

Diary dates

Chester trip: Tuesday 22nd January

PE days: Tuesday (inside) and Thursday (outside)

Maths

During maths lessons, we will learn how to:

- Use factor pairs.
- Multiply by 10.
- Multiply by 100.
- Divide by 10.
- Divide by 100.
- Use related facts to multiply and divide.
- Use written methods to multiply and divide.
- Work systematically to find different possible combinations (such as combinations of objects).

This term's times table focus is the 11 times table.

PSHE

During PSHE lessons, we will learn about different people who work with food. We will learn about food by speaking with the school's kitchen staff. We will design healthy menus and create healthy meals/snacks.

Art

We will study the work of Clarice Cliff. We will develop our understanding of colours (warm/cold), patterns and lines. We will create clay work inspired by Clarice Cliff's art.

4GE newsletter - Spring 1

English

This term, we will write descriptive poems, postcards, dialogue, setting descriptions as letters, story retellings, first person recounts, diaries, and reports.

Vocabulary, grammar and punctuation:

Introduction to paragraphs as a way to group related material

- Introduction to inverted commas to punctuate direct speech
- Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Use of paragraphs to organise ideas around a theme
 - Use of inverted commas and other punctuation to indicate direct speech
 - Use of topic-specific vocabulary
 - Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]

History

We will answer the following questions during our history lessons:

- How do we know who lived in Roman Britain?
- Why did Romans build towns and what were Roman towns like?
- What can we learn about Roman Britain by investigating an archaeological site?
- How did the Romans link together the places they ruled?
- What did the Romans believe, and did they bring their beliefs to Britain?
- What influence have the Romans had on our words and numbers?

RE

We will answer these questions during RE this term:

- What does the word inspiring mean?
- What do we know about Jesus' life story? How is his story inspiring to some people?
- Was Jesus inspiring because of his actions?
 - What did Jesus teach? Was he a good teacher?
- Did Jesus' teaching inspire people? How and why?

Science

This term's science unit is 'sound'. The unit covers the following:

- How sound is made.
- What sound vibrations are.
 - How ears work.
 - What pitch is.
 - Volume patterns.
- Materials best for muffling sound.

4GE Autumn 1 homework

Please complete one task per week and upload a photo or video to Dojo.

Writing task

We will be writing fantasy poems, stories and setting descriptions during our English lessons. Create your own fantasy setting and write a short paragraph to describe it. Try to include some of the grammatical features mentioned on the newsletter.

History task

Do this task after our visit to Chester.

Create a piece of work to show what you did/what you learned during our trip. You could write a recount, create a poster or leaflet, make a video or record a video!

Maths task

Create at least 5 word problems which focus on the 11 times table.

Additional task: Play on TTRS as much as possible. Log in to your [timestables.co.uk](https://www.timestables.co.uk) account and practise the times table check.

Art task

Create a piece of art work that includes patterns and a range of colours. You could use nature/photos of art work to inspire your masterpiece!

PSHE task

Create a healthy food plan for a day. Think about what you could plan to eat for breakfast, lunch, dinner and for snacks. You could even prepare some healthy food from your food plan!

In addition to the above tasks, Year 4 children should also:

- Regularly use TTRS to develop times tables fluency.
- Read their school books regularly.
- Practise their weekly spellings. New spellings will be written into reading diaries every Thursday and tested the following Wednesday.
- Complete weekly Century Tech homework. New tasks will be set every Thursday.

Multiplication and Division

Knowledge Organiser

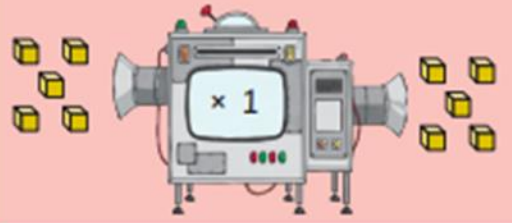
Key Vocabulary

Multiplication and Division Facts

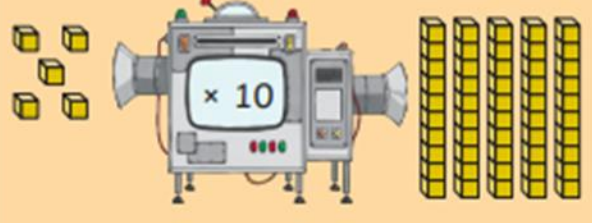
Use Place Value to Multiply and Divide Mentally

