



Together we can!

Beechwood JUNIOR SCHOOL

Autumn Term



YEAR 4

Your Year 4 Team are:

4TJ - Mr Johnson (Year leader)

4SJ - Mrs James

4C - Mrs Crook

Mrs. Quinn is the Year 4 Higher Level Teaching Assistant &
Mrs. Horton is the Year 4 Teaching Assistant

Beechwood Vision

When children leave Beechwood they will be excited by learning. The curriculum will open their minds to what is possible by expanding their range of first hand, emotionally engaging, real-life experiences.

They will have the freedom and confidence to think for themselves and to continue to ask questions about their place in the world around them.

They will become responsible members of our community which will impact on their understanding of how to play an active role in the wider world.

Every child will believe in their capacity to expand their capabilities.



TOGETHER WE CAN.

Dear parents,

Firstly, we would like to welcome you and your children to Year 4! We hope that all of you enjoyed the summer break, feel rested and are raring to go (we are!). For the Autumn term, we will be learning all about the *Ancient Greek Legacy* and focusing particularly on historical enquiry skills. The children will gain an understanding of the way of life, beliefs and achievements of the Ancient Greeks. As well as this, they will look into the scope and range of Greek ideas, achievements and ways of life that are still current or influential today (e.g. politics, language, architecture, sport, theatre and performance) and have also been influential in past eras (e.g. Greek myths, Greek Gods, Heroes and Monsters). Throughout the topic, Year 4 will be working towards answering our 'Big Question' - 'Should the past shape our future?' Please join us on Friday 15th November 2019 when our children will showcase what they have learnt.

I'm also very excited to say that this year each Year 4 class gets the opportunity to partake in a whole term's worth of swimming lessons and outdoor learning. Swimming will begin with 4SJ on Wednesday 18th September every week until 4SJ's final session on 11th December. Children will need to bring their swimwear and a towel with them for every session and for health and safety reasons, they are not allowed to wear jewellery of any kind. Outdoor learning will be led by Miss Robertson and Mrs Quinn and will start with 4C on Wednesday 11th September. Each class will be split into two groups and each group will receive 5 weeks of outdoor learning sessions.

The aim of this booklet is to keep you informed about upcoming events and trips in Year 4 and to help you plan your diary / know of any upcoming costs. We have done our very best to try and include all of the events which are currently booked but as always, we like to grab any opportunities which arise with both hands so things are subject to change.

If you would like to know anything or think we need to be informed of something, please let us know.

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We really hope you will be able to join us for some of our events and of course, open week.

Mr Johnson,
Year 4 Leader.

IMPORTANT DATES FOR AUTUMN TERM

Autumn 1

2 nd Sept	INSET DAY
3 rd Sept	Back to school
17 - 19 th Sept	Year 4 Dance Days
23 rd Sept	House Captain (Y6) & Sports Captain (Y5) elections
27 th Sept	Macmillan coffee morning
30 th Sept - 4 th Oct	Open week
3 rd Oct	Greek Legacy Workshop (Viking School Visits)
7 th Oct	School council elections
24 th Oct	Halloween disco
28 th - 1 st Nov	Half term

Autumn 2

4 th Nov	Back to school - Food bank assembly
11 th Nov	Topic Homework due date
13 th Nov	Teacher consultations 1.30-7pm
15 th Nov	Flu vaccinations (Y3)
15 th Nov	Yr. 4 Greek Legacy Outcome Morning (9 - 11am)
25 th Nov	INSET DAY
18 th - 22 nd Nov	STEAM week (Science, Technology, Engineering, the Arts and Mathematics)
26 th - 29 th Nov	Health and well-being week
29 th Nov	Non-uniform (chocolates for the Christmas Fayre)
3 rd - 5 th Dec	Year 4 Dance Days
4 th Dec	Christmas Fayre after school
12 th Dec	Christmas Play (Performance at 2pm and 5pm)
17 th Dec	Christmas lunch
17 th Dec	Lower school carol concert 2pm
18 th Dec	Upper school carol concert 9am
18 th Dec	Christmas disco 3.15-4.30pm
20 th Dec	Christmas jumper day and Christmas parties

23rd December: the first day of the Christmas holiday. We return to school on Monday 6th January.

REMINDERS:

Indoor PE kit consists of a plain coloured t-shirt. This may be their house colour or must be plain red or white. We do not allow, under any circumstances, football shirts or t-shirts that have large logos on them. **Please clearly label all PE kit and uniform.**

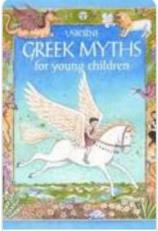
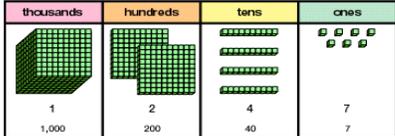
Please ensure that your child does not wear any jewellery to school on the days they have swimming or PE as it is a health and safety issue. The only jewellery they are allowed to wear to school at any time are stud earrings, a watch, a flat signet ring or a health warning bracelet. Any other jewellery will be stored in the office and you will be asked to pick it up.

