

Year 4 – Spring Term 2023-2024 Curriculum Letter

Welcome back to St. Mary's for the Spring Term. I hope you had an enjoyable and restful Christmas 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 the next term.

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 Monday (Swimming) and Thursday as normal with Mrs Dyer. 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.

Swimming lessons will take place on a Monday each week from Monday 8th January 2024 (9.30am-10am), until the 25th March. Please ensure that you arrive to school on-time, as the coach will leave without you! 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. If your child normally uses an asthma inhaler they must ensure they take it with them to the swimming pool every week and keep it with them at all times. Inhalers must be clearly named. Our swimming lesson will be our second PE lesson of the term, Mrs Dyer and Mrs Jourdain, along with 2 DBS Checked helpers will accompany the children to Crown Pools.

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 and Mrs Dyer.

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.

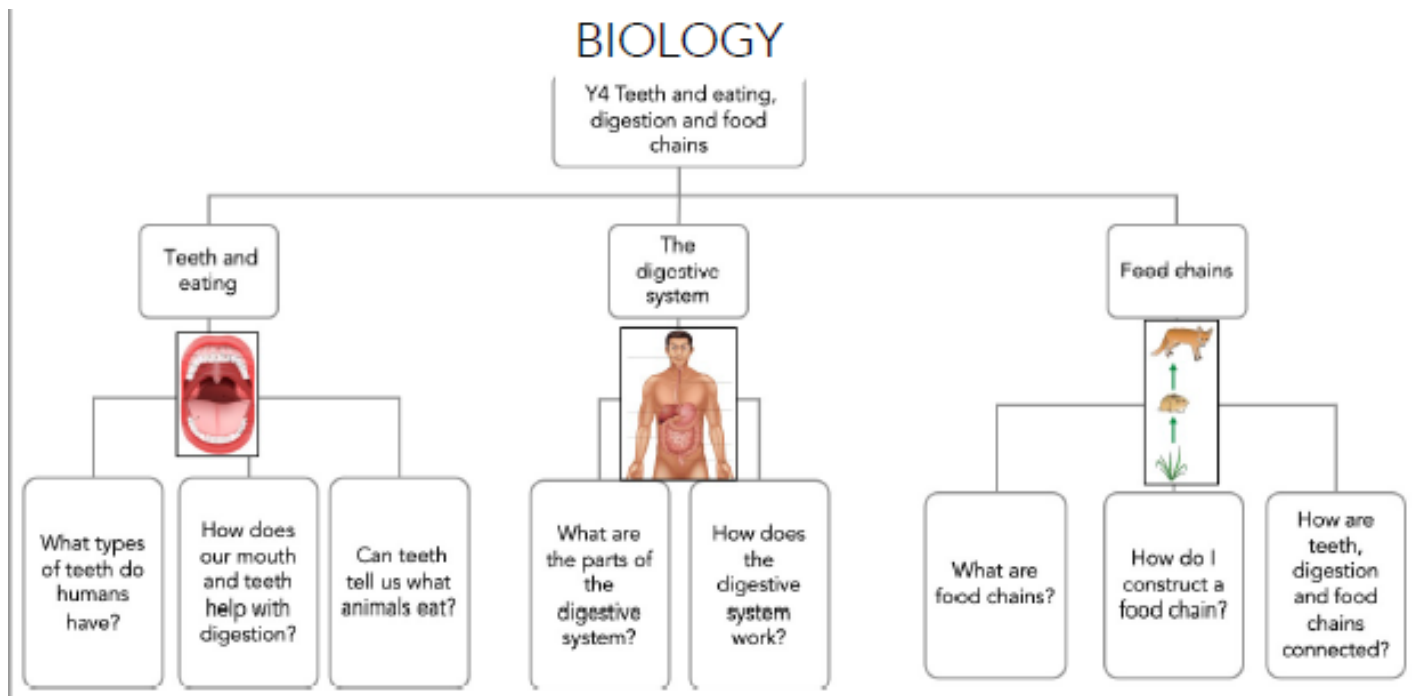
Curriculum

RE - Our Themes in RE for this Term are Jesus the Teacher and Jesus the Saviour.

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	To explore a selection of different Parables of Jesus
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 are Biology - Animals including Humans.



