



Our Learning in Year 4

Summer Term

English

Our learning will include the following texts:

- The Sea Book; an eBook by Literature Works;
- The Rhythm of the Rain and Other Water Cycle Texts, by Grahame Baker Smith;
- Just So Stories, by Rudyard Kipling;
- An Interview with a Tiger and Other Clawed Beasts Too, by Andy Seed;
- Aesop's Fables; various versions.

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 subordinate clauses and fronted adverbials which are correctly punctuated using commas; punctuates direct speech correctly, using commas after reporting clause; understands what a determiner is and identifies them; identifies parts of speech, including <u>possessive pronouns</u> and <u>determiners</u>; identifies and uses the past and present progressive forms of verbs; uses a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex). 	<ul style="list-style-type: none"> creates settings, characters and plot in narratives; writes non-narratives using appropriate organisational devices; organises paragraphs around a theme; discusses writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar; assesses the effectiveness of their own and others' writing and suggests improvements.

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.

Summer Term Year 4 Spelling Rules

1. Words spelled with 'c' before 'i' and 'e'
2. Words containing 'sol' and 'real'
3. Words containing 'phon' and 'sign'
4. Words with the prefixes 'super-', 'anti-' and 'auto'
5. Words with the prefix 'bi-'
6. Challenge Words
7. Words containing an apostrophe for possession
8. Revision of spelling patterns learned in Stage 4
9. Revision of spelling patterns learned in Stage 4
10. Revision of spelling patterns learned in Stage 4
11. Revision of spelling patterns learned in Stage 4

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.

Summer Term Y4 Maths Objectives

Summer 1 – S3:
compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
identify acute and obtuse angles and compare and order angles up to 2 right angles by size
identify lines of symmetry in 2-D shapes presented in different orientations
complete a simple symmetric figure with respect to a specific line of symmetry
describe positions on a 2-D grid as coordinates in the first quadrant
describe movements between positions as translations of a given unit to the left/right and up/down
plot specified points and draw sides to complete a given polygon
make and classify 3-D shapes.

Summer 2 – S4:
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
know that perimeter can be expressed algebraically as $2(l + b)$
find the area of rectilinear shapes by counting squares
estimate, compare and calculate different measures, including money in pounds and pence
read, write and convert time between analogue and digital 12- and 24-hour clocks
solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Throughout the term, children will tackle a range of reasoning and problem solving challenges.

- 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 'Living Things and their Habitats' (Summer 1) and 'Animals, including Humans' (Summer 2).

When learning about 'Living Things and their Habitats', we will focus on the questions: 'Can your voice as a biologist be heard? Can your actions as a global citizen be seen?'. The children will learn to recognise that living things can be grouped in a variety of ways; they will explore and use classification keys to help

group, identify and name a variety of living things in their local and wider environment; and they will learn to recognise that environments can change and that this can sometimes pose dangers to living things.

When learning about 'Animals, including Humans' we will focus on the statement: 'The science behind a right-holder's right to be healthy'. The children will learn to construct and interpret a variety of food chains, identifying producers, predators and prey. They will learn to describe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their simple functions.

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. The children will learn about keeping their personal information private: Privacy and Security (Summer 1). They will also understand that what they post online affects their identity: Managing Information Online (Summer 2).

Alongside this, we will be looking at Multi-Media, creating animations (Summer 1), and Understanding Physical Systems, to create algorithms (Summer 2).

Geography

In Geography, the children will focus on the question: 'What happens when the land meets the sea?' There will be a focus on the physical processes and key features of the coast.

Children will focus on:

- knowing the physical processes that shape the coast;
- knowing about the types of coastal protection and management, and their effectiveness;
- understanding the coastal processes and their impact on people and landscapes;
- being able to effectively use geographical information from OS maps (with more complex symbols and keys, using eight compass points and four figure grid references), information texts, photographs and fieldwork;

- developing fieldwork skills, including planning, risk assessing, devising questions, data gathering, field sketching, analysis and processing, evaluating and presenting.

History

In History, the children will develop their understanding of the Ancient Romans by thinking about the question: 'Why did the Romans march through County Durham?'

The children will focus on the key features of the Roman Army and the British Campaign.

Physical Education

There are two areas of priority this term: Outdoor and Adventurous Activity (Where Am I?) and Athletics (Faster, Higher, Further). The children will learn to cooperate and take responsibility within a group to use maps and plans to orientate a route. In Athletics they will develop their running, throwing and jumping skills.

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

The children will develop their existing knowledge and skills, to include:

- developing their knowledge about the risks associated with an inactive lifestyle (including obesity);
- knowing what good physical health means and recognising early signs of physical illness;
- knowing how and when to seek support if they are worried about their physical or mental health.

Religious Education

This term, we will be focusing on an inter-faith unit: 'How and why do religious people care for others?'

The children will focus on:

- describing some ways in which Christians, Jews and Sikhs help others, and the difference this makes to people, linking this to appropriate religious teaching and beliefs;
- beginning to form a framework of connections between concepts (Belief, Authority, Expressions of Belief, Impact of Belief);
- identifying some patterns between the religious and non-religious worldviews studied, by comparing similarities and differences;

- asking and exploring relevant questions (e.g., Who should care for others? Do only religious people show care?), expressing their opinions and supporting these with plausible reasons;
- recognising that others may hold different opinions;
- knowing how Christians today follow the commandment of Jesus (love God and love your neighbour as you love yourself) and the Ten Commandments; how Christians demonstrate love, charity, forgiveness in action, e.g., the work of the local church, organisations and Christian charities (e.g., Salvation Army, CAFOD) and individual Christians;
- knowing how Sikhs follow and live by Sikh moral codes and how these are shown by individuals and the community;
- knowing how Jews show commitment, belonging to a faith community and care for others e.g., tzedaka (charity), contribution to the work of the synagogue and helping others e.g., Jewish charities, caring for those in the community and Mitzvah Day.

Art and Design

Our main focus will be 'Take a seat', with a specific focus on sculpting using clay and other materials. The children will create sketchbooks to record their observations and use them to review and revisit ideas. They will choose from and use a range of decoration techniques, e.g., carving, pinching and coiling. The children will combine different materials in different ways, e.g., clay, wire, straws, recycled, natural, and manmade materials to develop a seat.

Music

Our main focus will be 'Blackbird', a pop song from The Beatles. The children will learn to know the difference between pulse and rhythm and be able to keep an internal pulse. Later in the term, we will focus on consolidating our learning through the topic 'Reflect, Rewind, Replay'. We will focus on the dimensions of music (pulse, rhythm and pitch) and singing and playing instruments.

French

This term, the children will be learning how to describe clothes and name the months of the year in French. 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. The children will also translate a French story and write a descriptive paragraph in French.

Design and Technology

The children will be focusing on structures and mechanisms by asking the key question: 'How can we help Laszlo cope with his fear of the dark?' We will aim to design, make and evaluate a prototype for a night light for Laszlo to help him feel safe in his room at night.

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 their 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:

- Money and Work: making decisions about money; using and keeping money safe;
- Respecting Ourselves and Others: respecting differences and similarities; discussing difference sensitively;
- Physical Health and Mental Wellbeing: maintaining a balanced lifestyle; oral hygiene and dental care;
- Transition: preparing to move to a new class and setting goals for the next year.

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.