



Compassion

Trust

Wisdom

Fellowship

Friendship

Peace

13<sup>th</sup> January 2024

Dear Parents and Carers of children in Year 4,

Welcome back to the Spring Term. We would like to share with you the exciting learning planned for the term. We hope that the information below helps you support your child over the coming term.

### **English**

Over the course of this term in English the children will be covering the following units.

- *Myths and Legends* - Using captivating mythical stories of selkies and mermaids, children use higher level reading skills and write their own sea myths. They will set out and punctuate dialogue and use paragraphs.
- *Reports* – We will read *Wolves in the Walls* (Gaiman) and *Wolves* (Gravett) for features of non-chronological reports. The children will use adverbs, prepositions and conjunctions of time/cause. The children will produce reports.
- *Narrative Poetry* – The children will explore a variety of narrative poetry. They will use noun phrases and fronted adverbials, also pronouns. The children will identify features poets use; learn, recite and write poems that tell a story.

This will be done through English lessons, guided reading sessions at school and homework. You can help at home by listening to your child read a range of poetry, fiction and non-fiction books, asking questions and discussing the story/information.

### **Mathematics**

In our Maths lessons we will be covering the following units and objectives:

#### *Multiplication and Division*

- Recognise and use factor pairs and commutativity in mental calculations
- Recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (Y5)
- Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects
- Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers

#### *Length and Perimeter*

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres



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### *Fractions*

- Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators (Y3)
- Recognise and show, using diagrams, families of common equivalent fractions
- Add and subtract fractions with the same denominator

### *Decimals*

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 (Y3)
- Recognise and write decimal equivalents of any number of tenths or hundredths
- Compare numbers with the same number of decimal places up to 2 decimal places
- Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- Recognise and show, using diagrams, families of common equivalent fractions

You can help at home by encouraging your child to practise their times tables. Play games involving time, money, measures and shape. Ensuring your child completes their weekly homework.

### **Science**

In our Science we will be learning about 'Electricity'. Your child will learn about common electrical appliances and how to construct simple series circuits. They will become familiar with the key words linked to the topic and how to apply them appropriately. They will learn about cells, wires, bulbs and buzzers and about the different types of switches. Your child will be able to troubleshoot and identify whether or not a bulb will light in a simple series circuit and be able to identify a complete circuit. They will also learn about conductors and insulators and know that metals are very good electrical conductors.

We will then study 'Animals including humans'. In this unit about Animals Including Humans, children will expand on their learning from year 3 about how animals, including humans, need to get nutrition from what they eat. They will explore the different organs of the digestive system in humans and the functions of teeth in both humans and animals. They will then learn about the parts and functions of individual organs of the human digestive system and carry out their own scientific demonstration of the process using everyday household items. Children will then learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and food chains.

### **Computing**

We will be looking at 'Writing for different audiences'. In this unit, children learn that technology can be used to organise, reorganise, develop, and explore ideas, and that working with information in this way can aid understanding. It also gives children opportunities to discuss their experiences of using ICT and how it is used in the wider world. Children will be able to apply what they have learnt in this unit when identifying key points in a story or account, writing accounts in which details of character and action are used to interest the reader and using evidence and examples to support key points.



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They will then complete the 'Logo' unit. In this unit they will learn common commands and constructs of the Logo programming language and develop their ability to compose algorithms for drawing mathematical structures and turn these into Logo code.

### **History**

The children are continuing to learn about the Romans. The children will learn about the spread of the Roman Empire out of Italy and across large parts of Europe, parts of North Africa and West Asia. They will learn how Britain changed after the invasion and conquest by the Roman army in AD 43 and about the impact on daily life. Children will learn about the Roman legacy and will explore key historical terms such as 'empire', 'invasion' and 'conquest'. Children will have the opportunity to study written primary sources and to explore why the Romans invaded Britain. Subsequent lessons will also make use of a range of written and archaeological evidence to look in detail at an aspect of the Roman occupation and the Romanisation of Britain. This includes the building of a network of roads, the construction of new towns and the development of agriculture and countryside villas. By learning about Queen Boudicca of the Iceni tribe, children will explore British resistance to Roman rule and consider the events of the rebellion from different perspectives. The building of Hadrian's Wall (in AD 122) allows children to explore the diverse nature of the Roman army, the expertise they had in building and engineering and the struggles involved in controlling the northern border of the empire. When learning about life in a Roman villa, children will undertake their own independent research. Studying the Romans will assist children in identifying similarities and differences, in using historical sources of evidence and will help them to develop the skills to ask and answer historical questions. Finally, this unit will help the children to understand how the Roman Empire influenced and shaped the world and that the Romans left a lasting legacy on the 'Britain' that we know today.

### **Geography**

The unit on 'Water' introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.

### **Design Technology**

Our design technology topic is 'How can I make a model which includes electrical components'. The children will focus on the following:

#### *Design*

- Can I show how my design meets a range of requirements?
- Can I put together a step by step plan, including the tools and materials I will need?
- Can I suggest some improvements and say what was good and not so good about my original design?

#### *Make*

- Can I show I am conscience of the need to produce something that will be liked by others?
- Can I show a good level of expertise when I am using tools and materials?
- Can I explain how my product will appeal to others?

#### *Evaluate*

- Can I explain how I can improve my original design?
- Can I evaluate my product, thinking of both appearance and the way it works? Can I practise my evaluation skills by evaluating existing products against set criteria?



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### *Technical Knowledge*

- Can I make a product which uses both mechanical and electrical components?
- Can I use a simple circuit?
- Can I add things to my circuits?
- Have I altered my product after checking it?
- Can incorporate switches/bulbs/buzzers/motors?

### **Art**

#### *Observational drawings*

- To explore ideas for design.
- To know what an observational drawing is and skills in producing.
- To create an imprint of shapes of nature into clay.
- To know of Andy Goldsworthy the artist and his style and use of natural materials; create a piece of work in the style of A. Goldsworthy.
- To create a sculpture in the style of the artist Andy Goldsworthy.

### **Music**

All the learning is focused around one song: Stop! - a rap/song about bullying. The children will learn about the interrelated dimensions of music through games, singing and composing.

They will also learn around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.

### **Physical Education**

The children will be continuing with weekly sports coaching lessons where they will be learning the fundamental skills of running, jumping, throwing and co-ordination. They will be also working on their dance skills by thinking about their movement across the floor.

### **PSHE**

The children will be looking at the topics 'Dreams and Goals' and 'Healthy Me'.

### **RE**

In RE we return to Judaism focussing on the Jewish commitment to God. After half term we return to Christianity and the topic of forgiveness.

Please support your child with their home learning (See Homework Policy on our website) and remember that learning should be meaningful and fun. If you are experiencing difficulties with homework please do let us know.

We will, as always be keeping in touch with Class News.

Kind regards,

Mrs Salem  
Class Teacher