



## Curriculum Newsletter Spring 2

### Year 4

<b>Growth Mindset mantra</b>	Embrace the challenge
<b>Maths</b>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>• Mixed numbers and improper fractions</li> <li>• Converting fractions</li> <li>• Equivalent fractions</li> <li>• Add and subtract fractions</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>• Understanding tenths and hundredths</li> <li>• Dividing by 10</li> </ul>
<b>English</b>	<p>We are using the texts 'Koji's Island' by the Literacy Company and 'Amazing Islands' by Sabrina Weiss and Kerry Hyndman to teach our English skills.</p> <p><b>Sentence construction skills:</b></p> <ul style="list-style-type: none"> <li>• Sequence stories in different stages: introduction, build-up, climax, resolution</li> <li>• Create dialogue between characters that shows their relationship with each other</li> <li>• Use first or third person consistently</li> <li>• Use small details to describe characters and for time, place and mood</li> </ul> <p><b>Non negotiables:</b></p> <ul style="list-style-type: none"> <li>• Use past and present tenses correctly and consistently</li> <li>• Sequence events</li> <li>• Section story into beginning, middle and end</li> <li>• Use third person consistently</li> <li>• Write expanded noun phrases</li> <li>• Use inverted commas to punctuate direct speech</li> </ul> <p><b>Year group expectation:</b></p> <ul style="list-style-type: none"> <li>• Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> </ul>

	<ul style="list-style-type: none"> <li>• Use and punctuate direct speech</li> <li>• Use commas after fronted adverbials</li> </ul>
<b>Geography</b>	<p><b>Where does our food come from?</b></p> <p>Pupils who are <b>secure</b> will be able to:</p> <ul style="list-style-type: none"> <li>• Identify that different foods grow in different biomes and say why.</li> <li>• Explain which food has the most significant negative impact on the environment.</li> <li>• Consider a change people can make to reduce the negative impact of food production.</li> <li>• Describe the intentions around trading responsibly.</li> <li>• Explain that food imports can be both helpful and harmful.</li> <li>• Describe the journey of a cocoa bean.</li> <li>• Locate countries on a blank world map using an atlas.</li> <li>• Use a scale bar correctly to measure approximate distances.</li> <li>• Collect data through an interview process.</li> <li>• Analyse interview responses to answer an enquiry question.</li> <li>• Discuss any trends in data collected.</li> </ul>
<b>History</b>	<b>Next half term</b>
<b>Art</b>	<b>Next half term</b>
<b>DT</b>	<p><b>Food – Paella</b></p> <p>In this unit, we will research all about paella’s main ingredients, look at different techniques for cooking, ensure we are creating a healthy meal and researching existing products to make our own paella.</p>
<b>Science</b>	<p><b>Sound</b></p> <p>This unit ‘Sound’ takes children through six lessons where they learn how to: identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it; find patterns between the volume of a sound and the strength of the vibrations that produced it; and finally, recognise that sounds get fainter as the distance from the sound source increases.</p>
<b>PSHCE</b>	<p><b>Healthy Me</b></p> <p>In this unit, pupils will learn about being and keeping safe and healthy.</p>
<b>PE</b>	<b>Net/wall games – Volleyball and dodgeball</b>

	In this unit, children will learn how to play both volleyball and dodgeball and the different techniques involved.
<b>RE</b>	<p><b>Why do Christians call the day Jesus died Good Friday?</b></p> <p>Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.</p>
<b>Music</b>	<p><b>Haiku, music and performance</b></p> <p>Pupils who are secure will be able to:</p> <ul style="list-style-type: none"> <li>• Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.</li> <li>• Recognise, name and describe the effect of the interrelated dimensions of music.</li> <li>• Select instruments and sounds which match their vocabulary.</li> <li>• Work as a group to create a piece of music.</li> <li>• Perform a piece of music as part of a group</li> </ul>
<b>Spanish</b>	<p><b>Presenting Myself</b></p> <p>By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality.</p>
<b>Computing</b>	<p><b>Data handling – Investigate weather patterns</b></p> <p>We will be investigating weather and log data onto a spreadsheet, design an automated machine and present a weather forecast.</p>

## Homework

Book given out on: **Friday**

To be returned by: Friday

Spellings (in homework book): Friday

Tested on: Friday

Maths homework: My Maths (login in book) set every Friday and completed by the following Friday.