

Our Teachers



Mrs Bartlett 4B



Mrs Talley 4T

Requests for help

If you would like to volunteer to help in school, please contact the office for details on DBS checks.

Newbridge Primary School

LEARNING IN YEAR 4 TERM 1 2022-2023

The start of the school day

All pupils need to be in the classroom by 8:55am and can come in from 8:45am.

If for any reason you are late bringing your child to school, please proceed to the office and sign them in.

If your child is ill, please contact the office on each day of absence.

Equipment your child needs every day

- A filled water bottle
- Back pack, reading book, homework folder, PE Kit.
- Reading Record, a coat.
- A school uniform in line with the school code of dress and named.
- A packed lunch, if your child usually has one.

Our Teaching Assistants



Mrs Milne



Mrs Watts

Upcoming Dates

Tuesday 13th October - Parents' Evening
Thursday 18th October - Parents' Evening
Friday 21st October - End of Term 1

Please find a link to the [NATIONAL CURRICULUM](#)

LEARNING IN YEAR 4 - TERM 1 2022-2023

English

Spellings: Learn Year 3 & 4 list from the National Curriculum, long 'a' sound, 'sh' sounds, suffixes (ed,ing, es), plurals

Grammar: Revision of capital letters, full stops, question marks and exclamation marks, noun phrases, commas in a list, subordinating conjunctions, fronted adverbials, inverted commas

Writing to inform: Information page about the rainforest and animals/Writing a biography

Writing to persuade: on saving the rain forest

Writing to entertain: Write about an Amazon adventure
Enquiry Book – Katherine Rundell – The Explorer

History

- I can use historical research to learn about Greta Thunberg and David Attenborough

Art

- I can select appropriate brushes and continue to have a more precise control of them
- I can select the colour of paint they need and confidently mix their own colours
- I can demonstrate an understanding 'The Colour Wheel' and use this knowledge to appreciate the effect of using opposite colours
- I can mix the required tone and consistency of paint
- I can create abstract and figurative art
- I can plan and paint my own drawings and express our own ideas through art using a knowledge of how the colours will best work together

Physical Education

Games – Net/wall

- I can sometimes play a continuous game
- I can use a range of basic racket skills
- I can return to the ready position to defend my own court
- I understand the rules of the game and I can use them often
- I can explain what happens in my body when I warm up
- I can throw with some accuracy at a target
- I can catch with increasing control
- I can use simple tactics
- I can identify when I was successful and what I need to do to improve

Modern Foreign Language

- I Can I count I can 100 in French?
- I can locate French cities – C'est ou ca?
- I can listen for specific phonemes , words and phrases

Science

Living things and their habitats:

- I can recognise that environments can change and that this can sometimes pose dangers to living things
- I can recognise that living things can be grouped in a variety of ways
- I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Computing

- I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- I can use sequence, selection and repetition in programs; work with variables and various forms of input and output.
- I can use logical reasoning to explain how simple algorithms work and to detect and correct simple errors in algorithms and programs.

Religious Education

Judaism:

- I can give examples of agreements and contracts and explain how I would feel if one was broken.
- I can tell you an affirmation/promise I would like to make.
- I can start to explain what makes Jewish people believe they have a special relationship with God.
- I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.

Buddhism:

- I can start to show an understanding of why people think it is difficult to be happy all the time.
- I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him.
- I can begin to show an understanding of what being happy means to Buddhists

PSHE

Being me in my world

- Being me in my world
- I can demonstrate an understanding of my place in the school community
- I can explain what democracy is (applied to pupil voice in school)
- I can explain how groups work together to reach a consensus
- I can demonstrate an understanding that having a voice and democracy benefits the school community
- I can identify the feelings associated with being included or excluded

Music

- Tempo/ Pulse/ Listening
- Ongoing Skills:**
- I can use and apply my skill of timing
 - I can use and apply my skill of rhythm
 - I can use and apply my skill of listening

Mathematics

Place value and addition and subtraction:

- I can recognise numbers up to 10,000
- I can round numbers to the nearest 10, 100 and 1000
- I can partition numbers to 10,000
- I can add and subtract numbers using formal written methods
- I can subtract 3 digit numbers with exchange and can use formal methods
- I can estimate answers
- I can check strategies
- I can recognise negative numbers and solve problems related to them
- I know my 6x and 9x tables

Geography

- I can locate the tropic of Capricorn, tropic of Cancer and equator on a world map
- I can know that rainforests lie between the two tropics
- I can name continents and countries that have areas of rainforest
- I can describe what the rainforest is like
- I can name the four layers of vegetation in a rainforest
- I can describe the features of each layer of vegetation and identify animals that live there
- I can understand the word 'climate'
- I can describe the climate of a tropical rainforest
- I can compare the climate of the rainforest with climates in other parts of the world
- I can know that there are settlements in the rainforest
- I can describe the way of life of traditional tribespeople
- I can explain how people use the rainforest sustainably to survive
- I can know that rainforests around the world are under threat
- I can describe reasons why rainforests are destroyed
- I can describe ways in which rainforests can be protected

Design Technology

Seasonal stockings (this will happen over 2 terms)

- I can explore and analyse existing products
- I can explore different ways to join fabric using sewing skills
- I can explore different ways to decorate fabric using sewing skills
- I can design a Christmas stocking
- I can use sewing skills to make a Christmas stocking
- I can evaluate a finished product

British Values

- Mutual respect for and tolerance of those with different faiths and beliefs and for those without faith

Our Newbridge Journey

Our enquiry is: How can we help our world?

This means we will be learning about: the impact of humans on the environment and other people's lives with focus on the Amazon Rainforest and the local woods of Bath.

The key skills we will be developing are:

- Understand how my actions may affect others.
- Understand how our actions affect the environment.