

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 **Tuesday** as normal with Mrs Dyer and **Thursday** with Miss Mudd. Children may come to school in their PE kit on these days and on days when they have an after (or before) school PE club.

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 Miss Mudd.

We are hoping that we will once again be able to take part in educational visits this term.

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 Themes in RE for this Term are The Mission of the Church and Belonging to the Church.

Topic: Year: 4 Term: Summer 1 – Mission of the Church

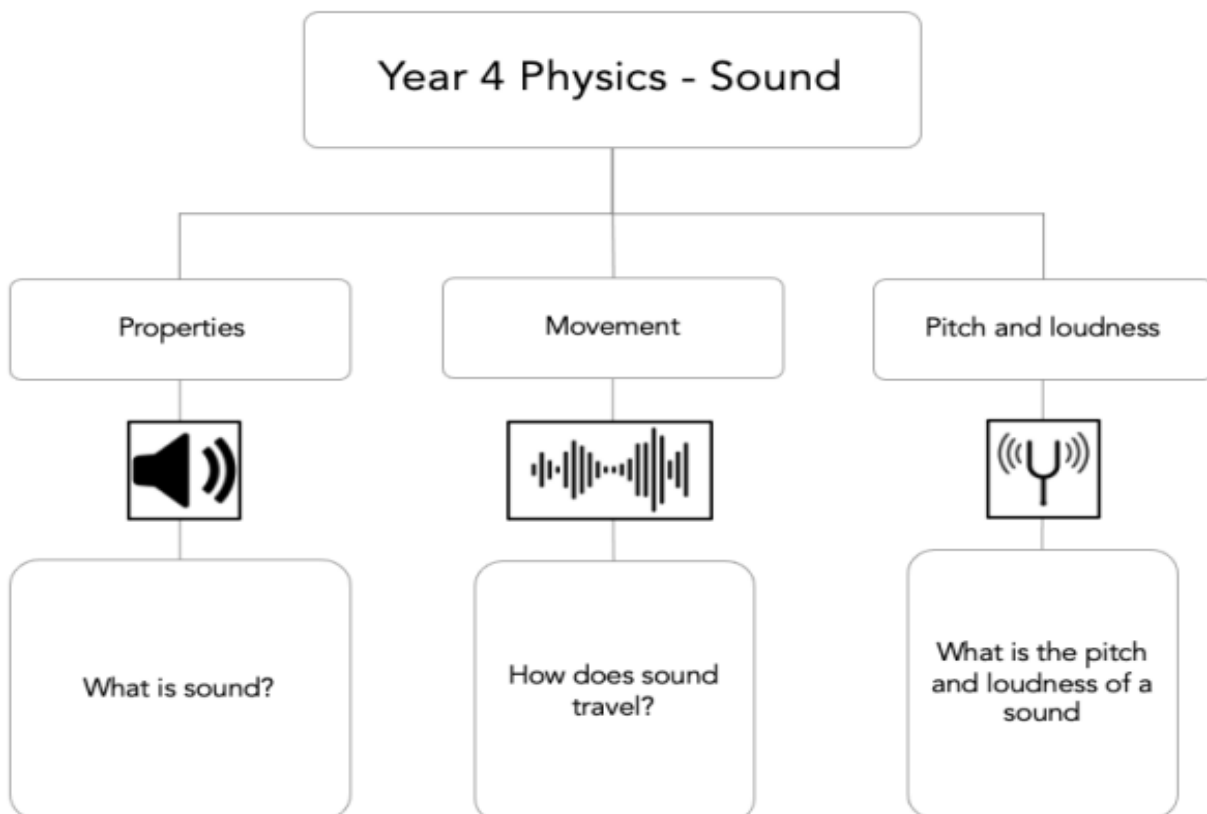
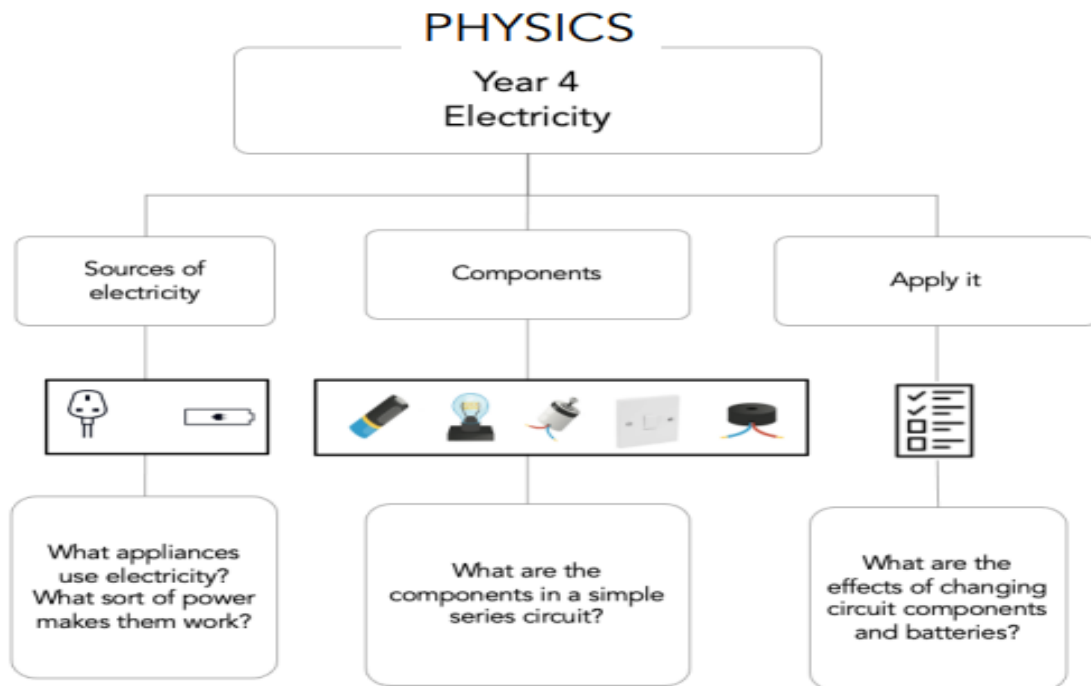
	Week 1 17/4/23	Week 2 24/04/23	Week 3 01/05/23	Week 4 08/05/23	Week 5 15/05/23	Week 6 22/05/23
Teaching Focus	Jesus appears to the disciples	Jesus makes Peter the head of the Church	Know that the Church began at Pentecost and how St. Peter and St. Nicholas helped to spread the Good News.	To know how Saul became Paul.	Other Faith Week HINDUISM The Mission of the Church	<u>Catch Up Week</u>

