

# Fairfield Infant and Colneis Junior Schools

## Year 4 Spring Term 2019 Information

<b>Year group teachers:</b>	<ul style="list-style-type: none"> <li>• 4A Mrs Churchyard (Year Group Leader)</li> <li>• 4B Mrs Beasley and Mrs Marks</li> <li>• 4C Mrs L Rowlandson Mrs R Wyard (Mrs C Parker – maternity cover)</li> </ul>
<b>Year group support staff:</b>	<ul style="list-style-type: none"> <li>• Mrs H Lymer</li> <li>• Mrs S Kellett</li> <li>• Miss L Bailey</li> <li>• Mrs D Luck</li> </ul>
<b>Dates for the diary:</b> 	<ul style="list-style-type: none"> <li>• Tuesday 5<sup>th</sup> February – Parents Open afternoon – DT/Science – Musical instruments</li> <li>• 11<sup>th</sup> – 15<sup>th</sup> February St. Lucia week ~ more details to follow.</li> <li>• Tuesday 12<sup>th</sup> and Thursday 14<sup>th</sup> February ~ Parents' Evenings ~ letter to follow for appointments</li> </ul> <p>Class assemblies:</p> <ul style="list-style-type: none"> <li>• <b>4A</b> - Wednesday 27<sup>th</sup> February – 10:20am</li> <li>• <b>4C</b> – Wednesday 6<sup>th</sup> March – 10:20am</li> <li>• <b>4B</b> – Wednesday 13<sup>th</sup> March – 10:20am</li> </ul> <p>These will all be followed by a Book Café – (11:00 – 11:30)</p> <ul style="list-style-type: none"> <li>• Second half term – Yr4 visits to Languard Nature Reserve – Habitats Topic – to be confirmed.</li> </ul>

### Curriculum areas to be covered this term in:

<b>English</b> 	<p><b>The children will be learning to:</b></p> <ul style="list-style-type: none"> <li>~ Retrieve and record information from non-fiction texts</li> <li>~ Compare and evaluate information texts including websites</li> <li>~ Make notes from different information sources</li> <li>~ Read stories from other cultures (Caribbean)</li> <li>~ Plan, draft and write a new section for a familiar story using paragraphs</li> <li>~ Use inverted commas and other punctuation to indicate direct speech</li> <li>~ Plan, draft and edit writing tasks</li> <li>~ Evaluate, edit and improve writing tasks</li> <li>~ Read, compare and evaluate different types of poetry on a particular theme</li> <li>~ Write own poetry in a similar style</li> <li>~ Use compound and complex sentences</li> <li>~ Use commas in a list and to separate clauses, including after fronted adverbials and for direct speech</li> <li>~ Recognise formal and informal language</li> <li>~ Draft and write an information booklet, from own notes, using simple organisational devices</li> <li>~ Recognise and use some features of a persuasive text</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>~ Develop a range of strategies for learning spellings</li> <li>~ Spell words from the Year 3/4 statutory word lists</li> <li>~ To spell words beginning gu and ending gue and que</li> <li>~ To spell words ending /tʃə/ spelt 'ture (picture, capture, mixture, adventure)</li> <li>~ To spell and use homophones correctly '(scene/seen, mail/male, bawl/ball)</li> <li>~ Use the possessive apostrophe for plural possession</li> <li>~ Use the prefixes anti- and inter-</li> <li>~ Spell words with endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion'</li> </ul> <p><b>Literacy themes which continue through the whole term:</b></p> <ul style="list-style-type: none"> <li>~ Developing joined handwriting using Penpals</li> <li>~ Reading Skills to be developed through Guided and Class Reading Sessions</li> <li>~ Using a dictionary to check the meaning of words</li> <li>~ Developing Grammar and Punctuation and understand the associated terminology</li> <li>~ Identifying mis-spelt words in own writing and using independent spelling strategies</li> <li>~ Drama skills developed through Caribbean Stories and the St. Lucia topic.</li> <li>~ Philosophy Skills developed in weekly sessions and as it arises in other subject areas.</li> </ul>
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<p><b>Maths</b></p> 	<p>This term the children will be learning to:</p> <ul style="list-style-type: none"> <li>~ Recall and use multiplication and division facts for multiplication tables up to <math>12 \times 12</math>.</li> <li>~ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</li> <li>~ Recognise and use factor pairs and commutativity in mental calculations.</li> <li>~ Multiply two digit and three digit numbers by a one digit number using formal written layout.</li> <li>~ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</li> <li>~ Find the area of rectilinear shapes by counting squares.</li> <li>~ Recognise and show, using diagrams, families of common equivalent fractions.</li> <li>~ Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</li> <li>~ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</li> <li>~ Add and subtract fractions with the same denominator.</li> <li>~ Recognise and write decimal equivalents of any number of tenths or hundredths.</li> <li>~ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>~ Solve simple measures problems involving fractions and decimals to two decimal places.</li> </ul> <p>(Visit <a href="http://www.colneisjunior.co.uk">www.colneisjunior.co.uk</a> – Curriculum – Maths page - Maths Information booklet – for explanation of terms and strategies children will use)</p> <p>Ongoing</p> <ul style="list-style-type: none"> <li>~ Big Maths Beat That CLICs and 'Learnt Its' tests weekly to develop calculation skills and recall of Times Tables up to <math>12 \times 12</math> and Number Bonds</li> </ul>
<p><b>Science</b></p> 	<p><b>The science topics are:</b></p> <p><b>First half term – Sound</b></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><b>Second half term –Living Things and Their Habitats</b></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. This topic will hopefully include a visit to the Landguard nature reserve.</p>
<p><b>Geography</b></p> 	<p><b>The topic for this term is:</b></p> <p><b>St Lucia – region within North or South America</b></p> <p>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.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>~ Use globes, atlases, maps and Google Earth to locate and find out firstly about North and South America, and then St Lucia.</li> <li>~ Investigate longitude and latitude – understanding the link that these have with climate.</li> <li>~ Ask and then research the answers to questions about St Lucia.</li> <li>~ Consider the natural geographical features of an island, and the impact that human activity such as Tourism has on these.</li> <li>~ Find out about St Lucia from the viewpoint of a tourist, exploring the reasons that people would visit the country.</li> <li>~ Understand why bananas are an important product for St Lucia.</li> </ul> <p>Much of our English and some of our Maths this term will also relate to this topic.</p> <p>Caribbean art, rainforest and animal patterns and images will also provide inspiration for artwork to develop painting and printing skills.</p> <p>St Lucia week will include a variety of activities including drama/philosophy, DT/cooking, Art and crafts and problem solving.</p>

