

St Joan of Arc Year 4 Curriculum Newsletter Spring Term

Topic: WET AND WILD- RAINFOREST

Religious Education

We will be covering the following topics this term:

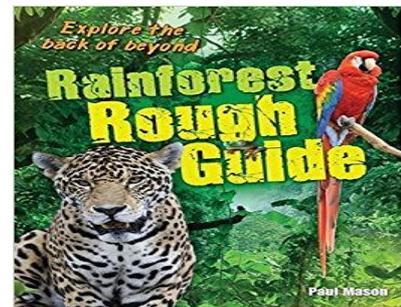
- **Week 1-4 - COMMUNITY** – The children will know and understand life of the local community church. They will understand how they help to build up the local community of the parish.



- **Week 5-8 – GIVING & RECEIVING** - Living in communion –They will know and understand the Eucharist challenges and enables living and growing in communion.
- **Week 9-12 – SELF DISCIPLINE** - Celebrating growth from new life to self-discipline. The children will know and understand that self-discipline is important.

English

- **Poetry- Exploring Poetic Form** – In this unit, the children enjoy listening and responding to a range of poetry, exploring and comparing the work of two poets. They learn about poems including kennings and raps, exploring the meaning and form of poems written in a Caribbean dialect. They compose class and individual poems based on familiar fairy tales and the rainforest, editing and improving their work as part of the process. The children learn about apostrophes to show possession and how to make a plural noun possessive (Plural and Possessive ‘-s’)
- **No Nonsense Literacy Non-fiction Unit – Rainforest Rough Guide.** The children will study non-fiction texts about the rainforest – guide books and information books- to complement their topic work. They will understand the function of glossaries and indexes, write formal emails and produce pages for their own guide book. As with all units, children will also edit and improve their work.



- **No Nonsense Literacy Fiction Unit – Oliver and the Seawigs.** Children will read the adventures of Oliver and the Seawigs focussing on several key skills such as comprehension and inference, vocabulary, the use of the perfect verb form in story-telling and correct use of speech. Implementing the school's Talk for Writing methods, the children will tell and write their own adventure which will be presented in their writing portfolio in its edited and revised form.
- **Word Detectives** - Children take on the role of word detectives to investigate spelling patterns and generate their own spelling rules. In the grammar lessons the children will revise and investigate verb tenses.
- **No Nonsense Spelling** – spelling will continue to be taught twice weekly and will sometimes be combined with handwriting or dictation.

Mathematics

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<p><u>Number – multiplication and division</u> Recall and use multiplication and division facts for multiplication tables up to 12 × 12.</p> <p>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.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Multiply two digit and three digit numbers by a one digit number using formal written layout.</p> <p>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.</p>			<p><u>Measurement- Area</u> Find the area of rectilinear shapes by counting squares.</p>	<p><u>Fractions</u> Recognise and show, using diagrams, families of common equivalent fractions.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>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.</p> <p>Add and subtract fractions with the same denominator.</p>				<p><u>Decimals</u> Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>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</p> <p><u>Solve simple measure and money problems involving fractions and decimals to two decimal places.</u></p> <p>Convert between different units of measure [for example, kilometre to metre]</p>			Consolidation

Science

This term the children will be learning about these different topics.

Living things and their habitats

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

States of matter (Solids, liquids and gases)

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with
- setting up simple practical enquiries, comparative and fair tests

STATE OF MATTER



Computing

Communicating With Text & Multimedia

- The children will practise proper keyboard techniques and touch typing skills.
- They will amend and improve text by using the find and replace, spell check, thesaurus and other language tools appropriately.
- They will combine text, sound and graphics, use font sizes, effects and design features such as text boxes, columns, borders, WordArt appropriately to communicate meaning for a given audience.
- They will evaluate a range of electronic multimedia, recognise key features of layout and design and discuss what makes good design.



Digital Photography & Video

- The children will identify opportunities where digital photography or video can be used to support work.
- They will capture still images and video on their own.
- They will discuss and evaluate the quality of their own and others' captured images and make decisions (e.g. keep, delete, change).
- They will talk about their choices and changes they have made to achieve a specific outcome or purpose.

E Safety

- Children will explore that because of the internet, information can be spread quickly and reach many people
- Children will learn that although information posted on the internet might not always be true or accurate, it lasts forever.
- Children will learn the risks involved in clicking on and opening links on suspicious websites and in emails.
- Children will learn that hacking can be illegal and has consequences for the hacker.
- Children will develop an awareness of viruses and what to do if they think their account has been compromised.

Topic: Wet and Wild- Rainforests

A geography-based topic which focuses on the rainforests of South America.

The children will use maps to focus on North and South America – key environmental regions. They will identify physical and human



characteristics, countries and major cities; identify key features of rainforests (and relate these to the Equator and the Tropics of Cancer and Capricorn). Explore the issue of deforestation and link this to our attempts to 'reduce, reuse, and recycle'. We will explore the land use and economic activity endangering the rainforests. They will also explore continents of the world and identify the continents with rainforests. They will further learn about the water cycle and link to a study of the Amazon.

Art: Jungle scenes inspired by Henri Rousseau and observational drawings or prints of plants, leaves etc, inspired by other artists who paint Rainforests and Rainforest wildlife (<http://www.rainforestartists.com/>).

DT (cooking and nutrition); investigate the foods grown in rainforest regions and prepare simple dishes and tropical fruit salad (<http://www.rainforest-alliance.org/>)

PE

Swimming:

- In this unit children learn to enjoy being in the water and become more confident. They learn how to keep afloat, move in the water, meet challenges and breathe when swimming. At first they use swimming aids and support – in time, some children will manage without these. In all swimming activities, children have to keep afloat and propel themselves through the water. Learning to swim enables them to take part in a range of water-based activities.
- Swimming will take place on a **Wednesday** so please ensure that the children have their swimming kits.

