



Year 4 Newsletter

April 2019

Points of Interest

- Welcome
- Strangers Hall
- Historical Conference
- ICC
- Forest Schools
- Key Dates

Key Dates

Friday 26th April—
Football Welcomes Tournament

**Monday 29th April and
Thursday 2nd May** -
Parents Evenings.

Wednesday 15th May -
Malawi and Renewable energy visitors to school.

Forest Schools - Every
Thursday from April 25th
onwards.

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 lovely Easter Holidays and that you are all feeling refreshed and ready to learn! To help keep you up to date with our curriculum this half term, you will find a curriculum map on the school website as well as Class Dojo. In addition to this, we will also be uploading our optional homework activities and newsletters.

Strangers Hall and Historical Conference

Our trip to Strangers Hall was a huge success and children seemed to come back enthused about the topic and keen to learn even more about the history of Norwich as a place of sanctuary. As usual, their behaviour was excellent.

As part of our ICC topic last half term we took part in a 'Historical Conference' at Wensum Junior School. Children were required to deliver a 5 minute oral presentation in front of other children and teachers without the aid of PowerPoint or other computer software. They did a fantastic job! All of the staff were hugely impressed with the children's professionalism and level of preparation. Well done Year 4!

ICC - Clean and Sustainable Energy For All

This half term we will be embarking on an ICC topic entitled 'Clean and Sustainable Energy for all'. I'm sure over the Easter holidays many of you will have seen news reports, television documentaries and newspaper articles about global warming, climate change and pollution. These are all issues that threaten the future of our planet and we believe it is highly important that our children not only understand these issues, but recognise some of the solutions too. In the next 5 weeks, we will be exploring how global warming occurs, what effect it has on the World's environments and how we can try and reduce/stop global further warming. We will examine renewable energy sources and make links to the story 'The Boy Who Harnessed the Wind'.

Forest Schools and Cooking

4RB will be doing Forest Schools and Cooking this half term. Please be mindful of the weather and ensure that children come to school with the appropriate clothing and gear. A water bottle (especially in the warmer weather) is essential. Sun cream and sun hats are strongly advised too. That said, this is England and rain is often on the horizon...

In the coming few weeks children will be cooking soup, bread, a variety of main meals and a few sweet treats.

Year 4 Curriculum Plan – Summer 1

| <u>Subject</u> | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|---|---|---|--|---|---|
| <p>English (including composition, reading comprehension and spoken English.)</p> | <p>There's a boy in the girls' bathroom by Louis Sachar</p> <p>Looking at the way the author uses language to develop characters throughout the opening chapters. Children will then use this knowledge to write a diary entry in role.</p> <p>Children will create theme maps to identify themes within each chapter and across the book.</p> | <p>There's a boy in the girls' bathroom by Louis Sachar</p> <p>Children will continue to read the novel and explore the way the author has developed the characters over time. The children will also discuss how the experiences of the characters changes their perspective. Children will then continue their diaries, trying to carefully choose language to show the character has changed their outlook.</p> | <p>There's a boy in the girls' bathroom by Louis Sachar</p> <p>Children will finish reading the book, and through group discussion reflect on the relationships of the characters and how they developed and changed through the novel.</p> <p>Children will plan, draft, write and edit a final entry, exploring how a character can reflect on their experiences in the past tense.</p> | <p>Creative Writing Project</p> <p>Writing a character profile using a variety of items as a stimulus to write creatively.</p> <p>A real focus on creativity, drafting and re-editing to improve the children's work linking to the grammar points taught throughout the term as well as ISPACEd</p> | <p>Creative Writing Project</p> <p>Use the character profile to create a story using a wide variety of creative writing techniques.</p> <p>There will be a focus on collaborative feedback and improvement to edit our work. Writing for purpose and sharing the children's stories.</p> |
| <p>Spelling, punctuation and Grammar</p> | <p>Spellings: Adding the suffix -ian <i>optician, musician, politician, electrician, mathematician, magician</i></p> <p>Grammar: Recognising a pronoun/Plural pronoun</p> | <p>Spellings: Adding the prefix re- and knowing how this changes the meaning of the word.</p> <p><i>replay, rebuild, reheat, recycle, rearrange, reappear,</i></p> <p>Grammar: Recognising contractions</p> | <p>Spellings: Adding the prefix anti- and knowing how this changes the meaning of the word.</p> <p><i>anticlockwise, antiseptic, antisocial, anticlimax, antifreeze, antibiotic,</i></p> <p>Grammar: Recognising determiners.</p> | <p>Spellings: Adding the prefix super- and knowing how this changes the meaning of the word.</p> <p><i>supermarket, superstar, superman, superglue, superpower, supermodel</i></p> <p>Grammar: Identifying perfect and progressive tense.</p> | <p>Spellings: Adding the prefix sub- and knowing how this changes the meaning of the word.</p> <p><i>subway, subzero, submarine, subtitle, subsoil, subdivide, subheading</i></p> <p>Grammar: Recognise the importance of using standard English.</p> |

