

Welcome to the Year 4 Team

Mrs Hughes Mrs Saunders

Mrs Tucker, Mrs Bown, Mr Fincham

Miss Davis, Mrs Talman

General

- Open the doors at 8:45 for morning job
- All clothes labelled
- Water bottles/ small rucksack
- No pencil cases
- Lockers – no food / limited space
- Snacks for break time – fruit or vegetables
- Ways to communicate – talk to us at the door, email office if longer conversation needed
- Parent helpers woods (Mon 22nd 4S/ Thur 25th 4H)

THE IRON MAN

YEAR 4
AUTUMN 1
2024/25

PROJECT OVERVIEW

To begin the project, children watch an animation of the beginning of the classic story, *The Iron Man* by Ted Hughes. Who is the mysterious metal monster with an enormous appetite? After learning enlargement techniques using grids, children work in groups to create giant pictures of the iron man to display in class. We will continue to read *The Iron Man* which will be the stimulus for our writing. After developing their skills, children will write their own *Iron Man* adventure. In science, children will learn how to change the brightness of the iron man's eyes and, using their knowledge of circuits and conductors, design and build their own alarm system to protect the farmers from the iron man. In design and technology, children will use their knowledge of levers to make a moving picture of a key scene from *The Iron Man* story.

ENGLISH

Our stimulus for writing this term will be *The Iron Man* by Ted Hughes. We will explore the story, developing our inference skills and making predictions. We will try to persuade the iron man to make his home in the soap metal yard instead of rampaging around, eating all the farmers' tractors! We will build our writing skills, especially our use of different sentence structures. Using the story for inspiration, we will plan and write our own iron man adventure. Can he save the day again? We will also meet a very different robot called Rex in our class read-aloud, *The Wild Robot*.

MATHS

In maths we will begin by learning about number and place value; understanding what each digit represents in a 4-digit number and finding 10, 100, 1000 more or less than a given number. We will then develop mental strategies for adding and subtracting. These strategies will be used in the context of money for example giving change. We will focus on recall of the multiplication and division facts for the 12 x 12 multiplication tables and using known facts and place value to multiply and divide multiples of 10 and 100. Finally we will solve multiplication problems using partitioning and recombinning strategies.

SCIENCE

In this unit of work, children will begin by identifying devices that are powered by electricity and understand the possible dangers of electricity. Children will be challenged to construct a simple circuit with as few components as possible. They will draw their circuits as pictorial representations. They will explore how changing components in a simple circuit affects the brightness of the iron man's eyes. They will investigate which materials are conductors and insulators. They will use their knowledge to build their own alarm system to protect the farmers from the iron man.

RE

In RE we will explore the words 'good' and 'evil'. The children will listen to the story of *Anna and Sita* and identify good and evil characters in the story. They will learn about the way Hindus celebrate Diwali, remembering good overcoming evil. This will lead them to discussions about current affairs of our world today and how some good can come out of some bad situations.

ART

In this art unit, the children will create huge monochromatic images of the iron man that will help to inspire their writing about him. They will explore the different tones and shading effects that can be created by hatching (drawing closely spaced parallel lines) and cross-hatching (when lines are placed at an angle to one another). They will use these techniques to draw their own images of the iron man.

HISTORY/GEOGRAPHY

No history or geography units for this project.

DT

In design and technology, the children will first be challenged to make a moving parts model of a running cat using levers and pivots. Then the children will investigate books that have a range of lever and linkage mechanisms. They look at which parts move and how they are made to move by disassembling examples. They look at where fixed and loose pivots are needed to create different movements. The children try out ideas, practising their measuring, marking out, cutting and joining skills before they go on to design and make their own moving picture of a key scene from the iron man story. The children will consider the audience and purpose for their product and evaluate against agreed design criteria.

MUSIC

Listen to Me: Hampshire Music Service will be joining us to teach the children to play samba drums.

FRENCH

The children will be introduced to new vocabulary for items found in a pencil case and use these to say 'I have...' sentences. This will also reinforce the concept of gender of nouns. This will be developed to include asking questions starting with 'Qu'est-ce que...' and making a statement with 'voilà!' Reading and writing skills will be practised for pencil case words. Throughout the unit they will participate in rhymes and songs to enhance their knowledge and understanding.

COMPUTING

The children will revisit the computer network focusing on the basics of file management. This will give them the skills to open a file and save it in a new location, create a folder for documents, save using an appropriate file name and print a piece of work. The children will use Cumble to write a programme to control the colours of the iron man's eyes.

PE

In PE the children will develop their skills in Tag Rugby by sending, receiving and bawling. They will be able to pass and receive a ball with increased control and consistency and understand more about using space in games and how to keep possession.

In gymnastics, children will refine their skills and use the balances and splits they have learned to create a sequence with a partner.

PSHE

The children will learn about being respectful and kind in positive relationships and about different types of relationships. They will learn how to stay safe online, understanding the importance of not sharing personal information online and reporting something unsafe to an adult they trust. How to respond to harmful behaviour and managing confidentiality.

Our Agreed Expectations

1. Be ready to learn.
2. Follow simple instructions.
3. Treat people and property with respect.
4. **Kind hands:** we keep our hands to ourselves.
5. **Kind feet:** we keep our feet to ourselves.
6. **Kind words:** we speak politely and never swear, tease or bully.

