



During this half term our enquiry question is: What is important to our 'Darling Town'?

Through this topic, children will take on the role of Town Planners as they receive a letter from Darlington Town Council asking them to conduct research and fieldwork to find out how to improve Darlington for its residents and visitors. They will engage in geography field-work to explore Darlington, surveying the use of land, investigating how it has changed over time and the possible causes for this. They will look at significant historical buildings and achievements linked to Darlington before using their research and learning to present their own idea for town improvement. Using all of the knowledge and information they gather throughout the half term, the children will be able to plan and prepare their final presentation and speeches to present in a final showcase.

Subject	Activities / areas to be covered in school	Possible learning at home
English	<p>In English, we will be spending the first few weeks recapping and rehearsing our key skills in reading and writing.</p> <p>Later in the half term, we will be reading the book 'Fox' by Margaret Wild. Through this beautifully told story with its amazing illustrations, we will be able to explore dilemmas and emotions as well as practise the reading skills of prediction and inference. In writing, we will also think about how we might rewrite the ending to change the outcome. When writing we will be focusing on: use of descriptive language, simple and compound sentences, fronted adverbials, prepositional phrases and organising paragraphs around a theme.</p> <p>We will also be reading the poem 'The Door' by Miroslav Holub and learning from its vocabulary, structure and grammar in order to plan our own compositions linked to 'Window' by Jeannie Baker. This links to our topic learning about environmental changes and urbanisation.</p>	<p>Read a story together and ask retrieval questions: WHAT DOES ... MEAN? E.G. WHAT DOES 'SMARTLY' MEAN? CAN... HAVE MORE THAN ONE MEANING? E.G. CAN 'LIGHT' HAVE MORE THAN ONE MEANING? WHAT HAPPENED AT...? E.G. WHAT HAPPENED AT THE START? WHAT DID THE ... DO? E.G. WHAT DID THE BEAR DO? WHICH WORD TELLS YOU... ? E.G. WHICH WORD TELLS YOU THAT SHE IS A GIRL?</p> <p>Collect and read some leaflets and ask questions about organisation: WHAT IS THE PURPOSE OF THE PICTURES ON PAGE ...? HOW DOES THE LAYOUT HELP YOU TO FOLLOW THE (RECIPE)? WHY IS THIS PARAGRAPH IN ITALICS? WHY ARE SUBHEADINGS USED? WHY HAS THE INFORMATION BEEN PRESENTED IN THIS WAY? WHY IS THE LAYOUT ON PAGE (17) DIFFERENT TO PAGE (19)? WHY IS IT EASIER TO READ THE FACTS IN FACT BOXES? WHY DID THE AUTHOR CHOOSE...?</p>
Maths	<p>In Maths, we will be covering place value, including counting in multiples of 6, 7, 9, 25 and 1000. Recognising the value of each digit in a four-digit number (thousands, hundreds, tens and ones,) and ordering and comparing numbers beyond 1000. We will also be practising rounding numbers to the nearest ten and hundred. In addition to this, the children will be learning about Roman Numerals and their number system. We will then be working with formal written methods for adding, subtracting, dividing and multiplying.</p>	<p>Encourage your child to practise their times tables in any order. Ask your child to test you and then mark your answers! Recap addition and subtraction with single, 2 and 3 digit numbers – ask your child to demonstrate their method as it may be different to how you did it at school!</p>



<p>Geography</p>	<p>Starting in their own immediate locality, Year 4 will take a (virtual) walk around West Park to observe the growth of the area and make large-scale maps back in school, which will detail the route that they travelled, the places where they stopped, the places where the photographs were taken and landmarks. In geography, they will then compare their own maps to Ordnance survey maps and will be identifying main landmarks and features of Darlington using 4 figure grid references.</p> <p>To further explore how we could improve Darlington, children will conduct fieldwork surveys in geography collecting people's opinions and ideas. Thinking about the environment, we will explore the impact that development has on the environment. We will hopefully be meeting with local developers from Bussey and Armstrong to find out about the considerations that they have to make when developing West Park, e.g. protecting wildlife.</p>	<p>Take a walk around your local area with your child and let them take a selfie in their favourite spot. Together identify any human and physical features that you can see. Ask your child to create a route for someone to follow. If you can, travel the route with them to see if they can work it out noting prominent human and physical features on the way. If you need to, use compass directions to help explain which way to go!</p> <p>Look at ordnance survey maps of different areas and places and together work out what some of the symbols mean. Find out how to encourage wildlife to your garden.</p> <p>https://www.rspb.org.uk/birds-and-wildlife/advice/gardening-for-wildlife/year-round-gardening/september/</p>
<p>History</p>	<p>Linked to Geography, we will be using past and present maps to discover how Faverdale/ Darlington has changed over the years. This will help us to understand the effect that people settling and moving has had on the area. Next, we will virtually visit the town centre to walk the town trail. This, along with some discussions with older family members, will enable us to explore what was important to Darlington in the past and look at the key changes that have happened in the town over the last century and before. We will then be creating a simple timeline to display these changes.</p>	<p>Look at family photographs to find out more about past relatives lives. Encourage your child to talk to grandparents/ great grandparents and ask questions to find out what they remember about Darlington/ the town that they grew up in when they were a child. Carry out your own research to find out more about what Darlington was like in the past! Help your child to create a timeline, in chronological order, about their life and present it to your family!</p>
<p>PSHE</p>	<p>In the first few days during circle time and other activities, the children will be re-establishing relationships and learning how to be a good friend, exploring feelings, discussing new routines, talking about the rules and how to overcome challenges.</p> <p>The children will be answering the question, 'What strengths, skills and interest do we have'? During this they will recognise what strengths and personal qualities they have and which they would like to build on and improve. They will set personal goals. They will learn about how this all contributes to their self-esteem and what they can do to ensure that they have a positive image of themselves. They will also be learning what the</p>	<p>Encourage your child to talk about their feelings as they return to school. Share any anxieties with class teachers if they continue.</p> <p>Set short term goals at home and devise a way of achieving this. For example, if the goal is be able to do a jump on a scooter you might set aside time twice a week to practice this.</p> <p>Create a Me Tree:</p> <ol style="list-style-type: none"> 1. HAVE YOUR CHILD DRAW A TREE TRUNK WITH BRANCHES ON WHITE PAPER.



