



CURRICULUM INFORMATION

**YEAR 4
SPRING 2018**

Dear families,

This is an overview of your child's curriculum throughout this term:

<p>English</p> <p>Shakespeare (play scripts)</p> <ul style="list-style-type: none"> Layout of a play script Writing in present tense Use of dialogue and colons Identifying acts and scenes <p>Mohammed Ali (non-chronological reports)</p> <ul style="list-style-type: none"> Writing in present tense and using third person Writing a glossary Using diagrams for explanation Captions Using formal language <p>The Man on the Moon (narrative)</p> <ul style="list-style-type: none"> Detailed description A mixture of simple and complex sentences Description, action, dialogue <p>Grammar: The children will be studying the grammatical features of the above texts in context.</p> <p>Reading: The children have two reading comprehension lesson each week.</p> <p>Big writing: The children will be taking part in the school's Big Writing scheme and produce an extended piece of writing every three weeks.</p>	<p>Mathematics</p> <p>In maths lessons the children will be looking at the following:</p> <ul style="list-style-type: none"> Double 3-digit numbers and halve even 3-digit numbers; revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form) Look at place value in decimals and the relationship between tenths and decimals; add two 4-digit numbers; practise written and mental addition methods; use vertical addition to investigate patterns Convert multiples of 100 g into kilograms; convert multiples of 100 ml into litres; read scales to the nearest 100 ml; estimate capacities; draw bar charts, record and interpret information Round 4-digit numbers to the nearest: 10, 100 and 1000; subtract 3-digit numbers using the expanded written version and the counting up mental strategy and decide which to use Use the grid method to multiply 3-digit by single-digit numbers and introduce the vertical algorithm; begin to estimate products; divide numbers (up to 2 digits) by single-digit numbers with no remainder, then with a remainder
<p>Religious Education</p> <p>Community</p> <ul style="list-style-type: none"> Belonging to a community (local parish) The life of the local Christian community Different ways which ordained ministers and laities contribute to the local parish and community <p>Giving & Receiving</p> <ul style="list-style-type: none"> Understanding that when we celebrate the Eucharist, it is Jesus giving himself to us in word and sacrament We are called to follow the example of Jesus by giving ourselves (helping, caring, supporting, loving...) to others in the world The Eucharistic challenges that enable us to grow and live in communion 	
<p>History</p> <p>The Tudors</p> <ul style="list-style-type: none"> The Tudor monarchs The 'Battle of Roses' Henry VIII and his six wives Life as a pauper during Tudor times Tudor houses and homes 	<p>Geography</p> <p>Improving the area we see from our window</p> <ul style="list-style-type: none"> Looking at photographs to identify physical and human features of the local area Identify how the local area has changing through photographs of the local area past and present Make sketches of what can be seen through the classroom

<p><u>Design Technology</u></p> <p>Take a Seat</p> <ul style="list-style-type: none"> Investigating a collection of different thrones Designing and making a throne Evaluating the design and model 	<p><u>Art & Design</u></p> <p>Journeys</p> <ul style="list-style-type: none"> How to create a journey through art Investigating aboriginal art Using the influence of aboriginal art to create a picture of a journey Using maps, signs and symbols to create journeys
<p><u>Science</u></p> <p>Living things & their habitats</p> <p>This topic teaches the children to recognise that living things can be grouped in a variety of ways. They explore and use keys to identify and name a variety of living things. Finally, they look at how changes to habitats can pose dangers to living things.</p> <p>Electricity</p> <p>This half term, children learn about electricity. They revisit some uses of electricity and the importance of safety before constructing simple circuits. Understanding how to change a circuit by changing its components makes up the third part of this topic, leading in a final application of knowledge and skills when the children design and make an alarm using their knowledge of circuits.</p>	<p><u>Physical Education</u></p> <ul style="list-style-type: none"> Dance (snooker championships) Games (netball and rounders) Gymnastics (balance leading into change of direction) <p><u>PHSMC</u></p> <p>Looking forward</p> <ul style="list-style-type: none"> Rights and responsibilities in the classroom and wider world What influences the choices people make about manufactured goods Group work to discuss fair trade <p>My friends and family</p> <ul style="list-style-type: none"> Keeping clean and personal hygiene It's okay to be different (emotional/ physical)
<p><u>Homework</u></p> <p>Spelling homework will be set each Friday. Children will be tested on these the following Friday.</p> <p>Known facts homework will be set each Friday. Children will be tested on these the following Friday.</p> <p>Maths homework will be set by your child's maths teacher each Thursday. Children will need to bring their completed maths homework with them to school on the following Tuesday. Please make sure you sign your child's homework once completed.</p> <p>Big Writing homework will be set each Friday. Children will need to bring their completed Big Writing homework with them to school on the following Tuesday.</p> <p>Please also read with your child for 10 minutes every evening and sign their reading record book.</p>	
<p><u>Things to remember</u></p> <p>Fronter - Class Fronter pages will be updated regularly by the year 4 class teachers. This will give you an opportunity to find out what's happening in your child's class. Fronter will also be used to store additional resources that can be used by your child to support and extend their learning.</p> <p>Junior Fruit Time - Every child is given the chance to eat their fruit at morning break, therefore we encourage every child to bring in a piece of fruit if possible.</p>	

If you need any further information or assistance with regard to your child's learning please feel free to approach us.

Yours sincerely,

Mr Newman, Mr Hounsome and Mrs O'Grady

Year 4 Team