

## Year 4 – Summer Term Curriculum Letter

Welcome back to St. Mary's for the Summer Term. I hope you had an enjoyable and restful Easter break and that you are all raring to go for another busy term ahead. This letter will inform you of the exciting things that your child will be learning about over our last term in Year 4.

### General reminders

Please ensure that your child reads every day and that this is noted in your child's home-school diary. Children's reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

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

Our PE days are **Thursday** as normal with Mrs Dyer and **Friday** with Mr Hurd. Children should come to school in their PE kit on these days and on days when they have an after (or before) school PE club. On all other days children should be in FULL school uniform unless they are attending a sports club before or after-school.

Spellings homework sheets now replace the weekly spellings test, and these will be given out each Friday, to be returned by the following Friday. Children should practice their times tables daily using TT-Rockstars, for no more than 10 minutes. We will be completing paper times tables drills each day in class and will have a weekly times tables test on a Friday.

Mr Bentley's PPA release time and SLT duties will be covered by Mrs Mitchette, Mrs Dyer and Mr Hurd and Mrs Buczek.



We have already booked in some educational visitors for this term from UK Power Networks and we hope to have an Egyptian Themed day to celebrate our learning in History (more details to follow)

Should you need to discuss anything with Mr. Bentley, please do not hesitate to make contact via the school office and he will endeavour to make contact with you in the same day.




