

Supporting Your Child in Year 4

**Spring Term 2023**



Dear Parents,

I hope you have all had a fantastic Christmas and New Year. We are now back to school for our Spring Term and I can see already, that your children are ready for the term ahead, as they have come back with a very settled, positive and hard-working attitude. Perfect for this important year!

**English and Maths**

We will be following the White Rose curriculum in maths and this term, in English, we will be using Talk for Writing and focusing on ‘Writing to Persuade.’

Children will be supported and encouraged throughout the year. Interventions will be available in class to support and extend learning. Other areas of the curriculum will be available for the children to learn and shine in too! We have a great variety clubs continuing this term, it would be lovely to see them there. Every child can shine!

**Manners, Rewards and School Values**

It is really important that we promote good manners within the school, so please remind your child that as a school, we will be looking out for wonderful manners and rewarding these with class dojos and values counters – this terms’ values are ‘ENJOY – Creativity and Enthusiasm.’

**Everyone’s Welcome and British Values**

This term we will be using the book ‘Dogs Don’t Do Ballet’ to help the children understand the protected characteristic ‘Gender.’ We will continue to develop the children’s knowledge of our British Values in our PSHE lessons to reinforce our understanding of how we incorporate them into our daily lives.

**Reading**

Please can you encourage your child to be reading every day and logging it using the GoRead App. Thank you.

**Extend their learning!**

Playing games/doing activities with your child can help to enrich their learning. Here are a few ideas for literacy, numeracy and science you could play/do with your child.

**Literacy and maths** – Crack the code! Ask your child to solve the literacy problem by answering questions, (mathematical) to find the number that corresponds to the right letter e.g. 19,3,9,5,14,3,5…….can you figure it out? The answer is SCIENCE. Each letter corresponds to its numerical position in the alphabet e.g. A=1, B=2 and so on.

**Literacy** – Deepen the children’s story writing skills by reading higher level books to them to enrich their choice of vocabulary.

**Literacy** – Give them a story starter and a theme and ask them to write you a story based on the theme you give them. Can they create a mood?

**Literacy** – pictures – Give them an interesting picture. Ask them to brainstorm about it, then create a story starter of their own that’s good enough to hook a reader and reel them in.

**Maths** – Magic squares – Can they fill in a grid of numbers e.g. 4x4 grid where each line adds up to the same amount?



**Maths** – Sudoku!

**Maths** – bbc bitesize is an excellent website to use to reinforce and extend learning.

**Science** – bbc bitesize give interactive games for the children to play to consolidate and further their learning.

**Science** – Experiment with; cornflower, oil and water, dissect plants, look for bird and animal habitats when out walking. Ask them questions like, because I have longer legs than you, does it mean I can jump further? What is the scientific name for the skull?

**Memory games** – A good memory is vital to extending a child’s capabilities. Memory matching cars, a tray of goodies covered with a tea towel – can they remember what was on the tray to tell you which is missing if one is removed as the tea towel is removed?

Have fun learning and experimenting with your children!



**English**

The English focus for this term is ‘writing to persuade,’ which means we will be studying grammar such as alliteration, rhetorical questions, fact / opinion and specific vocabulary, to persuade the reading audience. Vocabulary choices will be challenging and specific to the tasks and we will gradually build up the skills, over the term, to be able to write a persuasive text on the environment and write a letter to Mrs. Conlon about a school matter the children feel is important to address (theoretically!)

It is essential to ensure that the children understand what they are reading, so we will be using some persuasive texts in our comprehension lessons too. We will use VIPERS talk to enhance our understanding of the different domains for comprehension, which gives the children opportunities to discuss the text at a deeper level. To support their learning and comprehension skills therefore, it would be helpful if you could encourage your child to read daily, a range of both fiction and non-fiction texts and, if possible, ask your child questions about ‘what’ they have read. Please could either yourself, or your child comment daily using the Go Read App, on their comprehension, reading and vocabulary skills. Thank you.

Presentation is important, so cursive, joined handwriting is essential now they are in year 4, and I would appreciate if you could ensure that homework is completed to a neat standard to help them practise and reflect our expectations at school.



**Numeracy**

Numeracy lessons will also follow the White Rose Scheme. Our areas to focus on this term are; multiplication and division, area, fractions and decimals, but all of the four operations will also be visited.

We will be practising mental calculations every day during our Numeracy lessons, as well as using our ‘Fast 4 Grids’ to develop memory recall. We will also use the chrome books daily to develop our skills of the multiplication test, which will take place in the summer term. I know this seems a long way off, but it creeps up very quickly and the more confident the children are, the happier they’ll be and easier they’ll find it, so practice is everything. It is already making a difference for the children who are practicing, which is great to see. The children will continue with the ‘Famous Five’ multiplication test, which has proven to be very popular with the children and has produced excellent results! A ‘Famous 5’ grid will be sent home every week as part of their homework and the children will be tested every Friday.

It would also be helpful to your child if you can ask them to ‘explain’ how they have solved any problems they are given. This will reinforce their own understanding and verbalise their thinking.

