

TOPIC: Children of the World

The Big Idea:



People lead different lives. Even people in the same country, the same town or the same street can have different lifestyles. But they can have things in common too – they can both like the same food or football team! The pupils are going to develop an understanding of the similarities and differences between themselves and the children around the world, and learn that there is more that unites us than divides us.

In **Literacy**, we will be writing stories and exploring persuasive writing. At the beginning of the term, we are going to find out about children's lives in other countries. We will be continuing to focus on spelling and punctuation within pieces of writing.

In **Maths**, we will be developing our understanding of four and five digit numbers, rounding to the nearest ten, hundred and thousand and using more formal methods of column addition and subtraction. As part of the curriculum, children are expected to know their times tables (12 x 12) by the end of year four and therefore this is going to be a big focus this year.



Children will begin their **Topic** work by finding out about different places around the world. We will also explore the historical and geographical aspects of specific places including South Africa and the impact Nelson Mandela had during the apartheid era.

Therefore our **Global Learning and PSHE** will focus on developing a knowledge of important global events, understanding how people in different countries affect each others' lives and discussions about stereotypes. We will also explore rights and responsibilities.

In **Science and Technology**, we will be comparing and classifying different animals and their habitats. We will be using our workings scientifically to examine how animals adapt to survive in different places.

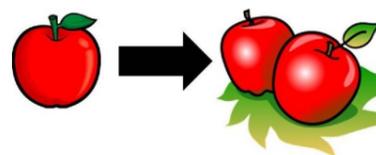


In **Art**, we have opportunities to explore art and artists from different cultures and time periods. Linking with our topic work, children will design, create and develop an Ndebele pattern.



In our **IT and Computing** work, we will be exploring how to keep safe online, how to manipulate images and type words accurately and with increased speed. In **Faith and Belief (RE)**, we will explore how Jews can show their commitment to God (covering aspects such as keeping promises, celebrations and keeping the ten commandments). After half term, we will investigate the Christmas story in more depth, identifying symbols and symbolism.

Primary Languages in Year 4 we will focus on answering and asking questions and learning nouns and their plurals. In their **Music** lessons across the year, children will begin to learn a musical instrument, recording notation and performing as part of a group. We will be focusing on rhythm and traditional music from around the world. **PE** lessons this term will include team games and multi-skills. Children will learn to play a variety of team games, thinking about tactics and communication.



une pomme des pommes
an apple *apples*

Newport
Community
School

▶ Year 4

▶ Autumn
Term 2019

Miss Hutchens

Mrs Hooper

If you have any questions or would like to help in school, please see the class teacher in the first instance.

IMPORTANT DAYS:

PE -Tuesday and Thursday

Reading Records - In on Monday and back out on Wednesday

Weekly Home Learning/ Spelling - Out on Friday and in on Wednesday

Project Home Learning

Due in the week commencing Monday 18th November

'South Africa inspired me to...'

For your project homework we would like you to research a country of your choice and find out about an aspect of it that interests you. We would like you to present and talk about a piece of work you have done at home that is inspired by the research you completed. This piece of work could be artwork, a brochure page, a poem, a story, a model or any other creative idea. In school, the focus will be on each child talking to the class about their project.

Obj: Research, debate and discuss topical issues.

Obj: Gain and maintain audience attention.

Key Questions to be investigated:

What is different about life in other parts of the world compared to the UK?

What are the similarities about life in other countries and life in the UK?

How are we connected to each other?

The curriculum newsletter informs you of the organisation of learning in your child's class for the Autumn term. This includes the Project Home Learning for you to complete with your child, along with the date that this should be handed in.

We hope you find this document a useful tool in supporting your child's learning at home. If you have any questions, please feel free to speak to your child's class teacher.

Word list – Years 3 and 4

| | | | |
|----------------------------|-------------------------|-------------------|------------------------------|
| accident(ally) | early | knowledge | purpose |
| actual(ly) | earth | learn | quarter |
| address | <u>eight (h)/eighth</u> | length | question |
| answer | enough | library | recent |
| appear | exercise | material | regular |
| arrive | experience | medicine | <u>reign (h)</u> |
| believe | experiment | mention | remember |
| bicycle | extreme | minute | sentence |
| breath | famous | natural | separate |
| breathe | favourite | naughty | special |
| build | February | notice | straight |
| busy/business | forward(s) | occasion(ally) | strange |
| calendar | fruit | often | strength |
| caught | grammar | opposite | suppose |
| centre | group | ordinary | surprise |
| century | guard | particular | therefore |
| certain | guide | peculiar | though/although |
| circle | heard(h) | perhaps | thought (phase 5) |
| complete | heart | popular | through (phase 5) (h) |
| consider | height | position | various |
| continue | history | possess(ion) | weight (h) |
| decide | imagine | possible | woman/women |
| describe | increase | potatoes | |
| different (phase 5) | important | pressure | |
| difficult | interest | probably | |
| disappear | island | promise | |

Children are expected, by the end of Year 4, to confidently spell the words on this list as well as know and be able to use many rules and patterns which we learn weekly. You will notice that weekly spellings will test some of these key words but at times, we will also test these words separately to spelling rules and patterns.

Within year 3 and 4, we also focus on accurate spelling of these words within children's writing and children are encouraged to proof read for spelling after writing.