Topic: Year: 4 Term: Summer 2 – Belonging to the Church

	Week 1 05/06/23	Week 2 12/6/23	Week 3 19/06/23	Week 4 26/6/23	Week 5 03/7/23	Week 6 10/7/23	Week 7 17/7/23
Teaching Focus	Belonging to the Church and community.	The community of the Church	Assessment Week?	Arts Week Becoming a Christian	What we believe	The Church celebrates	Catch Up Week

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

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 Revisit</u> <u>Healthy Park Project</u>
Key Learning Indicators	<p>Describe positions on a 2-D grid as coordinates in the first quadrant</p> <p>Plot specified points and draw sides to complete a given polygon</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down</p>	<p>Revisit the 4 operations and assessment question practice.</p>			<p>Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks</p>	<p>Estimate, compare and calculate different measures, including money in pounds and pence</p>	

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 continue 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.

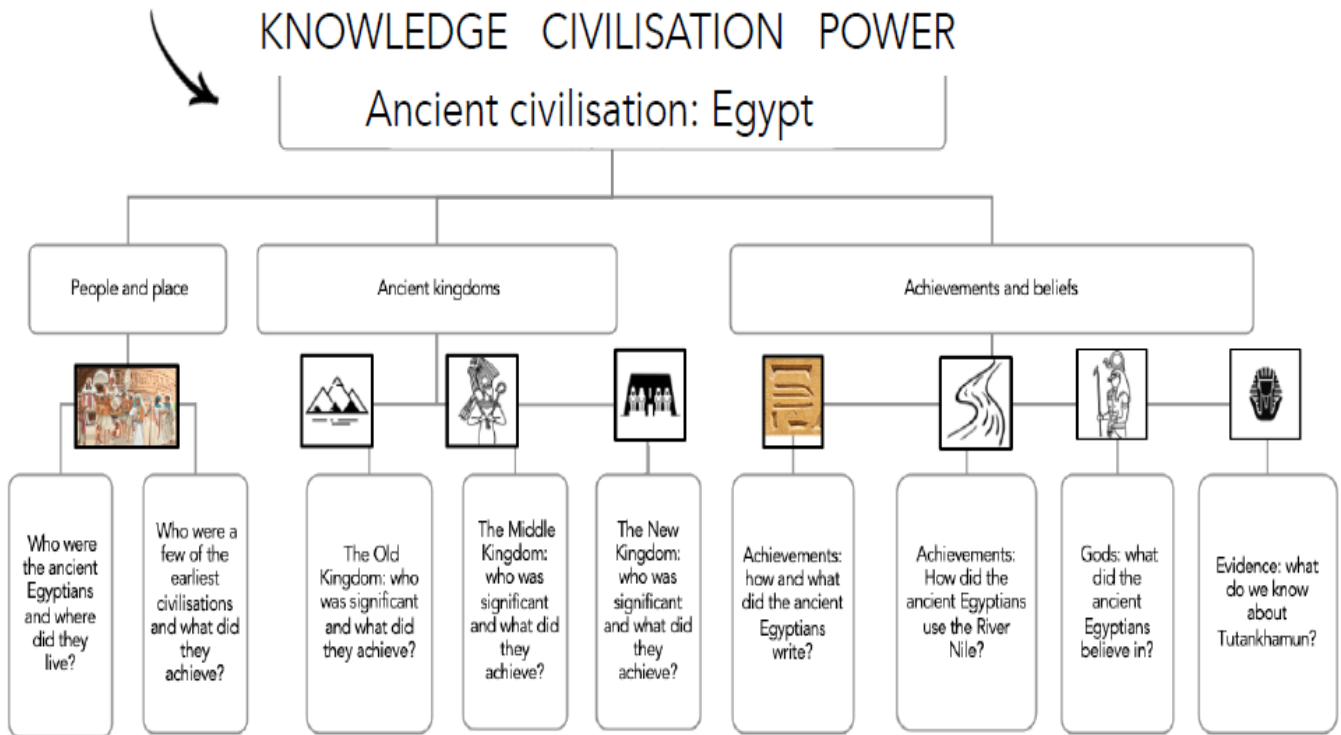