I have included some examples of how addition, subtraction, multiplication and division questions might be answered.

I hope this helps when tackling maths homework.

**ADDITION**

E.g.

|  |  |  |
| --- | --- | --- |
| 47 + 76 =  T U | 258 + 87 =  H T U  | 366 + 458 =  H T U |

**Subtraction**

Many children have difficulties with calculations involving subtraction. They need to understand that the symbol ­ can be interpreted in a number of ways using a variety of language.

18 ­ 7 18 subtract 7

 18 minus 7

 What is the difference between 18 and 7?

 What is the difference between 7 and 18?

 How many more is 18 than 7?

 How many less is 7 than 18?

 18 take away 7

 Decrease by 13…..

 Fewer for concrete objects

763 – 285 (HTU – HTU)

+15 +400 +63 = 478

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

285 300 700 763

285 300 700 763

8.37 – 3.59 (Decimals to 2 decimal places)

 +0.41 +4.37 = 4.78

3.59 4.0 8.37

326 – 135 = 191

2~~3~~12 6

 - 1 3 5

 1 9 1

**MULTIPLICATION**

|  |
| --- |
| **PARTITIONING**HTU x U 235 x 7 = (200 + 30 + 5) x 7 200 x 7 = 1400 30 x 7 = 210 5 x 7 = 35 1400 + 210 + 35 = 1645 |

TU x TU

23 x 57 = (20 + 3) x (50 + 7)

20 x 50 = 1000 20 x 7 = 140 3 x 50 = 150 3 x 7 = 21

 1000 + 140 + 150 + 21 = 1311

**GRID METHOD**

TU x TU

24 x 43

|  |  |  |  |
| --- | --- | --- | --- |
| X | 40 | 3 |  |
| 20 | 800 | 60 |  800 + 60 = 860 8 6 0 |
| 4 | 160 | 12 |  160 + 12 = 172 + 1 7 2 |
|  |  |  |  1 0 3 2 |

 1

**DIVISION**

**TABLES KNOWLEDGE AND REMAINDER**

I know 7 x 7 = 49 and I know 2 x 7 = 14

68 ÷ 7 = 9 r5

 7 x 7 2 x 7 R5

0 49 63 68

**BUS STOP METHOD**

£4.68 ÷ 4 =

|  |  |
| --- | --- |
|  |  1 1 7 |
| 4 |  4 6 28 |



**History**

Our History Topic for this term is ‘The Romans.’ The children will be using their knowledge organisers to develop an understanding of the Romans, for example; how they lived, fought and worked. Homework Knowledge Organisers will be sent home to help support the children in their home learning.

The children will be invited to do their own presentation about their findings on the Romans to the rest of the class. This is great experience and builds confidence!



**Science**

Using our new scheme of work for science, we shall be studying ‘States of Matter.’ The unit will teach your child about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will have chance to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages. They will be developing their skills of scientific enquiry and use them to design their own scientific investigations.



**ART**

The first half term focuses on ‘Painting and mixed media – Light and dark.’ Children will be developing colour mixing skills, using shades and tints to show form and create three dimensions when painting and learn about composition, then plan their own still life to paint, applying chosen techniques.

**DT**

In the second half of the term, the children will be studying ‘Fastenings.’ They will analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve. They will understand how to plan what materials are needed to produce a product and be able to adapt if things are not as intended.



**Music**

It is wonderful to see how much the children are really enjoying music. This term they will be creating songs to promote the awareness of bullying, gaining further knowledge on musical notation and using technical vocabulary. In the second half of the term, we will be focusing our music sessions around Bill Withers song ‘Lean on Me.’ I am looking forward to introducing the children to some classics!



**RE**

We will be researching into the questions; How do festivals and worship show what matters to a Muslim? They will also answer the question; How do festivals and family life show what matters to Jewish people? We will be using discussion and reflection as well as learning knew information to try to answer them.



**PSHE**

The children will be using our Kapow Scheme of work to enable them to;

* Understand what human rights are and why they are important.
* Understand how reusing items benefits the environment.
* Understand the range of groups that exist in the wider community.
* Understand how community groups can focus on different areas of interest.
* Understand that diversity supports a community to work effectively.
* Understand the role of local councillors.



**P.E.**

Physical activity supports our mental health, fitness and wellbeing, so your child will have a PE lesson every day for 30 minutes. However, two of those lessons will be a PE based English and maths session. **Please make sure PE kits are worn to school on a Tuesday and Friday morning. If there are any changes to PE slots, you will receive a class dojo.**

They will need a Glenmere t-shirt and jumper (which can come in any colour) black shorts and an outdoor PE kit, including tracksuit bottoms and a warm top if the weather is cold. A change of footwear is essential. The children need plimsolls or indoor trainers for indoor sessions, trainers for outdoors, and these should not be the same shoes as their school shoes. Football boots are needed, especially if the children are involved in any extra-curricular football activities as they will not be able to participate if they do not have the correct footwear, it is a health and safety recommendation. Therefore, both boots and shin pads are essential.

