



What's through the window? What can we discover about a place by looking at the view from a window? How has the view changed from our windows? How might the view change in the future?
 We will begin by looking at windows in works of art. The focus will then move to the local area, using online resources and linking them to reality. We will be finding out about how the area has changed and considering how it might further change in the future.

The children are expected to complete the following tasks and bring them into school. It is parents' responsibility to ensure children complete the tasks. Teachers will keep records of which tasks are completed and celebrate the children's work.

<p>History When was your home built? How has it changed over time? What was there before your home was built?</p>	<p>Reading Please listen to your child read <i>at least</i> four times a week and sign their home reading record book.</p>
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<p>Y4 Spellings <i>The children will be tested on these spellings during the week beginning 2 December</i></p> <p>consider enough continue exercise decide experience difficult extreme describe experiment different famous disappear favourite early February earth forwards eighth fruit</p> <p><i>Try learning two or three spellings a week.</i></p>	<p>English Find a picture or photograph of an interesting building. Write a description of the building in as much detail as you can. Describe the shape, colours and textures of the building. Use similes and metaphors as part of your description.</p> <p>Maths Measure the perimeter of different rooms in your house. Can you do this for every room in the house? Which is the largest room? Which is the smallest?</p> <p>Can you measure the perimeter of the whole house?</p>
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<p>Writing Using the picture at the top of this page, create a story that ends with this scene.</p>	<p>Geography Draw a map of your journey to school. If your journey is very short, select a friend or relative's house and draw a map showing that journey.</p>	<p>Art Create a piece of art showing a view out of a window at home.</p>
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These tasks are optional but will greatly enhance the children's learning opportunities and understanding if completed:

<p>Outdoor learning Try to complete a few of the National Trust '50 things to do before you are 11'. Write a paragraph about what you did and how much you enjoyed it. What did you learn?</p>	<p>Maths Play times tables Rockstars games using your online account. The username and password is in the reading record.</p>	<p>DT Design and make an interesting building that you might find in the future Chelmsford.</p>
<p>PE Throw a ball against a wall and catch it. How many times can you manage? Try to beat your best score each week.</p>	<p>Cooking & Nutrition Write a recipe for a healthy meal. Make your meal. How did it taste. Write a short review.</p>	<p>History Design and carry out a questionnaire to find out how homelife has changed since your older relatives were your age. Find a way to present your findings.</p>

Websites to help your research:
 Recipes www.nhs.uk/change4life/recipes
 Buildings/Art www.bbc.co.uk/bitesize/clips/zgrkq6f
 Local history essexrecordofficeblog.co.uk/category/chelmsford-then-and-now/

During this half term in maths, the children will be learning:

- ▶ Kilometres
- ▶ Perimeter on a grid
- ▶ Perimeter of a rectangle
- ▶ Perimeter of rectilinear shapes

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Convert between different units of measure [for example, kilometre to metre].

- ▶ Multiply by 10
- ▶ Multiply by 100
- ▶ Divide by 10
- ▶ Divide by 100
- ▶ Multiply by 1 and 0
- ▶ Divide by 1 and itself
- ▶ Multiply and divide by 6
- ▶ 6 times table and division facts
- ▶ Multiply and divide by 9
- ▶ 9 times table and division facts
- ▶ Multiply and divide by 7
- ▶ 7 times table and division facts

Recall and use multiplication and division facts for multiplication tables up to 12×12

Count in multiples of 6, 7, 9, 25 and 1,000

Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.

Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Glossary of terminology to support your children with reading and writing:

<u>Preposition</u>	Tells you about where or when objects are located (also defined as, “Anywhere you can kick a football”). Examples: over, beneath, behind, after, into.
<u>Powerful adjective or verb</u>	A more precise and descriptive adjective or verb that adds extra detail and information.
<u>Adverb</u>	Describes how, when or where the action happens. Can be a word or a phrase. Examples: enthusiastically, during, outside, later that day.
<u>Fronted adverbial</u>	Adverb (word or phrase) placed at the start of a sentence, usually then followed by a comma. Example: Bursting with joy, he described what he had learned.
<u>Simile</u>	Describes one thing by comparing it to another, using as or like. Example: He smiled like a hungry crocodile.
<u>Metaphor</u>	Describes one thing by comparing it to another. Example: His smile lit up the room.
<u>Determiner</u>	A determiner is a word that goes before a noun and identifies the noun in further detail. Examples: a, an, the, this, that, his, her.
<u>Homophones</u>	Homophones are words which sound the same but have different meanings and are sometimes spelled differently. Example: there, they’re, their