





Staff

4G Class teachers: Ms Ellie Pratt 4B Class teacher: Ms Eve Borrowman LKS2 Additional Adults: Mr Jean Francois Julien, Ms Imarnaye Richmond, Mr John Norwood, Ms Lauren Daly Phase Leader: Ms Simone Bunbury SENCo: Ms Caireann Conlon

Timetables

0	4G - Ellie Pratt											
Day	9.00	10.00	10.20	10.40	11	40	12.10	12.30	1.30	1.45	2.30	
Monday	Art & Design	А		Reading	Times	Tables				Maths	Science	
Tuesday	Maths	s s	в	Reading	HW	SPaG		L		Spanish	Writing	
Wednesday	Maths	e m	r e	Reading	Times	Tables	Story Time	u n	ММ	Geography	PE (Coach)	
Thursday	Maths	b I	a k	Music - Flute	Wr	iting		c h	MM	Computing	Geography	
Friday	Maths	У		Writing	НW	SPaG				PE (PPA)	PSHE/RE (PPA)	

				5	4B - E	ve Bor	rowmo	ın				
Day	9.00	10.00	10.20	10.40	11	.40	12.10	12.30	1.30	1.45	2.3	30
Monday	Maths	А		Reading	Spanisł	n (11.30)			MM	Science	HW	SPaG
Tuesday	Art & Design	s	в	Reading	Times	Tables		L		Maths	Wri	ting
Wednesday	Maths	e m	r e	Reading	Times	Tables	Story Time	n	ММ	PE (Coach)	Geog	raphy
Thursday	Maths	b I V	a k	Writing	Music	- Flute		h		Geography	Comp	outing
Friday	Maths	y		Writing	HW	SPaG				PSHE/RE (PPA)	PE (F	PPA)

Yearly Curriculum Overviews

	new wave federation					Ar	t & Desi	gn an	d Desigr	n Tecl	hnology	Мар
	Autum	n 1	Autum	in 2	Sprin	ng 1	Spring	g 2	Summe	er 1	Summe	er 2
YN	DT:	E.	Art:	R:3	Art: Lunar New	ത്ത	DT: Contrasting	, Maria	Art: Mixing	æ	Art: Summer	
	Transport	19 a	Autumn	c.J	Year	¥	Countries	A.V.	Colours	æ	DT: Starting Big	School
YR	Art:	ଜୁପୁ			DT:	(F)	Art:	Ð	DT: My Local Co		Art: Minibeasts	
	Colour	67	Toys	<u> </u>	Jamaica	V2V	Spring	Ψ			DT: Let's Create	
Y1	Art: Drawing Spirals	\bigcirc	DT: Preparing Fruit & Vegetables	Ì	Art: Simple Printmaking	Ś	DT: Sliders & Levers	Ъ	DT: Templates & Joining	٦	Art: Making Birds	₩,
Y2	DT: Wheels & Axles	0- 0 -0	Art: Explore & Draw	<u>s</u>	DT: Free standing structures	K X	Art: Expressive Painting	Ĩ	DT: Templates & Joining - Sewing	R	Art: Be an Architect	F
Y3	DT: Shell Structures	Ø	Art: Gestural drawing with charcoal		Art: Working with Shape & Colour		DT: Levers & Linkages	ð	Art: Making animated drawing	(بچ]	DT: Healthy & varied diet)
Y4	Art: Storytelling through drawing		DT: 2D Shape to 3D product		DT: Circuits & switches	(Art: Exploring Pattern		Art: Festival Feasts	দ্রী	DT: Pneumatics	K
Y5	Art: Topography & Maps	*	DT: Frame Structures		DT: Cams	¢,	Art: Fashion Design	<u>آ</u> يًا	DT: Celebrating seasonality	* X a	Art: Architectur Dream Big or Sr	e- nall 💓
Y6	DT: Pulleys	Þ	Art: 2D Drawing to 3D Making	ţ,	Art: Print & activism	Ś	DT: Complex Switches	40 00	Art: Brave Colour		DT: Combing Fabric Shapes	%

