

Information for Year Four

Class Teacher: Mr Hampson

Date: Spring

Happy New Year! The Year 4 team are pleased to welcome you all back to school, and hope that everyone enjoyed the Christmas break. We have said goodbye to Mr Smerchynsky (Mr S) who had been teaching Year 4 on Thursday. We thank him for all the support and guidance he gave the pupils. Miss Dalzell will be teaching the children on a Thursday morning for the remainder of this academic year.

ENGLISH	<p>NON FICTION – BIOGRAPHY – NIKOLAS TESLA</p> <ul style="list-style-type: none"> - plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - in non-narrative material, using simple organisational devices [for example, headings and sub-headings] - assessing the effectiveness of their own and others' writing and suggesting improvements <p>POETRY – THE RIVER</p> <ul style="list-style-type: none"> - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences - using the present perfect form of verbs in contrast to the past tense <p>FICTION - The Firework Makers Daughter - By Philip Pullman</p> <ul style="list-style-type: none"> - in narratives, creating settings, characters and plot - assessing the effectiveness of their own and others' writing and suggesting improvements - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition - using conjunctions, adverbs and prepositions to express time and cause - using fronted adverbials - using commas after fronted adverbials - using and punctuating direct speech 	<p>We will send home a list of spellings each Monday. These spellings are taken from the new national curriculum and it is vital that children not only learning the spelling but also a simple definition for each to increase their understanding. Please encourage your child to learn them as they will be tested every Monday. In class we will be learning a number of techniques to practise spellings and we hope the children will be able to share these with you at home.</p>
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MATHEMATICS	<p>FRACTIONS INCLUDING DECIMALS</p> <ul style="list-style-type: none"> - 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 100 and dividing tenths by 10 - 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 - recognise and write decimal equivalents of any number of tenths or hundreds - recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths - round decimals with 1 decimal place to the nearest whole number - compare numbers with the same number of decimal places up to 2 decimal places - solve simple measure and money problems involving fractions and decimals to 2 decimal places 	<p>In year 4 we place a huge emphasis on the children knowing their times tables. Your child has access to Times Table Rockstars which is an online resource to support the learning of multiplication facts.</p> <p>Recap children's learning at home and illustrate fractions and decimals in real life contexts</p>
ART	<p>Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <ul style="list-style-type: none"> • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials 	
COMPUTING	<p>SPREADSHEETS</p> <p>To explore how the numbers entered into cells can be set to either currency or decimal. To explore the use of the display of decimal places. To find out how to add formulae to a cell.</p> <p>To explore how tools can be combined to use 2Calculate to make number games. To explore the use of the timer, random number and spin button tools</p> <p>To use the line graphing tool in 2Calculate with appropriate data. To interpret a line graph to estimate values between data readings.</p> <p>To use the currency formatting tool in 2Calculate. To use 2Calculate to create a model of a real-life situation.</p> <p>To use the functions of allocating value to images in 2Calculate to make a resource to teach place value.</p>	
DESIGN TECHNOLOGY	<p>Textiles - Designing Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Evaluating Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views. Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project</p>	

GEOGRAPHY	Mountains -describe and understand key aspects of: physical geography, including: mountains, volcanoes and the water cycle Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.
HISTORY	Ancient Greeks and The Romans Ancient Greece – a study of Greek life and achievements and their influence on the western world. The Romans – a study of the Roman era and its impact on the UK
MUSIC	Ukulele recognise crotchets, crotchet rests, quavers, minims, semibreves and use them to compose and perform rhythms play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music
PSHCE	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes
PE	Dynamic balance on a line; coordination: ball skills and sending and receiving, counter balance: with a partner Dance – combine movements and shapes across different levels and speeds to create dances
SCIENCE	Electricity identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors States of matter compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Please can the children come to school in their PE kits on Tuesday and Thursday. It would be useful if the children had suitable outside footwear in school so that we can take our learning outside no matter the weather.

We will be checking the children's reading journals weekly and would like you to encourage your child to read regularly. Please also encourage them to record any new or unfamiliar vocabulary in their journals.

We will send home a list of spellings each Monday. These spellings are taken from the new national curriculum and it is vital that children not only learning the spelling but also a simple definition for each to increase their understanding. Please encourage your child to learn them as they will be tested every Monday.

As always, my door is always open should you need anything please don't hesitate to contact me

Thank you for your continued support

Mr Paul Hampson