<p><b>Computing</b></p> 	<p><b>The children will be developing skills in:</b></p> <ul style="list-style-type: none"> <li>~ internet safety ~ understanding their digital footprint and using appropriate and safe online behaviour</li> <li>~ researching and using internet search engines ~ link with Geography topic St. Lucia</li> <li>~ Producing a photostory guide to St. Lucia including recorded voice over – linking to Literacy and Geography work on tourism and persuasive writing.</li> </ul>
<p><b>PE</b></p> 	<p><b>The children will be developing skills in:</b></p> <p><b>Gymnastics</b> ~ to create, refine and perform fluent sequences using a variety of apparatus</p> <p><b>Dance</b> – Linked to our Geography topic ~ to learn, adapt and refine a sequence of movements.</p> <p><b>Games</b> – Classes continue to rotate through activities to develop skills in: Netball, Rugby and Hockey (Continued from Autumn term)</p> <p><b>PE days:</b> Outdoor Games is on a <b>Wednesday</b>. Indoor PE is on a <b>Friday</b>. Swimming alternates between <b>Tuesday</b> and <b>Thursday</b> – please see alternate timetable.</p> <p><b>N.B.</b> No earrings or jewellery to be worn on PE/swimming days. Hair to be tied back.</p> <p><b>Equipment needed:</b> Named PE kits (black or navy shorts, plain white or ‘house’ coloured T-shirt for indoor PE. <b>Trainers, tracksuit trousers, a sweatshirt or old jumper are also essential for winter games outside.</b> Named swimming kits (swimming costume, hat and towel).</p> <p><b><i>If your child is unable to do PE/swimming for any reason, please send a note in to the class teacher.</i></b></p>
<p><b>RE</b></p> 	<p><b>The children will be learning</b> about ‘Inspirational People’.</p> <p>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><b>P.S.H.E.</b></p> 	<p><b>The children will be learning</b> more about ‘Friendship’.</p> <p>They will be learning to recognise and deal with ‘Conflict and Causes’, becoming more able to recognise and acknowledge emotions in difficult situations.</p> <p>Activities linked to: Children’s mental health week – Being healthy inside and out and Safer internet day – Our internet, our choice. Understanding consent in a digital world</p>
<p><b>Music</b></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><b>French</b></p> 	<p><b>The children will be learning will be based around:</b></p> <ul style="list-style-type: none"> <li>~ Où vas-tu? ~ places and cities in France, going to French cities, giving and understanding directions, and talking about the weather.</li> <li>~ Le cirque ~ talking about countries that use the French language, talking about the languages we speak, identifying different items of clothing and colours.</li> </ul>
<p><b>Homework</b></p>	<ul style="list-style-type: none"> <li>• <b>English Homework</b> is given out on a weekly basis. This will vary each week between spelling, writing and comprehension based activities.</li> <li>• <b>Maths Homework</b> 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. There will also be ‘Mymaths’ activities set every few weeks to consolidate what has been covered in class.</li> </ul> <p style="text-align: center;"><b>English and Maths Homework will be stuck into the homework book and will be given out on Friday each week. It will need to be handed in on the following Tuesday. There is additional guidance stuck into the front of the homework book.</b></p> <ul style="list-style-type: none"> <li>• <b>Spelling Homework:</b> Your child has been given a Spring Term Word List. This is stuck into the dark blue home/school diary 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 for a weekly test.</li> <li>• Occasional additional homework tasks will be noted in the home/school diary.</li> <li>• Please ask your child’s teacher if you would like advice on how best to support your child with their homework</li> </ul>

**Additional information about ways in which you can help your child at home:**

- ~ Encourage them to organise their own things ready for school and to take care of their belongings. They need their Home/school Diary, Reading Book and Reading Record every day.
- ~ Encourage them to talk about what they have learnt in school that day.
- ~ Teach them how to tell the time using an analogue and digital clock.
- ~ Encourage them to bring in items of interest related to their work.
- ~ Encourage your child to read 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 answer questions about what they have read. It is also important that you read to them and discuss new vocabulary that they may not yet be able to read for themselves. This continues to be important as your child moves up the school. (There are ideas in the reading booklets given out at parents' evening and on the school website [www.colneisjunior.co.uk](http://www.colneisjunior.co.uk) Curriculum – Reading at Home.)
- ~The Weekly 'Golden ticket' Reading Challenge requires a minimum of 4 sessions of home reading per week. Please make sure this is recorded in your child's Reading Record and signed by an adult so that your child can be entered into the weekly draw for a book!
- ~ Encourage your child to organise themselves so that their homework tasks are handed in on time.

**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.