Maths

Our areas of focus up until Easter are Multiplication and Division B, Length and Perimeter, Fractions, and Decimals A. Children will develop their fluency, reasoning and problem-solving skills in these areas. We will explore maths by also using pictures. (Maths Eyes)

<p style="text-align: center;"><u>Multiplication and Division B</u></p> <p>Step 1 Factor pairs Step 2 Use factor pairs Step 3 Multiply by 10 Step 4 Multiply by 100 Step 5 Divide by 10 Step 6 Divide by 100 Step 7 Related facts – multiplication and division Step 8 Informal written methods for multiplication Step 9 Multiply a 2-digit number by a 1-digit number Step 10 Multiply a 3-digit number by a 1-digit number Step 11 Divide a 2-digit number by a 1-digit number (1) Step 12 Divide a 2-digit number by a 1-digit number (2) Step 13 Divide a 3-digit number by a 1-digit number Step 14 Correspondence problems Step 15 Efficient multiplication</p>	<p style="text-align: center;"><u>Length and Perimeter</u></p> <p>Step 1 Measure in kilometres and metres Step 2 Equivalent lengths (kilometres and metres) Step 3 Perimeter on a grid Step 4 Perimeter of a rectangle Step 5 Perimeter of rectilinear shapes Step 6 Find missing lengths in rectilinear shapes Step 7 Calculate perimeter of rectilinear shapes Step 8 Perimeter of regular polygons Step 9 Perimeter of polygons</p>
<p style="text-align: center;"><u>Fractions</u></p> <p>Step 1 Understand the whole Step 2 Count beyond 1 Step 3 Partition a mixed number Step 4 Number lines with mixed numbers Step 5 Compare and order mixed numbers Step 6 Understand improper fractions Step 7 Convert mixed numbers to improper fractions Step 8 Convert improper fractions to mixed numbers Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families Step 11 Add two or more fractions Step 12 Add fractions and mixed numbers Step 13 Subtract two fractions Step 14 Subtract from whole amounts Step 15 Subtract from mixed numbers</p>	<p style="text-align: center;"><u>Decimals</u></p> <p>Step 1 Tenths as fractions Step 2 Tenths as decimals Step 3 Tenths on a place value chart Step 4 Tenths on a number line Step 5 Divide a 1-digit number by 10 Step 6 Divide a 2-digit number by 10 Step 7 Hundredths as fractions Step 8 Hundredths as decimals Step 9 Hundredths on a place value chart Step 10 Divide a 1- or 2-digit number by 100</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 2024. 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.