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feo	eration	

History & Geography Map

	lederatio										5 1 7	
	Autur	nn 1	Autum	n 2	Spring	1	Spring	2	Summe	er 1	Summe	r 2
YN	Geography: Transport	li Ji	History: Christn		Lunar New Year	Ŵ	Contrasting Countries	÷	History: Holi		Seasons: Summe History: Starting	
YR	History: All About	0	Geography: My	School	Geography: Jamai	:0	Geography:	E	Geography: My Local		History: Super	(A))
IK	Me	\otimes	History: Toys	ه م	History: Homes		Burkina Faso	W	Community	646	Duper Me	<u>گ</u> الا
¥1	Geography: Map It!	Ħ	History: Living Past	ම සිති	Geography: England	88	History: The Great Fire of London	3	Geography: The United Kingdom	Ð	History: Monarchy	ģ
Y2	Geography: Map It!	Ħ	History: Hackney's History	000 222	Geography: Hackney & Alexandria	Ð	History: Marvellous Medics	<u>لې</u>	Geography: Weather	Ŕ	History: The Victorians	
Y3	Geography: Map It!	Ħ	History: Stone Age to Iron Age	\$ 1	Geography: Settlements	đ	History: Ancient Egypt	Å	Geography: Rivers		History: Ancient Civilizations	涯
Y4	Geography: Map It!	P	History: The Romans	Î	Geography: Tectonic Plates	X	History: Anglo Saxons	ᠿ	Geography: North & South America	F3°	History: Leisure & Entertainment	R.
Y5	Geography: Map It!	P	History: The Vikings	÷,	Geography:Our Natural Planet	Ø	History: The Greeks	F	Geography: Trade	■-0 ⊕ ¢-1	History: Islamic Civilizations	G
Y6	Geography: Map It!	P	History: Benin	6	Geography: What's It Like There?	₹ ^P r¤	History: Building the Past	盘	Geography: Sharing the World	¢.	History: British Empire	

	new wav federatio	e M								Cor	nputing	g Map
	Autur	nn 1	Autur	nn 2	Sprin	g 1	Sprin	g 2	Sumn	ner 1	Summ	ner 2
YN	Transport	Г.,	Christmas	Â	Winter	*	Life Cycles	Ð	Mixing Colours	\bigotimes	Farm Animals	
YR	Colour		Toys	ه م	Jamaica	(F)	Spring	£13	Minibeasts	×	Let's Create	<u>M</u>
Y1	Technology Around Us		Digital Painting		Moving a Robot	ê	Grouping Data	8-8 8-8 8-8	Digital Writing	Ð	Programming Animations	/ <mark>[+]</mark> ///
Y2	IT Around Us		Digital Photography	EŊ	Robot Algorithms		Pictograms	0 00	Digital Music	I.↓ I.↓ I.↓	Programming Quizzes	
Y3	Connecting Computers	([eeee]) [[6666]]	Stop Frame Animation	[£]	Sequencing Sounds		Branching Databases		Desktop Publishing	(E)	Events & Actions in Programmes	
Y4	The Internet	6	Audio Production		Repetition in shapes	÷£i	Data Logging	Ţ.	Photo Editing		Repetition in games	63
Y5	Systems & Searching	Q	Video Production	ig B	Selection in Physical Computing	⊫	Flat file Database	P	Vector Drawing		Selection in quizzes	
Y6	Communicatio & Collaboratio		Web Page Creation	Ę	Variables in Games	¢φ.	Introduction to Spreadsheets	Î	3D Modelling	;@1 \$\$	Sensing Movement	嶅

