



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 • present tense 	<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/active-use/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>

	<p>We will then be turning Alice in Wonderland into a play script.</p> <p>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>This is a new style of writing.</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 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</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 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>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. 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>Please also see the new assignment on Google Classroom in the Parent Resources folder with ideas of ways to practise times tables without using a screen</p>

	<p>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>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> Big Question: What do animals do with the food they eat? This will link with our project ‘Bottoms, Burps and Bile’.</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, and Animals including Humans learning from Y3</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>
Religious Education	<p><u>Summer 1: Hinduism</u> Big Question: How do Hindus worship? <u>Weekly Questions</u> Why do Hindus have many images of God? Why is the Aum symbol important to Hindus?</p>	<p>Our study of Hinduism will build on children’s understanding the major world religions and give them chances to both learn what Hindu’s believe and also to reflect</p>	<p>Background information to what we are studying will be made available in the ‘Parent Resources’ Folder on Google Classroom. Any discussion you wish to have with your child around their understanding of this information will support their learning.</p>

	<p>How do Hindus worship at home? How does a Hindu priest help Hindus worship at the mandir? Why do Hindus go on pilgrimage?</p> <p><u>Summer 2: Christianity</u> Big Question: What are the main ingredients of Christian public liturgy and worship?</p>	<p>on their own faith and beliefs.</p> <p>This unit will build on the work we have just completed, learning about Holy Communion.</p>	<p>Ask your child what they remember and understand about the communion liturgy we read.</p>
Relationships and Health Education	<p>Many of our RHE targets will be reached alongside other subjects. Earth day will include the shared responsibilities of living in the wider world.</p> <p>In Online Safety we will consider the influence of the media.</p> <p>We will also look at types of relationships including friendship and inclusion.</p>	<p>Our focus so far this year has been Mental Health through our CuesEd project.</p>	<p>Your child will have brought home their workbook linked with the CuesEd project. Please support them by talking with them as much as possible about what they learned and how they can continue to embed their learning in their lives to support their own emotional development.</p>
Project (History, geography, art and design, design and technology, computing)	<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 School like? How does it compare to today? - How did women 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>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-the-victorians/z48bnrd</p> <p>Books for this topic https://www.booksfortopics.com/booklists/topics/history/victorians/</p>

	<p><u>Summer 2: Burps, Bottoms and Bile</u> Big Question: What do our bodies do with the food we eat? <u>Weekly questions:</u> What do our teeth do? How is food broken down? What do animals eat? What do animal's teeth tell us?</p> <p><u>Computers</u> Summer 1 - Creating Media</p> <p>Summer 2 – Logo programming 2</p> <p><u>Art/DT</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>Music</u> Introduction to Ukeleles</p>	<p>Year 1 – teeth and healthy eating</p>	
<p>Physical Education</p>	<p>Summer 1 Athletics: running, jumping and throwing</p> <p>Summer 2 Striking and field games: cricket and rounders</p>	<p>Building on running, jumping and throwing skills learnt last year.</p> <p>Building on throwing and hitting skills learnt last year.</p>	

Equipment: Your child needs to have a pencil, a handwriting pen, a pencil sharpener, a yellow highlighter pen, a 30 cm ruler, a glue stick, a whiteboard pen and a whiteboard rubber in their pencil cases. We label all of their equipment for them at school and provide the opportunity to recycle items that no longer work.

PE: Our PE days will continue to be Monday and Tuesday. Your child should come into school in PE kit on these days. Please could you double-check that all uniform is clearly labelled with your child's name. We currently have six unclaimed jumpers in our classroom. Some of them have been labelled but the name has worn off and can no longer be read.

Reading: Our new reading scheme is enabling us to offer a much more targeted approach to your child's reading development, both fluency and comprehension. We would very much value your support in hearing your child read aloud from their current school reading book. Please continue to make a note of this in their reading journal, which will be checked each week.

Homework: Homework will continue to be made available on Google Classroom, with a link to atom learning where this is needed. We have very much enjoyed looking at the creative projects your child has completed as part of our project homework.

Important Y4 Dates:

April 24 th	Y4 Curriculum information meeting at 9:00 am
April 26 th and 27 th :	Y4 Residential Trip to Gilwell Park
April 28 th	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.
April 24 th	Class photos
June 15 th	Y4 Class Assembly
June 28 th	Sports Day (morning)
June 30 th	Inset Day – School Closed for staff training
July 4 th	Y6 Show with Y5 and Y4 – 2:00pm
July 5 th	Y6 Show with Y5 and Y4 – 6:00pm
July 6 th	Y6 Show with Y5 and Y4 – 6:00pm
July 14 th	School Reports home to parents

As always, thank you for your continued support. Should you have any questions or concerns, please do let us know. The Y4 Team