| | | | | | |
|--|---|--|--|--|---|
| | | | | | |
| <p>Maths</p> <p><i>(Children performing well in any particular area will be accessing more demanding challenges and exploring deeper levels of reasoning and problem solving)</i></p> | <p>Decimals</p> <p>Children will work with decimals and explore making a 'whole'.</p> <p>The will learn to write decimals to tenths and hundredths and compare them.</p> | <p>Decimals</p> <p>Children learn to order decimals and round them to the nearest tenth and whole number.</p> <p>They will explore halves and quarters as decimal numbers.</p> | <p>Measurement - Money</p> <p>Children will learn about and explore pounds and pence.</p> <p>Children will learn to compare and order amounts of money in different forms - eg. £1.25 128 pence, £1 and 22p</p> | <p>Measurement - Money</p> <p>Children will learn to round money to the nearest pound and then use this information to approximate the total of more than 2 amounts.</p> <p>Children will learn how to use the 4 operations in conjunction with money.</p> | <p>Time</p> <p>Children will learn about hours, minutes and seconds and how they relate to each other. Furthermore, they will explore days, weeks, months and years.</p> <p>Children will learn to read the time in both analogue and digital forms. They will look at both 12 and 24 hour time.</p> |
| <p>International Creative Curriculum / Science</p> <p>(This half term science content will be taught through ICC lessons)</p> | <p>'Clean and sustainable energy for all'</p> <p>Children to explore some of the different issues affecting our climate and environment.</p> <p>Understand the causes of climate change and global warming. Children will learn about sources of energy and which sources are particularly harmful to the environment.</p> | <p>'Clean and sustainable energy for all'</p> <p>Children will learn about the impacts of global warming and what we can do to try and reduce the impact on the climate and environment.</p> <p>Learn how solar energy works and be able to explain the pros and cons of such an energy source.</p> | <p>'Clean and sustainable energy for all'</p> <p>Children will learn about wind energy and how this, alongside other renewables, forms a viable energy future for both developed and developing countries.</p> <p>Look at story of 'The boy who harnessed the wind.' Discuss what lessons can be learned from this story. Workshop delivered by the Norfolk, Dedza partnership.</p> | <p>Norfolk Ecology and Environmental Study</p> <p>Children will learn about some of the diverse habitats found in Norfolk and how these support a great variety of wildlife, including some of the UK's rarest species.</p> <p>We will examine some of the threats to UK habitats and assess the environmental health of 2 local areas; UEA and the Plantation Gardens.</p> | <p>Norfolk Ecology and Environmental Study</p> <p>DT Project - Children to use woodwork and design skills to make a bee / bug habitat that can be placed around the school or gardens at home.</p> <p>They will learn about food chains and the importance of insects within these.</p> |

