



Year 4 Curriculum Information Summer Term 2021

<b>Year group teachers:</b>	<ul style="list-style-type: none"> <li>• 4A Mrs C Churchyard (Year Group Leader)</li> <li>• 4T Miss S Taylor</li> <li>• 4CG Mrs G Game/ Mrs J Castle</li> </ul>
<b>Year group support staff:</b>	<ul style="list-style-type: none"> <li>• Mrs S Jones</li> <li>• Mrs S Kellett</li> <li>• Mrs C Millier</li> <li>• Miss H Webster</li> </ul>
<b>Dates for the diary:</b> 	<ul style="list-style-type: none"> <li>• Year 4 multiplication tables check – June 2021 (more information to follow)</li> <li>• Food and Farming Information Poster project (Homework task with details to follow before half term)</li> </ul>

**Curriculum areas to be covered this term in:**

<p><b>English</b></p>  	<p><b>First Half term</b> Author Study ~ Dick King-Smith          Each class will focus on a different Dick King-Smith story, so the activities may vary slightly depending on the story.</p> <p><b>The children will be learning to:</b></p> <ul style="list-style-type: none"> <li>~ Evaluate and review stories by Dick King-Smith</li> <li>~ Investigate the way a particular author portrays characters</li> <li>~ Explore characters using drama techniques</li> <li>~ Read whole stories and describe and review their own reading habits</li> <li>~ Write a diary from a character's point of view</li> <li>~ Read for information and present research clearly both verbally and in writing (using simple organisational devices)</li> <li>~ Use fronted adverbials with a comma to begin sentences</li> <li>~ Divide their writing into paragraphs around a theme</li> <li>~ To write a range of narratives that are well- structured and well-paced.</li> <li>~To create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.</li> <li>~ To use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences.</li> <li>~ Write stories using the above grammar and punctuation skills</li> </ul> <p><b>Second half term</b></p> <p><b>The children will be learning to:</b></p> <ul style="list-style-type: none"> <li>~ Identify features of Explanation texts</li> <li>~ Plan, draft and write (a clearly sequenced) Explanation text using the grammar and punctuation learnt so far</li> <li>~ Read, compare, recognise and evaluate a variety of poems with different structures</li> <li>~ Read aloud poems, using intonation, tone, volume and action</li> <li>~ Draft and write their own poems with a Haiku structure</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>~To spell words from the year 3/4 statutory word list</li> <li>~ To learn and spell topic words</li> <li>~To spell words with endings 'shun' spelt -tion, -sion, -ssion and -cian. We will focus on each spelling pattern in turn to find out the rules that apply to recognise which words are spelt using which pattern. There will be some lists of words to be learnt.</li> <li>~To develop a range of strategies for learning spellings</li> </ul>
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	<p><b>English themes which continue through the whole term:</b></p> <ul style="list-style-type: none"> <li>~ Developing joined handwriting using Penpals</li> <li>~ Reading Skills to be developed through Class Reading Sessions</li> <li>~ Using a dictionary to check the meaning of words</li> <li>~ Developing Grammar and Punctuation and understand the associated terminology</li> <li>~ Proof reading their own writing to improve spelling and punctuation</li> <li>~ Drama skills developed through Dick King-Smith author study, poetry and the Food and Farming topic.</li> </ul>
<p><b>Maths</b></p> 	<p><b>This term the children will be learning to:</b></p> <ul style="list-style-type: none"> <li>~ Recognise and write decimal equivalents of <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math></li> <li>~ Solve simple measures and money problems involving decimals to 2 d.p. which will include a recap of calculation methods that can be used with money</li> <li>~ Convert between some different units of measure including pounds and pence, km and m</li> <li>~ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>~ Identify acute and obtuse angles and compare and order angles up to 2 right angles by size (computing link)</li> <li>~ Identify lines of symmetry in 2D shapes presented in different orientations</li> <li>~ Complete a simple symmetric figure with respect to a specific line of symmetry</li> <li>~ Describe positions on a 2D grid as coordinates in the first quadrant</li> <li>~ Describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>~ Plot specified points and draw sides to complete a given polygon</li> <li>~ Read, write and convert time between analogue and digital 12 and 24 hour clocks</li> <li>~ Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days</li> <li>~ Interpret and present discrete and continuous data using appropriate graphical methods (bar charts, time graphs.)</li> <li>~ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul> <p><b>Ongoing</b></p> <ul style="list-style-type: none"> <li>~ Big Maths Beat That CLICs and 'Learnt Its' tests weekly to practice and develop calculation skills and quick recall of Times Tables up to 12 x 12 and Number bonds</li> </ul> <p>(Visit <a href="http://www.colneisjunior.co.uk">www.colneisjunior.co.uk</a> – Curriculum – Maths page - Maths Information booklet — for explanation of terms and strategies children will use)</p> <p>We will be taking part in the multiplication tables check for year 4 in June, which is still optional this year, but is expected to become statutory next year. More information about this will follow.</p>
<p><b>Science</b></p> 	<p><b>The science topics are:</b></p> <p><b>Living Things and Their Habitats (continued from last half term)</b></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.</p> <p><b>States of Matter</b></p> <p>In this unit children will compare and group materials together, according to whether they are solids, liquids or gases. They will learn about the differences between solids and liquids and observe that some materials change state when they are heated or cooled. They will measure/research the temperature at which this happens in degrees Celsius (<math>^{\circ}\text{C}</math>). In investigative work they will use thermometers to make careful measurements of temperature and identify and suggest explanations for patterns and trends, using graphs and tables to record results. The children will build on their ideas about temperature as a measure of how hot or cold objects are and learn about thermal insulators as materials which can help keep things warm or cool. They will also learn about the Water Cycle, identifying the part played by evaporation and condensation, and associate the rate of evaporation with temperature. Investigating and experimenting will focus on 'fair' testing, making and recording observations/measurements, using results to draw conclusions.</p>

