	<ul style="list-style-type: none"> Distinguish between object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock. Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their physical properties.
2	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
3	<ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter.

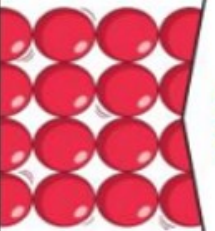
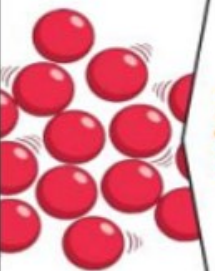

I can States of Matter - Year 4

Compare and group materials together, according to whether they are solids, liquids or gases

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

The properties of different states.

Solid	Liquid	Gas
 <p>Particles in a solid are close together and cannot move. They can only vibrate.</p>	 <p>Particles in a liquid are close together but can move around each other easily.</p>	 <p>Particles in a gas are spread out and can move around very quickly in all directions.</p>



Materials can **change** from one state of matter to another when **heated** or **cooled**.



Key Vocabulary

States of Matter	Materials can be one of three states: solid, liquid or gas.
Changing state	When a material moves from one state to another and back again.
Solid	A substance that has a fixed shape and volume.
Liquid	A substance that flows freely and takes the shape of the container.
Gas	A state of matter that has no defined shape or volume.
Temperature	How hot or cold something is.
Water vapour	This is water that takes the form of a gas. When water is boiled it evaporates into a water vapour.
Melt	When a solid changes to a liquid.
Freeze	When a liquid changes to a solid during the freezing process.
Evaporation	When water is heated and turns into water vapour.
Condensation	When water vapour cools and turns back into water.
Precipitation	Liquid or solid particles fall from a cloud as rain, sleet, hail or snow.