| | | | | | |
|---------------------|--|--|---|---|---|
| | | | Make links with our Bolera School, Dedza, Malawi (our partner school) | | |
| Computing | <p>Programming</p> <p>Children will conduct some non-computer based work examining how to program successfully using simple algorithms.</p> | <p>Programming</p> <p>Children will input their algorithms into some digital software to see if they work.</p> | <p>Programming</p> <p>Children will continue to build more complex algorithms and will learn to debug them where the results aren't as desired.</p> | <p>Programming</p> <p>Children will use the Bee Bots and similar hardware to test their algorithms.</p> | <p>Programming</p> <p>Children will adjust their algorithms to enable their Bee Bots to work successfully within a specific environment.</p> |
| Music | <p>Salt, Pepper, Vinegar, Mustard.</p> <p>Pupils listen to the composition 'Crowded City' and identify sound signals. They explore some of the musical features of the signals and perform from memory.</p> | <p>Salt, Pepper, Vinegar, Mustard.</p> <p>Pupils learn how musical signals can be used to control dynamics. They practise combining different rhythmic patterns and then perform as a class following a leader.</p> | <p>Salt, Pepper, Vinegar, Mustard.</p> <p>Pupils play a rhythmic game that follows signals from a leader. They use Morse code as a basis for creating their own rhythmic compositions.</p> | <p>Salt, Pepper, Vinegar, Mustard.</p> <p>Pupils recognise the use of Morse code in the melody of 'Signal Song.' They sing and learn to play the melody of Signal Song.</p> | <p>Salt, Pepper, Vinegar, Mustard.</p> <p>Pupils perform Signal Song and discuss how the words are set to music. They compose their own lyrics for the tune.</p> |
| Religious Education | <p>Why is Shabbat important in Judaism?</p> <p>Introduction to Judaism. What do we already know about Judaism? Introducing some of the key vocabulary that we will be using during our Judaism topic.</p> | <p>Why is Shabbat important in Judaism?</p> <p>Learning the stories of Abraham and Moses and reflecting on the moral message.</p> | <p>Why is Shabbat important in Judaism?</p> <p>Learning about the 10 commandments, and why they are important to Jews and people of other faiths. Thinking about the importance of the rules that we follow.</p> | <p>Why is Shabbat important in Judaism?</p> <p>Looking in more detail at Shabbat. Relating this to our own experiences by asking: 'What constitutes a special day for us?'</p> | <p>Why is Shabbat important in Judaism?</p> <p>Continuing to look in detail at Shabbat and making comparisons to other festivals and special events.</p> |
| PATHS | <p>Relationship & Sex Education</p> <p>To understand the human life cycle and how the body changes.</p> | <p>Relationship & Sex Education</p> <p>To identify some basic facts about puberty, reproduction and pregnancy</p> | <p>Relationship & Sex Education</p> <p>To learn about the physical changes associated with puberty</p> | <p>Relationship & Sex Education</p> <p>To consider gender stereotyping and sexuality</p> | <p>Relationship & Sex Education</p> <p>Body safety: respecting body boundaries</p> |

| | | | | | |
|---------------|--|---|---|---|---|
| <p>French</p> | <p>The body (le corps)</p> <p><i>My Face (Mon visage)</i></p> <p><u>Key Vocabulary:</u> Le visage , l'oeil, les yeux, le nez, la joue, l'oreille, la bouche, les dents</p> <p><u>Key Question:</u> Qu'est-ce que c'est?</p> | <p>The body (le corps)</p> <p><i>What are you doing? (Qu'est-ce que tu fais?)</i></p> <p><u>Key Vocabulary:</u> Je cours, j'ecris, je lis, je parle, j'ecoute, je nage, je marche, je peins,</p> <p><u>Key Question:</u> Qu'est-ce que tu fais ce matin/ cet apres-midi?</p> | <p>The body (le corps)</p> <p><i>It hurts (J'ai mal)</i></p> <p><u>Key Vocabulary:</u> J'ai mal..., a la tete, au bras, a l'oreille, au pied, au ventre, au dos, au genou, au doigt, aux dents</p> <p><u>Key Question:</u> Ou as-tu mal?</p> | <p>Fairy Tales (Les contes de fees)</p> <p><u>Key Vocabulary:</u> Le prince, l'ogre, cendrillon, l'ours, le loup, la grand-mere, la grenouille, la mechante belle-mere, le petit chaperon rouge</p> <p><u>Key Question:</u> C'est qui?</p> | <p>Fairy Tales (Les contes de fees)</p> <p><i>Where do they live? (Ou habitent-ils?)</i></p> <p><u>Key Vocabulary:</u> Une maison, une chaumiere, une foret, un palais, un chateau, une grotte, un marais, un pont.</p> <p><u>Key Question:</u> Qu'est-ce que c'est?</p> |
|---------------|--|---|---|---|---|

