

# St Joan of Arc Year 4 Curriculum Newsletter Summer

## Topic: THE MAYAN CIVILISATION

### Religious Education:

We will be covering the following topics this term:

- **Week 1-4 – GOD’S PEOPLE** – The children will hear the stories of important Saints and missionaries and the work they performed. Children will understand how this teaches us to live in God’s way.
- **Week 5–8 – BUILDING BRIDGES** – The children will know and understand the importance of admitting being wrong and being reconciled with God and each other.

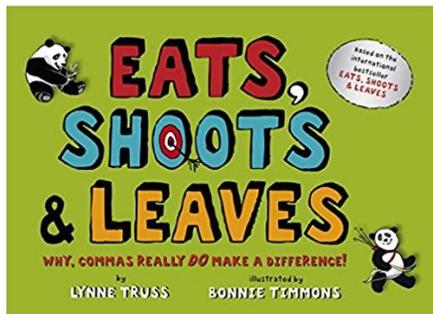


- **Week 9 –11 - Qur’an-** The children will explore the Qur’an and its importance to the Islamic faith.

**Week 10-13 – GOD’S PEOPLE** – The children will know and understand that different saints show people what God is like.

### English:

**Grammar – Eats, Shoots and Leaves (Short unit):** In this unit, children will explore a range of punctuation and the effects that grammar has on vocabulary and writing. They will use commas to change the meaning of sentences and create some amusing sentences of their own.



**Fiction -The Iron Man:** The children start by listening to *The Iron Man*, asking and answering questions and making predictions. They look at the author’s use of powerful language to capture our imaginations, including similes. They revise their knowledge of inverted commas (speech marks), composing a conversation, and focus on the character Hogarth’s feelings to write diary entries in role. For the final writing task, they create their own imaginary creature, thinking of similes and powerful noun phrases to describe it, and write a story about what happens when it encounters humans. The grammar lessons focus on noun phrases and punctuating direct speech.



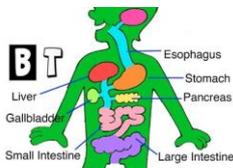
**Non Fiction- How to Invent:** In this unit children will explore popular inventions throughout history. They will conduct their own research into inventors, their ideas and their inspirations. Children will study the presentation of information in non-fiction books, focussing on diagrams, illustrations, captions, headings, sub-headings and technically appropriate vocabulary. Ultimately a class book of the inventions will be created and bound.



## 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><b>Decimals</b> Compare numbers with the same number of decimal places up to two decimal places.</p> <p>Round decimals with one decimal place to the nearest whole number.</p> <p>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math></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><b>Measurement- Money</b> Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>		<p><b>Time</b> <b>Convert between different units of measure [for example, kilometre to metre; hour to minute]</b></p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p>		<p><b>Statistics</b> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>		<p><b>Geometry: Properties of shape</b> Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p>		<p><b>Geometry- Position and Direction</b> Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p>	Consolidation

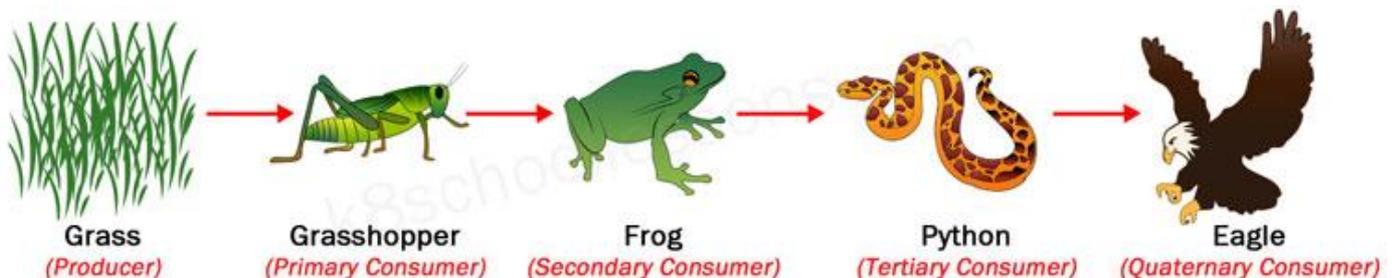
## Science:



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

### Digestion/Teeth/food chains:

- describing the simple functions of the basic parts of the digestive system in humans
- identifying the different types of teeth in humans and their simple functions
- constructing and interpreting a variety of food chains, identifying producers, predators and prey
- identifying differences, similarities or changes related to simple scientific ideas and processes
- gather, record, classify and present data in a variety of ways to help in answering questions



