

Year 4 - Spring Term 2022 - Curriculum Newsletter

Dear all, - Welcome back!

I hope that you all had a wonderful Christmas break and are ready for a jam-packed term of learning. I look forward to working together with you and your child as we build on the learning already covered and as we learn new topics and skills.

This letter will inform you of all the exciting things your child will be learning about, over the next term.

General Reminders:

Children must bring the following equipment into school every day:

- A **pencil case** with coloured pencils only, all other equipment is now provided in school. A whiteboard pen is also handy, but we do have some in school that the children can use.
- A **reading book**
- **Home school diary**
- **Bottle of water**

Please ensure that your child is reading at home **daily** and that this is noted in your child's home school diary **daily**. The home school diary is also the place for any important notes, especially regarding a change in pick-up arrangements. The home school diaries are checked regularly in school.

The school will be continuing with the subscription to Times Tables Rockstars so please do encourage your child to play on this **daily**. The Government test will take place in June. I remind you that this is a pass or fail test.

Please ensure that your child has the correct uniform every day and that all of your child's belongings are clearly labelled with their name.

P.E. will be on a Tuesday Morning with Mrs Dyer and Swimming lessons will take place on a Monday each week until the 28th March. Please send your child in with their swimming clothing already on as this will save valuable time changing at the pool which ensures that the children have access to their full lesson. Girls with long hair should have their hair already tied up in a bun to save time with putting on swimming hats. Goggles should **NOT** be worn unless for a medical or optical reason, which you will be asked to provide evidence for. Your child will need a towel, bag and their underclothes to change back into, along with a £1 coin for the lockers at Crown Pools.

Our swimming lesson will be our second PE lesson of the term, Mr Bentley and Mrs Mitchette will accompany the children to Crown Pools.

Mr Bentley's PPA release time and other leadership responsibilities will be covered by Mrs Michette, Miss Mudd and Mrs Ahmed.

An overview of spellings for the whole half term has already been provided in the Home/School diary. Please check carefully which spelling list is being tested each week - but you are more than welcome to look ahead & practise the rest too. There are 15 spellings in total each week for the this term. Please note that the current spellings are from the Year 3 & 4 statutory spellings list, along with spellings from the Autumn assessments which still need practice. Please continue to revisit last terms spellings so that these are cemented to the childrens long-term memory.

Spellings and Times Tables will be tested on Fridays. Children should practise both at home daily.

Curriculum:

Our over-arching topic up until Easter is 'The Victorians'. We have chosen this topic to allow the children to explore a different way of living and how they have influenced the world. It is important for children to know that our culture is influenced by past events in History and by important historical figures. We will be reading 'The Secret Diary of Jane Pinny' Victorian House Maid and Accidental Detective by Philip Ardagh. This book was endorsed by The National Trust, and nicely links with our topic. I am certain that the children will enjoy listening to the entries within. We will also explore other extracts of a variety of text types to supplement our main text which include 100 Best Poems for Children, and Adventures of The New Cut Gang by Phillip Pullman.

R.E.

Our topics for R.E. this term term are 'Jesus the Teacher' and 'Jesus the Saviour'

Jesus the Teacher Learning Foci						
To know that Jesus was born a Jew.	The presentation of Jesus in the Temple.	To know that Jesus travelled around teaching people.	To know that Jesus came to show us the way to live.	To understand why Jesus used parables to teach people.	Assessment Week	To explore a selection of different Parables of Jesus

Jesus the Saviour Learning Foci					
To know that Jesus is truly God and, as man, truly human.	To know that Jesus came to share our life so that we can share his.	To know that Jesus died on the cross to take away our sins	To know what happened during Holy Week - Palm Sunday	To explore what happened on Holy Thursday/ and when Judas handed Jesus to the guards.	To explore events of Good Friday/Easter Sunday and what this means to us today.

Science

Our topics for this term is 'Living things including evolution and inheritance with a human focus' and 'Animals and humans which will focus on Teeth and Digestion'.

Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

'Living Things' Learning Foci						
To understand that living things can be classified in different ways.	To understand that living things can be classified by their features.	To use a key to identify invertebrates. To use evidence of an invertebrate's features to identify them.	To understand the difference between vertebrates and invertebrates by observing their similarities and differences.	To recognise positive and negative changes to the local environment.	To understand that living things can be classified in different ways.	To recognise positive and negative changes to the local environment that might be had on an animal.

'Teeth and Digestion' Learning Foci					
I am learning to identify different types of teeth and what function they have.	To set up and carry out a scientific enquiry to test the different properties of toothpaste.	I am learning to identify and label basic parts of the digestive system.	I am learning to show how the basic parts of the digestive system work and can describe how the digestive system works in humans.	I am learning to describe how a food chain works.	I am learning how to show my understanding of what I've learned.

History:

Our topic is 'The Victorians' what were Children's lives like in the Victorian Era?

The Victorians - Children's lives in the Victorian Era					
Learning Foci					
I am learning to put the important dates of Queen Victoria's reign on a timeline	I am learning to research and record facts about the life of poor children in Victorian times.	I am learning to research and record facts about the life of poor children in Victorian times.	I am learning to research and discuss school in Victorian times. I am learning to compare school then and now.	I am learning to find out about leisure activities in Victorian times and comparing them with my own life.	I am learning to create an argument to change people's minds. I am learning about the life of a significant Victorian, Lord Salisbury

Maths:

Our areas of focus up until Easter are Multiplication, Division, Area, Fractions, Decimals and Money. Children will develop their fluency, reasoning and problem-solving skills in these areas. We will be exploring maths by also using pictures.

Children will continue to be tested on their times tables weekly. Regular daily practise of these is very important and can have a great, positive impact on their Maths attainment and the Government Times Table Test in June 2022. We will continuing to use Times Tables Rockstars in school and at home and we will also be using the Key Skills Tests to track out progress in class.

Multiplication and Division	Fractions and Area
<p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Recall multiplication and division facts for multiplication tables up to 12×12.</p> <p>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.</p> <p>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.</p> <p>Multiplying 2 digits by 1 digit. Efficient multiplication</p> <p>Multiplying 2 digits by 1 digit. Written methods.</p>	<p>Find the area of rectilinear shapes by counting squares.</p> <p>Measure and calculate the area of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Convert between different units of measure [for example, kilometre to metre]</p> <p>Add and subtract fractions with the same denominator.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p>

<p>Multiplying 2 digits and 3 digit by 1 digit using a formal written method.</p> <p>Solve problems involving multiplication 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.</p> <p>Divide 2 digits by 1 digit. Efficient multiplication</p> <p>Divide 2 digits by 1 digit. Written methods.</p> <p>Divide 2 digits and 3 digit by 1 digit using a formal written method.</p> <p>Short division with remainders.</p>	<p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Calculating fractions of amounts.</p>
<p>Decimals</p>	<p>Money</p>
<p>Decimals</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Recognise and show tenths on a place value grid and on a number line.</p> <p>Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Divide 1 or 2 digits by 10</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Divide 1 or 2 digits by 100</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Recognise and write decimal equivalents to $\frac{1}{4}$ $\frac{1}{2}$, $\frac{3}{4}$</p>	<p>Converting money from pounds to pence and pence to pounds.</p> <p>Ordering, estimating amounts, adding and subtracting money.</p> <p>Finding change.</p> <p>Using the four operations to solve money based word problems and calculations fractions of amounts using decimals and percentages.</p> <p>Using inequality signs to show greater than, less than and equal amounts of money.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p>

English

Children will continue to develop their comprehension and writing skills through the study of our class texts. Children will also develop a greater understanding of Y4 grammar and punctuation.

Children will have the opportunity for free reading time in class & they will further develop their reading skills in guided reading sessions. However, we do recommend that children read at home with an adult daily and that this is recorded in their home school diaries.

