

Hethersett Woodside Primary & Nursery School



Coachmaker Way, Hethersett, Norwich NR9 3GN

Tel: Norwich 01603 810674

Email: office@hethersettwoodside.org.uk Headteacher: Mrs Mainwaring

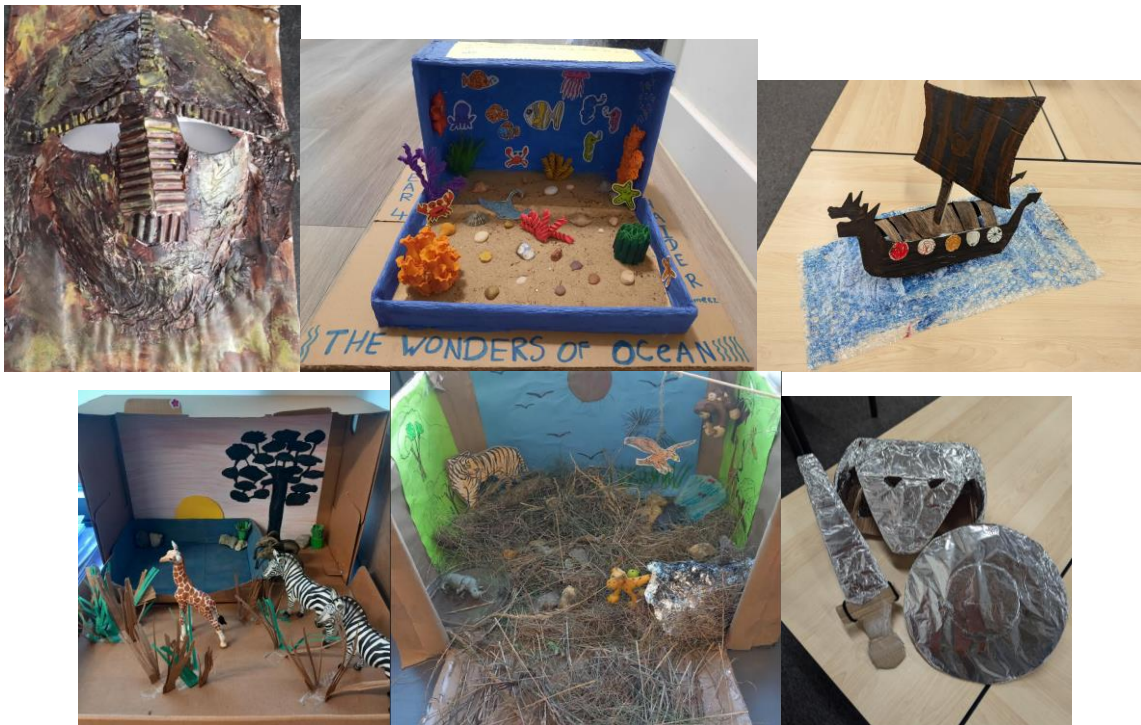
Year Four

Autumn 1.2

Dear Parents/Carers,

Thank you all for a wonderful start to the school year - we have made an excellent start to our learning across all subjects and the half term break will hopefully provide a well-earned rest for everyone!

We have been blown away by the amazing pieces of homework that everyone has been sharing with us too! Here is a selection of some of the work we received:



During our first half term, we re-launched our Hethersett Reading Marathon! All children have a folder to keep a log of their progress towards the total 26 miles and to document the work that they produce at the end of each book so that they have a record of this fantastic journey they are on! Half term provides a wonderful opportunity for children to be creative and to make a start on these folders.

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We would also encourage all children to practise their times tables as part of home learning - little and often is key! As mentioned previously, in the summer term, nationally, Year 4 children are required to take part in the Government's 'Multiplication Tables Check' and whilst we will work on times tables at school, it would be hugely beneficial for everyone to have some extra practice at home to ensure fluency and quick recall of all these facts. There are a number of apps and websites that can support this practice, for example 'Hit the Button' and 'Supermovers'.

Please see our curriculum map for the forthcoming half term attached to the end of this letter. Here, you will see a list of spellings according to certain rules that we will be covering across the half term, as set out for Year 4 in the national curriculum. We have also added a separate list of Y3/4 words that are part of the national curriculum which children are expected to be able to spell by the end of Year 4. We will cover these words alongside our spelling units and we welcome you in supporting your children in covering these words and helping them become confident in spelling them.

