

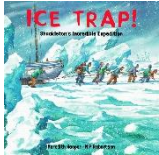
# Year 4 Class Information Term 2:

## Ernest Shackleton: Arctic hero or polar villain?

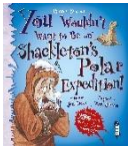
Please find some useful information about our routines and our curriculum this term, to help you help the children make the most of their learning.

**Children will continue with PE each Monday.**

**FOREST SCHOOL will change day to a WEDNESDAY, each week.**



**English:** Our work in English this term looks at the fated expedition of Ernest Shackleton's Endurance across Antarctica. To help us with our learning we will focus on two texts – Ice Trap! by Meredith Hooper and – You wouldn't want to be on Shackleton's polar expedition! by Jen Green. Children will be putting themselves in the shoes of Shackleton and his team and will be writing letters and diary entries from their time at sea before creating their own playscript for a news bulletin.



Our reading in VIPERS sessions look at explaining what we have read in the text and using inference to identify an author's intended meaning.

**Mathematics:** Following White Rose Maths, we will be looking at units of work on area and multiplication and division. This will be the first-time children have learned about area and we will be looking at comparing areas and making rectilinear shapes to calculate area. Multiplication and division will be on 3,6,9,7,11 and 12 tables!



Alongside this, we will be focussing on times tables ahead of government assessments.



### Science: States of matter

We will be investigating the differences between solids, liquids and gasses. We will identify items and explain what category they are. We will also look at the wonder of water!



**Computing:** Our safety focus this term will be on managing online security - helping us keep our identities safe online and who to contact if we have an issue. Our main unit of work looks at the use of variables when coding.

### RE: Christianity – Digging deeper: What is The Trinity?

Pupils will be revisiting their learning on the incarnation and considering why the Trinity is important to Christians.



**History:** Researching the life of Ernest Shackleton. What did he do and what impact has he made on our understanding of the world?



**Geography:** Looking at the location of the polar regions, countries and seas. Comparison of physical and human geography between the Arctic and Antarctic. Looking at climates and animal adaptations.

### PSHE:

Celebrating differences



**Music:** Ukelele tuition continues with Kent Music

### French:

Vocabulary – Seasons



### PSHE:

Celebrating differences

**Home Learning:** Reading-15 mins 5 x a week. Take a quiz and change finished reading books any day of the week.

**Maths**—Timetables Rockstars – 5 x a week – getting ourselves ready for the government assessment.

**Spelling** – 5 times a week, with an assessment each Tuesday, at school. (page 2)



Spellings and vocabulary

These are the spellings and vocabulary we are focusing on, each week, this term. We begin with some topic words to help us throughout term 2. The children should know which spelling group they are in.

**Week 1**

Ernest Shackleton, explorer, exploration, expedition, Endurance, Antarctica, Arctic, Polar region, Hemisphere

<b><u>Group 1</u></b>	<b><u>Week 2</u></b>	<b><u>Group 2</u></b>
<p><b>Step 7:</b> Words ending in '-ation'</p>		<p><b>Step 7:</b> Words with the prefix 're-'</p>
<p>information, sensation, preparation, vibration, decoration, donation, duration, registration, population, determination</p>		<p>redo, return, refresh, redecorate, reappear, review, replay, reaction, rebound, revenge</p>
<p><b>Step 8:</b> Words ending in '-ation'</p>	<b><u>Week 3</u></b>	<p><b>Step 8:</b> Words with the prefix 'dis-'</p>
<p>adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration</p>		<p>disappoint, disobey, disappear, disapprove, disable, dislike, dislocate, disadvantage, dislodge, disagree</p>
<p><b>Step 9:</b> Words ending '-ly'</p>	<b><u>Week 4</u></b>	<p><b>Step 9:</b> Words with the prefix 'mis-'</p>
<p>sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily</p>		<p>mistake, mislead, misbehave, misspell, misplace, misread, mistrust, misunderstanding, misuse, mislaid</p>
<p><b>Step 10:</b> Words ending '-lly'</p>	<b><u>Week 5</u></b>	<p><b>Step 10: Words where '-ing', '-er' and '-ed' are added to multisyllabic words</b></p>
<p>usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally</p>		<p>developing, developed, limiting, covering, limited, gardening, gardener, covered, listening, listened</p>
<p><b>Step 11:</b> Words where 'ch' makes a /sh/ sound</p>	<b><u>Week 6</u></b>	<p><b>Step 11: Words where '-ing', '-en' and '-ed' are added to multisyllabic words</b></p>
<p>chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche</p>		<p>forgetting, forgotten, beginning, propelled, preferred, permitted, regretting, committed, forbidden, equipped</p>
<p><b>Step 12:</b> Challenge Words</p>	<b><u>Week 7</u></b>	<p><b>Step 12:</b> Challenge Words</p>
<p>favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous</p>	<p><b><u>Xmas</u></b> <b><u>Challenge</u></b></p>	<p>centre, disappear, heart, minute, regular, decide, early, learn, notice, therefore</p>