

Fairfield Infant and Colneis Junior Schools

Year 4 2019 Summer Term Information

Year group teachers:	<ul style="list-style-type: none"> • 4A Mrs C Churchyard (Year Group Leader) • 4B Mrs L Beasley and Mrs A Marks • 4A Mrs R Wyard, Mrs C Parker and Mrs L Letts
Year group support staff:	<ul style="list-style-type: none"> • Mrs H Lymer • Mrs S Kellett • Mrs D Luck • Miss L Bailey
Dates for the diary: 	<ul style="list-style-type: none"> • Year 4 Parents' Afternoons – You are invited to join us for a local walk, to take a closer look at some of the nearby countryside to link with our food and farming geography topic, habitats science topic and our Art topics. Mon 20th May - class 4B, Tuesday 21st May - class 4A and Wednesday 22nd May - class 4C. All from 1:30pm – we will hope for good weather! • Trip to the Museum of East Anglian Life at Stowmarket – Thursday 6th June – More information to follow • Year 4 Cross Schools' Learning Morning with Year 1 Wednesday 5th June • Year 4 multiplication tables check pilot - Monday 10th June – Friday 28th June • Food and Farming Information Poster project to be handed in by Friday 21st June (Homework task with details to follow before half term) • P.E. enrichment sessions Wednesday 15th May and Tuesday 9th July

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 ~ Write a diary from a character's point of view ~ Read for information and present research clearly both verbally and in writing (using simple organisational devices) ~ Use fronted adverbials with a comma to begin sentences <p>Second half term The children will be learning to:</p> <ul style="list-style-type: none"> ~ Write stories using grammar and punctuation skills learnt in Year 4 ~ Identify features of Explanation texts ~ Plan, draft and write (a clearly sequenced) Explanation text ~ 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 <p>Spelling</p> <ul style="list-style-type: none"> ~ To spell words with the /s/ sound spelt 'sc' ~ To spell words with endings that sound like /ʒən/ spelt 'sion' ~ To use apostrophes for possession including singular and plural ~ To spell homophones weather/whether, whose/ who's, medal/ meddle, missed/mist, team/team. ~ To spell words with the prefixes 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-' ~ To spell words with the suffix 'ous' ~ To spell words with the suffix '-ly' added to words ending in 'y', 'le' and 'ic' ~ To spell words from the year 3/4 statutory word list ~ To develop a range of strategies for learning spellings <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 Class 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
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	<p>~ Evaluating, editing and improving writing tasks ~ Drama skills developed through Dick King-Smith author study, poetry and the Food and Farming topic.</p>
<p>Maths</p> 	<p>First half term The children will be learning to:</p> <ul style="list-style-type: none"> ~ Solve simple measures and money problems involving decimals to 2 d.p. ~ Convert between some different units of measure ~ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ~ Identify acute and obtuse angles and compare and order angles up to 2 right angles by size ~ Identify lines of symmetry in 2D shapes presented in different orientations ~ Complete a simple symmetric figure with respect to a specific line of symmetry <p>Second half term</p> <ul style="list-style-type: none"> ~ Read, write and convert time between analogue and digital 12 and 24 hour clocks ~ Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days ~ Describe positions on a 2D grid as coordinates in the first quadrant ~ Describe movements between positions as translations of a given unit to the left/right and up/down ~ Plot specified points and draw sides to complete a given polygon ~ Interpret and present discrete and continuous data using appropriate graphical methods (bar charts, time graphs.) ~ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p>Ongoing</p> <ul style="list-style-type: none"> ~ Big Maths Beat That CLICs and 'Learn Its' tests weekly to practise and develop calculation skills and quick 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: Living Things and Their Habitats (continued from last half term)</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>States of Matter</p> <p>In this unit children will compare and group materials together, according to whether they are solids, liquids or gases. They will learn about the differences between solids and liquids and observe that some materials change state when they are heated or cooled. They will measure/research the temperature at which this happens in degrees Celsius (°C). In investigative work they will use thermometers to make careful measurements of temperature and identify and suggest explanations for patterns and trends, using graphs and tables to record results. The children will build on their ideas about temperature as a measure of how hot or cold objects are and learn about thermal insulators as materials which can help keep things warm or cool. They will also learn about the Water Cycle, identifying the part played by evaporation and condensation, and associate the rate of evaporation with temperature. Investigating and experimenting will focus on 'fair' testing, making and recording observations/measurements, using results to draw conclusions.</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 (through trip to Museum of East Anglian Life) ~ 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

<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 Brunson making detailed, analytical observational drawings and use collage techniques. They will also design and create a piece of weaving to represent the landscape.</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 children will be using 'Scratch' to make a simple computer game using code blocks. They will: ~ understand what a sprite is and create their own sprites and backgrounds in Scratch ~ animate their sprite and learn about player interaction and artificial intelligence in games ~ build scores and timers into their games ~ identify how games can be improved and improve their own game</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 ~ Premier sport will be leading cricket sessions for Year 4 this term on Friday afternoons.</p> <p>PE days: Athletics on Wednesday. Games – cricket (see above) on Friday. Swimming alternates between Tuesday and Thursday – please see alternate timetable.</p> <p>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 outdoor games and athletics, trainers are 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: 'Welcoming the Stranger' and the Noble Eightfold Path. These units explore how Christians welcome the stranger in to church and how the Eightfold Path guides Buddhists.</p>
<p>P.S.H.E.</p> 	<p>The children will be learning more about 'Community'. They will think about what it means to 'belong' and the different communities that they may belong to or could belong to in the future. They will think about their rights and responsibilities as part of a community 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 'STOP' an anti-bullying song. The children will write their own class lyrics for this. 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 learning will be based around the following topics: ~ On mange! ~ shopping for food, asking and saying how much something costs, giving opinions about food and various activities. ~ Quelle heure est-il? ~ talking about free time activities and learning to tell the time, asking and answering questions and combining phrases to speak and write in complete sentences.</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 linked to the learning from that week. • 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 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. <p>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.</p> <ul style="list-style-type: none"> • Spelling Homework: Your child has been given a Summer term 'tricky' word list. This is stuck into the

	<p>dark blue home/school diary. These words are taken from the curriculum list of spellings for years 3 and 4 and the children will be expected to learn the selected spellings for a weekly test.</p> <ul style="list-style-type: none"> • It is still important that the children are reading at home at least four times a week, recoding this in their reading record books and ensuring they get this signed by an adult. • This term there is also the cross school Felixstowe history project – Year 4 topic is Shops and Shopping in Felixstowe (See separate letter) • There will also be a mini project to produce a poster related to the food and farming topic – details to follow before half term. • Please ask your child’s teacher if you would like advice on how best to support your child with their homework.
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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.