

Dear Parents,

I hope you have all had an enjoyable summer and that your child is looking forward to this year in Year 4; I am looking forward to meeting you all over the coming weeks. This letter is an overview of the work we will be covering in class over the Autumn term and information about PE days.

Our topic for the Autumn term is 'From Bean to Bar' where we will be learning all about chocolate from its origins to how it ends up on the shelves of our nearest shop. The following information tells you what we will be covering in class during the Autumn term:

Subject	Objectives to be covered
RE	<p><u>Creation</u> WALT recall the story of the creation of human beings in the Old Testament WALT understand the different titles given to God WALT use the teachings of the Old Testament to lead a Christian life WALT hear, read and explore key images that speak of God in the Old Testament WALT recall key stories from the Old Testament and discuss what we can learn from these (Abraham to Joseph)</p> <p><u>Jesus Teaches Us How To Pray</u> WALT explore the Mysteries of the Rosary WALT understand Old Testament prayers and psalms WALT recall key prayer events in the life of Jesus WALT recognise why it is important to pray to God the Father WALT recognise why it is important to pray to God the Father WALT recall key Bible stories</p> <p><u>Advent</u> WALT hear, read and explore key imagery that speaks of God in the Old Testament WALT understand the Church's celebrations of significant events in the life of Jesus: Advent WALT recognise how some of the Old Testament prophets spoke of the coming of a Messiah</p>
Reading	<p>During Guided Reading this term, we will be reading Charlie and the Chocolate Factory by Roald Dahl, The Christmasaurus by Tom Fletcher and a range of extracts from poetry and non-fiction texts. We use the acronym READING VIPERS to teach the following skills:</p> <p>WALT prepare poems and playscripts to read aloud and to perform showing understanding through intonation, tone, volume and action. WALT identify the main point and summarise orally the content of a passage of text independently. WALT identify and describe the main characters/setting/events using direct reference to the text. WALT use dictionaries to check the meaning of words they have read. WALT make predictions with evidence from the text and with knowledge of wider reading sometimes using details that are stated and implied. WALT distinguish between fact and opinion. WALT identify that information, events or ideas can be organized into paragraphs. WALT comment on the presentational characteristics of non-fiction text types. WALT comment on the choice of language to create moods, feelings and attitudes and to build tension. WALT understand how style and vocabulary are linked to purpose of the texts, e.g exaggeration in persuasion. WALT draw inferences such as inferring character's feelings, thought and motives and justify inferences with evidence from the text.</p>
Writing	<p>In Literacy this term, will be covering the following writing units: Fables, Playscripts, Narrative (based on Charlie and the Chocolate Factory), Instructions, Performance Poetry and Non-Chronological Reports. WALT identify features of the text types WALT plan our writing carefully WALT edit and improve our writing</p>

	<p>WALT use genre specific organisational features such as headings, sub-headings, captions and labels</p> <p>WALT create character, settings and plot</p> <p>WALT organise paragraphs around a theme</p> <p>WALT choose words showing an awareness of the reader</p> <p>WALT read aloud our work using intonation and a clear voice</p> <p>WALT proof read for spelling and grammatical errors</p> <p>WALT compose and rehearse sentences orally to develop a range of sentence structures.</p>
SPaG	<p>WALT identify different types of sentence including commands, statements, questions and exclamations</p> <p>WALT use a range of conjunctions to join sentences</p> <p>WALT use fronted adverbials</p> <p>WALT use a comma to mark clauses</p> <p>WALT punctuate sentences with accuracy</p> <p>WALT use brackets to add additional information</p> <p>WALT use adverbs</p> <p>WALT punctuate direct speech</p> <p>WALT punctuate direct speech leaving a line for each speaker</p> <p>WALT use colons in the context of playscripts</p> <p>WALT use expanded noun phrases</p> <p>WALT use apostrophes for contractions and to show possession</p>
Maths	<p><u>Number and place value</u></p> <p>WALT recognise the place value of each digit in a four-digit number</p> <p>WALT find 1000 more or less than a given number</p> <p>WALT find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>WALT count backwards through zero to include negative numbers</p> <p>WALT round any number to the nearest 10 or 100</p> <p>WALT order and compare numbers beyond 1000</p> <p><u>Addition and Subtraction</u></p> <p>WALT add and subtract numbers with up to 4 digits using the formal written methods of column addition and subtraction where appropriate</p> <p>WALT solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>WALT estimate and use inverse operations to check answers to a calculation</p> <p><u>Geometry</u></p> <p>WALT describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>WALT describe movements between positions as translations of a given unit to then left/right and up/down</p> <p>WALT plot specified points and draw sides to complete a given polygon</p> <p>WALT identify acute and obtuse angles and compare and order angles up to two right angles by size</p> <p>WALT identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>WALT complete a simple symmetric figure with respect to a specific line of symmetry</p> <p>WALT compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and size</p> <p><u>Multiplication and Division</u></p> <p>WALT use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>WALT recognise and use factor pairs and commutativity in mental calculations</p> <p>WALT multiply two-digit and three-digit numbers by a one-digit number using formal written layout</p> <p>WALT use the formal written method of short multiplication with exact answers</p> <p><u>Fractions and decimals</u></p> <p>WALT add and subtract fractions with the same denominators</p> <p>WALT recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>WALT divide any 1 or 2-digit number by 10 and 100</p>

