

Year 4 Newsletter

Welcome to Year 4! We hope you have all had a lovely summer break and are ready to return to school.

4H—Mrs Haymour

TA's - Mrs Wood and Mrs Whiting
shaymour@southavenue.kent.sch.uk

4HO—Miss Honey

TA's—Mrs Day, Mrs Spicer, Mr Boorman

PE

This term, we will be working on multi-skills and basketball. **Please ensure your child comes into school wearing their PE kit every Thursday.**



Even in the cold weather we will still try to go outside each week so please provide a black/grey tracksuit.

Our topic in Term 1 is 'The Romans'



Topic Work: This term, we will be looking at the geographical spread of The Roman Empire and the impact that the Romans had in history.

English: Our main texts this term are Romulus and Remus followed by Boudicca, linking to our topic of the Romans. Within our English lessons, the children will be learning a range of different Spelling, Punctuation and Grammar skills to apply within their writing. As well as writing a narrative and non-chronological report.

Maths: This term, we will be focussing on place value and learning different methods to solve addition and subtraction problems, as well as weekly focus on a particular times table.

Science: This term, our topic is Sound, focussing on how sounds are made and heard. We will be taking part in experiments to practise our scientific skills.

PSHE / RE: This term, we will be focussing on Christianity and learning why Jesus is inspiring to some people. During PSHE we will be focusing on school rules and kindness.

DT: We will be looking at foods from the Romans times and how they made bread, including making and trying Roman bread ourselves.

Y4 Parents 'Meet the Teacher' Friday 15th September 3-3.15pm.

How can you help at home?

Please take time to enjoy a story with your child whether they or you are reading. Can you also take time to practise times tables and division facts with your child.



Times Table and Division Facts

Times tables and division facts are key areas for building confidence in maths. As a result, by the end of Year 4 all children are expected to know their times tables and have a Government assessment on their knowledge. Therefore, we will be having daily times tables practise at school and access to online learning. Please support your child with learning their times tables at home. All pupils should have their log in for Times Tables Rock Stars, if you have any queries please ask your child's class teacher.

Reading

The children engage in many reading activities as part of their English sessions. Through the AR scheme, your child will have a band of books that they may choose from, which should all be suitable for their current reading ability. Your child needs to be secure with what they have read, so they may be encouraged to read their book more than once before completing the quiz. It is important that your child reads daily, we offer reading time in school throughout the day but this needs to be supported at home too. If you have any queries about the system, please contact your child's class teacher.

Please ensure that your child brings their reading book to school everyday and you have signed their reading record to say that you have listened to them read. Thank you.



Water Bottles

Please could you ensure that your child brings a named water bottle to school each day, to have in the classroom. **This should contain water only, no juice or squash please.**



Children should come to school everyday wearing the correct uniform, including shoes. Please discuss with us if your child is not wearing the correct uniform or shoes.

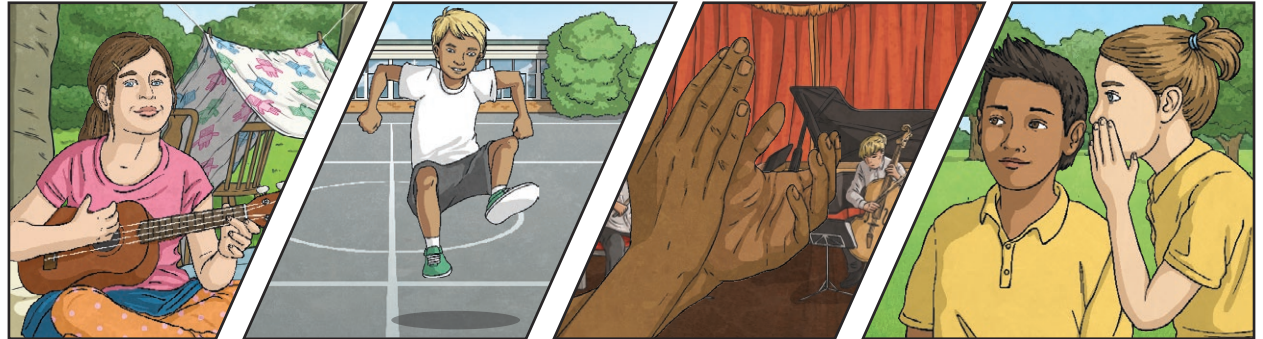
Long hair **MUST** be tied up securely every day and be able to stay up all day. Bands will be given if they have not secured their hair. No nail varnish is to be worn.

