

# Welcome to the Year 4 Newsletter ...



- Dear Parent / Guardians,
- Welcome back! Well what a strange beginning to our term, but I have to say how quickly the children and parents have adapted to remote learning. We have settled back into our Spring Term and staff are working hard to ensure that our Spring Term provision is not interrupted and is delivered effectively via google classroom so that continuity of education for our children is ensured.
- The Y4 team would like to take this opportunity to thank you for all the generous gifts received at Christmas time (It seems such a long time ago!), you really are so kind and thoughtful.

Mis Vickers, Mrs Nevison and Miss Lyne - The Year 4 Team  
Spring 2021

## English

### Spring Term 1

Narrative: 101 Dalmatians  
Information Texts linked to Rivers

### Spring term 2

Narrative: Sheep Pig  
Information Text: Dear Greenpeace  
Persuasive Writing

*This term will focus on the following elements of the new English Curriculum.*

#### Planning writing.

Structure, grammatical features, use of vocabulary and discuss and record ideas for writing. Choose a planning format appropriate for the text type and annotate plan with key language, words and phrases.

#### Draft and write

Compose sentences using a wider range of structure, making careful choices about vocabulary. Orally rehearse structured sentences or sequences of sentences. Organise writing in paragraphs with clear themes. Write a narrative with a clear structure, setting, characters and plot. Write a non-narrative using organisational devices appropriate to the text type.

#### Evaluate and edit

Self-assess and peer-assess the effectiveness of writing suggesting improvements to writing. Make improvements by proposing changes to grammar and vocabulary to improve consistency, proof-read to check for errors in spelling and punctuation errors. Read writing to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



### Spring term 1 (Revisit and extend the following units)

**Statistics:** Solve a problem by collecting quickly, organising, representing and interpreting data in tables, charts, graphs and diagrams, including those generated by a computer.

**Fractions:** Use fraction notation, recognise the equivalence of simple fractions (e.g. fractions equivalent to  $\frac{1}{2}$ ,  $\frac{1}{4}$  or  $\frac{3}{4}$ ), Recognise simple fractions that are several parts of a whole and mixed numbers e.g.  $5\frac{3}{4}$ , begin to relate fractions to division and find simple fractions such as  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{6}$ ,  $\frac{1}{10}$  of numbers or quantities.

**Place Value:** Read and write whole numbers to at least 10 000 in figures and words, and know what each digit represents, Read and write the vocabulary of estimation and approximation. Make and justify estimates up to about 250, and estimate a proportion, Recognise negative numbers in context (e.g. on a number line, temperature scale).

**Measures:** Suggest suitable units and measuring equipment to estimate or measure length, Choose and use appropriate number operations and appropriate ways of calculating to solve problems.

**Geometry:** Recognise position and directions, for example, describe and find the position of a point on a grid of squares where the lines are numbered.

### Spring term 2

**Addition and Subtraction:** Consolidate understanding of the relationship between addition and subtraction. Understand the principles of the commutative law. Count on or back in repeated steps of 1, 10, 100 and 1000. Identify near doubles, using known doubles. Use informal pencil and paper methods to support, record and explain addition and subtraction. Add three and four small numbers mentally. Solve word problems involving addition and subtraction in the context of money.

**Geometry:** Describe and visualise 3-D and 2-D shapes, including the tetrahedron and heptagon. Recognise equilateral and isosceles triangles. Classify polygons using criteria such as number of right angles, whether or not they are regular, symmetry properties. Make and investigate a general statement about familiar numbers and shapes by finding examples that satisfy it.

**Multiplication and Division:** Extend understanding of the operations of multiplication and division and their relationship to each other and addition and subtraction. Use doubling or halving starting from known facts, approximate first. Use informal pencil and paper methods to support, record or explain multiplication and divisions. Develop and refine methods for  $TU \times U$ ,  $TU \div U$ .



# Foundation subjects

## SCIENCE

### SOUND

What caused that 'racket'? How do your ears work?  
What do we mean by the pitch and volume of the sound?  
Does sound have the same intensity the further away you go from the source?  
What do we know about the way telephones work and how have they changed over time?

### ALL LIVING THINGS

How can living things be grouped in a variety of ways?  
What do we mean by classification keys?  
What are invertebrates and vertebrates?  
What living things can we find in our local area and ask questions about their habitats?

a reminder:

We are teaching in school at the moment, but are able to answer emails or phone messages whenever we can - please ask if there is anything we can help you with.

## French



Bonjour!!

French lessons will continue after half term. This topic this term will cover:

Months of the year  
Seasons - including Easter  
Body and facial parts  
Animals  
& Clothing.



## Rivers/UK City Study

### Our Big Questions this Term

Where are the world's rivers? How do rivers shape the land? What are the different types involved in erosion and transportation? What landforms do rivers create? How are meanders formed? What is an oxbow lake? Why are rivers important to people? What happens when a river floods? Do humans affect the risk of flooding?

Why do you think London is the capital city of the United Kingdom? Why do so many people live in London? Can you trace the growth in London's population over the past 100 years? Can you choose 5 popular monuments or buildings in London and write a promotional leaflet of them? Can you reconstruct a bridge that opens to allow a ship to pass? From photographs you have taken or copied, can you paint one of your favourite places in London? What would be the main advantages and disadvantages of living in London?

## D&T/ART

Art - This term we will be making Art links with our RE, Art and Geography objectives together. The children will focus on developing skills in drawing a painting. This will be adapted wherever possible to be accessible with home learning constraints.

We will explore sketching, colour and 3D perspective.



## Computing

We hope to continue with our E-safety topic via our Google classroom.

Music - We will be using Google Classroom to deliver Music this term, via Oak Academy active lessons or via BBC bite size lessons.



## Religious Education

We will cover the following topics in RE this term:

- Community
- Giving and Receiving
- Self-Discipline

PSHE: We will continue to follow our Jigsaw PSHE scheme and Oak Academy during home learning. Topics this term will be;

- Dreams and Goals
- Healthy me
- Our world

## Physical Education

PE TIMES:

PE will continue when we return to school. We will, hopefully cover dance - linked to Rivers and Striking and Fielding.

We encourage daily exercise at home and useful online sessions such as PE with Joe Wicks and dance sessions with Ote Mabuse will be posted with links when they are advertised.

