

**June 2021: Summer Term**  
**Curriculum Newsletter for Parents**

**Year 4 Class teachers – Mrs Odigie, Mrs Seaman, Miss Hume**

Dear Parent,

Your child will be working on the following curriculum during this term.

<b>Mathematics</b>	<b>English</b>
<ul style="list-style-type: none"><li>• Time</li><li>• Decimals</li><li>• Money</li></ul> <p><b>The Year 4 Times Table Check – 14.06.21</b></p> <ul style="list-style-type: none"><li>• Children will be tested using an on-screen check (on a computer or a tablet), where they will have to answer multiplication questions against the clock.</li><li>• This will be the first time that the DfE has used computerised tests in primary schools.</li><li>• The test will last no longer than 5 minutes and is similar to other tests already used by primary schools. Their answers will be marked instantly.</li><li>• Children will have 6 seconds to answer each question in a series of 25.</li></ul> <p><b>Some of the techniques you can use include:</b> <b>Practising times tables by rote.</b></p> <ul style="list-style-type: none"><li>• Asking your child multiplication questions out of order – such as ‘What’s 11x12? What’s 5x6?’</li><li>• Asking your child the related division facts: ‘What’s 8/4? What’s 9/3?’</li><li>• Using arrays to help your child memorise times tables – you can use fun objects like Smarties or Lego bricks to make it more entertaining.</li><li>• Giving your child word problems to test their skills, like ‘If Peter has 800ml of orange juice and needs to share it between four friends, how much can they each have?’</li><li>• Practise tests on Times Table Rock Stars</li><li>• Using times tables apps and games like TheSchoolRun’s multiplication games to build speed.</li><li>• Singing times tables using songs like Percy Parker.</li></ul>	<p>The Wild Robot Peter Brown</p> <p>A robot is accidentally activated, having been washed up on a remote island when a cargo ship sinks. At first the animals that inhabit the island fear Roz but she soon becomes a significant member of their community, adopting an orphaned gosling and providing shelter for them during the winter. The story is told by an observant external narrator who addresses the reader directly. This fable like tale, which has illustrations by the author integrated with the text, raises many questions in an accessible way for young readers including what it means to be a living being and ideas around wildness and domestication. For a robot that does not have feelings, Roz has considerable empathy for the creatures around her.</p> <p><b>Reading and writing skills:</b></p> <ul style="list-style-type: none"><li>• Increase familiarity with a range of books</li><li>• Identify themes and conventions</li><li>• Prepare play scripts to read aloud</li><li>• Show understanding through intonation, tone, volume and action</li><li>• Discuss words and phrases that capture readers’ interest and imagination</li><li>• Draw inferences about characters’ feelings, thoughts, emotions and actions</li></ul> <p><b>Grammar:</b></p> <ul style="list-style-type: none"><li>• Complex sentences: subordinate clause, relative clause, parenthesis.</li><li>• Passive voice</li><li>• Determiners</li><li>• Punctuation - , . ! ? “ ” ‘ ’ ( )</li><li>• First person pronouns</li><li>• Adjectives, verbs and adverbs.</li><li>• Conjunctions, adverbs and prepositions to write in chronological order.</li></ul> <p><b>Writing outcomes</b></p> <ul style="list-style-type: none"><li>• Non-Chronological report</li><li>Diary entry</li><li>Documentary writing</li><li>Letter writing</li><li>Poetry</li><li>Speech writing.</li></ul>

<p style="text-align: center;"><b>History</b> <b>Ruthless Rulers</b></p> <p>During this unit children will be using a range of practical resources to develop the following skills:</p> <ul style="list-style-type: none"> <li>• To identify traits of rulers that were considered desirable in the past.</li> <li>• To describe traits of rulers that were considered desirable in the past.</li> <li>• To know why there may be differences in historical interpretation.</li> <li>• To identify differences in interpretations of history.</li> <li>• To support interpretations with historical evidence.</li> <li>• To communicate ideas about successful rulers of the past.</li> <li>• To interpret royal portraits as sources of historical information.</li> </ul>	<p style="text-align: center;"><b>Science</b> <b>Grouping Living Things</b></p> <p>In this unit children will be introduced to classification keys. They will explore why scientists need to use classification keys and will have learnt about some newly discovered species. They will look at different ways of grouping living things and will have built up their knowledge of making and using classification keys. They will start by classifying and identifying familiar items such as classmates or shapes but will go on to develop keys to classify a wide variety of living things. They will compare the living things in the northern and southern most parts of the British Isles and compared this to their own location.</p> <p>Children will collect data about living things in different areas of the school grounds or local area. They will present the information in a series of classification keys as a guide to the living things around them. They will look at different classification keys and decide which ones are most effective and explained why.</p> <p>This unit builds on the work done in Year 2 Habitats.</p>	
<p style="text-align: center;"><b>Art/DT</b> <b>Food</b></p> <p>To: Understand a range of cooking terms, peeling, chopping, slicing ,grating, mixing, spreading, kneading and baking. Why do we use cooking terms?</p> <p>To make lunch using bread based products.</p> <p><b>To understand a healthy diet is made up of a variety of food and drink (recap eat well plate).</b></p> <p>To design (pick ingredients), make and evaluate coleslaw products for lunch.</p> <p>To Understanding that food can be fresh, processed, dried, frozen, tinned etc. How are they different</p>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Adversity</li> <li>• Responsibility and Inspiration</li> <li>• Respect</li> <li>• Problem Solving</li> </ul>	<p><b>French</b></p> <ul style="list-style-type: none"> <li>• To learn about different cultures.</li> <li>• Apply French vocabulary to form raps and perform role plays.</li> <li>• To revise key vocabulary.</li> </ul>