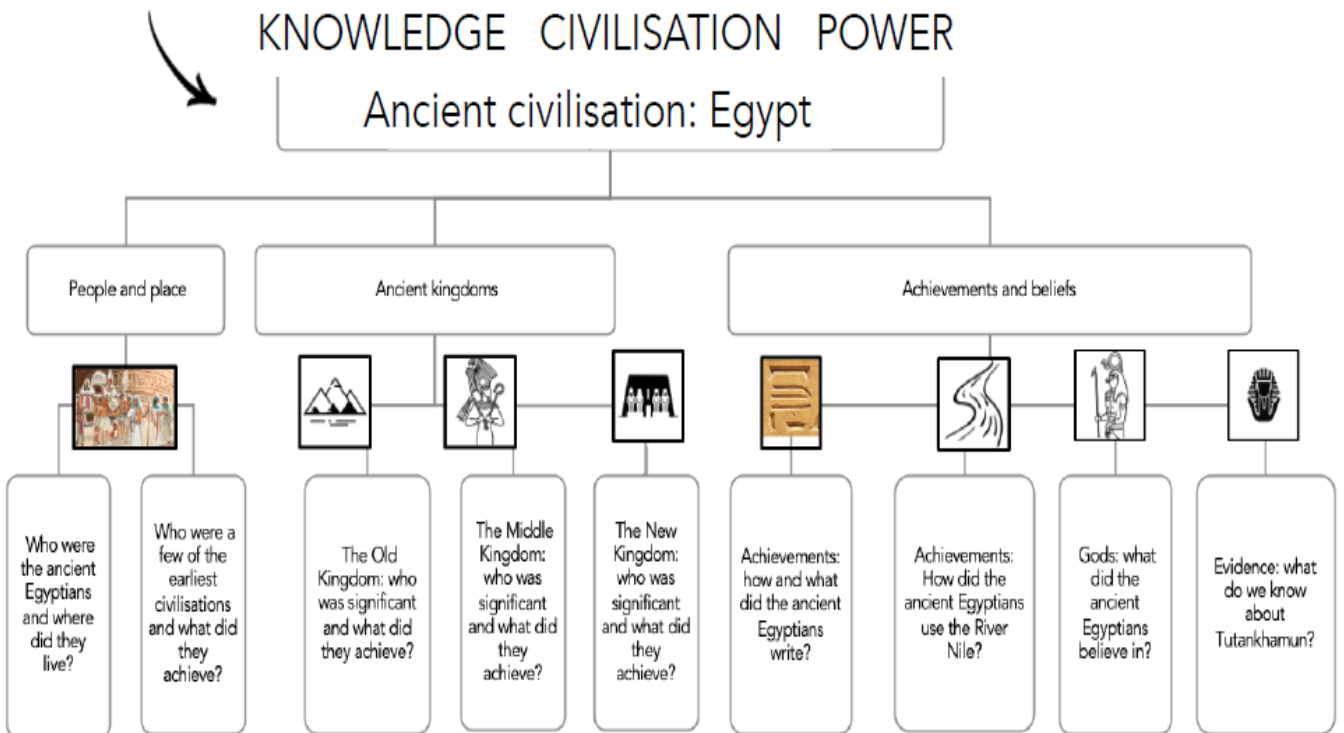
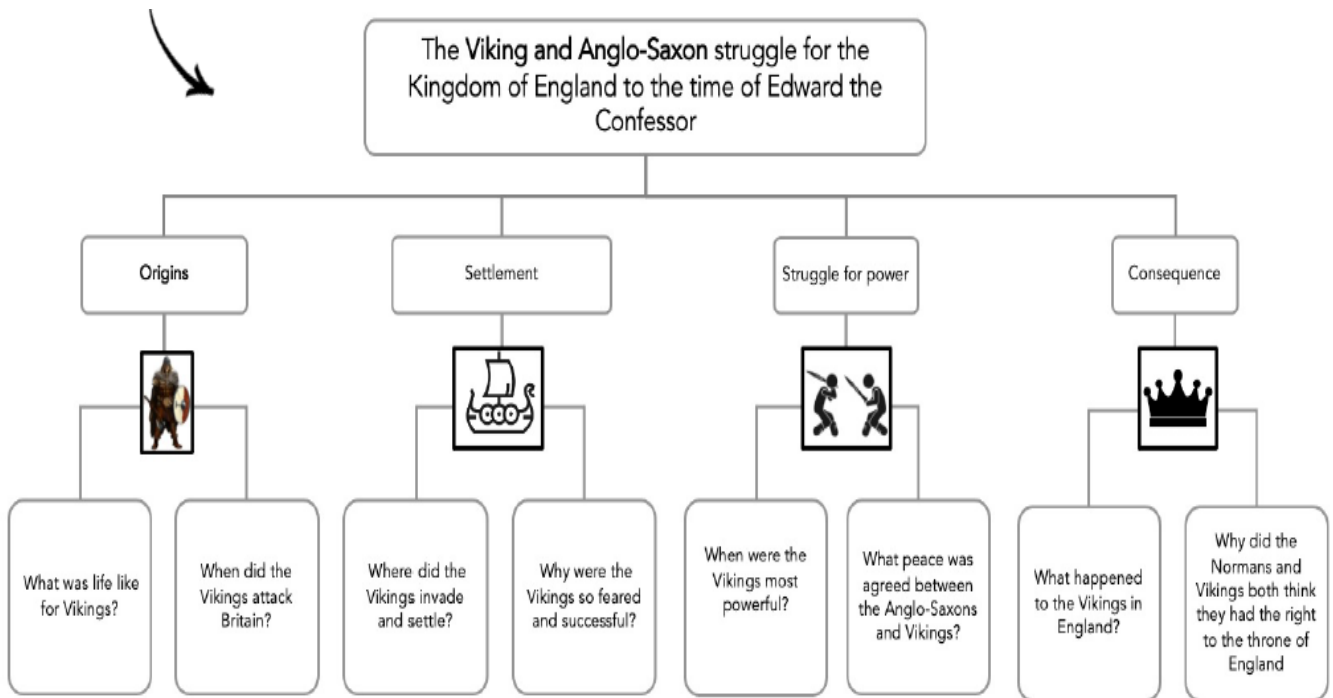
Children will have the opportunity for free reading time in class and they will further develop their reading skills in guided reading sessions. However, we do recommend that children read at home with an adult daily and that this is recorded in the home / school diary.

