

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.

PE Days – Tuesday (Hippos and Pangolins)


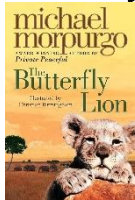

Forest School – Wednesday




Homework is due in on Monday 19th May





The Value that we are focusing on this term is:




Teamwork

Key Learning

Subject and Topic	Overview	Key knowledge
	Reading- Butterfly Lion By Michael Morpurgo 	During our reading lessons this half term, we will read 'The Butterfly Lion' by Michael Morpurgo. Throughout these sessions, the children will be exploring a range of skills, such as; Echo reading Predicting Summarising Clarifying Questioning Improving fluency
	Writing 	Pathways to Poetry 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. Pathways to Writing – Non-Chronological Report Where the Forest Meets the Sea by Jeannie Baker and Jungle Explorer by The Literacy Company – 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.

	Spelling	<p>Spelling during this term will look at the spelling rules that include-</p> <ul style="list-style-type: none"> Words ending in 'ous' Words ending in 'ious' and '-eous' Words where 'au' make an /or/ sound Words with suffixes ending in 'y' Challenge Words <p>Spelling homework has been set for the children. Please access spelling shed to complete this.</p>
	Grammar	<p>To build a varied and rich vocabulary,</p> <p>To use simple organisational devices in non-narrative material,</p> <p>To write in the present tense,</p> <p>To look at the correct use of pronouns,</p> <p>To use commas, question marks, capital letters, full stops correctly</p>
<p>Mathematics</p> 	Decimals	<p>To write decimals to 2 decimal places</p> <p>To compare decimals</p> <p>To order decimals</p> <p><u>Key Vocabulary - decimals</u></p> <p>tenths, hundredths, decimal tenths, decimal hundredths, part whole model, rounding, decimal point and place value</p>
	Money	<p>To understand Money – ordering and estimating</p> <p><u>Key Vocabulary – Money</u></p> <p>amount, change, estimate, decimals</p> <p>pence, penny, pound, round, value, convert</p>
<p>Science</p> <p>I wonder why?</p> 	<p>The school developed a unit to foster curiosity and extend scientific enquiry skills in a context of the children's interests rather than pre-prescribed national curriculum topics.</p>	<p><u>Key Knowledge</u></p> <p>Asking relevant scientific questions</p> <p>Using different types of scientific enquiries to answer questions</p> <p>Using straightforward scientific evidence to answer questions or to support their findings</p> <p>Revisiting key knowledge from previous science learning and relevant to the enquiry questions the children focus on</p> <p><u>Key Vocabulary</u></p> <p>This unit is an opportunity to re visit vocabulary from previous science learning and introduce new vocabulary relevant to the unit.</p>
<p>Computing</p> 	CYBERBULLYING	<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</p> <p>S-T-O-P.</p> <p>Step away</p> <p>Tell a trusted adult</p> <p>Ok sites first</p> <p>Pause and think online</p>

		Understand that it's important to think about the words we use because everyone interprets things differently.
	Creating Media – Photo Editing	<p>Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.</p> <p><u>Key Vocabulary</u></p> <p>Crop, retouch, combine, rotate, image, edit, cut, copy, paste, image, digital, save</p>
<p>Design Technology Bridges</p> 	To explore ways in which pillars and beams are used to span gaps	<p>To know some mechanisms, allow a smaller force to have a greater effect i.e. levers, pulleys and gears.</p> <p>To construct model bridges</p> <p><u>Key Vocabulary</u></p> <p>Pillars, beams, deck, parapets, trusses, truss bridges, arches, suspension bridge, anchorage, tension force, compression force</p>
<p>Geography Earthquakes and Tsunamis</p> 	Describe and understand key aspects of- physical geography: earthquakes and tsunamis.	<p>To understand what causes earthquakes</p> <p>To know how earthquakes are measured</p> <p>To understand the impact of earthquakes on people and their lives</p> <p>To understand how tsunamis form</p> <p>To understand the impact of tsunamis on people and their lives</p> <p>To talk about the effects of global warming.</p> <p><u>Key Vocabulary</u></p> <p>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></p> <p>Listen and appraise different Beatles songs</p> <p>Move rhythmically to music</p> <p>Learn songs and sing tunefully</p> <p><u>Key Vocabulary</u></p> <p>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</p> <p>Alcohol</p>	<p>To understand the difference between illegal and legal.</p> <p>To know the effects of alcohol on the body.</p> <p>To know that alcohol can affect people differently.</p>
<p>Physical Education Forest School</p>	<p>Outdoor Adventurous Activities</p>	<p>Develop good listening skills, follow instructions and discuss with others.</p> <p>Follow a simple map in a familiar context.</p>

	<p><i>Pupils should be taught to take part in outdoor and adventurous activity challenges both individually and within a team.</i></p>	<p>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></p> <p>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.</p> <p>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>