18th April 2024

Dear Parents and Carers of children in Year 4,

Welcome back to the Summer 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.

* *Poetry (Performance Poetry)* – We will read, discuss, learn and perform some fantastic poems from ***Off By Heart – Poems for YOU to Remember* (Roger Stevens).** Explore pronouns and fronted adverbials.
* *Fiction (Fantasy)* – We will read **The Butterfly Lion** over the course of several days, using the opportunity to discuss, compare and analyse it. Perform role-play, write dialogue, use adverbials, and finally produce a new chapter for the book.
* *Non-Fiction* (*Persuasive writing)*– The children will explore issues around animals in captivity, reading texts including *Zoo* by Anthony Browne and *Rainbow Bear* by Michael Morpurgo. Study adverbials and expanded noun phrases.

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:

*Money*

* Write money using decimals
* Convert between pounds and pence
* Compare amounts of money
* Estimate with money
* Calculate with money
* Solve problems with money

*Time*

* *Years, months, weeks and days*
* *Hours, minutes, seconds*
* *Convert between analogue and digital times*
* *Convert to/from the 24-hour clock*

*Shapes*

* Understand angles as turns
* Identify angles
* Compare and order angles
* Triangles
* Quadrilaterals
* Polygons
* Lines of symmetry
* Complete a symmetric figure

*Statistics*

* Interpret charts
* Comparison, sum and difference
* Interpret line graphs
* Draw line graphs

Position and Direction

* Describe position using coordinates
* Plot coordinates
* Draw 2-D shapes on a grid
* Translate on a grid
* Describe translation on a grid

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**

Our first unit will be, ‘***Living things and their Habitats’***. In this module children will further develop the understanding of keys they gained in the Year 3 rocks module, using them to identify animals from a range of habitats. They will also construct keys, learning to ask yes/no questions about characteristic differences between the animals. They will learn about pond and seashore animals and common land invertebrates through images and first-hand experience. In addition to identifying animals’ children will also classify them, learning to identify characteristics of the main vertebrate groups and some of the common invertebrate groups. When working scientifically children will make detailed observations and learn which features are useful for identification and classification. They will present information in labelled diagrams, lists, sorting diagrams and keys, and will learn to interpret information presented in a key.

In our next Science unit, we will be learning about ‘***Human Impact’***. In this module children will learn about some of the positive and negative ways that humans change the environment, locally and globally, with a particular focus on how this affects other living things. They will begin to understand that actions can have both positive and negative consequences, that situations are not black and white, and that decisions involve compromises. They will consider how industry, housing and thoughtless behaviour can damage local habitats and also how humans can increase biodiversity by developing environments such as country parks and nature reserves. This will be related to a developing understanding of food chains (building on what children learned in Year 2) and what happens if food chains are broken by habitat disruption or the removal of a species from an ecosystem. In this module children consider both habitats (where something lives) and ecosystems (the inter-relationships between organisms and their interaction with the habitat/environment. Children will also be introduced to some global issues by researching the impact of deforestation, ocean pollution (oil spill) and global warming on ecosystems. In the enrichment lessons children will consider and debate positive and negative aspects of keeping animals in zoos. When working scientifically children will plan and carry out a litter survey, using a tally chart to record data. They will group items into categories to make survey data manageable and present their findings by constructing and labelling pictograms and bar charts. They will also present information as oral and written reports, posters and food chains. When working with information from secondary sources they will weigh and present evidence, recognise statements that do and do not support an argument, and participate in a debate.

**Computing**We will be looking at ‘***Animation***’. The children will; decide what makes a good, animated film or cartoon and discuss favourite animations, learn how animations are created by hand, and find out how 2Animate animations can be created in a similar way using technology.

They will then complete the ***‘Effecting Searching’*** unit. In this unit they will learn; to locate information on the search results page, use search effectively to find out information, and assess whether an information source is true and reliable.

**History**The children will be learning about ‘***The Anglo-Saxons’***. They will learn about; The Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire, The difference between invaders and settlers, Anglo-Saxon invasions, settlements and kingdoms, they will be able to discuss names and village life, they learn about Anglo-Saxon art and culture based on Sutton Hoo and the Anglo Saxon leaders – Offa and King Alfred the Great.

**Design Technology**Our design and technology topic is ‘***Cooking and Nutrition’***.

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 conscious 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?

Technical Knowledge

* Can I cut safely?
* Can I explain the importance of being hygienic in food preparation?
* Can I explain what a healthy food choice is? I know why it is important to have a varied diet.

Do I know where food comes from? Can I make seasonal choices?

**Art***Sewing Collage of Windsor*

Can I combine visual and tactile qualities?

Can I justify the materials they have chosen?

Can I join fabric together to form a quilt using padding?

Can I use sewing to add detail to a piece of work?

Can I use early textile and sewing techniques as part of a project?

**Music**

***Blackbird -***All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!

**Reflect, Rewind, Replay-** This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool.

**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 ‘Relationships’ and ‘Changing Me’.

**RE**

In RE we return to Judaism focussing on the Jewish commitment to God. After half term we return to, ‘Do people need to go to church to show they are Christians?

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