Year 4 Newsletter

PE

Please make sure PE kits are in school every day, and that the children have suitable kit for both indoor and outdoor activities. For those that need them, hair bands are also an essential piece of kit!

Lunchtimes

Last half term, Year 3 and Year 4 trialled a new initiative to celebrate happy and safe playtime behaviour. Children were rewarded with golden stickers for demonstrating behaviour that exemplified 'The Golden Rule' – to treat others as you'd like to be treated. We will be continuing with this again this term; if you could find time to talk to your child at home about what The Golden Rule means to them and what it would look like in the playground that would be really helpful.

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! We have some exciting things planned for this term and it is looking busy again!

Horstead Residential

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

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.

Times Tables

You may already be aware that in June all of the children in Year 4 will take part in a Multiplication Tables Check (MTC), a new key stage 2 assessment. The purpose of the MTC is to make sure the children's times tables knowledge is at the expected level. It will be an online test where the pupils are asked 25 questions on times tables 2 to 12. For every question, they will have 6 seconds to answer and in between the questions there is a 3 second rest.
In order to prepare, the children simply need to continue learning their times tables (as they already are!) The check will form just a normal part of a school day without any additional pressure.
If you want to practice the format at home (for their day to day maths rather than the check!) then the following website is perfect:
https://www.timestables.co.uk/multiplication-tables-check/

Putting on a Pageant

This term, we will be continuing our project about Queen Elizabeth's visit to Norwich, Putting on a Pageant. We have a couple of mornings devoted to it coming up this month and, before the end of this half term, we are planning to hold a parent session after school so that you can be involved as well.
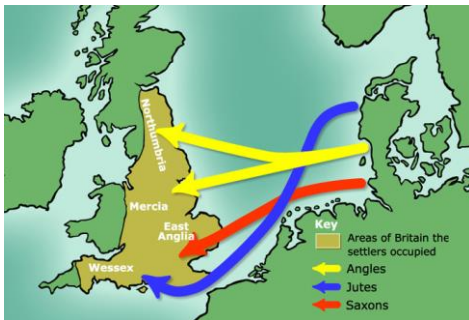More details about this opportunity will be coming home soon once we have confirmed the date and details.

Optional Activities • • •
to support your child's learning

Anglo-Saxons

Our wider curriculum topic this half-term is all about the 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, clothing 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
If you have any recommendations for us then please let us know and we will share them via Class Dojo.

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 activity 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 metres or as an extra challenge 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 2020						
Subject	Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6
English (including composition, reading comprehension and spoken English.)	**Beowulf** Introducing the story of Beowulf and acting out key parts of the story. Looking at the old English language and making links to modern day English. Exploring a wide variety of word origins in the English language. Writing a Kenning that would describe Beowulf.	**Beowulf** Looking at monsters, and how to describe monsters effectively, creating our own monster for Beowulf to challenge. Planning our own story based on Beowulf, using techniques such as shared writing and oral rehearsal to refine our ideas. Looking at the effect of word order on the reader.	**Beowulf** Writing our opening paragraph of our own story. Looking closely at how Grendel is introduced in Beowulf and using this as inspiration for introducing our own monster into our story. Writing the build-up of the story, focussing on developing atmosphere and suspense.	**Beowulf** Using our senses to describe a setting. Writing a battle scene and an ending to our story. Explore varying sentence lengths to control the pace of the story and action. Editing and redrafting our story to improve it (ongoing throughout the unit).	**Exploring Form** Reading a selection of poems and discussing the poet's choice of words and rhythm. Performing a range of poetry and discussing the impact on the audience.	**Exploring Form & Poetry** Exploring Kennings and rhyming couplets. (Which have their origins in Old English poetry) Writing our own Kenning about an animal – linked to our learning of Norse and Old English language.
Spelling, Punctuation and Grammar	**Spellings**: Adding the prefix anti- **Grammar:** Identifying and understanding contractions, apostrophes for admission and possession. Recognising compound words.	**Spellings**: Adding the prefix super- **Grammar:** Encouraging pupils to develop choosing words for effect. Re-write sentences to make them more powerful. Statements, questions, commands and exclamations.	**Spellings**: Adding the prefix sub- **Grammar:** Recognise similes and metaphors and use them within their writing.	**Spellings**: Adding the prefix mis- and revising un-, in- and dis- **Grammar:** Fronted adverbials. Children will need to edit their own work and include fronted adverbials (followed by a comma) as a means of adding more detail	**Spellings**: Words ending in -sure **Grammar:** Personification and alliteration. Children will explore these techniques and include them within their writing.	**Spellings:** Consolidation and revision of key patterns and homophones. **Grammar:** Similes and metaphors. Children will explore how effective their use of similes and metaphors are and make changes where necessary.