new wave



Half Termly Curriculum Information

English	Maths	Science	Geography
n English we will: • read SFA books at our level to develop our reading fluency • read Journey and A Kid in My Class • develop our love of reading in reading for pleasure sessions • include interesting vocabulary in our sentences to inform and excite our readers • UNITIAL	We will be learning about: the value of each digit in numbers beyond 1000 ordering and comparing four digit numbers beyond 1000 rounding numbers to the nearest 10, 100 and 1000 adding and subtracting using formal written methods 	 We will be learning about: solids, liquids and gases and how to classify them how states of matter change evaporation and condensation 	 We will be exploring: how lines of longitude and latitude can be used to describe locations the topography of North London two local areas with different topography
Curriculum Info	rmation federati		4 - Autumn 1
Computing	PE	PSHE	Art and Design
 We will be learning about our schools network, focusing on: different websites and how we connect to the internet interconnected computing devices that can exchange data and share resources with each other 	We have a PE lesson every Wednesday and Friday. Please ensure your child wears their PE kit on those days. The focus of the sessions will be handball and football.	 Our PSHE focus is Being Me and we will be learning about: identifying the challenges and aspirations for the year ahead. who is in our school community, the roles they play and how we fit in. rights and responsibilities at school my actions affecting me and others. 	 We will be exploring storytelling through drawing, looking closely at: the purpose behind the art that we create how to create a piece of art based on poetry how to sequence our visual narrative

English

New Wave - Year 4 - Reading Pathway



 This year, Year 4 will be writing: a magical story; poetry; diary entries and a letter in role; newspaper reports; an advert; a quest story; a legend; explanation texts; an adventure story; a fantasy story and instructions.

new wave federation

Year 4 Spellings Autumn Term 1

Unit 1	Unit 1	Unit 2	Unit 2	Focus Unit 1	Unit 3
Test w/c	Test w/c	Test w/c	Test w/c	Test w/c	Test w/c
11.09.23	18.09.23	25.09.23	02.10.23	09.10.23	16.10.23
prefix -mis	prefix -in -un	suffix -sure	suffix -sure +	'u' spelt ou	prefix- auto
mislead misspell mistake misplace misprint mismatch mistrust misbehave	inactive incorrect incomplete unfair unkindness undone unlucky unable	measure treasure pleasure insure closure leisure pressure erasure	measurement surely oversure unsure leisurely assure disclosure pressure	trouble enough tough young double rough touch country	automobile autopilot automatic autocue autograph autobiography autographed automatically
accidentally actually	describe disappear	enough experience	experiment favourite	February forward	grammar guard

Maths

Mathematics Curriculum Map: Year 4 Mastery

	Week 1	Week 2	Week 3	Week 4	Week	5	Week 6	Week 7	w	eek 8	Week 9		Week 10	
	Reasoning numb		Add	lition and sub	traction		M	ultiplication ar	d divisio	1	Discrete	and c data	ontinuous	
Autumn	 4-digit place va write, represent compare Find 10, 100 or less Round number nearest 10, 100 	t, order and 1000 more or s to the	subtract Illustrate and	priate strategies d explain approp strategies includ regrouping	riate addition	th and •M us fa	ree 1-di ental m sing plac cts	ve property includ git numbers ultiplication and d ce value and kno Itiplication and di	division stra wn and der	tegies	Read, interpret and cons pictograms, bar charts and time graphs Compare tables, pictogra and bar charts			
	Week 1	Week 2	Week 3	Week 4	Week 5	Week	6	Week 7	Week 8	Week 9	Weel	10	Week 11	
8	Securing multiplication facts		Fract	ions		Time		D	ecimals		Area	and	perimeter	
Spring	Identify and explore patterns in multiplication tables including 7 and 9	fractions • Equivalent fr • Represent fr and imprope • Add and sub-	actions actions greater r fractions	ons and represe than one as mix vith the same de nan one	ed number	 Analogu digital, 1 hour and 24-hour Convert between units of 	2- 1	and halves Compare and or number of decin	ompare and order numbers with s mber of decimal places ultiply and divide by 10 and 100			and rectilinear shap		
								T	1					
	Week 1	Week 2	Week 3	Week 4	Week 5	W	eek 6	Week 7	Wee	k 8	Week 9		Week 10	
ler	Solving n	neasures and problems	l money	Sh	ape and sy	mmetry		Position and direction		oning with nd sequer		3	-D shape	
Summer	Convert units o Select appropri Use strategies and improvement tables, working	ate units to me to investigate p ent, organising u	roblems: trial	 Classify, con Compare and Identify lines 	d classify 2-D	shapes		Describe and plot using coordinates Describe Describe translations States of the systems Number sequences patterns patterns sequences patterns se		es and understa of 3-D sl • Identify shapes f		lerstanding I-D shapes		

The Dimensions of Depth - Conceptual Understanding, Language and Communication and Mathematical Thinking - underpin all aspects of the curriculum; problem solving is at the heart and is embedded in all units.

