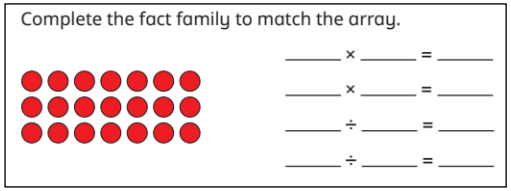
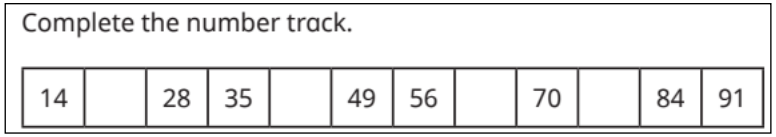
Mathematics

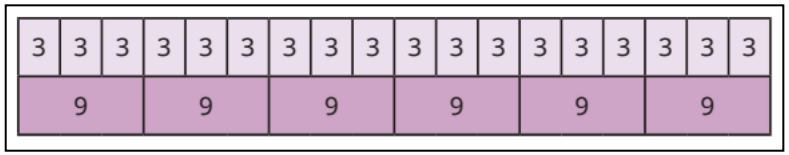
In mathematics this term we will be looking at area and developing our multiplication and division, facts, focusing first on a deep understanding on how to multiply by 3, 6, 7, 9, 11 and 12.

Multiplication and Division:

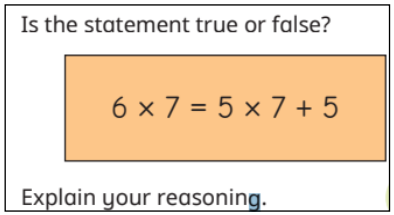
During the term Multiplication and Division facts will be represented in a number of ways to deepen understanding. E.g.:







During each maths lesson, your child will have the opportunity to complete a maths challenge linked to their learning for that day. Here is an example of the challenges we will set this term



What you can do to help: You can support your child with their learning by encouraging them to play TT Rockstars regularly at home. You can find this at Times Tables Rock Stars (ttrockstars.com) or downloading the app. This will really help develop multiplication and division fluency. Your child has had their logins provided to them and should be in your yellow reading logs.

English

In English our two main writing genres will be ***story writing*** and ***non-chronological reports***

Writing Genre:	Story	Non-chronological report
Work:	The children will be writing a story about being lost in the Amazon Rainforest.	Children will write a non-chronological report sharing all the information they have learnt this term about Brazil.
Main skills covered	Pupils will look at the key features of story writing focusing on: Story structure—opening, build up, problem, resolution, ending Writing in the first person Paragraph structure Descriptive skills such as: expanded noun phrases, similes and personification Speech Feelings and thoughts of a character	Pupils will be taught how to write plan their non-chronological reports into different sections. They will look at how to write factual information with an element of description to help the reader understand and imagine the text. They will learn how to use: Headings Sub headings Pictures Captions Bullet points
Ways to help at home:	Talk about the Rainforest, discuss what it would feel like if you were there. Think about the different sounds, smells, tastes, or feelings you would have.	As we progress through the term, talk to your child about their geography learning. Discuss the learning they find interesting and encourage them to research further.

Spelling: This term we will be covering: -ly words, the prefixes inter- and sub- as well as the ay sound as in ate. We will be sending a list home at the start of each unit so that you can work on these with your children at home.

Guided Reading: Throughout the term we will read a range of non-fiction based texts that will help to teach and inspire the children about Brazil. If possible, share non-fiction text at home and discuss how the language, structure and purpose of the text is different to fiction. Please continue to read at home. Pupils have been completing their accelerated reader quizzes when books have been finished. We have set pupils a target score to try to reach by end of this term.

Other Subjects: During the term in computing, we will be planning and recording podcasts. In RE will be answering the question – 'What can we learn from religions about deciding what is right and wrong?' In PE we will be learning skills in rugby and football. Our PE days remain on Mondays and Fridays. Please help by ensuring your child has the correct PE kit. Our PSHE lessons focus on 'exploring ways to manage risk.' In Art pupils will use glue and batik to create a design on fabric. In geography, we will be asking "Why are rainforests important to us?" This unit includes a visit to our local woodland at Windmill Hill. More details will follow. In science, we will be investigating sound.

Life Skills: Wash hands properly; select products for healthy hygiene routine; know how often I should wash my hair and body; know how to clean a cut and apply a plaster.

