**Year 4 Teaching and Learning Newsletter**

Messages:

Well done to all of the children in Class 9 and Class 10 for settling back into Greenhill Life and embracing Year 4. You have all come back very focused and eager to learn. It has been lovely to hear all about your summer and your experiences during Lockdown.

**Peek at our Half Term...**

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| Maths | | | |
| **What we already know**  **Place Value**  \*How to represent numbers to 1000, 100s 10s 1s  \*How to find 1, 10, 100 more or less than  \*How to compare objects to 1000, order numbers, count in 50s  **Addition**  \*How to add multiples of 100, add 3 digit and 1 digit numbers not crossing 10 then crossing 10, add 3 digit and 2 digit not  crossing 100 then crossing 100  \*How to add 100s, spot the pattern, add 2 and 3 digit numbers not crossing 10 or 100, then crossing 10 or 100,  **Subtraction**  \*How to subtract multiples of 100, subtract 3 digit and 1 digit numbers not crossing 10, then crossing 10, subtract 3 digit and 2 digit not  crossing 100 then crossing 100  \*How to subtract a 2 digit number from 3 digit, subtract 100s, spot the pattern, subtract 2 and 3 digit numbers crossing 10 or 100, subtract 3 digit from 3 digit no exchange, | | **What we are going to learn**    \*Place Value – working up to 4 digit numbers    \*Place Value – 1000 more and less, number problems to include money    \*Addition – formal written methods up to 4 digits    \*Subtraction – formal written method up to 4 digits    \*Multiplication – grid method, up to 3 digit by 1 digit.    \*Division – bus stop, up to 3 digit by 1 digit.    Measure    \*Time - read timer and convert between 24hour, digital and analogue | **Activities you can do at home**  Complete your Purple Mash homework weekly    Practise reading the time on the clock and watches. |
| Reading | | | |
| **What we already know**  \* checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  \* asking questions to improve their understanding of a text  \* drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence  \*predicting what might happen from details stated and implied  \* identifying main ideas drawn from more than one paragraph and summarising these  \* retrieve and record information from non-fiction participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. | | **What we are going to learn**  **\***  How to give/explain the meaning of words in context.  **\***  How to retrieve and record information/identify key details from fiction and non-fiction   \* How to *identify/explain how meaning is enhanced through choice of words and phrases*   \* How to *make comparisons within the text*   \* How to predict what might happen from details stated and implied.    \* How to *make inferences from the text/explain and justify inferences with evidence from the text.*  \* How to *make comparisons within the text* | **Activities you can do at home**  \*Complete your Myon homework weekly  \*Read the weekly news reports on Myon  \*Read with an adult regularly throughout the week |
| Writing | | | |
| **What we already know**    Word class – Identify - Nouns, adjectives, verbs, adverbs.    Punctuation  \*Simple coherent sentence + Capital letters and Full stops    \*Commas in lists.    \*Apostrophes for contraction    \*Sentence types – commands, exclamation, questions, statements  \*Suffixes- ness, ful, ment, ly | **What we are going to learn**  \*  How to use further prefixes and suffixes and understand how to add them  \*  How to spell further homophones and spell words that are often misspelt  \*  How to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plural  \* How to  use the first 2 or 3 letters of a word to check its spelling in a dictionary  \*  How to write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. | | **Activities you can do at home**  \*Complete your phonics learning and your spellings  \*Quiz yourself on the different word classes such as nouns, pronouns, verbs, adverbs, prepositions, determiners |
| Science | | | |
| **What we already know**  \* How to ask relevant questions and using different types of scientific enquiries to answer them    \* How to make systematic and careful observations  \* How to record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables  \* How to identify differences, similarities or changes related to simple scientific ideas and processes | | **What we are going to learn**  \*To identify common appliances that run on electricity    \*To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers    \*To identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery    \*To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit    \*To recognise some common conductors and insulators, and associate metals with being good conductors. | **Activities you can do at home**  \*Look around you home for electrical items.  \*Use BBC Bitesize to help develop your understand of this science topic  \*Play the interactive games to develop your knowledge of electricity. |

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| Topic | | | |
| **What we already know**  THE STONE AGE inc BRONZE & IRON AGE.  History    \* How to describe events from the past using dates when things happened.    \* How to use a timeline within a specific period of history to set out the order that things may have happened    \* How to use my mathematical knowledge to work out how long ago events happened.    \* How to use research skills to find answers to specific historical questions    \* How to the difference between past and present because I know that the past can be divided into different periods of time    \* How to use stories, pictures, books and people to find information about the past - children doing own research    **KNOWLEDGE**    How to use an increasing range of common words and phrases relating to the passing of time    How to recall facts about what happened in the past, important events, people and changes of the period I am studying | | **What we are going to learn**  **The Ancient Greeks**  \*To place some historical periods in a chronological framework.    \*To use historic terms related to the period of study.    \*To use sources of information in ways that go beyond simple observations to answer questions about the past.    \*To use a variety of sources to find out about aspects of life in the past.    \*To communicate learning in an organised and structured way, using appropriate terminology.    \*To describe a study of Ancient Greek life and achievements and their influence on the western world. | **Activities you can do at home**  \*Ask your family members if they know anything about the Ancient Greeks.  \* Search for Ancient Greece- KS2 History- BBC Bitesize on the internet for more information. |
| Computing | | | |
| **What we already know**    \* How to use a range of software for similar purposes.  \* How to collect information.  \* How to design and create content.  \* How to present information.  \* How to search for information on the web in different ways.  \* How to use technology respectfully and responsibly.  \* How to get help if I am concerned.  \* I understand the need for caution when using an internet search for images and what to do if I find an unsuitable image. | **What we are going to learn- Making Music**     * To compare two websites for music * To compare technology for listening to music * To insert shapes and control the size * To insert wordart and text * To preview and insert loops into the sequencer * To control the volume and fade tracks in and out * To record a sound effect * To create a music track independently * To publish a project to an audio file * To burn music to a CD | | **Activities you can do at home**  \*Use BBC Bitesize to help develop your understand of coding |
| Handwriting | | | |
| **What we already know**  \*Regular verb endings **‘ed’ ing’ ‘y’**    \*Noun endings **‘s’ ‘es’ ‘y’ to ‘ies’**    \*Common suffixes (1) **‘ly’ ‘less’ ‘ful’** | | **What we are going to learn**  \*End low diagonal joins starting with ‘a’ containing **‘u’ and ‘i’**    \*End low drop on joins **‘ha’ ‘to’ ‘ba’**    \*End high horizontal joins **‘n’ ‘wi’ ‘om’** | **Activities you can do at home**  \*Practice your handwriting regularly |

Reminders:

Our Dance lesson is on a Tuesday and our PE lesson is on Friday so please can your child come into school wearing their PE kit. All of our home learning will be set on a Wednesday. This will be put on our class page on the website so you are aware of when it needs to be handed in. Please read with your children at home as well as go on Myon, Accelerated Reader and TT Rockstars.

Important events this term: DONATIONS FOR THE FOODBANK

Week beginning 19th October 2020- We are taking donations for Oldham’s Food Bank- 

We are looking forward to this term. Remember, if you wish to speak to your child’s class teacher, please ring the office to book an appointment.

*Miss Cummins and Mrs Khalil*