

# Year 4 Curriculum Newsletter



## Term 4

Dear parents and carers,

Welcome back after what feels like a very short break! We hope you have had a lovely time relaxing and resting.

This half term please continue to encourage your child to practise times-tables, Year 3 and 4 Spelling lists and to read regularly.

### 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; Thursday & Wednesdays  
Swimming will continue for 1 week, Wednesday 28<sup>th</sup> February.

Everdon residential: Pangolins 4<sup>th</sup> March- 6<sup>th</sup> March

Hippos: 6<sup>th</sup> March- 8<sup>th</sup> March




Homework is due in on 25<sup>th</sup> March



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   |
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| English<br> | Reading<br> | <p><b>VOCABULARY</b> - Explain the meaning of words in context</p> <p><b>EXPLAIN</b> - Explain how meaning is enhanced through choice of words and phrases</p> <p><b>RETRIEVE</b> - Retrieve and record information and identify key details from both fiction and non-fiction texts.</p> <p><b>INFERENCE</b> - Make inferences about the text / explain and justify inferences with evidence from the text.</p>  |
|  | Writing<br> | <p><b>Pathways to Poetry</b></p> <p>During the first week of Spring Term we will be exploring a poem called the 'Windrush Child' by John Agard. We will also be using a book called Under the Mood and Over the Sea to support our free poem writing.</p> <p><b>Pathways to Writing - Fiction Adventure!</b><br/><b>When the Giant Stirred by Celia Godkin</b></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 their own version of 'When the Giant Stirred' in the first person from the point of view from the story. They will also create dialogue</p> |

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|   |  | between characters and sequence stories in different stages.  |
|   | <b>Spelling</b>  | This half term we will be revisiting spelling patterns that the children are still finding tricky. For example 'tch' in watch, catch. -tion words, We will also be revising common exception words and standard English e.g. live, lived, was, were, where, our, our, should have and not should of.  |
|   | <b>Grammar</b>   | The children will continue to use a variety of punctuation including inverted commas for direct speech. They will also use Standard English and the correct variety of verb form. They will look again at expanded noun phrases by the addition of modifying nouns and prepositional phrases.   |
| <b>Mathematics</b><br> | <b>Fractions</b>   | <p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To understand the whole,</li> <li>To partition a mixed number,</li> <li>To understand improper fractions,</li> <li>Convert mixed numbers to improper fractions,</li> <li>To know equivalent fraction families,</li> <li>To add two or more fractions,</li> <li>Subtract two fractions,</li> </ul> <p><b><u>Key vocabulary</u></b></p> <p>Fraction, whole, equal parts, shaded, parts, quarter, third, half, denominator, numerator, number line, sixths, fifths, mixed number, improper fraction,</p> |
| <b>Science</b><br>   | <b>Sound</b><br><p>This term we will be exploring how sound is made and how it travels to the ear. We will also be thinking about changes in pitch and volume.</p> | <p><b><u>Key Knowledge</u></b></p> <ul style="list-style-type: none"> <li>To know that sounds are made when something vibrates and the vibration travels through a medium to the ear,</li> <li>To explain simple terms of how the ear works to hear sound,</li> <li>To be able to talk about sounds in terms of pitch and volume,</li> <li>To explain soundproofing and to know how sound travels through different materials,</li> </ul> <p><b><u>Key Vocabulary</u></b></p> <p>Vibration, sound wave, pitch volume, sound barrier, sonic boom</p>                             |

