



April 2023

Dear Parents/Carers,

We hope you and your families enjoyed a restful break and are looking forward, as we are, to an exciting term ahead. The purpose of this letter is to make you aware of the learning your child will be undertaking this term so that they can discuss it with you, and so that you can support them.

Subject	School Learning – Y4 Expectations	Links to previous learning (ideas for discussion at home)	Ideas to support your child at home
English	<p>The first text that we will be reading is Alice in Wonderland by Lewis Carroll. We will be reading this during Guided Reading. In our English lessons, we will be reading play scripts and investigating what makes them successful.</p> <ul style="list-style-type: none"> • cast list • short description of each scene’s setting • narration to set the scene for the audience • speaker’s name written on the left • colon after the speaker’s name • dialogue without inverted commas • stage directions in brackets 	<p>We have read play scripts during our class assemblies.</p> <p>In Y3 you did a unit of work on play scripts linked to the Ancient Greek topic.</p>	<p>Familiarise your child with the text. https://www.adobe.com/be_en/activeuse/pdf/Alice in Wonderland.pdf Look at some play scripts and discuss the key features of them.</p> <p>Audio book: https://www.youtube.com/watch?v=7TW7nNo8jjQ</p> <p>Who were the Suffragettes? What were they fighting for? Did they succeed?</p>

	<ul style="list-style-type: none"> • present tense <p>We will then be turning Alice in Wonderland into a play script. After that, we will be writing interviews for a magazine. To link in with our Victorian Topic work, we will be interviewing one of the Suffragettes. We will read lots of magazine articles to see what makes them attractive and likeable. WE will then base our articles on the ones we like.</p> <p>In Summer 2, we will be making our own explanation texts linking with our topic ‘Burps, Bottoms and Bile’ and the digestive system. Then we will look at a variety of advertisements and make our own.</p>		<p>https://www.museumoflondon.org.uk/museum-london/explore/who-were-suffragettes</p> <p>https://www.youtube.com/watch?v=23zYw8utBPc</p>
<p>Maths</p>	<p><u>Decimals</u> Recognise and write decimal equivalents of any number of tenths or hundredths - Solve simple measure and money problems involving fractions and decimals to 2 decimal places.</p> <p><u>Money</u> Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p><u>Time</u> Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to</p>	<p>Understanding place value Fractions (tenths and hundredths)</p> <p>This is a revision of money – children should already recognise all UK currency and be able to calculate change from £5 or £10.</p> <p>As well as telling the time in increments of 5 minutes, your child has been taught rhymes to remember months of the year, including how many</p>	<p>https://www.topmarks.co.uk/place-value/place-value-charts</p> <p>The best way to learn about money is to use it – paying for small items in shops and understanding change given is a great skill for your child to practice.</p> <p>https://www.topmarks.co.uk/maths-games/7-11-years/money</p> <p>https://www.timestables.com/</p> <p>https://www.bbc.co.uk/teach/supermovers/times-table-collection</p>

	<p>days - Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p><u>Shape</u> Compare and classify shapes based on their properties and sizes - Identify acute and obtuse angles and compare and order angles by size - Identify lines of symmetry in 2-D shapes presented in different orientations and complete a simple symmetric figure with respect to a specific line of symmetry. Describe positions on a 2-D grid as coordinates in the first quadrant - Plot specified points and draw sides to complete a given polygon.</p> <p><u>Statistics</u> Interpret and present data using bar charts and time graphs - Solve problems using information presented charts and graphs</p> <p><u>Times Tables</u> recall multiplication and division facts for multiplication tables up to 12×12</p>	<p>days in each, and the number of seconds in a minute, minutes in an hour, hours in a day and days in a week.</p> <p>Children have been taught to recognise angles as a property of shape or a description of a turn</p> <p>All times tables have now been taught so this is revision. After the may half-term, your child will undertake the national times table check for Y4.</p>	
Science	<p><u>Summer 1: Physics - Electricity</u> Big Question: Can we control electricity? The focus will be on creating and understanding circuits.</p> <p><u>Summer 2: Biology – Animals including Humans</u></p>	<p>Most of the children have understood how electricity is used in their environment. We will be building on this.</p> <p>This will build on our ‘Living Thing and their Habitats’ learning from earlier in Y4,</p>	<p>It would help if you had specific discussions with your child about electricity in your home. How do appliances turn on and off? Do they think some appliances use more electricity than others?</p> <p>https://learningcircuits.co.uk/circuit_builder</p>

	<p>Big Question: What do animals do with the food they eat? This will link with our project 'Bottoms, Burps and Bile'.</p>	<p>and Animals including Humans learning from Y3</p>	
<p>Religious Education</p>	<p><u>Summer 1: Sikhism</u> We will be continuing to follow the scheme of work from the London Diocesan Board for Schools. This half term we are learning about Sikhism with the big question: How did the first five Sikh Gurus shape Sikhi?</p> <p><u>Summer 2: Christianity</u> Big Question: What are the main ingredients of Christian public liturgy and worship?</p>	<p>This unit will build on the work we have just completed, learning about Holy Communion.</p>	<p>You can support your child by discussing lessons or topics, and encouraging additional personal research or practice.</p> <p>https://www.bbc.com/bitesize/topics/zsjpyrd/resources/1</p> <p>Ask your child what they remember and understand about the communion liturgy we read.</p>
<p>Relationships and Health Education</p>	<p>Many of our RE targets will be reached alongside other subjects. Earth day will include the shared responsibilities of living in the wider world. In Online Safety we will consider the influence of the media. We will also look at types of relationships including friendship and inclusion.</p>		<p>Please support your child by talking to them about what we have learned.</p>
<p>Project (History, geography, art and design, design and technology, computing)</p>	<p><u>Summer 1: History: The Victorians</u> Big Question: Who held the power in Victorian Society? <u>Weekly Questions:</u> Who was Queen Victoria? What was the role of her husband? - What can artefacts teach us about past societies? - What was a Victorian</p>	<p>Year 1 – Queen and her role. Year 2 – Florence Nightingale, Thomas Cook and Mary Seacole Year 2 – Street Detectives</p>	<p>Video clips https://www.bbc.co.uk/teach/class-clips-video/ks2-thevictorians/z48bnrd</p> <p>Books for this topic https://www.booksfortopics.com/booklists/topics/history/victorians/</p>

