

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 create their own town trail, detailing all of the features that they think a visitor to the town should see

Read through the attached knowledge organiser with your child and check they understand the content. You could ask them to explain it to you – 'teaching' you helps them to reinforce their own learning. Quiz facts out of order to check children really know the fact and have not just memorised the order on the page!

Subject	Activities / areas to be covered in school	Possible learning at home
English	<p>In English, 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 retrieval and inference. In writing, we will be writing our own character descriptions about the main characters using the information that we have inferred from our reading. 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 and organising paragraphs around a theme.</p> <p>We will also be reading the poem 'The Door' by Miroslav Holub where we will be using its vocabulary, structure and grammar to plan our own compositions linked to 'Window' by Jeannie Baker. This links to our geographical learning about environmental changes and urbanisation.</p> <p>In our nonfiction work, we will be writing non-chronological reports to share what we learn about Darlington and its twin town Mulheim.</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?</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?</p> <p>Weekly Homework: Spellings brought home on a Friday to learn for the following Friday's dictation test.</p> <p>Reading: Listen to your child read as often as possible (at least 3 times a week) to practise fluency, appropriate volume and intonation/expression.</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 and subtracting.</p>	<p>Encourage your child to practise their times tables in any order. Ask your child to test you and then mark your answers!</p> <p>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>

Year 4

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Geography	<p>Starting in their own immediate locality, Year 4 will use aerial images to describe the key features of their area using digital mapping and Ordnance survey maps before identifying main landmarks and features of the entire town. To 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. Using their knowledge of the town's history and landscape they will consider what might change in the future and what they will put in place to attract more visitors to the town. We will also be investigating and comparing Darlington with its twinned town - Mulheim in Germany. The children will have opportunities to ask their own questions and find out their answers through research-based tasks. They will develop their mapping skills by creating their own sketch maps that include key features in the town. This will allow them to apply their knowledge of OS symbols and 4 figure grid references too!</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! 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. https://www.rspb.org.uk/birds-and-wildlife/advice/gardening-for-wildlife/year-round-gardening/september/</p>
History	<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 visit the town centre to walk the town trail and look at old photographs of the town. This 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!</p>
PSHE	<p>This term, 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. 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.</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 to be able to do a jump on a scooter you might set aside time twice a week to practice this.</p>

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Art/DT	In Art the children will build on their printing skills through block printing. They will design a logo representing Darlington before transferring it onto their printing tile. In DT the children will be sewing their own re-usable bag. They will learn about seam allowance and explore basting stitch and running stitch techniques. Once complete, they will use their printing tile to print their logo onto their bag.	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.
Science	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 take accurate measurements.	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>
Music	The children will begin to learn to play the ukulele every Thursday when Durham Music services comes into school. We are looking forward to learning more about the instrument and how to play it.	Find out some facts about the ukulele and where it comes from. Research and listen to some music played with a ukulele. What do you like about it? Is it like any other instrument that you know?
Religious Education	In RE, Year 4 will be investigating the question - Why are festivals important to religious communities? This investigation will enable the children to learn in depth from different religious and spiritual ways of life as shown through festival and celebration. We have chosen to focus on Easter, Divali in Hinduism, Pesach in Judaism and Eid ul Fitr in Islam. This unit will enable the children to begin to understand how celebration reminds believers of key beliefs and gives time to focus on beliefs and commitments and celebrating as a believing community.	Discuss celebrations that your family take part in. What type of activities do they take part in? Why do we celebrate? Find out about key Christian celebrations across the year. How do they 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/

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Physical Education	In PE, we will be developing our gymnastics skills. We will begin by reminding ourselves of the key shapes and how to perform these with control. We will then progress to travelling at different speeds and directions before holding point balances. We will travel over equipment and create a short sequence incorporating all of our new learning. We will focus on accuracy and control throughout. 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.	PE days in Year 4 will be Thursday (outdoor) and Friday (indoor). Please ensure that your child has their PE kit in school throughout the week as this can sometimes be subject to change (shorts/jogging bottoms, t-shirt/polo shirt, hoody/tracksuit top and trainers – in school colours and all clearly named please). Ask your child if they can remember the basic shapes and show these to you. Practice putting these into short sequences. Play 'Piggy in the Middle' whilst moving to practise skills needed for Tag Rugby!
French	In French the children will learn to present themselves both orally and in written form in French. Our unit this term is 'Je me presente' (presenting myself). In this unit we will focus on asking questions as well as providing accurate replies. We will start to create sentences of our own using a range of personal details including name, age, where they live and nationality.	Children can practise greeting friends and family in French. Can they remember the days of the week, colours and names of animals from their year 3 units?