Children will have the opportunity for free reading time in class and they will further develop their reading skills in guided reading sessions. However, we do recommend that children read at home with an adult daily and that this is recorded in the home / school diary.

<p>Guided Reading</p> <ul style="list-style-type: none"> ● Varjak Paw ● The girl who stole an elephant ● The Jabberwocky – Lewis Carroll 	<p>Writing</p> <ul style="list-style-type: none"> ● Newspaper reports – builds on Ancient Egyptians ● First person diary entries (imaginative) – builds on Archaeologists and Tutankhamun ● Explanatory texts – builds on States of Matter ● Critical analysis of narrative poetry. ● Third person adventure stories 	<p>SPAG</p> <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>Discussing words and phrases that capture the</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>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>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>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 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>	
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History

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

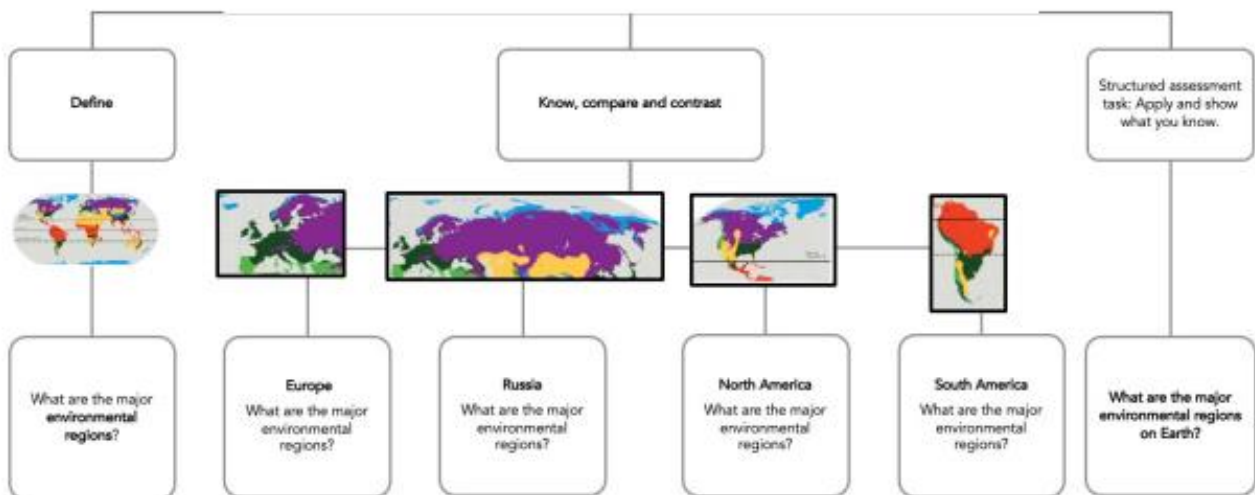


Geography

Our Topics for this term are:- Geographical Skills and Fieldwork and we will Revisit 'Rivers'. -

