

Year 4 Curriculum Newsletter



Term 5

Dear parents and carers,

Welcome back to the final term of this school year. We hope that you have all had a restful break and are ready for the term ahead.

Please can you continue to support your child at home with their times tables in the run up to the national times tables checks. The regular practice really makes a difference to their recall.

What is happening this term?

For whole school events please see the whole school dojo. Here are some additional things happening for Hippos and Pangolins.

Swimming will continue for those selected children in both Pangolin and Hippo classes.

Hippo PE: Wednesday and Thursday


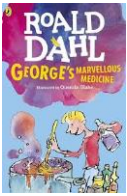

Pangolin PE: Wednesday and Thursday



Homework due in on Monday 13th May.





The Value that we are focusing on this term is:





Teamwork

Key Learning

Subject and Topic	Overview	Key knowledge
<p>English</p> 	<p>Reading- Georges Marvellous Medicine.</p> 	<p>During our reading lessons this half term, we will read 'George's Marvellous Medicine' by 'Roald Dahl'.</p> <p>Throughout these sessions, the children will be exploring a range of skills, such as;</p> <ul style="list-style-type: none"> Echo reading Predicting Summarising Clarifying Questioning Improving fluency
	<p>Writing</p> 	<p>Pathways to Poetry</p> <p>During the first week of the Summer Term, we will explore Grace Nicholls's poem 'Look!' in The Barefoot Book of Earth Poems. The children will use this poem to write a similar list poem about the rainforest.</p> <p>Pathways to Writing – Non-Chronological Report Where the Forest Meets the Sea by Jeannie Baker and Jungle Explorer by The Literacy Company</p> <p>– We will be using this text as our writing stimulus for this half term. By the end of the unit the children will create a zoo information board for a rainforest exhibit.</p>

	<p>Spelling</p>	<p>Spelling during this term will look at the spelling rules that include-</p> <ul style="list-style-type: none"> Words ending in 'ious' and '-eous' Words where 'au' make an /or/ sound Words ending in '-tion' Words ending in '-ssion' Words ending in '-cion' <p>Spelling homework has been set for the children. Please access spelling shed to complete this.</p>
	<p>Grammar</p>	<ul style="list-style-type: none"> To build a varied and rich vocabulary, To use simple organisational devices in non-narrative material, To write in the present tense, To look at the correct use of pronouns, To use commas, question marks, capital letters, full stops correctly
<p>Mathematics</p> 	<p>Decimals</p>	<ul style="list-style-type: none"> To write decimals to 2 decimal places To compare decimals To order decimals <p><u>Key Vocabulary - decimals</u> tenths, hundredths, decimal tenths, decimal hundredths, part whole model, rounding, decimal point and place value</p>
	<p>Money</p>	<p>To understand Money – ordering and estimating</p> <p><u>Key Vocabulary – Money</u> amount, change, estimate, decimals pence, penny, pound, round, value, convert</p>
<p>Science Electricity</p> 	<p>Build and explain simple circuits and recognise and use standard symbols when constructing and representing circuits.</p>	<p>To know materials can be conductors or insulators and be able to recognise common ones.</p> <p>To understand what an incomplete and complete circuit is and how a switch controls this.</p> <p>To know the parts of a circuit and corresponding symbols– cells, wires, bulbs, switches and buzzers.</p> <p>To know common appliances that need electricity to work</p> <p><u>Key Vocabulary</u> cells, wire, bulbs, switches, buzzers, battery, circuit, conductors, insulators, incomplete, complete</p>

<p>Computing</p> 	<p>CYBERBULLYING & DIGITAL DRAMA</p>	<p>Decide what kind of statements are safe and acceptable to say online and which are not.</p> <p>Identify ways to respond to mean words online, using S-T-O-P. Step away Tell a trusted adult Ok sites first Pause and think online</p> <p>Understand that it's important to think about the words we use because everyone interprets things differently.</p>
<p>Design Technology Bridges</p> 	<p>To explore ways in which pillars and beams are used to span gaps</p>	<p>To know some mechanisms, allow a smaller force to have a greater effect i.e. levers, pulleys and gears. To construct model bridges</p> <p><u>Key Vocabulary</u> Pillars, beams, deck, parapets, trusses, truss bridges, arches, suspension bridge, anchorage, tension force, compression force</p>
<p>Geography Earthquakes and Tsunamis</p> 	<p>Describe and understand key aspects of- physical geography: earthquakes and tsunamis.</p>	<p>To understand what causes earthquakes To know how earthquakes are measured To understand the impact of earthquakes on people and their lives To understand how tsunamis form To understand the impact of tsunamis on people and their lives To talk about the effects of global warming.</p> <p><u>Key Vocabulary</u> Global warming, epicentre, earthquake, Earth's crust, plate, surface, seismic waves, tsunami, ocean, landslide</p>
<p>Music</p> 	<p>Blackbird</p> <p>The Beatles and the development of pop music The Civil Rights Movement.</p>	<p><u>Skills</u> Listen and appraise different Beatles songs Move rhythmically to music Learn songs and sing tunefully</p> <p><u>Key Vocabulary</u> Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</p>

<p>Personal Social Health and Relationship Education</p> 	<p>Drugs Alcohol</p>	<p>To understand the difference between illegal and legal. To know the effects of alcohol on the body. To know that alcohol can affect people differently.</p>
<p>Physical Education</p> 	<p>Outdoor Adventurous Activities <i>Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.</i></p>	<p>Develop good listening skills, follow instructions and discuss with others. Follow a simple map in a familiar context. Move from one location to another following a map. Use clues to follow a map. To think activities through & problem solve. Demonstrate an understanding of how to stay safe. (follow a route safely & within a time limit).</p>
<p>Religious Education</p> 	<p>What does it mean to be Sikh?</p>	<p>To consider who or what guides you in your life To know what Guru Granth Sahib is and understand why it is important for Sikhs To know what Gurdwara is and what happens there To know some features of a Gurdwara For some class members the emphasis will be on sharing beliefs and explaining these to the other children</p> <p><u>Key vocabulary</u> Morality, Guru, Leader, Guru Granth Sahib, Sikh, Waheguru, Mool Mantra, Guide, Ik Onkar,, Gurdwara, Nishan Sahib, Langar, Equality, Community</p>
<p>Spanish</p> 	<p>I don't feel well. Walking through the jungle</p>	<p>In this module, children will recall prior learning of body parts and be able to indicate how they feel unwell.</p> <p>They will also-</p> <p>Learn singular nouns for jungle animals, Use familiar and unfamiliar adjectives to describe jungle animals.</p> <p>Follow and understand a simple story. Sequence and join in with telling a story. Write simple sentences in Spanish.</p>