

To become Learning Champions, the class will be focusing on the following learning behaviours over the course of the term. These include being:

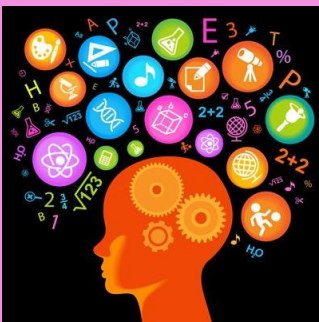
- Active Communicators
- Pro-active Social Thinkers
- Self-managers
- Independent Learners
- Reflective Learners
- Information Processors
- Effective Investigators
- Creative Thinkers
- Problem Solvers



Each one of us uses our Multiple Intelligences in a range of ways because we are all **Wonderfully Intelligent Skilful Experimenters**. (Wise!)

The intelligences include:

- Self-wise
- Visual wise
- Nature wise
- Body wise
- Music wise
- Word wise
- Logic wise
- People wise



In maths, the children will be learning to:

- count in multiples of 6, 7, 9, 25 and 1000;
- find 1000 more or less than a given number;
- order and compare numbers beyond 1000;
- count backwards through zero to include negative numbers;
- recognise the place value of digits in a four-digit number;
- round numbers to the nearest 10, 100 or 1000;
- read and convert Roman numerals;
- solve number and practical problems that involve these areas with increasingly large numbers;
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

In English, Year 4 will be creating a mythical creature as well as focusing on comprehension and the different reading content domains associated with this. The children will use a wide range of texts to master the different strands and make links between reading and writing. There are eight strands of the domain we will focus on which include:

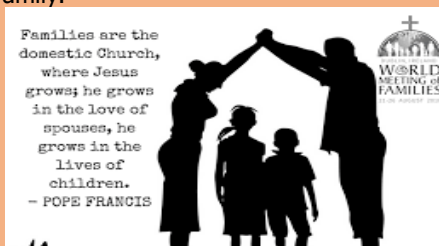
- Give/explain the meaning of words in context
- Retrieve and record information/identify key details from fiction and on fiction texts.
- Summarise main ideas from more than one paragraph.
- Make inferences from the text/explain and justify inferences with evidence from the text.
- Predict what might happen from details stated and implied.
- Identify/explain how information/narrative content is related and contributes to meaning as a whole
- Identify/explain how meaning is enhanced through choice of words and phrases.
- Make comparisons within the text.

In French, the theme for the term will be 'Presenting Myself'. The children will learn to say simple sentences and phrases about themselves that would be useful in basic conversation, e.g. their name, where they live and their age.

In their PE lessons, Year 4 will be working on developing their gymnastic abilities and core strength. Our PE days are Monday's and Friday's.

The PSHE focus for Term 1 for Year 4 will be similar to the other classes around the school. The children will be reintroduced to the Zones of Regulation and will consider how they can use the zones to regulate their

The RE topic for Term 1 will be based around the theme, 'People'. The children will be thinking about their own family and the people who influenced Jesus in His family.



In the Creative Curriculum, the class will begin with a focus on locational and place knowledge and fieldwork maps. They will explore the different uses of maps, atlases and globes, symbols and their significance, compass work and four and six figure grid references.

This term in art, the children will be introduced to the Pop Art movement and learning about Andy Warhol. They will be studying his movement throughout the 1960'S and how his art influenced others. One of their main projects will be to design their own soup flavours and labels in his style.

Throughout this year, Year 4 will also be taking on some projects during project management sessions. They will be set different tasks and use a range of skills to achieve a final product. The themes for these include Community, Enterprise, Cooking and Building/Making. These sessions will take place every Friday morning.

On Friday mornings, the children will be taken to the forest school area to continue with their outdoor learning.

Year 4 Term 1

In science, the children will be learning about sound. They will:

- look at how sounds are made, associating them with vibrations;
- learn how sounds travel;
- explore pitch and how it can be changed;
- find patterns between the volume of a sound and vibrations;
- learn what happens to a sound as it travels.

