Abbey Farm
Educate Together

Year Four Termly Overview

Term One	THE GREAT UK QUEST

VALUE OF THE TERM:	COMPASSION

PE DAYS:	Tuesday & Thursday

LIBRARY & READING BOOK CHANGE:	MONDAY

This terms topic begins with a 'sparking start', which will let us immerse ourselves in the topic. Our learning concludes with a 'fantastic finish' which allows us to showcase our learning.

SPARKLING START:	CHARCOAL LANDMARKS OF THE UNITED KINGDOM
FANTASTIC FINISH:	LIGHT UP YOUR HOUSE



FREQUENTLY ASKED QUESTIONS	
Where can I find my child's handwriting log-in? Letter-join At school, we follow 'Letter-join' handwriting scheme. If you wish to practice letter formation or letter joins at home, you can find your child's handwriting log-in in the rear of their yellow reading record. *We request that you only use your child's year group log-in as this is tailored to match our learning at school.*	Where can I find my child's Times Table Rockstars log-in? TIMES TABLES ROCK STARS Our school subscribes to Times Table Rockstars which allows children to practice their times tables by playing a range of games. As your child plays, the range of times tables available will become wider. You can find your child's log-in in the rear of their yellow reading record.

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Learn Together

In Learn Together, we will be exploring our values, identity and belonging.

We will be learning to:

- Explore the values and codes of behaviour at school, home and in the local community.
- Create individual and class charters which reflect the values of the school and children's rights.
- Recognise different family structures and understand how families provide care, support and stability.
- Identify situations that may cause worry within families and know where to seek support.
- Develop understanding of conscience and factors that shape a person's sense of right and wrong.
- Explore similarities and differences between people.
- Understand important Christian writings and teachings and explore how Christian values influence behaviour.

This term will focus on the following rights:



ARTICLE 12: You have the right to give your opinions freely on issues that affect you. Adults should listen and take you seriously.

ARTICLE 29: You have the right to an education which develops your personality, talents and abilities. It should help you to respect other people's rights and become responsible citizens.

ARTICLE 30: You have the right to your own culture, language and beliefs.

Mathematics

Across this term, we will be focussing on consolidating our knowledge of place value, extending up to 10,000, and beginning to build upon our prior knowledge and skills for addition and subtraction.

<u>Place Value (within 1000)</u>

- To represent numbers to 1000.
- To partition numbers to 1000.
- To place numbers up to 1000 on a number line.

<u>Place Value (within 10,000)</u>

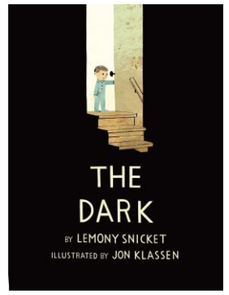
- To count in 1000s.
- To represent numbers up to 10,000.
- To partition numbers up to 10,000.
- To flexibly partition numbers up to 10,000.
- To find 1, 10, 100 and 1000 more or less.
- To place numbers up to 10,000 on a number line.
- To estimate on a number line up to 10,000.
- To compare numbers to 10,000.
- To order numbers to 10,000.
- Roman numerals
- To round to the nearest 10.
- To round to the nearest 100.
- To round to the nearest 1000.
- To round to the nearest 10, 100 or 1000.

<u>Addition and Subtraction</u>

- To add and subtract 1s, 10s, 100s and 1000s.
- To add up to two 4-digit numbers.
- To subtract up to 4-digit numbers.

English

Across this term, we will be looking at one focus text for our fiction and non-fiction writing.



The Dark focuses on a boy who initially afraid of the dark. The story leads the main character, a boy named Laszlo, on a mysterious journey through his house, where he discovers the courage to face his fear. The story concludes with Laszlo discovering the dark is not as frightening as he imagined. This book will initially be used as a model for suspense writing. Children will explore how to create an eerie atmosphere through description and carefully chosen vocabulary, before applying these techniques in their own suspense narratives.

When writing our suspense narratives, our focuses in writing will be:

- Using expanded noun phrases
- Using coordinating conjunctions to write compound sentences
- Using and punctuating fronted adverbials correctly.

