

Mathematics

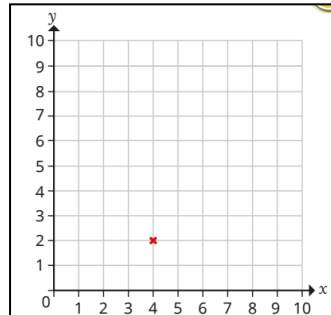
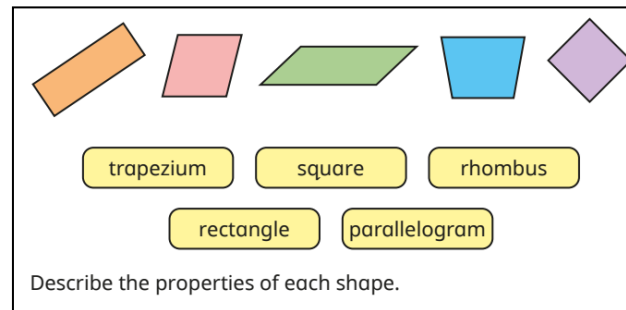
In mathematics this term we will be learning about geometry, including angles, symmetry and co-ordinates.

Geometry and measurement

The National curriculum states that children in year 4 should be able to:

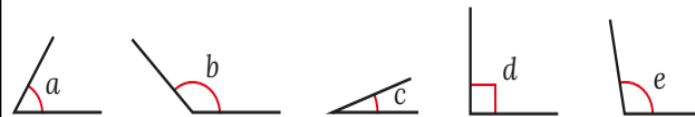
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon

Here are some examples of the types of questions the pupils will be working on:



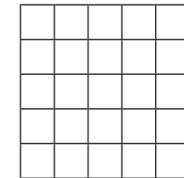
What polygons could Huan make, using the given point and three other points?

Write **acute**, **obtuse** or **right angle** to label each angle.



Order the angles from smallest to greatest.

Shade up to six squares to make as many symmetrical shapes as you can.

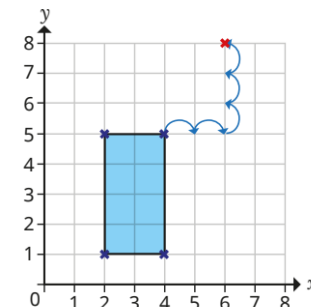


Whitney is translating the rectangle 2 squares to the right and 3 squares up.

She translates one vertex at a time.

The first vertex has been done already.

What are the new coordinates of each vertex of the translated shape?



English

In English our two main writing genres will be *narrative writing* and *writing an informal letter*

| | | |
|-----------------------|---|---|
| Writing Genre: | Narrative writing | Informal letter |
| Work: | The children will be describing Diagon Alley from Harry Potter and the Philosopher's Stone focusing on how great authors describe the senses. | Children will be writing letters home from Hogwarts from Ron's perspective. |
| Main skills covered | They will learn how to use: Expanded Noun Phrases Similes Senses Prepositions (where something is) They will also learn the important skill of editing and improving | Pupils will be taught how to write an informal letter considering: The character's feelings and how they would describe an event The format of an informal letter The key events in the story so far and how they can be described in the letter How and when to use contractions (don't instead of do not) When to use paragraphs |
| Ways to help at home: | SPAG homework will complement the skills we are learning at school. Please make sure your child uses Doodle English to practise these skills. As you are reading stories at home, ask your child to think about the way the author has described the setting. What features can they spot in the writing? | Discuss the Harry Potter reading done at school, ask your child how each character would be feeling at different times. If you receive suitable letters, discuss the layout and the language used. Can your child explain if it's a formal or informal letter? |

Spelling: For spellings we will be looking at the sion ending and when to use ssion or sion.

Guided Reading: We will be reading Harry Potter and the Philosopher's stone considering the way J.K Rowling has written the book, making predictions about what may happen next, identifying new vocabulary and answering retrieval based questions. We are all very excited for our upcoming learning adventure to 'The Making of Harry Potter' Warner Bros. Studio tour. If you have a copy of the book in your household, your child may want to bring it in to follow during our story sessions.

Other Subjects: In science this term we will be looking at electricity. The children will be looking at circuits and where electricity comes from. In DT pupils will design and make a torch. In R.E we are learning about life journeys, thinking about key events in different religions (Baptisms, Bar-Mitzvahs and Bat-Mitzvahs and marriage). In computing, pupils will design games in Scratch using count-controlled loops, infinite loops and repetition. In History we will be looking at how children's lives have changed before, during and after the Victorian period. Lastly, in P.E. we will be learning Athletics and Rounders. PE days continue on Mondays and Wednesdays.

Year 4 - How have children's lives changed?

| | |
|------------------|---|
| apprentice | A young person who learns a trade or occupation in return for accommodation, clothing and food. |
| change | Things that have not remained the same over time. |
| childhood | The time between infancy and adolescence. |
| continuity | Things that remain the same over time. |
| leisure time | Free time spent relaxing, entertaining or enjoying hobbies. |
| oath | A solemn promise. |
| Parliament | Comprising of the House of Commons, the House of Lords, and the Monarchy, Parliament passes laws and checks the work of the Government. |
| poverty | Having insufficient money to pay for accommodation, food, heating or clothing. |
| primary source | An original document from the period being studied that has not been changed in any way. |
| secondary source | A document or a record that was not written at the time of the event studied. |

Apprentices

Children as young as seven left home in the Tudor and Victorian times to become apprentices. They swore an oath to remain loyal to their master. In return, they received training, board and lodging. Children - mostly boys - trained to become blacksmiths, cobblers, gong farmers, shipmakers, publishers and more.



