



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, then sentences and embedded clauses. 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 a cultural dish of their choice. Children will practice writing target sentences in each lesson and will be focused on improving their handwriting and spellings. They will continue practicing spellings from the Year 3/4 National Curriculum lists.

In Maths...

In Maths, pupils will continue their learning on decimals, money, time, geometry and statistics. Pupils will be identifying how to make pounds and pence, ordering and rounding money. Children will build on their knowledge of time focusing on minutes past and minutes to the hour, record times on digital and analogue clocks and complete problem-solving tasks. 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, explore and classify angles and shapes. 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 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. 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 vibration. Children will explore how sounds are made through a variety of investigations. 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:

Friday 9th May– Sparks workshop in school

Friday 23rd May– Break up for half term.

Monday 2nd June– return to school.

Tuesday 3rd June– Tamworth Castle trip

Friday 18th July– Break up for Summer holidays

Staff working in Year 4: 4A—Mrs Robbins, Miss Cridge and Mrs Khan, 4B—Miss Edwards and Mrs Khan, 4C—Miss Navid and Mr Taylor

Our P.E days are:

4A do PE on Mondays and Tuesdays

4B do PE on Thursdays and Fridays.

4C do PE on Wednesday(which is swimming) and Fridays.

Children need to come into school in their PE kit on PE days. 4C 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.

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

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. 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 will 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.



In Computing...

In Computing, 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. In Summer 2, their unit explores the concept of repetition in programming using the Scratch environment. Learners use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.

In Music...

The theme for this music unit is about how music can be a friend, guide and support. 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. In Summer 2, the broader social theme of this unit is music being a Nature Lover and Guardian of the Earth. Children will be expected to create their own compositions and improvisations (all on a tuned instrument) as well as being able to demonstrate their understanding of musical notation.

In Creative...

This year, we have a new topic in Creative. Children will be learning about the Anglo-Saxons and Vikings, and they're invasion of Britain. In History, children will continue to build on their knowledge of they key historical concepts such as cause and consequence and enquiry. They will deepen their knowledge of historical timelines, looking at when the Romans left Britain and how that led to the Anglo-Saxon and Viking invasions. We will then discover where the Anglo Saxons settled, how this affected British life and how they brought Christianity to Britain.

In our Geography unit, we will look at key settlements of the Anglo Saxons and Vikings, and where this is in relation to us and the rest of the world. We will focus on plotting these locations using 4 figure grid references, and analyse how this affected economical and land use of East Anglia.

Throughout Design and Technology, children will be exploring traditional shell structures. They will be investigating designs of shell structures which have already been made in order to see the key features. We will explore the use of nets and how these are essential for making shell structures. They will then design, make and evaluate their own shell structure using the key features that we will have studied.

In our Art unit, we will be looking at illuminated letters. They will evaluate typical Anglo-Saxon and Viking art, key artist from this time and others who have used the same style. They will develop their use of artist language, commenting on the lines, techniques and colours used. We will then begin to experiment using our own techniques, focusing on brush strokes and changing our paint brushes to deepen the thickness or thinness of our strokes. We will look at the qualities of acrylic paint and use this to create our final piece of illuminated letters.

In PSHE...

In PSHE children will understand that families change but basics stay the same - such as love, support and understanding. They will investigate features of a true friendship and understand that their actions 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. They will understand how to keep themselves safe in different situations. 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 MFL...

Our first unit is 'the restaurant' where children will learn how to order a selection of foods and drinks from an Italian menu, and ask for the bill. Our second unit is 'clothes' and children will repeat and recognise the vocabulary for various items of clothing in Italian, and be able to say what they wear in different weather. They will continue to use the four main skills of speaking, listening, reading and writing throughout.

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.

