

# Our Learning: Year 4 Autumn 1 2021 - Natural Disasters



## At school

## Options for home learning

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>English</b></p>	<p>We will begin our English learning by studying non-fiction texts about natural disasters, linking with our Humanities topic. We will use our reading and retrieval skills to carry out research and write non-chronological reports.</p> <p>Next, we will look at fictional representations of natural disasters, using the animated film 'Ponyo' to inspire short stories. We will incorporate grammatical features such as paragraphing, fronted adverbials and ambitious language to describe settings and characters.</p>	<ul style="list-style-type: none"> <li>• Read non-fiction texts and practise identifying the features that you can see.</li> <li>• Write your own descriptions using ambitious vocabulary:             <ol style="list-style-type: none"> <li>1. Draw a picture and of the view from your window and write a setting description.</li> <li>2. Draw a character from your favourite film and write a character description.</li> </ol> </li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Maths</b></p>	<p>We will start the term by looking at the place value of numbers up to the thousands. We will be partitioning, rounding, ordering and representing the numbers in different ways before applying this knowledge to solve problems. We will also be using Roman Numerals to represent numbers in the thousands.</p>	<ul style="list-style-type: none"> <li>• Find out the year everybody in your house was born, then:             <ol style="list-style-type: none"> <li>1. Partition each number</li> <li>2. Order the numbers</li> <li>3. Round each number to the nearest ten, hundred and thousand</li> <li>4. Convert each number to Roman numerals.</li> </ol> </li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Science</b></p>	<p>In Science this term, Year 4 will be learning about living things and their habitats. We will learn how to classify animals using keys and look at how they can be grouped in different ways. We will also look at our environment and explore the human impact on living things.</p>	<ul style="list-style-type: none"> <li>• Visit your local park or green space to identify different habitats.</li> <li>• Make your own classification key for a group of animals of your choice (e.g. minibeasts, cats, dogs etc).</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Humanities</b></p>	<p>Our topic on natural disasters will include tsunamis, earthquakes and volcanoes. We will investigate these different events and why they occur, exploring the Earth's layers, tectonic plates, and how movements of the Earth's crust cause natural disasters to occur.</p>	<ul style="list-style-type: none"> <li>• Research where on Earth natural disasters happen most frequently. Why do you think this is?</li> <li>• Research 'Pangea'. What would the world have been like if the continents hadn't broken up?</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Other</b></p>	<p>In Art we will explore Henri Rousseau's work, linked to our Science topic on the natural world. In particular, we will look at his most famous painting 'Surprised!' and develop skills including colour mixing and layering to create similar pieces.</p> <p>In RE we will learn about Sikhism, including festivals, symbols and Guru Nanak.</p>	<ul style="list-style-type: none"> <li>• Look at Rousseau's other paintings. Can you create a collage using similar images, colours and textures?</li> <li>• Choose a Sikh festival, such as Vaisakhi, to research. Present your research as a poster, booklet or fact file.</li> </ul>

### Key Dates

PE: Tuesday; Dance: Friday  
 Come to school in PE kit  
 Mile: Monday, Wednesday and Thursday—Trainers in school  
**22 September:** Curriculum evening  
**23 September:** Horniman visit  
**4 October:** Natural disasters workshop

### Daily Practice

Vary independent reading with listening to your child read and reading aloud to your child for at least 15 minutes per day. Check the Year 3/4 book list for [Recommended Reading](#). Makes three entries in the Reading Record each week.

Practise times tables on [TTRS](#) and practise other maths learning on [Doodle maths](#).

Practise spellings on the year 4 spellings letter, as well as the year 3/4 statutory spellings list. Complete the weekly spelling homework on Google Classroom.