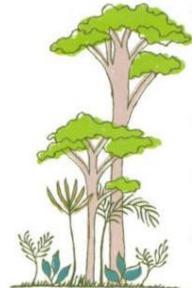
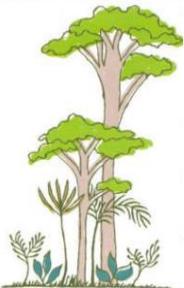




# Year 4

Guide to  
Spring Term 2

2021





Our curriculum at Summerlea is creative and designed to forge links between the different areas of learning. Each topic we study is led by a big question to get us thinking. We have listed the **main** curriculum areas that will be addressed through each question and have given a brief outline of what we will be learning.

This half term our driving question will continue to be...

## ***Rainforests: What's under the layers?***

The key drivers for this topic are **Geography** and **Science**.

**Geography:** We continue the spring term by exploring and learning about the Amazon Rainforest in the South America. During this area of learning, we will explore compass direction and becoming astute map-readers. Finally, our learning will encompass the devastating effects of deforestation and the impact it is having on the rainforest.

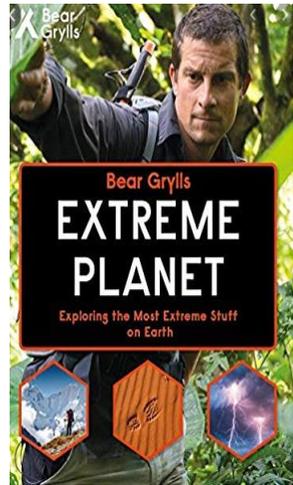


**Science:** In Science, we delve into the learning of predator and prey. We will explore different food chains and what they entail. Additionally, we will examine the digestive system, types of teeth and their function.

**Art:** In Art, we will be studying the works of Georgia O'Keeffe. Her work largely centres on enlarging and close observational drawing of flowers and nature. We will be refining our skills of tone and texture whilst exploring mixed media to showcase off-edge pieces.



**English:** This term, children will explore and write biographies based on an adventurous explorer. We will have an opportunity to refine our skills of writing informatively and sequentially. Additionally, later in the term, we turn our attention to writing a persuasive letter to the humans of the planet in the wake of the devastating effects of deforestation and what they can do to prevent it.



## **Mathematics:**

**Our main objectives are to:**

### **Fractions:**

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

*Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.*

*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.*

*Add and subtract fractions with the same denominator.*

## **Decimals:**

*Recognise and write decimal equivalents of any number of tenths or hundredths.*

*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*

*Round and decimals with 1 decimal place to the nearest whole number.*

*Compare numbers with the same number of decimal places up to 2 decimal places.*

*Solve simple measure and money problems involving fractions and decimals to two decimal places.*

**This term we are organising our curriculum differently and we will be having themed weeks with a different focus each week.**

### **Week 1 – Dragons’ Den Week:**

During this week we will become entrepreneurs! We will design a product, company name, logo and slogan and pitch our ideas to the dragons. We will carry out market research and work out the costings and profit of our products. We will then have a go at making them!



### **Week 2 – World Book Week:**

Instead of World Book Day (Thursday 4<sup>th</sup> March) we are going to celebrate our love of reading all week long! We will be completing lots of different activities connected to this book as well as sharing our favourite bedtime stories in our pyjamas on World Book Day.



### **Week 3 – Well-being Week:**

We are so excited to be welcoming all children back into school this week. We will be focussing on our wellbeing during this week and will be practising mindfulness and self-regulation as well as thinking about our relationships.



#### **Week 4 – Arts Week:**

During this week we will be focusing on designing and building our very own bird boxes. We will be investigating and delving into the different type of birds we would like to attract before manufacturing our designs.



**Week 5 – Science Week:** In our investigative Science week, we will be delving into the wonders of our teeth. We will be learning the scientific names for each tooth as well as learning about the effects of decay and how it is caused.

#### **Week 6 – RE and Celebration of Learning Week:**

During this week we will be learning all about Easter and the Last Supper. We will write about the Easter story and also make our own Easter decorations. We can't wait to show you all of our work during Celebration of Learning.