	<p>WALT round decimals with one decimal place to the nearest whole number</p> <p>WALT compare numbers with the same number of decimal places up to two decimal places</p>
Science	<p style="text-align: center;"><u>FOOD AND NUTRITION</u></p> <p>WALT identify that they cannot make their own food - they get nutrition from what they eat</p> <p>WALT compare how humans and plants obtain food</p> <p>WALT Identify that animals including humans need the right types of nutrition - examine food and nutrient groups</p> <p>WALT construct and interpret a variety of food chains</p> <p>WALT Identify producers, predators and prey using food chains and understanding the role of different plants and animals within them</p> <p>WALT group animals according to their diets - similarities and differences</p> <p>WALT identify that humans and some other animals have skeletons - investigate skeleton types</p> <p>WALT identify parts of the skeleton - name bones</p> <p>WALT investigate the function of skeleton types</p> <p>WALT examine how muscles work - set up simple practical enquiries and record findings</p> <p style="text-align: center;"><u>TEETH AND THE DIGESTIVE SYSTEM</u></p> <p>WALT describe, identify and explain simple functions of parts of the digestive system in humans</p> <p>WALT use straightforward scientific evidence to answer questions about the digestive system</p> <p>WALT identify different types of teeth in humans and their simple functions</p> <p>WALT identify differences, similarities or changes related to simple scientific ideas and processes by comparing human animal teeth</p> <p>WALT set up simple practical enquiries, comparative and fair tests - investigate what causes tooth decay. Observe the changes that occur - use the results to draw simple conclusions, make predictions and present findings.</p>
Geography	<p>The Mayans</p> <p>WALT find out where the Maya lived</p> <p>WALT compare the physical geography of Mesoamerica and the UK.</p> <p>WALT use a variety of sources of information to find out about what life is like for modern Maya.</p> <p>WALT compare the way of life of ancient and modern Maya.</p> <p>Chocolate - cocoa bean</p> <p>WALT identify where and how cocoa trees grow</p> <p>WALT explore the journey of a cocoa bean from pod to product</p> <p>WALT explore the life of a cocoa farmer</p> <p>Where does our food come from?</p> <p>WALT understand that the food we eat comes from many different places around the world.</p> <p>WALT explain how land in temperate climate zones is used to produce food.</p> <p>WALT understand how land in tropical climate zones is used to produce food.</p> <p>WALT describe the way in which land in tropical biomes is being changed to enable more food to be produced.</p> <p>WALT explore how food is produced in Mediterranean climate zones.</p> <p>WALT explain how land is used to produce food in the United Kingdom.</p> <p>WALT understand and describe the trade links that enable food from around the world to be sold in the United Kingdom</p>
Art	<p style="text-align: center;"><u>Drawing</u></p> <p>WALT use sketchbooks to collect and record observations, and to develop their own ideas. Annotate sketches to explain and elaborate ideas.</p> <p>WALT plan, refine and alter sketches as necessary.</p> <p>WALT use different grades of pencils to show line, tone and texture.</p> <p>WALT use different media to achieve variations in line, texture, tone, colour, shape and pattern.</p>