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| <p style="text-align: center;"><b>Computing</b></p>  | <p><b>Programming a Turtle</b></p> <p>In this unit, the children will learn how to create an algorithm to program a procedure. They will be using an online program called Turtle Logo.</p> <p style="text-align: center;"><b>Digital Literacy</b><br/><b>The Power of Words</b></p> | <p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>To be able to write procedures using simple algorithms,<br/>To be able to write text using the label command,<br/>To draw shapes using setpros and setxy,<br/>To fill shapes in different colours,<br/>To draw arcs of different sizes,</p> <p style="text-align: center;"><u><b>Key Vocabulary</b></u></p> <p>Procedure, setpro, setxy, algorithm, fill, shapes, pen, size, arc, command, text,</p> <p><b>As a school and Year group we will be taking part in an Internet Safety Day during the 1<sup>st</sup> week back after the half term.</b></p> |
| <p style="text-align: center;"><b>Geography</b></p>  | <p><b>Knowledge of the Wilder World</b></p> <p>Please talk to your child as much as possible about where they live, the countries in the UK and places they have visited either in the UK or around the world.</p>   | <p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>To know the differences between United Kingdom and The British Isles,<br/>To name the countries that make up the European Union,<br/>Identify the equator on a globe and talk about some places that lie above or below it,<br/>To begin to explain GMT and times zones.</p> <p style="text-align: center;"><u><b>Key Vocabulary</b></u></p> <p>Latitude, Longitude, Equator, Northern/Southern hemisphere, Tropics of Cancer and Capricorn, Arctic, Antarctic, Time zones</p>  |
| <p style="text-align: center;"><b>Art</b></p>      | <p><b>Can I tell a Story?</b></p> <p>This unit explores how symbols and pattern are used by indigenous peoples to tell stories.</p>  | <p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>To know how to mix different tones of colour,<br/>To know how images are used to symbolise ideas in art,<br/>To know to use composition to create a picture,<br/>To know what pattern is</p> <p style="text-align: center;"><u><b>Key Vocabulary</b></u></p> <p>Colour, tone, line, pattern, composition, form</p>  |
| <p style="text-align: center;"><b>Music</b></p>    | <p><b>RECORDERS</b></p>  | <p style="text-align: center;"><u><b>Key Knowledge</b></u></p> <p>To know some note names: BAG,<br/>To read musical notes,<br/>To follow a simple tune,<br/>To play clearly and in time,</p> <p style="text-align: center;"><u><b>Key Vocabulary</b></u></p> <p>Note, rhythm, recorder, blow, notes BAG,</p>  |

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| <p>Personal Social Health and Relationship Education</p>  | <p>Relationships - Families</p> <p>In this unit we will be exploring family relationships, including how families spend time together and support each other.</p> | <p><b>Key Knowledge</b></p> <p>:Recognise features of family life, Identify the qualities of different family relationships, Explain how families can support and care for each other, Describe positive aspects of belonging to a family, Identify what families have in common and how they can differ, Recognise that all family types should be valued and celebrated,</p> <p><b>Key Vocabulary:</b></p> <p>Family, relationship, brother, sibling, nephew, uncle, stepdad, relative, blended family, extended family, foster family, single parent family, stereotype, challenge,</p> |
| <p>Physical Education</p>                                 | <p>Real PE – Unit 3<br/>Dynamic Balance and Ball skills<br/>(3 weeks)</p> <p>DANCE UNIT<br/>(3 weeks)</p>   | <p><b>Key Knowledge</b></p> <p>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,</p> <p><b>Key Vocabulary:</b></p> <p>Tactics, movements, coordination, balance, agility, speed, direction, attacking, defending,</p>  |
| <p>Religious Education</p>                              | <p>Why do some people think that Jesus was an inspirational leader?</p>   | <p><b>Key Knowledge</b></p> <p>To think about examples of inspiring people, To learn about the life of Jesus, To know what Jesus taught Christians, To think about whether Jesus was a good teacher, To know what miracles Jesus performed, To know what Jesus miracles taught people about him,</p> <p><b>Key Vocabulary:</b></p> <p>Faith, follower, Gospels, healing, hero, inspiration, inspiring, Jesus, kindness, parable, miracle, sermon, symbol, teacher, tolerance, truthfulness,</p>  |
| <p>Spanish</p>    | <p>Celebrating carnival / body parts</p>  | <p><b>Key Knowledge</b></p> <p>Can say and write a simple description using adjectives and nouns to describe an alien or a monster.</p>  |