	<p>School like? How does it compare to today? - How did Mary Seacole and Florence Nightingale fight against societal expectation? What was the impact of the first railways? - How did Angela Burdett-Coutts use her privilege to help others?</p> <p><u>Summer 2: Burps, Bottoms and Bile</u> Big Question: What do our bodies do with the food we eat?</p>	Year 1 – teeth and healthy eating	
DT and Art	<p><u>Summer 1 – Lamps</u> Why were the invention of electricity and light bulbs so significant? What are the design features of a lamp? What steps will you go through to make your lamp? Does your product meet the design criteria of your lamp?</p> <p><u>Summer 2 – Making dishes</u> What is significant about the work of Kate Malone? Which tools did you use to create detail and why? Can you name any fruits or vegetables in any of the dishes you have explored the origin of? How did you work hygienically with food?</p>	<p>DT will be linked with our science learning about electricity and using circuits.</p> <p>Year 1 – teeth and healthy eating</p>	Consider how the lamp can be made using recycled items (yogurt pots, cardboard, tubes)
Computing	<p><u>Summer 1 - Creating Media</u> Year 4 will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p> <p><u>Summer 2 – Programming B – Repetition in games</u></p>		

	Year 4 will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming Unit A, where learners can discover similarities between two environments. Year 4 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.		
Physical Education	<p>Children will have two weekly PE sessions taught by Mrs Kakouris.</p> <p><u>Athletics</u> In this unit pupils will begin to develop their ability to throw and jump for distance. Pupils will accurately replicate athletic challenges and competitions that require thought, speed and stamina which will help to prepare them for sports day. In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance. To be able to follow safety procedures and handle specific equipment.</p> <p><u>Tennis</u> In this unit pupils will be taught to grip a tennis racket accurately and shown how to be in a good ready position. Pupils will be encouraged to keep their eye on the ball and move towards where the ball will land. Pupils will begin to use the forehand and backhand strokes to return the ball towards a target and over a net.</p>		
Music	In music we will be continuing to develop our ukulele technique, learning more chords so that we can play a range of songs as well as reading tab notation.		
French	In French, Year 4 will be learning about hobbies, opinions, asking and answering questions. After the half term, they will be learning the maps of France and French landmarks.	Madame Keneally will build on the children's prior learning in French.	You can support your child by discussing lessons or topics, and encouraging additional personal research or practice.

PE

Year 4 will have PE on Monday and Wednesday. Children need to wear full Trent PE kit to school on these days. As we aim for lessons to be outdoors as often as possible, we recommend that children wear their outdoor PE kit (green jogging bottoms, Trent PE top, green jumper). We ask that your child wears either black or white trainers. **We recommend providing your child with a spare pair muddy trainers/studs for them to use on the field.** Children are not allowed to wear jewellery during PE lessons (excluding a small stud in each ear). Children are not permitted to wear any jewellery (including earrings) during swimming lessons.

Homework

We will be continuing to use Google Classrooms for home learning. Homework will be set on Google Classroom on Fridays and will usually consist of:

- *A piece of Maths Atom learning
- *A piece of English Atom learning
- * A piece of science Atom learning or project learning (due in during the final week of the half term)

Homework is due in by Wednesday. Please encourage your child to get into the routine of ‘handing in’ their homework on time (by ensuring they click the ‘hand in’ button). If your child needs any help regarding their homework, they must come and see us before the Wednesday deadline so we can support them.

Equipment

Please can you make sure that your child’s pencil case is fully stocked. Missing handwriting pens, pencils and whiteboard pens are really hindering the learning of some of the children. Please check with your child on a regular basis if they need any new items. We recommend that your child always has two pens and two pencils in their pencil case. Please provide your child with a water bottle every day and a healthy fruit snack to eat during morning break time.

Important Y4 Dates:

April 24th	Y4 Curriculum information meeting at 2:45pm
May 1st and 2nd	Y4 Residential Trip to Gilwell Park
May 3rd:	Duvet Day for Y4 – they will not be required to attend school for this day. Provision at school will be made available if you are unable to accommodate your child at home on that day.

Weeks Commencing - June 3 and WC June 10: **Multiplication Timetable Check**

June 9th	Thursday - Class Photos
July 1st	Inset Day – School Closed for staff training
July 9 th	Y6 Show with Y5 and Y4 – 2:00pm
July 10 th	Y6 Show with Y5 and Y4 – 6:00pm
July 11 th	Y6 Show with Y5 and Y4 – 6:00pm
July 19 th	School Reports home to parents
July 24th	Last day of term 1:30pm (no clubs)

As always, thank you for your continued support. Should you have any questions or concerns, please do let us know.

The Y4 Team