



The Cape Primary School

• Excellence through partnership •

Year 4

In English...

In the first half term we are looking at newspaper reports and stories with historical settings. Our text is called Friend or Foe by Michael Morpurgo, a story set in world war 2. Children will continue to use target sentences to help develop the maturity of their writing such as prepositional phrases, if, if, then sentences and embedded clauses. As well as learning features of newspaper reports, children will write their own reports about an incident from the book and will also create their own story with an historical setting. In the second half term, we will look at persuasive texts and instructions and our text is called Planet Omar. Children will pick out features of these text types and will also create a persuasive text linked to cultural diversity. For instructions children will learn how to make samosas and cultural dishes of their choice. Children will practice writing target sentences in each lesson and will be focused on improving their handwriting and spellings so will continue practicing spellings from the Year 3/4 National Curriculum lists.

In Maths...

In Maths, pupils continue to be engaged with their daily Power Maths activities! Pupils will continue learning on decimals, money, time, geometry and statistics. Pupils will be identifying how to make pounds and pence, ordering money and rounding money. Children will build on their knowledge of time focusing on minutes past and minutes to the hour, they will record times on digital and analogue clocks and complete problem solving tasks linked to time. During the statistics topic, children will learn how to use different charts, tables and will read and record information on a variety of graphs. Within geometry, children will develop their positional language and competency and will draw their own grids and describe changes in movement. Pupils will explore the different types of angles and their names, they will explore shape such as classifying triangles and quadrilaterals and will strengthen their prior knowledge on symmetry. The children will need to know all of their multiplication tables and must be able to recall them with speed, accuracy and fluency. They will take their Multiplication Check online test during the week commencing 3rd of June.

In Science...

In Science, children will recognise that living things can be grouped in a variety of ways. They will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. They will begin to learn about branching databases to support the sorting of animals. They will observe features of living things to help write questions and create and use a range of classification keys. In the second half of the term, pupils will be learning about sound. In this unit the children will identify how sounds are made, associating them with vibrating. Children will explore how sounds are made through a variety of investigations. They will recognise that vibrations from sounds travel through a medium to the ear and that sounds get fainter as the distance from the sound source increases. The children will find patterns between the pitch of a sound and features of the object that produced it and will find patterns between the volume of a sound and the strength of the vibrations that produced it.

What you need to know about Year 4

Important dates this term:

24th May break up for half term

All Year 4 classes Stone Age trip to Bishops Wood (4A, 4B, 4C)

Friday 19th July —break up at 1.30pm for Summer holidays

Staff working in Year 4: 4A Mrs Robbins and Mrs Cridge, Miss Moss (4B), Mrs Squire (4C), Mrs Bibi, Mrs Kaur, Miss Shipstone, Mrs Myles (PPA Cover)

Our P.E days are:

4A do PE on Mondays and swimming on Wednesdays.

4B do PE on Tuesdays and Thursdays.

4C do PE on Wednesday and Thursday.

Children need to come into school in their PE kit on PE days. 4A need the correct swimming kit brought into school every Wednesday.

You can help at home by: Supporting the children to read their reading book regularly. Enabling children to develop their reading on Reading Plus and their times tables on Timestables Rock Stars. Helping the children to learn and practice their weekly spellings. Making sure that the children have their P.E. kits in school on the correct days to ensure they can take part.

You can help at home by:

Give your child time to access: <https://ttrockstars.com/>

Read regularly with your child and complete their reading record.

In P.E...

Outdoor and Adventurous Activity:

In this unit children will be able to use verbal and non-verbal communication within group activities to help complete challenges. They will be able to evaluate their own performance and others within a group. Children will be able to follow a school map to navigate around an area that has been designed by others. They will be able to read basic symbols and start to create their own symbols. Children will be able to mark control points in correct positions and find their way to a base point. Pupils will also have the opportunity to develop their problem solving skills through a variety of activities and games.

Athletics:

In this unit children will know, explain and perform the push throw. They will be able to measure and record performances. Children will learn how to land safely and apply this to their jumps. They develop their jumping skills and perform a long jump using a one footed take off and two footed landing. Children will be able to select the right arm and leg action for the jump. Learners will use the sprint start and find a starting position that works for them. They will demonstrate improved technique for sprinting and will develop control and fluency for the changeover in relay.



