



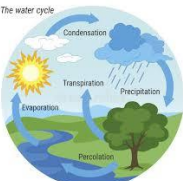









ST MARY'S C E PRIMARY SCHOOL
What are we learning about this half term?

Teacher: Mrs McAllister










Year Group: Year 4

Term: Summer 1

Subject	What we will be learning this term.	How you can support your child at home.
<p>English</p> 	<p>This half term we will use the text 'Roman Diary, The Journal of Iiona a Young Slave Girl' by Richard Platt as the inspiration for our learning this half term. We will focus on the genres of diaries, descriptions and letters. We will continue to learn about inverted commas and other punctuation to indicate direct speech. We will also recap our use of noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair). We will also continue to reinforce standard English forms for verb inflections instead of local spoken forms (e.g. we were instead of we was).</p>	<p>Read regularly to and with your child emphasising expression and use of punctuation. Discuss the reading book e.g. How does it begin? How are characters represented /described? Predictions of what might happen next. Question your child so that they need to 'read between the lines' and make inferences. To support reading and comprehension skills, children should regularly access ReadTheory. https://readtheory.org/auth/login</p>
<p>Maths</p> 	<p>This half term, we will understand what happens when we multiply or divide a number by 10 or 100. We will also learn how to use coordinates to draw and translate polygons. We will recap what we already know about fractions and will learn more about the composition of fractions greater than one.</p>	<p>Use Mathletics at home, setting challenges and increasing levels. https://login.mathletics.com/</p> <p>As the year 4 Multiplication Tables Check will be taking place in June, it is even more important to continue to learn times tables with your child at home. Encourage your child to access Times Table Rock Stars on a regular basis. TTRS https://trockstars.com/ Purple Mash https://www.purplemash.com/#app/games/timestables_assessment</p>
<p>Science</p> 	<p>Electricity This unit is the first introduction to studying electricity in Key Stage 2. The children will learn about what electricity is they will identify which appliances use electricity in their homes and how to keep themselves safe. Children will construct circuits, start to create pictorial circuits and conduct an investigation into how easily different types of switches can break and reconnect a circuit.</p>	<p>Discover more interesting facts about electricity using the following link: https://www.bbc.co.uk/bitesize/topics/zj44jxs</p>
<p>History</p> 	<p>Romans This half term we will start learning about the Romans. We will particularly look at why the Romans invaded and the difference between Julius Caesar's failed invasion and Emperor Claudius' successful invasion of Britain. We will also learn more about Boudicca's revolt against the Romans.</p>	<p>The following website is a good starting point for further research. https://www.bbc.co.uk/teach/class-clips-video/articles/zynj6rd</p>
<p>Geography</p> 	<p>Volcanoes This half term we will learn about the structure of earth. We will learn about what happens at the boundaries between the Earth's plates, the main features of a volcano and the advantages and disadvantages of living near a volcano.</p>	<p>Follow the Oddizzi link to access all areas of our geography topic: https://www.oddizzi.com/ Once you are logged in click on Explore the World at the top of the page. Next, click on the Physical Features tab and lastly, click onto volcanoes.</p>
<p>D.T.</p> 	<p>Electrical systems - Creating torches Throughout this topic, Year 4 will be learning how to create a torch. This topic has a cross-curricular link with our science topic this half term. Over the next 5 weeks, the children will be developing their understanding of electric systems, different types of switches and then eventually use this knowledge to create their own torch. To support this development, the children focus on the following areas: · Identify the different features of a torch. · Design and make</p>	<p>Investigate different battery operated devices which you have at home. What type of switch do they use?</p>

	different types of switches and investigate casings.	
R.E. 	For Christians, what was the impact of Pentecost? We will learn more about Pentecost and why it is important for Christians. We will think about the Holy Trinity and particularly think about what the Holy Spirit might mean to Christians.	Discuss the events of Pentecost together. How might people have felt at the time?
P.S.H.E. 	Relationships This half term we will focus on relationships. We will explore the topics of jealousy, love and loss. We will learn to recognise how friendships change. We will think about what makes a good relationship and discuss what having a boyfriend or girlfriend might mean and that it is a special relationship for when you are older.	Discuss times when you have felt different emotions and how you managed them. Support your child when they feel emotional, labelling the feeling and working through it together.
Computing 	Coding: We will learn to create a simple coding programme using computer structures. We will learn to use selection, coordinates and loops in our coding.	Use the coding resources on Purple Mash to practise together at home. We will be using Free Code Gibbon level in school.
P.E. 	Swimming: The children will continue their weekly swimming lessons every Thursday. Dance: We will work together to create a dance using the theme 'Romans'. We will create a motif, individual travelling sections, mirrored partner work, canon and changes in formation to create our dance.	Practise the skills learned in school at home, developing your strength, agility and coordination.
Spanish 	This half term in Spanish, the children will be learning about the following: <ul style="list-style-type: none"> · Feeling well · Feeling unwell · Jungle animals · Fantastical animals They will learn a range of vocabulary linked to each of these topics. The children will learn how to pronounce the vocabulary and how to structure sentences.	Practise the Spanish vocabulary we have learnt in school together at home.
Music 	Samba and Carnival: During this unit, we will recognise the different features of this style of music. We will learn what syncopated rhythms are and learn how to play these. We will also learn how to add rhythmic breaks to our compositions.	Encourage children to use correct musical vocabulary when talking about music at home.