Term 2 Spellings

Unit 4 word list	Unit 5 word list	Unit 6 word list	Year 3 and 4 statutory words
angrily	antifreeze	ate	
bossily	intercity	eighteen	
cheekily	interlock	freight	library
automatically	interact	eight	material
breezily	intergalactic	eighty	medicine
comically	intermediate	grey	mention
cosily	international	neigh	minute
finally	interrelate	obey	natural
happily	subway	prey	naughty
dramatically	internet	neighbour	notice
frantically	submarine	pray	
hastily	supermarket	reign	
heavily		slay	
magically		they	
nicely		vein	
heroically		sleigh	
merrily		veil	
physically		way	
sadly		weigh	
slowly			
sleepily			

Y4 - Sound

Prior Learning	
2	*Properties of materials* - 'find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching' - this will have introduced the idea that energy makes things happen and can be seen by its effects
3	*Light* - 'notice that light is reflected from surfaces' - this will have introduced the idea that light is a form of energy and how it travels.

I can	Sound – Year 4
• 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	

VIBRATIONS

Sound is made when an object vibrates and therefore causes the air around it to vibrate too. These vibrations are carried to your ear for you to hear them.



Sound vibrations can travel through different materials:

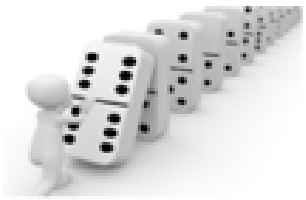
SOLIDS: metals, stone, wood
LIQUIDS: water
GASES: air

Sound travels better through some materials than others. It travels very well through metal pipes for example.

The louder the volume, the bigger the vibrations. The size of the vibration is called the ***amplitude***. Quieter volumes have smaller amplitudes and louder sounds have larger amplitudes.



Sounds travel in a ***wave***. The vibrations make ***air particles*** closes to the object vibrate, which then passes the vibrations to the particle next to it and so on – like dominoes falling!



PITCH

The pitch of a sound is how high or how low it sounds. A high pitch has a high sound and a low pitch has a low sound.

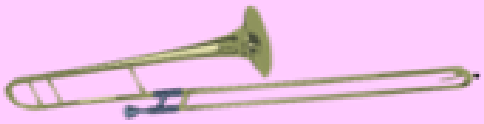
Stringed Instruments

Tighter, thinner or shorter strings make higher pitches. Faster vibrations make pitches high and slower vibrations make pitches low.



Wind Instruments

The column of air inside the instrument causes it to vibrate. Shortening this makes a higher sound, lengthening it makes a lower sound.



Percussion Instruments

The surface is struck and it therefore vibrates. Smaller instruments have higher sounds (smaller keys of a xylophone, hand bells etc.). The tighter or thinner the skin on a drum, the higher the pitch.





Key Vocabulary	
Sound	Sound is created when something vibrates and sends waves of energy (vibration) into our ears.
Volume	The volume of a sound is how loud or quiet the sound is.
Energy	Energy is "the ability to do work". Energy is how things change and move. It's everywhere around us and takes all sorts of forms. It takes energy to cook food, to drive to school, and to jump in the air.
Pitch	The pitch of a sound is how high or low the sound is. A high sound has a high pitch and a low sound has a low pitch.
Vibrate	Sound is caused by **vibrations** from a source such as a voice. **(Vibrate** means move from side to side)
Waves	invisible waves that travel through air, water, and solid objects as **vibrations**
Travel	How something moves around
Medium	something that makes possible the transfer of **energy** from one location to another
Insulation	An insulator is **a material which does not easily allow heat, electricity or sound to pass through it**.
Decibel	A measure of how loud a sound is