## Computing

### Networks and the internet

- Understand how computer networks, including the internet, can provide multiple services (such as the World Wide Web) and the opportunities they offer for communication and collaboration
- Use search technologies effectively
- Appreciate how search results are selected and ranked

### Online Research

- Children understand how they can use the internet for research by following lines of enquiry
- Children understand the function of a search engine and the importance of using the correct search criteria
- Children use web pages efficiently to find information.
- Children use the internet as a resource to support their work, and begin to understand plagiarism
- Children know that not everything on the internet is true and know what to do if they access something inappropriate

### Data

- Conduct a survey with a questionnaire, to collect data for use with a spreadsheet to create graphs
- Enter data from a science investigation into a spreadsheet
- Create a simple maths function machine using a spreadsheet

### E-Safety

- Children will discuss three articles from Unicef's *Rights of the Child* and apply them to digital citizenship, looking at rights and responsibilities as well as consequences of knowingly ignoring responsibilities.
- Children learn what is meant by virtual friendship and how this differs from real-life friendship. They will learn why virtual friends are still strangers that they do not know and rules for reporting suspicious or uncomfortable online situations will be revisited.

### My Book Bog

- Children will continue to read books and use MMB to post blogs, answer questions and write reviews.

## Topic: The Mayan Civilisation



**THE MAYANS:** A comprehensive study of the ancient Mayan culture with a focus on their arts and architecture, number system, written script, religious beliefs and daily life.

**History-** The children will locate the Mayan civilisation on a timeline of history. The religious beliefs, architecture and inventions of writing and numerical systems will be studied, along with a look at daily life.

**Geography –** using maps and atlases children will be able to identify all of the continents, then take a closer look at Mexico, Honduras, El Salvador and Belize where the Mayan culture flourished. Children will look at their farming methods and establish links with their previous rainforest topic.

**Art:** Children will study the gods and produce their own representations of them.

**DT:** Children will design and make a Mayan mask.

**Cooking:** Children will study the history of chocolate with a chance to create their own flavours.

## PE

### Athletic activities (1)

- In this unit children explore running, jumping and throwing activities, and take part in simple challenges and competitions.
- Experimenting with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.
- As in all athletic activities, children explore how to achieve the greatest possible speed, height, distance or accuracy.

### Athletic activities (2)

- In this unit children focus on developing good basic running, jumping and throwing techniques.
- They are set challenges for time and distance (aiming to better their own performance more than competing against each other).
- Children focus on achieving the greatest possible speed, height, distance or accuracy.
- They are introduced to the idea of training for specific purposes, thinking about the technique that they use when throwing or taking off in jumping events.



### Outdoor and adventurous activities

- In this unit children learn how to read and follow maps and trails.
- They also take part in a range of trust and communication activities, and in some adventure games.
- They learn how to work safely in a range of situations.

## Spanish

- El Carnaval de los animales ('Carnival of the Animals')

This unit is based on the 'Carnival of the Animals' by Saint-Saëns. Children learn to describe animals characterised by the music and to talk about their habitats. They also learn how to tell the time on the hour (analogue only).

- ¿Qué tiempo hace? (What's the weather like?)

In this unit children learn more phrases about the weather and how to say the temperature (including with negative numbers). They will explore Aesop's fable *Le Vent et le Soleil* (The Wind and the Sun). Children learn the names of some common articles of clothing and relate these to the weather. They learn to say the date and to write and say telephone numbers.

## PSHE (Personal, Social and Health Education)

This term our PSHE teaching will focus on:

### Valuing Others And Their Communities

- Learn some facts about the local area
- Learn about people who have moved here from different areas
- Learn about refugees

### Being a citizen

- To learn about children's rights
- To understand what fair trade is and how it helps communities
- To understand the role of local councils
- To understand how governments are elected
- About community and voluntary groups



## Music

This term our music teaching will focus on:

### Play it again: Exploring rhythmic patterns

- This unit develops children's ability to create simple rhythmic patterns and perform them rhythmically using notation as a support.

### The class orchestra: Exploring arrangements

- This unit develops children's ability to create, combine and perform rhythmic and melodic material as part of a class performance of a song.
- 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 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.
- ☺ 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.
- ☺ 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.
- ☺ 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.
- ☺ 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.
- ☺ 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.
- ☺ 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 explanation would be appreciated.

## Other Information:

- **Can you help?** If you think you can help in any way with the topic we are doing, please talk to the class teacher.

**Thank you for your continued support – Miss Pryce and Miss Vassallo**