

Year 4 Autumn Term Takeaway Tasks

| Linguistic | Mathematical | Visual | Kinaesthetic | Naturalistic | Musical | Interpersonal | Intrapersonal | Spiritual |
|--|--|---|--|---|--|--|--|---|
| I enjoy reading, writing and speaking. | I enjoy working with numbers and science | I enjoy painting, drawing and visualising. | I enjoy doing 'hands on' activities | I am interested in the natural world around me. | I enjoy making music and listening to music | I enjoy working with others | I enjoy working by myself | I enjoy thinking about BIG! issues. |
| Re-tell your favourite fairy tale either in your own words or with a surprising twist. Perform it to your family and get there feedback. | Draw a detailed map of the school, using map symbols. | Create a piece of modern art. Explain what inspired you and the message you are trying to convey. | Make a 3D model of a healthy or unhealthy plate of food. | Create a scrapbook of a local area that you enjoy spending time in. (photos, objects, models..) | Write/compose a piece of music about yourself. | As a group, create a short play to explore stereotypes. Perform to the class. | Design a battery operated solution to solve a problem e.g. a burglar alarm, a quiz board with answers | Find out about the Rampion wind farm. Do you think it is a good idea? Present your research in a form of your choice. |
| Research Saxon stories. Retell the story in your own way perhaps with some props for added excitement. | Research Saxon jewellery and create your own Saxon pattern. | Draw/paint a picture something from Saxon times e.g. A character or monster from a story. A piece of jewellery. | Research about a Saxon helmet/ Saxon building/Saxon weapon and make your own model of one. | Make a water puzzle in a saucer. Watch what happens over time. Does it make a difference if you put it in different places? Report your findings. | Compose a piece of music based on a Viking invasion. | Create an outdoor game for Saxon children to play. Teach it to some friends. | Find a Saxon recipe. Create this recipe and take a photo to show your creation. (Write the recipe to go with your photo in case others would like to have a go). | Research Viking gods. Present what you've found out in the style of Horrible Histories. |
| Write a news report of a new electrical invention. | Find out the cost of electricity used in your house for one day. What do you think uses the most? Least? | Sketch a still life using monochrome and shading. Try using simple household objects as your subject. | Plan and cook a healthy snack or meal for your family. Take photos of your finished meal and record comments | Using natural materials from the world around you create a piece of Saxon jewellery. | Compose a healthy eating rap. To encourage children to eat a well balanced diet. | Research the history of electricity. Find out which were the first pieces of electrical equipment. | Research electric cars. Make a set of top trump cards about them. | Find out how producing electricity impacts on the environment. What could you do to save electricity? |



Year 4 Autumn Term



Children will start the term developing their understanding of the key learning skills under the school's ACRO project - Attitude, Creativity, Relationships and Organisation.

Twisted fairy tales

Children will engage with narratives through the exploration of familiar fairy tales with surprising twists before creating their own twisted tale. They will be developing their understanding of characterisation and settings to create a twisted tale which will surprise the reader!

Charlotte's web



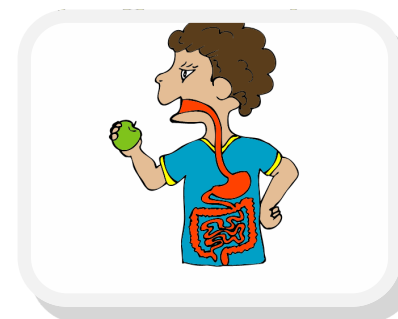
In the latter part of the term, children will read, respond and write using the delightful novel 'Charlotte's web'. It tells the story of a livestock pig named Wilbur and his friendship with a barn spider named Charlotte.

Batteries Included

In this unit, children will be focusing on electricity, its uses and its impact on our lives. They will develop their understanding of how electricity works through making, testing, problem solving and recording circuits with a range of components. They will apply this learning to design and make a working torch and, later in the term, Christmas lanterns.



Where does my food go?



Children will learn the different parts of the human digestive system and the role each part plays. Opportunity to research their digestive systems will be given, through physically creating it with props, following the journey of food from mouth to toilet. They will also compare the differences between the teeth of herbivores, carnivores and omnivores. All this learning will be used to create a non chronological report in writing.

