

Fairfield Infant and Colneis Junior Schools

Year 4 2018 Spring Term Information

Year group teachers:	<ul style="list-style-type: none"> • 4T Mr A Teare (Year Group Leader) • 4C Miss E Clarke • 4A Mrs L Rowlandson Mrs R Wyard
Year group support staff:	<ul style="list-style-type: none"> • Mrs S Stack and Mrs M Harvey (4T) • Mrs S Kellett (4A) • Mrs M Malheiro and Miss N Jeffery (4C)
Dates for the diary: 	<ul style="list-style-type: none"> • 19th – 23rd February St. Lucia week ~ letter to follow with more details. • Wednesday 7th Feb ~ Parents' Open Morning ~ (10:00 – 11:30) DT – Musical instruments • Wednesday 21st Feb ~ Parents' Open Afternoon ~ (1:30 – 3:00) Art and Craft • W/b 5th March – Yr4 trips to Landguard Nature Reserve – Habitats Topic – separate letter to follow • Monday 5th and Wednesday 7th February ~ Parents' Evenings ~ letter to follow for appointments • Class assembly: Tuesday 27th February – 4T, 4C and 4A – St Lucia This will be followed by a Book Café – (11:00 – 11:30)

Curriculum areas to be covered this term in:

English  	<p>First half term</p> <p>The children will be learning to:</p> <ul style="list-style-type: none"> ~ Retrieve and record information from non-fiction texts ~ Compare and evaluate information texts including websites ~ Make notes from different information sources ~ Draft and write an information booklet, from own notes, using simple organisational devices ~ Read stories from other cultures (Caribbean) ~ Plan, draft and write a new section for a familiar story using paragraphs ~ Use inverted commas and other punctuation to indicate direct speech ~ Plan, draft and edit writing tasks ~ Evaluate, edit and improve writing tasks <p>Second half term</p> <p>The children will be learning to:</p> <ul style="list-style-type: none"> ~ Read, compare and evaluate different types of poetry on a particular theme ~ Write own poetry in a similar style ~ Use compound and complex sentences ~ Use commas in a list and to separate clauses, including after fronted adverbials and for direct speech ~ Recognise formal and informal language ~ Recognise and use some features of a persuasive text ~ Plan, draft and write a persuasive letter <p>Literacy 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 Caribbean Stories and the St. Lucia topic. ~ Philosophy Skills developed in weekly sessions and as it arises in other subject areas.
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	<p>(Homework is set on a Monday, to be handed in by the following Thursday) Library day: 4A Monday afternoon 4T Tuesday morning 4C Tuesday morning</p>
<p>Maths</p> 	<p>First half term The children will be learning to: ~ Fractions – what is a fraction? ~ Fraction of shape – unit and non-unit fractions ~ Relate division to fractions and find fractions of numbers using division ~ Solve problems involving fractions. ~ Recognise and show, using diagrams, families of common equivalent fractions ~ Add and subtract fractions with the same denominator</p> <p>Second half term ~ Count up and down in tenths and hundredths ~ Recognise and write decimal equivalents of any number of tenths or hundredths ~ Recognise and write decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ ~ Compare numbers with the same number of decimal places (up to 2 d.p.) ~ Round decimals with one decimal place to the nearest whole number ~ Solve simple measure and money problems involving fractions and decimals to 2 d.p. ~ Read, write (and convert) time using an analogue clock, 12 hour and 24 hour digital clock ~ Estimate and read time with increasing accuracy ~ to the nearest minute ~ Record and compare time in terms of seconds, minutes and hours. ~ Convert between units of time (minutes, hours, days, weeks etc.) ~ Solve problems involving time, including converting (Visit www.colneisjunior.co.uk – Curriculum – Maths page - Maths Information booklet – for explanation of terms and strategies children will use)</p> <p>Ongoing ~ 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> <p>(Homework is set on a Thursday, to be handed in by the following Monday)</p>
<p>Science</p> 	<p>The science topic is: First half term – Sound 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) 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: St Lucia – region within North or South America The children will investigate a region within North or South America (St Lucia) concentrating on its environmental regions, key physical and human characteristics. They will investigate the physical geography of the country, including: climate, mountains and volcanoes. They will: ~ Use globes, atlases, maps and Google Earth to locate and find out firstly about North and South America, and then St Lucia. ~ Investigate longitude and latitude – understanding the link that these have with climate. ~ Ask and then research the answers to questions about St Lucia. ~ Consider the natural geographical features of an island, and the impact that human activity such as Tourism has on these. ~ Find out about St Lucia from the viewpoint of a tourist, exploring the reasons that people would visit the country.</p>