PE

Children will be taking part in a range of different activities this half term focussed around specific, transferrable sports skills rather than playing one particular sport. Skills such as speed, agility, balance, accuracy and strength will all be explored.



Optional Activities



to support your child's learning

SUMMER 2019

ICC

Our ICC (International Creative Curriculum) topic this half-term is based around the title 'Clean and Sustainable Energy for all'

At home it would be great if you could research some of the causes of global warming and climate change. Why is our planet getting warmer? What are the main contributors to global warming and climate change?

What can be done about climate change? Can you create an information text, presentation or poster to help inform people of some simple steps they can take to help protect the planet?

Protecting the Planet's habitats and wildlife is also a major concern at the moment. There are many ways to do this in your own back garden! Try making your own bug hotel using a selection of broken pots, rocks, twigs and leaves – they can be small or large! Perhaps you could even make a bird/bat box to hang on the wall of your house or shed? Of course growing your own fruit and vegetables is also a brilliant way to save money, learn about the environment and reduce emissions! Lettuce is quick and easy to grow from seed as of course is cress!

International Links.

This half term we are looking to revive our international links with our partner school in Dedza, Malawi. For the past 10 years or so, Avenue Junior School has been partnered with Bolera School; a small, rural primary school in the heart of Malawi. We have previously done some collaborative projects with them as well as sharing planning and providing resources for the school.

At the end of May, Mr Lowe is going to be travelling out to Malawi to visit our partner school and helping to implement our ICC topic 'Clean and Sustainable Energy for all'. Part of this will also involve helping to establish a solar light sharing scheme. Avenues will also welcome a teacher from Malawi later in the year.

It would be fantastic if children could do some research about sources of sustainable energy, particularly in developing countries. 'The boy who harnessed the wind' is a fantastic story and film to help inspire them.

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

The government has recently released guidance around the upcoming Year 4 timestables check and there are now numerous websites providing a preview of what the test might look like. Children will have 25 questions to answer and only 6 seconds per question. The links below are good examples of what the test may look like.

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

<https://www.timestables.co.uk/multiplications-tables-check/>

By the end of Year 4 children are expected to know their timestables up to 12x12. We do lots of regular practice at school however it is hugely beneficial if children practice their times tables at home too!

Telling the time is another hugely important skill and a rather 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! Think about the 12 and 24 hour clock as well as language like half past and quarter to/past.

Shoe Laces

It might sound obvious, but learning to tie your shoe laces is a vital skill! There are still many children in Year 4 that will ask adults to tie their laces for them. Whilst we are happy to help, it does take up quite a bit of time; especially if they are all getting changed for PE. Please practice this skill with them at home...

