

Year 4 Newsletter

Spring 2

Our topic/theme this half term is:

The Anglo-Saxons!

In this topic, we will be exploring the following enquiry question: *'What was life really like in Anglo-Saxon and Viking Britain and what did they leave behind?'*

Our English learning this half term:

Reading:

In Guided Reading this half term, we will be focusing on the following objectives:

- Identify main ideas from more than one paragraph and summarise these.
- Check that the text makes sense, discussing understanding and explaining the meaning of words in context.
- Read for a range of purposes.
- Recognise some different forms of poetry e.g. free verse, narrative poetry
- Retrieve and record information from non-fiction over a wide range of subjects.

Writing:

In Year 4, we will be developing the following writing skills:

- Plan his/her writing by discussing and recording ideas.
- Draft and write by composing and rehearsing sentences orally, building a rich and varied vocabulary and using sentence structure.
- Evaluate and edit by assessing the effectiveness of his/her own writing.
- Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and the use of the comma for fronted adverbials.
- Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.

We will be writing news reports and will be focusing on the following skills:

- Use the third person and an appropriate informative tone
- Include quotations, which are accurately punctuated.
- Link ideas to create flow through use of different sentence openers.

Speaking and Listening:

We will be writing, learning and performing playscripts as part of our Spring performance.

In grammar, we will be learning about the following areas: using commas accurately to demarcate clauses, personal and possessive pronouns, embedded clauses, and connectives.

Our Maths learning this half term:

Fractions

Recognise and show, using diagrams, families of common equivalent fractions.

Count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.

Solve problems involving fractions to calculate quantities and fractions to divide quantities.

Add and subtract fractions with the same denominator.

Solve simple money and measure problems involving fractions.

Statistics

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

We will continue to develop our counting and times tables skills throughout our lessons, in preparation for the Multiplication Check in the Summer term.

Our Science and Computing learning this half term:

Science

Our unit of science this half term is focused on sound. We will be covering the following knowledge areas:

- I can identify how sounds are made, associating some of them with something vibrating
- I can recognise that vibrations from sounds travel through a medium to the ear
- I can find patterns between the pitch of a sound and features of the object that produced it
- I can find patterns between the volume of a sound and the strength of the vibrations that produced it
- I can recognise that sounds get fainter as the distance from the sound source increases.

We will be developing the following enquiry skills:

- Recognise when a simple fair test is necessary and help to decide how to set it up
- Make systematic observations. Make decisions about what observations to make, how long to make them for and the type of equipment needed
- Notice natural patterns and decide what data to collect to identify them
- Draw simple conclusions (to identify differences, similarities and changes) and use simple scientific language

Computing

Our unit of computing this half term is focused on creating media, working with images.

- I can delete photos that I no longer need.
- I can transfer my photos to the computer.
- I can edit my image by cropping it or adding effects.
- I can talk about photo size and resolution and the need to resize some photographs.
- I can create a digital image using layers.
- I can combine images to create a new image.

Our digital literacy focus this half term will be using the internet to find information.

Our Humanities learning this half term:

History:

Our history learning will continue to be on the Anglo-Saxons, Scots and Vikings, moving our focus to the Viking and Anglo-Saxon struggle for the Kingdom of England, to the time of Edward the Confessor.

- What evidence do we have for Anglo-Saxon settlement in Trumpington?
- Who were the Vikings and why did they raid Britain?
- Which Anglo-Saxon kings were most significant during the Viking era?
- How did the Battle of Hastings mark the end of the Anglo-Saxon period?

We will be developing the following historical skills:

- Develop chronologically secure knowledge and understanding of British, local and world history.
- Establish clear narratives within and across the periods.
- Note connections, contrasts and trends over time.
- Address and devise historically valid questions about significance.
- Construct informed responses that involve thoughtful selection and organisation.
- Develop appropriate use of historical terms.

RE:

In RE, we will be continuing to focus on Islam and exploring different aspects of the religion.

Spanish:

In Spanish this half term, we will be discussing likes, dislikes and preferences. We will then be exploring festivities in Spanish-speaking countries, including Easter.

