

Mathematics

In mathematics we will begin the term by learning place value within numbers to 10,000 then concentrate our learning on **addition** and **subtraction** of 4-digit numbers with **regrouping**, in the hundreds, tens and ones. We will then explore 1 and 2-step word problems using bar models to help solve these questions.

An example of column addition with regrouping hundreds, tens and ones:

I Complete the calculation.

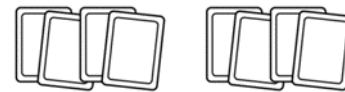
Th	H	T	O
1,000 1,000	100	10 10 10 10 10 10 10	1 1 1 1 1 1
1,000 1,000 1,000	100 100 100 100	10 10 10 10 10	1 1 1 1 1 1 1 1

+

	Th	H	T	O
	2	1	7	6
+	3	4	5	8

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:

Eva is performing a column subtraction with two four digit numbers.



The larger number has a digit total of 35

The smaller number has a digit total of 2

Use cards to help you find the numbers.

What could Eva's subtraction be?

How many different options can you find?

Two children completed the following calculation:

$$1,234 + 345$$



My answer is 1,589

Dora

My answer is 4,684



Alex

Both of the children have made a mistake in their calculations. Calculate the actual answer to the question. What mistakes did they make?

We will be practising our times tables each week at school on TT Rockstars. Please support your child with this at home. You can login to TT Rockstars using the log-in provided. At the end of the term, we will have a battle within Year 4 where the children can earn certificates celebrating their achievements.

www.ttrockstars.com or download the app on the app-store

English

In English our two main writing genres will be *Descriptive writing* and *Poetry*.

Writing Genre:	Descriptive writing	Poetry
Work:	Pupils will be looking at the story <i>Cloudy with a chance of Meatballs</i> and writing their own weather report where different weather types appear as food. They will also be reading <i>Charlie and the Chocolate Factory</i> by Roald Dahl and creating their own chocolate bars, characters and settings.	Pupils will be looking at simile poems and creating their own about food.
Main skills covered	Describing characters - appearance, behaviour, speech, and personality. Describing settings using adjectives and expanded noun phrases. Collection of new vocabulary.	Similes - using similes to compare the features of our chosen food to other things. Example: Chocolate is as sweet as honey. Use of adjectives, verbs and prepositions to extend our description. Example: Chocolate is as sweet as <i>sticky, gooey</i> honey <i>oozing on my</i> toast.
Ways to help at home:	Watch weather reports and look out for the unique vocabulary and style.	Enjoy any poetry together. Look together at how the writer has had fun with words.

Spelling: This term we will be covering: Adding the prefix mis-, words ending in zhuh and adding the prefix auto-. We have attached the spellings we will be working on in school at the end of the newsletter if you would like to work with your children on them.

