

Our Learning in Year 4

Spring Term

English

Our learning will include the following texts:

- 'The Butterfly Lion' by Michael Morpurgo.
- A non-fiction text on volcanoes.
- 'The Grim Ghost' by Terry Deary.
- 'Prince Henry' – a focus on equality and diversity.

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 continuing to follow 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. This includes planned phonics sessions, where required.

English – Grammar, Punctuation and Spelling (GPS)

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.

GPS Overview for Year 4 – Spring Term	
Sentence	<ul style="list-style-type: none"> • I can use fronted adverbials and include a comma <i>Later that day,...</i> <i>Many years ago,...</i> • I can use relative clauses beginning with who, where, which, that. • I can use adverbs to express time, cause and place.
Text	<ul style="list-style-type: none"> • I can begin to link paragraphs together across a text. • I can organise chapters into introduction, build up, conflict and resolution.
Punctuation	<ul style="list-style-type: none"> • I can punctuate direct speech correctly, including before and inside speech marks. • I can include commas in fronted adverbials.
Terminology for Children	<ul style="list-style-type: none"> • fronted adverbial • relative clauses • inverted commas (speech marks) • adverbs

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 Words

invention, injection, action, hesitation, completion expression, discussion, confession poisonous, dangerous, mountainous, famous, various tremendous, enormous, jealous interact, intercity, international, interrelated irregular, irrelevant, irresponsible scheme, chorus, chemist, echo, character league, tongue, antique, unique	permission, admission expansion, extension comprehension, tension information, adoration, sensation, preparation, admiration humorous, glamorous, vigorous antiseptic, anti-clockwise, antisocial redo, refresh, return, reappear, redecorate serious, obvious, curious hideous, spontaneous, courteous chef, chalet, machine, brochure	musician, electrician, magician, politician, mathematician division, invasion, confusion, decision, collision, television courageous, outrageous autobiography, autograph supermarket, superman, superstar myth, gym, Egypt, pyramid, mystery immature, immortal, impossible, impatient, imperfect science, scene, discipline, fascinate, crescent
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Common Exception Words

accidentally, actually, address, answer, appear, arrive, believe, bicycle,
breath, breathe, build, busy/business, calendar, caught, centre, century,
certain, circle, complete, consider, continue, decide, describe, different,
difficult, disappear, early, earth, eight/eighth, enough, exercise, experience,
experiment, extreme, famous, favourite, February, forward(s), fruit,
grammar, group, guard, guide, heard, heart, height, history, imagine,
increase, important, interest, island, knowledge, learn, length, library,
material, medicine, mention, minute, natural, naughty, notice,
occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps,
popular, position, possess(ion), possible, potatoes, pressure, probably,
promise, purpose, quarter, question, recent, regular, reign, remember,
sentence, separate, special, straight, strange, strength, suppose,
surprise, therefore, though/although, thought, through, various, weight,
woman/women

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 use factor pairs and commutatively in mental calculations	Recognise and show, using diagrams, families of common equivalent fractions
Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Recognise and write decimal equivalents of any number of tenths or hundredths
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes	Recognise and write decimal equivalents to $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$
Identify lines of symmetry in 2-D shapes presented in different orientations	Solve problems involving increasingly harder fractions to calculate quantities, including non-unit fractions where the answer is a whole number
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
Make and classify 3D shapes	Describe movement between positions as translations of a given unit to the left/right and up/down
Multiply two-digit and three-digit numbers by a one-digit number using formal written layout	Plot specified points and draw sides to complete a given polygon.
Convert between different units of measure (e.g. kilometre to metre; hour to minute)	Identify acute and obtuse angles and compare and order angles up to two right angles by size
Estimate, compare and calculate different measures, including money in pounds and pence	Recall and use multiplication and division facts for the 11 and 12 multiplication tables

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.

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, children will be expected to develop their investigation skills by planning and carrying out their own experiments based upon questions that they have raised.

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

Computing and Online Safety

We will be continuing with our Online Safety lessons this term and linking this 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).

Following on from this, we will be looking at Understanding Networks and Algorithms (Spring 1) and Databases, to make complex searches for information (Spring 2).

Geography

In Geography the children will develop their understanding of Italy.

They will focus on:

- Knowing the location of Italy; 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.

They will focus on:

- The similarities and differences of experiences 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 and gymnastics. We will also be looking at Physical Health and Mental Wellbeing.

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

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

Religious Education

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

Art

Our main focus will be ‘Exploring how artists tell stories in their work’, 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, including **painting**, with a range of materials; for example, pencil, charcoal, paint, clay.

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, 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, 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 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:

- 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 Growth Mindset Tree.

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