



Year 4 Summer Term Update

A Message from the Class Teachers

Welcome to the Summer Term! Since returning from the Easter holidays, we continue to be very proud of all the children in Year 4 as they try to demonstrate our school values on a daily basis. We anticipate that this term will be a busy one with exciting events such as Sports Week and our whole school pilgrimage!

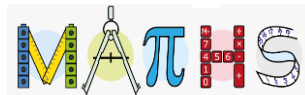
As normal, homework for the children will be set every Tuesday and is due the following Monday by 8pm. The children are encouraged where possible to complete their homework by Friday so that they can enjoy their weekends. Homework expectations are as follows:

- At least 20 minutes of reading per day
 - LBQ times tables task
 - 1x Spelling Shed task

We are very much looking forward to the rest of the term!



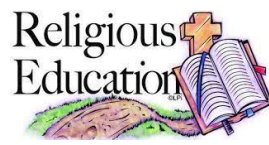
For the first part of the summer term the children will be inspired by the text 'Raindrop' to write an audio tour of the water cycle, they will use this model to help them go on to write a tour of the life cycle of a butterfly and then a setting description. The children will go on to FArTHER by Grahame Baker-Smith and will work on their story writing and persuasive language skills.



We are starting our term building on our previous work on decimals and fractions, the children will be learning the decimal equivalent of common fractions. We then move on to units on statistics, measures and time. We often find that 'time' is a challenging unit and therefore any support you can offer at home to practice telling the time would be greatly appreciated! We continue our work on times tables. The children have learnt all of the tables up to 12 x 12 so we are working on embedding these and developing a speedy recall of facts.



In science this term we will study sound where we will identify how sounds are made, associating some of them with something vibrating. The children will recognise that vibrations from sounds travel through a medium to the ear and that sound gets fainter as the distance from the sound source increases. We will also be learning about living things and their habitats. The children will recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things.



We begin the term by continuing the 'Salvation' topic, started before the Easter holiday. We will consider ways in which we can follow the example set by Jesus. This is followed by an exploration of the question, 'For Christians, what was the impact of Pentecost?' as part of the topic 'Kingdom of God'.



This term we will be moving on in our timeline of British history to consider what happened in Britain when the Roman Army left in 410AD. We will explore the different groups who fought for power in Britain such as the Angles, Saxons, Scots and Jutes. This study will focus on the Anglo-Saxons where we will use the archaeological discoveries at Sutton Hoo and literature such as Beowulf to help us further understand this time period and the subsequent impact on Britain.



This term we are looking at mapwork and using a compass. We will use 4 figure grid references to locate places on maps and recognise more Ordnance Survey map symbols. We will compare aerial photos with maps and draw plan views of familiar locations.



For the summer term in music, we will be continuing to develop our composition and improvisation skills. These skills will be worked upon alongside performance skills on tuned percussion. We will be introducing more complex rhythmic patterns and beginning to perform syncopated notation such as eighth quavers and dotted notes.



Y4's main focus this term will be ICT, using Vex as an inspiration for writing an advert and a press release to practice and improve ICT skills. Y4 will also look at elements of Digital Literacy, including plagiarism and how branching databases work.



Our next art unit is - Sculpture and 3D. We will be exploring how different materials can be shaped and joined. Using the work of artists Barbara Hepworth and Sokari Douglas-Camp as inspiration, the children will learn different techniques to create their own sculpture.



This term in PE the children will be developing fielding, batting and bowling skills which they will then apply in small game scenarios. This will then lead us nicely to learning the game of rounders. They will also be running, throwing and jumping their way through a unit of athletics.

French

In French this term we will be revising the phonics “eu” & “au”. We will also be looking at French food and drink and how to give our opinion on what we like and dislike. Our learning will culminate with designing a French menu for a cafe.



We will complete the remaining two puzzle pieces from our Jigsaw curriculum this summer term.

The first puzzle piece is ‘Relationships.’ Learning in this year group starts focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/ bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.

The second puzzle piece we will look at is ‘Changing Me’. In this Puzzle, bodily changes at puberty are visited. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The

Puzzle ends by looking at the feelings associated with change and how to manage these. Children are introduced to Jigsaw’s Circle of change model as a strategy for managing future changes. Children will always be given an opportunity to ask questions and seek reassurance, particularly if anything is worrying them.

If you have any concerns, then please do not hesitate to get in touch with the Year 4 team.

Yours sincerely,
Mrs Spoor, Miss Whitton and Miss McIlwraith