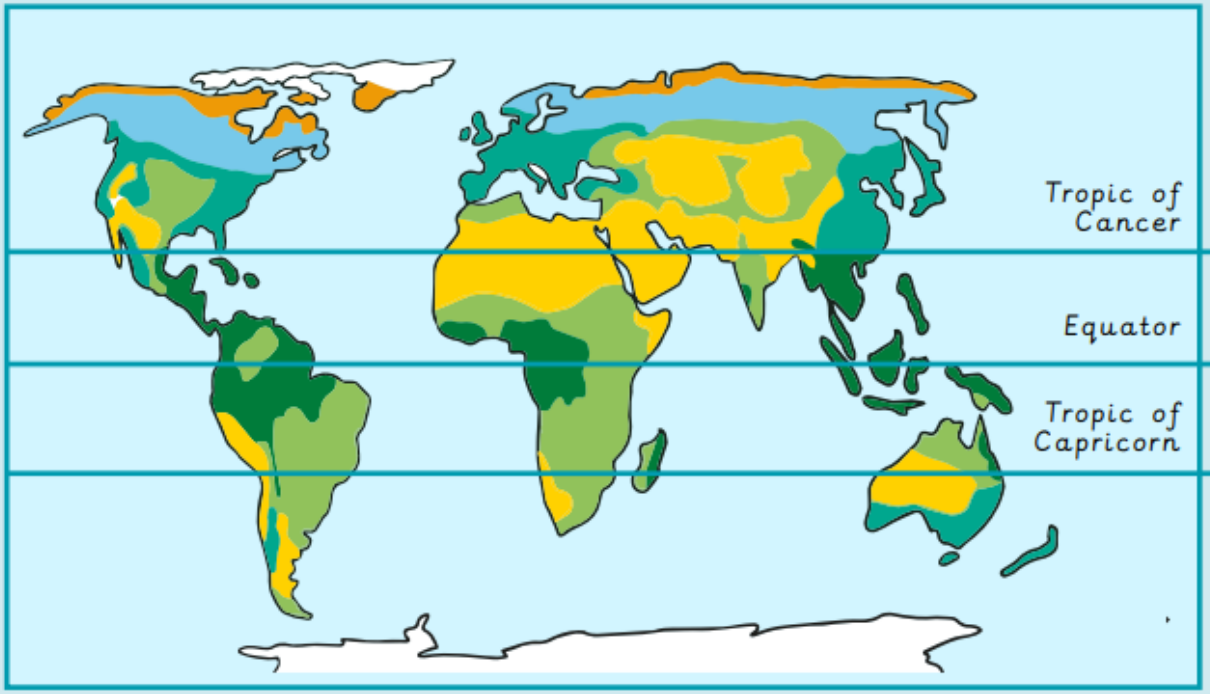
Geography - Why are rainforests important to us?

Map of the world's biomes

biome

An area of the world with a similar climate and landscape, where similar plants and animals live.

- Tundra
- Temperate deciduous forest
- Tropical rainforest
- Savannah
- Desert
- Boreal forest



A line of latitude north of the Equator which marks the northernmost edge of the Earth's hottest regions.

An invisible horizontal line that splits the world into two hemispheres.

A line of latitude south of the Equator which marks the southernmost edge of the Earth's hottest regions.

Tropical rainforest



How have plants adapted in the Amazon rainforest?



Thin, smooth bark ensures rain can run off trees easily.



Buttress roots keep tall trees stable in the wet soil and strong winds.



Drip tips mean rain can run off leaves without damaging them.



Lianas (vines) wind their way up other plants to reach sunlight.

Geography - Why are rainforests important to us?

Map of the Amazon rainforest



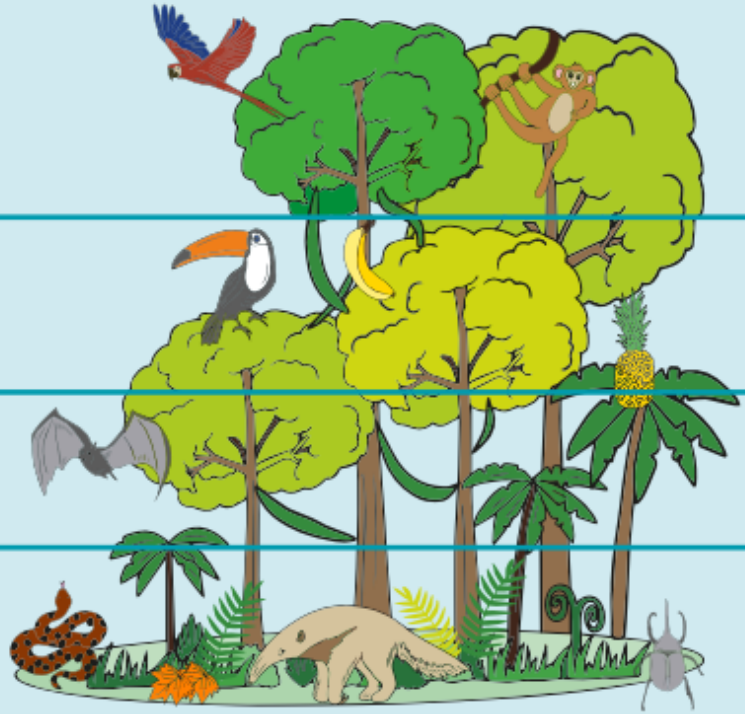
Layers of the rainforest

emergent layer

canopy layer

understorey layer

forest floor



global warming



When our Earth's temperature rises because of greenhouse gases.

mining



The process of digging underground for precious metals and stones.

logging



The cutting down of trees for their wood.

deforestation



The cutting down of trees in a large area.

emergent layer	The top layer of the rainforest with the tallest trees that get lots of sunlight, rain and wind.
canopy layer	The layer of overlapping branches and leaves below the top of the rainforest that gets sunlight, rain and wind.
understorey layer	The warm and damp layer above the forest floor that gets little light.
forest floor	The ground layer of the rainforest where it is dark, wet and hot.