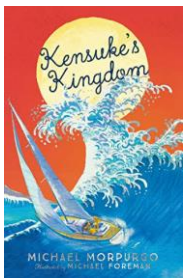
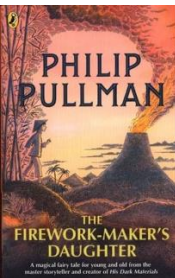
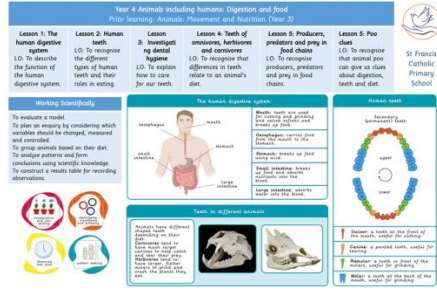
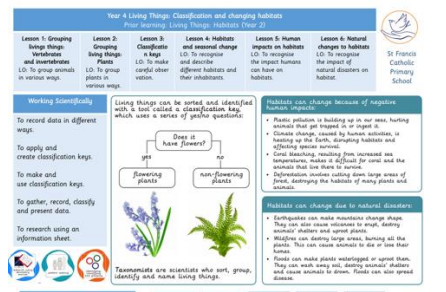
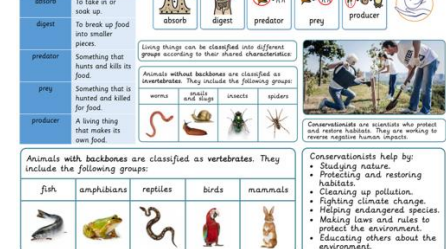


Year 4 Curriculum Letter Autumn Term



Please find below an overview of the term, along with some ideas to help you support your child's learning at home. Please contact your child's class teacher if you would like any further information.

Subject	Curriculum	How you can support learning at home
Religious Education	Branch 1: Creation and Covenant Branch 2: Prophecy & Promise	Encourage your child to protect the wonder of creation-through our RE learning we will understand how we need to be stewards of creation looking after our common home. Ask your children who Abraham is and how he relates to Jesus and his family tree. Use common prayers at home to encourage your child's prayer life.
Reading	Autumn 1: Kensuke's Kingdom by Michael Morpurgo Autumn 2: Firework Makers Daughter by Philip Pullman	Please listen to your child read their reading book daily and ask them questions about what they have read, get them to show you the evidence in the text to support their answer. Challenge them to summarise a paragraph or section of their book.  
Writing	Using our Reading books as a stimulus, we will be writing a variety of pieces to entertain, inform and persuade including narratives, diary entries, information texts and letters.	Encourage your child to write a character description of a character from the book using the skills learnt in class. Encourage your children to write in joined handwriting.
Maths	Unit 1: Place value Unit 2: Addition and subtraction Unit 3: Area Unit 4: Multiplication and division	Discuss key vocabulary for the topic with your child. Overviews of the unit for each half term are on the school website. This year the children will complete the MTC check in the summer term which will test their knowledge of their times tables. Children must know all of their times tables up to 12.
Science	Autumn 1: Digestion: Teeth Autumn 2: Habitats: Animals and food chains	Look at our Knowledge Organisers on the website to explore vocabulary for our topics this term.    

Use scientific vocabulary: Introduce and use words like observe, investigate, record, classify, group, and research when doing activities with your child.

History

Autumn 2: How have children's lives changed?

Discuss with your child how their childhood may differ from yours. Look at how schools, education, toys and technology has changed.

Year 4 History: How have children's lives changed?
Prior learning: How was school different in the past? (Year 2)

Lesson 1: What do sources tell us about how children have changed?
LO: To identify how children's lives have changed using a range of sources.

Lesson 2: Why did Tudor children work and what was it like?
LO: To understand why children worked in Tudor times and what working conditions were like.

Lesson 3: What were children's jobs like in Victorian England?
LO: To understand the types of jobs Victorian children had and their working conditions.

Lesson 4: How did Lord Shaftesbury change the lives of children?
LO: To understand how Lord Shaftesbury changed children's lives.

Lesson 5: How and why has children's leisure time changed?
LO: To understand how and why children's leisure times have changed.

Lesson 6: What were the diseases children caught and how were they treated?
LO: To understand which diseases children caught and how they were treated.

