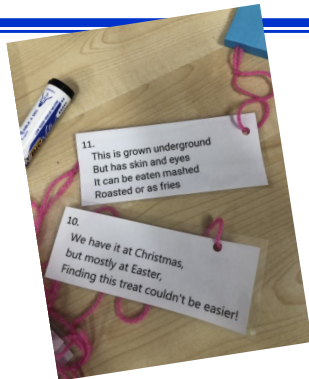


# Primary Curriculum Matters

## Information about learning in Year 4

The Home/School Partnership Curriculum Newsletter Term 1 Autumn 2022



### *Sensational Start*

***For our Sensational start, we first discussed the importance of food for survival and looked at what humans need from their food.***

***We were then set a challenge to design and make a healthy smoothie that contained a variety of food groups (carbohydrates, protein, vitamins and minerals, fibre, good sugars and good fats).***

***Each group made and taste tested their smoothies.***

***We also went on a food scavenger hunt. We searched for food riddles and tried to solve each riddle in order to identify foods from each food group!***



### HPL — High Performance Learning

Embedded throughout all of our learning will be the use and development of our HPL skills. These are:

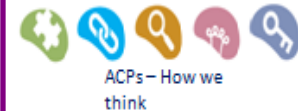


Empathetic

Agile

Hardworking

Meta-thinking



Linking

Analysing

Creating

Realising



# Survival

### Learning Theme Overview

In this learning theme, we will be learning about food for survival. We will learn about where food comes from, staple foods, seasonal foods and how we digest food. We will also learn about food chains and how animals survive. We will be reading the Wreck of the Zanzibar, a story in which Laura tells of how her family's survival depends on the mercy of the elements and the sea!

## Science - The Digestive System



The children will be learning to:

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Set up scientific enquiries, make careful observations and gather and record data to draw simple conclusions.



## English - Narrative The Wreck of Zanzibar

**Fiction:** To write an alternative story opening and ending, focusing on descriptive setting. Create setting, characters and plot that are clear and appropriate to purpose.



### Grammar and Punctuation:

- Use paragraphs to organise ideas around a theme.
- Use the correct punctuation for speech.
- Use frontal adverbials.



**Author Focus—Michael Morpurgo**

## D&T - Designing and Making a Healthy Smoothie

This term, the children will be using a variety of skills when making their healthy smoothie.

- Understand and apply the basic principles of a healthy and varied diet.
- Prepare food using a variety of cooking techniques.
- Understand seasonality and know where a variety of ingredients are grown and processed.
- Investigate and analyse a range of existing products, including nutritional information.
- Test, evaluate and refine their ideas.



# Survival

## Subjects linked to the learning theme...

### PSHE - 'Being Me in My World'

- To know our attitudes and actions make a difference to the class team.
- To understand who is in my school community, the roles they play and how I fit in.
- To understand how democracy works.
- To understand that my actions affect myself and others and try to empathise with them.
- To understand how groups come together to make decisions.



## Geography – Staple Foods

- Locate the world's countries using maps, concentrating on their environmental regions, key physical and human characteristics and major cities.
- Use maps, atlases and globes to locate countries and describe the features studied
- Describe and understand key aspects of human geography and the distribution of food and water.





## PE - Games, Gymnastics & Dance

PE will be taught on the following days:

**4EL - Week A—Wed**

**Week B—Wed, Thurs and Fri.**

**4AP - Week A—Mon, Wed, Thurs.**

**Week B - Thurs.**



## Computing



- To create a simple program.
- To run, check and change programs.
- To know that programs run by following precise instructions.
- To use logical reasoning to predict the behaviour of programs.

*Our focus this term:*



*Empathy  
and  
Hope*

## RE



**Islam: Keeping the Five Pillars—  
what difference does it make ?**

- To know what is important to Muslims in Britain today, relating this to the Five Pillars of Islam.
- To understand the ways in which Muslims express their faith.

## Music



- To develop rhythmic skills, working with different metres – 2-time, 3-time and 4-time.
- Understand how to build rhythms.

## Homework

**Homework for maths, spellings and reading will be uploaded to Teams each week.**



## Maths

This term, we will be 'mastering' the following areas:

- Count in multiples of 6, 7, 9, 25 and 1000.
- Count backwards through 0 to include negative 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.
- Identify, represent and estimate numbers (to 10000) using different representations.
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- Order and compare numbers beyond 1000.
- Find 1000 more or less than a given number.
- Round any number to the nearest 10, 100 or 1000.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Use addition and subtraction facts to 100 and derive related facts up to 1000.
- Mentally add and subtract pairs of three-digit and four-digit numbers.
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.



## Meta-thinking Reading Strategies- Meta-cognition; strategy planning and self-regulation Which ones will you focus on today?

**Predicting**  
(Reciprocal Reading)

**Asking Questions**  
(Reciprocal Reading)

**Clarifying**  
(Reciprocal Reading)

**Summarising**  
(Reciprocal Reading)

**Determining Importance**

**Making Connections**

**Thinking Aloud**

**Noting Structure and Language Features**

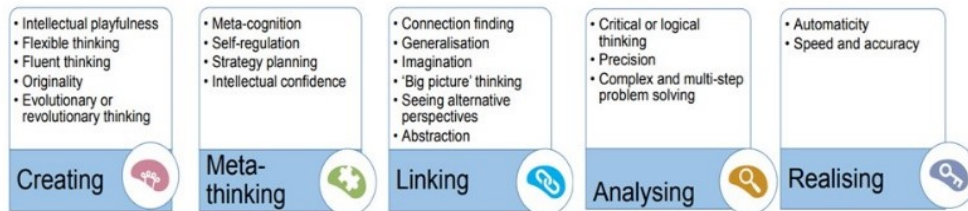
**Visualising**

# High Performance Learning Information

Our 'High Performance Learning framework' enables us to ensure a consistent approach to teaching and learning throughout all ages phase of our school. The advanced cognitive performance characteristics (ACPs) are focused on developing how learners think and the values, attitudes and attributes (VAAs) focus on developing how learners behave.

## Advanced Cognitive Performance Characteristics (ACPs)

**How Learners Think** - these are:



## Values, Attitudes and Attributes (VAAs)

**How Learners Behave** - these are:



## HPL Characters

We previously ran a competition for children in our primary year groups to design superhero and animal characters to best represent the HPL **Values, Attitudes and Attributes** (VAAs) and **Advanced Cognitive Performance Characteristics** (ACPs).

**SMART Charter**  
SMART Learners are:

**Sensitive**  
**Empathetic - kind and concerned for others**  
We don't hurt people or their feelings

**Motivated**  
**Hard working and resilient - having a go**  
We don't waste time or give up

**Agile**  
**Attentive, enquiring and creative - aiming high**  
We don't expect others to think for us

**Responsible**  
**Respectful of property and nature - caring**  
We don't damage or waste things

**Truthful**  
**Honest and trustworthy - doing what's right**  
We don't cover up the truth

★ ★ ★ Be Smarter—Follow The Charter! ★ ★ ★

Alex the "Agile" superhero

Emily the "Empathetic" superhero

Ivan the "Hard Working" superhero

**VAA Superheroes**

Mia the "Meta-thinking" monkey

Zulu and Zuzu the "Linking" giraffes

Sam the "Creative" spider

Ana the "Analysing" owl

Nessa the "Realising" cheetah

**ACP Animal Characters**