## Summer Term Curriculum - Year 4

**RE** - Our New RE RED Curriculum will follow 2 branches during the Summer Term:-

### Branch 5 - To the Ends of the Earth

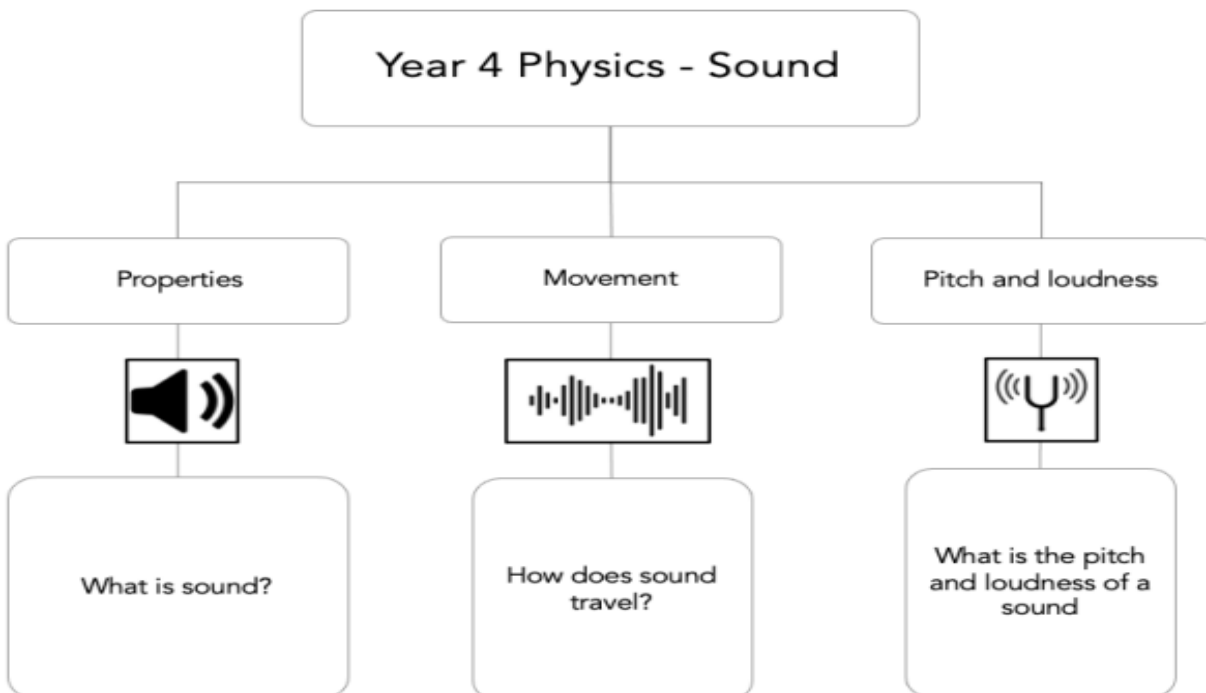
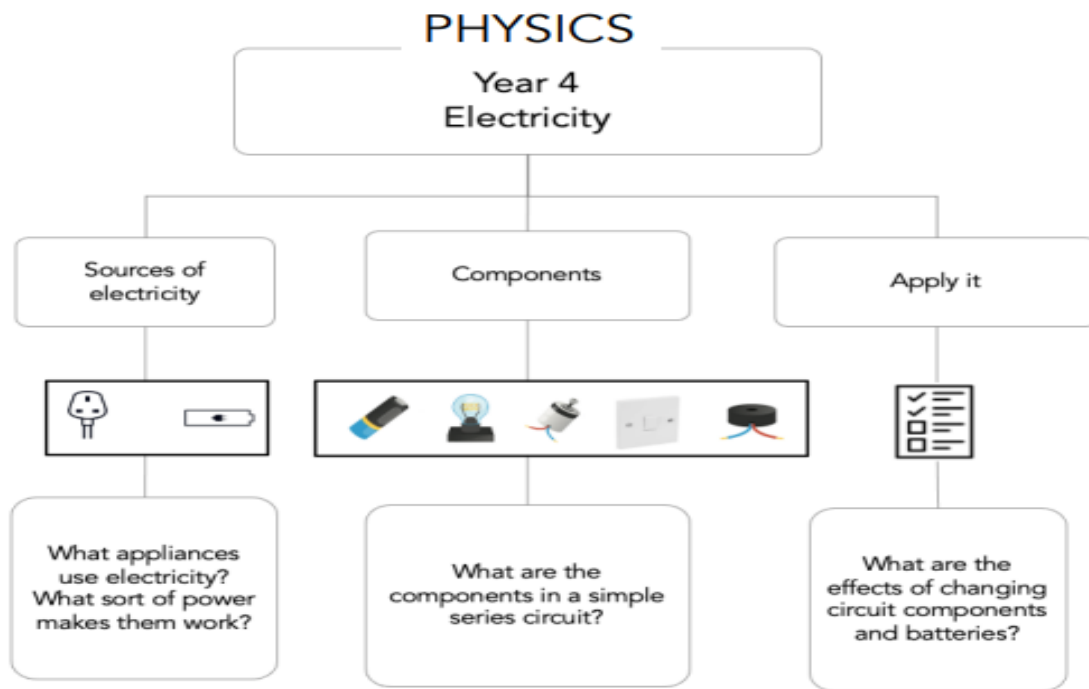
Expected outcomes	
	<p><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p>
U4.5.1.	Make links between Jn 20:1-10 and Peter's declaration of faith in Matt 16:13-20 and/or between Peter's three denials of Jesus and Jesus' three requests of Peter (Jn 21:15-17).
U4.5.2.	Find connections between Jesus' words to Peter as the rock (Matt 16:18), John's account of Peter, and the role of the Pope as Peter's successor.
U4.5.3.	Explain the term 'apostle' and explain why the Church is 'apostolic'.
U4.5.4.	Encounter the words of the Apostles' Creed and know that it summarises the central beliefs of Christians.
U4.5.5.	Explain how the one, holy, Catholic, and apostolic Church is structured.
U4.5.6.	Describe some ways in which the Church today (locally or globally) continues the work of Jesus.
U4.5.7.	Describe what is meant by the 'communion of saints' and recognise that the Church teaches Mary has a special place within this communion as Queen of Heaven.
	<p><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p>
D4.5.1.	Saying what they wonder about Peter's feelings when he entered the tomb and when he saw Jesus by the lake.
D4.5.2.	Talking about why the Pope is described as 'the servant of the servants of God', making links with the ministry of Jesus.
D4.5.3.	Saying why they like either an artistic representation of Mary or a prayer or hymn, giving reasons for their answer. Listen to the responses of others.

