

Year 4 Curriculum Newsletter



Term 2

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.

It was lovely to meet you during our Termly Learning Conferences and we will be expecting the children to work on their targets this half term.

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: Wednesday and Thursday
Homework is due in on Tuesday 9th December.
Celebration Assembly for Year 4 is at 2.40pm on a Friday.

The Value that we are focusing on this term is:

Integrity

Key Learning

Subject and Topic	Overview	Key knowledge
	Reading 	This half term we shall continue 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. Retrieve – Retrieve and record information and identify key details from both fiction and non-fiction texts. Summarise – Summarise main ideas from more than one paragraph.
	Writing 	Pathways to Poetry Children will be comparing two list poems by Micheal Rosen and Roger McGough. We will be discussing new vocabulary and then writing our own list poems. Pathways to Writing – Fiction "Leon and the Place Between" by Grahame Baker-Smith – We will be using this text as our writing stimulus for this half term. Throughout this unit we will be practising how to extend a range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although and building our vocabulary knowledge.

	Spelling	EdShed spelling patterns will be: - Words ending in the suffix 'ly' - Words ending in 'lly' - When 'ch' makes a 'sh' sound
	Grammar	We will be focusing on using the possession apostrophe with plural nouns and we will continue to master expanded noun phrases and fronted adverbials.
Mathematics 	Multiplication and Division	<u>Key Knowledge</u> Understanding multiples of a number, Dividing into equal groups, Related number facts ($6 \times 3 = 18$, $18 \div 3 = 6$) Problem solving, To know all my times tables, To know what happens when you divide a number by 1 and itself. <u>Key Vocabulary</u> Multiply and divide, digits, place value, groups of, lots of, times, share, remainder, factor, multiply, product.
Science 	Living Things and their Habitats	<u>Key Knowledge</u> Recognising that living things can be grouped in a variety of ways, use classification keys, name a variety of living things and recognise that environments can change. <u>Key Vocabulary</u> Vertebrates, invertebrates, fish, amphibian, reptiles, birds, mammals, insects, spiders, worms, slugs, snails, mollusc, arachnids, habitat, environment, predator, prey, food chain, producer, consumer.
Computing 	Creating Media- Audio Production In this unit, the children will learn about the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally.	<u>Key Knowledge</u> To be able to identify input devices used to record sound. To be able to identify input devices used to record sound. Know how to record and edit their voices. Know how to import sound effects to create layers in their recordings. Know how to record and edit a "podcast". Know how to evaluate their projects. <u>Key Vocabulary</u> Input, output, record, edit, podcast, sound effect
History 	Romans In this unit we will study the Roman Empire and its impact on Britain.	<u>Key Knowledge</u> Place key events on a timeline To know how the Romans invaded Britain and how Britain improved To know that people in the past cooked and travelled differently and used different weapons from today. <u>Key Vocabulary</u> Romans, century, decade, invasion, Empire

DT 	Money Containers In this unit children will make their own money pouch based on an original Roman artefact.	<u>Key Knowledge</u> To know how to design a product, To know how to evaluate a product, To know how to sew two pieces of fabric together, <u>Key Vocabulary</u> Needle, thread, evaluate, pouch, joining, design, product, finish,
Music 	Glockenspiel Stage 1 The children will learn how to play the Chime Bars.	<u>Key Knowledge</u> To know some note names, CDEFGABC To know the meaning of tempo, compose and rhythm, To know how to play a tuned musical instrument. <u>Key Vocabulary</u> Note, rhythm, pulse, tempo, dynamics, timbre, pitch, notation, composer, history, chime bars
Personal Social Health and Relationship Education 	Anti-Bullying and Inclusion The main themes we will be looking at our of own sense of identity and the community we live in.	<u>Key Knowledge</u> To know what a citizen is, How to be an active citizen, To know my sense of identity, Our growing identity, <u>Key Vocabulary:</u> Feelings, rights, responsibilities, identity, citizen, tolerance, bullying, ant-bullying, community, respect, diversity, difference, relationships,
Physical Education 	Real PE – Social Key skills – Dynamic Balance and Agility: jumping and landing Static Balance; seated. My	<u>Key Knowledge</u> To know how to praise and encourage others, To show patience when working as part of a team, To know how to cooperate with others when working in a team <u>Key Vocabulary:</u> Teamwork, landing, jumping, 2 feet, patience, agility, balance, static, 180° turn, quarter turn, tuck jump, competition, personal best, head to head,
Religious and World Views 	What do different people do in difficult times?	<u>Key Knowledge</u> To know that people have different beliefs and ways to handle difficult times To describe some of the different practices people use to find comfort in challenging times To consider why people find certain places, actions or rituals comforting in difficult times and relate these to our lives. <u>Key Vocabulary</u> difficult times, worship, prayer, the Lord's prayer, singing, rituals, routine, private worship, communal worship, church, mosque, Salat, mandir, yoga, the Lord's prayer, personal reflection.
Spanish 	My town, your town We will revisit colours, classroom commands and learn shop names in Spanish	<u>Key Knowledge</u> I can read and write commands, I can say and understand classroom instructions, I can say and recognise places in town, I can ask 'Where is...?' and classify nouns, I can identify and name shops in Spanish.

