CURRICULUM NEWSLETTER SPRING 2018

HAZLEHURST COMMUNITY PRIMARY SCHOOL
WWW.HAZLEHURSTSCHOOL.CO.UK

YEAR 4

Happy New Year! Don't forget to visit our web site, to receive all our latest updates. Here is a summary of the curriculum we follow in the Spring term in Year 4.

Mrs J Power

English

As part of their **spelling and vocabulary work**, the children will continue to learn how to use dictionaries and thesauruses independently.

Spellings will include work with the suffixes –sure, -ture, -er, -sion, -tion, -ssion, -cian and also a selection of age-appropriate words which the children are expected to know.

Spellings lists are sent home on a Monday and the spelling test is held the following Monday. Work during the week will practise and consolidate these spellings.

The children will continue to learn to recognise and spell the past tense of both regular and irregular verbs. They will be expected to use verb tenses with increasing accuracy in their own writing, particularly present and past tenses. They will also start to use modal verbs such as could, should and would.

In **handwriting,** all children will continue to use a cursive script . They will be becoming more aware of when to use cursive script or print.

In **grammar and punctuation** the children will continue to use fronted adverbials, expanded noun phrases, inverted commas with speech, and pronouns to avoid repetition. They will learn the correct terms for English grammar and be able to explain what each term means and give examples of it.

In **fiction composition** the children will read, discuss and write: fantasy settings for stories and stories from other cultures, e.g. an Aboriginal Dreamtime story. They will also look at the story of The Iron Man by Ted Hughes.

In non-fiction, the children will look at reports and explanations using a research-based text.

As the literacy lessons focus on both reading and writing, the teachers will be hearing the children read in guided reading sessions. Each group will have at least one guided reading session every week. These sessions will focus on teaching aspects of reading and comprehension, not just listening to them read. Other activities during the guided reading sessions will include follow-up work from the texts read, comprehension activities, reading for pleasure and proof-reading activities.

At this stage of their learning, most children will have a home reader of their choice. They should read independently every night for at least 10-15 minutes. Reading aloud to an adult and discussing the text is still very important. Their reading diary should be signed every night by an adult.

In Maths, oral and mental work will feature strongly in each lesson. The children will be building on the work covered in the Autumn term. They will continue to work on number structure to 1000. This will include using all four mathematical rules.

Our **'Big Maths'** strategy is the start of every lesson (approx.20mins). This involves reinforcing basic number facts the children need throughout their school life.

This term our 'Learn Its' are based on the 11 times table. These facts are practised each lesson and every Friday the class complete the 'Beat That' and 'Learn It' Challenges. By the end of Year 4, the children should know **ALL** their times tables . We continue to have our bronze, silver and gold awards to record progress with the times tables.

The Big Maths strategy is centred on an **understanding** of Maths, both written, practical and oral.

In the main part of the Maths lesson the children will study:

Number, place value and rounding

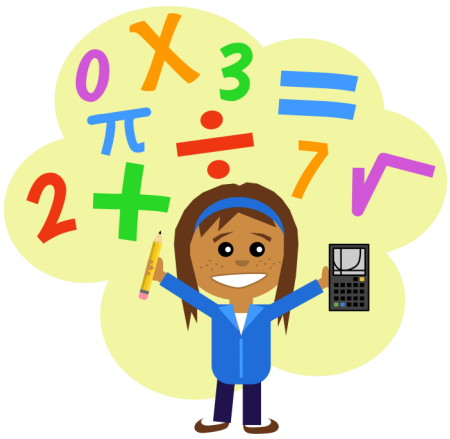
- To find 1000 more or less than a given number.
- To recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- To order and compare numbers beyond 1000.
- To identify, represent and estimate numbers using different representations.
- To round any number to the nearest 10, 100 or 1000.
- To solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- To read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value.

Mental and written addition and subtraction

- To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and subtraction where appropriate.
- To estimate and use inverse operations to check answers to a calculation.
- To solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- To estimate, compare and calculate different measures, including money in pounds and pence.

