



## Information for Year 4

Dear Parent/Guardian,

Welcome back to school, Class 4! We hope you all enjoyed a wonderful Christmas and New Year break and are feeling refreshed and ready for the half term ahead.

This letter is to outline the day-to-day arrangements for the remainder of the term, including what the children will need, where they should be, and an overview of what they will be learning.

Kindest regards,  
Mr Dente

### **English**

In English, pupils will develop their writing skills through the creation of a range of texts for different purposes and audiences. Drawing on themes and conventions of traditional fairy tales such as The Princess and the Pea, they will plan, draft and write a play script, with a focus on structure, dialogue and language choices.

### **Maths**

**Multiplication & Division:** Recall multiplication and division facts for multiplication tables up to  $12 \times 12$  • Recognise and use factor pairs and commutativity in mental calculations

**Measurement: Length & Perimeter:** equivalence, add and subtract lengths, measure perimeter, find the perimeter of a shape and on a grid

**Fractions:** understanding of tenths and equivalent fractions before moving into adding and subtracting. The progression from paper folding and finding two equivalent fractions is explored before moving onto looking at numerical relationships in a more abstract way.

### **Science - Sound**

In this 'Sound' unit will teach your class about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school. They will work in groups to create a human model of the way particles pass sound vibrations on, and write and star in their own documentary explaining how sound travels

### **Topic (History) - Anglo Saxons**

Class 4 will learn about will find out where the invading troops came from and where in Britain they managed to settle and then they will go on to investigate how life in Britain changed as a result. The children will have the opportunity to learn how the Anglo-Saxons influenced the English language, with an emphasis on the origins of some English place names, and they will also examine and analyse artefacts from the period and draw their own conclusions about what they can teach us about life in Anglo-Saxon Britain. In addition to this they will also learn what life was like in a typical Anglo-Saxon village, what jobs people did and what the houses were like. They will also explore the Pagan beliefs of the early Anglo-Saxons and learn about the many gods they worshipped. Finally, they will investigate how and why the Anglo-Saxons were largely converted to Christianity by the early 7th century

### **DT - Edible Plants**

Here the children will design, make and evaluate their own Anglo-Saxon Purse. They will research and develop design criteria to inform their design. Generate, develop, model and communicate their ideas through discussion, annotated sketches, select from and use a wider range of tools and equipment to perform practical tasks, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

### **PSHE - Safety First**

This unit is based on a case study of a fictional girl called Chiwa, who lives in Malawi. The children will explore different aspects of her life in each lesson. It is inspired by the idea that people's life experiences and opportunities differ throughout the world and that our actions can have both positive and harmful effects on people living in different countries. It aims to enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. In this unit, children also learn about climate change and its effects, fair trading practices and organisations that help people like Chiwa. They will also learn about how to be a good global citizen

### **PE - Social Skills & Dance**

In this unit, the children will learn about Dynamic Balance and Agility, as well as focusing on static balance. With a focus on jumping and landing, the children will also focus on their social skills thinking about encouraging each other and leadership, guiding groups through a task.

#### **Music**

This is a six-week Unit of Work that builds on previous learning. All the learning is focused around one song: Stop! - a rap/song about bullying. Children will learn about the interrelated dimensions of music through games, singing and composing

#### **French – Family Members**

In this unit, the children will learn expressions and vocabulary via singing songs in French, identifying rhyming words, following stories and recognising nouns and verbs.

#### **Spelling**

Class 4 will learn the Y4 statutory requirement words and individual words from the Y4 non-statutory words and their exceptions. They will learn how to spell homophones & near homophones, nouns ending in the suffix -ation, adding the prefix sub- and adding the prefix super-, and plural possessive apostrophes with plural words

#### **ICT – We are artists**

In this unit, pupils explore and create pieces of geometric art and a Scratch computer program for drawing shapes.

#### **A few reminders for our school week:**

##### **Homework**

Homework will be given out on a Friday and will be in relation to the learning of the previous week. It will be collected the following Friday morning. The children will be provided with Homework Books that will also contain the children's spellings in.

##### **Home reading**

Your child will have the chance to change their book once a week, if necessary. They will be able to change their books on the day that they read with an adult. I will listen to the children read, one-to-one, once a week, during Guided Reading lessons. Please can I ask that you continue to read with your child daily and record notes in their books.

##### **TT Rockstars**

There will be a multiplication check in July, next year. To prepare for this we are spending a lot of time in school practising our timetables. To help the children prepare for this, I would like the children to play TT Rockstars daily, focusing on multiplications they find trickier. They have taken a letter home, with further details. If you need any more information on this, please let me know.

##### **Spellings**

Spellings will be given out weekly on a Friday, followed by a spelling test the following week (also on a Friday). It would be great if you could spend some time practising the spellings with your child at home.

##### **Pick-ups**

The children will be met outside the main school gate (where Year 6 enter) at 8:50am and then collected in the same spot at 3:30pm, when school finished. Please refer to the ParentMail with regards to children entering school. Also, if you have arranged for someone else to pick up your child or they are going with another parent, please could you either let me know on a morning or give the office a call to confirm.

##### **PE**

This term PE is on **Wednesday** and **Thursday**. Children will need the correct PE kit in school, including navy shorts, plain white polo shirts, trainers/plimsolls. Tracksuits can be worn for outdoor games when it is cold. It would be helpful if all P.E. clothing could be clearly marked with the child's name and contained in a bag which can be hung from a peg. Thank you.

##### **Food and drink**

Children are allowed to bring a healthy snack to school at break times. This can be either fruit or a cereal bar. Please remember that we are a nut free school, so please double check the cereal bar doesn't contain nuts. Children may bring a water bottle to school. If they would like to bring cordial and water, that's fine.

##### **Clothing**

Please can I ask that your child's names are written in all their clothes, and that your child comes to school with a coat, as well as a hat and gloves if it is cold.