

# Year 4: Autumn 2

## Information Leaflet



Saltburn  
Primary  
School

### English:

- To write a book review of our favourite book.
- To write a narrative based on the story of Rama and Sita.
- To create a leaflet persuading people to use alternative products to plastic
- Write an explanation text about the digestive system.

### RE: Advent

- What does 'Advent' mean?
- Why is Advent important to Christians?
- How is it celebrated?

### Science Discovery Unit: Food for Thought

- Use classification keys to identify and name a variety of living things.
- Outline how and why environments may change, and the effects on living things.
- Construct and interpret a variety of food chains.
- Identify producers, predators and prey from food chains.
- Identify the name and function of the basic parts of the human digestive system.
- Identify the name and function of the types of teeth in humans.

### RE Discovery Unit: Hinduism

- Where and when did Hinduism start?
- Does Hinduism have a founder?
- Who are the three main deities?
- How do Hindus worship at home?
- What is a Hindu place of worship called?
- What is a shrine?
- What is on a Puja plate and how is it used?
- Who completes the preparations for worship in a Mandir?
- What can I find out about Divali?
- What do Hindus believe about God?
- How and why do Hindus worship in a Mandir?
- How and why do Hindus celebrate Divali?

### Art

- Explore Indian mehndi patterns.
- Draw and sketch images, refining ideas.
- Explore textures, effects and brush techniques using a variety of brushes.
- Explore colour mixing using paint.

### Science Discovery Unit: Environmentalism

- Litter Pollution act
  - Plastic waste in the ocean
  - Different kinds of materials that are thrown away
  - Pollution
  - Deforestation
- ### D.T.
- Explore where food is grown, seasonality, how food is packaged and how we can reduce our carbon footprint.
  - Consider dishes and ingredients in terms of health & nutrition.
  - I can create and follow recipes using age-appropriate techniques.

### Maths:

- Learn times tables – x6, x7, x8, x9, x11, x12.
- Add and subtract numbers with up to 4 digits using columnar addition and subtraction.
- Estimate and use inverse operations to check answers to a calculation.
- Use addition and subtraction to solve two-step reasoning problems.
- Mentally multiply three numbers together.
- Identify all factor pairs of a number.
- Multiply two-digit and three-digit numbers by a one-digit number using a formal, written method.

### P.S.C.H.E: Understanding Differences

- Influences and bullying
- Special me
- Celebrating differences

### Computing:

- Programming using Turtle Academy.
- E-Safety

### P.E:

- Dance
- Tag Rugby

## Spellings – Words in red are common exception words.

<p>Test date</p>	<p>Friday 5<sup>th</sup> November  <b>Suffix ‘-ous’</b>            Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word.</p> <p>poisonous            dangerous            mountainous            joyous            hazardous            famous (drop ‘e’)            nervous (drop ‘e’)            various (‘y’→‘i’)            furious (‘y’→‘i’)  <b>tremendous</b>  <b>enormous</b>  <b>jealous</b>  <b>generous</b>  <i>(no obvious root word)</i>  <b>remember</b>  <b>sentence</b>  <b>separate</b>  <b>special</b>  <b>straight</b></p>	<p>Friday 12<sup>th</sup> November  <b>Suffix ‘-ous’</b>  <b>‘-orous’ &amp; ‘-ageous’</b></p> <p>‘-our’ is changed to ‘or’ before ‘-ous’ is added.</p> <p>Final ‘e’ of the root word to be kept if the ending sound ‘g’ is to be kept.</p> <p>humorous            glamorous            vigorous            rigorous            valorous            sonorous            rancorous            odorous            porous</p> <p>courageous            outrageous            advantageous  <b>strange</b>  <b>strength</b>  <b>suppose</b>  <b>surprise</b>  <b>therefore</b></p>	<p>Friday 19<sup>th</sup> November  <b>Suffix ‘-ous’</b>  <b>‘-ious’ &amp; ‘-eous’</b></p> <p>If there is an /i:/ sound before the -ous ending, it is usually spelt as ‘i’, but a few words have ‘e’.</p> <p>serious            obvious            curious            glorious            hilarious            studious            notorious            delicious            envious            tedious            superstitious</p> <p>hideous            spontaneous            courteous  <b>though</b>  <b>although</b>  <b>thought</b>  <b>through</b>  <b>various</b></p>	<p>Friday 26<sup>th</sup> November  <b>‘-ous’ Review</b></p> <p>dangerous            famous            various            enormous</p> <p>humorous            odorous            vigorous</p> <p>courageous            outrageous            advantageous</p> <p>serious            obvious            hideous            spontaneous  <b>wait</b>  <b>weigh</b>  <b>weight</b>  <b>woman</b>  <b>women</b></p>	<p>Friday 3<sup>rd</sup> December  <b>k spelt ‘ch’</b></p> <p>Etymology: mostly words with a <b>Greek</b> origin.</p> <p>scheme            chorus            chemist            echo            character            architect            stomach            orchid            chaos            orchestra            technical            school            mechanic</p> <p><b>island</b>  <b>knowledge</b>  <b>learn</b>  <b>length</b>  <b>library</b></p>	<p>Friday 10<sup>th</sup> December  <b>/j/ (sh) spelt ‘ch’</b></p> <p>Etymology: mostly words with a <b>French</b> origin.</p> <p>chef            chalet            machine            brochure            parachute            charade            moustache            Champagne            pistachio            chauffeur            chivalry  <b>material</b>  <b>medicine</b>  <b>mention</b>  <b>minute</b>  <b>natural</b></p>	<p>Friday 17<sup>th</sup> December  <b>g spelt ‘-gue’</b>  <b>k spelt ‘-que’</b></p> <p>Etymology: mostly words with a <b>French</b> origin.</p> <p>league            tongue            plague            analogue            rogue            intrigue            antique            unique            grotesque            technique            plaque  <b>naughty</b>  <b>notice</b>  <b>occasion</b>  <b>occasionally</b>  <b>often</b></p>
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**Notes:** All of the words being assessed this half term are the words which Year 4 children are expected to be able to read and spell accurately and apply to their written work. Children will be tested on 10 words that follow the spelling rule (not all words will be listed in weekly spellings but will follow the rule), 5 tricky words and a mixture of revisit words from previous weeks to aid retention. If your child receives different spellings to these, rest-assured that they have been tailored to your child based on need, and we will be working hard to support them.

