



Year 4 Newsletter

Points of Interest

- Welcome
- ICC
- Grow a Pound Project
- Malawi
- Parent Helpers

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!

Key Dates

Summer BBQ - Friday
28th June

Sports Day—Wednesday
3rd July

Mary Poppins Performances— Monday 1st and
Tuesday 2nd July.

Author Visit—Thursday
4th July

Year 3/4 Performance—
Monday 8th and Tuesday
9th July

Transition Days— Thurs-
day 18th and Friday 19th
July

Welcome Back!

We hope you had a lovely half term 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.

ICC—Ecology and Environmental Study

This half term we will be learning about some of the rare and unique animal and plant species found in East Anglia. Children will be learning about a range of different habitats and how they support such a wide and varied number of species. In addition to this, children will learn about some of the threats to these environments and what can be done to stop/reduce environmental degradation.

Our ICC topic this half term will culminate in an environmental and ecological study of the Plantation Garden and the UEA Broad. Children will assess the 'health' of these 2 environments and suggest possible methods of improvement and conservation.

Grow a Pound Project

A massive thank you to everyone who took part in the 'Grow a Pound Project'! I was amazed by the endeavour and entrepreneurship the students showed to raise money for our partner school. In total, we managed to raise an astonishing £1500! During my recent visit to Malawi, we purchased an initial 60 small solar lights that can be rented out to families in the school community and installed a larger lighting system in one of the classrooms so that it can be used as a central meeting space in the evenings. With money still left over from the fundraising, we should be able to continue supporting Bolera School and the wider community with many similar projects in the future.

Malawi

This half term we will be continuing to build and develop our links with Malawi and our partner school. We will be holding a Malawi Day where children will learn about life in Malawi; education, food and farming and about sustainable and renewable energy. Children will learn about 'The Boy Who Harnessed The Wind' and we will relate this story back to the work we did last half term in ICC.

In addition to this, the Headteacher of our partner school, Frank Muotcha, will be visiting us for a week! I'm sure during this time he will teach us lots about Malawi and what it is like living and growing up there.



Optional Activities



to support your child's learning

SUMMER 2019

ICC

Out of the 10 rarest species in the UK, Norfolk is home to 7 of them. These include slow worms, adders, stoats, weasels, and otters. Can you research some of the creatures and find out about the habitats in which they live, their diet and the threats to their survival? You could present this in a multitude of different ways; PowerPoint, fact file, information poster, news broadcast. You could even try writing a song about your favourite UK species!

There has been a substantial effort to conserve the population of Swallow Tail Butterflies on the Norfolk Broads too. This might be an interesting topic to do some research!

We will be assessing the health of several local environments and this will include looking at different plants. Perhaps you might try sketching or painting some of the different leaves and flowers you might see. You could even try flower pressing and then researching the plants you have seen!

International Links.

This half term we will continue to build on the international links with our partner school in Malawi. Mr Lowe is fresh back from his trip and we are also lucky enough to be joined by Mr Muotcha, the head teacher from Bolera Chiwina School. During his visit he will be teaching children all about life in Malawi. It would be great if children have prepared a variety of questions for him during his visit!

Reading

We strongly encourage children to regularly access a variety of different books/texts both at home and at school. This not only helps with their reading ability, but also with their writing. It aids with the generation of ideas, sentence construction and grammar. There is merit and value in children reading to themselves or out loud to an adult or sibling. There is also great value in reading to your children as well! To hear different texts and discuss them greatly aids in children's progress!

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

By the end of Year 4 children are expected to know their times tables 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! The links below are both activities that will help children improve their speed and accuracy when recalling multiplication facts.

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

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

Telling the time is another hugely important skill and a rather complex thing to master. This half term we will be exploring the relationship between different units of time and how we might use these for different purposes. We will also concentrate on telling the time using both the analogue and digital clock. We aim for all children to be telling the time at 5 minute intervals but hope that most will be able to tell the time to the nearest minute.