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Science

This is your Year 4 Science Knowledge Organiser for Autumn I. States of Matter

solid

Scientific Enguiry

() () () identifying & classifying Identifying means knowing what something is and

naming it. Classifying means grouping things together A solid is a material that if they have something in common. We will name and classify materials, explaining why they are solids. liquids or gases.

Ê comparative & fair testing

Comparative testing means testing objects in order to poured they form a heap rank them. Fair tests observe or measure the impact of and they do not keep a changing one variable when all others are kept the same. We will explore how to melt ice more quickly and changing the rate of evaporation.

researchina

We will research using secondary sources to find out about the water cycle.

Working Scientifically

Asking scientific questions Presenting results **Planning** an enquiry **Observing** closely **Takina** measurements Gathering and recording results

ta liquids because they can level surface when tipped. Each individual grain demonstrates the

properties of a solid.

and keeps a level, **Interpreting** results horizontal surface.

gas

A gas fills all available space and has no fixed space or volume.

Things you learnt in previous topics

In Year I, you learnt to name a variety of everyday materials and their simple physical properties. You compared and arouped together everyday materials using their properties. In Year 2, you learnt to compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass. You found out how the shapes of **solid** objects made from some materials can be changed.

Drawing conclusions

Evaluating an enquiry

Predicting

Boiling is a change of state from liquid to gas keeps its shape and has a fixed volume. Solids like that happens when a sand can be confused with liquid is heated to a specific temperature and bubbles of the **gas** can be seen in the liquid. The

boiling point

Water has a boiling point

has a much higher boiling

why this liquid is useful for

of 100 °C. Sunflower oil

point of 450 °C. This is

cookina.

60

is the temperature at which a liquid will turn into a gas. Different liquids have different boiling points.

liquid A liquid has a fixed volume but changes in shape to fit the container. A liquid can be poured

Freezing is a state change from liquid to solid. The freezing point is the temperature at which a **liquid** will turn

Subject Specific Vocabulary

freezing point

into a solid. Different liquids have boiling point of a material different freezing points. Water has a freezing point of 0 °C at which it then turns into ice.



melting point Melting is a state change from solid to liquid. The melting point is the temperature at which a solid will turn into a liquid. Butter has a

gas to a liquid caused by cooling.

melting point of 38 °C.

How this connects with future learning

In Year 5, you will compare and group everyday materials. You will know some materials will dissolve in **liquid** to form a solution and decide how mixtures might be separated. You will give reasons for the particular uses of everyday materials. You will also demonstrate that dissolving, mixing and changes of state are reversible changes and explain that some changes result in the formation of new materials, usually irreversible.

same state change as boiling (liquid to gas), only at the surface of the temperature is higher, the liquid is

the liquid. Evaporation spread out or it is windy.



evaporation

Evaporation is the

condensation **Condensation** is the change back from a

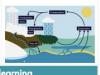
evaporates into water but it happens slowly at vapour (a gas). This lower temperatures and rises, cools and condenses back into a liquid forming clouds. happens more quickly if When too much water has condensed, the water droplets in the cloud get too heavy and

water cycle

Water at the surface of

seas or rivers

processes are known as the water cycle.









