



Year 4 Spring

We can't believe that it is the Spring term already! There is lots of exciting and important learning happening this term. This newsletter lets you know what the children in Year 4 at BPPA will be up to.

Teacher and Learning Assistant	
Miss Summers and Mrs Williams	4S
Miss Morris and Miss Richardson	4M
Phase Leader - Mr Booth	

For your child to make the most of their time with us we ask that you can provide them with the following things:

<p>Uniform</p> <ul style="list-style-type: none"> • Plain red jumper or cardigan • Dark grey or black trousers, skirt or pinafore • Red checked dress • Sensible black shoes (no flip-flops or strappy sandals) • No jewellery to be worn, only small stud earrings. • Small bows in school colours (red, white, black or grey) • No nail polish, gel nails or acrylic nails <p>You can also purchase embroidered uniform from Uniform Direct.</p>	<p>PE Kits</p> <p>These <u>must</u> be in school every day. Children must bring in their own PE kit from home.</p> <p>PE kit includes:</p> <ul style="list-style-type: none"> • A T-shirt (no crop-tops) • Shorts or joggers • Plimsolls or trainers <p>All children must change for PE. PE kit must not have any inappropriate pictures or logos.</p> <p>Each child must have their own Micropore tape if their ears have recently been pierced. Alternatively, children can take out their earrings for PE. Only small studs are permitted.</p>	<p>Book Bag</p> <p>This needs to be brought to school every day with your child's current reading book.</p> <ul style="list-style-type: none"> • Please listen to your child read at least 5 times a week.
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It is very important that you write your child's name in ALL of their school equipment, clothing and shoes. When things are lost, it makes them much easier to find.

PE Days				
Monday	Tuesday	Wednesday	Thursday	Friday
	PE Day			

Year 4 – Spring 1

History

- **What did the Ancient Egyptians believe?** - Finding out about Egyptian beliefs, children make inferences about beliefs about the afterlife using primary sources. They investigate pyramids, gods and goddesses, and mummified people to identify Egyptian beliefs

Science

- **Living things and their habitats:** Classification and adaptation

<p>Religion and World Views</p> <p><u>Just how important are our beliefs?</u></p> <p>Finding out how people show commitment to their beliefs, children ask questions about why people choose to demonstrate the importance of their beliefs in certain ways.</p>	<p>PSHE</p> <p>We have developed our PSHE curriculum with the support of the 'Jigsaw' scheme.</p> <p>The topics this term are:</p> <p><u>Dreams and Goals</u></p> <p>Learning how resilience and positive attitudes can help us to reach our goals.</p>	<p>Computing</p> <p><u>Online safety</u></p> <p>Learning the basics of coding with Scratch, we will create a simple script, use decomposition and understand what variables are.</p>
<p>Art/ DT</p> <p><u>Art - Fabric of Nature</u></p> <p>Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p>	<p>French</p> <p><u>Les Fruits</u> - Children learn to name, recognise and remember up to 10 fruits in French. They will learn to ask somebody in French if they like a particular fruit and say what fruits we like and dislike in French.</p>	<p>PE</p> <p><u>Cognitive</u></p> <p>Recognising similarities and differences in performance and explaining why we are working or performing well. Identifying specific parts of performance to continue to work on.</p>

Year 4 – Spring 2

History

- **Why did the Romans settle in Britain?**

Science

- **Digestion and teeth** - Exploring the role of the digestive system and comparing teeth and diets of different animals as part of a food chain.

<p>Religion and World Views</p> <p><u>Who was Jesus?</u></p> <p>Finding out how Christians answer this question.</p>	<p>PSHE</p> <p>We have developed our PSHE curriculum with the support of the 'Jigsaw' scheme.</p> <p>The topics this term are:</p> <p><u>Healthy Me</u></p> <p>Investigating the concept of peer pressure including lessons on alcohol and smoking.</p>	<p>Computing</p> <p><u>Online safety</u></p> <p>To explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.</p>
<p>Art/ DT</p> <p><u>DT - Pavilions</u></p> <p>Children will investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.</p>	<p>French</p> <p><u>La Famille</u></p> <p>Children learn to ask and answer questions about themselves and their family. They learn to understand and read out several familiar phrases and sentences related to family.</p>	<p>PE</p> <p><u>Creative</u></p> <p>Learning to select and link movements together to fit a theme. Responding differently to a variety of different tasks or music and recognising similarities and differences in movements and expression.</p>