If you know your child is not confident with this, please help us in practicing at home as well. 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. 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.

<u>Subject</u>	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
<p>English (including composition, reading comprehension and spoken English.)</p>	<p><u>How to Train Your Dragon by Cressida Cowell</u></p> <p>Instructional writing: Looking at features of successful instructions. Following, evaluating and improving instructions using clear language and imperative verbs.</p> <p>Writing a set of instructions about How to Train Your Dragon.</p>	<p><u>How to Train Your Dragon by Cressida Cowell</u></p> <p>In response to the story, children use descriptive vocabulary to make ordinary objects seem extraordinary.</p> <p>Children will use a thesaurus to explore a greater range of descriptive vocabulary.</p>	<p><u>How to Train Your Dragon by Cressida Cowell</u></p> <p>Writing a newspaper report based on an event in the story, focussing on correct punctuation, use of adverbs and alternatives for 'said'.</p> <p>Continuing to read the novel and practicing inferring information from the text.</p> <p>Analysing the author's choices of words and punctuation and considering the impact they have on the reader.</p> <p>Using persuasive language to design a poster for the 'young heroes' final initiation test'.</p>	<p><u>Assessment Week</u></p> <p>Children will undertake a series of assessments in Maths and English.</p> <p>These will be used to inform progress across the term as well as identifying gaps and areas for development in the future.</p>	<p><u>Creative Writing Project</u></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><u>Creative Writing Project</u></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><u>Grammar</u></p> <p>Focus on imperative verbs and clear instructional vocabulary.</p> <p><u>Spellings</u></p> <p>Adding the prefix -mis <i>Misprint, misplace, misbehave, misspell, misunderstand</i></p>	<p><u>Grammar</u></p> <p>Use of clever verb choices and the effect this has on the reader. Exploring synonyms.</p> <p><u>Spellings</u></p> <p>Adding the ending -sure that sounds like zhuh <i>Leisure, exposure, measure, treasure, pleasure</i></p>	<p><u>Grammar</u></p> <p>Including extra information and detail within parenthesis.</p> <p><u>Spellings</u></p> <p>Adding the prefix auto- <i>Automobile, autopilot, automatic, autobiography, autocue</i></p>	<p><u>Grammar & Spellings</u></p> <p>Children will undertake a spelling, punctuation and grammar assessment.</p>	<p><u>Grammar</u></p> <p>Exploring different sentence openers and using ISPACEd</p> <p><u>Spellings</u></p> <p>Adding the prefix inter- <i>Intercity, international, interrelate, interlock, intermediate, internet, interact</i></p>	<p><u>Grammar</u></p> <p>Focus on editing and improving with regards to punctuation and sentence construction.</p> <p><u>Spellings</u></p> <p>Words spelt with the <i>ay</i> sound spelt igh, ei, ey <i>Eight, sleigh, vein, reign, obey, they, prey, veil</i></p>