	<p>terms 'Growth Mindset' means and how they can develop one to help them become resilient and successful learner's</p>	<ol style="list-style-type: none"> 2. HAVE YOUR CHILD CUT OUT LEAVES FROM SOME PAPER. 3. ON THE LEAVES ASK YOUR CHILD TO WRITE THINGS THEY LIKE ABOUT THEMSELVES. 4. GLUE THE LEAVES TO THE TREE. 5. ASK OTHER PEOPLE TO ADD OTHER THINGS THEY LIKE ABOUT YOUR CHILD. 6. REFER TO THE TREE WHEN THEY ARE FEELING 'LOW'.
Art/DT	<p>In art and DT, the children will be investigating printing techniques and designing their own logo for Darlington. They will be sewing their own re-usable shopping bag and selecting a printing technique to print their logo onto it.</p>	<p>Try and remember what you have seen whilst out in the environment and draw from memory. Use potatoes and paint to print your own patterns and shapes. <i>What other objects can you use to create print?</i> Look closely at how a bag is put together – seams, hems, fastenings, detail.</p>
Science	<p>During our science sessions, Year 4 will become States of Matter Scientists! They will develop and showcase an understanding of all areas of states of matter, including how materials can change from one state to another, through a large range of simple practical enquiries. Children will develop their scientific investigation skills by asking relevant questions and using different types of scientific enquiries to answer them, including practical, comparative and fair tests. They will make systematic and careful observations and use data loggers to take accurate measurements.</p>	<p>Investigate different states of matter with your child. Look around your house and make a list of different solids, liquids and gases that you can find. Encourage your child to describe materials that are solids, liquids and gases. What does it feel like? What does it look like? Can you squash it? Can you pour it? Investigate how to change liquid to solid by making ice pops or sugar crystals on a string. https://lifestyle.howstuffworks.com/crafts/science-projects/science-projects-for-kids-states-of-matter2.htm <i>Is it possible to change the solids back into a liquid?</i></p>
Religious Education	<p>In RE year 4 will be finding out more about Judaism. In particular the special relationship between Jews and God and the promises they make to each other.</p>	<p>Discuss the special relationships your child has and the promises that they may have made in order to keep these relationships special, e.g. our school code of conduct, brownies or cub promises etc.</p>

Year 4

Autumn 1 Overview



		Find out about the Jewish religion. How does it compare to other religions that they have learnt about?
Computing	In computing, Year 4 will be using Scratch to create a quiz about Darlington. They will be building on prior learning and learning new skills in Scratch, including the wider programming skills of solving problems, testing, debugging, improving and evaluating.	Children can create and share Scratch programmes for free using the official Scratch website. Children can explore files that have been created by others as well as seeking help if they are stuck. https://scratch.mit.edu/ This website shows how to create a maths quiz which will reinforce learning in this unit. http://codeit.co.uk/year5/htmlcodesheet2
Physical Education	In PE, we will be developing our Dance skills and introducing more technical dance vocabulary through street dance. Outdoor PE will be Tag Rugby. During these sessions, the children will develop the skills that players need, to play both defensively and offensively as a tag rugby player. The children will learn how to catch and throw while both stationary and on the move as well as making tactical decisions about when to make passes and tags.	Ask your child to show you part of the dance they have been learning. Play 'Piggy in the Middle' whilst moving to practise skills needed for Tag Rugby!