



Year 4 Newsletter

January 2019

Points of Interest

- Welcome
- Horstead Residential
- Curriculum Updates
- Forest Schools
- Key Dates

Key Dates

West Stow - Trip

Monday 21st January
(Information to follow shortly)

Norfolk Record Office Workshops (Free)

Wednesday 6th and Thursday 7th March

Strangers Hall Trip

Thursday 21st March and Thursday 28th March.

(Information about this trip will be given out later this half term)

Parent Volunteers

We are always keen to have parent volunteers in school! Whether this is as a one off or as a more regular slot, we really value your support.

Please do contact us if you are keen to help and support around school!

Welcome Back!

We hope you had a great Christmas break and are ready for both the new year and the new term! To help keep you up to date with our curriculum this half term, you will find an up to date curriculum map on the school website as well as Class Dojo. In addition to this, we will also be uploading our optional home-work activities and newsletters.

Horstead Residential

Thank you for your support with the Horstead trip. It was a great success and the children showed a fantastic attitude throughout the trip (even in the pouring rain and during unexpected fire alarms!) Residential trips always provide a range of new and exciting opportunities and we hope the children will remember these for many years to come!

Curriculum Updates

ICC - The Anglo Saxons

This half term we will be learning about the Anglo-Saxons and their occupation of Britain following the Romans. We will be looking at the story 'Beowulf' and creating our own stop-motion animation versions of the story in Computing. We will also be getting creative by sewing our own Saxon purses later in the term!

English

In English we will be studying the text Beowulf. Using this text we will explore characterisation, plot, setting and story structure. Furthermore, we will also examine the old English language. We will learn about Kenning poems and write our own stories using Beowulf as a stimulus.

West Stow—Anglo Saxon Village

This half term, we hope to take the children to West Stow—Anglo Saxon Village. This will be a great chance for children to explore our ICC topic in more depth and to be able to get hands on with different artefacts and replica models. The cost of the trip will be £12. Children will need a packed lunch for the trip and must wear school uniform. A letter about the trip should be coming home in the first few days of term.

Forest Schools

4SH will be continuing with Forest Schools until the February half term. Please be mindful of the weather and ensure that children come to school with warm clothing and wet weather gear. The school does have a range of waterproofs and wellies, however there is of course no guarantee that these will fit. The children have really enjoyed their Forest School sessions so far and will, no doubt, continue to in the future.



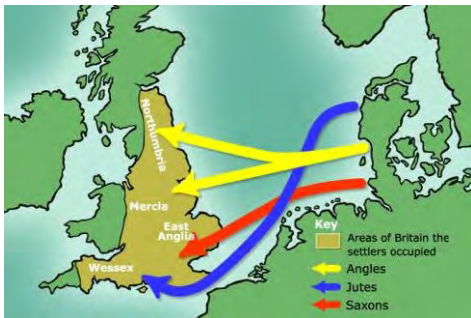
Optional Activities

SPRING 2019

to support your child's learning

Anglo-Saxons

Our ICC (International Creative Curriculum) topic this half-term is Anglo-Saxons. Here are some ideas for further learning and research you could do at home!



On Scratch create a quiz about the Anglo Saxons. Can you include sounds and movement? Can you design or find an appropriate backdrop and sprite for your quiz?

Research an aspect of life in Anglo-Saxon times – religion, warfare, living conditions, etc. Present your findings in an interesting way!

Lots of place names in East Anglia and across the country date back to Anglo-Saxon times. Find and show them on a map for display.

The BBC Primary History site has excellent information and activities on the Anglo-Saxons.

Reading Ideas

Here are some ideas for books that fit well with our topic that you may wish to read together.

Beowulf (There are many child-friendly versions. The Michael Morpurgo version is particularly good)
Anglo-Saxon Boy by Tony Bradman
Freedom for Bron: The Boy Who Saved a Kingdom by N. S. Blackman
Men, Women and Children in Anglo-Saxon Times by Jane Bingham
Do you have any more recommendations for us?

