

Characteristics of Effective Learning

This term we will focus on showing our 'Motivated Magpie' learning behaviours. Children will be congratulated for being focused and actively engaged in their learning and school-life and, for persevering. We will support children to identify what they have done well and celebrate their outcomes.



Spelling

In KS2 Spelling lessons, children will continue to build on the firm foundations of their phonics knowledge. They will break spellings into the smallest units of sound and cluster them into syllables to read and write words efficiently. Children will study words, word parts, their meanings and how this affects spelling.

Common Exception Words (CEW)

Common Exception Words are high-frequency words that children cannot reliably decode using standard phonics because part of their spelling is irregular (for example, said, one, the). Schools teach them by highlighting the "tricky" letters, practising little and often, and applying them in reading and writing so children build fluent recognition and accurate spelling. At home, keep practice short and regular, point out the unusual parts, and use quick games and real-book spotting to reinforce learning. Children need to be able to read these fluently and write these words automatically.

height	history	imagine	increase
island	knowledge	learn	length

Art and Design

As artists, children will refine their drawing skills, focusing on lines and detail. They will select drawing materials based on their understanding of the possible marks that can be made. They will use a viewfinder to select a focal point and experiment with composition, the use of white and negative space. Children will examine parts of a flower before sketching and enlarging. They will develop the techniques of overpainting and wet on-wet, as well as making tertiary colours. They will respond to the works of artists including Georgia O'Keeffe.

MfL – French Children will learn to recognise, read and spell the days of the week, and recognise and read the calendar months. They will practise reading written numbers and spelling them correctly then, have an opportunity to combine this learning to state when their birthday is.

Geography Children will develop their locational knowledge, including latitude, longitude, time zones and key global lines. They will use fieldwork to observe, measure and present local geographical features. Pupils will apply map skills using compass points, grid references and Ordnance Survey maps. They will present findings using maps, graphs and digital technology to compare places.

PE

Children will develop their understanding of the attacking and defending principles of invasion games through Handball. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In Handball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

In Swimming, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.

Children in Classes 4A and 4S will have Swimming on Tuesday and PE on Thursday.

Children in Classes 4P and 4H will have PE on Tuesday and Swimming on Thursday.

On these days children will need to come to school wearing their PE kit: plain t-shirt their house colour/house colour trim, plain navy shorts or jogging bottoms, uniform sweater/cardigan and trainers. They will change into swim wear at the swimming baths.

RE

We follow the Birmingham SACRE scheme which covers a variety of religious faiths and non-religious worldviews including: Baha'I, Buddhism, Christianity, Islam, Hinduism, Sikhism, Jainism, Judaism and Rastafarianism. The syllabus also explores non-religious worldviews (e.g. Humanism). The approach is inclusive, ensuring that all children's beliefs are respected and valued. We aim for every child to gain an understanding of the major world faiths by the end of their primary school career. This half-term, we will explore how people of faith express joy, gratitude and appreciation through celebrations, beliefs and daily practices. Through these topics, children will develop an understanding of how different religions celebrate special occasions, express gratitude and show respect for people, animals and the world around them. They will also reflect on the importance of thankfulness in their own lives.

Maths

As mathematicians, we will develop our understanding of place value by representing, partitioning, comparing, ordering and rounding numbers up to 10,000, including Roman numerals. We will use number lines to estimate and position numbers, explore finding 1, 10, 100 and 1,000 more or less, and practise flexible partitioning. We will also build confidence in addition and subtraction with 4-digit numbers, using exchanging methods, estimation and checking strategies to explain and verify our answers.

Player 1



Player 2



Take turns to roll a die and decide which box to place your digit in. Read the four digits as a whole number. Largest four-digit number wins.

There are two possible scoring systems:

- A point for a win. The first person to reach 10 wins.
- Work out the difference between the two four-digit numbers after each round. Winner keeps the difference then. first to 10.000 wins.

Use TTRS and develop your x3, x4 and x8 tables fluency on Garage. It will progressively increase the sums you do based on your confidence.