<p>Maths</p>	<p><u>Time</u></p> <p>Children will learn about different units of time (years, months, weeks, days, hours, minutes and seconds) and how these are interlinked. Children will convert between different units of time.</p> <p>Children will practice reading the time from analogue and digital clocks and will convert into the 12 and 24 hour clock.</p>	<p><u>Statistics</u></p> <p>Children will learn to interpret a variety of different charts and graphs and accurately read the information from these.</p> <p>Children will explore comparison, sum and difference problems using discrete data from a range of different charts and graphs.</p>	<p><u>Statistics</u></p> <p>Children will be introduced to linegraphs. They will explore continuous data which shows a change in something over time.</p> <p>Children will create their own linegraphs, learning how to accurately plot data. They will also learn to interpret and extract information from them accurately.</p>	<p><u>Assessment Week</u></p> <p>Children will undertake a series of assessments in Maths and English.</p> <p>These will be used to inform progress across the term as well as identifying gaps and areas for development in the future.</p>	<p><u>Geometry: Properties of shape</u></p> <p>Children will learn to confidently identify different angles, make estimates about their size and order/compare them.</p> <p>Children will learn about the different types of triangles and their features.</p> <p>Children will explore different types of quadrilaterals and their properties. They will learn to use mathematical language such as parallel and perpendicular.</p>	<p><u>Geometry: Properties of shape</u></p> <p>Children will learn to identify lines of symmetry within a 2D shape. They will explore this concept using a range of different sized shapes in different orientations.</p> <p>Children will use their knowledge of symmetry to help them create symmetric figures, where a pattern or design has been reflected across a vertical or horizontal mirror line.</p>
<p>International Creative Curriculum and Science</p>	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children will learn about and conduct further research into some of the rare or unique species to East Anglia.</p> <p>Through this research, children will gain an understanding as to the range of diverse habitats in the East of England.</p>	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children will learn about some of the threats to our natural ecosystems and how we can try and reduce/stop any future harm to the environment.</p>	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children will prepare an investigation whereby they will work in groups to compare and contrast the 'environmental and ecological health' of 2 different locations; the Plantation garden and the UEA broad.</p>	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children will conduct their environmental health investigations based around the Plantation Garden and UEA Broad and write up their findings.</p> <p>Children will present their environmental analyses to the rest of the class explaining the evidence for their thoughts and suggestions.</p>	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children to learn about the importance of insects with our foodchains and the types of environments in which they live.</p> <p>Children will learn about the concept of 'urban gardens' and how we can create insect friendly habitats even in the most urban of locations.</p>	<p><u>Conservation, Ecology and Habitats</u></p> <p>Children will create a small 'bug hotel' using recycled materials that will encourage beneficial insects into their gardens or urban spaces.</p>

<p>Computing</p>	<p>To use search engines and specialist websites in order to research Norfolk wildlife</p>	<p><i>Using Microsoft Word to organise and present information and images.</i></p> <p>To design a front cover for an information booklet on Norfolk wildlife</p>	<p><i>Using Microsoft Word to organise and present information and images.</i></p> <p>To divide the brochure into discrete columns and textboxes and begin adding information.</p>	<p><i>Using Microsoft Word to organise and present information and images.</i></p> <p>To add images to the brochure and edit and format them where necessary.</p>	<p>Complete brochures and share with class.</p> <p>Application on non-chronological report writing.</p>	<p>Children to share learning and evaluate information booklets.</p>
<p>PSHE</p>	<p><u>Moving on</u></p> <p>Circle time discussions about moving into Year 5 and making sensible choices when nominating pupils they would like to be in a class with next year.</p>	<p><u>Friendship and Resolving Problems</u></p> <p>Children will explore a series of stories about friends who encounter a range of problems.</p> <p>Children will work together to suggest possible ways in which solutions can be found and try to relate these to their own experiences.</p>	<p><u>Friendship and Resolving Problems</u></p> <p>Children will explore a series of stories about friends who encounter a range of problems.</p> <p>Children will work together to suggest possible ways in which solutions can be found and try to relate these to their own experiences.</p>	<p><u>Road Safety</u></p> <p>How can we be safe when we are near the road?</p> <p>Be safe, be seen – children will design an outfit to ensure road users can see them clearly.</p>	<p><u>Road Safety</u></p> <p>How can we be safe when we are near the road? How to cross the road safely – exploring how to find a suitable and safe crossing point. What is acceptable and unacceptable pedestrian behaviour?</p>	<p><u>Moving on</u></p> <p>Following on from our transition days, we will play a variety of circle time games and hold discussions related to the children’s move into Year 5. We will answer questions, discuss any things they’re excited or concerned about and create an ‘about me’ page for their new teachers.</p>
<p>Music</p> <p>(Children will also be rehearsing for the end of year show)</p>	<p><u>Musical starting points</u></p> <p>Pupils listen to three different styles of music and discuss mood and effect. They compose rhythmic patterns to match each musical style. They select appropriate instruments to perform their patterns on to match the styles of music.</p>	<p><u>Musical starting points</u></p> <p>Pupils listen to Rhapsody in Blue. They select appropriate instruments to perform Gershwin’s train rhythm. They improvise melodies to add to the train rhythm.</p>	<p><u>Musical starting points</u></p> <p>Pupils listen to Le réveil des oiseaux. They learn about the composer's starting point for this composition. They organise bird song ideas into a sketchbook. They create compositions depicting the dawn chorus.</p>	<p><u>Musical starting points</u></p> <p>Pupils listen to Zub-a-doo. They learn about the composer’s starting point for this composition.</p>	<p><u>Musical starting points</u></p> <p>Children begin to compose music in two different metres. They create a melodic riff to fit in with the rhythmic patterns of the different metres.</p>	<p><u>Musical starting points</u></p> <p>Pupils explore different starting points for composing a piece of machine music. They develop their own machine compositions. They rehearse and perform their work.</p>

