



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 are starting with a focus on our class novel, ‘Varjak Paw’ by S F Said. Using the text, we will be writing an incident report, a letter, character descriptions and instructions. Integrated within this learning, the children will be develop writing skills including fronted adverbials (time, manner, place and reason), expanded noun phrases, subordinate conjunctions and possessive apostrophes. Linked with our enquiry focus, we will create a non-fiction text focusing on the life and work of Banksy, one of our enquiry artists.</p> <p>We will then 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.</p> <p>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. 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>Each day, the children will spend time developing their reading fluency skills through a weekly text.</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>Weekly Homework: Spellings brought home on a Friday to learn for the following Friday’s Spelling Bee check.</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> <p>Reading tokens will be given out in school every time your child reads at home. They will be entered into a half termly prize draw!</p>



<p>Maths</p>	<p>This term in maths we will be focusing on using the written methods of column addition and subtraction to add and subtract numbers up to 4 digits. Children will then be using their understanding to reason and apply these skills across a range of different contexts. We will also be continuing with daily Mastering Number sessions to develop children's understanding of multiplication and quick recall of times tables.</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
<p>PSHE</p>	<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>
<p>Art</p>	<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>
<p>Music</p>	<p>This term, the children will continue to develop their learning of the ukulele on a Wednesday afternoon when Mrs Guest from Durham Music Services comes into school. The children will learn to play new chords on the ukulele as well as</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>

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	revisiting those already learnt. They will continue to develop their knowledge and understanding of key musical terms including pitch, dynamics, tempo and notation. Later in the term, the children will take part in a mini performance for key stage 1 children.	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 about electrical circuits and testing how well different materials conduct electricity. We will work scientifically by asking relevant questions and using a range of enquiries including simple investigations, comparative tests, and fair tests to find the answers.	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 choose 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?
Physical Education	In PE, we have the pleasure of working with a dance teacher who will support us in developing our Dance skills. 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. 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 teamwork through simple games before concluding with short basketball matches where they will put all these skills together. Class 7 will complete their swimming lessons before moving onto outdoor PE. Class 8 will begin their swimming sessions on the 3 rd week of term.	<p>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.</p> <p>PE days in Year 4 will be Monday (indoor) and Thursday (outdoor/swimming). Please ensure your child comes to school dressed in the appropriate school PE kit:</p> <ul style="list-style-type: none"> • yellow/purple or plain white t-shirt • black/green shorts • plimsolls/trainers (spare trainers/footwear for outdoor PE days) • jogging bottoms/track suit • school jumper or green/purple hoodie <p>Swimming: appropriate swim costume/shorts, swimming cap, goggles, towel in a separate bag.</p> <p>All clothing items should be clearly labelled, please.</p>