Key Vocabulary

vibration	A quick movement back and forth.
sound wave	Vibrations travelling from a sound source.
volume	The loudness of a sound.
amplitude	The size of a vibration . A larger amplitude = a louder sound.
pitch	How low or high a sound is.

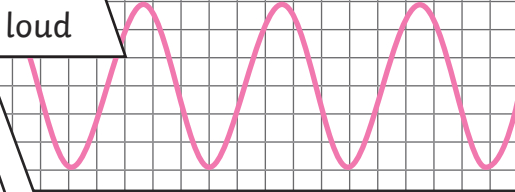
Key Knowledge

Sound is a type of energy. Sounds are created by **vibrations**. The louder the sound, the bigger the **vibration**.

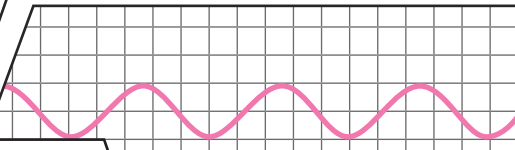


The size of the **vibration** is called the **amplitude**. Louder sounds have a larger **amplitude**, and quieter sounds have a smaller **amplitude**.

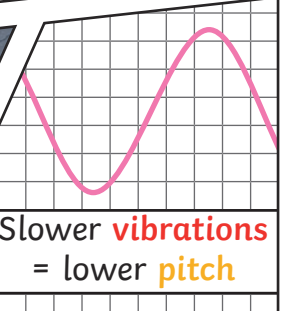
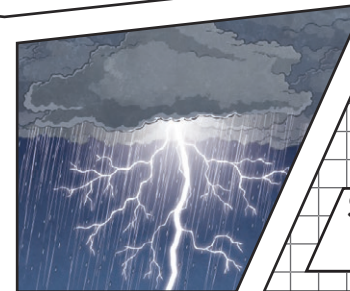
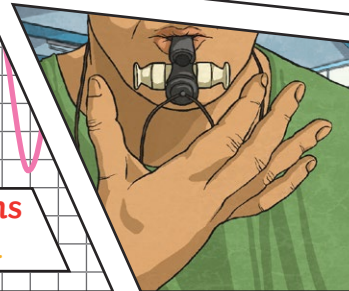
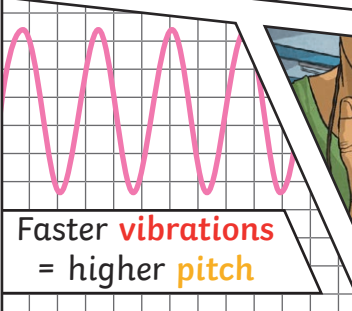
loud



quiet

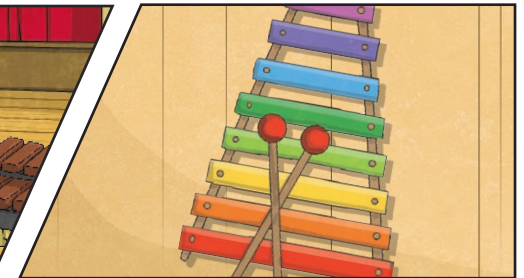
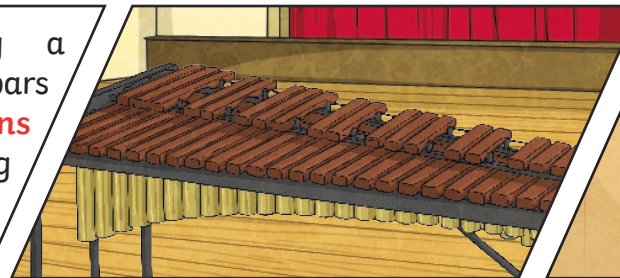


Pitch is a measure of how high or low a sound is. A whistle being blown creates a high-**pitched** sound. A rumble of thunder is an example of a low-**pitched** sound.



You can change the **pitch** of a sound in different ways depending on the type of instrument you are playing.

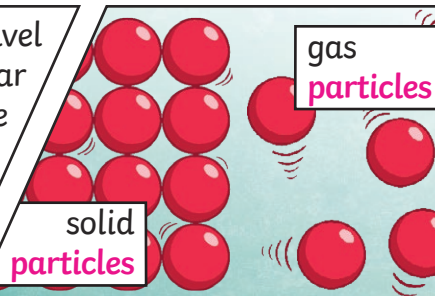
For example, if you are playing a xylophone, striking the smaller bars with the beater causes faster **vibrations** and so a higher **pitched** note. Striking the larger bars causes slower **vibrations** and produces a lower note.