Reading	Writing	SPAG
<p>Ask questions to improve their understanding of a text.</p> <p>Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Making predictions from what might happen from details stated and implied.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>Recognising some different forms of poetry [for example, free verse, narrative poetry]</p> <p>Checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</p> <p>Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Increasing their familiarity with a wide range of books, including fairy</p>	<p>To begin to use ideas from their own reading and modelled examples to plan their writing</p> <p>To make deliberate ambitious word choices to add detail.</p> <p>To increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</p> <p>Rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To begin to read aloud their own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear.</p> <p>To write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)</p> <p>To proofread consistently and amend their own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion.</p>	<p>Fronted adverbials [for example, Later that day, I heard the bad news.]</p> <p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p> <p>Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because] adverbs [for example, then, next, soon, therefore] prepositions [for example, before, after, during, in, because of]</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of paragraphs to organise ideas around a theme</p> <p>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</p> <p>Children will further develop their understanding of 1st, 2nd and 3rd Person Narrative.</p> <p>Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas (eg. The conductor shouted, "sit down!")</p> <p>Use of commas after fronted adverbials.</p>

stories, myths and legends, and retelling some of these aurally.		
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Computing

Our Topic for this term is Programming and Repetition in shapes

<p>Computing Learning Foci</p> <p>NCEE - Programming A – Repetition in Shapes. This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language</p>					
I can program a computer by typing commands	I can use a template to draw what I want my program to do	I can identify repetition in everyday tasks	I can identify the effect of changing the number of times a task is repeated	I can identify 'chunks' of actions in the real world	I can design a program that includes count-controlled loops
I can explain the effect of changing a value of a command	I can write an algorithm to produce a given outcome	I can identify patterns in a sequence	I can predict the outcome of a program containing a count-controlled loop	I can use a procedure in a program	I can make use of my design to write a program
I can create a code snippet for a given purpose	I can test my algorithm in a text-based language	I can use a count-controlled loop to produce a given outcome	I can choose which values to change in a loop	I can explain that a computer can repeatedly call a procedure	I can develop my program by debugging it

We will also continue to explore E-Safety during this term and our lessons will focus on 'Online Reputation' and 'Online Bullying.'

I can explain ways that some of the information about anyone online could have been created, copied or shared by others

I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).

P.H.S.E.

Our Topic for this term is Relationships

<p>Learning Foci Relationships – Feelings and Emotions, Healthy Relationships and Valuing Difference Big Questions? How do we feel? What makes happy, healthy relationships? How are we the same/different?</p>		
<p>To know why it is important to understand and show our feelings and emotions.</p>	<p>To understand why it is important to maintain healthy relationships in our lives.</p>	<p>To explore why in society we should greet and embrace differences and show tolerance and respect for others.</p>

Art and Design

This half term we will be learning about printing and textiles and will have an opportunity to practise the skills we have learnt.

<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language <p style="text-align: center;">Textiles</p> <ul style="list-style-type: none"> • Shape materials. • Colour fabric. • Create weavings. 			<ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language <p style="text-align: center;">Printmaking</p> <ul style="list-style-type: none"> • Use layers of two or more colours. • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. 		
<p>I am learning the vocabulary I will need for printing and working with textiles I am learning how to create a piece of tye die</p>	<p>I am learning how to weave a textured surface. I know what the warp and weft are in weaving.</p>	<p>I am learning how to make a design inspired by Kente cloth from West Africa. I am learning to use geometric shapes in my design</p>	<p>I am learning to make printing blocks. I am learning to create overlaid designs with a printing block in the style of Kente cloth.</p>	<p>I am using my knowledge of weaving, dyeing and patterns inspired by Kente cloth to make my own mixed media piece.</p>	<p>I am using my knowledge of weaving, dyeing and patterns inspired by Kente cloth to make my own mixed media piece.</p>

P.E., Music & French:

These will be taught by Mrs Dyer on Tuesday mornings during Mr. Bentley's release time.

I look forward to working with you over the Spring term. Should you ever have any questions or problems, please don't hesitate to make an appointment to see me or pop a note in the home-school diary.

Best wishes,
Mr. Bentley