Characteristics of Effective Teaching and Learning

	Playing and Exploring Engagement			Active Learning Motivation <i>Being willing to "have a go". n</i>			Creating and Thinking Critically Thinking		
Faith Family Future	<i>Finding out and Exploring</i>	<i>Playing with what they know</i>	<i>Being willing to "have a go".</i>	<i>Being involved and concentrating</i>	<i>Keeping on trying</i>	<i>Enjoying achieving what they set out to do</i>	<i>Having their own ideas (Creative thinking)</i>	<i>Making Links (Building theories)</i>	<i>Working with ideas (Critical thinking)</i>
Year 4									
	<p>Showing curiosity about objects, events and people e.g. when studying Ancient Greece asking questions historical event.</p> <p>Using senses to explore the world around them e.g. Knowing about local rivers and the most famous rivers</p>	<p>Representing their experiences in play e.g. Acting out experiences during playtimes.</p> <p>Taking on a role in their play e.g. Becoming another person or character</p>	<p>Seeking challenge e.g. trying to beat their score on a computer based game such as TTRS.</p> <p>Showing a "can do" attitude e.g. Keeping on trying to get their personal best and targets on the</p>	<p>Showing a deep drive to know more about people and their world e.g. knowing and understanding about different faiths and their cultures.</p> <p>Maintaining focus on their activity for a period of time</p>	<p>Persisting with an activity or toward their goal when challenges occur e.g. working towards being an exceeding writer by setting goals and working towards them. Challenge themselves with</p>	<p>Showing satisfaction in meeting their own goals (I can!) e.g. being happy when they achieve their personal best on a spelling test.</p> <p>Being proud of how they accomplished something – not just the</p>	<p>Thinking of ideas that are new and meaningful to the child e.g. Coming up with an original hypothesis to prove or disprove.</p> <p>Playing with possibilities (what if? what else?) e.g. Asking in-</p>	<p>Making links and noticing patterns in their experience e.g. Linking inverse operations.</p> <p>Making predictions e.g. Writing a prediction about a story.</p> <p>Testing their ideas e.g.</p>	<p>Planning, making decisions about how to approach a task, solve a problem and reach a goal e.g. coming up with a plan during the football lesson as a team.</p> <p>Checking how well their activities are</p>
	<p>around the world.</p> <p>Showing particular interests e.g. completing additional homework at home based on their topic at school.</p>	<p>during playtime.</p> <p>Acting out experiences with other people e.g. playing these 'roleplay' games with a friend or a group of friends.</p>	<p>times table check.</p> <p>Taking a risk, engaging in new experiences, and learning by trial and error e.g. Solving mathematical questions with missing information using trial and error.</p>	<p>e.g. completing their work during lessons to the best of their ability.</p> <p>Showing high levels of involvement, energy, fascination e.g. showing enthusiasm for the topics they are learning. Taking on role for Fabulous Finishes.</p> <p>Not easily distracted e.g. focusing on their work with classroom distractions happening.</p> <p>Paying attention to details e.g. concentrating on finer details when painting.</p>	<p>Bamboozles in maths.</p> <p>Showing a belief that more effort or a different approach will pay off, and that their skills can grow and develop (growth mind-set) e.g. completing extra work at home on an area of learning they have struggled with at home.</p> <p>Bouncing back after difficulties e.g. trying harder after struggling last lesson on a new concept.</p>	<p>end result e.g. children being happy with a process and not just the end result.</p> <p>Enjoying meeting challenges for their own sake rather than external rewards or praise (intrinsic motivation) e.g. Children continuing to reach a goal they have set themselves and not giving up.</p>	<p>depth questions such as "What if we change the ending to – ly?"</p> <p>Visualising and imagining options e.g. imagining how their artwork may look with or without black detailing.</p> <p>Finding new ways to do thing e.g. Finding new ways to check answers using inverse operations.</p>	<p>testing out ways to make a simple circuit.</p> <p>Developing ideas of grouping, sequences, cause and effect e.g. children offering ideas as to why things have happened.</p>	<p>going e.g. meeting as a team to review their strategy.</p> <p>Flexibly changing strategy as needed e.g. changing their original strategy based on the performance of themselves and the other team.</p> <p>Reviewing how well the approach worked e.g. realising the best attack / defence methods and what to do next time as a team.</p>

Spellings: Spellings will be set on Spelling Shed every Monday. Throughout the week, we will be learning spelling strategies linked to the spellings for the week. It is expected that the children will have completed a minimum of five Spelling Shed challenges each week.

Reading: Children can change their reading books and Reading for Pleasure books at any point throughout the week.

Please read on a daily basis with your child at home and make a note of this in their reading journals.

Mathematics: Every Monday, new Mathematics assignments will be set. This should be completed by the following Monday.

Children should be accessing Times Table Rockstars on a regular basis throughout the week to increase fluency.

P.E. is on a Wednesday. Children should come to school in their P.E. kit, i.e. plain black shorts/joggers/leggings, plain white t-shirt, school jumper and trainers. No other sportswear is permitted. Children will be required to remove their own earrings. If they are unable to do this, please take them out prior to coming to school or provide tape for your child to cover their own earrings.

Swimming is on a Thursday. Children should bring swimming kit (fitted trunks / costume, swimming hat, towel and optional goggles) in a separate swimming bag.

Kind regards

Mrs McAllister