

The Federation of Fairfield Infant and Colneis Junior School

Year 4 Summer Term Information 2017

Year group teachers:	<ul style="list-style-type: none"> • 4M Mr A Teare (Year Group Leader) • 4C Miss E Clarke • 4T Mrs L Beasley
Year group support staff:	<ul style="list-style-type: none"> • Mrs L Moore (4T) • Mrs M Brennan (4M) • Mrs S Jones (4M) • Mrs K Norman (4C)
Dates for the diary: 	<ul style="list-style-type: none"> • Parents' Open Afternoon ~ Wednesday 24th May (Food and Farming) • Year 4 Cross Schools' Learning Morning with Year 1 at Fairfield ~ Thursday 8th June • Food and Farming Information Poster to be handed in by Friday 16th June (Homework task details to follow) • Food and Farm Fair – 20th April • Farm to Fork trip – Tesco Martlesham – 4M and 4C – 2nd May • 4T – 9th May • Visit to Landguard Nature Reserve (Habitats Science topic) Date to be confirmed • Class assemblies ~ 4M and 4C Wednesday 24th May 10:20

Curriculum areas to be covered this term in:

English 	<p>First Half term Author Study ~ Dick King-Smith The children will be learning to:</p> <ul style="list-style-type: none"> ~ Evaluate and review stories by Dick King-Smith ~ Investigate the way a particular author portrays characters ~ Explore characters using drama techniques ~ Read whole stories and describe and review their own reading habits ~ Identify features of Explanation texts ~ Plan, draft and write (a clearly sequenced) Explanation text <p>Second half term The children will be learning to:</p> <ul style="list-style-type: none"> ~ Read and follow sets of instructions ~ Identify features of instructional texts ~ Plan, draft and write a set of instructions using imperative verbs ~ Read, compare, recognise and evaluate a variety of poems with different structures ~ Draft and write own poems ~ Read aloud poems, using intonation, tone, volume and action ~ Read for information and present research clearly both verbally and in writing (using simple organisational devices) <p>English themes which continue through the whole term:</p> <ul style="list-style-type: none"> ~ Developing joined handwriting using Penpals ~ Reading Skills to be developed through Guided Reading Sessions ~ Using a dictionary to check the meaning of words ~ Developing Grammar and Punctuation and understand the associated terminology ~ Proof reading own writing to improve spelling and punctuation ~ Planning, drafting and editing writing tasks ~ Evaluating, editing and improving writing tasks ~ Phonics, letter patterns and suffixes/prefixes, plurals, homophones to be developed every week and consolidated through weekly homework. ~ Identifying mis-spelt words in own writing and using independent spelling strategies ~ Drama skills developed through Dick King-Smith author study, poetry and the Food and Farming topic. ~ Philosophy Skills developed in weekly sessions and as it arises in other subject areas. <p>(Homework is set on a Monday, to be handed in by the following Thursday.)</p>
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	<p>Library day: 4C Monday afternoon 4M Tuesday morning 4T Tuesday morning</p>
<p>Maths</p> 	<p>First half term The children will be learning to:</p> <ul style="list-style-type: none"> ~ Try out ideas to solve number puzzles and problems ~ Use inverse operations ~ Try different ways of overcoming difficulties ~ Look for patterns in number - consecutive numbers ~ Find examples to match a statement ~ Find missing numbers in sequences ~ Measure and calculate the perimeter of rectilinear figures (including squares) in centimetres and metres ~ Begin to express perimeter algebraically as $2(a + b)$ ~ Find the area of rectilinear shapes by counting squares <p>Second half term</p> <ul style="list-style-type: none"> ~ Read Roman numerals to 100 (I to C) and compare to our numeral system (the concept of zero and place value) ~ Use mm, cm, m and km for length/distance ~ Convert between measures of length ~ Use decimals in context of measures ~ Measure length/time accurately ~ Interpret and present discrete and continuous data using appropriate graphical method (bar charts, time graphs.) ~ Solve comparison, sum and difference problems using information presented in bar charts, pictogram Tables and other graphs <p>Ongoing</p> <ul style="list-style-type: none"> ~ Big Maths Beat That CLICs and 'Learnt Its' tests weekly to develop calculation skills and recall of Times Tables up to 12 x 12 and Number Bonds <p>(Visit www.colneisjunior.co.uk – Curriculum – Maths page - Maths Information booklet – for explanation of terms and strategies children will use)</p>
<p>Science</p> 	<p>The science topics are:</p> <p>First half term – Sound</p> <p>Through this unit children will identify how sounds are made, associating them with 'vibrating'. They will recognise that vibrations from sounds travel through a medium to the ear. They will find patterns between the pitch of a sound and the features of the object that produce it. They will also find patterns between the volume of a sound and the strength of the vibrations that produce it. They will recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Second half term –Living Things and Their Habitats (Food and Farming link)</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>Geography</p> 	<p>The topic for this term is: Food and Farming</p> <p>The children will investigate where the food they eat comes from.</p> <p>They will:</p> <ul style="list-style-type: none"> ~ Look at the history of farming and how farms have changed over the last 100 - 150 years ~ Find out about different types of farming locally today (livestock/arable) and the animals and crops which are produced ~ Learn about some of the processes that food goes through before it reaches the consumer ~ Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed (Link to DT) ~ Find out about food that cannot be produced locally and how it gets to us ~ Debate local versus global considering Fair Trade <p>Much of our English and some of our Maths this term will also relate to this topic. Farming landscape images will provide inspiration for artwork to develop drawing and textile skills. In DT this term we will be making bread.</p>