<p><b>Geography</b></p> 	<p><b>The topic for this term is:</b> Food and Farming</p> <p>The children will investigate where the food they eat comes from. They will:</p> <ul style="list-style-type: none"> <li>~ Look briefly at the history of farming and how farms have changed over the last 100 - 150 years</li> <li>~ Find out about different types of farming locally today (livestock/arable) and the animals and crops which are produced</li> <li>~ Learn about some of the processes that food goes through before it reaches the consumer</li> <li>~ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (Link to DT)</li> <li>~ Find out about food that cannot be produced locally and how it gets to us, including the idea of 'food miles'.</li> </ul>
<p><b>Art and DT</b></p> 	<p><b>Art ~</b></p> <p>We will begin with drawing – thinking about drawing 3D shapes and perspective. We will then look at 'Lines in the landscape', responding to the work of John Brunson, making detailed observational drawings and using different media and collage techniques to create pieces of artwork. They will also go on to design and create a piece of weaving to represent the landscape.</p> <p>We will also think about painting - blending and fading colours, looking at the work of Georgia O'Keefe and producing artwork based on close observation of flowers.</p> <p><b>DT ~</b> Design, make and evaluate different types of bread. Design, make and evaluate labels for bread products.</p>
<p><b>Computing</b></p> 	<p>The children will first finish and evaluate their photostory adverts from The Spring term.</p> <p>Both of the Summer term blocks of work are related to programming skills. The first one looks at the idea of repetition and loops. The children will use logo (a text based programming language) to create shapes and patterns by planning, modifying and testing commands.</p> <p>The second block uses 'Scratch' but continues the theme of repetition. The children will look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>
<p><b>PE</b></p> 	<p><b>The children will be developing skills in:</b></p> <p><b>1<sup>st</sup> half term ~ cricket and tennis</b></p> <p><b>2<sup>nd</sup> half term ~ athletics and rounders</b></p> <p><b>PE days:</b></p> <p><b>1<sup>st</sup> half term –</b> Cricket sessions on <b>Monday</b> with 'Chance to Shine' coach <b>for all Year 4 classes</b></p> <p><b>2<sup>nd</sup> half term – 4C Wednesday, 4T and 4CG Friday</b></p> <p>Swimming and Games alternates between <b>Tuesday</b> and <b>Thursday</b> – please see alternate timetable.</p> <p><b>N.B.</b> No earrings or jewellery to be worn on PE/swimming days. Hair to be tied back.</p> <p><b>Equipment needed:</b> Please continue to wear PE kits to school on these days, but with your school jumper on top.</p> <p>For outdoor games and athletics, trainers are needed. Named swimming kits (swimming costume, hat and towel).</p> <p><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><b>RE</b></p> 	<p>We begin the term finishing off the block of work on Hinduism from the Spring term.</p>