At Avenue Junior School, we no longer set any formal homework. We believe the most important thing you can do with your child is to spend enjoyable time with them. We ask that you read with your child for 10 minutes per day – your child reading to you, you reading to them, or sharing the reading together. If you do any other additional activities related to the curriculum that is not suggested below. Please do encourage your child to share it with us in class.

Maths Skills

All children are expected to know their times tables by the end of Year 4. One of the best things you can do to support your child is regular practice of their times tables!

Find settlements in East Anglia with Anglo-Saxon names. Plot them on a map. Plan journeys between these settlements and calculate the distances between them in km. Can you convert these distances into miles? Approximate how long it would take to complete these journeys.

Telling the time is such a complex thing to master. If your child is not completely confident with the many different ways of talking about time, make time in every day to give opportunities for them to practice. Little and often is the key!

Other activities

As a School of Sanctuary, we want our school and our city to be a welcoming place for everyone. Design a welcome booklet for someone new to our school or our city.

Draw or paint your own illuminated letter in the style of an Anglo-Saxon calligrapher.

Practice the weekly spelling rule at home by writing out the words in your best handwriting. The more you write them correctly, the more likely they are to be remembered!

If you try out any of these activities, please let us know how it goes! You can share your learning in the reading record book, write or post photos on Class Dojo, or bring things in to show in class.

Year 4 Curriculum Plan – Spring 1

Subject	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<p>English (including composition, reading comprehension and spoken English.)</p>	<p>Beowulf</p> <p>Introducing the story of Beowulf and acting out key parts of the story.</p> <p>Looking at the old English language and making links to modern day English. Exploring a wide variety of word origins in the English language.</p> <p>Writing a Kenning that would describe Beowulf.</p>	<p>Beowulf</p> <p>Looking at monsters, and how to describe monsters effectively, creating our own monster for Beowulf to challenge.</p> <p>Planning our own story based on Beowulf, using techniques such as shared writing and oral rehearsal to refine our ideas.</p> <p>Looking at the effect of word order on the reader.</p>	<p>Beowulf</p> <p>Writing our opening paragraph of our own story.</p> <p>Looking closely at how Grendel is introduced in Beowulf and using this as inspiration for introducing our own monster into our story.</p> <p>Writing the build-up of the story, focussing on developing atmosphere and suspense.</p>	<p>Beowulf</p> <p>Using our senses to describe a setting.</p> <p>Writing a battle scene and an ending to our story. Explore varying sentence lengths to control the pace of the story and action.</p> <p>Editing and redrafting our story to improve it (ongoing throughout the unit).</p>	<p>Exploring Form</p> <p>Reading a selection of poems and discussing the poet's choice of words and rhythm.</p> <p>Performing a range of poetry and discussing the impact on the audience.</p>	<p>Exploring Form & Poetry</p> <p>Exploring Kennings and rhyming couplets. (Which have their origins in Old English poetry)</p> <p>Writing our own Kenning about an animal – linked to our learning of Norse and Old English language.</p>
<p>Spelling, Punctuation and Grammar</p>	<p>Spellings: Adding the prefix dis- and in-</p> <p>Grammar: Identifying and understanding contractions, apostrophes for admission and possession. Recognising compound words.</p>	<p>Spellings: Adding im- to root words beginning with m or p.</p> <p>Grammar: Encourage pupils to develop choosing words for effect. Re-write sentences to make them more powerful.</p>	<p>Spellings: Adding the suffix -ous</p> <p>Grammar: Recognise similes and metaphors and use them within their writing.</p>	<p>Spellings: Adding the suffix -ly</p> <p>Grammar: Fronted adverbials. Children will need to edit their own work and include fronted adverbials as a means of adding more detail</p>	<p>Spellings: Words ending in -ture</p> <p>Grammar: Personification and alliteration. Children will explore these techniques and include them within their writing.</p>	<p>Spellings: Adding -ation to verbs to form nouns.</p> <p>Grammar: Similes and metaphors. Children will explore how effective their use of similes and metaphors are and make changes where necessary.</p>

