

# CURRICULUM NEWSLETTER SUMMER 2018



## YEAR 4

Here is a summary of the curriculum we follow in the Summer 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 on the letter y as an I sound (such as myth or gym), words with the ou sound (such as young or touch), words which are French or Latin in origin (such as league or science) and plural words using the possessive apostrophe. There will also be a selection of age-appropriate words which the children are expected to know. These can be found in the centre of the children's reading records.

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 continue to use modal verbs such as could, should and would.

In **handwriting**, the children will continue to practise their cursive script. They will be becoming more aware of when to use cursive script or print. They will use pen for all work except Mathematics.



In **Grammar and punctuation**, the children will look at possessive apostrophes and apostrophes for contraction, use prepositions,

understand and use clauses and subordinate clauses, use compound sentences incorporating conjunctions, use comparatives and superlatives and use Standard English form for verb inflections.

In **fiction** composition, the children will be writing stories on a theme, They will also be discussing issues, deciding on their opinion and defending their point of view. They will write letters, diaries and descriptions based on books read in class.

In **non-fiction** writing, the children will be creating a short advert which they will write, perform and record. They will be researching a natural phenomenon and writing an explanation of how and why this occurs. They will also study and write their own versions of a range of short poems such as haikus, cinquains and alphabet poems.

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 reading.

At this stage of their learning, all the children will have a home reader of their choice. They should read independently every night for at least 10-15 minutes and an adult should sign to say that they have read. Reading aloud to an adult and discussing the text is still very important.



**In Maths**, oral and mental work will feature strongly in each lesson. The children will be building on the work covered in the Autumn and Spring terms. 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 12 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 and place value

- To count in multiples of 6, 7, 9, 25 and 1000
- To count backwards through zero to include negative numbers
- To recognise the place value of each digit in a four-digit number
- To order and compare numbers beyond 1000
- 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

#### Mental calculations

- To solve addition and subtraction two-step problems in context, deciding which operations and methods to use and why
- To estimate and use inverse operations to check answers to a calculation
- To recall multiplication and division facts for multiplication tables up to 12x12
- To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 10 and 1; dividing by 10 and 1; multiplying together three numbers
- To recognise and use factor pairs in mental calculations

#### Written calculations

- To add and subtract numbers with up to four digits using the efficient written methods of columnar addition and Subtraction, where appropriate
- To multiply two-digit and three-digit numbers by a one-digit number using formal written layout

#### 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
- To add and subtract fractions with the same denominators

#### Measures

- To convert between different units of measure e.g. kilometre to metre; hour to minute
- To measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- To find the area of rectilinear shapes by counting
- To estimate, compare and calculate different measures, including money in pounds and pence
- 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



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## 2D shape, angles and coordinates

- 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 identify lines of symmetry in 2D shapes presented in different orientations
- 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

## Statistics

- To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- To solve comparison, sum and difference problems using information presents in bar charts, pictograms, tables and simple line graphs

In Science, the 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.

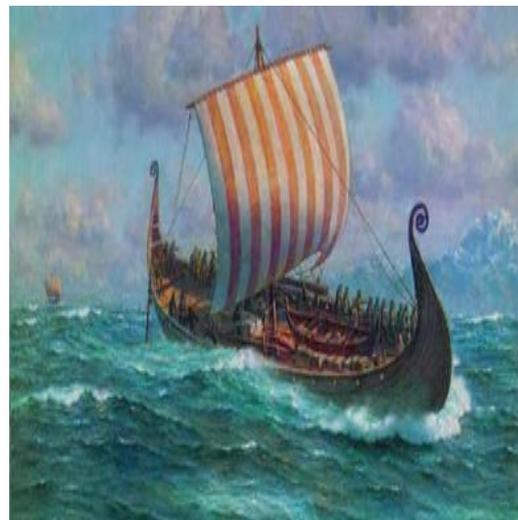
They will also be studying living things and their habitats. They will be using the local environment to study plants and animals and raise and answer questions about their habitats, how they are adapted to them and how human impact can affect those animals. They will learn to identify and name a variety of plants and animals.

They will explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, or garden ponds, and the negative effects of population, development, litter and deforestation.



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In **History** the children will be looking at The Vikings. They will explore what Britain was like before the first Viking invasions and about the invasions themselves. They will find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. They will study King Alfred. They will explore what life was like for Vikings in Britain and how and when England became a unified country. Finally, they will look at the end of the Anglo-Saxon and Viking eras in Britain.



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**R.E.** In this term the children will explore the Hindu faith and culture. They will investigate the basis of this faith and the different gods that are followed, such as Rama and Sita.



In **PHSE** the children will discuss relationships and changes and how these help us to get along with each other in a positive and friendly manner.

In **ICT** the children will use control technology, creating instructions to make an object move or design.

They will also look at computer simulations and spreadsheets.

In **Music** they will continue to play their brass instruments, reading musical notation and playing individually and in groups.

We will also be performing an end of Year show.



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In **Geography** the children will find out where their food comes from. They will go on a virtual journey around the world, visiting farms in temperate, tropical and Mediterranean climates. They will learn to use locational language to describe locations around the world. They will also learn about the climate conditions in a range of different biomes, how food is produced, traded and transported, and how Fair Trade organisations help farmers.

In **French** the children will be learning about food and drink. They will learn the words for relevant items and use these to create short conversations. They will express opinions and likes and dislikes.



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In **P.E.** the children will work with the external coaches on athletic, basketball and cricket skills. In other P.E. lessons, the children will refine their racquet and ball skills.

P.E. during the first half term is on Tuesdays and Fridays.  
P.E. during the second half term is on Wednesdays and Fridays.  
Please ensure that your child has the correct kit for each aspect of P.E.



We will also prepare for Sports Day.

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In **Design and Technology** the children will be creating mini greenhouses.



In **Art** the children will study a local artist, learning about their life and their paintings.