Geography

Map It - Year 4 - Autumn 1											
Tier 2 Vo	ocabulary	Key Vocabulary									
data	conclusion	longitude	topography	land use	noise pollution	fieldwork					
Facts and statistics gathered together.	The end result of something.	Describes how far east or west a place is.	The physical features of an area of land.	The way in which land is used by people.	Sounds that can harm the people and creatures who hear them.	Fieldwork is the gathering of information about something in a real environment. It is not done in an office or classroom.					
In Year 2, you collected data by carrying out a traffic survey.	In Year 2, you used your traffic survey to draw conclusions about which road had the most traffic.	The Prime Meridian has a longitude of 0°.	Natural formations such as hills, mountains, rivers and valleys are all topographical features	In London, land use includes offices, retail and hotels.	The building site was causing noise pollution i n the local area.	Fieldwork allows geographers to observe, real-life geographical processes. One of the tools they use are maps.					
We will collect data by creating sketch maps of human and physical features and measuring the noise level.	We will use our data to draw conclusions about which part of our local area has the greatest noise pollution.	The longitude of Paris, France is 2° East.	A topographic map includes elevations like mountains and hills.	Agriculture is an example of land use .	There are many causes of noise pollution including local transportation.	Fieldwork is carried out in a natural environment like a park, river or local community.					
I decided I needed to collect more data before I could answer the question,	I shared my conclusions with the team.										
How this	connects with previous	s learning		How this	connects with future	e learning					
In Year 2, you devised simple maps of the local area.	In Year 3, you learnt about rivers - a topographical feature.	In Year 3, you learnt that we can use latitude to identify the climate.		In Spring 1, you will learn about mountains, volcanoes and earthquakes - all	In Summer 1 you will learn about land use in North and South America.	In Year 6, you will apply your knowledge of longitude when learning about time zones.					

topographical features.

Art & Design/Design Technology

This is your Year 4 Art & Design Knowledge Organiser for Autumn I.Storytelling through [Drawing
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Art Th	emes	Tier 2		Key Voc	abulary	
line	colour	purpose	illustration	visual narrative	sequencing	composition
A long mark or stroke that could be straight, curved, thick, thin or any direction	The look something has in the light. Colours can be primary, secondary or tertiary.	The reason something is done or created.	A picture, artwork or decoration that often accompanies text e.g. in a book, magazine or poster.	Storytelling through the use of images including drawings.	Arrange in a particular order.	Arrangement of different parts of an artwork - e.g. shapes, sizes, positions.
We can make different lines - thick, thin, long, short, curly, zigzagging etc.	We can use different colours to express different emotions e.g. blue can make us feel calm.	The purpose of our sequence of drawings is to create a visual narrative or story.	We will create illustrations inspired by the poems we read.	We can create a visual narrative through making a series of drawings.	We use sequencing when we arrange different drawings to tell a story.	We will decide how to arrange our compositions in each of our illustrations.
We will use lots of different lines in our drawings.	We will use colour to complete our visual narratives.	The purpose of illustrations is to tell a story through pictures.	Illustrations can bring a story to life using images,	Visual narratives can communicate ideas and stories through pictures.	We will use sequencing in our own visual narratives.	A composition can be very simple or complicated with lots of elements.
(States				NAME OF COMMENT		









In Year 2, you used expressive lines in your paintings.

In Year 3 you used earthy In Year 3 you made colours suchs as browns animated drawings. and oranges when exploring cave art.







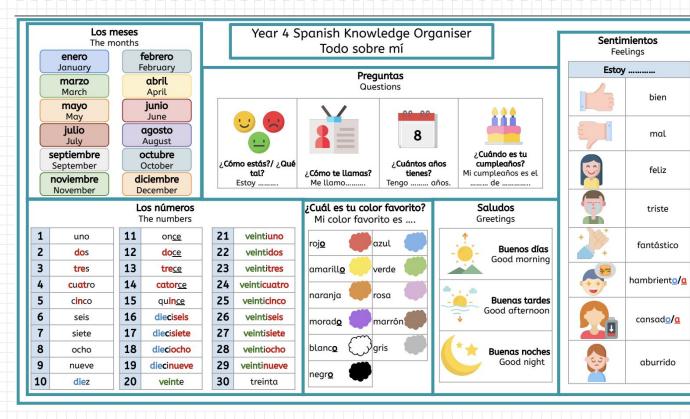


How this connects with future learning

In Year 3, you will design In Year 4, you will make In Year 6, you will create 3D sculptural forms your own collages using different shapes and inspired by food. colours.

your own activism posters expressing a message.

