

During this half term our enquiry question is: **What influences Art?**

Through this enquiry, we will explore how artists embrace aspects of who they are: their culture, background, race, gender, experiences and passions - to inform and shape their artwork, and help them create pieces which others can relate to. Pupils will learn that people are the sum of many different experiences, and that through art we can explore our own identity. We will meet some of the world's most significant, influential and ground-breaking artists, unpicking what has influenced them and taking inspiration from their work. Pupils will explore how artists use various aspects of their identity to create imagery which explores many different aspects within one image, by using layers and juxtaposition. They will then work physically in drawing and collage to compose their own layered and constructed portrait, taking influences from aspects of who they are.

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 Lost Happy Endings' by Carol Ann Duffy. In this lovely picture book, Jub has the important job of ensuring all the Happy Endings of stories are in the right part of the forest when bedtime arrives. We will be using the story to consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience; to develop creative responses to the text through artwork; to write in role in order to explore and develop empathy for characters and consider writers' language choices when writing our own descriptive pieces. We will also be exploring the poem, Sound Collector, by the poet Roger McGough. The poem imagines a world without the noises that fill our ears. We will then be using sound effects to enhance the poem before focusing on performance poetry.</p> <p>Later in the half term, we will be getting into the Christmas spirit through visual literacy where we will be discussing the meaning behind one of the silent John Lewis adverts before retelling the narrative in our own words. When writing we will be focusing on prepositional phrases, fronted adverbials, figurative language, ambitious vocabulary and organising paragraphs around a theme.</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. 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, there will be a focus on multiplication and division. Children will be focusing on the 3, 6, 9, 7, 11- and 12-times tables. This will involve looking at connections across the tables as well as understanding the relationship between multiplication facts and corresponding division facts.</p> <p>This term children will also be starting the Mastering Number Programme. This will be daily practise of times tables ensuring children are becoming more confident at recalling facts as well as having an in depth understanding of multiplicative concepts.</p>	<p>Practising times tables regularly will be hugely beneficial in supporting children in their maths learning. Making connections between tables will help children to learn and develop strategies to recall facts.</p> <p>How to group facts:</p> <ul style="list-style-type: none"> • 5 x tables, 10 x tables • 2 x tables, 4 x tables, 8 x tables • 3 x tables, 6 x tables, 9 x tables • 7 x tables • 11 x tables, 12 x tables
PSHE	<p>In PSHE, we will be answering the question 'How do we treat each other with respect?' This will involve finding out what the terms 'discrimination' and 'inclusion' mean and exploring how they can make our school an inclusive school. We will look at what 'rights and responsibilities' are, exploring how these two things go hand in hand and how rights are balanced with responsibilities. We will learn about how to be respectful, thinking carefully about how our actions and the things we say affect how others feel. We will also look at the term 'bullying', what this means and the different roles people play in bullying. We will conclude our PSHE learning by talking about secrets. We will discuss which secrets are good and learn about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p>	<p>Talk about ways of being respectful and if your child is not being respectful at home to you, explain to your child about how it makes you feel. Encourage your child to take responsibility at home.</p> <p>Talk together about situations that have made your child feel uncomfortable in the past or incidents that have involved them. What could they have done differently? Whom can they go to if anything happens like that again? Look up the definition of 'bullying' in a dictionary. Remembering that it is something that is happening again and again.</p>
Art	<p>In art, the children will see how artists explore their identity by creating layered and constructed images. They will share their response to their work with others, and use their curiosity to think about how they might adapt techniques and processes to suit their own works. Pupils will use their sketchbooks throughout to record visual notes, generate ideas, test, reflect and record. They will work physically to create a layered portrait to explore aspects of their own identity, thinking about line, shape, colour, texture and meaning. They will share their work with others, articulate how they feel about the journey and outcome, and listen to feedback from others and respond. The children will continue to develop an appreciation of the work of their peers and reflect upon the differences and similarities between their final pieces.</p>	<p>Explore art around us. Find art in your homes or in your local area.</p> <p>Look at artworks in a different way to before – infer the stories behind the work and suggest or research what has influenced the artist.</p> <p>Think about what art is and how art and emotions are linked.</p> <p>How does art make you feel? Why?</p>
Music	<p>The children will continue to learn to play the ukulele every Thursday when Durham Music services come into school. We are looking forward to learning more about the instrument and how to play it.</p>	<p>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?</p>

Year 4

Autumn 2 Overview



		Take a look at what else Durham Music Services have to offer – many of the children were interested in the woodwind lessons on offer.
Science	In science, we will be learning all about electrical circuits and testing materials' ability to conduct electricity. We will be working scientifically by asking relevant questions and using different types of scientific enquiries to answer them such as simple practical enquiries, comparative and fair tests.	Spend some time exploring any games that you have at home that use electricity. Can you see how they work? Look around your house for electrical items. Group them into those powered from mains electricity and those powered by batteries. Can you spot any ways in which electrical items in your house are made 'safer'?
Religious Education	In RE, Year 4 will be investigating the question - Why do some people think that life is journey and what significant experiences mark this. Here we will be exploring religious milestones in Christianity and Judaism. Through exploring baptism and Bar and Bat Mitzvah children will explore how and why people chose to mark significant moments in life.	Discuss milestones in your own life and members of your family. How and why do you celebrate? Do you have any traditions for certain milestones?
Computing	This term, the children will be creating media through an audio production. The children will identify the input and output devices required to work with sound digitally. They will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, the children will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, they will evaluate their work and give feedback to their peers.	Listen to podcast for and/or created by children e.g 'But Why: A Podcast for Curious Kids' Can the children create a short podcast style audio production about themselves or a significant artist, with a focus on identity?
Physical Education	In PE, we will be developing our Dance skills where the children will be using the skill of improvisation how to move with control, how to use movement to demonstrate an idea and how to evaluate and improve their performance. The children will end the unit by creating a dance phrase to represent their own take on 'The Journey of a Spark' dance. Outdoor PE will be Basketball where the children will develop their ball skills around passing, shooting and possession. They will learn about tactics and engage in team work through simple games before concluding with short basketball matches where they will put all of these skills together.	Ask your child to show you part of the dance they have been learning. Play different ball games to encourage throwing, passing, shooting and catching skills. 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).