Guided Reading	Writing	SPAG
<ul style="list-style-type: none"> • The Girl who stole an Elephant. • The Boy at the back of the class. • Varjak Paw. • Caged Bird (Poetry) • The Walrus and the Carpenter (Poetry) • The Raven (Poetry) 	<ul style="list-style-type: none"> • Poems which explore form • Persuasive Writing Adverts (linked to constructing electrical systems) • Critical Analysis of Narrative Poetry • Explanatory Texts (linked to Digestion) • Stories from Other Cultures 	<p>the suffix -ly</p> <p>the prefixes dis-, mis-, in-, il-, im-, ir- revisited</p> <p>the prefixes re-, sub-, inter-, super-, anti-, auto adding suffixes revisited</p> <p>words with endings sounding like /ʒə/ or /tʃə/</p> <p>words with endings sounding like /ʒən/</p> <p>words with endings sounding like /ʃən/, spelt -tion, -sion</p> <p>words with endings sounding like /ʃən/, spelt -ssion, -cian</p> <p>the suffix -ous</p> <p>words with the /k/ sound spelt ch</p> <p>words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que</p> <p>words with the /s/ sound spelt sc</p> <p>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 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>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</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>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>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>	
---	---	--

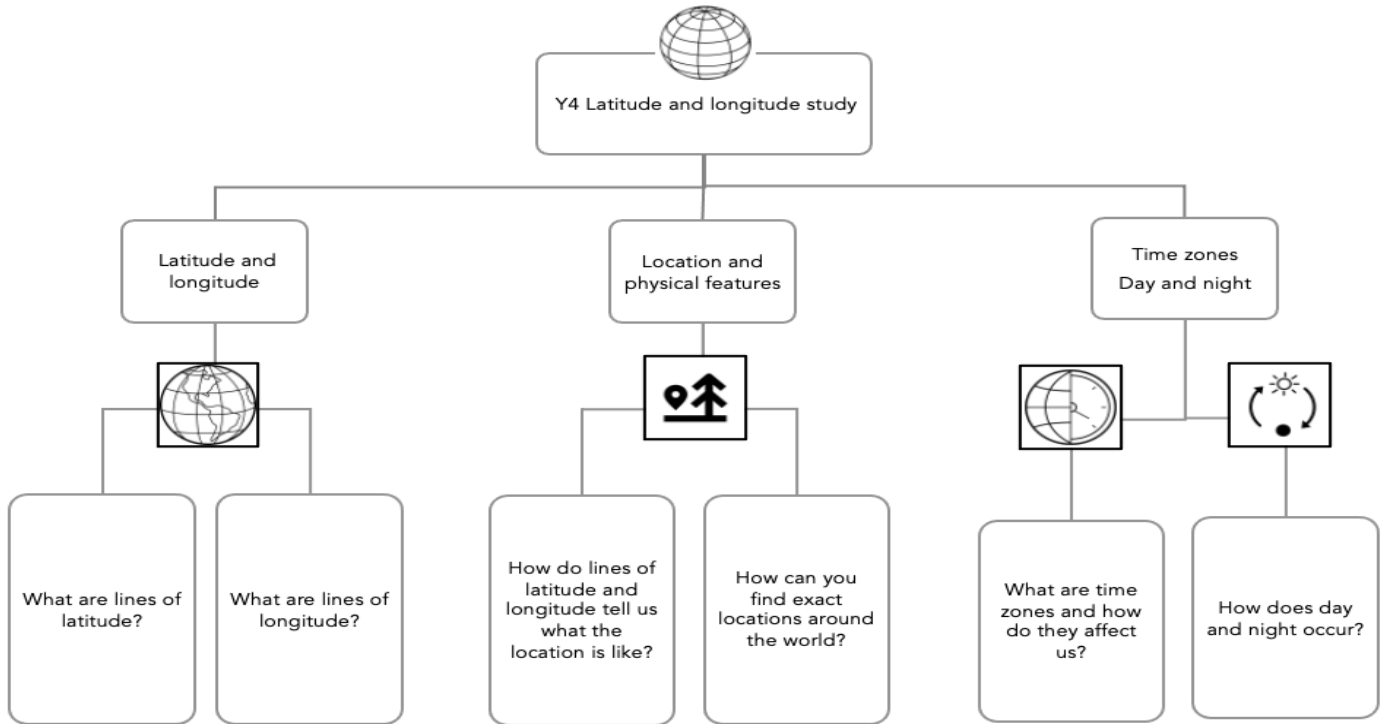
History (Continued from Autumn Term)

Our topics for this term are: - The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor and The Achievements of the Earliest Civilisations - Egypt study.