Spanish





Music

Every child in Year 4 will have a 45 minute whole class flute lesson taught by specialist tutors every Thursday beginning Monday 25th September. The children will also learn drumming and guitar this year. This is an initiative in collaboration with Hackney Music Service.

There will also be an opportunity for those who wish, to join the school choir run by Mr Jake Stevens. Later in the year, the children will also have singing and composition lessons.

Wider Curriculum - Specialist Teachers

Spanish will be taught every week by Ms Maria Bujalance.

The children will have an Art & Design or Design Technology lesson every week taught by our specialist art teacher by Ms Alison Dunne.

The children will have PE every Wednesday and Friday with either Coach Hassan or Coach Ansell. The children should come to school in their PE kit on these days.

Excellence for All – Our Updated Values

Sole Schoor

collaboration

creativity

focus

kindness

responsibility

Excellence for All

Green-ready for learning.

Orange -Stop and think. Children are given the opportunity to reflect on their choices and get ready for learning again.

Red – Parent contact. Consequence if undesirable behaviour persists or if a child's actions are considered extreme or dangerous.



School Uniform

- navy crewneck sweatshirt or cardigan with logo
- light blue polo shirt with logo
- black school trousers, knee-length skirt or shorts, pinafore or blue check dress
- plain black, white or grey socks or tights
- plain black shoes

PE Uniform

- light blue polo shirt with logo
- plain black PE shorts or tracksuit bottoms
- plain black, white or grey socks
- plain black (or white) plimsolls or plain trainers
- on Wednesday and Friday, children should come to school dressed in PE kit

Simple ear studs and religious items are the only jewellery permitted. Please leave all other jewellery including headbands at home. Pre-loved uniform is available through the PSA website or school office.



Arrival and Collection

- the school day begins at 8:55am
- there are two bells in the morning one at 8.53am where children get ready to learn in their lines and one at 8.55am where children go into their classrooms to complete their morning review tasks whilst the register is taken
- please be punctual to avoid late marks and unauthorised absences
- Iate = after registration has closed
- children should be collected from their classroom at 3.30pm; the KS1 playground from after school clubs and the reception area from Our Space

Absences

- if your child is sick please ring (or email gboffice@newwavefederation.co.uk) on the first morning of absence by 9am
- holiday during term time will not be authorised
- you may receive a fine for unauthorised absence
- the government requires schools to inform parents when attendance is below 95%
- attendance below 90% is classified as persistent and is reported to the local authority

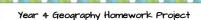


Communication

- staff names, the timetable, curriculum leaflets, knowledge organisers, spelling lists and home learning are saved in the classes section of the website
- you can make appointments to see the class teacher or phase leader/SENCo after school (we can usually be flexible with timings to meet your needs)
- e-mails with messages for class teachers or school leaders should go through the school office gboffice@newwavefederation.co.uk

Home learning

- spelling practice (weekly tests begin this week)
- reading 15 to 20 mins daily
- maths activities targeted practice linked to weekly learning
- geography, history or science tasks to be completed each half term and links to learning resources in other wider curriculum subjects
- iPads (and Google Classrooms) are being updated and reallocated and will begin to go home again by the end of the month after an updated iPad agreement is signed by you and your child



It's time to get creative, Year 4! We would like you to use the materials you have at home to make one of the following:

1. A model of the world, labelling the continents, oceans, equator and polar regions.









Please hand in your projects by Friday 13th October. We can't wait to see them!



Admin

- please make sure the school has up-to-date contact details and three contact numbers for emergencies
- all monies are collected through ParentPay
- ensure the school has any medication your child needs and you have completed a medicine form (unprescribed medicine cannot be administered by staff)
- please ensure your child's clothes and property are named
- please ensure your child brings in (and takes home) daily a named water bottle