Gymnastic activities:

- In this unit the children focus on improving the quality of their movement, for example, by stretching their fingers and pointing toes to help produce tension and extension. They plan and perform sequences of different actions and link these actions together smoothly.



Spanish

- **¡Cuéntame un cuento! (Tell me a story!)**

In this unit children work on sounds and spellings. They continue to gain confidence in manipulating numbers. They learn some common adjectives, revise how to make simple feminine agreements and give instructions to each other. The unit is based telling a story. (For example sleeping beauty)

- **La vida deportiva (Sporting life)**

In this unit children learn the names for some sports. They learn the names of some food and drinks associated with healthy and unhealthy lifestyles. They revise the days of the week and learn to say what activities they do on particular days.

PSHE (Personal, Social and Health Education)

Pupils learn:

Alcohol

- To understand the effects that alcohol can have
- To understand that it can be addictive
- To understand that alcohol can affect people's behaviour

What is important to me?

- why people may eat or avoid certain foods (religious, moral, cultural or health reasons)
- about other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality)
- about the importance of getting enough sleep

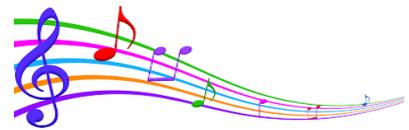
Children will continue to participate in occasional mindfulness sessions. <https://www.smilingmind.com.au/education>

Music

This term our music teaching will focus on:

Major Scales and Chords

- Recognise, sing and play a scale on tuned percussion and improvise to a given rhythm.
- Understand the use of scales and the moods they create.
- Learn how a chord is made up of three notes.



Class Orchestra

- Develop the ability to combine and perform rhythmic and melodic material as part of a class ensemble
- Learn how instruments can be used to accompany songs.
- Work and rehearse together as a class towards a class performance.
- Key Stage 2 Singing Practice: This will take place on a Friday afternoon. The children will learn new songs for Mass.

Ways you can help at Home

- ☺ Homework is distributed on Monday and will involve spelling activities and weekly active learn maths work. In homework books you will find a summary of the spelling work and some maths mastery activities. The children should complete these activities for the following Friday when the learning will be revisited.
- ☺ Children are expected to read every night for at least twenty minutes. Reading logs are to be filled in by the child and signed by the caregiver. Fostering an enjoyment to read and continuing to encourage reading independence is a continuing focus. Please feel free to make comments in the log book. Even though some children in Year 4 are independent readers, it is still important that they read aloud to an adult daily. This fosters a greater focus on expression and understanding, as well as the opportunity to discuss themes and vocabulary from the text.
- ☺ Full PE gear is required on PE days. This includes the school t shirt, and dark blue or black shorts or track suit bottoms. Trainers or plimsolls need to be worn.
- ☺ **By the end of the school year, all children in Year 4 should confidently know the times tables and their related division facts up to 12 x 12. Please continue to help your child learn and practise these at home.**
- ☺ Please ensure that your child has a rain coat with them on days when the weather is changeable. You may want to encourage them to check the weather forecast in preparation for the next day.
- ☺ In any case of absenteeism, it is requested that caregivers provide an explanation on the day or the day after the absence. If an absence is known in advance, a letter of
- ☺ Uniform is to be clean and worn in an acceptable manner. It is highly advised to label all items of uniform to ensure items can be returned if misplaced. Only school uniform is to be

worn in school buildings.

- ☺ Should you wish to discuss a matter concerning your child, please feel free to make an appointment to discuss these concerns. Appointments should be agreed beforehand and can be arranged via the school office.

explanation would be appreciated.

Further Opportunities for Home Learning

- ☺ When reading with your child, discuss verb tenses. Discuss whether the examples identified show events taking place currently, in the past or even in the future.
- ☺ Discuss the animals your child may witness in their everyday lives. Discuss how they may be categorized and discuss why.
- ☺ Discuss the different states of liquid in the home and surrounding environments- discuss why steam appears when cooking. Why does water condense on bathroom and kitchen windows? Where and why do we encounter ice patches in the mornings?
- ☺ As we approach the season of Lent, discuss with your child what changes they might make during this time to bring them closer to God (sacrificing something/ giving to charity/ regular prayer).
- ☺ Discuss the Amazon rainforest and river. Can you find a documentary about the area to watch together? Identify some of the animals who live in this area and research some facts about them.
- ☺ Explore the fresh produce in your shopping basket. Discuss where it has come from and the possible impact of buying food that has travelled across the world.
- ☺ Students have been given login details for the website <https://www.interactive-resources.co.uk> - a collection of maths games and activities to support their understanding of the maths curriculum. Children can access the website on any device that supports Flash Player. This is not additional homework however it is an excellent learning tool with over 650 maths resources linked to the new maths curriculum; with games and tasks suitable for EYFS to year 6. To find resources suitable for Year 4 aged children, click curriculum objectives and choose the activities marked Year 4. The log in and user name are both **joanofarcn5**

Other Information:

- World Book Day is on 7th March and we are delighted to welcome back story-teller Emily Hanna-Grazebrook to inspire our children with story-writing workshops.
- If you are able to offer any time to read with children one morning or afternoon, we would be most grateful. Please let us know.
- **Can you help?** If you think you can help in any way with the topic we are doing this half term (Wet & Wild- Rainforest), please talk to the class teacher.

**Thank you for your continued support.
Miss Vassallo, Miss Pryce and Mrs Convey**