PE is part of the National Curriculum and it is very important that your child takes part regularly. If you do wish them to not take part, you must send a note into your child's teacher clearly stating the reason why you wish them to miss their PE or Games lesson. If we do not have a letter, they will be expected to take part.

PE will be on various days throughout the year, due to dance and gymnastic days, swimming and the availability of external coaches. Therefore, we would recommend that all children have their PE kits in school every day.

A large number of school letters will now go out via email and text. Please ensure the office have your current email address and phone number so you do not miss out. There will be some paper copies of letters available in the school office. In addition, we will also communicate using Marvellous Me.

If you have any problems and would like to speak to any of us, please call into the school office or phone the school on 023 80 227692 or alternatively visit the school website and email us directly. We will always get back to you as soon as we can.

SUBJECT	WHAT WE WILL BE STUDYING IN AUTUMN 1:									
TOPIC	Should the past shape our future? Ancient Greek Legacy									
WRITING	Biographies of famous Greeks: Use a wide range of different sentence types (using simple, compound and complex sentences). Greek Myths: Develop interesting and exciting plots (in narrative; by including additional detail to create interest and build excitement, etc.) An idiots guide to Ancient Greece: Use varied and rich vocabulary (e.g. by beginning to select words to create interest, and by expanding noun and verb phrases)									
 READING	Retrieve: Ancient Greek Life Accurately retrieve/record information and key facts across multiple paragraphs. Retell: Ancient Greek Myths Retell stories orally including longer stories (more than one page) by: correctly ordering key events; identifying main points and describing key characters and settings; conveying atmosphere and viewpoint through voice, gestures etc. Summarise: Ancient Greek Key Legacies Identify and summarise main ideas and key events across multiple paragraphs (summarising complex information in their own words)									
MATHS	Place Value (ThHT1) Add using column addition (numbers up to 4 digits) Find 1000 more & less Rounding Counting backwards Assess and revisit 2, 4, 5, 8 & 10 times tables where necessary. Learn 3 and 6 times tables.	 <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="background-color: #f8d7da;">thousands</th> <th style="background-color: #fff3cd;">hundreds</th> <th style="background-color: #fff9c4;">tens</th> <th style="background-color: #d4edda;">ones</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1 1,000</td> <td style="text-align: center;">2 200</td> <td style="text-align: center;">4 40</td> <td style="text-align: center;">7 7</td> </tr> </tbody> </table>	thousands	hundreds	tens	ones	1 1,000	2 200	4 40	7 7
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1 1,000	2 200	4 40	7 7							
SCIENCE	States of Matter: Compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled; complete experiment and sort objects into their different states. Scientist study: Albert Einstein									
COMPUTING	Coding: Design an outcome with code; create an algorithm; create a sequence to order code efficiently; use logical reasoning to describe how the algorithm and code works Digital Literacy: Type prescribed letters and numbers on a keyboard with accuracy and speed Online Safety: Show understanding of being responsible and respectful online; identify actions of what is safe (and not safe) to reveal online; understand what is online bullying and how it can be managed									
TOPIC	The Greek Legacy <ul style="list-style-type: none"> - Gain an understanding of the way of life, beliefs and achievements of the Ancient Greeks - To understand the scope and range of Greek ideas, achievements and ways of life that are still current or influential today and have also been influential in past eras. The children will complete two mini enquiries: Enquiry One: How can we find out about the civilisation of Ancient Greece? (Autumn One) Enquiry Two: Can we thank the Ancient Greeks for anything in our lives today? (Autumn Two) Year 4 will then answer our Big Question: 'Should the past shape our future?' The children will then justify what they think is the most important legacy of the Ancient Greeks (This question will develop our children's understanding that significance in									

	historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time)
ART and DESIGN	As topic requires
RE	Myth (linked to Hinduism)
FRENCH	Moi (Asking for a name, age and how they are feeling) 
MUSIC	No music this half-term
PE INDOOR	Dance Days (17 th - 19 th September) Swimming (4W) 
PE Outdoor	Ultimate Frisbee Outdoor Learning (4C)
PSHE	Friendships: <ul style="list-style-type: none"> - What makes a good friend? - To understand the importance of honesty - To recognize what constitutes a positive and, healthy relationship and develop the skills to form and maintain them