Our Creative Arts learning this half term:

DT:

We will be continuing our weaving work, before spending some time creating props and sets for our end-of-term production. We will develop the following skills:

- Use research and design criteria to inform design of our creations, looking at and exploring real-life examples.
- Develop ideas to inform the design of innovative, functional and appealing products by looking at, exploring and analysing examples of real-life examples.
- Generate, develop, model and communicate their ideas through discussion and annotated sketches.
- Select from a range of tools and equipment to perform their practical task.
- Select and use a wider range of materials and components, according to their functional properties and aesthetic qualities.
- Evaluate their final design against their own, original design criteria and consider the views of others to improve their work.
- Apply our understanding of how to strengthen, stiffen and reinforce their creations.

Art: We will look at Anglo-Saxon letters and create our own using a choice of media. We will develop the following skills:

- Use sketchbooks to collect and record visual information from different sources.
- Develop techniques to create intricate patterns using different grades of pencil and other implements/media to create lines, marks and develop tone.
- Evaluate our own, and other's, artistic choices.

Music: Along with learning songs for our production, we will develop our listening skills:

- Transcribe
- Reading and writing score while playing on a piano.
- Learning to read and play notes with expression.
- Developing the use of arpeggios on a piano.

Our PE and PSHE learning this half term:

PE: Our PE units this half term are Swimming and OAA (Outdoor and Adventurous Activities)

Swimming

Develop safe entries including submersion, travel up to 10 meters on the front and back, progress rotation skills and water safety knowledge. Understand buoyancy through a range of skills.

OAA

Develop fundamental movement skills, becoming confident when using a map and engage in competitive and cooperative activities.

PSHE:

Our unit this half term is 'Managing Risk' and 'Safety Context'

Managing risk

- To be able to give an example of a physical, a social and an emotional risk.
- To be able to give an example of how their friends might affect their decisions about risky situations.
- To be able to name some emotions they might feel in a risky situation and how these might affect their body.
- To be able to explain a strategy they could use for decision making in risky situations.
- To be able to suggest ways of reducing risk in everyday situations and recognise ways of preventing accidents.
- To be able to name some people they could ask for help in a risky situation.
- To be able to recognise an emergency and suggest suitable action.

Safety context

- To know the 5 elements of the Green Cross Code and describe the types of clothing which make them easily visible to traffic.
- To understand the dangers of fire, including smoke inhalation and be able to suggest some simple courses of action they can take.
- To know some safety rules for beaches and inland waterways.
- To be able to suggest some general rules for safety and ways they can contribute to their own safety on a school trip.
- To be able to describe preventable and unintentional accidents

Key Vocabulary

Key Vocabulary for this half term:

Maths:

Fractions: Fraction, equivalent fraction, mixed number, numerator, denominator, equal part, equal grouping, equal sharing, parts of a whole, half, two halves, one of two equal parts, quarter, two quarters, three quarters, one of four equal parts, one third, two thirds, one of three equal parts, sixths, sevenths, eighths, tenths, hundredths, decimal, decimal fraction, decimal point, decimal place, decimal equivalent, proportion

Statistics: graphs, read and interpret, data, discrete data, continuous data, graphical methods, bar charts, time graphs, line graphs, pictograms, tables, solve, compare, difference, information, present, most common, survey

English:

News Reports: Report, Recount, News report, Newspaper, Headline, Bias, Hero/villain, Eye-witness, Reporter, Quotation, Time connective / adverbial, Connective phrase, Pronoun, Embedded clause, Relative pronoun

Play Scripts: Play script, scene, characters, speech, acts, setting, stage directions, list of characters, changes of place, changes of time, description, destination, script, features, italics, capital, ellipsis,

Science: sound, sound waves, vibration, air, travel, vacuum, pitch (high and low), tone, volume, absorb, insulation, amplitude, medium, ear, cochlea, pinna, hammer, anvil, stirrup, auditory nerve, eustachian tube, ear canal

History: Anglo-Saxon, Viking, invasion, raiders, settlers, travel, runes, Beowulf, Bede, settlements, trading, Sutton Hoo, The Trumpington Cross Brooch, chronology, archaeology, artefact, primary and secondary sources.