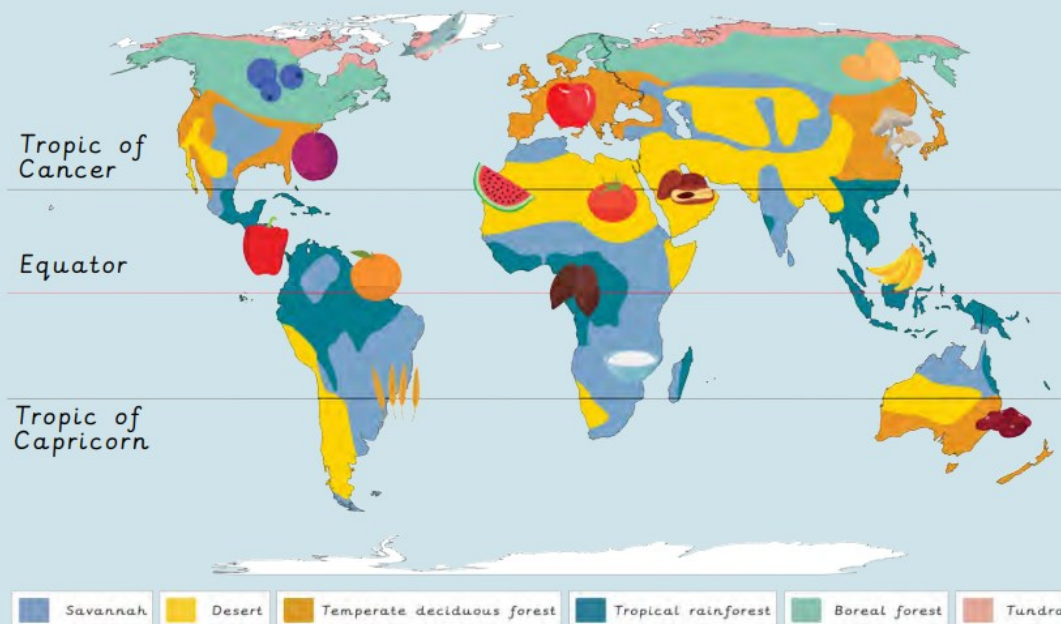
Guided Reading: Our guided reading book this term will be *Charlie and the Chocolate Factory* by Roald Dahl. The story features the adventures of young Charlie Bucket inside the chocolate factory of eccentric chocolatier Willy Wonka. We will be making predictions about what we think will happen, summarising 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 we will be looking at computing systems and networks. In RE we will be answering the question - 'What does it mean to be a Hindu in Britain today?' In PE we will be playing hockey and developing our netball skills.. In Geography we will be learning about where our food comes from. In Science we will be learning all about the digestive system, finding out about teeth in humans and animals and learning about food chains. Our PSHE lessons focus on our mental health. In Art our unit is looking at using paint with tints and shade to create still life work.

Life Skills: The life skills Y4 will be working on this term are: knowing what clothes to wear / bring for the right weather; labelling school clothes and bags; and finally, making my own breakfast.

Where does our food come from?

Map of biomes



Different foods require different conditions, such as temperature, rainfall, type of soil and amount of sunlight. Therefore, each biome's unique conditions mean that only certain food can grow there.



Energy used to grind wheat and bake bread can produce greenhouse gasses.

Meat contributes around 14.5 % of greenhouse gas emissions.



Advantages of buying local food:

- Reduces food miles.
- Provides people with fresh seasonal food.
- Creates jobs in the local community.

Disadvantages of buying local food:

- May mean greenhouses are used to grow food out of season.
- May be more expensive if farmers sell independently.
- Means food may go bad quickly if grown without pesticides.



Where does our food come from?

Vocabulary	Definition
food miles	The distance food has travelled to reach you.
import	An item brought in from a different country.
consume	To buy, use or eat.
trade	The buying and selling of goods or services.
cooperative	A group of people working together who share ideas and income.
responsible trade	A process to ensure workers have a voice, can get the best deal for their product and work in safe conditions.
seasonal food	Food which is best eaten in a particular season.
sustainability	A way of doing something that does not harm the environment.
source	A place where something can be originally found.

Advantages of importing food:

- Helps support communities in developing countries.
- Provides people with a wider variety of food.
- Creates relationships with other countries.

Disadvantages of importing food:

- May encourage deforestation to produce enough food.
- Increases food miles.
- Can sometimes be more expensive if they have been produced through a responsible trade organisation.

