

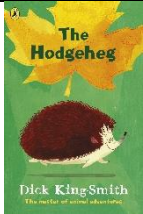
Year 4 Class Information Term 3:

Are all predators wicked or simply misunderstood?

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

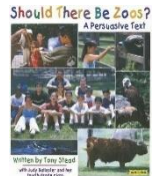
PE will continue on Mondays and Forest School on Wednesdays.

Please send your child with appropriate clothing for both.



English: This term we will be looking at the opening scene of the Dick King-Smith's *The Hodgeheg*, and using their English skills to add in ambitious vocabulary in the form of adjectives and fronted adverbials to change the start of the book.

For our non-fiction work, children will be debating the pros and cons of whether they think zoos should exist, before choosing a side of the argument to write a persuasive letter to the Prime Minister!



Our reading in VIPERS sessions look at choosing ambitious, subject-specific vocabulary and using inference to answer retrieval questions.

Mathematics: Following White Rose Maths, we will be completing our work on multiplication and division. Following this, we will be completing a unit of work on length and perimeter where children will be using mathematical skills to find the perimeter and missing lengths of a variety of polygons.



Alongside this, we will be focussing on times tables ahead of government assessments and children would benefit greatly from continuing to complete their Times Tables Rockstars as set out in Home Learning.

Science: Classification and changing habitats

We will be investigating the differences and similarities in animals and other living organisms.

We will consider how we can classify animals using their characteristics, before creating branching / dichotomous diagrams to help classify and group.



RE: Christianity – What kind of world did Jesus want?

Thinking about the lessons Jesus taught to his disciples and how this impacts Christians today



Geography: Location of world countries. Physical and human changes to the environment. How can we change what is happening?



How is climate change affecting the world and what can we do to prevent it?



French: Vocabulary – vegetables



Music: Ukelele tuition continues with Kent Music

PSHE: Dreams and Goals



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.

Spellings x 5 a week – These will be set every Wednesday on spelling shed, with an assessment in class, every Tuesday.





Multiplication check – June 2024

Term 5 sees the government multiplication check for all year 4 students across the country. Ahead of this, Miss Leishman and I will go through more details at a parental information session and will let you know a date for this, on dojo, in due course.

Pupils are given 25 questions across a range of multiplication tables and have a 6 second recall time. Over the past couple of years, it has shown that those children who access their Times tables Rockstars on a regular basis have a better accuracy than those that do not.

Alongside this, a good recall of multiplication will also help your child with understanding a wide range of other maths concepts, e.g. fractions, area, money and will therefore find these easier to grasp and understand going forward. Multiplication understanding significantly increases a child's understanding and linking of mathematical ideas.

Spellings and vocabulary:

These are the spellings and vocabulary we are focusing on this term.

These should be accessible on spelling shed each week, for regular revision along with an extra challenge (or 2) for those who would enjoy it. If for any reason the weekly spellings don't show, please dojo me. Children should be regularly practising these, 5 times a week.

Group 1/2		Group 3
Step 13: Words ending in '-sion' expansion, extension, comprehension, tension, suspension, exclusion, provision explosion, erosion, invasion	Week 1- step 13	Step 13: Words with the digraph 'ai' and tetragraph 'aigh' straight, strainer, fainted, claimed, waist, snail, painter, chained, failure, waiter
Step 14: Words ending in '-ous' poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	Week 2- step 14	Step 14: Words with the digraph 'ei' and tetragraph 'eigh' freight, vein, weigh, reins, eight, eighteen, reign, veil, neighbour, sleigh
Step 15: Words ending in '-ous' incl. those where 'ge' from the base word remains courageous, outrageous, nervous, famous, adventurous, disadvantageous, ridiculous, carnivorous, rapturous, torturous	Week 3- step 15	Step 15: Words where the digraph 'ey' makes an /ai/ sound obey, osprey, prey, disobey, they, convey, they, survey, surveyor, conveyor, grey
Step 16: Words where a suffix is added to words ending in 'y' merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	Week 4- step 16	Step 16: Words with the suffix '-ly' calmly, exactly, deadly, bravely, boldly, gladly, deeply, clearly, hourly, quickly
Step 17: Words ending in '-ious' and 'eous' serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	Week 5- step 17	Step 17: Words that are homophones great, main, grown, missed, meet, grate, mane, groan, mist, meat
Step 18: Challenge Words extreme, although, breath, caught, different, exercise, medicine, thought, business, possession	Week 18	Step 18: Challenge Words build, describe, imagine, library, natural, ordinary, promise, recent, suppose, weight

In addition to our spelling words, we will be using the following words during the term. It is important children know the spellings and definitions of these words.



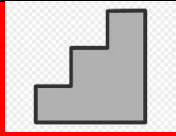
Predator Prey Endangered Environment Species Drought Flood Climate

STAR vocabulary



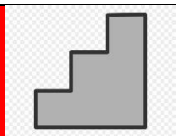
To help your children learn their vocabulary words this term, you may want to use these STAR vocabulary prompts to help.



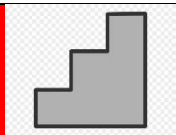
The first column is an anchor word which is a basic word that children should already know and use in every day work. The second column gives a 'goldilocks' word – vocabulary that is just right for the piece of work they are writing. The last column contains step-up words that we are encouraging pupils to use in their work to extend their vocabulary and understanding.

		
features	characteristics	traits

		
group	organise	classify

		
home	surroundings	environment

		
home	habitat	natural environment

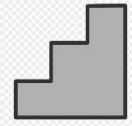
		
talk someone into	persuade	convince



dry spell



shortage of water



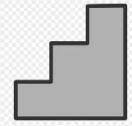
drought



dirty



polluted



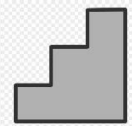
contaminated



too much rain



flood



deluge