Our second unit will continue to be based around 'The Dark' as children explore writing in the structure of a recount. We will begin by unpicking the features of a recount within a diary entry written from the perspective of Laszlo about his adventures depicted through the narrative.

When writing our recount, children will be focusing on:

- Using past tense verbs.
- Adverbs for time, place and cause.
- Organising paragraphs around a theme.

Throughout our writing sessions, children will also consolidate their writing skills previously covered.

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Geography – The United Kingdom

In geography, we are focusing on the United Kingdom, building upon pupils' prior knowledge in KS1. In this unit, we will closely look at how the United Kingdom is divided up into counties. Children will use their map skills to find physical and human features, as well as developing their geographical vocabulary.



We will be carefully looking at historical sources to answer the following questions:

1. What are the counties in the United Kingdom?
2. What make a county in the UK unique?
3. What food is produced in the United Kingdom?
4. What types of plants and animals can be found in the United Kingdom?
5. Which cities are found in the United Kingdom?
6. Why do people visit the United Kingdom?

Science - Electricity

In science, our learning focusses around electricity.

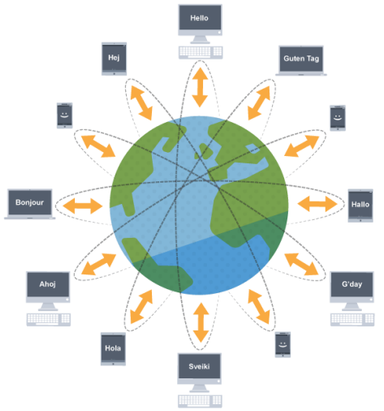


Your child will be learning to;

- Explore electrical appliances and electrical safety
- Learn about electrical components in a series circuit.
- Investigate electrical circuits
- Explore conductors and insulators
- Learn about electrical switches
- Apply our knowledge of conductors and insulators

Computing –

In computing, we will be exploring computer systems and networks, focusing on the Internet.



Your child will be learning about;

- Connecting networks
- What is the Internet made of?
- Sharing information
- What is a website?
- Who owns the web?
- Can they believe what they read?

Art – Story Telling through Drawing

In art, we will explore how artists create sequenced drawings to share and tell stories.



Your child will be learning to;

- Look closely at artists who tell stories through artwork.
- Respond to the work of illustrators and graphic novelists, 'reading' visual images and sharing my thoughts.
- Generate ideas in my sketchbook, thinking about how I might respond to a piece of poetry.
- Use line, shape and colour, using a variety of ideas, to test my ideas.
- Think about how composition, sequencing, mark making and some text in my drawings.
- Create a finish piece to share with others.
- Appreciate the work of their classmates, identifying similarities and differences between work.

Music – "¡Viva España!"

During terms 1 & 2, we will be using one of the BBC 10 Pieces plans to explore Georges Bizet - 'Habanera' and 'Toreador Song' from 'Carmen Suite No. 2', we will combine this with exploring a selection of music with a Spanish flavour, listening with attention to detail and recalling sounds with increasing aural memory.

The activities aim to:

- Develop your child's knowledge and awareness of music through listening, movement, dance and composition and increase their understanding of the interrelated dimensions of music.
- Help your child sing and perform songs in a range of contexts, using their voice expressively and creatively, pitching notes accurately and singing with an awareness of the musical elements.
- Encourage your child to listen critically to a range of music identifying key instruments, changes in musical elements, and share and discuss personal responses to the music using musical vocabulary and with awareness that the music can evoke a specific atmosphere, mood or environment.
- Help your child develop an awareness of different notation by exploring, composing and performing their own compositions.

Physical Education

<u>Fundamentals</u>

- To develop balance and the importance of this skill.
- To develop technique when running at different speeds.
- To develop agility when changing speed and direction.
- To develop technique and control when jumping, hopping and landing.
- To develop skipping with a rope.
- To apply fundamental skills to a variety of challenges.

<u>OAA</u>

- To develop teamwork and co-operation skills.
- To orientate a map and navigate a grid.
- To develop observation, listening and following instructions.
- To use map skills and teamwork to navigate and solve problems.
- To identify, draw and follow a simple map.
- To orientate and navigate a map, and draw a route using directions.

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