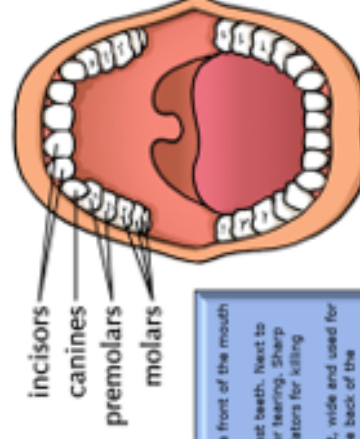
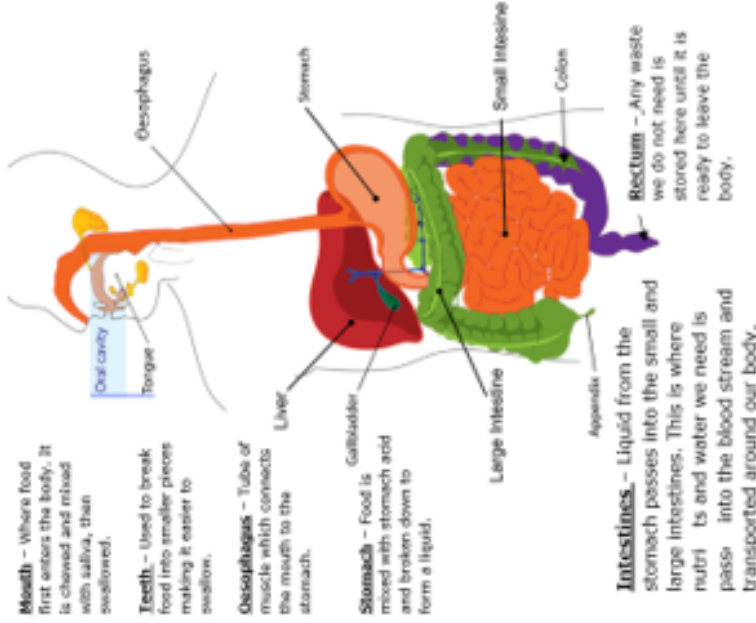


Trading responsibly:

- Helps workers to get the best deal they can for their product.
- Protects workers against changes in the price of their product and natural disasters.
- Helps farmers share ideas.
- Gives communities extra money to spend on whatever they need.
- Aims to preserve natural habitats and support the climate.

Y4 - Animals including Humans

Prior Learning	
1	- Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets). - Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense.
2	- Notice that animals, including humans, have offspring which grow into adults - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
3	- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - Identify that humans and some animals have skeletons and muscles for support, protection and movement.
I can	Animals including Humans – Year 4
Describe the simple functions of the basic parts of the digestive system in humans	
Identify the different types of teeth in humans and their simple functions	
Construct and interpret a variety of food chains, identifying producers, predators and prey.	



INCISORS - At the front of the mouth and used for biting

CANINES - Sharpest teeth, next to incisors and used for tearing. Sharp and pointed in predators for killing prey.

PREMOLARS - Flat, wide and used for chewing towards the back of the mouth.

MOLARS - At the back of the mouth. Used for chewing and grinding food. Wide and flat in shape, including wisdom teeth at the back which appear in adulthood.

FOOD CHAINS



Food chains show the relationships between plants and animals when they are eaten. When a living thing is eaten the energy from it is passed to the animal that has eaten it.

The arrows show the transfer of energy.

Key Vocabulary	
Digestion	Breaking down ingested food material
Excretion	The process of eliminating faeces, sweat or urine from the body
Nutrients	A source of nourishment that gives energy
Food Chain	Shows how plants and animals get their energy
Producer	The start of a food chain and an organism that makes its own food (normally a plant)
Consumer	A living thing that eats other plants and animals
Predator	An animal that eats other animals
Prey	The animals that predators eat
Energy	Strength and power, enabling us to do something
Calcium	A chemical that helps keep your teeth strong
Canine, Incisor, Molar and Premolar	Different types of teeth
Saliva	Saliva is none other than spit, the clear liquid in your mouth that's made of water and other chemicals. Saliva helps keep the mouth moist and contains an enzyme that starts to break down food even before it hits your stomach!
Function	The job of something e.g. the function of molars is to chew and grind food.

Term 1 Spellings

<u>Unit 1 word list</u>	<u>Unit 2 word list</u>	<u>Unit 3 word list</u>	<u>Year 3 and 4 statutory words</u>
disagree	adventure	autobiography	
inhuman	closure	autograph	imagine
mislead	enclosure	automobile	increase
inactive	capture	autocue	important
misbehave	creature	automatic	interest
mismatch	leisure	autopilot	island
misplace	measure		knowledge
misspell	picture		learn
mistrust	puncture		length
misprint	mixture		
mistreat	pleasure		
misunderstand	treasure		
undo			
unkind			
unfair			