After the half term break, Hawthorn will have their swimming lessons on Mondays. Please note, swimming hats are a requirement for these sessions and they cannot have any earrings in. Hawthorn will also have a PE session on Wednesday. Cedar will have PE on Mondays and Wednesdays.

As we are heading into colder months, please ensure your child is wearing suitable clothing for the time of year. This includes a coat, hats and gloves for outside play times. Also, please remember, children need to wear appropriate school shoes. All clothing, including coats should be named. Water bottles should be named too.

Wishing you all a wonderful break, and we look forward to seeing everyone again ready for some more learning on Monday 4th November.

Kind Regards,
Ms Zivtins & Miss Galer

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Long Term Plan Autumn 1.2

Subject	Coverage	
Maths	Fractions	Multiplication and Division
	Geometry: Properties of shape	Measure: Perimeter
English: Reading	A range of texts to complement our curriculum areas, including 'Earth Shattering Events'	
English: Writing	A range of writing opportunities will stem from our study of the text 'The Firework Maker's Daughter', including a recount, a descriptive narrative and a persuasive advert.	
Spelling	<p><u>Adding the prefix -auto</u></p> <ul style="list-style-type: none"> autobiography autocue autograph automatic automobile autopilot autonomy 	<p><u>Adding the suffix -ly</u></p> <ul style="list-style-type: none"> angrily automatically bossily cheekily dramatically finally frantically happily magically nicely physically sadly sleepily slowly
Science	<p style="text-align: center;">Chemistry States of matter</p> <pre> graph TD A[Chemistry States of matter] --> B[Know about states of matter] A --> C[Work scientifically with states of matter] A --> D[Retrieve] B --> B1[What are solids, liquids and gases?] B --> B2[What is matter? What does 'state' mean?] C --> C1[Melting: how do materials change state?] C --> C2[Evaporating: how do materials change state?] C --> C3[Condensing: how do materials change state?] D --> D1[Summary: how do materials change their state of matter?] </pre>	

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<p>History</p>	<p style="text-align: center;">INVASION POWER COMMUNITY</p> <p style="text-align: center;">The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <pre> graph TD Root[INVASION POWER COMMUNITY The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor] --> Origins[Origins] Root --> Settlement[Settlement] Root --> Struggle[Struggle for power] Root --> Consequence[Consequence] Origins --> Q1[What was life like for Vikings?] Origins --> Q2[When did the Vikings attack Britain?] Settlement --> Q3[Where did the Vikings invade and settle?] Settlement --> Q4[Why were the Vikings so feared and successful?] Struggle --> Q5[When were the Vikings most powerful?] Struggle --> Q6[What peace was agreed between the Anglo-Saxons and Vikings?] Consequence --> Q7[What happened to the Vikings in England?] Consequence --> Q8[Why did the Normans and Vikings both think they had the right to the throne of England?] </pre>
<p>Geography</p>	<p style="text-align: center;">LOCATION</p> <p style="text-align: center;">Y4 Latitude and longitude study</p> <pre> graph TD Root[LOCATION Y4 Latitude and longitude study] --> Lat[Latitude and longitude] Root --> Loc[Location and physical features] Root --> Time[Time zones Day and night] Lat --> Q9[What are lines of latitude?] Lat --> Q10[What are lines of longitude?] Loc --> Q11[How do lines of latitude and longitude tell us what the location is like?] Loc --> Q12[How can you find exact locations around the world?] Time --> Q13[What are time zones and how do they affect us?] Time --> Q14[How does day and night occur?] </pre>
<p>DT</p>	<p style="text-align: center;">Pop-Up Book</p>
<p>Computing</p>	<p style="text-align: center;">Purple Mash Coding</p>
<p>Music</p>	<p style="text-align: center;">Charanga: Glockenspiel Stage 2</p>
<p>PE</p>	<p style="text-align: center;">Invasion Games (both classes) Swimming (Hawthorn) & Outdoor Teamwork Games (Cedar)</p>
<p>RE</p>	<p style="text-align: center;">What do we mean by truth?</p>
<p>PSHE & RSE</p>	<p style="text-align: center;">How do we treat others with respect?</p>
<p>MFL (Spanish)</p>	<p style="text-align: center;">My Family</p>