## Times Tables

Week beg Monday 1 <sup>st</sup> November	Week beg Monday 8 <sup>th</sup> November	Week beg Monday 15 <sup>th</sup> November	Week beg Monday 22 <sup>nd</sup> November	Week beg Monday 29 <sup>th</sup> November	Week beg Monday 6 <sup>th</sup> December	Week beg Monday 13 <sup>th</sup> December	<b>Christmas Break!</b>
Know your 6 times tables in any order.	Know your 7 times tables in any order.	Know your 8 times tables in any order.	Know your 9 times tables in any order.	Know your 11 times tables in any order.	Know your 12 times tables in any order.	Know all your tables in any order.	

## Year 4 Statutory Multiplication Check

In Summer 2022, your child will be tested on the new statutory multiplication tables check. Your child will need to take a short online test to make sure their times tables knowledge is at the expected level.

### What is the check?

The [multiplication tables check](#) is an **online test** for pupils in Year 4. Pupils are asked to answer **25 questions** on times tables from **two to 12**. They are given **six seconds per question**, with three seconds rest between each question, so the test should last less than five minutes.

**Questions about the six, seven, eight, nine, and 12 times tables are likely to come up most often, as these are the hardest for most children to learn. It's a good idea to focus on these tricky times tables with your child.**

### How can I help my child prepare?

The best way to keep the test stress-free is to work some times tables practice into your daily routine well in advance. With regular practice, your child will get used to tackling these kind of questions with confidence.

If your child is feeling nervous in the approach to the check, don't panic. Our top five tips for helping your child learn their times tables will get them up to speed:

#### 1. Use times table wall charts

Wall charts show all the answers for a particular times table. You could download our free [times table wall charts \[PDF\]](#) and stick them up somewhere they'll be seen often. For instance, you could put them over the sink so that your child will see them when they're brushing their teeth. You'll be amazed how quickly they learn when they see these number facts every day!

#### 2. Learn the tricks for difficult times tables

There are clever tricks for remembering several of the times tables. For instance, watch Andrew Jeffrey's method for tackling the seven times table: [Seven times table trick | Oxford Owl - Bing video](#)

### 3. Play times tables games

Games and challenges are a great way to support learning, and a few minutes a day will make all the difference.

Why not play snap with some [times tables flashcards](#), matching the sums to the answers as fast as you can? Or you could surprise your child by asking times tables questions at random times during the day and seeing how quickly they can respond (this works particularly well as a competition between siblings or friends).

Using games keeps practice short and sweet, and makes the process much less of a chore for you and your child. We have 'Challenge a Superhero to a Dual' times table activity packs available for your child to take home and use.

### 4. Make it real

If your child can't see any point in learning their times tables, try showing them how this knowledge is useful in everyday life. Instead of just rote learning their times tables, try to create opportunities for your child to use multiplication in problem solving.

For example, ask them to scale up a recipe or calculate whether they have enough money to buy more of their favourite things (such as sweets or football cards). This will help your child see the value of their learning.

### 5. Practise on the computer

Help your child become comfortable reading and answering questions on a screen by making sure they access Times Tables Rock Stars regularly.










## **Reading:**

Children will be reading books within a book level range. This is determined by a 'Star Reading' assessment each half term. We have a wealth of books within school at each book level, ready to be loaned to children. All children are required to read for at least 10 minutes per day at home regardless of which reading level they are currently reading at. They will also read each day in school, so it really is a case of us working together.

Regular reading with an adult increases a child's vocabulary by 500 words per year. It helps children to develop confidence and fluency in a skill that will serve them well for the rest of their lives, opening doors and broadening opportunities. We cannot emphasise enough how valuable this reading time is!

## Topic Project Activity Grid

Project - We would like the children to choose one of the ideas listed below and over the half term work on this project. On the Monday **6<sup>th</sup> December** we would like the children to bring in photographs or the actual project that they have been working on. Part of that day will be dedicated to the children showcasing and explaining what they did and what they have learnt. Please circle the project you have decided to complete.

<p>Create a piece of art, model or sculpture using only recycled materials.</p>  	<p>Create a video or poster encouraging people to recycle plastic.</p>  	<p>Create a pictogram or bar chart showing all the things you have recycled over one week.</p>  
<p>Keep a diary or record of how you have reduced waste at home.</p> 	<p>Design a new playground made of recycled plastic.</p>  	<p>Write a report explaining how plastic pollution affects the environment.</p> 