

# The Half Term Ahead

## Year 4: Autumn 2

**Earth Charter links:** Past and interconnectivity  
**Big Question:** How does Ancient Maya compare to the Ancient Greeks and Ancient Egyptians?

**Launch Event:** Carnival Day  
**Visits, visitors & trips:** Road safety, pantomime, Avonbourne kitchen visit  
**Finale Event:** Carol concert

Key dates	Home Learning Expectations								
<p><b>Please put these dates in your diary:</b></p> <ul style="list-style-type: none"> <li>⇒ Rio Carnival Day – 4<sup>th</sup> November</li> <li>⇒ Dental Oral Hygiene Visit – 5<sup>th</sup> November</li> <li>⇒ PTA Fireworks Event – 9<sup>th</sup> November</li> <li>⇒ Odd Socks day – 12<sup>th</sup> November</li> <li>⇒ Children in Need – Onesie Day - 15<sup>th</sup> November</li> <li>⇒ Treehouse Pantomime (Treasure Island) – 2<sup>nd</sup> December</li> <li>⇒ Avonbourne Visit for cooking soups – 9<sup>th</sup> December</li> <li>⇒ Year 4 Christmas Carol Concert and read their writing to you – 18<sup>th</sup> December</li> <li>⇒ Christmas Jumper Day – 18<sup>th</sup> December</li> <li>⇒ 1.30 finish – 20<sup>th</sup> December</li> </ul>	<p><b>Reading every day: the power of 1:1 reading</b>                      The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p><b>Home Learning cycle: standardised deadlines</b></p> <ul style="list-style-type: none"> <li>⇒ The homework cycle begins on Friday</li> <li>⇒ All homework is due to be completed by Thursday morning of the next week.</li> </ul> <p><b>Tasks/activities in addition to reading at home daily:</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #0070C0; color: white;"> <th>Activity</th> <th>Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>5x 10min sessions a week</td> </tr> <tr> <td>Spellings</td> <td>Around 15 minutes a week via Spelling Shed</td> </tr> <tr> <td>'Times Tables Rockstars'</td> <td>5x 10min sessions a week</td> </tr> </tbody> </table>	Activity	Expectation	Doodle Maths	5x 10min sessions a week	Spellings	Around 15 minutes a week via Spelling Shed	'Times Tables Rockstars'	5x 10min sessions a week
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<p><b>Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')</b></p> <ul style="list-style-type: none"> <li>⇒ Challenge 1: Write a fact file about the Rio de Janeiro Carnival</li> <li>⇒ Challenge 2: Practise your chopping skills, can you peel and chop some vegetables ready for our soup making? Not sure how? Check out this website to watch and then practise. <a href="#">Chopping and basic knife skills - Kids' Kitchen   Good Food (bbcgoodfood.com)</a> You could also practise your washing up!</li> <li>⇒ Challenge 3: Draw and design your own picture of a dragon. Label it with your best adjectives (to describe what it looks like), verbs and adverbs (to describe how it moves) and expanded noun phrases.</li> <li>⇒ Challenge 4: Design your own main character for a story of your choice. What would you like them to be like? Think age, appearance, personality, how they move, what they wear, what their background it like etc. Draw and describe them.</li> <li>⇒ Challenge 5: complete the diagram in the box next door →</li> <li>⇒ Challenge 6: Place one of these symbols in the circle to make the number sentence correct:                      &gt;, &lt; or =. Explain your reasoning.  <math>8 \times 50</math> ○ <math>50 \times 8</math>    <math>8 \times 50</math> ○ <math>80 \times 5</math>    <math>300 \times 3</math> ○ <math>5 \times 200</math></li> <li>⇒ Challenge 7: Write three number sentences where you would use mental calculation strategies and three where you apply a column method. Explain the decision you made for each calculation.</li> </ul>	<p><b>Home Learning cycle: standardised deadlines</b></p> <ul style="list-style-type: none"> <li>⇒ The homework cycle begins on Friday</li> <li>⇒ All homework is due to be completed by Thursday morning of the next week.</li> </ul> <p>Complete this diagram so that the three numbers in each row and column add up to 140.</p> <div style="text-align: center;"> <pre>       ○     20 ○ 50       ○ 60 ○       30           </pre> </div> <p>Now create your own diagram with a total of 250.</p>								

