

April 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.

Mathematics	English
<ul style="list-style-type: none">• Division• Fractions• Decimals <p>The Year 4 Times Table Check – 14.06.21</p> <ul style="list-style-type: none">• 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.• This will be the first time that the DfE has used computerised tests in primary schools.• 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.• Children will have 6 seconds to answer each question in a series of 25. <p>Some of the techniques you can use include: Practising times tables by rote.</p> <ul style="list-style-type: none">• Asking your child multiplication questions out of order – such as ‘What’s 11x12? What’s 5x6?’• Asking your child the related division facts: ‘What’s 8/4? What’s 9/3?’• Using arrays to help your child memorise times tables – you can use fun objects like Smarties or Lego bricks to make it more entertaining.• 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?’• Practise tests on Times Table Rock Stars• Using times tables apps and games like TheSchoolRun’s multiplication games to build speed.• Singing times tables using songs like Percy Parker.	<p style="text-align: center;">Journey to the River Sea By Eva Ibbotson</p> <p>This enchanting story has all the trademarks of Eva Ibbotson's writing. Maia is a wonderful heroine, and Ibbotson weaves a charming, compelling and warm-hearted tale of friendship, our responsibility to those around us, and the importance of the natural world. As well as being an exciting adventure story, this award-winning contemporary classic will leave readers with plenty to think about.</p> <p>Reading and writing skills:</p> <ul style="list-style-type: none">• Inference• Choice of language for a specific effect on the reader• Planning• Narrative structures• Openers and endings• Comparing themes within stories <p>Writing outcomes:</p> <ul style="list-style-type: none">• Characterization• Setting descriptions• Story writing <p>Grammar:</p> <ul style="list-style-type: none">• Conjunctions, adverbials and prepositional phrases to express time and cause• Fronted adverbials• Tense• Punctuation - , . ! ? “ ” ‘ ’ () <p>Spelling:</p> <ul style="list-style-type: none">• words with / shuhn/ endings spelt with ‘sion’• To spell words with a / shuhn/ sound spelt with ‘ssion’• To spell words with a / shuhn/ sound spelt with

Geography
Disaster! Earthquakes and Tsunamis

During this unit children will be using a range of practical resources to develop the following skills:

- Identify the position of the Equator, Northern and Southern Hemisphere, Tropics of Cancer and Capricorn.
- Locate key human and physical features in the UK and around the world- famous landmarks, mountain ranges, land-use and changes.
- Name and locate the world's countries and major cities (with a focus on North America).
- Describe and understand key aspects of physical geography; mountains, earthquakes and tsunamis.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Locate key positions of natural disasters – Earthquakes, Tsunamis, Ring of Fire.
- Use fieldwork to observe, measure and present findings on a graph/using digital technologies.

Science
Sound

In this unit children will work towards understanding how we can make different sounds. Children will identify and describe different sounds. They will learn that sounds are produced by vibrations and that these vibrations travel from the source of the sound through a variety of materials to the ear. Children will use musical instruments and household materials to investigate the range of ways of producing sounds and how the pitch and volume of a sound can be altered. They will have the opportunity to make sounds and will create a short soundtrack for a piece of film.

Working Scientifically, children will have the opportunity to investigate how sound travels through solids, liquids and gases. They will investigate changing the pitch of sounds and they will find patterns between the pitch of a sound and the features of the object that produced it. They will have the opportunity to investigate sound through creating their own instruments and they will investigate the pattern between the volume of a sound and the strength of vibrations which produced it. They have the opportunity to use data logging equipment to measure the volume of various sounds and to notice that sounds get fainter as the distance from the source of the sound increase

<p style="text-align: center;">Art/DT Sketching and Printing</p> <ul style="list-style-type: none"> • Sketching Seascapes • To increase awareness of composition, scale, texture and tone. • To investigate different materials to create a Collograph plate. • To create a repeating pattern. • To embellish, using a variety of techniques and different materials, using their own and manufactured materials. • To explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. 	<p>PSHE</p> <ul style="list-style-type: none"> • Resilience • British Values • Adversity • Responsibility and Inspiration • Respect • Problem Solving 	<p>French</p> <ul style="list-style-type: none"> • To understand the difference between le/la/les and un/une in French and know when to use each type of article. • To create sentences using the language j'adore/je déteste ... mais je voudrais. • To learn the high frequency phrase 'c'est.' • To ask questions with 'c'est qui?' and extend sentences with 'aussi'. • To revise numbers 1-10 and learn numbers 11-15. • To learn the days of the week. • To use known vocabulary to write and perform role plays and raps. • To accurately read and pronounce a growing vocabulary of French.
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