As we will be outdoors for some of the sessions, it is VERY important that your child has an outdoor kit, which will need to reflect the weather. A lightweight waterproof can also be worn, as we will still be outside if it is drizzly rain, and sun cream needs to be put on before coming to school if it’s hot! I would like all children to bring a water bottle to school to be taken out for PE please. They will need to keep rehydrating themselves and this is the most efficient way of ensuring they do so, without eating into valuable PE time by needing to go inside for a drink at the water fountain. Please ensure the water bottles are clearly named, and the children will be encouraged to bring them home daily to wash them, and bring back for the following day. Although PE is timetabled, children need to have their PE kits in school on Monday and take it home on Fridays. Please also note that for ALL PE activities, NO jewellery whatsoever must be worn, including earrings, watches and necklaces.



**ICT**

Children will continue to develop their ICT skills using the scheme, ‘Teach Computing.’ In the first half term, they will be focusing on ‘Programming and Repetition in Shapes.’ Specifically repetition and loops within programming. They will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

The second half term is about Data Logging, where the children will consider how and why data is collected over time, the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. They will collect data as well as access data captured over long periods of time and look at data points, data sets, and logging intervals. The children will spend time using a computer to review and analyse data. Towards the end of the unit, they will pose questions and then use data loggers to automatically collect the data needed to answer those questions.

**Literacy**

<http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/>

<http://www.bbc.co.uk/bitesize/ks2/english/reading/>

<https://www.bbc.co.uk/bitesize/topics/zf2f9j6/articles/z3c6tfr> - This is an excellent interactive site, to help your child learn to touch type – a very valuable skill nowadays!

**Maths**

<http://nrich.maths.org/teacher-primary>

bbc bitesize – (type in any area of maths)

**Science –States of Matter**

<https://www.bbc.co.uk/bitesize/topics/zkgg87h>

<https://www.topmarks.co.uk/Search.aspx?q=solids%20and%20liquids>

<http://www.sciencekids.co.nz/gamesactivities.html>

BBC bitesize is a valuable resource to consolidate learning and understanding for all curriculum areas.

Any other sites you or your children find useful, please let me know so I can add them to the list! Thank you.



**BOOKLIST**

Children in year KS2 are encouraged to read a range of books, from poetry e.g. Roald Dahl’s Revolting Rhymes, to The Hobbit!

I have included examples of the types of books cover each genre the children need to be reading. These particular books don’t need to be read, but it states the ‘type’ of book.

* **Aesop’s Fables**, Michael Rosen, Fables
* **Horrid Henry**, Francesca Simon, Stories in familiar settings
* **Horrid Henry’s Birthday Party**, Francesca Simon, Stories in familiar settings
* **How to Train Your Dragon**, Cressida Cowell, Fantasy
* **The Hole**, Oyvind Torseter, Imaginative Stories
* **The Usborne Complete Book of Art Ideas (or Usborne Book of Art Skills, or Usborne book of Art Ideas)**, Fiona Watt, Instructions and Explanations
* **The Kingfisher Book of Music**, Chris de Souza, Information Texts
* **Leonardo da Vinci for Kids, His Life and Ideas**, Janis Herbert, Biography
* **Window**, Jeannie Baker, Image Poems
* **Any Horrid Henry books (not early reader editions)**, Francesca Simon, Stories in familiar settings
* **Children’s Book of Music**, pub Dorling Kindersley, Information Texts
* **Usborne Introduction to Music: Internet Linked**, Eileen O’Brien, Aziz Khan and LR Galante, Information Texts
* **The Works**, chosen by Paul Cookson, Poetic Form – Syllabic Poems
* **The Poetry Chest**, John Foster, Poetic Form – Syllabic Poems
* **My Teacher’s as Wild as a Bison**, Carol Rumble, Poetic Form – Syllabic Poems

We are currently reading the book ‘The Butterfly Lion’ by Michael Morpurgo. Why not read more of his books? It would be great if some children could give a book review to the rest of the class.

Bertie rescues an orphaned white lion cub from the African veld. They are inseparable until Bertie is sent to boarding school far away in England and the lion is sold to a circus. Bertie swears that one day they will see one another again, but it is the butterfly lion which ensures that their friendship will never be forgotten.





**Homework**

Homework will continue to be given out on a Friday and will be due back in the following Thursday. A record of homework returned will continue to be kept, as completing their homework is imperative to their learning and to reinforce what they understand and need help or support with. There have been a few issues with children not completing their homework, so this will now be carefully monitored this term.

Children will continue to be given weekly spellings to learn in class and at home for testing each week. There will also be a weekly times table and mental maths test reviewing the week’s work in the form of the Famous 5 grid. All children will continue to work in their CGP books and the tasks set will be on sheets denoting the pages to be completed.

I am really looking forward to the Spring Term with your children, I am sure it will be a happy, fun and productive one!

Thank you.

Mrs. T Dorrington.