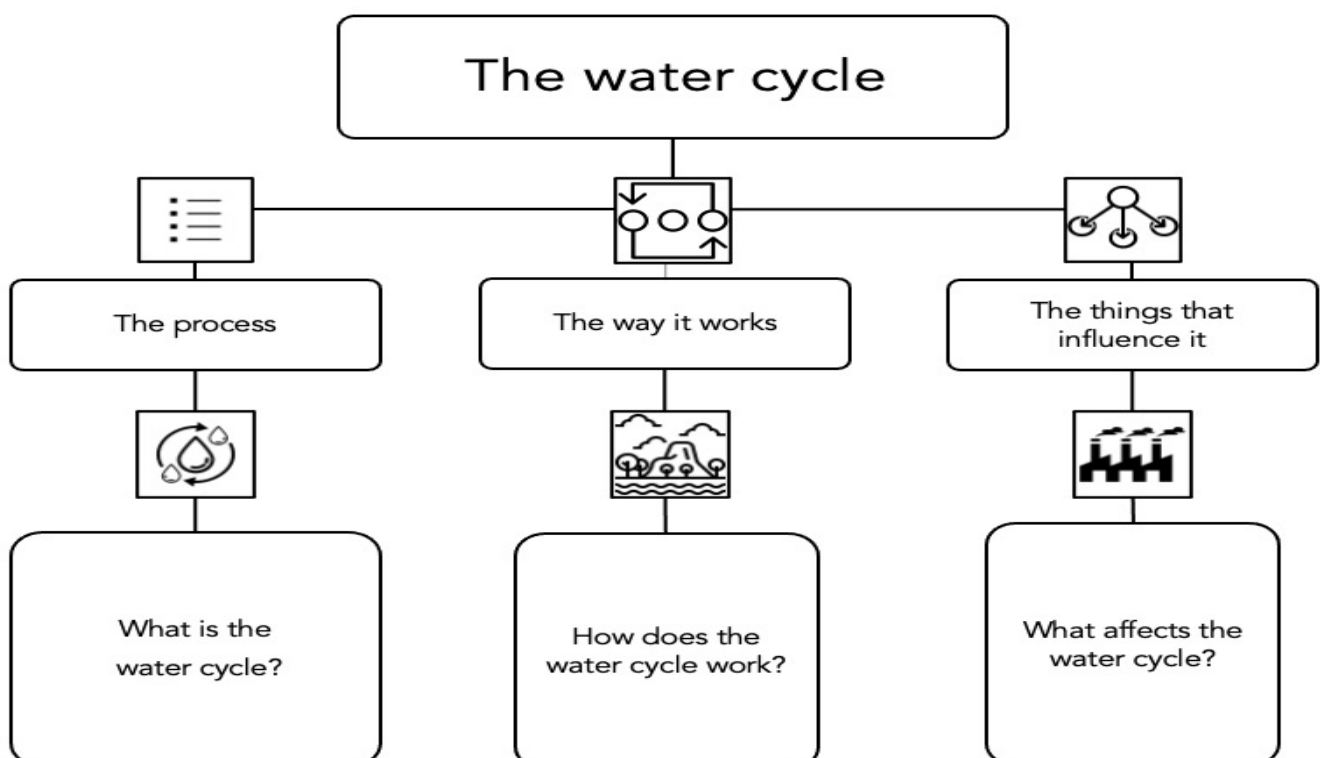


Geography (Continued from Autumn Term)

Our Topics for this term are:- **Latitude and Longitude** - Geography is the study of where places are found, what they are like, and the relationships between people and their environments and Human and physical geography Describe and understand key aspects of: physical geography, including the water cycle.



Using skills and noticing geographical patterns to explain locations around the world.