Key Vocabulary

occupation	A job or profession.
politicians	A person who is involved in the government of a country.
parliament	A group of people who make or change the laws of a country.
poverty	Having insufficient money to pay for accommodation, food, heating or clothing.
continuity	Things that remain the same over time.
oath	A solemn promise.
reform	To make changes to something in order to improve it.
bill	A formal statement of a proposed new law that is discussed and then voted on in Parliament.
apprentice	A young person who learns a trade or occupation in return for accommodation, food and clothing.

Health
Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, cholera and the plague spread rapidly. The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.

Tudor frost fair
During the Tudor period, fairs were held to celebrate saint's days in local towns. Children would have watched jesters walking on stilts, juggling or performing tricks; watched archery demonstrations; bought food; and enjoyed plays. By the Victorian period, there were swingboats and carousels. Today, technology has transformed fairgrounds into huge theme parks.

Victorian fair

Modern fair

Lord Shaftesbury
Lord Shaftesbury encouraged the establishment of schools to give working children an education. He also publicised the poor working conditions of children and introduced parliamentary bills to reduce the numbers of hours children worked.

Apprentices
Tudor and Victorian children as young as seven left home to become apprentices. They swore an oath to remain loyal to their master. In return, they received training, food and lodging. Children - mostly boys - trained to become blacksmiths, cobblers, gong farmers, shipmakers, publishers and more.

Geography

Autumn 1: Where does our food come from?

Find food items from home and research where they come from.

Geography Year 4: Where does our food come from?
Prior learning: Are continents all the same? (Year 3)

Lesson 1: How can our food choices affect the environment?
LO: To explain the impact of food choices on the environment.

Lesson 2: What does it mean to trade responsibly?
LO: To understand the importance of trading responsibly.

Lesson 3: How do we get our chocolate?
LO: To describe the journey of the cocoa bean.

Lesson 4: Where does our food come from?
LO: To map and calculate the distance food has travelled.

Lesson 5: Are our school dinners locally sourced?
LO: To design and use data collection methods to find where our food comes from.

Lesson 6: Is it better to buy local or import food?
LO: To discuss the advantages and disadvantages of buying both local and imported food.

Map of biomes
Tropic of Cancer
Equator
Tropic of Capricorn

Advantages of buying local food:

- Reduces food miles.
- Provides people with fresh, seasonal food.
- Creates jobs in the local community.

Disadvantages of buying local food:

- May mean greenhouses are used to grow food out of season.
- May be more expensive if farmers sell independently.
- Means food may go bad more quickly if grown without pesticides.

Advantages of importing food:

- Helps support communities in developing countries.
- Provides people with a wider variety of food.
- Creates relationships with other countries.

Disadvantages of importing food:

- May encourage deforestation to produce enough food.
- Increases food miles.
- Can sometimes be more expensive if produced through a responsible trade organisation.

Key Vocabulary

food miles	The distance food has travelled to reach you.
import	An item brought in from a different country.
consume	To buy or use.
trade	The buying and selling of goods or services.
cooperative	A group of people working together who share ideas and income.
responsible	A process to ensure workers have a voice, can get the best deal for their product and work in safe conditions.
seasonal food	Food which is best eaten in a particular season.
sustainable	A way of doing something that does not harm the environment.
source	A place where something can be originally found.

Trading responsibly:

- Helps workers to get the best deal they can for their product.
- Protects workers against changes in the price of their product and natural disasters.
- Helps farmers share ideas.
- Gives communities extra money to spend on whatever they need.
- Aims to preserve natural habitats and support the climate.

Art

Autumn 2: Drawing: Tone, texture and proportion.

Encourage your child to explore drawing using the techniques they have learnt.

Art Year 6: Drawing: Expressing ideas
Prior learning: Drawing, Depth, emotion and movement (Year 5)

Lesson 1: What is street art?
LO: To explore how street artists use art to convey messages and provoke thought.

Lesson 2: How do artists use one-point perspective?
LO: To understand and apply one-point perspective in a drawing inspired by street art.

Lesson 3: Scaling up
LO: To understand and use scale and proportion effectively in drawings.

Lesson 4: Planning street art
LO: To design a street-art-inspired piece using a brief.

Lesson 5: Making a street-art-inspired piece
LO: To create a street-art-inspired piece that conveys a message using perspective, scale and proportion.

One-point perspective
A drawing technique to give the illusion of depth by making objects look smaller.

