



Year 4 Curriculum Information Spring Term 2021

Year group teachers:	<ul style="list-style-type: none"> • 4C Mrs C. Churchyard (Year Group Leader) • 4T Miss S. Taylor • 4CG Mrs G. Game (Mon, Tue and Wed am) and Mrs J. Castle (Wed pm, Thurs, Fri)
Year group support staff:	<ul style="list-style-type: none"> • Mrs S. Kellett • Mrs S. Jones • Mrs C. Millier • Miss H. Webster
Dates for the diary:	<p>Second half term</p> <ul style="list-style-type: none"> - Possible St Lucia week – dates to be confirmed - Possible visits to Landguard Nature Reserve – Habitats Topic – dates to be confirmed.
COVID	<p>Please note that whilst this document details the Spring curriculum plan, due to the current National Lockdown and home learning for the majority of children some adaptations may need to be made. These will be clearly communicated in the weekly home learning and will be mirrored in the in-school provision.</p>

Curriculum areas to be covered this term in:

<p>English</p> 	<p>The children will be learning to:</p> <ul style="list-style-type: none"> ~ Retrieve and record information from non-fiction texts ~ Compare and evaluate information texts including websites ~ Make notes from different information sources ~ Read stories from other cultures (Caribbean) ~ Plan, draft and write a new section for a familiar story using paragraphs ~ Use inverted commas and other punctuation to indicate direct speech ~ Plan, draft and edit writing tasks ~ Evaluate, edit and improve writing tasks ~ Read, compare and evaluate different types of poetry on a particular theme ~ Write own poetry in a similar style ~ Use commas in a list and to separate clauses, including after fronted adverbials and for direct speech ~ Recognise formal and informal language ~ Draft and write an information booklet, from own notes, using simple organisational devices ~ Recognise and use some features of a persuasive text <p>Spelling</p> <ul style="list-style-type: none"> ~ Develop a range of strategies for learning spellings ~ Spell words from the Year 3/4 statutory word lists ~ To spell words beginning gu ~ To spell words with /s/ spelt sc ~ To spell and use homophones correctly '(scene/seen, mail/male, bawl/ball) ~ Use the possessive apostrophe for plural possession ~ To add suffixes beginning with vowel letters to words of more than one syllable (-ing, -er, -en, -ed) ~ To spell words with the suffix 'ous' <p>Literacy themes which continue through the whole term:</p> <ul style="list-style-type: none"> ~ Developing joined handwriting using Penpals ~ Reading Skills to be developed through Guided and Class Reading Sessions ~ Using a dictionary to check the meaning of words ~ Identifying mis-spelt words in own writing and using independent spelling strategies ~ Drama and philosophy skills developed through Caribbean Stories and the St. Lucia topic.
<p>Maths</p> 	<p>This term the children will be learning to:</p> <ul style="list-style-type: none"> ~ Recall and use multiplication and division facts for multiplication tables up to 12 × 12. ~ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and

