



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!

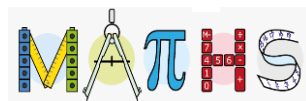
As normal, homework for the children will be set every Monday and is due the following Sunday by 8pm. The children are encouraged where possible to complete their homework by Friday so that they can enjoy their weekends. Homework expectations are as follows:

- At least 20 minutes of reading per day
 - 1x Maths Shed task
 - 1x Spelling Shed task
- Lexia (if your child is currently working through the programme)

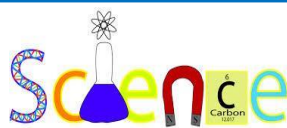
We are very much looking forward to the rest of the term!



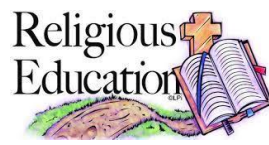
For the first part of the term the children will be inspired by FARThER by Grahame Baker-Smith and will work on their descriptive writing skills and produce a postcard linked to the text. After half term we will be reading Toto the Ninja Cat by Dermot O'Leary, we will use this to write a variety of different genres and styles.



This term we will be moving on in our learning of British history to consider what happened in Britain when the Roman Army left in 410AD. We will be learning about the different groups who fought for power in Britain such as the Angles, Saxons, Scots and Jutes. We will focus on the Anglo-Saxons and learn about their life and impact on Britain. We will use the archaeological discoveries at Sutton Hoo and literature such as Beowulf to help us find out more about them.



We start the term continuing our work on states of matter. The children are exploring how materials can change state due to heating and cooling. We then move on to discover facts about living things and their habitats and consider how they can be grouped in a variety of ways.



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 learning of British history to consider what happened in Britain when the Roman Army left in 410AD. We will be learning about the different groups who fought for power in Britain such as the Angles, Saxons, Scots and Jutes. We will focus on the Anglo-Saxons and learn about their life and impact on Britain. We will use the archaeological discoveries at Sutton Hoo and literature such as Beowulf to help us find out more about them.



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 single quavers and dotted notes.



This term, Y4 will be using their ICT skills to create an advert and press release for the Vex-Go robots we used during Spring term. In Digital Literacy lessons we'll look at Plagiarism and have a reminder of branching databases, all while continuing to learn about how to stay safe online.



This term in art focuses on climate change. Students will work with a local artist to create a whole school tiled collage. Year 4 will experiment with mark making, print making and watercolour. They will finally create a jellyfish from found plastic objects.



We have started the term with a unit of rounders where the children will be developing their throwing and catching skills before applying these in small games. Later on in the term they will be doing orienteering where they have to navigate themselves around courses on the school field.

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.



In D&T this term we'll be looking at seasonality in food and nutrition. We will learn about which foods we can grow in the UK and when they are ready to eat. We will also discuss the importing of food goods and the implication of air miles on pollution and climate change. We will learn about Jamie Oliver and why he chooses to use seasonal ingredients in his recipes and meals. We will prepare, taste and cook some of these seasonal foods using skills such as chopping, slicing, grating and mixing.



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 Spoons, Miss Whitton and Miss Cranson