### Branch 6 - Dialogue and Encounter

Expected outcomes	
	<p><b>Understand</b></p> <p>By the end of this unit of study, pupils will be able to:</p>
U4.6.1.	Describe some facts about the life of St Paul and explain why he is an important figure for Christians. (RVE)
U4.6.2.	Make links between Col 13:1-7, 13 and the theological virtues.
U4.6.3.	Recount some facts about a different liturgical rite within the Catholic Church.
U4.6.4.	Recognise some reasons why different liturgical traditions arose in different parts of the world.
U4.6.5.	Describe some ways Christians in their local area work together for the benefit of the whole community (or the common good). (RVE)
U4.6.6.	Describe the five pillars of Islam and why they are an important part of Islamic faith and religious practice for British Muslims today. (RVE)
	<p><b>Discern</b></p> <p>By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:</p>
D4.6.1.	Looking at how a range of artists show St Paul's encounter with Jesus and discuss which one they prefer, giving relevant reasons for their opinion.
D4.6.2.	Exploring some examples of art or music from a different Catholic community, for example, icons of the Coptic Church, and asking questions about what they have noticed. (RVE)
D4.6.3.	Listening to the stories and experiences of others from different Christian communities in the class and the wider community and asking questions about their beliefs, worship, or life. (RVE)
	<p><b>Respond</b></p> <p>During this unit of study, pupils will be invited to respond to their learning, for example by:</p>
R4.6.1.	Discussing the meaning of what they have learned for their own lives. (RVE)
R4.6.2.	Talking, asking, and answering questions with others about their beliefs, experiences, and feelings, recognising the ways in which this could change the way they live and the relationships in their local communities. (RVE)
R4.6.3.	Reflecting on what they can learn from the stories of families from different Christian traditions or who follow different liturgical traditions. (RVE)

# Science

Our topics for this term are Physics - Electricity and Sound



## Maths

Our areas of focus until the end of Year 4 are as follows, Decimals, Properties of Shape, Statistics, Position and Direction, Time and Money. We will also revisit Area and Perimeter in a fun Healthy Park Project. We will further explore maths by also using pictures. (Maths Eyes)

### Medium Term Plan – Maths Year: 4

### Term: Summer 1 – 2022-2023

	Week 1 17/04/23	Week 2 24/4/23	Week 3 01/5/23	Week 4 08/5/23	Week 5 15/5/23	Week 6 22/5/23
Topic	Decimals	Decimals	Decimals	Properties of Shape	Properties of Shape	Statistics
Key Learning	Recognise and show Tens and hundredths on a place value grid and on a number line	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.	Recognise and write decimal equivalents of any number of tenths or hundredths	Recognise angles as a property of shape or a description of a turn (Y3)	Identify lines of symmetry in 2-D shapes presented in different orientations	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
Indicators	Round decimals with one decimal place to the nearest whole number.  Compare numbers with the same number of decimal places up to two decimal places.  Divide 1 or 2 digits by 10  Divide 1 or 2 digits by 100	Hundredths as fractions  Hundredths as decimals	Solve simple measure and money problems involving fractions and decimals to 2 decimal places  Round decimals with 1 decimal place to the nearest whole number  Compare numbers with the same number of decimal places up to 2 decimal places  Recognise and write decimal equivalents to $\frac{1}{4}$ , $\frac{1}{2}$ and $\frac{3}{4}$	Identify acute and obtuse angles and compare and order angles up to two right angles by size  Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Complete a simple symmetric figure with respect to a specific line of symmetry	Solve comparison, sum and difference problems presented in bar charts, pictograms, tables and other graphs