<p>Art and DT</p> 	<p>Art ~ Pop Art ~ The children will respond to the work of Andy Warhol and recreate their own image using his style and techniques. Landscapes ~ The children will respond to the work of John Brunsdon making detailed, analytical observational drawings. They will also design and create a piece of weaving to represent a landscape. Collage ~ The children will respond to the distorted facial portraits of Francis Bacon by cutting and moving the pieces of a photographic facial image and using other collage techniques and different drawing and painting media to adapt the image.</p> <p>DT ~ Design, make and evaluate different types of bread. Design, make and evaluate labels for bread products.</p>
<p>Computing</p> 	<p>The topics for this term are: Class Democracy – This project begins by introducing the concept of democracy to the children. As the project progresses, children will be asked to create a bill for proposed legislation and create an animation and an endorsement to support their bill. The project will culminate in children evaluating each other’s work and completing a survey to express their views.</p> <p>Final Score ~ The children will analyse and discuss sport reports using examples from the internet. Working in groups, the children will create their own sports news report which they will share and work on together online using Dropbox. Each group will present their report to the class followed by an evaluation.</p>
<p>PE</p> 	<p>The children will be developing skills in: Athletics ~ Developing running, jumping and throwing actions relating to a range of athletic events Games ~ Striking and fielding games. This will involve a range of games to allow children the opportunity to select and apply a range of throwing, catching and striking skills.</p> <p>PE days: Outdoor Games is on a Tuesday. Indoor PE is on a Friday. Swimming is on a Thursday. N.B. No earrings or jewellery to be worn on PE/swimming days. Hair to be tied back. Equipment needed: Named PE kits (black or navy shorts, plain white or ‘house’ coloured T-shirt for indoor PE. For outdoor Games trainers, tracksuit trousers, a sweatshirt or old jumper are also 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>RE</p> 	<p>The children will be learning about ‘Special books and stories’ This unit explores stories from several different major world religions, including Christianity, and looks at how they are written down and what the followers of those religions learn from them.</p>
<p>P.S.H.E.</p> 	<p>The children will be learning more about ‘Peer Influences’. They will be learning to recognise and deal with both the positive and negative aspects of peer influences and develop a variety of coping strategies. They will also review their personal goals for the academic year and prepare for their new Year Group and classes.</p>
<p>Music</p> 	<p>The music theme for the first half term is based on ‘Lean on Me’ by Bill Withers. The children will be learning to sing the song, play the notes ABCDEF and G, improvise and compose. The second half term will be Reflect, Rewind and Replay when the children will revise all the musical aspects covered during Year 4.</p>
<p>French</p> 	<p>The children will be learning will be based around: ~ Où vas-tu? ~ places and cities in France, going to French cities, giving and understanding directions, and talking about the weather. ~ On mange! ~ shopping for food, asking and saying how much something costs, giving opinions about food and various activities. ~ Le cirque ~ talking about countries that use the French language, talking about the languages we speak, identifying different items of clothing and colours.</p>
<p>Homework</p>	<ul style="list-style-type: none"> Spelling Homework is given out on a weekly basis. Please ask your child’s teacher if you would like advice on how best to support your child at home with their spellings. We are using a new approach to spelling which will allow the children to build on previous knowledge and explore pattern, rule and

structure so they are able to define their rules for a particular spelling pattern. This will mean that there will not be a spelling test every week.

(Your child also will be given words which are taken from the new curriculum list of spellings for Years 3 and 4 at intervals during the term. These are more challenging words which they would benefit from learning.)

- Maths Homework is given out on a weekly basis. It will support what your child has been learning in lessons. There will also be times tables or addition facts to be learnt to improve their own Big Maths 'Learn Its' score. Please ask your child's teacher if you would like advice on how best to support your child at home with their Maths learning.

We appreciate that you are keen to support your child, but please encourage them to do as much of their homework task as they can for themselves. Thank you.

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 in the reading booklets given out at the Autumn Parents' Evening and on the school website www.colneisjunior.co.uk Curriculum – Reading at Home)
- Encourage and support your child with their homework

Parent Helpers – We would welcome anyone who could come and help in class on a regular basis. Please talk to your child's teacher if you feel you could do this. In particular, we would appreciate anyone who could come in from 9:00 – 9:30am and hear children read. Please be aware that while you may be in your child's class, you may not be working with their group.