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 – Summer 1

| <u>Subject</u> | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
|---|---|---|--|---|---|
| <p>English (including composition, reading comprehension and spoken English.)</p> | <p>There's a boy in the girls' bathroom by Louis Sachar</p> <p>Looking at the way the author uses language to develop characters throughout the opening chapters. Children will then use this knowledge to write a diary entry in role.</p> <p>Children will create theme maps to identify themes within each chapter and across the book.</p> | <p>There's a boy in the girls' bathroom by Louis Sachar</p> <p>Children will continue to read the novel and explore the way the author has developed the characters over time. The children will also discuss how the experiences of the characters changes their perspective. Children will then continue their diaries, trying to carefully choose language to show the character has changed their outlook.</p> | <p>There's a boy in the girls' bathroom by Louis Sachar</p> <p>Children will finish reading the book, and through group discussion reflect on the relationships of the characters and how they developed and changed through the novel.</p> <p>Children will plan, draft, write and edit a final entry, exploring how a character can reflect on their experiences in the past tense.</p> | <p>Creative Writing Project</p> <p>Writing a character profile using a variety of items as a stimulus to write creatively.</p> <p>A real focus on creativity, drafting and re-editing to improve the children's work linking to the grammar points taught throughout the term as well as ISPACEd</p> | <p>Creative Writing Project</p> <p>Use the character profile to create a story using a wide variety of creative writing techniques.</p> <p>There will be a focus on collaborative feedback and improvement to edit our work. Writing for purpose and sharing the children's stories.</p> |
| <p>Spelling, punctuation and Grammar</p> | <p>Spellings: Adding the suffix -ian <i>optician, musician, politician, electrician, mathematician, magician</i></p> <p>Grammar: Recognising a pronoun/Plural pronoun</p> | <p>Spellings: Adding the prefix re- and knowing how this changes the meaning of the word.</p> <p><i>replay, rebuild, reheat, recycle, rearrange, reappear,</i></p> <p>Grammar: Recognising contractions</p> | <p>Spellings: Adding the prefix anti- and knowing how this changes the meaning of the word.</p> <p><i>anticlockwise, antiseptic, antisocial, anticlimax, antifreeze, antibiotic,</i></p> <p>Grammar: Recognising determiners.</p> | <p>Spellings: Adding the prefix super- and knowing how this changes the meaning of the word.</p> <p><i>supermarket, superstar, superman, superglue, superpower, supermodel</i></p> <p>Grammar: Identifying perfect and progressive tense.</p> | <p>Spellings: Adding the prefix sub- and knowing how this changes the meaning of the word.</p> <p><i>subway, subzero, submarine, subtitle, subsoil, subdivide, subheading</i></p> <p>Grammar: Recognise the importance of using standard English.</p> |

| | | | | | |
|--|---|--|--|--|---|
| | | | | | |
| <p>Maths</p> <p><i>(Children performing well in any particular area will be accessing more demanding challenges and exploring deeper levels of reasoning and problem solving)</i></p> | <p>Decimals</p> <p>Children will work with decimals and explore making a 'whole'.</p> <p>The will learn to write decimals to tenths and hundredths and compare them.</p> | <p>Decimals</p> <p>Children learn to order decimals and round them to the nearest tenth and whole number.</p> <p>They will explore halves and quarters as decimal numbers.</p> | <p>Measurement - Money</p> <p>Children will learn about and explore pounds and pence.</p> <p>Children will learn to compare and order amounts of money in different forms - eg. £1.25 128 pence, £1 and 22p</p> | <p>Measurement - Money</p> <p>Children will learn to round money to the nearest pound and then use this information to approximate the total of more than 2 amounts.</p> <p>Children will learn how to use the 4 operations in conjunction with money.</p> | <p>Time</p> <p>Children will learn about hours, minutes and seconds and how they relate to each other. Furthermore, they will explore days, weeks, months and years.</p> <p>Children will learn to read the time in both analogue and digital forms. They will look at both 12 and 24 hour time.</p> |
| <p>International Creative Curriculum / Science</p> <p>(This half term science content will be taught through ICC lessons)</p> | <p>'Clean and sustainable energy for all'</p> <p>Children to explore some of the different issues affecting our climate and environment.</p> <p>Understand the causes of climate change and global warming. Children will learn about sources of energy and which sources are particularly harmful to the environment.</p> | <p>'Clean and sustainable energy for all'</p> <p>Children will learn about the impacts of global warming and what we can do to try and reduce the impact on the climate and environment.</p> <p>Learn how solar energy works and be able to explain the pros and cons of such an energy source.</p> | <p>'Clean and sustainable energy for all'</p> <p>Children will learn about wind energy and how this, alongside other renewables, forms a viable energy future for both developed and developing countries.</p> <p>Look at story of 'The boy who harnessed the wind.' Discuss what lessons can be learned from this story. Workshop delivered by the Norfolk, Dedza partnership.</p> | <p>Norfolk Ecology and Environmental Study</p> <p>Children will learn about some of the diverse habitats found in Norfolk and how these support a great variety of wildlife, including some of the UK's rarest species.</p> <p>We will examine some of the threats to UK habitats and assess the environmental health of 2 local areas; UEA and the Plantation Gardens.</p> | <p>Norfolk Ecology and Environmental Study</p> <p>DT Project - Children to use woodwork and design skills to make a bee / bug habitat that can be placed around the school or gardens at home.</p> <p>They will learn about food chains and the importance of insects within these.</p> |