Key Vocabulary

ear	An organ used for hearing.
particles	Solids, liquids and gases are made of particles . They are so small we are unable to see them.
distance	A measurement of length between two points.
soundproof	To prevent sound from passing through.
absorb sound	To take in sound energy. Absorbent materials have the effect of muffling sound.
vacuum	A space where there is nothing. There are no particles in a vacuum.
eardrum	A part of the ear which is a thin, tough layer of tissue that is stretched out like a drum skin. It separates the outer ear from the middle and inner ear . Sound waves make the eardrum vibrate .

Sound energy can travel from **particle** to **particle** far easier in a solid because the **vibrating particles** are closer together than in other states of matter.



Key Knowledge

Sound can travel through solids, liquids and gases. Sound travels as a **wave**, **vibrating** the **particles** in the medium it is travelling in. Sound cannot travel through a **vacuum**.

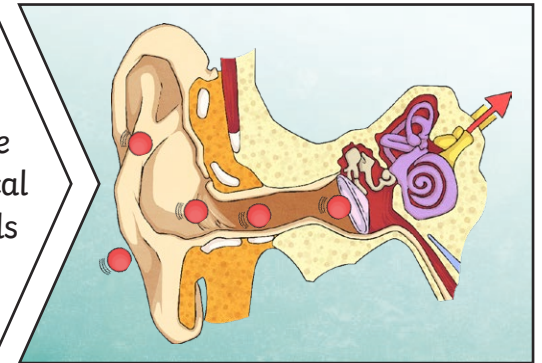
When you hit the drum, the drum skin **vibrates**. This makes the air **particles** closest to the drum start to **vibrate** as well.



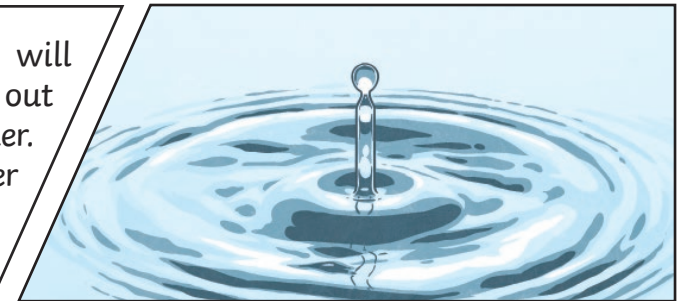
The **vibrations** then pass to the next air **particle**, then the next, then the next. This carries on until the air **particles** closest to your ear **vibrate**, passing the **vibrations** into your **ear**.



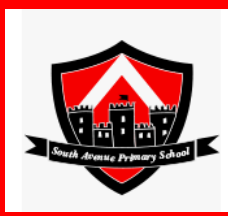
Inside your **ear**, the **vibrations** hit the **eardrum** and are then passed to the middle and then the inner **ear**. They are then changed into electrical signals and sent to your brain. Your brain tells you that you are hearing a sound.



If you throw a stone in a pond, it will produce ripples. As the ripples spread out across the pond, they become smaller. When sound **vibrations** spread out over a **distance**, the sound becomes quieter, just like ripples in a pond.



Year 4 The Romans



Key Vocabulary:

Rome - Capital of the Roman Empire

Soldier - a person who serves in the army

Invade - to enter a place with force to take it over

Settle - to stay in a location and build a home

Gladiator - a man trained to fight with weapons

Colosseum - a large theatre or stadium

Roman Villa - a large extravagant house

Mosaic - a picture or pattern made from lots of small shaped pieces

Toga - a loose flowing outer garment (clothing)

Boudicca - a Celtic Queen who fought the Romans

Empire - a group of settlements or countries ruled by a single person

Emperor - the ruler of an empire



The Romans key Timeline

55 BC	43 AD	61 AD	80 AD	121 AD	285 AD	410 AD
Julius Ceaser fails to conquer England.	Rome successfully invades England.	Boudicca leads the Celtic revolt and war.	The colosseum was built in Rome.	Hadrian's wall is built between England and Scotland.	The Roman Empire is divided between Emperors.	The end of the Roman rule over England.

What should I already know?

- ❖ The names of the 7 continents
- ❖ The 4 countries that make up the UK
- ❖ The difference between BC and AD
 - ❖ Understand chronology of time
 - ❖ Able to identify similarities and differences between groups of people