### Medium Term Plan – Maths Year: 4

### Term: Summer 2 – 2022-2023

	Week 1 05/06/23	Week 2 12/6/23	Week 3 19/6/23	Week 4 26/6/23	Week 5 03/07/23	Week 6 10/07/23	Week 7 17/7/23
Topic	<u>MTC Checks (Trials)</u> <u>Position and Direction</u>	<u>MTC Checks (Actual)</u> <u>Consolidation Week</u>	<u>Assessment Week</u>	<u>Arts Week</u>	<u>Time</u>	<u>Money</u>	<u>Area and Perimeter</u> <u>Revisit</u> <u>Healthy Park Project</u>
Key Learning	Describe positions on a 2-D grid as coordinates in the first quadrant	Revisit the 4 operations and assessment question practice.			Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days	Estimate, compare and calculate different measures, including money in pounds and pence	
Indicators	Plot specified points and draw sides to complete a given polygon  Describe movements between positions as translations of a given unit to the left/right and up/down				Read, write and convert time between analogue and digital 12- and 24-hour clocks		

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 2023. 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 progress in class.

## 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 vocabulary, grammar and punctuation.

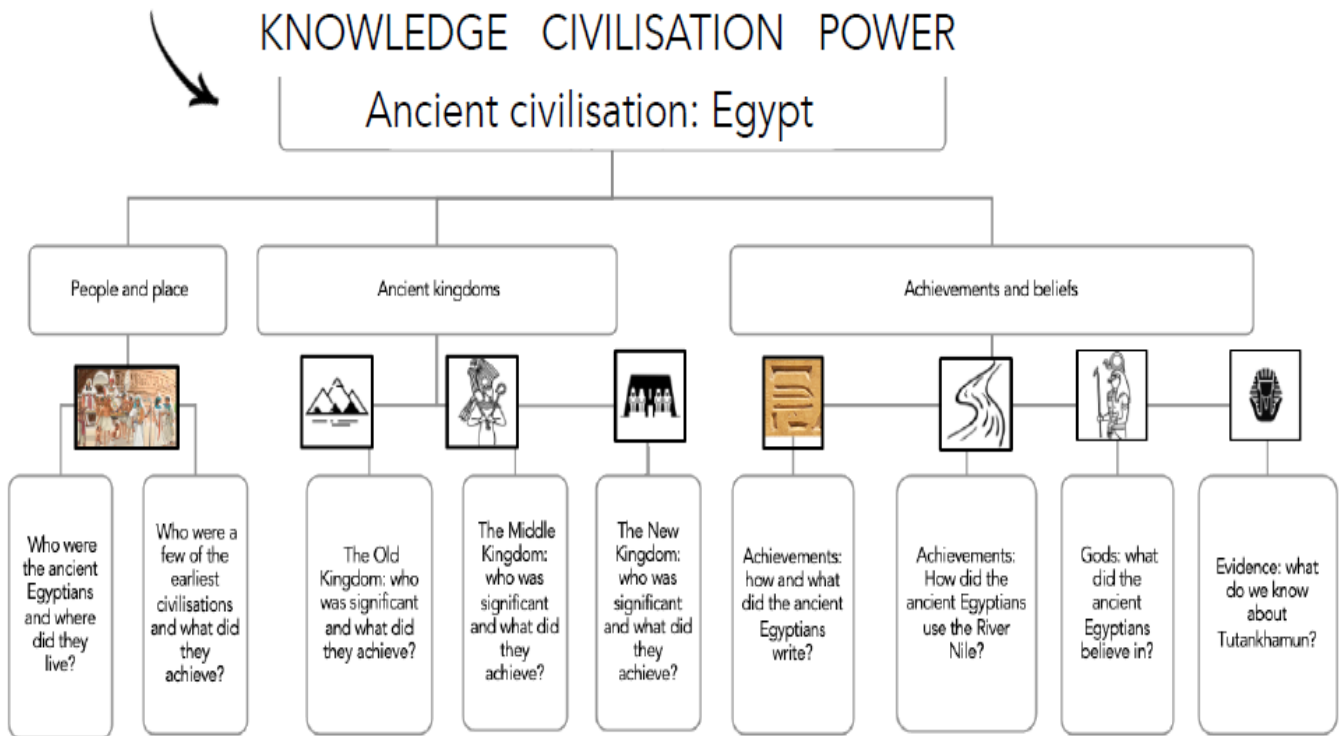
Children will have the opportunity for free reading time in class and they will further develop their reading skills in guided reading sessions. However, we do recommend that children read at home with an adult daily and that this is recorded in the home / school diary.