	<p>1; dividing by 1; multiplying together three numbers.</p> <ul style="list-style-type: none"> ~ Recognise and use factor pairs and commutativity in mental calculations. ~ Multiply two digit and three digit numbers by a one digit number using formal written layout. ~ Understand and interpret remainders when dividing 2 digit numbers by a single digit. ~ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. ~ Find the area of rectilinear shapes by counting squares. ~ Recognise and show, using diagrams, families of common equivalent fractions. ~ Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. ~ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. ~ Add and subtract fractions with the same denominator. ~ Begin to use and see the equivalence of mixed numbers and improper fractions. ~ Recognise and write decimal equivalents of any number of tenths or hundredths. ~ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths ~ Solve simple measures problems involving fractions and decimals to two decimal places. <p>(Visit www.colneisjunior.co.uk – Curriculum – Maths page - Maths Information booklet – for explanation of terms and strategies children will use)</p> <p>Ongoing</p> <ul style="list-style-type: none"> ~ Big Maths Beat That CLICs and ‘Learnt Its’ tests weekly to develop calculation skills and recall of Times Tables up to 12 x 12 and Number Bonds
<p>Science</p> 	<p>The science topics are:</p> <p>First half term (may continue into 2nd half) – Animals including humans</p> <p>The children will learn to describe the simple functions of the basic parts of the digestive system in humans. They will identify that humans and some other animals have skeletons and muscles for support, protection and movement. They will identify the different types of teeth in humans and their simple functions and construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Note: <i>This block of work contains some elements of topics previously covered in year 4, but are now in year 3, as well as some topics covered as part of year 3 home learning in Summer 2020 which are now part of the year 4 curriculum. This is only for this year, as we adjust to the changes in allocation of topics to each year group in the new curriculum progression map.</i></p> <p>Second half term (may continue into summer term) –Living Things and Their Habitats</p> <p>Through this unit children will recognise that living things can be grouped in a variety of ways. They will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. They will recognise that environments can change and that this can sometimes pose dangers to living things. This topic will hopefully include a visit to the Landguard nature reserve towards the end of the term.</p>
<p>Geography</p> 	<p>The topic for this term is:</p> <p>A region within North America – St Lucia</p> <p>The children will learn about the island of St Lucia in the Caribbean region of the continent of North America concentrating on its environmental regions, key physical and human geographical characteristics. They will:</p> <ul style="list-style-type: none"> ~ Use globes, atlases, maps and Google Earth to locate and find out firstly about North and South America, and then St Lucia. ~ Investigate latitude from north to south of the American continents, to develop their understanding of the link between latitude and climate. ~ Ask and then research the answers to questions about the similarities and differences between St Lucia and where they live. ~ Find out about St Lucia from the viewpoint of a tourist, exploring the reasons that people would visit the country. ~ Consider the natural geographical features of an island, and the impact that human activity such as tourism has on these.

	<p>~ Understand why bananas are an important product for St Lucia. Much of our English and some of our Art and Maths this term will also relate to this topic. St Lucia week will include a variety of activities including drama/philosophy, Art and crafts and finding out more about the island.</p>
<p>Computing</p> 	<p>The children will be developing skills in:</p> <p>~ internet safety ~ understanding their digital footprint and using appropriate and safe online behaviour (links to some PSHE) ~ researching and using internet search engines ~ link with Geography topic St. Lucia ~ Producing a photostory guide to St. Lucia including recorded voice over – linking to Literacy and Geography work on tourism and persuasive writing.</p>
<p>PE</p> 	<p>The children would normally be developing skills in:</p> <p>Gymnastics ~ to create, refine and perform fluent sequences using a variety of apparatus Dance – Linked to our Geography topic ~ to learn, adapt and refine a sequence of movements.</p> <p>Outdoor games this term would be taught by the Premier sports coach</p> <p>Games – Handball and Golf PE days for this term: Indoor P.E. is on a Wednesday for 4C, and Friday for 4T and 4CG. Outdoor games, and swimming alternates between Tuesday and Thursday – please see alternate timetable. Please continue to wear PE kits to school on these days, but with your school jumper on top. Please ensure that you have additional warm clothing and suitable trainers for outdoor games during the winter months. N.B. No earrings or jewellery to be worn on PE/swimming days. Hair to be tied back. <i>If your child is unable to do PE/swimming for any reason, please send a note in to the class teacher.</i></p>
<p>RE</p> 	<p>The children will continue their learning about 'Inspirational People'. The enquiry questions are: ~ 'How does the teaching of the gurus move Sikhs from dark to light?' ~ 'How does the story of Rama and Sita inspire Hindus to follow their dharma?'</p> <p>Both these units help the children to learn about the way that key figures can provide inspiration and guidance for believers of different religions. It will also allow them to think about the similarities and differences between these figures and compare them to their Autumn term learning on Inspirational people for Christians as well as make connections to their own lives and values.</p>
<p>P.S.H.E.</p> 	<p>The learning for this term is on the theme Ourselves and Others. We will think about various aspects of health and wellbeing and relationships with others. As well as the whole school health week activities for the first week of term we will also be thinking about:</p> <ul style="list-style-type: none"> • What makes a balanced lifestyle and balanced diet and identify steps that can help to achieve this • Drugs that are common in everyday life (medicines, caffeine, alcohol and tobacco) including some of the laws around these. • Habits – what is meant by a habit, including healthy and unhealthy habits and understand strategies for changing or stopping unhealthy habits. • Understanding when they should or should not agree to keeping something confidential. • Understanding the difference between acceptable and unacceptable physical contact including how to respond. • Some of the changes that happen at puberty (body shape, voice getting deeper). <p>There are also aspects of our e-safety computing topic that link to PSHE.</p>
<p>Music</p> 	<p>The music theme for the first half term is based around songs by ABBA. We will listen to and appraise the well known song Mamma Mia, and a range of other ABBA hits as well as finding out more about how their music has been used on stage and screen. We will also look at rhythms and compose and improvise some</p>