	<p>~ Understand why bananas are an important product for St Lucia. Much of our English and some of our Maths this term will also relate to this topic. The children's learning of St. Lucia and the Caribbean will be further developed during French lessons. Caribbean, rainforest and animal patterns and images will also provide inspiration for artwork to develop painting and printing skills.</p>
<p>Computing</p> 	<p>The children will be developing skills in:</p> <p>~ devising, planning, filming, editing, enhancing and evaluating footage filmed using iPads or Flipcams. The children will also develop their own story boards as part of 'Hurray for Hollywood'. ~ researching and using the internet and search engines ~ link with Geography topic St. Lucia. ~ to use Publisher to present researched information</p>
<p>PE</p> 	<p>The children will be developing skills in:</p> <p>Gymnastics – 'Parts Together and Apart' ~ to create, refine and perform fluent sequences Dance – Linked to our Geography topic ~ to learn, adapt and refine a sequence of movements. Games – Classes rotate through activities to develop skills in: Netball, Rounders, Football, Cricket, Hockey and Tennis. (Continued from Autumn term) PE days: Outdoor Games is on a Wednesday. Indoor PE is on a Friday. Swimming alternates between Tuesday and Thursday – please see alternate timetable. 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). <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 'Inspirational People'. They will discuss people that have inspired them and the values that they have learnt from these people. They will then compare these values against the values of inspirational people in both the Muslim and Buddhist religions.</p>
<p>P.S.H.E.</p> 	<p>The children will be learning more about 'Friendship'. They will be learning to recognise and deal with 'Conflict and Causes', becoming more able to recognise and acknowledge emotions in difficult situations. They will also set and review personal goals ('Steps to Success') for the term.</p>
<p>Music</p> 	<p>The music theme for the first half term is based on the 'glockenspiel'. The children will learn the notes C,D,E,F and note values ~ crotchet, minim, semi-breves and rests. The second half term is based on Benjamin Britten's 'Cuckoo' and include both singing and performing.</p>
<p>French</p> 	<p>The children will be learning will be based around:</p> <p>~ Où vas-tu? ~ places and cities in France, going to French cities, giving and understanding directions, and talking about the weather.~ Les fêtes ~ dates, festivals and presents. They will also develop their knowledge of French numbers from 31 to 60, and give commands.</p>
<p>Homework</p>	<ul style="list-style-type: none"> • English Homework is given out on a weekly basis. This will vary each week between spelling, writing and comprehension based activities. The children will be completing similar tasks in Guided Reading each week. Their homework will be stuck into their homework diaries, to be completed in their homework books. • Spelling Homework: Your child has been given a Spring Term Word List. These are taken from the new curriculum list of spellings for Years 3 and 4 and they will be expected to learn the selected spellings each week, ready to be tested on a Monday morning. Please ask your child's teacher if you would like advice on how best to support your child at home with their spellings. • Maths Homework is given out on a weekly basis. It will support and consolidate 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. • Reading – 4 times a week reading The children are expected to read four times a week at home, recoding this in their reading record books and ensuring they get this signed by an adult. <p><i>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.</i></p>

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. The Reading Challenge continues this term. (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.