<u>Guided Reading</u>	<u>Writing</u>	<u>SPAG</u>
<ul style="list-style-type: none"> <li>• Varjak Paw – SF Said</li> <li>• The Wind in the Willows - Kenneth Graham</li> <li>• The Raven - Edgar Allan Poe</li> </ul>	<ul style="list-style-type: none"> <li>• Newspaper reports – builds on Ancient Egyptians</li> <li>• First person diary entries (imaginative) – builds on Archaeologists and Tutankhamun</li> <li>• Explanatory texts – builds on States of Matter or The Water Cycle.</li> <li>• Critical analysis of narrative poetry.</li> <li>• Third person adventure stories</li> </ul>	<p>the suffix –ly            the prefixes dis–, mis–, in–, il–, im–, ir– revisited            the prefixes re–, sub–, inter– , super–, anti–, auto            adding suffixes revisited            words with endings sounding like /ʒə/ or /tʃə/            words with endings sounding like /ʒən/            words with endings sounding like /ʃən/, spelt –tion, –sion            words with endings sounding like /ʃən/, spelt –ssion, –cian            the suffix –ous            words with the /k/ sound spelt ch            words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que            words with the /s/ sound spelt sc            words with the /eɪ/ sound spelt ei, eigh, or ey</p>
<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>To begin to use ideas from their own reading and modelled examples to plan their writing</p> <p>To compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>To consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader.</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,</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>Retrieve and record information from non-fiction</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>To make deliberate ambitious word choices to add detail.</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>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>Rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p>	<p>when, before, after, while, so, because adverbs [for example, then, next, soon, therefore]</p> <p>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>
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## History

Our topics for this term are: - The Achievements of the Earliest Civilisations - Egypt study.