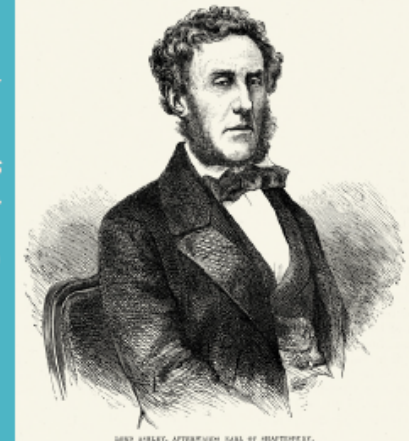
Health

Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, cholera and the plague spread rapidly. The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.



Lord Shaftesbury 1801-1885

Lord Shaftesbury was president of the Ragged School Union, which encouraged the establishment of schools to give working children an education outside working houses. He also publicised the poor working conditions of children and introduced the Ten Hour Act, reducing the number of hours children worked.



GEORGE SHAFTESBURY, AFTERMIDNIGHT GALL BY HEMPTRETT.

Tone

How light or dark something is.



Texture

The way that something feels when it is touched. For example, fluffy.



Composition

Arranging different materials together and sticking them to a surface.



Artists

- Sarah Graham.
- Nicola McBride.
- Joel Penkman.

Shadow

A dark shape that appears when something blocks the light.



Highlight

A bright spot or area that makes something stand out or look shiny.



Proportion

How big one element of an artwork appears compared to the whole thing.



The four rules of shading

1. Use the side of the pencil.
2. Work in one direction.
3. Press evenly.
4. Leave no gaps.



Y4 – Electricity

Prior Learning


- Everyday Materials** – I can distinguish between an object and the material from which it is made
- Properties of materials** – I can identify and compare suitability of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- Year 3 – Light** – I can notice that light is reflected from
- Year 4 - Sound** – I can identify the way that sound is made through vibration *it travels*.

I can Electricity - Year 4

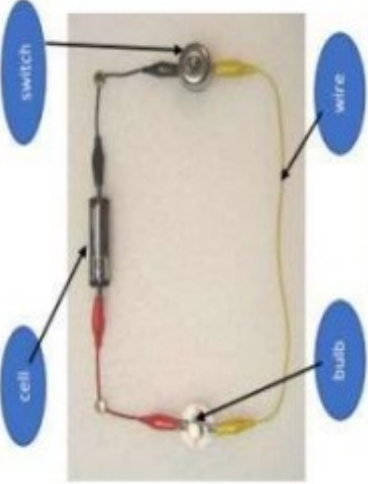
- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

Appliances that run on electricity

Some plug into the mains and others run on batteries.

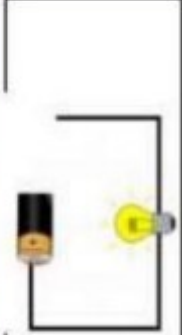


Electrical circuit with a bulb

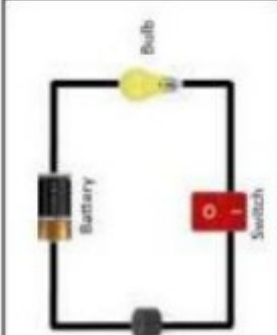


The switch opens and closes the circuit. The bulb lights in this circuit because the switch is on.

This circuit will not work as it is not complete.



This circuit is complete so the buzzer will sound and the bulb will light.



Conductors and insulators

Conductors

Some materials let electricity pass through them easily. These are known as electrical conductors. Many metals are good electrical conductors, such as iron, copper and steel.



Significant scientist

Thomas Edison
(1847-1931)



Thomas Edison was an American inventor. He is sometimes described as America's greatest inventor. He invented the first practical incandescent light bulb.

Insulators

Some materials do not allow electricity to pass through them. They are known as insulators. Plastic, wood, rubber and glass are good electrical insulators.



| Key Vocabulary | |
|------------------------|---|
| Electricity | A form of energy used for lighting, heating, making sound and making machines work. |
| Appliances | A device or equipment used for a particular job such as a washing machine or mobile phone |
| Cell or Battery | A device that stores electrical energy as a chemical – a cell is a single unit and a battery is a group of cells. |
| Circuits | This consists of a cell connected to one or more components using wires. It needs to be a complete circuit to work. |
| Switch | This can be added to a circuit to turn a component on or off. It allows the electricity to flow or it stops it. |
| Conductor | Materials that allow electricity to pass through. |
| Insulator | Materials that do not allow electricity to pass through. |
| Components | The parts of a circuit such as cell, light bulb, buzzer, motor and wires |

| Unit <u>13</u> word list | Unit <u>14</u> word list | Year 3 and 4 statutory words |
|--------------------------|--------------------------|------------------------------|
| admission | comprehension | surprise |
| depression | expansion | therefore |
| expression | precision | though/although |
| confession | confusion | thought |
| discussion | extension | through |
| impression | pretension | various |
| permission | revision | weight |
| procession | tension | woman/women |
| submission | suspension | |