

Year 4 Curriculum Newsletter



Term 1

Dear parents and carers,

The Year 4 Team are very proud of how all the children have settled into Year 4. Everyone has had a great start and they should now be familiar with the routines and expectations of Year 4. We ask that children continue to read regularly at home, practise their times tables on TTRs and their spellings on Spelling Shed.

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: Hippos; Tuesday and Thursday.
Pangolins: Thursday & Friday


Celebration Assembly for Year 4 is at 2.45pm on a Friday.




The Value that we are focusing on this term is:






Kindness

Key Learning

Subject and Topic	Overview	Key knowledge
English 	Reading 	This half term we shall be reading "How to Train your Dragon" by Cressida Cowell VOCABULARY - Explain the meaning of words in context EXPLAIN - Explain how meaning is enhanced through choice of words and phrases Predict - Predict what might happen from the details given and implied.
	Writing 	Poetry- Family album To write a free verse, narrative poem about a family member to add to a class 'Family Album' They will: Plan writing by discussing the structure, vocab and grammar of similar writing <ul style="list-style-type: none"> • Discuss and record ideas • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences

		<ul style="list-style-type: none"> • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. <p>Writing- fiction/fantasy. Gorilla by Anthony Browne- The outcome of this unit is for children to write a narrative, based on the story of 'Gorilla'</p> <p>They will: Plan writing by discussing the structure, vocab and grammar of similar writing</p> <ul style="list-style-type: none"> • Discuss and record ideas • Compose and rehearse sentences orally • Proof-read for spelling and punctuation errors • Build an increasing range of sentence structures • In narratives, create settings, characters and plot • Assess the effectiveness of own and others' writing
	Spelling	Consolidating year 3 spelling rules. Looking at prefixes and suffixes and how they change the meaning of a word. Homophones and near homophones.
Mathematics 	Place Value	<p style="text-align: center;"><u>Key knowledge</u></p> Children learned how to represent numbers to 1,000 in Year 3 – In year 4 they will work on representing numbers to 10,000 using a variety of ways. <p style="text-align: center;"><u>Key vocabulary</u></p> Ones, Tens, hundreds, thousands, digit, numeral, partition, flexible partitioning, representation, more, less, estimate, compare, order, ascending, descending, rounding.
	Addition and Subtraction	<p style="text-align: center;"><u>Key Knowledge</u></p> Add and subtract 1s, 10s, 100s and 1,000s Add up to two 4-digit numbers - no exchange / one exchange / more than one exchange Subtract two 4-digit numbers - no exchange/exchange <p style="text-align: center;"><u>Key vocabulary</u></p> Add, Total, Plus, Sum, More, Altogether, Difference, Subtract, Less, Minus, take away, Mentally, Orally, Column Addition, Column Subtraction, Exchange, Estimate, Inverse operation, Solve problems, Number facts

<p style="text-align: center;">Science Materials</p> 	<p style="text-align: center;">States of Matter</p> <p>In this unit children will compare and group solids, liquids and gases, investigate how materials change state when they are heated and cooled, the water cycle and measure the temperature</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <p>To know how compare and group materials together according to whether they are solids, liquids or gases. To explain what happens when solids are heated and cooled.</p> <p>To know how to measure or research the temperature in degrees Celsius at which materials change state, To observe and explain the process of evaporation including conditions when it happens most quickly. To observe and explain the process of condensation including conditions when it happens most quickly. To explain the water cycle using their scientific understanding, vocabulary and diagrams.</p> <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>solid liquid gas, evaporation, evaporate, condensation, condense , particles, temperature, Celsius, freezing, Solidifying, melting, change of state, heat, cool, water cycle</p>
<p style="text-align: center;">Computing</p> 	<p style="text-align: center;">The Internet</p> <p>in this unit follows on from skills already taught in Year 1, 2 and 3. They will learn about formatting an image and organising content into an effective layout.</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To know how network devices make up the internet, To know how content can be added and accessed on the world wide web. To know how to evaluate the consequences of unreliable content. <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>Router, website, web address, world wide web, download, ownership</p>
	<p style="text-align: center;">Digital Literacy</p>	<p style="text-align: center;">The Power of Words</p> <p>Pupils and students consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Pupils and students identify actions that will make them upstanders in the face of cyberbullying.</p>
<p style="text-align: center;">Geography</p> <p style="text-align: center;">City locations- A UK city study</p> 	<p style="text-align: center;">A UK City Study</p> <p>This unit will ask the question 'Where would you build a city?'. Children locate and learn about different cities in the UK, identifying human and physical characteristics, land-use patterns and understand how some of these change over time.</p>	<p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> To describe physical differences and features between cities and villages Be able to talk about key symbols found on a map Name up to 6 cities in the UK and locate them on a map To be able to explain why some people may choose to live in a village location rather than a city. <p style="text-align: center;"><u>Key Vocabulary</u></p> <p>City, Village, Map, Location, Houses, Church, Rivers, Landmark, Locality, Attractions, Northampton</p>

<p>Art and Design</p> 	<p>Seascapes This unit sits alongside our Science topic about the water cycle. Colour mixing and landscape painting are extended.</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • Know that there are different tones of colour that can be used in the creation of a picture. • Know the difference between foreground and background when describing the composition of a picture. • Know how the 'rule of thirds' is used when composing a picture. <p><u>Key Vocabulary</u> Line, form, colour, tone, composition, background, foreground</p>
<p>Music</p> 	<p>Mamma Mia ABBA's music As well as learning to sing, play, improvise and compose with the well known song Mamma Mia, children will listen and appraise more ABBA hits.</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • To listen to and appraise the ABBA song Mamma Mia and other ABBA songs. • To learn and/or build on our knowledge and understanding about the interrelated dimensions of music. • To perform and share our learning. <p><u>Key Vocabulary</u> verse, rhythm, pulse, tempo, dynamics, timbre, pitch, notation, composer, history</p>
<p>Personal Social Health and Relationship Education</p> 	<p>Protective Behaviours The main themes we will be looking at are that we all have the right to feel safe and we can talk about something with anyone.</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • To know I have the right to feel safe all of the time. • To know that there are some situations that may make us feel unsafe and spot the early warning signs for these. • To know who I can talk to if I need help. <p><u>Key Vocabulary:</u> Feelings, rights, responsibilities, safety network, safe and unsafe feelings, secrets</p>
<p>Physical Education</p> 	<p>Real PE – Personal Key skills – Coordination: Footwork(FUNS Station 10) Static Balance: One Leg(FUNS Station 1)</p> <p>Netball Hockey</p>	<p><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • To know how to persevere with a task and to improve my performance through regular practice, • To know where I am with my learning and to have begun to challenge myself, • To know that I must try several times if at first I don't succeed and to ask for help when appropriate <p><u>Key Vocabulary:</u> route, clue, techniques, long & short distances, component, performance, tactics & composition, strengths and weaknesses</p>
<p>Religious Education</p> 	<p>How does what you believe affect what you choose to eat?</p>	<p><u>Key knowledge:</u> Children will explore and make comparisons on how religious believers decide what they eat or drink.</p> <p><u>Key Vocabulary:</u> Ahimsa, Goshala, Halal, Haram, Kashrut, Khalifah, Kosher, Qur'an, Sacred, Torah, Treif, Vegetarian,</p>