# Year 4 information

## The team:

*Mrs Arnold – Sycamore class teacher*

*Mr Burrows – Rowan class teacher*

*Mr Burnett – Aspen class teacher*

*Mrs Chittenden and Mrs Hills – Individual Needs Assistants*

*Miss Black, Mrs Vervecken and Mrs Silcock – Learning Support Assistants*



## Theme Weeks:

Week beginning	Focus
22 <sup>nd</sup> February (4 days due to INSET)	Dragons' Den Week
1 <sup>st</sup> March	World Book Week
8 <sup>th</sup> March	Well-being Week
15 <sup>th</sup> March	Arts Week
22 <sup>nd</sup> March	Science Week
29 <sup>th</sup> March (4 days due to Good Friday)	RE and Celebration of Learning Week

## PE Days:

*Mondays:* Outdoor PE – all classes

*Wednesdays:* Outdoor PE – Rowan class ONLY

*Fridays:* Outdoor PE – Sycamore and Aspen classes

*NB: We ask that your child has their PE kit in school every day as there may be unforeseen timetable changes or additional activities planned. Please ensure this comes straight back into school if they take it home after a sports club.*

## Coats/snacks/drinks and equipment:

*Please ensure your child has appropriate clothing for cold/wet weather, as we will often still go out when it is raining and remember to ensure they have a separate jumper for outdoor PE. We ask that every child has a water bottle in school and that break time snacks are put in the class box as soon as they come in, in the morning.*

***Please don't hesitate to get in touch with your child's class teacher if you have any questions or concerns; our doors are always open.***

## Preview/review

At the beginning of each half term we like to invite your child to reflect on previous learning and look forward to new learning.

*Last half term your big question was:*

*What's under the layers?*

*What have you learnt so far?*

*This half term our big question is:*

*What's under the layers?*

*What else would you like to know?*



## **Year Group Objectives**

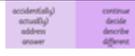
On the following pages are the key year group objectives for reading, writing and maths that we use in school to assess the children. For a child to achieve age related expectations they need to have met all of these objectives by the end of the year.

On the school website you can also view a Year 4 guide which has been published by Twinkl. This useful document can be found in [Our School > Curriculum and Assessment > Year Group Objectives](#) and gives guidance on the key skills covered throughout the year.

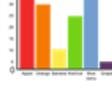
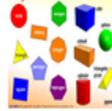
## Reading:

	Read age-appropriate books with increasing confidence and fluency (including whole texts).
	Read aloud with increasing intonation, that shows understanding.
	Retrieve information from an increasing range of fiction and non-fiction.
	Explain and discuss their understanding of what they have read, beginning to make inferences and justifying these with evidence.
	Predict what might happen from details stated and implied.
	Summarise main ideas from more than one paragraph.
	Begin to make connections identifying themes and comparisons across different text types.

## Writing:

	Objective
	Write for an increasing range of purposes and audiences, selecting language that shows a growing awareness of the reader.
	In narrative create/describe settings and characters.
	Use paragraphs to organise ideas mostly correctly and consistently.
	Use an increasing range of cohesive devices within and across sentences and paragraphs including co-ordinating and subordinating conjunctions, adverbs and prepositions and nouns, pronouns and fronted adverbials.
I ran / I run	Use different verb forms and verb tenses mostly correctly.
	Select sentence structures and vocabulary mostly suitable for the type of writing e.g. sentences with more than one clause including a wider range of conjunctions (coordinating and subordinating conjunctions).
<i>After-school</i> I played with my friend.	Use fronted adverbials.
. , ! ? “ ”	Use punctuation taught at key stage one and lower key stage 2 mostly correctly including some use of inverted commas.
after child again children	Spelling words correctly (year 1 and 2 list) including common exception words.
	Spelling most words correctly ( <u>year</u> 3 and 4 list) including further prefixes, suffixes and 2018 homophones.
	Make proof-reading and editing revisions to their own writing.
	Make increasing use of dictionaries to check ambitious vocabulary.
abcdefghijklmnopqrstuvwxyz abcdefghijklmnopqrstuvwxyz	Produce legible handwriting with diagonal and horizontal strokes.

## Maths:

	Count on from 0 in multiples of 25 and 1000.			Recognise and show using diagrams families of common equivalent fractions.	
	Count backwards through zero to include negative numbers.			Add and subtract fractions with the same denominator.	
	Recognise the place value of each digit in a four-digit number.		<b>10.7</b>	Round numbers with one decimal place to the nearest whole number.	
	Order and compare numbers beyond 1000.			Solve money and measures problems involving fractions and decimals to two decimal places.	
	Round any number to the nearest 10, 100 or 1000.			Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	
$\begin{array}{r} 311 \\ \times 6 \\ \hline \end{array}$	Multiply three-digit numbers by a one-digit number using a formal written method.			Count up and down in hundredths. Recognise that hundredths arise when an object or number is divided by 100 or tenths divided by 10.	
	Solve two-step addition and subtraction problems in context.		<p style="text-align: center;">Weight</p> <p>1 tonne = 1000 kilograms 1 kilogram = 1000 grams 1 gram = 1000 milligrams</p> 	Convert between different units of measure.	
	Recall multiplication facts for tables up to 12x12.			Compare and classify geometric shapes based on their properties and sizes.	
	Recall division facts for tables up to 12x12.			Identify lines of symmetry in 2-d shapes shown in different orientations.	
	Plot points and draw sides to complete a shape.				