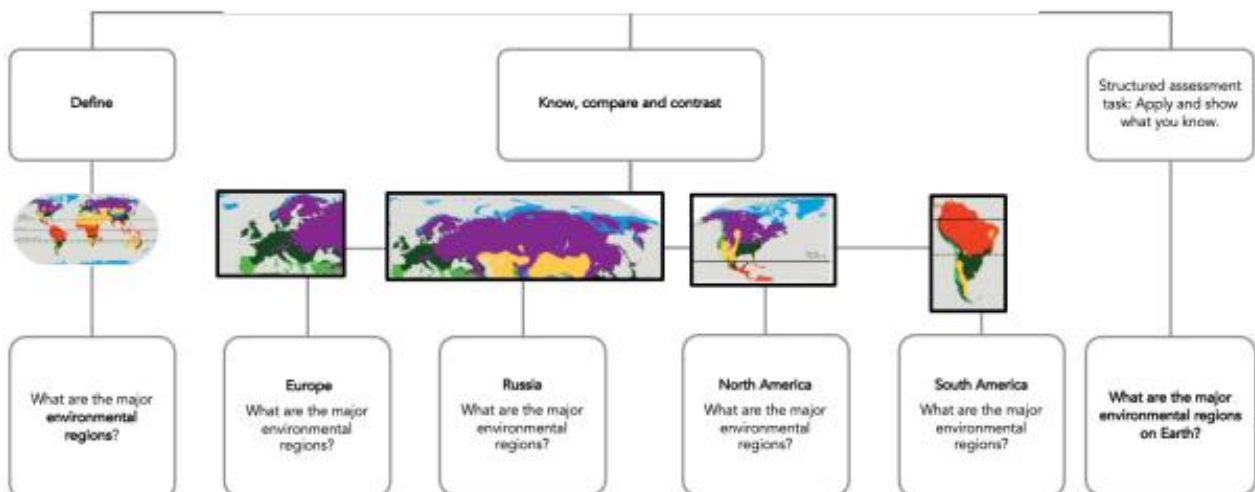


## Geography

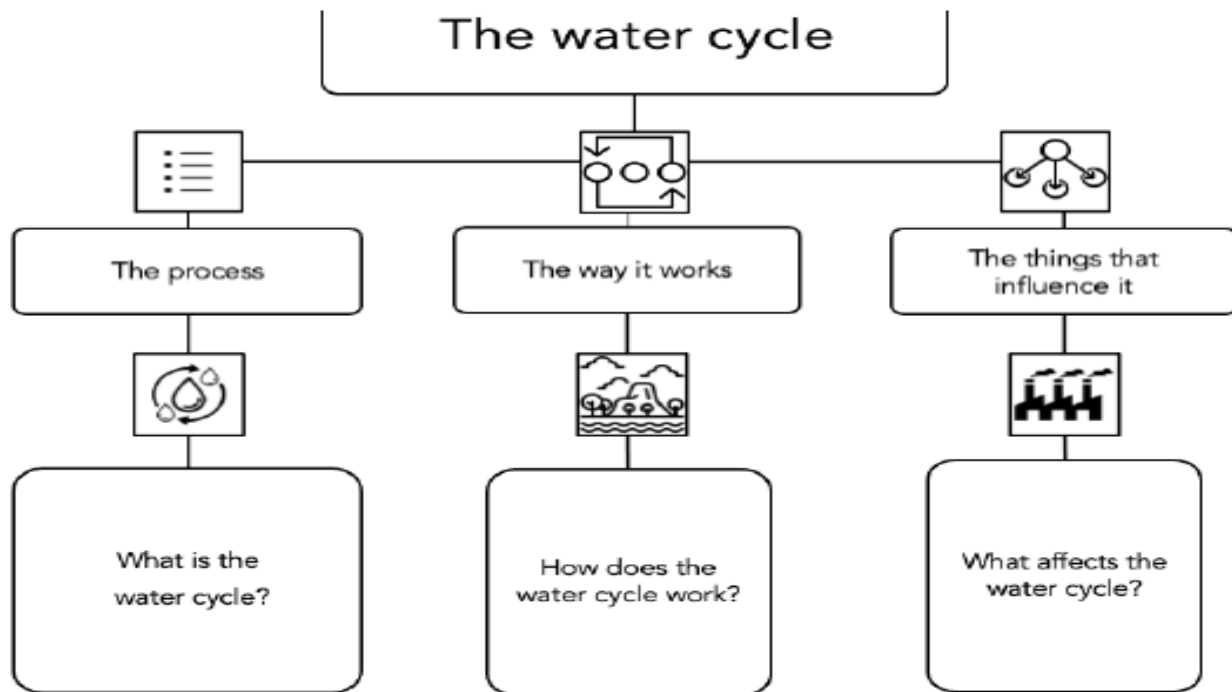
Our Topics for this term are:- The Water Cycle, and Geographical Skills and Fieldwork

### GEOGRAPHICAL SKILLS AND FIELDWORK

The environmental regions of Europe, Russia, North and South America



## HUMAN AND PHYSICAL FEATURES





### Design and Technology

Our Topics this term are:- Year 4 Design and Technology: Electrical Systems Block E and Food and Nutrition Block F.

Lesson 1	Lesson 2	Lesson 3
Revisit switches and circuits and the associated vocabulary	Explore different types of switches and how they are used	Create a simple game involving an interruption in a circuit

At the end of this block, pupils will ...	
Know:	Be able to:
A switch is an interruption in a circuit  Switches are widely used in a range of products	Incorporate different types of switches into circuits to perform a function




**Samuel Bagno**  
 Inventor of the motion sensor, 1950

In this block, pupils will learn how different types of switches work within electrical circuits and how these can be used to perform a function in a product.