Maths	**Number, Multiplication and Division** Through a variety of fluency, reasoning and problem solving activities, children will explore the 11 and 12 times tables in greater depth. They will learn about factor pairs and gain confidence in recognising and using these.	**Number, Multiplication and Division** Children will learn about efficient methods of multiplication and then relate this to formal written multiplication methods. 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.	**Number, Multiplication and Division** Children will explore the concept of division and relate this to a formal written method. 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. Finally children will look at correspondence problems and apply what they have learned in the last few weeks to this.	**Measurement – Area** Children will learn about area and how to calculate it. They will explore making shapes with specific areas and will compare them with other shapes.	**Fractions** Children will discuss what a fraction is and try to understand that they are parts of a whole. 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 problem solving activities and investigations.	**Fractions** Children will learn to count in fractions and recognise 'how many parts make a whole'. They will learn to add and subtract two or more fractions to one another.
International Creative Curriculum	**Anglo-Saxons** Who were the Anglo-Saxons? Where did they come from? What and where were the seven Anglo-Saxon Kingdoms? Identifying these ancient Kingdoms on a map.	**Anglo-Saxons** What did the Anglo-Saxons believe? Do any of these beliefs exist in modern culture? Looking at Paganism and the Gods that Anglo-Saxons worshipped. What is the mystery of Sutton Hoo?	**Anglo-Saxons** What is a hill fort and what was it used for? Looking at Anglo-Saxon armour and weapons. Designing armour based on what we know about the Anglo Saxons.	**Anglo-Saxons** Writing in role as an Anglo-Saxon living in West Stow. How did the Anglo-Saxons speak, read and write?	**Anglo-Saxons** Designing an Anglo Saxon booch incorporating symmetry.	**Anglo-Saxons** Designing an Anglo Saxon village and creating an annotated map based on what we have found out. Why did Anglo Saxons not use existing Roman settlements as their own? Find out about everyday life and how this influenced settlements. What materials would have been used?

Science	**Electricity** Understanding that electricity can be dangerous, and discussing how to identify electrical dangers. Creating a poster about using electricity safely.	**Electricity** Investigating how to change the brightness of a bulb in a series circuit. Introducing the idea of a parallel circuit.	**Electricity** Introducing the terms conductor and insulator. Understanding that all metals are conductors of electricity. Carrying out a simple experiment to test conductors.	**Electricity** Understanding how a switch works. Creating a switch in a circuit by using a range of different materials.	**Electricity** Creating a device for a specific purpose. Children will create their own light-up 'quiz boards', applying their knowledge about circuits to a real life example.	**Electricity** Creating a device for a specific purpose. Children will create their own light-up 'quiz boards', applying their knowledge about circuits to a real life example. Drawing accurate circuit diagrams of circuits they have created.
Computing	**History of animation** Describing early forms of animation before computers and how computers have made a difference. Creting a flip book to show how still images can be used to produced 'moving' pictures.	**Stick figure animation** Creating a short computer animation using one or more moving images using Pivot.	**Creating a Beowulf animation** Planning our own stop motion Beowulf animation.	**Creating a Beowulf animation** Creating models and props for our short animation.	**Creating a Beowulf animation** Filming our stop motion film of Beowulf. Editing our clips into a short film.	**Creating a Beowulf animation** Editing our clips into a short film.
Music	**Dragon Scales** Pupils work out melodic intervals by ear. They compose melodies from a set of given intervals. They perform their compositions to an audience.	**Dragon Scales** Pupils learn and perform 'Skye Boat Song'. They identify structure and phrases. Pupils perform melody by ear on keyboards.	**Dragon Scales** 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.	**Dragon Scales** 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.	**Dragon Scales** Children continue to explore ostinato as an accompaniment to other melodies.	**Dragon Scales** Pupils learn the song 'Jibber Jabber'. They use keyboards and tuned percussion to accompany a performance of the song.

Religious Education	**Islam** What are the 5 pillars of Islam?	**Islam** What is the Qur'an? How do you read and write in Arabic?	**Islam** Why is the Qur'an important to Muslims?	**Islam** What is Shahadah?	**Islam** Why are there no pictures or statues in Islam?	**Islam** Make comparisons between Islamic beliefs and those held by people of different faiths.
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 (*Ma ville*) How much does it cost?** *Ça coûte combien?* Key words/phrases *un euro, un euro vingt, deux euros, deux euros cinquante, cinquante centimes, trop cher, très bien* *Ça coûte combien? Ça coûte…*	**My Town (*Ma ville*) In your town** *Dans ta ville* Key words/phrases *des magasins, une église, un supermarché, un centre de loisirs, un théâtre , une gare, une rivière, un jardin public, un musée Qu'est-ce qu'il y a dans ta ville? Il y a…*	**My Town (*Ma ville*) Where is…?** *Où est…?* Key words/phrases *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 Où est…?*	**My Town (*Ma ville*) Shops** *Les magasins* Key words/phrases *la boucherie, la boulangerie, la patisserie, la confiserie, le marché, la banque, la pharmacie,la poissonnerie Qu'est-ce que c'est ? C'est…*	**My Town (*Ma ville*) Éric goes shopping** *Éric fait du shopping* Key words/phrases *une animalerie, le marchand, il trouve , il vend, il saute, se cacher, Arrête! Fâché, Ça coûte combien?*	**My Town (*Ma ville*)** Recap the key words and phrases learnt in this unit and try to hold simple conversations between 2 or more people