| | | | | | |
|---------------------|--|--|---|---|---|
| | | | Make links with our Bolera School, Dedza, Malawi (our partner school) | | |
| Computing | <p>Programming</p> <p>Children will conduct some non-computer based work examining how to program successfully using simple algorithms.</p> | <p>Programming</p> <p>Children will input their algorithms into some digital software to see if they work.</p> | <p>Programming</p> <p>Children will continue to build more complex algorithms and will learn to debug them where the results aren't as desired.</p> | <p>Programming</p> <p>Children will use the Bee Bots and similar hardware to test their algorithms.</p> | <p>Programming</p> <p>Children will adjust their algorithms to enable their Bee Bots to work successfully within a specific environment.</p> |
| Music | <p>Salt, Pepper, Vinegar, Mustard.</p> <p>Pupils listen to the composition 'Crowded City' and identify sound signals. They explore some of the musical features of the signals and perform from memory.</p> | <p>Salt, Pepper, Vinegar, Mustard.</p> <p>Pupils learn how musical signals can be used to control dynamics. They practise combining different rhythmic patterns and then perform as a class following a leader.</p> | <p>Salt, Pepper, Vinegar, Mustard.</p> <p>Pupils play a rhythmic game that follows signals from a leader. They use Morse code as a basis for creating their own rhythmic compositions.</p> | <p>Salt, Pepper, Vinegar, Mustard.</p> <p>Pupils recognise the use of Morse code in the melody of 'Signal Song.' They sing and learn to play the melody of Signal Song.</p> | <p>Salt, Pepper, Vinegar, Mustard.</p> <p>Pupils perform Signal Song and discuss how the words are set to music. They compose their own lyrics for the tune.</p> |
| Religious Education | <p>Why is Shabbat important in Judaism?</p> <p>Introduction to Judaism. What do we already know about Judaism? Introducing some of the key vocabulary that we will be using during our Judaism topic.</p> | <p>Why is Shabbat important in Judaism?</p> <p>Learning the stories of Abraham and Moses and reflecting on the moral message.</p> | <p>Why is Shabbat important in Judaism?</p> <p>Learning about the 10 commandments, and why they are important to Jews and people of other faiths. Thinking about the importance of the rules that we follow.</p> | <p>Why is Shabbat important in Judaism?</p> <p>Looking in more detail at Shabbat. Relating this to our own experiences by asking: 'What constitutes a special day for us?'</p> | <p>Why is Shabbat important in Judaism?</p> <p>Continuing to look in detail at Shabbat and making comparisons to other festivals and special events.</p> |
| PATHS | <p>Relationship & Sex Education</p> <p>To understand the human life cycle and how the body changes.</p> | <p>Relationship & Sex Education</p> <p>To identify some basic facts about puberty, reproduction and pregnancy</p> | <p>Relationship & Sex Education</p> <p>To learn about the physical changes associated with puberty</p> | <p>Relationship & Sex Education</p> <p>To consider gender stereotyping and sexuality</p> | <p>Relationship & Sex Education</p> <p>Body safety: respecting body boundaries</p> |

