



In English...

Our English lessons continue to be text based, this term, children are reading *The Land of Roar*. Children will be writing their own character profiles, stories set in imaginary worlds, explanation texts and information texts too. We hope to see pupils develop their writing and they will be using target sentences in their written work, such as fronted adverbials, causal conjunctions and main and subordinate clauses. It is very important that children use their target sentences to develop a more sophisticated writing style. In order to develop their use of vocabulary, children are encouraged to learn new words through the class text. They will regularly find synonyms and antonyms for unfamiliar words in order to deepen their understanding and to give them the confidence to use new vocabulary in their writing. In the English Intervention group, children explore the same text types linked to Dragon themed stories. All pupils have an opportunity to develop their comprehension skills and explore their class text in more detail during Whole Class Reading lessons.

In Maths...

In Maths, pupils continue to be engaged with their daily Power Maths activities! They will be working on a wide range of topics including multiplication and division, length and perimeter, fractions and decimals. In current lessons, children are solving multiplication and division problems using written methods, representations and practical resources. For lessons on length and perimeter children will be using squares to identify the perimeter of rectilinear shapes and will be measuring lengths in kilometres and metres. Their learning on fractions will begin with exploring mixed fractions, looking at equivalent fractions and how to simplify fractions too. Pupils will also work with mixed fractions and will apply all their knowledge on multiplication and division during this unit. Children will also learn how to add and subtract fractions as well as finding fractions of an amount. Children should understand through these lessons how fractions link to everyday life. Through their work on decimals, they will further build on their understanding of place value. They will identify tenths, hundredths and will divide whole numbers by ten and a hundred. Children will continue practicing their multiplication tables through online games, multiplication tests, during warm ups etc

In Science...

In Science children will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Children will recall and identify some common conductors and insulators, and associate metals with being good conductors. They will identify whether or not a lamp will light in a circuit based on whether or not the lamp is part of a complete loop with a battery. They will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Children will also identify common appliances that run on electricity. Children will recognise that environments can change and that this can sometimes pose dangers to living things. They will discuss how has our local environment changed and consider aspects of our school grounds that have changed. They will have a class debate about a hypothetical scenario that would bring about environmental change. They will learn about climate change, deforestation and how living things adapt to changes.

What you need to know about Year 4

Important dates this term:

7th February– Antarctica VR day

13th February– Learning Together Day

14th February– School closed for INSET day

24th February– Return to school

4th April– EID Assembly for parents to watch

11th April-28th April– Easter Holidays

Staff working in Year 4: Mrs Robbins and Mrs Cridge, Miss Edwards, Miss Shah, Mrs Khan, Mr Taylor, Mrs Miles and Mrs Kaur

Our P.E days are:

4A— PE on Monday and Tuesday

4B— Swimming Wednesday and PE Friday

4C— Thursday and Friday

Children need to come into school in their PE kit on PE days. 4B need the correct swimming kit brought in on Wednesdays.

In P.E...

Dance:

In this unit children will be using a piece of music to represent Electricity where they will explore different directions, levels and speeds when creating and performing a dance routine. They will also use unison and cannon. Children will work in small groups to listen and express their ideas and perform and execute dance steps safely.

Children will give positive comments about performances they have seen and suggest an idea for improvement.

Tennis:

Children will be able to tap the ball back and forth to a partner over a small space and begin to tap the ball over a net. Children will be able to move from a ready position into a forehand or backhand position quickly. Children will be able to get the ball into play by accurately serving, making sure it lands 'in' on the other side. They will be able to play a variety of shots in a rally situation and explore when different shots should be played.

Cricket:

In this unit children will demonstrate the correct body position whilst batting and be able to use different fielding techniques such as the nest and crocodile clap technique and a long barrier whilst being stationary. Children will investigate different ways of throwing and know when each one is appropriate (under/over arm) Children will develop an understanding of the wicket keeper and be able to apply this into game situations.

