



Year 4 Curriculum Newsletter- Summer Term 1

Welcome to the first half of the Summer Term in Year 4! We hope you have had a lovely Easter holiday and you are ready for your next exciting journey.

Please continue to encourage your child to read regularly at home, for 10 mins daily. Once they have read, please sign and date their reading records. We would also appreciate a comment about how your child has read, *e.g. used a brilliant story-telling voice.*

Year 4 will have PE twice a week. Ours PE lessons are on **Wednesdays and Fridays**. Your child's PE kit should consist of white T-shirt, black shorts/joggers, school jumper and trainers or pumps.



LEARNING MEANS THE WORLD- Viking Warrior

“Viking Warrior” is a competency-based unit with a history focus. The children will learn the legendary story of Ragnar Lothbrok, a Viking “sea lord” who, according to his famous saga, invaded the ancient kingdom of Frankia and then the British Isles over 1000 years ago. He is known for wearing “hairy trousers”, which protected him on his adventures. Here is the key knowledge, skills and understanding the children will acquire by the end of the unit:

Concept Flow

- To know and be able to retell the life story of Ragnar Lothbrok
- To know the chronology of invaders and settlers in Britain
- To understand that Viking sagas were often written down many years after the events had possibly happened and, therefore, may contain more fiction than fact
- To understand that evidence from the Viking period was passed from person to person verbally, leading to inaccuracies and omissions
- To understand why the Vikings invaded Britain
- To understand the way in which the past impacts on the present
- To understand the importance of courage, commitment, creativity and community

English- Writing

This half-term the children will be writing a non-fiction newspaper report focused on ‘The Creature’ and a balanced argument based on the book ‘National parks of the USA’ by Chris Turnham. Teaching sessions are split into: Find the Shape lessons, Experience Days, Sentence Stacking Days and Independent Writing days. At the beginning of a unit children learn how to read non-fiction model and are helped to understand it as a visual, jigsaw style shape. Then lessons concentrate on teaching of writing with a sharp focus on the craft and construction of sentences. Experience Days are immersive teaching to stimulate ideas and can take many forms. Independent Writing days give children real freedom to develop their content around a theme independently.

English-Reading

During guided reading lessons, the children read a variety of texts both fiction and non-fiction within their groups. We discuss the book in detail and the children develop strategies to improve fluency and understanding when

reading. Alongside reading strategies the children are assessed on their comprehension and inference skills. This half term, we have a focus on vocabulary so it would help if you could ask children what certain words in their reading books mean so they have a better understanding of the text. **It is vital that you read at home with your child so that they can practise their reading skills on a daily basis.**

Maths

We use White Rose Maths to plan and deliver the teaching of Maths. This half term, the children will be learning about decimals and money. Here are the small steps of learning:

Step 1 Make a whole with tenths

Step 2 Make a whole with hundredths

Step 3 Partition decimals

Step 4 Flexibly partition decimals

Step 5 Compare decimals

Step 6 Order decimals

Step 7 Round to the nearest whole number

Step 8 Halves and quarters as decimals

Step 1 Write money using decimals

Step 2 Convert between pounds and pence

Step 3 Compare amounts of money

Step 4 Estimate with money

Step 5 Calculate with money

Step 6 Solve problems with money

RE

Our topic for this half term is: *What can we learn from religions about deciding what is right and wrong?*

This investigation enables the children to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Judaism. The children will then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping children to think about what religious stories show about temptation. Finally, the children will investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer.

Our whole school Christian Value this half term is SERVICE.

'Serve one another in love' (Galatians 5.13)

During our Collective Worship assemblies, the children will be reflecting on the themes of using our talents to serve, receiving as well as giving and living for others.