The Cape Primary School

• Excellence through partnership •

Year 4

In Computing...

In Computing learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Learners will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.

In PSHE...

In PSHE children will understand that families change but basics stay the same - such as love, support and understanding. Pupils will recognise that there are different types of relationships which aren't always good. They will investigate features of a true friendship and understand that their actions (including their opinions) affect themselves and others. Pupils will explore the benefits of working with others to achieve shared goals and will identify different types of bad behaviour and know that it is wrong. Learners will explain where they can get help and support for different situations. They will understand how to keep themselves safe in different situations and how to explain reasons for doing so. Children will be able to explain who to tell if concerned about content or contact online and will continue to understand when and why to use Cape's empowerment slogan: 'No! Stop! I don't like it.' Learners will have the opportunity to recognise domestic abuse and know there is a solution. They will understand the 'PANTS' rule and will be able to explain it clearly to others. They will recognise what kind of physical contact is acceptable/unacceptable and know where to get help.

In Music...

The theme for this music unit is about how music can be a friend, guide and support and the musical focus will be on notes and feelings and how to connect the two as part of music (whilst continuing to incorporate previously taught fundamentals of music). Children will build upon what they have already learnt throughout the year and will be challenged to include a wider range of notes and rhythmic patterns when composing and improvising – all of which will continue to be carried out on a tuned instrument. In Summer 2, the broader social theme of this unit is music being a Nature Lover and Guardian of the Earth. Children will focus on the intentions behind musical expression and their relationship with identity, while working implicitly with all the other elements of music as they go through the steps of the unit. Children will be expected to use an increasing range of notes and rhythmic patterns within their own compositions and improvisations (all on a tuned instrument) as well as being able to demonstrate their understanding of musical notation.

In MFL...

In MFL this term children will:

Order a selection of foods and drinks from an Italian menu. Order an Italian breakfast. Order typical Italian snacks and ask for the bill. Remember how to say hello, goodbye, please and thank you. Repeat and recognise the vocabulary for various items of clothing in Italian. Use the appropriate genders and articles for these items of clothing. Use the verb *INDOSSARE* in Italian with increasing confidence. In the second half of term, children will explore the topic of clothes in Italian. Learners will say what they wear in different weather/situations. They will move on to describe clothes in terms of their colour and apply adjectival agreement. Pupils will also use the possessives with increased accuracy.

In RE...

In RE, children will make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth. They will learn what this means to Christians and will make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God and how Christians live now. In the second half of the term, children will identify and describe the 5 Pillars of Islam and the beliefs they express. They will make simple connections between beliefs about Allah and the 5 Pillars and will describe how people show devotion in Islam.

In Creative...

In Art & Design, children will create stone age jewellery using clay. They will build on their knowledge of how to create shapes with clay from year 3 in order to make cubes, spheres and dogtooth shapes.

Children will also create megalithic structures using stones which they will then draw developing their ability to accurately identify 3D geometric shapes when drawing from observation, becoming aware of proportion and scale. They will control line & shading with chalks and charcoal to describe shape, form and light and shade.

Design & Technology—Mechanical systems

In this unit of work, children will build on their experience of axles, axle holders and wheels that are fixed or free moving from year 2 in order to understand how gears and pulleys can be used to speed up, slow down or change the direction of movement when designing and making a pulley system to lift the rocks used to make the Stonehenge. Children will continue to generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product as well as developing ideas through the analysis of existing products and will use annotated sketches from different views and prototypes to model and communicate ideas. They will select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Children will test products with the intended user in mind and critically evaluate the quality of the design, manufacture, functionality and its fitness for purpose.

In Geography, children will continue to use maps in order to study land use and settlement during the stone age and explain how this changed over time. They will continue to develop their use of 4 figure grid references and the 8 points of the compass when locating the position of hill forts on a map.

In History children will learn about life during the stone age through the artefacts left behind. They will continue to develop their chronological understanding further, comparing periods of History through duration and be able to place events on a timeline to the nearest century. Pupils will also have the opportunity to learn about what life was like during the Iron Age. They will build on their understanding of using more than one source of evidence for historical enquiries in order to begin to suggest more suitable sources of evidence, giving clear reasons for the choices made.