Tag Rugby:

In this unit children will be able to move with speed whilst travelling with the ball. They will be able to move into space to avoid defenders. Children will be able to pass backwards and in both directions on the move. They will be able to use the 'w' grip confidently. Children will begin to make a high pop pass to avoid defenders. They will play in small tag games.



In Computing...

In Computing in Spring 1, pupils will be using Logo to program software to create movement and to draw a range of shapes and patterns. Children will also be using coding to create their own program.

In Spring 2, 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, explore how to manage money. Describe range of jobs & understand skills required.

Raise my future aspirations. Reflect positively on the SMSC beliefs, experiences & views of others. Resolve differences by looking at alternative decisions. Discuss, debate and write about my opinions regarding things that matter to me & society.

Environment Project: Global Warming - Changing Weather. In this unit children will, explain why Britain is a democracy. Explain why and how rules are made and enforced.

Understand further, that people living in England must live under the rule of law which is used to protect every citizen's well-being and safety. Identify & respect differences & similarities between UK's people. Recognise all living things have needs & now it's my responsibility to meet these. Identify how to look after my local environment by recognising what harms it.

Awareness of the problems facing the World's environment & investigation into ways to protect. Understand we can search for info in a variety of ways & now we influence the outputs of searches depending on our input.

In Music...

Children will build upon previously explored themes of music acting as a 'changemaker'. Children will listen to appraise a number of different songs (of varying genres) that cover this particular theme and will also continue to develop their playing, performing, composing and improvisational skills – with the aid of a tuned instrument (glockenspiel). Children will also develop a further in depth understanding of a range of different note values and other increasingly complex musical vocabulary. Children will explore how music is a builder of community and guardian of cultural identity. Within the unit, children will listen to and appraise a range of different songs around which their playing, performing, composing and improvising skills will be developed (whilst playing a tuned instrument). Children will be expected to continue to use a range of increasingly complex rhythmic patterns and notes in their own personal compositions.

In MFL...

In MFL this term children will:

Say the nouns with the correct definite article in Italian for members of their family.

Tell somebody the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary. Continue to count, reaching 100, to enable students to say the age of various family members.

Understand the concept of mio, mia, miei, mie in Italian.

Recognise and repeat from memory simple classroom objects and use the correct gender.

Say what they have and do not have in their pencil case.

Recognise and respond to simple classroom commands and praise.

In RE...

In RE children will identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. They will make suggestions and then find out about what Jesus' actions towards outcasts mean for a Christian. They will learn the importance of love and give examples of how Christians try to show love for all.

Children will recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people. They will learn about the importance of Holy Week and how communities celebrate. They will describe how Christians show their beliefs about Jesus in worship in different ways. They will ask questions and suggest some answers about why Christians call the day Jesus died 'Good Friday'.

In Creative...

In Art & Design children will create an image of the Northern Lights using watercolours. They will build on their knowledge of how to create a back-wash but will add and blend a variety of colours, learning how to drag colours down the page.

Pupils will develop their paint awareness of how tone can make paintings more realistic or more expressive, learning to manipulate light and shade for dramatic effect.

Children will add a figurative element to their work using black paint, applying and developing the skills learnt in year 2.

Design & Technology—Electrical systems

In this unit of work children will construct a simple series electrical circuit using bulbs, switches and buzzers in order to make a torch as part of their explorers topic. 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 develop ideas through the analysis of existing products and 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 and evaluate their own, as well as a range of existing battery powered products against design criteria and the intended user and purpose in order to identify their strengths and areas for improvement.

In Geography children will focus on the polar regions and how the landscape has changed since the time of early polar explorers. They will continue to use 4-figure grid references, symbols and keys to build knowledge of the regions, as well as understand the significance of their position in relation to the equator and how this influences the climate. Children will begin to understand the challenges faced for those who choose to settle or travel there, using a range of maps, aerial photographs and digital mapping to identify the key physical and human features of the region.

In History children will build on their knowledge of significant individuals from year 2 to understand why Sir Ernest Shackleton was an important 'Antarctic' historical figure and what the crew of his expedition would have seen along their route. 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.