multiply
groups of
lots of
times
divide
share
remainder

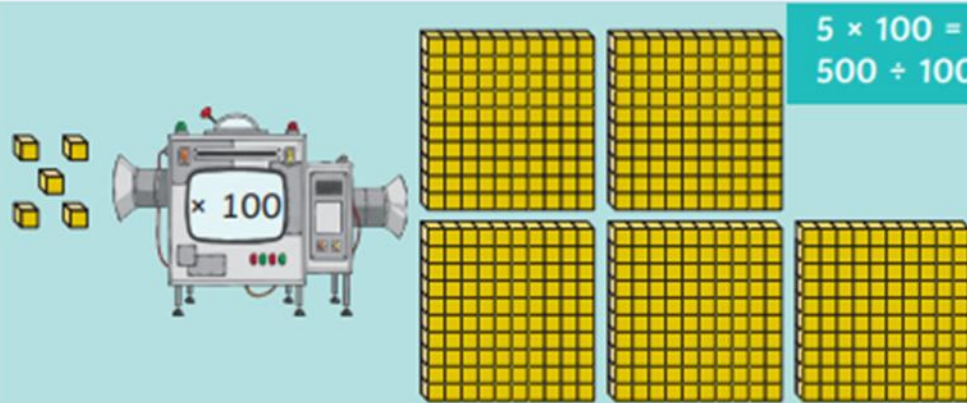
x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144



$5 \times 1 = 5$
 $5 \div 1 = 5$



$5 \times 10 = 50$
 $50 \div 10 = 5$



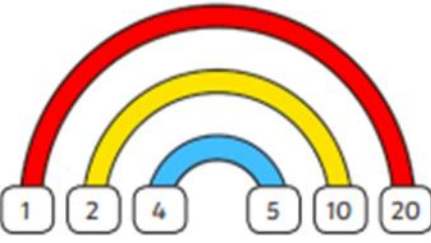
$5 \times 100 = 500$
 $500 \div 100 = 5$

Factor pairs and Commutativity

Multiply Using Formal Written Methods

factor
multiple
product

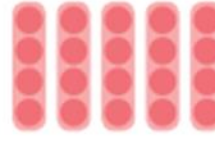
20




The factors of 20 are 1, 2, 4, 5, 10 and 20.
The factor pairs are:

1 and 20 2 and 10 4 and 5

$5 \times 4 = 20$



$4 \times 5 = 20$



Th	H	T	O
	5	4	3
x			4
		1	2
	1	6	0
2	0	0	0
2	1	7	2

(4×3)

(4×40)

(4×500)

Th	H	T	O
	5	4	3
x			4
			4
2	1	7	2
	1	1	

Remember to move any regrouped numbers into the next column. After the next multiplication, add the regrouped number to the answer.

The Romans controlled much of Britain for almost 400 years. Britain was one small part of the Roman Empire.

Roman towns



Roman York

The Romans built towns across Britain which followed the same plan with key buildings and roads.