Were the Dark Ages dark?

In this unit, children will learn about the key periods of the Dark Ages. In history they learn about the waves of invaders and settlers who came to Britain from Scandinavia and North Western Europe during the period 450 to 1100 A.D. and the influence this had on both the invaders and the invaded. Children will learn about the place names that have survived from Anglo-Saxon and Viking origins – noting the counties of the UK where this period had the greatest impact. This topic will include a visit to the Weald and Downland Living Museum in October.



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Readers

Children will take part in reading activities for 30 minutes per day. This will involve discussing focus texts, reading other texts and answering questions on them. Children will be encourage to read for pleasure and take AR quizzes.

Children will explore and produce extended writing across a range of genres including stories and report writing. They will focus on how to improve their sentence structures.

Writers

Mathematicians

74
120

Children will be engaged in a wide range of maths activities, developing place value, multiplication and division facts, and rounding numbers. They will improve their mathematical reasoning skills by explaining their answers and frequent discussion tasks in Turbo Maths sessions and practice their written methods daily during registration.

Science will cover three key topic: The digestive system, electricity and states of matter. Children understand the basic functions of the digestive system; simple circuits, conductors and insulators; and compare group and observe materials in different states.

Scientists

Computing

In Computing, children will begin by creating their own avatars. They will learn how to keep safe online and develop their coding skills to make an electrical circuit game.

Thinkers

Two topics will be covered in R.E. - ‘How special is the relationship Jews have with God?’ and ‘Christmas’ focusing on ‘what is the most significant part of the nativity story for Christians today?’

The main history unit will cover the period of the Dark Ages, from life as an Anglo Saxon through to the invasion of the Vikings. Children learn about the invaders and settlers who came to the British Isles from Scandinavia and North Western Europe. This topic will be enriched by a trip to the Weald and Downland Museum.

Historians

Geographers

Through studying the legacy of Anglo-Saxon and Viking place names, children will learn about counties within the UK. Studying Anglo-Saxon settlements will also give opportunities to see why settlements formed and how they grew.

In design technology, children will be researching, designing, making and evaluating torches and lanterns utilising their learning about electricity and circuits from science.

Designers

Artists

Children will develop their drawing skills through creating still-life sketches through the application of monochrome shading. Later in the term they will be given opportunities to explore question and critique modern art in preparation for a sculpture unit later in the year.

Children will recap their French learning from year 3 and continue to add to their vocabulary including days, months, animals and common phrases.

Linguists

Musicians

The children will create music using pictures as a focus and work on choosing sounds carefully, suggesting good musical ideas, working together using ACRO skills, using contrasting musical elements and a simple structure. After half term, they will be inspired by a piece of music and respond to this in their own way. They will listen to Mussorgsky's Night on a Bare Mountain.

In PE, children will participate in gymnastics, endurance running; invasion games (controlling and receiving) and learning how to keep possession of the ball in football, rugby and hockey.

Athletes

Year 4 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 4. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the Chesswood ACRO Challenge Silver Award!

| Attitude | Creativity | Relationships | Organisation |
|---|---|--|---|
| Determination | Enquiring | Empathy | Decision Making |
| Demonstrate that when you find things difficult, you don't give up, but keep on trying (sometimes taking different approaches). | Come up with a series of questions to research (relating to your class topic) – present these questions clearly – e.g. mind-map. Carry out research to answer the questions you have and present your findings in an imaginative way. | Demonstrate how and why you have responded to a national or local charity event. Why you chose to help and how you raised money. | Demonstrate that you can make decisions for yourself in class, taking the necessary steps before asking the teacher – e.g. use dictionary / ask peer to check spelling. |
| Self-knowledge, belief, confidence | Reasoning | Presentation | Vision / Goal-Setting |
| Assess yourself accurately on your termly ACRO self-assessment tasks. | Research the different points of view in a topical debate – present both sides of the argument and conclude with your own views. Present to teacher / class. | Plan and deliver a short presentation promoting a book you have read, ensuring you don't just read from your notes. | Set yourself a personal goal and keep a record of the steps you take to achieve this – over at least one term (academic or otherwise). |