	<p>WALT develop shading to show light and shadow. WALT use hatching and cross to show tone and texture. WALT use a view finder to select an area of a subject for drawing. WALT continue to observe and develop the drawing of landscapes, patterns, faces and objects, with increasing accuracy. WALT draw for a sustained period of time.</p>
DT	<p style="text-align: center;"><u>Clay Pots</u></p> <p>WALT look at a range of pots focusing on materials, equipment, processes WALT consider design brief and understand how plan has to fit with brief WALT create a design which includes labelled parts, materials and techniques WALT select tools, techniques and materials for making their pot WALT become confident with using tools and techniques with clay</p>
PE	<p style="text-align: center;"><u>Football</u></p> <p>WALT identify and apply ways to move the ball. WALT accurately pass and dribble a ball</p> <p>WALT keep and win back possession of the ball WALT apply my skills in a mini game WALT find a useful space and get into it WALT agility, balance and coordination WALT keep control of a ball in a competitive situation WALT show good sportsmanship</p> <p style="text-align: center;"><u>OAA (Outdoor Adventurous Activity)</u></p> <p>WALT use a map to complete an orienteering course WALT orientate myself around a short trail WALT recognise features of an orienteering course WALT start to identify symbols used on a key WALT work as part of a team WALT communicate with other people in the team WALT take on different roles within the team</p>
Music	<p>WALT sing in tune with expression WALT control our voice when singing WALT play clear notes on instruments</p>
Computing	<p>WALT understand what an algorithm is and how to debug to get a desired effect WALT think about what makes a good quiz WALT plan a maths quiz WALT program instructions to include whether an answer is right or wrong and a scoring system to keep score WALT add sound effects or a reaction from the Sprite for right or wrong WALT try a quiz with multiple choice questions and one with free choice answers WALT use a debug algorithm WALT evaluate what worked well and what could be improved</p>
PSHE	<p>WALT list some of their achievements and say why we are proud of them WALT identify facial expressions associated with different feelings WALT describe some strategies that we could use to help us cope with uncomfortable feelings WALT suggest assertive solutions to scenarios WALT suggest ways to make things right after a mistake has been made WALT explain that mistakes help them to learn and grow.</p>
RHE	<p>WALT know that receiving the Sacraments help us to develop healthy relationships with others WALT reflect on God's love and how that affects our self-confidence WALT understand the need to respect and look after our bodies as a gift from God through what we wear, what we eat and what we physically do. WALT identify how different people feel in various situations WALT recognise that images in the media do not always reflect reality and can affect how people feel about themselves.</p>

	<p>WALT understand that some behaviour is wrong, unacceptable, unhealthy and risky</p> <p>WALT understand that thankfulness builds resilience against feelings of envy, inadequacy and insecurity, and against pressure from peers and the media.</p>
MFL	<p><u>Setting to Know You</u></p> <p>WALT greet people in different ways</p> <p>WALT exchange names in French</p> <p>WALT talk about how we are feeling</p> <p>WALT say goodbye in a variety of ways</p> <p>WALT use formal and informal language</p> <p>WALT count and say the numbers 0-10 in French</p> <p>WALT ask how old someone is.</p> <p>WALT say our own age</p> <p><u>All About Me</u></p> <p>WALT listen and respond to instructions e.g. sit down, stand up, listen, look at me</p> <p>WALT read the names of different body parts.</p> <p>WALT point to the correct part for each word.</p> <p>WALT listen to action words and show what to do - Simon says...</p> <p>WALT identify and name different colours in French</p> <p>WALT name clothes and accessories in French.</p> <p>WALT use un and une for masculine or feminine nouns.</p> <p>WALT ask and answer questions about what's in the wardrobe</p> <p>WALT use et to join words in a list.</p> <p>WALT to say what we are wearing.</p> <p>WALT ask someone else what they are wearing.</p>

Our PE days will be Monday and Wednesday. Please ensure that your child has a full kit in school on these days. They will need:

- jogging bottoms or sports leggings
- St Mary's PE top
- jumper
- trainers

Please note that we do PE outside in all but the most extreme weather conditions so PE trainers should be in addition to school shoes. Children will also need a pair of black indoor shoes.

Information about homework will follow in a separate letter.

For any questions and concerns, please remember that the best form of contact is via email/phone through the school office.

Kind regards,

Mrs Clark.