<p>Religious Education</p>	<p><u>Can one person inspire many?</u> Who is Ghandi? What does it mean to inspire someone? How did Ghandi inspire many?</p>	<p><u>Can one person inspire many?</u> Who is someone who inspired you? Children identify inspirational people from their own lives and compare them to Ghandi.</p>	<p><u>Can one person inspire many?</u> Looking at the Ghandi quote 'be the change you'd like to see'. Children to explore first through discussion, then through art the changes that they would like to see.</p>	<p><u>Can one person inspire many?</u> Inspirational sports people – how can an athlete inspire others? What is a good role model? Why is it important to be a good role model?</p>	<p><u>Can one person inspire many?</u> Looking at inspirational paralympians. Why are people inspired by athletes?</p>	<p><u>Can one person inspire many?</u> Considering how one person can have a positive effect on many people. Children will share stories of inspirational people and consider how they can inspire others through their actions.</p>
<p>French</p>	<p>Sport (le sport) <i>Sports (le sports)</i> <u>Key vocab:</u> <i>le foot, le tennis, le tennis de table, le basket, le cricket, le rugby</i> <u>Key phrases:</u> <i>Tu joues à quel sport?</i> <i>Je joue au...</i></p>	<p>Sport (le sport) <i>Which sports do you like doing?</i> <i>(Tu aimes faire quel sport?)</i> <u>Key vocab:</u> <i>la danse, la natation, le vélo, l'équitation (f), le skate, le surf, l'escalade (f), le footing</i> <u>Key phrases:</u> <i>Tu aimes faire quel sport?</i> <i>J'aime (faire)...</i></p>	<p>Sport (le sport) <i>At the stadium (Au stade)</i> <u>Key vocab:</u> <i>un stade, une équipe, un joueur de foot, un directeur, un terrain, un arbitre, un ballon de foot, un sifflet, un spectateur</i> <u>Key phrases :</u> <i>Qu'est-ce que c'est?</i> <i>C'est...</i></p>	<p>Sport (le sport) <i>Wimbledon</i> <u>Key vocab :</u> <i>un court, une raquette, un joueur de tennis, un arbitre, un spectateur, un ramasseur de balles, une balle de tennis, des fraises (f) à la crème</i> <u>Key phrases :</u> <i>Qu'est-ce que c'est?</i> <i>C'est... / Ce sont...</i></p>	<p>Sport (le sport) <i>Can you...? (Tu sais...?)</i> <u>Key vocab:</u> <i>jouer au tennis, jouer au foot, jouer au hockey, jouer au netball, jouer au rugby, jouer au cricket, faire du vélo, faire du ski</i> <u>Key phrases:</u> <i>Tu sais...?</i> <i>Oui, je sais...</i> <i>Non, je ne sais pas...</i></p>	<p>Sport (le sport) Children to recap and use some of the language and vocabulary they have learnt in this unit of work.</p>