Apply knowledge of the number system to solve and explain problems



To the nearest 100, there are 600 people at a football match.

What is the smallest number of people that could be at the football match?

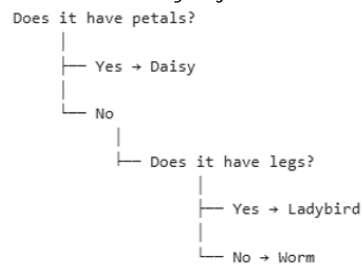
What is the greatest number of people that could be at the football match?

How would your answers change if the number of people at the football match was 600 when rounded to the nearest 10?

Science

As scientists, we will explore how living things can be grouped in a variety of ways. We will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. We will recognise that environments can change and that this can sometimes pose dangers to living things.

Visit your garden or local park or, collect images from magazines and become a wildlife explorer. Look for as many living things as possible and group and classify what you find.



Create 'before' and 'after' pictures recording environmental changes (e.g. littering, a new road, deforestation or flooding). How are plants and animals affected? Who is helped and who is harmed? Present your ideas as a news report.



Play 20 Questions

Player 1 secretly chooses a plant or animal. Player 2 must identify it by asking only **yes/no questions**, such as: Does it have feathers?, Does it live in water?, Does it have a backbone?



PSHE

During Autumn 1, we focus on the special people in our lives whom we call friends. It explores how friendships are formed and maintained and what qualities are important in a friend. We will discuss disputes, conflict and bullying and strategies to manage each of these. We will explore respect, support networks and how to maintain good friendships. We will be growing the children's emotional awareness and supporting them to develop strategies to regulate emotions.

Computing

Children will learn how to recognise when someone may be upset or hurt online, understand the different ways bullying can happen through digital media and consider how their online actions can affect others and their own digital reputation. The children will develop strategies for protecting personal information online, understand that online activity can be monitored, explore how websites and apps request permission to use personal data and learn about age restrictions and consent for online services.

Reading

In school, children will read together as a class, focusing on developing fluency (reading at a steady pace), automaticity (being able to recognise and read words instantly, without having to sound them out), prosody (reading with expression, changing tone for questions, excitement or dialogue, pausing at full stops and commas and emphasising important words) and comprehension (understanding texts read). They will also work on building their reading stamina and pace, while accessing a wide range of texts.

There are two types of reading book that your child will bring home:

Reading Practice Book

This book has been carefully matched to your child's current reading level. If your child is reading it with a little help, please don't worry that it's too easy – your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise – celebrate their success! If they can't read a word, read it to them. After they have finished, talk about the book together.

Choice Book

In order to encourage your child to become a lifelong reader, it is important that they learn to read for pleasure. The Choice Book is one they have chosen. As children move through Key Stage 2, reading is about much more than decoding words accurately. It involves developing fluency, understanding, critical thinking and a genuine enjoyment of books. You can support this at home by:

- Reading alongside your child and encouraging them to read with expression, considering how punctuation and vocabulary influence meaning.
 - Discussing characters, themes and authors' choices. Ask questions such as *Why do you think the character acted this way?* or *What does this tell us about them?*
 - Encouraging predictions, supported by evidence from the text: *What makes you think that?*
 - Exploring the meaning of ambitious vocabulary and discussing how specific words create particular effects.
 - Making connections between the text and your child's own experiences, other books or wider world events.
 - Using illustrations, diagrams and text features to deepen understanding and support interpretation.
 - When reading non-fiction, discussing the reliability of information and summarise key ideas.
 - Encouraging your child to explain, justify and support their opinions with evidence from the text.
- Most importantly, foster a love of reading by sharing a wide range of high-quality texts and making time to enjoy books together.



Bronze Reading Challenge

Every child can work towards achieving a Bronze Award, by first reading five additional, stage-appropriate books by 22.10.26. Try the books listed on 'Books for Topics' (follow the QR code) or ask us for recommendations. Books available in school and at local libraries. Let's read for pleasure!

