



Our Learning in Year 4

Spring Term

English

Our learning will include the following texts:

- Peril in Pompeii, by Nel Yomtov;
- Escape from Pompeii, by Christina Balit;
- Everything Volcanoes and Earthquakes: Earth Shaking Photos, Facts, and Fun! by National Geographic Kids;
- The Grim Ghost, by Terry Deary;
- The Romans: Gods, Emperors and Dormice, by Marcia Williams.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of poetry, extends vocabulary and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points.

In Year 4, we are also following the 'Comprehension Express' scheme which enables the children to develop their use of strategies to maximise their understanding of a range of text types. These strategies are known as 'Expert Tips'.



All children will have the opportunity to access texts that are suitable for a child working at their chronological age as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system. Planned phonics sessions take place where required.

English – Grammar, Punctuation and Spelling (GPS) and Writing

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated and we will build upon our knowledge of word classes.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> uses and identifies a range of fronted adverbials, which are punctuated correctly; understands what an adverbial is; becomes increasingly aware of subordinate clauses and experiments with their position in sentences; uses commas to demarcate a range of clauses; can use and name subordinating and co-ordinating conjunctions; uses commas for clauses across a range of writing which are generally correct; uses inverted commas to punctuate direct speech; uses the apostrophe for plural possession accurately. 	<ul style="list-style-type: none"> attempts to make simple links between paragraphs; plans effectively for a range of writing; decisions about writing are based on awareness of audience and purpose; proposes changes to grammar and vocabulary to improve consistency; reads aloud their own writing to a group or the whole class, using appropriate intonation and controls the tone and volume so that meaning is clear.

Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

Your child may receive a different set of words to their friends, which will mean that they have significant gaps in their knowledge from previous years' spelling skills. Their efforts are best used to fill these gaps before moving on. In that case, they must be aware of and try to learn the Year 3/4 words too.

Spring Term Year 4 Spelling Rules

1. Words ending in '-ous'
2. Words ending in '-ous' where the ge from the root word remains
3. Words where 'i' makes an /ee/ sound
4. Words ending in '-ious' and 'eous'
5. Challenge Words. Words where 'au' makes an /or/ sound
6. Words ending in '-tion'
7. Words ending in '-sion'
8. Words ending in '-cian'
9. Words that are adverbs of manner
10. Challenge Words
11. Words that are homophones

Activities associated with the words that they are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record for the log-in information.

Maths

As part of the basic skills for Year 4, we will also be consolidating our learning of the times table facts using Times Tables Rock Stars. Again, the password for this will be on the inside cover of your child's Reading Record.

Spring Term Y4 Maths Objectives

Spring 1 – S1:	Spring 2 – S2:
recognise and show, using diagrams, families of common equivalent fractions	round decimals with 1 decimal place to the nearest whole number
count up and down in hundredths;	compare numbers with the same number of decimal places up to 2 decimal places
solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number	solve simple measure and money problems involving fractions and decimals to 2 decimal places
add and subtract fractions with the same denominator	interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
recognise and write decimal equivalents of any number of tenths or hundreds	solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs
recognise and write decimal equivalents to $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$,	
recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10	
find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths	

Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to:

- make a reasonable estimate and use this to check my answer.
- spot a mistake
- say which is correct.
- represent my thinking in a variety of ways (e.g. using concrete materials, pictures and symbols)

These challenges should be linked to the termly objectives above – examples can be found in NCETM Reasoning Frameworks.

It is important to review objectives from the previous year groups, so that knowledge is maintained and can be built upon.

Throughout the term, children will tackle a range of reasoning and problem solving challenges. The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from other year groups. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

Science

Our learning in Science will focus on Electricity during both half terms.

In addition, the children will be developing their 'working scientifically' skills by undertaking practical enquiries, comparative and fair tests. The children will plan and carry out their own experiments based upon questions that they have raised; using their observations and ideas to suggest answers to questions.

Prior to investigation work, the children will consider how best to ensure that they have the right to be safe.

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. Children will learn about what to do if someone uses mean and hurtful language on the Internet – online bullying (Spring 1). They will also identify times or situations when they might need to limit the amount of time they use technology – Health and Wellbeing (Spring 2).

Alongside this, the children will be looking at Understanding Networks and Algorithms (Spring 1). They will begin to understand what the Internet is made from and how websites can be shared and that some content on the WWW is unreliable. During Spring 2, the children will use a 'database' to make complex searches for information.

Geography

In Geography the children will develop their understanding of Italy using the question: 'Why does Italy Shake and Roar?'

They will focus on:

- knowing the location of Italy, including identifying and describing it and its key physical and human characteristics, using maps;
- knowing why volcanoes and earthquakes happen;
- understanding geographical similarities and differences between Italy and North East England;
- gathering information from different sources;
- considering how photographs provide useful evidence and be able to add labels to photographs;
- locating the position of a photo on a map;
- using the 8 points of a compass and four figure grid references confidently.

History

In History the children will develop their understanding of the Ancient Romans using the question: 'What was life like in the Roman Empire?'

They will focus on:

- the similarities and differences of experience within the Roman era;
- using primary sources to support inferences based on the Romans;
- understanding the impact of the Roman Empire on Britain.

Physical Education

There are two areas of priority this term – Games ('On the Attack') and Gymnastics ('Balancing Act').

We will also be looking at Physical Health and Mental Wellbeing.

Children will develop their existing knowledge and skills, to include:

- identifying a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally;
- knowing the benefits of physical exercise and time outdoors on mental wellbeing and happiness.

Religious Education

This term, we will be focusing on Christianity, focusing on two key questions: What do Christians believe about Jesus and God?' (Spring 1) and 'Why is Lent an important time for Christians?' (Spring 2).

Art and Design

Our main focus will be 'Every picture tells a story!', with a specific focus on the artist Fiona Rae and her painting, 'Maybe you can live on the moon in the next century'. The children will create sketchbooks to record their observations and use them to review and revisit ideas. They will aim to improve their mastery of art and design techniques through painting.

Music

Our main focus will be 'STOP', an anti-bullying rap. Later in the term, we focus on notation with the song 'Lean On Me'.

French

This term, the children will be learning to read and write numbers to 31, singing 'Head, Shoulders, Knees and Toes', and knowing body parts. As part of our ongoing learning, the children will take the register in French, practise the days of the week and months

of the year, count in French when lining up and follow simple instructions given in French throughout the day.

Design and Technology

We will be focusing on sewing by asking the key question: 'Why is the exit always through the gift shop?' We will aim to design, make and evaluate a textile souvenir for an art lover as a product to boost much needed gift shop sales at a museum or art gallery.

PSHE (Relationships Education and Health Education)

Our ongoing focus areas continue to be:

- to understand that there are basic **human rights** shared by all peoples and all societies;
- to extend knowledge of the Convention on the Rights of the Child;
- to be able to identify a wider variety of Articles in the Convention on the Rights of the Child;
- to understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;
- to be able to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals;
- to deepen their understanding of good and not so good feelings and extend their vocabulary to enable them to explain both the range and intensity of their feelings to others;
- to build their Learning Powers and develop their Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- Growing and Changing: personal identity, recognising individuality and different qualities, mental wellbeing;
- Physical Health and Mental Wellbeing: healthy sleep habits, sun safety, medicines, vaccinations, immunisations and allergies.

Building Learning Powers

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.