<p>Maths</p>	<p>Number, Multiplication and Division</p> <p>Through a variety of fluency, reasoning and problem solving activities, children will explore the 11 and 12 times tables in greater depth.</p> <p>They will learn about factor pairs and gain confidence in recognising and using these.</p>	<p>Number, Multiplication and Division</p> <p>Children will learn about efficient multiplication methods and then relate this to formal written multiplication methods.</p> <p>They will practice the grid method for multiplication through a variety of different mathematical problems, starting with 2 digit numbers multiplied by a 1 digit number, before moving to 3 digit numbers multiplied by 1 digit.</p>	<p>Number, Multiplication and Division</p> <p>Children will explore the concept of division and relate this to a formal written method.</p> <p>Children will learn to divide a 2 digit number by a 1 digit number and apply this knowledge to a variety of fluency, reasoning and problem solving based activities.</p> <p>Finally children will look at correspondence problems and apply what they have learned in the last few weeks to this.</p>	<p>Measurement – Area</p> <p>Children will learn about area, what it is and how to calculate it.</p> <p>They will explore making shapes with specific areas and will compare them with other shapes.</p>	<p>Fractions</p> <p>Children will discuss what a fraction is and try to understand that they are parts of a whole.</p> <p>Firstly, children will learn to recognise basic fractions and what they mean, before finding equivalent fractions. They will explore the concept of equivalent fractions through a variety of different problems.</p>	<p>Fractions</p> <p>Children will learn to count in fractions and recognise 'how many parts make a whole'.</p> <p>They will learn to add and subtract two or more fractions to one another.</p>
<p>International Creative Curriculum</p>	<p>Anglo-Saxons</p> <p>Who were the Anglo-Saxons? Where did they come from?</p> <p>What and where were the seven Anglo-Saxon Kingdoms? Identifying these ancient Kingdoms on a map.</p>	<p>Anglo-Saxons</p> <p>What did the Anglo-Saxons believe? Do any of these beliefs exist in modern culture?</p> <p>Looking at Paganism and the Gods that Anglo-Saxons worshipped.</p> <p>What is the mystery of Sutton Hoo?</p>	<p>Anglo-Saxons</p> <p>What is a hill fort and what was it used for?</p> <p>Looking at Anglo-Saxon armour and weapons.</p> <p>Designing armour based on what we know about the Anglo Saxons.</p>	<p>Anglo-Saxons</p> <p>Trip to West Stow – Anglo Saxon Village</p> <p>Writing in role as an Anglo-Saxon living in West Stow – using real life experiences from the visit for inspiration.</p>	<p>Anglo-Saxons</p> <p>How did the Anglo-Saxons speak, read and write?</p> <p>Looking at Saxon Runes to try and decode what they say.</p>	<p>Anglo-Saxons</p> <p>Sewing a draw string purse.</p> <p>Painting rune stones using Anglo Saxon runes.</p>