	<p>of our own using ideas from Mamma Mia.</p> <p>For the second half term, the learning is focused around one song: Stop! - a rap/song about bullying. The children will learn about the interrelated dimensions of music through games, and composing.</p> <p>Note: <i>Both these units will be more limited than usual, due to the current restrictions around singing.</i></p>
<p>French</p> 	<p>The children's learning will be based around the following topics:</p> <p>~ Où vas-tu? ~ places and cities in France, going to French cities, giving and understanding directions, and talking about the weather.</p> <p>~ Le cirque ~ talking about countries that use the French language, talking about the languages we speak, identifying different items of clothing and colours.</p>
<p>Art and DT</p> 	<p>Art ~ Exploring contrasting colours, choosing and working with different media, using fading and blending techniques with paint to produce artwork inspired by Georgia O'Keefe and images from our St Lucia topic</p> <p>DT ~ During St Lucia week there will be learning activities which may involving cooking (depending on restrictions) and construction using a variety of materials.</p>
<p>Homework</p>	<ul style="list-style-type: none"> • English Homework is given out on a weekly basis. This will vary each week between spelling, writing and reading comprehension based activities. • Maths Homework is given out on a weekly basis. It will support and consolidate what your child has been learning in lessons. There will also be times tables or addition facts to be learnt to improve their own Big Maths 'Learn Its' score. Every few weeks, 'Mymaths' activities will be set to consolidate what has been covered in class. <ul style="list-style-type: none"> English and Maths Homework will be stuck into the homework book and will be given out on Friday each week. It will need to be handed in on the following Tuesday. There is additional guidance stuck into the front of the homework book. • Spelling Homework: Your child has been given a Spring Term Word List. This is stuck into the dark blue home/school diary These are taken from the new curriculum list of spellings for Years 3 and 4 and they will be expected to learn the selected spellings for a weekly test • Reading Buddy - An opportunity for your child to access a range of online books and reading activities at home. • Occasional additional homework tasks will be noted in the home/school diary • Please ask your child's teacher if you would like advice on how best to support your child with their Homework <p>Note homework, separate to home learning for the majority of children, will be dependent upon when school reopens to the majority of children.</p>

Additional information about ways in which you can help your child at home:

- ~ Encourage them to organise their own things ready for school and to take care of their belongings. They need their Home/school Diary, Reading Book and Reading Record every day.
- ~ Encourage them to talk about what they have learnt in school that day.
- ~ Teach them how to tell the time using an analogue and digital clock.
- ~ Encourage them to bring in items of interest related to their work.
- ~ Encourage your child to read to you daily and answer questions about what they have read. It is also important that you read to them and discuss new vocabulary that they may not yet be able to read for themselves. This continues to be important as your child moves up the school. (There are ideas on the school website www.colneisjunior.co.uk Curriculum – Reading at Home and also now 'Reading Buddy' as mentioned above).
- ~The Weekly 'Golden ticket' Reading Challenge requires a minimum of 4 sessions of home reading per week. Please make sure this is recorded in your child's Reading Record and signed by an adult so that your child can be entered into the weekly draw for a book! This can also include 'Reading Buddy' time.
- ~ Encourage your child to make sure that their homework tasks are completed and handed in on time.