Bathhouse in Bath

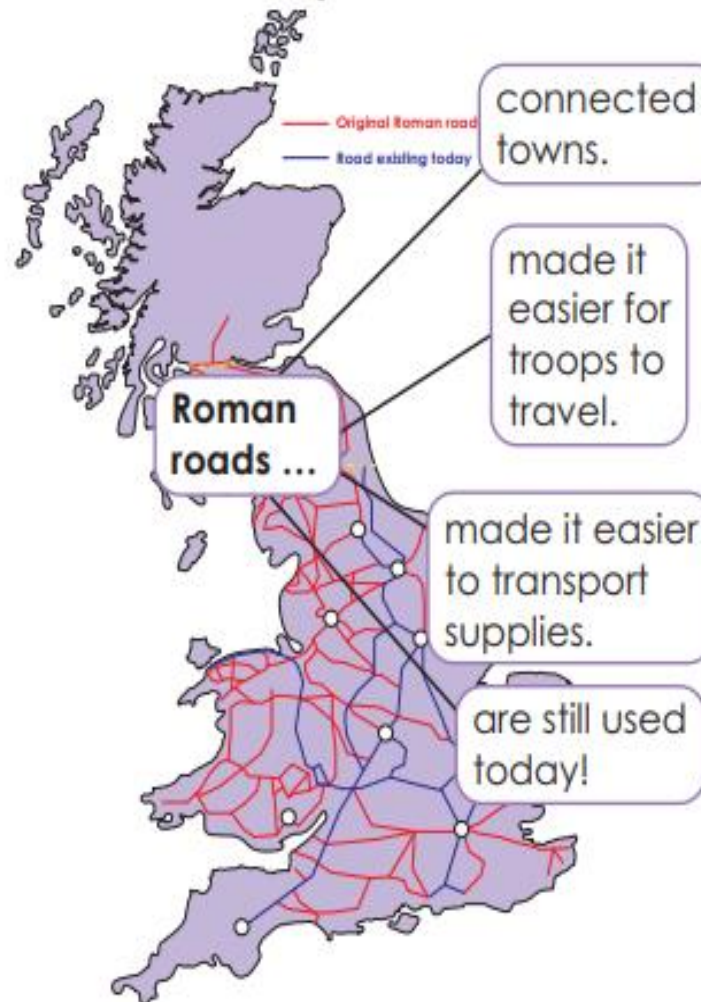
Bathhouses were an important part of Roman life.

Archaeological sites

- Archaeological sites like Caerwent can be found across Britain. They can tell you about what life was like.
- Burial sites gives us evidence that Roman soldiers settled in Britain.



Trade and transport



People moved freely between different lands across the Roman empire.

The Romans developed a trade system across the empire.

They could import and export goods.

They also traded enslaved people.

Trade

Currency and different coins made trade easier.

Beliefs in Roman Britain

The Romans had their own gods.

Britons could worship their own gods if they respected the Roman ones.

Christianity was banned and many were killed for their beliefs.

Britons began to lose faith in the gods, Christianity became popular.

Emperor Theodosius declared Christianity the official religion of the Roman empire.



The Roman god Juno

Words and numbers

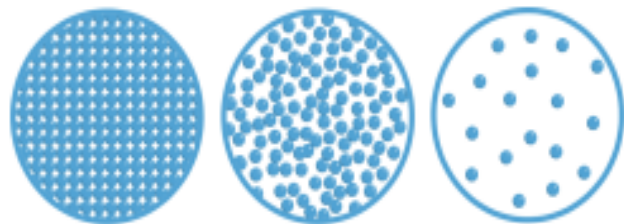
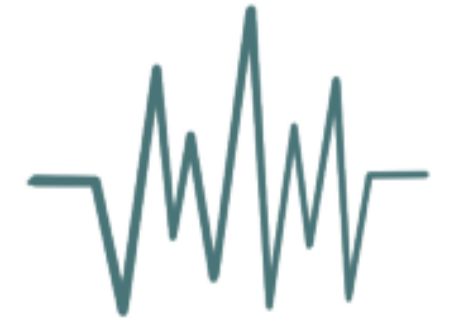
- Before the Romans invaded, most Britons could not read or write.
- The Romans introduced an alphabet and writing, as well as a number system.
- Many modern words have Roman origins.
- The Romans introduced the calendar to Britain.



A Roman calendar

Sound Knowledge Organiser

Sounds are made when objects vibrate. The **vibration** makes the air around vibrate, and the air vibrations enter your **ear**. You hear the **vibrations** as **sounds**. You cannot always see the vibrations, but if something is making a **sound**, a part of it is vibrating. The **vibrations** travel in all directions and they don't travel in **straight lines**.



solid

liquid

gas

The vibrations caused by the sound can travel through the air (**gas**) but can also travel through **liquids and solids**.

