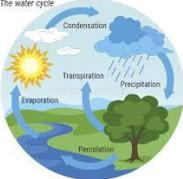


ST MARY'S C E PRIMARY SCHOOL
What are we learning about this half term?

Teacher: Mrs McAllister

Year Group: Year 4

Term: Spring 2

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 'Amy Gets Eaten' by Adam Kay as a stimulus for our writing. Over the course of the half term, we will write a persuasive letter, an explanation text and a narrative. We will continue to learn about fronted adverbials and using these to add interest to our sentences. We will also develop our learning of paragraphs and using apostrophes correctly. We will also continue to have a focus on editing our work to check for errors in spelling and punctuation.</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 continue to learn our multiplication facts. We will start with our 7 times table. I will learn to understand how to represent multiplication structures, understanding what each number represents and the relationship between them. We will also learn what the distributive law is and start to understand what happens when a number is multiplied or divided by 10 and 100.</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 2026, 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/game/s/timestables_assessment</p>
<p>Science</p> 	<p>Digestion and Teeth: We will be learning about the different organs involved in digestion. We will also learn the names and functions of the different teeth we have and compare these to the teeth that animals with different diets might have.</p>	<p>Use mirrors to look at your teeth. Reinforce the importance of regular oral hygiene.</p>
<p>Geography</p> 	<p>Rivers This half term we will continue to learn about rivers. We will particularly focus on the different causes of river pollution and the effects of these on the river and sea. We will also learn about different types of flooding and different flood defences we can use.</p>	<p>Go for a river walk together. Discuss what parts of the river you are at and how you know. Play the following game, labelling parts of a river. https://wordwall.net/resource/25058793/geography/parts-of-a-river</p>
<p>Art</p> 	<p>We will use the artist David Hockney as inspiration for our artwork this half term. We will investigate different oil pastel techniques including sgraffito, tinting, scumbling, cross-hatching, oil blending and dry blending. We will combine these techniques to create our own river artwork in the style of David Hockney.</p>	<p>If you have oil pastels or crayons at home, practise the different techniques for mixing colours.</p>
<p>R.E.</p> 	<p>Why do Christians call the day Jesus dies 'Good Friday'? We will recap the events of Holy Week, particularly focussing on the emotions felt by Mary and Jesus' followers. We will consider why Good Friday is described as 'Good', linking this to salvation.</p>	<p>Discuss the events of Holy Week together. How do you think different people would have felt at different points in the week?</p>
<p>P.S.H.E</p>	<p>Healthy Me: We will learn about healthy choices, including choosing friendships which are good for us. We will also learn more</p>	<p>Have conversations about healthy friendships and relationships and what these look like. Discuss making healthy</p>

	about the effects of smoking and alcohol and how to assertively resist peer pressure from friends..	lifestyle choices together.
<p>Computing</p> 	<p>Effective Searching:</p> <p>This half term we will learn to understand what a search engine is, how it works and how to use simple keywords to find information online. We will learn advanced ways to improve searches so we can find the most accurate and useful results quickly. We will also develop strategies to judge whether information online is true and if sources can be trusted.</p>	When searching for information, discuss together the best way to find the answer and how to check whether your search results are correct.
<p>P.E.</p> 	<p>Swimming:</p> <p>The children will continue their weekly swimming lessons every Thursday.</p> <p>Basketball:</p> <p>This half term we will learn how to vary movement to control the ball when moving in basketball, including dribbling. We will learn how to do a chest pass and a bounce pass. We will also learn how to shoot, including how to work with my teammates to find a space to shoot from.</p>	Practise the skills learned in school at home, developing your strength, agility and coordination.
<p>Spanish</p> 	<p>Celebrating carnival/body parts:</p> <p>Throughout this unit, the children will be learning how to say the following vocabulary and statements in Spanish:</p> <ul style="list-style-type: none"> Parts of the body and simple descriptions (e.g. colour, small, big) Asking: Have you...? There is / there are... 	Practise the Spanish vocabulary we have learnt in school together at home.
<p>Music</p> 	<p>Haiku, music and performance - Hanami</p> <p>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children will use vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.</p>	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	Finding out and Exploring	Playing with what they know	Being willing to "have a go".	Being involved and concentrating	Keeping on trying	Enjoying achieving what they set out to do	Having their own ideas (Creative thinking)	Making Links (Building theories)	Working with ideas (Critical thinking)
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>

Additional information:

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