

Year 4 Curriculum Newsletter



Term 3

Dear parents and carers,

Happy New Year! We hope you have all had a fun and restful festive break and are happy to be back to school. 2025 is already underway and we're diving straight into our full academic timetable.

We would encourage you to support your child at home by asking them questions about their reading book, practising timetables and the Year 3 and 4 spellings and to complete the dojo homework.

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.



PE Days will continue as normal
Homework due in on 6th February
Celebration Assembly for Year 4 is at 2.40pm on a Friday



The Value that we are focusing on this term is:






Respect

Key Learning

Subject and Topic	Overview	Key knowledge
English 	Reading  We are reading "George's Marvellous Medicine" by Roald Dahl.	<p>VOCABULARY - Explain the meaning of words in context</p> <p>EXPLAIN - Explain how meaning is enhanced through choice of words and phrases</p> <p>RETRIEVE - Retrieve and record information and identify key details from both fiction and non-fiction texts.</p> <p>SUMMARISE - Summarise main ideas from more than one paragraph</p>
	Writing 	<p>Poetry week</p> <p>During the first week of Spring Term we will be writing a type of poem called a 'cinquain'. We will be using our knowledge about the Romans to inspire our poems.</p> <p>Historical Writing</p> <p>Escape from Pompeii by Christina Balit</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 write a historical narrative from the point of view of one of the children from the story. Throughout the unit children will continue to use the</p>

		correct punctuation and sequence events to follow the structure of a story.
	Spelling	This half term we will be revisiting spelling pattern that the children have been previously taught including words ending in -ous and the different way to spell the 'ay' sound.
	Grammar	The children will use conjunctions, adverbs and prepositions to express time, place and cause. They will also use Standard English and the correct variety of verb form.
Mathematics 	Multiplication and Division	<u>Key Knowledge</u> Understanding factor pairs and how to use them to solve multiplication equations, To multiply by 10, 100, Divide by 10, 100, Related facts for multiplication and division, Multiply a 3-digit number by a 1-digit number, Divide a 2-digit number by a 1-digit number, <u>Key vocabulary</u> Multiply and divide, digits, place value, groups of, lots of, times, share, remainder, factor, multiply, product, factor pair. array,
	Fractions	<u>Key Knowledge</u> To understand the whole, To partition a mixed number, To understand improper fractions, Convert mixed numbers to improper fractions, To know equivalent fraction families, To add two or more fractions, Subtract two fractions, <u>Key vocabulary</u> Fraction, whole, equal parts, shaded, parts, quarter, third, half, denominator, numerator, number line, sixths, fifths, mixed number, improper fraction,
Science 	Animals including Humans This term we will be exploring the digestive system and teeth, including those of herbivores, omnivores and carnivores.	<u>Key Knowledge</u> To know why animals, unlike plants need to eat. To be able to identify and name the digestive system in humans, To be able to describe certain functions of the digestive system in humans, To name the different types of teeth, To know how to take care of teeth, To know what a simple food chain shows, <u>Key Vocabulary</u> Digestive, digestive system, teeth, salivary glands, stomach, small and large intestine, herbivore, carnivore, canine, incisor, molar,

		<p>premolar, wisdom teeth, milk teeth, dentine, enamel, gums, oesophagus,</p>
<p>Computing</p> 	<p>Programming repeated shapes</p> <p>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.</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Know how to program a computer by typing commands • Be able to explain the effect of changing a value of a command • Know how to create a code snippet for a given purpose • Know how to create a program in a text-based language • Be able to explain what 'repeat' means • Know how to modify a count-controlled loop to produce a given outcome • Know how to decompose a task into small steps • Know how to create a program that uses count-controlled loops to produce a given outcome <p><u>Key Vocabulary</u></p> <p>Procedure, debug, command, program, algorithm, language, modify, loop</p>
	<p>Digital Literacy</p>	<p>As a school and Year group We will be taking part in an Internet Safety Day in February.</p>
<p>History</p> 	<p>Anglo-Saxon Settlement</p> <p>During this term we will be researching Anglo-Saxon Settlements, their kings and understanding where these settlements originated from.</p>	<p><u>Key Knowledge</u></p> <p>Place key events on a timeline, To know where the Anglo-Saxons originated from and to know who they invaded in order to take over the land,</p> <ul style="list-style-type: none"> • to understand the key roles within an Anglo-Saxon settlement, • To have a good understanding as to how crime and punishment has changes over the years. <p><u>Key Vocabulary</u></p> <p>Settlement, Kingdom, shire, courts, charter,</p>

<p>Design and Technology</p> 	<p>Cooking and Nutrition Seasonal Foods</p>	<p><u>Key Knowledge</u> To understand what the term 'Seasonal Food' means. To know why some foods are not available all year round in British supermarkets, To know some of the foods that are grown in Britain.</p>
<p>Music</p> 	<p>Stop! Grime and writing lyrics.</p>	<p><u>Key Knowledge</u> To know some note names: CDEFGABC To use the word verse and identify verses in a song. To know the words and meaning of: -Tempo – fast and slow -Compose – make up my own music / song -Rhythm – a pattern of notes To name a well-known musical Artist or style <u>Key Vocabulary</u> Note, rhythm, pulse, tempo, dynamics, timbre, pitch, notation, composer, history, glockenspiel</p>
<p>Personal Social Health and Relationship Education</p> 	<p>Mental Health Week and Emotions In this unit we will be exploring mental health and our wellbeing.</p>	<p><u>Key Knowledge</u> To know that I have different feelings and emotions, To know that people will experience lots of different feelings and emotions, To know that our feelings and emotions can change, To know how what helps people feel good, <u>Key Vocabulary:</u> Feeling, emotion, health, body, mind, good, not so good.</p>
<p>Physical Education</p> 	<p>Real PE – Unit 3 Dynamic Balance and Ball skills</p>	<p><u>Key Knowledge</u> To know ways of how to judge my own performance and identify things I need to work on, To use my awareness of space to make good decisions, To know simple tactics of attacking and defending, To be able to order instructions, movements and skills, To share why someone is performing well, <u>Key Vocabulary:</u> Tactics, movements, coordination, balance, agility, speed, direction, attacking, defending,</p>
<p>Religious Education</p> 	<p>Why are some journeys and places special?</p>	<p><u>Key Knowledge</u> To know why some people go on special journeys or go on a pilgrimage, To know that people can have different special places, To understand that a pilgrimage is different to a normal journey. <u>Key Vocabulary:</u> God, Allah, Christian, Faith, Jesus, Hindu, pray, journey, Muslim, pilgrimage, Prophet, experience, spiritual,</p>

Spanish



Family tree and faces

Key Knowledge

To be able to say the nouns for members of the family and to recognise and say parts of the face.