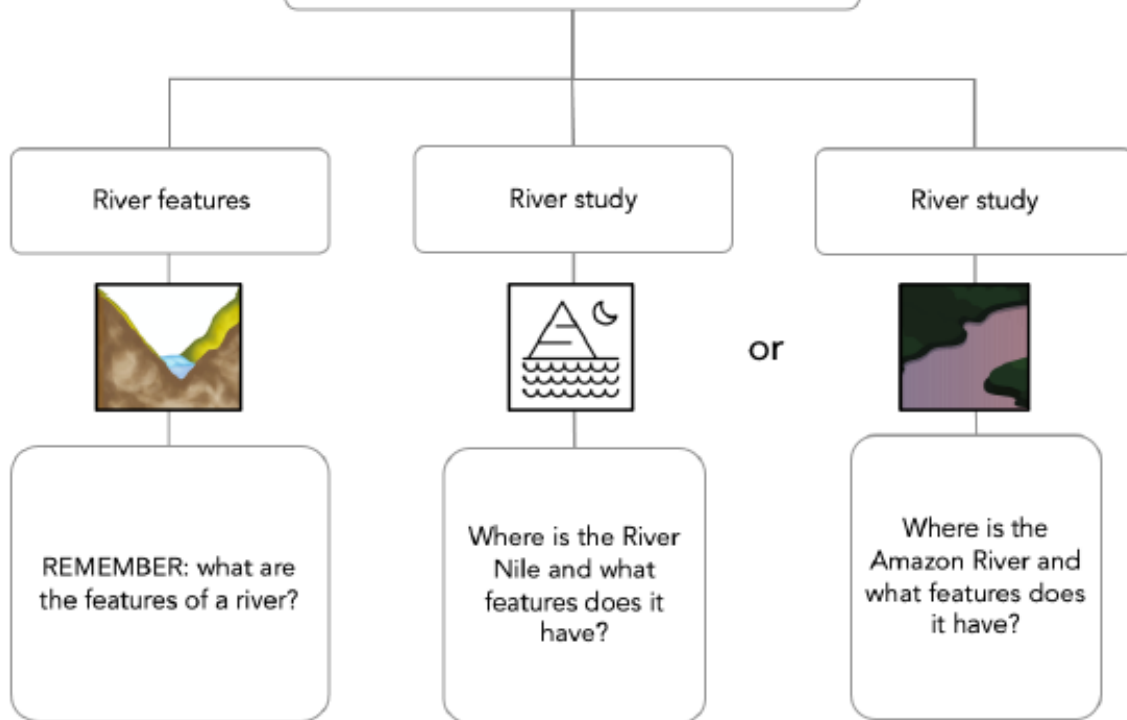
GEOGRAPHICAL SKILLS AND FIELDWORK

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



HUMAN AND PHYSICAL GEOGRAPHY

Revisit Rivers





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:
<p>A switch is an interruption in a circuit</p> <p>Switches are widely used in a range of products</p>	<p>Incorporate different types of switches into circuits to perform a function</p>

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

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


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

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.



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	


<i>Mountains and Sea (1952)</i> 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.

Lesson 1	Lesson 2	Lesson 3
Explanation of stimulus and reflection on the skills learnt	Response to stimulus and revisiting of skills	Applying knowledge, skills and techniques

**Drawing and Textiles
Blocks A and C**

At the end of this block, pupils will ...	
Know:	Be able to:
There are a series of steps in the creative process	Refer to previous knowledge and skills to make creative choices
Running stitches can be joined together to create a fern stitch	Apply and refine previously taught drawing and textile techniques

In this block, pupils will have the opportunity to reflect on the processes they have learnt in previous ones. They will make choices based on this, to form part of a whole school collaborative artwork. They will refine and improve their drawing and textile skills.

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 Big Questions? What are your rights and responsibilities? How can we look after our world? What can you do with money?		
Appreciating difference and diversity in the UK and around	Sustainability of the environment across the world; fair trade/local	Role of money; managing money (saving and budgeting); what is

the world; media, social media, information forwarding; rights, duties, home, school, environment	produce (CROSS YEAR-GROUP PROJECT with Y5)?	meant by interest and loan; resources, sustainability, choices
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SRE Modules Summer 2

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-modl/we-dont-have-to-be-the-same/>

Session 2: Respecting Our Bodies

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

Session 3: What is Puberty?

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

Session 4: Changing Bodies

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

Unit 4 Session 1: Life Cycles

<https://www.tentenresources.co.uk/relationship-education-subscribers/the-programme/lks2-modl/life-cycles/>

Music and French

Music and French will be taught by Mrs Dyer on Tuesday mornings.

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