Writing

Our ambitious and challenging Writing curriculum is built upon carefully selected, accessible text types, to reduce cognitive load and enable children to develop high-level writing skills with confidence and success. We will be exploring fables *The Lion and the Mouse* and *The Ant and the Grasshopper* to develop our retell skills using 'show not tell' for character emotions and independently structuring our paragraphs. Then, we will use the stories *The Lost Thing*, *Superworm* and *The Café at the Edge of the Wood* to inspire more detailed descriptions, powerful verbs and the use of extended sentences. We will grow our repertoire of punctuation using commas after fronted adverbials and inverted commas around speech.

Oracy

Great writing develops with great oracy. Encourage your child to take turns in conversations. Praise specific skills such as asking thoughtful questions or giving evidence to support an opinion. Explore different viewpoints by discussing everyday topics and asking your child to explain more than one perspective. Encourage explanation and elaboration by asking your child to add details, make comparisons, and justify their opinions using phrases such as: *"for example..., this shows that..., because..., therefore... and however..."*.

Music

As musicians, the children will explore Gospel music, developing their understanding of rhythm, melody and performance through singing, listening, improvisation and instrumental playing. They will learn more about the pentatonic scale, experiment further with call-and-response patterns, and discover how off-beat rhythms help create the distinctive sound and energy of Gospel music. They will improvise using their voices and develop expression and dynamics to communicate the mood of music.

Our Expectations

At Harborne Primary School, our motto is **“Happy Pupils Succeed”**, because every child is known, nurtured, challenged and inspired to become the very best version of themselves. We are an inclusive community where everyone is encouraged to demonstrate empathy, respect, responsibility and a willingness to contribute positively to society. Within our calm and supportive environment, every individual is valued and pupils learn to work collaboratively, think creatively and adapt confidently to an ever-changing world. Alongside academic achievement, we place equal importance on developing the personal qualities, attitudes and wider skills that enable children to flourish both in school and beyond. As we begin the Autumn Term, we will focus on demonstrating excellent manners, positive interpersonal skills and a genuine interest in everyone’s experiences, talents and qualities. By working together as a school community, we can ensure that all children feel happy, confident and ready to succeed.

Learning Together Workshop - Please join the workshop at the site that your child attends.

You are warmly invited to our first ‘Learning Together’ Workshop when we will explore how we teach Reading: Tuesday 15th September, 9:10-9:50am.

Homework

Within this booklet, we have listed a range of activities to support your child’s learning beyond the school day and to enrich their learning experiences. The suggested tasks have been carefully designed to reinforce and strengthen learning that takes place in school, using minimal equipment. Please do not hesitate to ask, if you need to borrow any resources to complete any of the activities at home. Learning is most effective when it happens little and often. We therefore encourage regular engagement with the activities throughout the half-term. We expect every child to complete the homework activities included in this booklet during the Autumn 1 half-term. Please support your child to read every day and complete one or two of the English, Maths and Science activities each week. Your child can tick off each activity as it is completed and bring evidence of their work into school every Friday, to share and celebrate. Thank you for your continued support in helping your child to develop confidence, independence and a love of learning.

- Daily reading practice
- Bronze Reading Challenge: Read 5 additional books in Autumn 1
- 3/4 times weekly spelling practice of tricky words
- 3/4 times weekly Maths skills practice
- Fortnightly Science activity

Oxford Reading Buddy

Every child has access to Oxford Reading Buddy, this is a digital reading service providing eBooks and comprehension quizzes. We expect every child to complete an online quiz every week, after reading their scheme book or a virtual book at their reading level.



Harborne Primary School

Our curriculum is carefully designed to broaden horizons, raise aspirations and help children understand the possibilities available to them. We want every pupil to leave Harborne Primary School with strong academic foundations, positive character traits and an unwavering belief that anything is possible. By celebrating achievement in all its forms and nurturing every aspect of a child’s development, we prepare our pupils not only for the next stage of education but for a successful, fulfilling and purposeful future.

At Harborne Primary School, “Happy Pupils Succeed” because they are known, nurtured, challenged and inspired to become the very best version of themselves.

**Your child’s learning in Year 4, Autumn 1
and how you can support their progress**