



## Year 4 Spring Term

Welcome back. We have a very busy year ahead of us so we would like to share some information with you about this term including important dates and information about the curriculum content we will be covering in the Spring Term. Keep an eye on our Twitter page and class page on the website for regular updates and pictures of what we have been doing in class.

Your support throughout this year is key and I thank you in advance for it.

You can keep track of what our class is doing by following our school twitter account. If you have not already done so, then please download the school's parent app to keep up to date with what is happening in the school this year.

### Weekly Events:

<b>Monday</b>	
<b>Tuesday</b>	Spanish
<b>Wednesday</b>	Music
<b>Thursday</b>	
<b>Friday</b>	PE – A full school PE kit is required. Swimming – Swimming kit is required

### After-school Booster Sessions:

We will be continuing to run after-school booster sessions for pupils who have been invited. We will be changing the groups often and aim to have every child in a booster group throughout the year. If your child is invited then attendance is mandatory. The sessions will run until 4:15 and will usually start with an interactive game to start the session and help pupils focus, before building into a section of revisiting prior learning to ensure all learning has been embedded. Over years of experience, it is clear that structuring sessions in this way provides stronger learning for the pupils.

### Homework:

Homework will be set on Seesaw and is expected to be completed within a week of being set. Generally, there will be 2 pieces set a week and work placed online for children who are isolating and this can be completed by all children as revision. It will be described as revision and home learning in the title. If your child struggles with the work set, please do not hesitate to let me know and I will offer extra support.

The homework for this term and next may seem simple or easy at first, but this is purely to build up pupil confidence and ensure they have grasped the basics before moving quickly into many more complex subjects and topics.

### **Reading:**

Please make sure your child's reading book and reading log is in school every day. It is really important that you read with your child regularly at home and their book will be changed weekly. We would really appreciate it if you could complete the reading log. We would like to encourage all our children and families to read together as much as they can.

In whole class reading, class 4 will be enjoying "The Spiderwick Chronicles" and "The Boy Who Swam With Piranhas". This helps to build children's comprehension and confidence in expressing their own ideas and predictions of a story.

### **English:**

In English, we will be using "The Journey" by Francesca Sanna for the first half term to write a refugee narrative and a diary entry. After half term, we will be using the books "Stories For Boys Who Dare To Be Different" by Ben Brooks and "Good Night Stories For Rebel Girls" by Elena Favilli and Francesca Cavallo to develop our skills for writing a biography and an adversity narrative. We will be focusing on the key features of each task throughout the term and learn how to apply them to improve our own writing skills. We will be looking at how to use fronted adverbials, expanded noun phrases, sub headings to help organise our work and the use of figurative language to improve our writing. All our stories make use of new and interesting vocabulary. A lot of work is done to promote new vocabulary within the school and the children are supported to use this new vocabulary in their writing. Our working walls celebrate and support learning.

### **Maths:**

The beginning of the morning (8.55-9:10) is spent doing basic skills. This covers the four operations of number (addition, subtraction, multiplication and division). Please ensure your child is on time, as they will miss valuable maths time if they are late.

This term, children are aiming to be able to calculate and compare the area of different shapes, recognize what fractions are and to be able to recognize equivalent fractions while learning how to count, add and subtract fractions. Building on this knowledge of fractions, the children will then be calculating fractions of differing amounts and applying these skills to different problems. Extending on this, they will then be expected to be able to convert certain fractions to their equivalent decimal values (eg.  $\frac{1}{2} = 0.5$ ), be able to recognize tenths and hundredths and be able to divide one and two digit numbers by 10 and 100. Furthermore, children will become more confident adding and subtracting up to four-digit numbers using the formal column method. By the end of year 4, all children should be able to recall multiplication and division facts up to  $12 \times 12$ .

Children will use practical equipment to support their learning and their fluency. Once confident in a particular skill, the children will apply their knowledge through reasoning and problem solving.

### **Science:**

This term, we will be continuing with our topic on sound and then we will start our new topic called 'animals including humans'. This will involve looking at the digestion system and learning about the different types of teeth we have and what their purpose is.

### **Computing:**

Pupils will be creating their own videos and apply special effects to them. They will use photos, videos and sound to create an atmosphere when presenting to different audiences, become confident to explore new media to extend what they can achieve, change the appearance of text to increase its effectiveness depending on the audience or mood and create, modify and present documents for a particular purpose and audience. After half term, we will be using Scratch to design, plan and create a programme. Children will develop an understanding of how sequencing, using inputs and repetition in programmes has specific effects on the output, work with 'loops' and understand their effect. They will also use logical reasoning to predict and debug more complex programmes including loops and repeats.

### **History:**

We will be studying The Mayan civilization. This will focus on the area the Mayan civilization originated from. We will look at artifacts and discuss their importance in helping us learn and understand their civilization and way of life. We will learn about Mayan houses and buildings, jobs, clothing, fashion, beauty, hobbies and food. We will look at the important role rulers and gods played in Mayan civilisations and how the Mayan civilization came to an end.

### **Geography:**

For our Geography topic this term, we will be comparing different localities in the North West. We will be having a residential trip to the Lake District where we will be learning about human and physical features of an area, discussing the different uses of land and also analyzing relief maps. We will also be learning about the names of different regions and counties in THE United Kingdom.

### **RE:**

Children will be looking at why festivals are important to religious communities. We will look at which times are special and why; how and why we celebrate special and sacred times; discuss whether it is better to express your beliefs in arts and architecture or in charity and generosity and how can people express the spiritual through the arts.

### **Music:**

The children will be learning to play the ukulele with Mrs. Grindley and learning about different musical genres.

**Spanish:**

The children will continue to learn Spanish phrases and vocabulary with Mrs. Grindley. We will be learning about the weather and linking them with the different months and seasons of the year. After half term, we will be learning about naming and describing different animals and their habitats while reading the Gruffalo Story. Children will also be practicing counting forwards and backwards up to 80.

**DT:**

The children will research, design, make and evaluate packaging for biscuits. They will explain the strengths and weaknesses of different packages, generate ideas and develop ideas through discussion, develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. Finally, children will measure, mark out, cut and shape materials and components with some accuracy.

**Art:**

In this unit of work children develop their skills and techniques when using watercolour paints. This is achieved through a study of landscape paintings of famous artists such as Claude Monet. They will be learning different painting techniques such as wet-on-wet, wet-on-dry and dry-on-dry painting. We will be applying these techniques to create different settings such as a sunset, water lilies on a pond and a city skyline.

**P.E.:**

The children will be performing gymnastics. They will be learning different skills and techniques and use them to create their own gymnastic routine. After half term, the children will be focusing on tennis. This will involve learning different techniques of hitting the ball and applying these into game situations.

**Useful Vocabulary**

If you can discuss these with your child at home, it'll really accelerate their learning this year.

Computing	CGI, special effects, Green screen, audio, image, sequence, variable algorithm, code, repeat	SPAG	Prefix, suffix, expanded noun phrase, adverbial, possessive apostrophe, contraction
Music	Pulse, beat, tempo, rhythm, pitch, dynamics, duration, timbre, structure, melody, harmony, texture	Geography	United Kingdom, region, county, North West, population, key, symbols, co-ordinates tourism, land use
History	Civilization, hierarchy, society, drought, deforestation, sacrifice, architecture, terrain, decline, source	Maths	Area, factor, fraction, numerator, denominator, tenth, hundredth, decimal

Please follow our twitter @C4Pleasant for regular updates on our lessons throughout the week. Parental engagement via Seesaw and Twitter will help

your child know the work they are doing in school is widely praised and valuable to them.

Thank you for your continued support,

Mr Nicholson