SUBJECT	WHAT WE WILL BE STUDYING IN AUTUMN 2:
TOPIC	<p align="center">Should the past shape our future? Ancient Greek Legacy</p>
WRITING	<p>Presentation - What is the most significant legacy from the Ancient Greeks? Check writing makes sense (by reading aloud, so that the meaning is clear, clause structure is accurate, pronoun use is consistent etc.); edit and evaluate for effect, assessing the effectiveness of their writing and suggesting improvements.</p> <p>Nativity Play Scripts: Describe characters for a purpose (in narrative and writing in role) to convey viewpoint, personality, feelings e.g. through description and actions</p>
READING	<p>Inference and Deduction: Myths</p> <p>Make simple inferences about characters across multiple paragraphs: identifying characters' personalities, feelings, thoughts and motives basing their inferences on evidence stated or implied in the text</p>
MATHS	<p>Subtract using column subtraction Multiply using short multiplication Divide using long division Read Roman Numerals to 100</p> <p align="center"> I V X L C 1 5 10 50 100 </p>
SCIENCE	<p>The Water Cycle: Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>
COMPUTING	<p>Coding: Design an outcome with code; create an algorithm; create a sequence to order code efficiently; use logical reasoning to describe how the algorithm and code works</p> <p>Digital Literacy: Type prescribed letters and numbers on a keyboard with accuracy and speed</p> <p>Online Safety: Show understanding of being responsible and respectful online; identify actions of what is safe (and not safe) to reveal online; understand what is online bullying and how it can be managed</p>
TOPIC	<p>The Greek Legacy</p> <ul style="list-style-type: none"> - Gain an understanding of the way of life, beliefs and achievements of the Ancient Greeks - To understand the scope and range of Greek ideas, achievements and ways of life that are still current or influential today and have also been influential in past eras. <p>The children will complete two mini enquiries:</p> <p>Enquiry One: How can we find out about the civilisation of Ancient Greece? (Autumn One)</p> <p>Enquiry Two: Can we thank the Ancient Greeks for anything in our lives today? (Autumn Two)</p> <p align="center">Year 4 will then answer our Big Question: 'Should the past shape our future?'</p> <p>The children will then justify what they think is the most important legacy of the Ancient Greeks (This question will develop our childrens understanding that significance in historical terms, implies that the impact of an event, person's actions or change was widespread, wide ranging or lasted for some considerable time)</p>
ART & DESIGN	As topic requires.
RE	Temptation (Christianity)
FRENCH	Recap: Moi
MUSIC	Christmas Performance: Singing and Performing
PE Indoor	Dance Days: Tuesday 3 rd - Thursday 5 th December Swimming (4SJ)

PE Outdoor	Netball Outdoor Learning (4C) 
PSHE	Friendships: <ul style="list-style-type: none">- To recognise ways in which a relationship can be unhealthy and to know what to do if they need support- To understand the concept of 'keeping something confidential or secret', knowing when to or should not agree to this and when it is right to 'break a confidence' or 'share a secret'

TOPIC HOMEWORK

The Greek Legacy Homework is due in on
Monday 11th November 2019.

Which is the most important legacy of Ancient Greeks?

Pupils must depict the Greek legacy by choosing the aspect that they think is the most significant and justify their choice.



Some ideas to inspire you:

- *A Newspaper article
- *A play or play-script
- *A model
- *An artefact that might have been found
- *A biography of a famous Greek person
- *Or anything else (use your imagination!)

We look forward to seeing what you decide to complete/ create. If you need any help, do not hesitate to ask.



At Beechwood Junior School, we recognise how important basic number knowledge is to not only for academic achievements but also as a life skill. Therefore, we have introduced our **Maths Sheriff challenge**. Through regular practise both within school and with adults at home, children will master these skills and will be able to utilise them. Upon proving their knowledge, your child will be given a pin badge, which they can keep and wear with pride, as recognition for their hard work! We do not want children to rush through these awards; it should be something they aim for across the school year.



The Bronze Award

This focuses on the number skills from the Year 3 curriculum. It includes knowing everything they can about place value up to 1000 as well as them knowing their 2, 5, 10, 3, 4 and 8 times tables and the division facts which go with them. Children should aim for this by the end of Year 3. When this is achieved, they become a Bronze Deputy.



The Silver Award

This focuses on number skills from the Year 4 curriculum. It includes knowing everything they can about place value up to 10,000 and tests that a child knows all of their times tables up to 12×12 . They must also know the division facts which go with them. Children should aim for this by the end of Year 4. When this is achieved, they become Silver Deputy.



The Gold Award

This focuses on number skills from Upper KS2 (the Year 5 and 6 curriculum). It includes children knowing everything they possibly can about place value and numbers up to 10,000,000. It also includes using their multiplication and division facts to work with money, decimals, fractions and having a range of mental maths strategies for all occasions! Children should aim for this by the end of Year 6.

When children have achieved the **Gold Award**, they will become a Beechwood Maths Sheriff wearing their gold badge with pride. These children will focus on the application of what they have learnt to all areas of maths— both within school and outside of school. They will also be called upon to support other children across the school to achieve their badges as part of lunchtime and after school clubs.