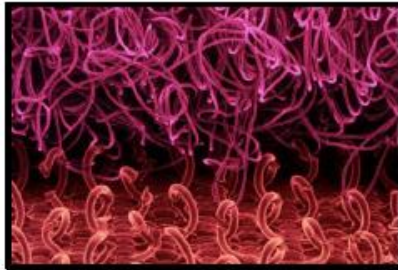


Design and Technology

Our Topics this term are:- Year 4 Design and Technology: Textiles – Block C

How do you keep a tea towel from slipping off a hook? and Structures – Block D Which shapes will give a structure stability?

Lesson 1	Lesson 2	Lesson 3
Identification of the problem Exploring fasteners	Explicit teaching of skills	Application of skills Evaluation and adaptation



George de Mestral
(1907 – 1990) Velcro®



At the end of this block, pupils will ...	
Know:	Be able to:
Fastenings have different functions A shank provides a small amount of space between the button and fabric	Select appropriate fastenings and attach them to fabric Make a shank for a button

In this block, pupils will learn how to sew a button onto fabric. They will identify the different functions of fastenings and reflect on the advantages or disadvantages of using certain fasteners. They will also create a solution to the problem of a towel slipping off a hook.

Lesson 1	Lesson 2	Lesson 3
Exploration of the key question Exploration of materials and techniques	Conducting investigations relating to the key question	Application of knowledge and skills Evaluating and modifying



Roma Agrawal (born 1983)
The Shard (started 2009 – completed 2012)

At the end of this block, pupils will ...	
Know:	Be able to:
Triangles provide stability in a structure Structural engineers work with architects to ensure structures withstand forces	Make triangles to form and join trusses Identify the forces that affect structures



In this block, pupils will explore which shapes can be used to provide stability in structures.

They will use a range of materials to investigate 3D shapes and in Lesson 3 they will collaborate on a class geodesic dome structure.

Art

Our Topics for this term are:- Printmaking and Textiles – Block C and 3D and Collage.

Lesson 1	Lesson 2	Lesson 3
Exploration of materials and artform	Explicit teaching of techniques	Applying knowledge, skills and techniques

Traditional Kente cloth
by Gilbert (Bobbo) Ahiagble

At the end of this block, pupils will ...	
Know:	Be able to:
Kente cloth is a woven fabric from West Africa	Create printing to represent Kente designs
Tie dye is a method used to create designs and colour	Use tie dye to create colour designs
Textile artists use a range of materials to create textured designs and images	Combine media to create texture

In this block, pupils will respond to the traditional designs of Kente cloth. They will create a range of surfaces, combining colour, texture and pattern. Pupils will explore the symbolic significance of colour.

Lesson 1	Lesson 2	Lesson 3
Exploration of techniques	Explicit teaching of techniques and exploration of materials	Applying knowledge, skills and techniques




Man Pointing
by Alberto Giacometti (1947)

At the end of this block, pupils will ...	
Know:	Be able to:
An illusion can suggest movement	Assemble pieces of paper to create the illusion of movement
Proportion will make a figure seem realistic	Create figures that are in proportion and out of proportion

In this block, pupils will explore proportion and scale by creating images of the human form. They will also use shape and colour to create the illusion of movement.

Computing

Curriculum Framework Objective	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						
Learning objective Know and understand	I can program a computer by typing commands I can explain the effect of changing a value of a command I can create a code snippet for a given purpose	I can use a template to draw what I want my program to do I can write an algorithm to produce a given outcome I can test my algorithm in a text-based language	I can identify repetition in everyday tasks I can identify patterns in a sequence I can use a count-controlled loop to produce a given outcome	I can identify the effect of changing the number of times a task is repeated I can predict the outcome of a program containing a count-controlled loop I can choose which values to change in a loop	I can identify 'chunks' of actions in the real world I can use a procedure in a program I can explain that a computer can repeatedly call a procedure		I can design a program that includes count-controlled loops I can make use of my design to write a program 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>L1- A Community of Love L2- What Is the Church? L3- How Do I Love Others? L4- Money Matters + Classroom Short L5- Online Safety (Online Reputation) L6- Children's Mental Health Week WB 05/02</p>	<p>L1- International Stand Up To Bullying Day 24/02 L2- What Am I Feeling? L3- What Am I Looking At? L4- I Am Thankful L5- Online Safety (Online Bullying)</p>

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