Science	<p><u>Electricity</u></p> <p>Understanding that electricity can be dangerous, and discussing how to identify electrical dangers.</p> <p>Creating a poster about using electricity safely.</p>	<p><u>Electricity</u></p> <p>Investigating how to change the brightness of a bulb in a series circuit.</p> <p>Introducing the idea of a parallel circuit.</p>	<p><u>Electricity</u></p> <p>Introducing the terms conductor and insulator. Understanding that all metals are conductors of electricity.</p> <p>Carrying out a simple experiment to test conductors.</p>	<p><u>Electricity</u></p> <p>Understanding how a switch works.</p> <p>Creating a switch in a circuit by using a range of different materials.</p>	<p><u>Electricity</u></p> <p>Creating a device for a specific purpose.</p> <p>Children will create their own light-up 'quiz boards', applying their knowledge about circuits to a real life example.</p>	<p><u>Electricity</u></p> <p>Creating a device for a specific purpose.</p> <p>Children will create their own light-up 'quiz boards', applying their knowledge about circuits to a real life example.</p> <p>Drawing accurate circuit diagrams of circuits they have created.</p>
Computing	<p><i>History of animation</i></p> <p>Describing early forms of animation before computers and how computers have made a difference.</p>	<p><i>Stick figure animation</i></p> <p>Creating a short computer animation using one or more moving stick figures using Pivot.</p>	<p><i>Creating a Beowulf animation.</i></p> <p>Planning our own stop motion Beowulf animation.</p>	<p><i>Creating a Beowulf animation.</i></p> <p>Creating models and props for our short animation.</p>	<p><i>Creating a Beowulf animation.</i></p> <p>Filming our stop motion film of Beowulf. Editing our clips into a short film.</p>	<p><i>Creating a Beowulf animation.</i></p> <p>Editing our clips into a short film.</p>
Music	<p>Dragon Scales</p> <p>Pupils work out melodic intervals by ear. They compose melodies from a set of given intervals. They perform their compositions to an audience.</p>	<p>Dragon Scales</p> <p>Pupils learn and perform 'Skye Boat Song'. They identify structure and phrases. Pupils perform melody by ear on keyboards.</p>	<p>Dragon Scales</p> <p>Pupils learn to recognise the use of scales in music. Pupils use Do-re-mi and Kodaly hand signals to describe the shape of a melody.</p>	<p>Dragon Scales</p> <p>Pupils identify the structure of a song. They learn a melodic ostinato to use as an accompaniment to the song. They perform both parts together.</p>	<p>Dragon Scales</p> <p>Children continue to explore ostinato as an accompaniment to other melodies.</p>	<p>Dragon Scales</p> <p>Pupils learn the song 'Jibber Jabber'. They use keyboards and tuned percussion to accompany a performance of the song.</p>
Religious Education	<p>Islam</p> <p>What are the 5 pillars of Islam?</p>	<p>Islam</p> <p>What is the Qur'an? How do you read and write in Arabic?</p>	<p>Islam</p> <p>Why is the Qur'an important to Muslims?</p>	<p>Islam</p> <p>What is Shahadah?</p>	<p>Islam</p> <p>Why are there no pictures or statues in Islam?</p>	<p>Islam</p> <p>Make comparisons between Islamic beliefs and those held by people of different faiths.</p>

PATHS	Linked to English - Explore the diverse mix of cultures, traditions, language etc. that makes someone British. Use Benjamin Zephania poem that explores diversity as well as the language. Links to ICC with topics on invasion, settlement and migration in the UK.	Making Good Decisions Consider different stories where choices need to be made.	Making Good Decisions How would children react and what plan would they put into action in response to set stories/scenarios?	Being Responsible and Caring for Others Consider what it means to be responsible and to create change.	Being Responsible and Caring for Others Explore the meaning of responsibility and discuss scenarios when being responsible is important.	Team Work Explore the concept of teamwork and how we can best maximise everyone's strengths.
French	My Town (<i>Ma ville</i>) How much does it cost? <i>Ça coûte combien?</i> <u>Key words/phrases</u> <i>un euro, un euro vingt, deux euros, deux euros cinquante, cinquante centimes, trop cher, très bien</i> <i>Ça coûte combien?</i> <i>Ça coûte...</i>	My Town (<i>Ma ville</i>) In your town <i>Dans ta ville</i> <u>Key words/phrases</u> <i>des magasins, une église, un supermarché, un centre de loisirs, un théâtre, une gare, une rivière, un jardin public, un musée</i> <i>Qu'est-ce qu'il y a dans ta ville?</i> <i>Il y a...</i>	My Town (<i>Ma ville</i>) Where is...? <i>Où est...?</i> <u>Key words/phrases</u> <i>la gare, la piscine, continuez tout droit, tournez à gauche, tournez à droite, prenez la première rue à gauche, prenez la deuxième rue à droite, voilà</i> <i>Où est...?</i>	My Town (<i>Ma ville</i>) Shops <i>Les magasins</i> <u>Key words/phrases</u> <i>la boucherie, la boulangerie, la pâtisserie, la confiserie, le marché, la banque, la pharmacie, la poissonnerie</i> <i>Qu'est-ce que c'est ?</i> <i>C'est...</i>	My Town (<i>Ma ville</i>) Éric goes shopping <i>Éric fait du shopping</i> <u>Key words/phrases</u> <i>une animalerie, le marchand, il trouve, il vend, il saute, se cacher, Arrête! Fâché, Ça coûte combien?</i>	My Town (<i>Ma ville</i>) Recap the key words and phrases learnt in this unit and try to hold simple conversations between 2 or more people