	<p>The key questions for the Summer term topics are:</p> <p><b>Why do Christians believe they are ‘people on a mission’?</b> This unit looks at the idea of ‘<b>Mission</b>’, both looking at bible stories where the characters have a mission from God, and then thinking about ways that Christians carry on this mission in their everyday lives and the work of some Christian charities.</p> <p><b>How did Buddha teach his followers to find enlightenment?</b> In this unit we think about the idea of ‘<b>enlightenment</b>’, as understanding something clearly. We find out about how the Buddha became enlightened and began his teaching. We learn about the Noble Eightfold path and how these principles might guide Buddhists.</p>
<p><b>P.S.H.E.</b></p> 	<p>Again, we start the term by finishing some of the Spring term ‘Ourselves and others’ lessons. We go on to think about ‘<b>Community</b>’ and ‘<b>Rights and responsibilities</b>’.</p> <ul style="list-style-type: none"> <li>~ We will think about stereotypes and why it is important to challenge these.</li> <li>~ We will think about identity and appreciate difference and diversity in our community.</li> <li>~ We will learn about their responsibilities, rights and duties and the impact they can have on the local community, including an understanding of anti-social behaviour.</li> <li>~ We will also think about the impact and work of the voluntary sector in the local community.</li> <li>~ We will learn about the sustainability of the environment across the world and understand how their role can affect the future of the planet (science link)</li> <li>~ We will learn ways of managing money (budgeting and saving) and understand why it is not possible to have everything straight away, if at all (loans) (maths link)</li> </ul>
<p><b>Music</b></p> 	<p>The first unit is based on the song ‘Lean on me’ by Bill Withers. This unit looks at a number of different musical styles and thinks about how music is used in films to add drama and evoke all kinds of feelings.</p> <p>We are hopeful that the second half term can include many of the singing activities that we have been unable to do from the units over the past year.</p>
<p><b>French</b></p> 	<p><b>The learning will be based around the following topics:</b></p> <ul style="list-style-type: none"> <li>~ <b>On mange!</b> ~ shopping for food, asking and saying how much something costs, giving opinions about food and various activities.</li> <li>~ <b>Quelle heure est-il?</b> ~ talking about free time activities and learning to tell the time, asking and answering questions and combining phrases to speak and write in complete sentences.</li> </ul>
<p><b>Homework</b></p>	<ul style="list-style-type: none"> <li>• <b>English Homework</b> is given out on a weekly basis. This will vary each week between spelling, writing and comprehension based activities linked to the learning from that week.</li> <li>• <b>Maths Homework</b> 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 to be learnt to improve their own Big Maths ‘Learn Its’ score. There will also be ‘Mymaths’ activities set every few weeks to consolidate what has been covered in class.</li> </ul> <p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling Homework:</b> Your child has been given a Summer term ‘tricky’ word list. This is stuck into the dark blue home/school diary. These words are taken from the curriculum list of spellings for years 3 and 4 and the children will be expected to learn the selected spellings for a weekly test.</li> <li>• It is still important that the children are reading at home at least four times a week, recoding this in their reading record books and ensuring they get this signed by an adult.</li> <li>• There will also be a mini project to produce a poster related to the food and farming topic – details to follow before half term.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• Please ask your child's teacher if you would like advice on how best to support your child with their homework.</li></ul> |
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**Additional information about ways in which you can help your child at home:**

- Encourage them to organise their own things ready for school and take care of their belongings
- Encourage them to talk about what they have learnt in school that day
- Teach them how to tell the time using an analogue clock
- Encourage them to bring in items of interest related to their work
- Encourage your child to read, practise their spellings or practise times tables on a daily basis. Little and often is the key and each day only needs 10 or 15 minutes.
- Encourage your child to read to you and talk about what they have read (There are ideas on the school website [www.colneisjunior.co.uk](http://www.colneisjunior.co.uk) Curriculum – Reading at Home )
- Encourage and support your child with their homework