Scale
The size of an object or figure in relation to another object, figure or the overall composition.

Key Vocabulary

depth	The distance from the viewer to the object.
proportion	The relative size of objects or parts of a drawing.
realism	A style of art that aims to represent things as they appear in the real world.
vanishing point	A point on the horizon where parallel lines appear to meet.

Artists:

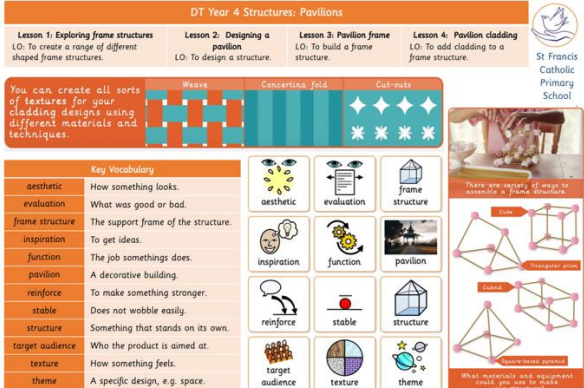
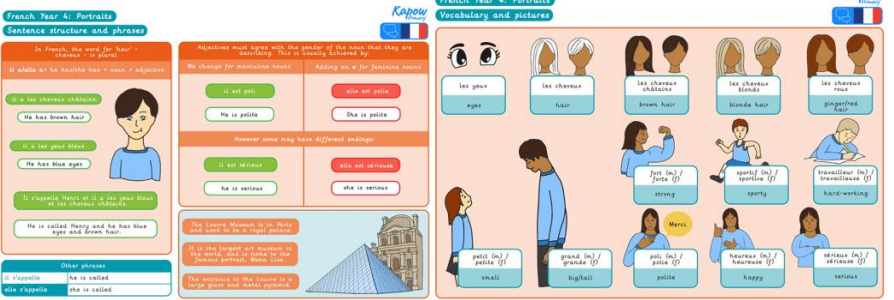
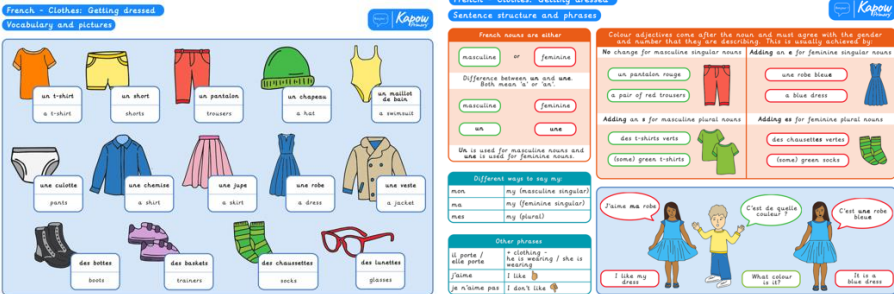
- Stan Storey.
- Edgar Müller.
- Diego Rivera.

How big one element of an artwork appears compared to the whole thing.

A way of making art that looks as close to real life as possible.

Artwork that is created in a public space, typically without official permission.

A spot on the horizon where things seem to disappear.

Design and Technology	Autumn 1: Structures: Pavilions	Research famous structures around the world including the Parthenon. Look at how they are built and their design elements. 
Music	Autumn 1: Africa Autumn 2: Vikings	Listen to a range of other pieces of music from Abba. Research the origins of African music and how this has influenced the African culture.
Computing	Autumn 1: The Internet Autumn 2: Audio Production	Remind your child about how to stay safe online and the importance of what content should be used.
Physical Education	Basketball, Dance, Hockey and Gymnastics	Ask your child what key vocabulary they have learnt during their PE lessons. Encourage them to teach you a skill they have learnt. Play games or practise a skill with your child.
French	Autumn 1: Portraits in French Autumn 2: Clothes in French	Revisit key vocabulary from the knowledge organiser. Portraits in French  Clothes in French 
PSHE	School values Attendance British Values: Rule of Law and Democracy Created and loved by God (TenTen curriculum)	Discuss with your child how they are feeling and encouraging them to use different activities to help to regulate themselves. Family Talk Time: Discuss what fairness, equality, and respect mean. Use stories or videos to spark conversation.

Homework Information

Reading aloud to an adult and this is to be written into reading diary.

Talk homework: Set once every 2 weeks to discuss the writing topic

Timetables Rockstars