Lesson 1	Lesson 2	Lesson 3
Explicit teaching of culinary techniques	Explicit teaching of culinary techniques	Explicit teaching of culinary techniques
Evaluating outcomes	Evaluating outcomes	Evaluating outcomes

At the end of this block, pupils will ...	
Know:	Be able to:
That cheap processed food often contains additives, salt and sugar, which makes it less healthy than unprocessed food	Peel, grate and chop vegetables to make economical, tasty and healthy food

		
<i>Root vegetable rosti</i>	<i>Mexican pasties</i>	<i>Chickpea curry</i>

In this block, pupils will learn how to make healthy food from low-cost ingredients. They will start to consider how cheap processed foods will affect their diet and health in later life .

## Art

Our Topics for this term are:-Painting Block E and Creative Response Block F.

**Born**  
26<sup>th</sup> October 1968  
near Kuala Lumpur, Malaysia  
Lives in Great Glenham, Suffolk.

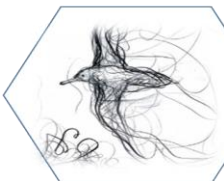

**Interesting Facts**  
He taught himself to draw and paint.  
Uses graphite (pencil) and pigment in his works.

**Early Life**  
He trained as a zoologist at Oxford University.


**Jason Gathorne - Hardy**

**Career**  
1993 took up full-time wood carving and painting.  
2012 wrote 'An Artist in the Garden.'

**Well known for**  
His work includes drawings of livestock and wildlife alongside landscape Painting.

Lesson 1	Lesson 2	Lesson 3
Explicit teaching of techniques	Explicit teaching of techniques	Applying knowledge, skills and techniques
Exploring materials and methods	Exploring the work of an artist Experimenting with techniques	



*Mountains and Sea* (1952)  
by Helen Frankenthaler (1928 – 2011)

At the end of this block, pupils will ...	
Know:	Be able to:
Painted images can be layered to create space	Position images on a plane to create space
An ombre effect can be created with paint by changing the tint and tone	Add grey to a colour to create a tonal change Add white to a colour to create tints

In this block, pupils will use their knowledge of how to make tints and tones to create an ombre effect with paint. They will explore and experiment with techniques used by other artists.

# Computing

Year 4 Computing Computer Systems and Networks – The Internet (+ 3 Internet Safety Lessons)

Summer Term 1+2 – 2023

COMPUTING	Week 1 01/05/23	Week 2 01/05/23	Week 3 22/05/23	Week 4 22/05/23	Week 5 19/06/23	Week 6 19/06/23	Week 7 10/07/23
Curriculum Framework Objective	NCEE – Computing systems and Networks – The Internet. During this unit children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure.						
Learning objective Know and understand	To describe how networks physically connect to other networks	To recognise how networked devices make up the internet	To outline how websites can be shared via the World Wide Web (WWW)	To describe how content can be added and accessed on the World Wide Web (WWW)	To recognise how the content of the WWW is created by people	<u>Assessment Week</u>	To evaluate the consequences of unreliable content

We will also continue our learning regarding E-Safety and our lessons will focus on ‘Managing Online Information’, ‘Health, Well-being and Lifestyle’ and ‘Copyright and Ownership’

I can describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online.

I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.

I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.

**P.H.S.E.** - Our focus this term is Relationships – Living in the Wider World

Learning Foci  
Relationships – Living in the Wider World  
We will celebrate World Day and Refugee Day

## **SRE Modules Summer 2 (More detail will follow)**

LKS2 Module 1, Unit 2 Session 1: We Don't Have To Be The Same

<https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/lks2-mod1/we-dont-have-to-be-the-same/>

Session 2: Respecting Our Bodies

<https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/lks2-mod1/respecting-our-bodies/>

Session 3: What is Puberty?

<https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/lks2-mod1/what-is-puberty/>

Session 4: Changing Bodies

<https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/lks2-mod1/changing-bodies/>

Unit 4 Session 1: Life Cycles

## **Music and French**

Music and French will be taught by Mrs Dyer on Thursday afternoons.

I look forward to working closely with you over the term. Should there be any questions or problems, please do not hesitate to make an appointment to see me or arrange for me to call via the school office.

With very best wishes,

Mr Bentley