Mental and written multiplication and division

- To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- To multiply two-digit and three-digit numbers by a one-digit number using a formal written layout.
- To solve problems involving multiplying and adding, including using the distributive law and harder multiplication problems, such as 'which *n* objects are connected to *m* objects?'.
- To recall multiplication and division facts for multiplication tables up to 12 × 12.



Time

- To read, write and convert time between analogue and digital 12- and 24-hour clocks.
- To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Fractions

- To count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten.
- To 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.
- To recognise and show, using diagrams, families of common equivalent fractions

Fractions and decimals

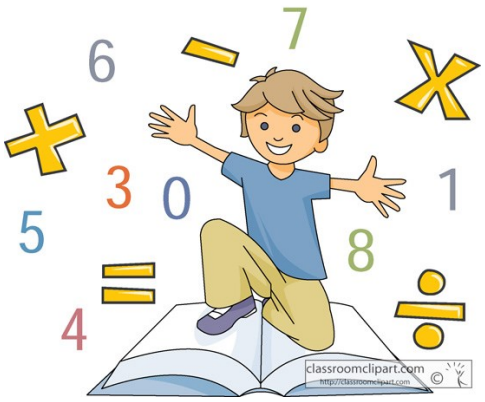
- To recognise and write decimal equivalents of any number of tenths or hundredths.
- To recognise and write decimal equivalents to 1/4; 1/2; 3/4.
- To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths.
- To round decimals with one decimal place to the nearest whole number.
- To compare numbers with the same number of decimal places up to two decimal places.
- To solve simple measure and money problems involving fractions and decimals to two decimal places.

Geometry

- To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- To identify acute and obtuse angles and compare and order angles up to two right angles by size.
- To describe positions on a 2D grid as coordinates in the first quadrant.
- To describe movements between positions as translations of a given unit to the left/right and up/down.
- To plot specified points and draw sides to complete a given polygon.

Data handling and measurement

- To interpret and present discrete data using bar charts and continuous data using time graphs.
- To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and simple line graphs.
- To convert between different units of measure (kilometre to metre; hour to minute).



In **French** the children will be looking at the body and clothing and learning vocabulary to describe them. They will continue to hold short conversations and to produce written French.

In **Music** the children will continue with their brass tuition. They will also listen and appreciate a range of music in preparation for a trip to listen to the Halle Orchestra in March.

In **Art** the children will practise simple sewing techniques and create a finished piece of work using those techniques.

In **Design and Technology** the children will study moving storybooks, and will create a book of their own with a variety of moving parts.

In **PHSE** (Personal, Health and Social Education) the topics are 'Good To Be Me' discussing individuality, and 'Going For Goals' which is all about setting achievable challenges for yourself.

In **History** the children will continue to look at the Roman invasion of Britain. They will then be studying the Anglo-Saxons, Picts and Scots. They will study archaeological evidence from the dig at Sutton Hoo. They will find out where each group of peoples came from and why they came to Britain. They will look at everyday Anglo-Saxon life; about Anglo-Saxon culture including art, music, legends and poetry. They will explore the spread of Christianity in Britain.

In **Religious Education** the children will be looking at signs and symbols within Christianity. They will also look at the symbolism of Easter and the Easter story.

In **P.E.** the children will work with the dance coach, Miss Williams, to produce a dance which they will be performing at a dance festival at Woodhey High School (further details to follow).
They will also work with Mr Lord on rugby activities. In other P.E. lessons, the children will refine their athletics skills.

P.E. this half term is on Tuesday and Wednesday. Next half term it is on Tuesday and Thursday.
Please ensure that your child has the correct kit for each aspect of P.E.

In **ICT** the children will learn about e-communication and keeping safe online. They will use the computer as a research tool and begin to learn how to use coding. They will also use the computer as a data handling tool.

In **Science** the children will look at different states of matter. They will compare and group materials together according to whether they are solids, liquids or gases and know the properties of each state of matter. They will experiment by heating or cooling material. They will learn about the processes of evaporation and condensation and what part these take in the water cycle.

They children will also study eating and digestion. They will learn how to classify carnivores, herbivores and omnivores and to construct and interpret a variety of food chains. They will identify the different types of teeth in humans; identify their functions and explore different ways of keeping them healthy. They will look at how the digestive system works and be able to describe the functions of the basic parts of that system.