| | | | | | |
|---------------|--|---|---|---|---|
| <p>French</p> | <p>The body (le corps)</p> <p><i>My Face (Mon visage)</i></p> <p><u>Key Vocabulary:</u> Le visage , l'oeil, les yeux, le nez, la joue, l'oreille, la bouche, les dents</p> <p><u>Key Question:</u> Qu'est-ce que c'est?</p> | <p>The body (le corps)</p> <p><i>What are you doing? (Qu'est-ce que tu fais?)</i></p> <p><u>Key Vocabulary:</u> Je cours, j'ecris, je lis, je parle, j'ecoute, je nage, je marche, je peins,</p> <p><u>Key Question:</u> Qu'est-ce que tu fais ce matin/ cet apres-midi?</p> | <p>The body (le corps)</p> <p><i>It hurts (J'ai mal)</i></p> <p><u>Key Vocabulary:</u> J'ai mal..., a la tete, au bras, a l'oreille, au pied, au ventre, au dos, au genou, au doigt, aux dents</p> <p><u>Key Question:</u> Ou as-tu mal?</p> | <p>Fairy Tales (Les contes de fees)</p> <p><u>Key Vocabulary:</u> Le prince, l'ogre, cendrillon, l'ours, le loup, la grand-mere, la grenouille, la mechante belle-mere, le petit chaperon rouge</p> <p><u>Key Question:</u> C'est qui?</p> | <p>Fairy Tales (Les contes de fees)</p> <p><i>Where do they live? (Ou habitent-ils?)</i></p> <p><u>Key Vocabulary:</u> Une maison, une chaumiere, une foret, un palais, un chateau, une grotte, un marais, un pont.</p> <p><u>Key Question:</u> Qu'est-ce que c'est?</p> |
|---------------|--|---|---|---|---|

PE

Children will be taking part in a range of different activities this half term focussed around specific, transferrable sports skills rather than playing one particular sport. Skills such as speed, agility, balance, accuracy and strength will all be explored.



Optional Activities . . .

to support your child's learning

SUMMER 2019

ICC

Our ICC (International Creative Curriculum) topic this half-term is based around the title 'Clean and Sustainable Energy for all'

At home it would be great if you could research some of the causes of global warming and climate change. Why is our planet getting warmer? What are the main contributors to global warming and climate change?

What can be done about climate change? Can you create an information text, presentation or poster to help inform people of some simple steps they can take to help protect the planet?

Protecting the Planet's habitats and wildlife is also a major concern at the moment. There are many ways to do this in your own back garden! Try making your own bug hotel using a selection of broken pots, rocks, twigs and leaves – they can be small or large! Perhaps you could even make a bird/bat box to hang on the wall of your house or shed? Of course growing your own fruit and vegetables is also a brilliant way to save money, learn about the environment and reduce emissions! Lettuce is quick and easy to grow from seed as of course is cress!

International Links.

This half term we are looking to revive our international links with our partner school in Dedza, Malawi. For the past 10 years or so, Avenue Junior School has been partnered with Bolera School; a small, rural primary school in the heart of Malawi. We have previously done some collaborative projects with them as well as sharing planning and providing resources for the school.

At the end of May, Mr Lowe is going to be travelling out to Malawi to visit our partner school and helping to implement our ICC topic 'Clean and Sustainable Energy for all'. Part of this will also involve helping to establish a solar light sharing scheme. Avenues will also welcome a teacher from Malawi later in the year.

It would be fantastic if children could do some research about sources of sustainable energy, particularly in developing countries. 'The boy who harnessed the wind' is a fantastic story and film to help inspire them.

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

The government has recently released guidance around the upcoming Year 4 timestables check and there are now numerous websites providing a preview of what the test might look like. Children will have 25 questions to answer and only 6 seconds per question. The links below are good examples of what the test may look like.

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

<https://www.timestables.co.uk/multiplications-tables-check/>

By the end of Year 4 children are expected to know their timestables up to 12x12. We do lots of regular practice at school however it is hugely beneficial if children practice their times tables at home too!

Telling the time is another hugely important skill and a rather 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! Think about the 12 and 24 hour clock as well as language like half past and quarter to/past.

Shoe Laces

It might sound obvious, but learning to tie your shoe laces is a vital skill! There are still many children in Year 4 that will ask adults to tie their laces for them. Whilst we are happy to help, it does take up quite a bit of time; especially if they are all getting changed for PE. Please practice this skill with them at home...

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.