Sounds can be **high** or **low**. We call this the pitch. The pitch of a sound is how high or low the **sound** is. A high sound has a high pitch and a low sound has a low pitch. The pitch of a sound is due to how many times the object **vibrates** each second. The higher the number of vibrations the higher the **pitch**.

We can change the **pitch** of the **sound** we make on different **instruments**.



Key Vocabulary

Sounds can also be loud or quiet.
We call this the volume or loudness of the sound.



Loudness is the amount of energy in the sound. The energy creates different sized vibrations. If you hit a drum hard, you give it lots of energy and the vibrations will be bigger than if it was hit gently. Bigger vibrations cause louder sounds. Loudness is measured in decibels (dB).

ear - the organ used to hear

noise - a sound - usually unwanted or unpleasant

pinnae - the outside flaps of the ear which help 'catch' the vibrations

pitch - how high or low a sound is

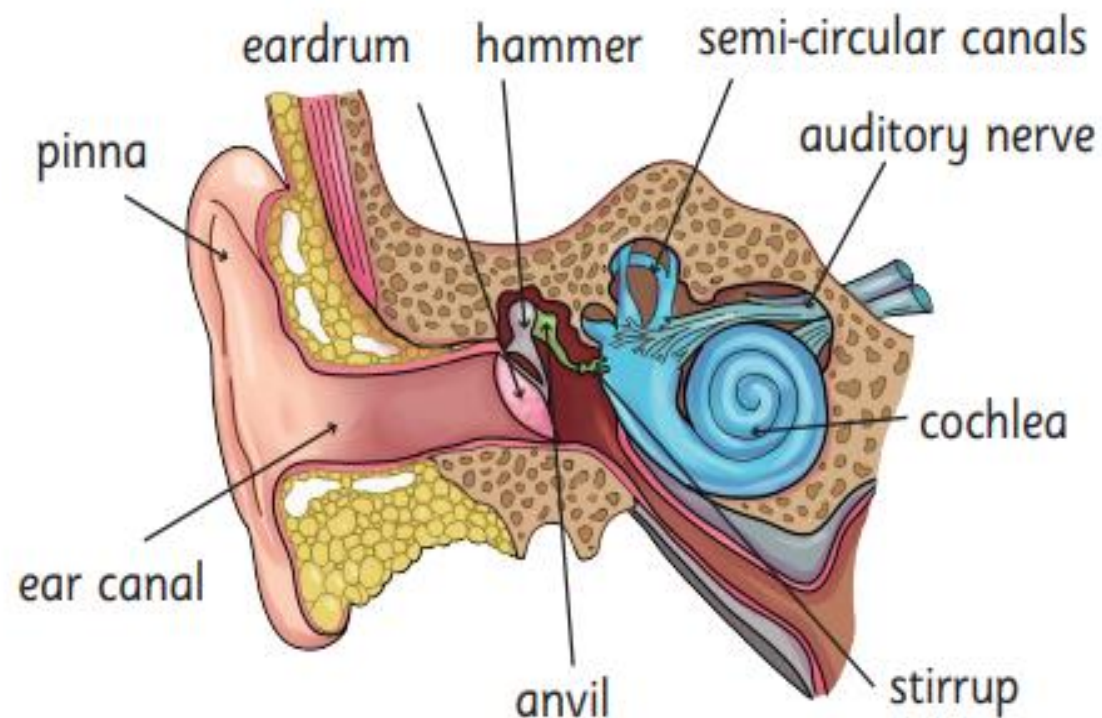
sound - vibrations that travel through the air and other mediums and can be heard

vibrations - very quick movements

volume - how loud or quiet a sound is

cochlea - the sound reception part of the inner ear

eardrum - the membrane which collects sound from the pinna and passes it to the inner ear



Interesting Fact!

If you have bigger pinnae, you can hear sounds louder. Try it out! Cup your hands round your ears to make bigger pinnae! Do sounds sound louder?

Did you know?

The stirrup is the smallest bone in the entire human body.