Times Tables

- Expectation for the end of year 4 is that the children know all their tables 12 x 12
- MTC test (June)
- TT Rockstars Login - Sound Check
- Weekly times table test.
- Additional sheets will be sent home if needed
- Additional support including Y6 Champions
- Maths - Number facts sheet
- Ideas for practising at home – games/rote/songs etc...

Number Facts: Year 4

Number and place value

Pupils should be taught to:

- count from 0 in multiples of 6, 7, 9, 25 and 1000
- find 100 or 1000 more or less than a given number up to 10,000

Addition and subtraction

Pupils should be taught to:

- order and compare numbers beyond 1000
- add and subtract numbers with up to 4 digits

Multiplication and division

Pupils should be taught to:

- recall and use multiplication and division facts for multiplication tables up to 12 x 12
- multiply two-digit and three-digit numbers by a one-digit number

Fractions

Pupils should be taught to:

- count up and down in hundredths; recognise that hundredths arise from dividing an object into 100 equal parts and in dividing tenths by 10
- recognise and write decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$

Measurement

Pupils should be taught to:

- convert between different units of measure (e.g. kilometres to metres, hours to minutes)

Number Facts: Number and place value

- Know the sequence of counting in multiples of 25.

Number Facts: Measure

- £5.00 x 2 = £10.00
£50 x 2 = £100
£500 x 2 = £1000
£2.50 x 4 = £10.00
£25 x 4 = £100
£250 x 4 = £1000
£2.00 x 5 = £10.00
£20 x 5 = £100
£200 x 5 = £1000
- 10cm = $\frac{1}{10}$ m 1cm = $\frac{1}{100}$ m
- 100g = $\frac{1}{10}$ kg
1.1 kg = 1kg 100g = 1kg + $\frac{1}{10}$ kg
- 48 hours = 2 days
120 minutes = 2 hours
90 minutes = 1 $\frac{1}{2}$ hours

Number Facts: Fractions

- $100 \div 10 = 10$ $1000 \div 10 = 100$
 $10 \div 10 = 1$ $1 \div 10 = \frac{1}{10}$
- $1 \div 10 = \frac{1}{10} = 0.1$ $2 \div 10 = \frac{2}{10} = 0.2$
- $3 \div 10 = \frac{3}{10} = 0.3$ $4 \div 10 = \frac{4}{10} = 0.4$
- $5 \div 10 = \frac{5}{10} = 0.5$ $6 \div 10 = \frac{6}{10} = 0.6$
- $7 \div 10 = \frac{7}{10} = 0.7$ $8 \div 10 = \frac{8}{10} = 0.8$
- $9 \div 10 = \frac{9}{10} = 0.9$ $10 \div 10 = \frac{10}{10} = 1.0$
- $\frac{1}{4} = 0.25$ $\frac{1}{2} = 0.5$
 $\frac{3}{4} = 0.75$

Number facts: Addition and subtraction

- Know or derive all the complements to 10,000 using multiples of 1000 and related subtraction facts
 $x + y = 10,000$; $x = ?$ and $y = ?$
 $1 + 9 = 10$ (Year 1)
 $10 + 90 = 100$ (Year 2)
 $100 + 900 = 1000$ (Year 3)
 $1000 + 9000 = 10,000$ (Year 4)
- Mentally add and subtract numbers with up to 2 digits reliably

Number Facts: Multiplication and division

- Know the 6x, 7x, 9x, 11x, and 12x tables and the related division facts
- Know that...
 $500 \times 2 = 1000$ $1000 \div 2 = 500$
 $250 \times 4 = 1000$ $1000 \div 4 = 250$
 $200 \times 5 = 1000$ $1000 \div 5 = 200$

Spellings

- Friday – New spelling sheets to go home with new spellings (LCWC)
- Children will be tested the following Friday. Words are taken from:
 - the Read Write Inc. spelling programme. We work through units that teach different rules and patterns. E.g. prefix mis-
 - a statutory word list for years 3 and 4. These tend to be tricky spellings.
- BIG TEST every three weeks – revisiting and consolidating learning. Children look back at the last 30 words and choose 10 to revise.
- Some children will need to revisit spellings and will have a different list to learn consisting of high frequency and pattern words. They will still have access to the Year 4 spelling programme for reading and understanding new vocabulary.

Spelling practice: Look, Say, Cover, Write, Check

Name: _____

Look	Say	cover	Write	Check	Write	Check	Write	Check	Write	Check
busy										
accidentally										
occasionally										
early										
probably										
actually										
misplace										
misbehave										
mislead										
misspell										

Now use your spelling words in a sentence

Reading

- Reading to children

We have a class read which is used to develop an enjoyment of reading and to enable children to hear fluent reading. Please don't buy the class read before we've read it!

- Children learning to read

We teach a range of reading skills and strategies through our class read and other extracts.

- Children reading independently for enjoyment

Children are expected to read on a regular basis at home to an adult four times a week for at least 15 mins.

Children to record home reading page no in Reading Diaries – **please sign at the weekend** to say they've read four times.

Diaries need to be in school every Monday for setting up the new week and checking that they've read at home the previous week.

Year 4 library / main library books need to be in school every day for ERIC.

Homework

- Homework will be given out on Fridays and due in the following Wednesday unless stated otherwise
- Usually alternating between maths and English/project
- Usually the homework will consolidate work already done in class.
- Please do not spent more than 30 minutes – we will support your child at school if needed.

P.E.

- Kit should be in school all the time.
- Games – Tuesday.
- Indoor P.E. – Thursday.
- Please name all kit.

Questions



Minstead meeting in early October.