# Curriculum Overview

Year 4	Autumn 2
Reading: Key Text	<b>How to Train your Dragon</b> by Cressida Cowell Give / explain the meaning of words in context   retrieve and record information / identify key details from fiction and non-fiction   summarise main ideas from more than one paragraph   make inferences from the text / explain and justify inferences with evidence from the text   predict what might happen from details stated and implied   identify / explain how information / narrative content is related & contributes to meaning as a whole   identify / explain how meaning is enhanced through choice of words and phrases   make comparisons within the text
Writing & Grammar	<b>Writing to Inform: Dragonology: The Complete Book of Dragons – Dugald Steer</b> - Organise ideas into paragraphs around a theme in non-fiction writing (e.g. a topic sentence introducing the theme followed by related ideas) - Add specific detail to nouns using precise adjectives, nouns and prepositional phrases - Understand how authors make choices about vocabulary and grammar according to their purpose and audience  <b>Writing Short Stories: The Story Shop: Stories for Literacy – Nikki Gamble</b> - Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters) - Make choices about vocabulary and grammar that shows an understanding of purpose and audience (e.g. clear differences in language used to describe different characters) - Use inverted commas with consistent accuracy and the related punctuation rules to indicate direct speech  <b>Cross-curricular / Additional writing opportunities:</b> journey of a piece of food, comparative text for Ancient Maya and other Ancient civilisations.
Spelling	Words with the suffix -ation   Words with the suffix -ly   Words with the suffix -lly   words where 'ch' makes a /sh/ sound   Challenge words   words ending in -sion   words ending in 'ous'   words where 'a' suffix is added to words ending in a 'y'
Maths	<b>Area</b> What is area?   Count squares   Make shapes   Compare areas. <b>Multiplication and division A</b> Multiples of 3   Multiply and divide by 6   6 times-table and division facts   Multiply and divide by 9   9 times-table and division facts   The 3, 6 and 9 times-tables   Multiply and divide by 7   7 times-table and division facts   11 times-table and division facts   12 times-table and divisions   Multiply by 1 and 0   Divide a number by 1 and itself   Multiply three numbers
Science	<b>Food and Digestion: Biology</b> Human Teeth   Other Animals' Teeth   Digestion 1&2   Food Chains   Ecosystems and food webs
RE	<b>Theology: Christianity/Judaism/Islam</b> Abraham & Isaac   Ibrahim & Ishmael   The forgiveness of sin   Jesus' Ultimate Sacrifice
PSHE	<b>Celebrating Differences</b> Anti-bullying week   Judging Appearances   Understanding Influences   Being a Bystander   I am Special
PE	<b>Invasion game: football</b>   <b>Invasion game: tag rugby</b>
Computing	<b>Creating media – Audio production</b> Recording sound   Editing audio   Planning a podcast   Creating a podcast   Behind the scenes   Evaluating podcasts
Humanities	<b>History: Ancient Maya</b> <i>How does Ancient Maya compare to the Ancient Greeks and Ancient Egyptians</i> Where and when did the Maya live   Who ruled the Ancient Maya   What did the ancient Maya believe?   Who did the Ancient Maya build   What knowledge did the Ancient Maya develop
Art & DT	<b>Design Technology: Food Technology</b> Design a packaging and logo   Evaluating and tasting soups   Use chopping and dicing to prepare vegetables   Evaluating own cooking skills
Music	Elements of Music: singing for Carol Concert
MFL	Saying what I and others have   un or une   asking others questions   I am and I have