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<p style="text-align: center;">English</p> <p>Imagine you have embarked on an expedition and have discovered a new land! There, you find a range of new species and the weather is like nothing you have seen before! Create a non-chronological report about a new creature that you have discovered - remember all of the learning that we did last half term to help you!</p> <p>Write a 3-part diary entry about your voyage to this new land - where did you set off from? Who is with you? What did you see along the way? Were there any issues that you faced and how did you resolve them?</p> 	<p style="text-align: center;">Science</p> <p style="text-align: center;">Homemade Lava Lamp</p> <p>To observe the properties of solids, liquids, and gases and how they interact.</p> <p>See below for further instructions</p> 	<p style="text-align: center;">Geography</p> <p style="text-align: center;">Exploration</p> <p>Create a PowerPoint or leaflet about how Roald Amundsen travelled to the South Pole in 1911.</p> <p>Extend your work by researching how this is different to how we would travel there today.</p> 
<p>Create a 3D model of your fireworks. Be as creative as possible - can you make it 3D?</p>	<p>Autumn 1.2</p> <p>Year 4</p>	<p style="text-align: center;">Out and About</p> <p>Watch a sunset by the coast or from a local park. Make observational notes about how the sky changes colour, how long it takes for the sun to 'go down' and make observational sketches to go with this experience too.</p>
<p style="text-align: center;">Respect</p> <p>As we are coming up to Christmas time, make some handmade Christmas cards and give them out to people that you respect the most - write them a message in the card and tell them why you have chosen them.</p>	<p style="text-align: center;">Responsibility</p> <p>With your adults at home, can you help make a shopping list? Think about what meals will be eaten during the week ahead. Then, help your adult around the shop.</p>	<p style="text-align: center;">Resilience</p> <p>As we are coming up for winter, see if you can keep up with colder weather walks and exercise!</p> <p>Can you practise a new timestable each week?</p>

Science Experiment: Homemade Lava Lamp

Materials Needed:

- A clear plastic bottle (empty soda or water bottle)

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- Water
- Vegetable oil (or any light oil)
- Food colouring (any colour)
- Effervescent tablet
- Optional: flashlight (to enhance the effect)

Instructions:

1. **Fill the Bottle:** Fill the plastic bottle about one-quarter full with water.
2. **Add Oil:** Slowly pour vegetable oil into the bottle until it is nearly full. You will see that the oil floats on top of the water because it is less dense.
3. **Add Food Colouring:** Add a few drops of food colouring. The food colouring will mix with the water but not the oil, creating a colourful layer.
4. **Create Bubbles:** Break an Alka-Seltzer tablet into a few pieces. Drop one piece into the bottle and watch what happens! The tablet will react with the water, creating carbon dioxide gas, which forms bubbles and pushes the coloured water up through the oil.
5. **Observe:** As the bubbles reach the top, they will pop, and the coloured water will fall back down. This cycle mimics a lava lamp.
6. **Optional:** Turn off the lights and shine a flashlight on the bottle for a cool visual effect!

Observation note questions:

- What did you observe when you added the effervescent tablet?
- Why do you think the oil and water didn't mix?
- How does the gas affect the coloured water?

Safety:

- Handle the materials carefully and do not ingest any of the substances.

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100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

accident(ally)	disappear	interest	pressure
actual(ly)	early	island	probably
address	earth	knowledge	promise
answer	eight/eighth	learn	purpose
appear	enough	length	quarter
arrive	exercise	library	question
believe	experience	material	recent
bicycle	experiment	medicine	regular
breath	extreme	mention	reign
breathe	famous	minute	remember
build	favourite	natural	sentence
busy/business	February	naughty	separate
calendar	forward(s)	notice	special
caught	fruit	occasion(ally)	straight
centre	grammar	often	strange
century	group	opposite	strength
certain	guard	ordinary	suppose
circle	guide	particular	surprise
complete	heard	peculiar	therefore
consider	heart	perhaps	though/although
continue	height	popular	thought
decide	history	position	through
describe	imagine	possess(ion)	various
different	increase	possible	weight
difficult	important	potatoes	woman/women