



# Year 4 Newsletter

February 2019

## Points of Interest

- Welcome
- West Stow
- ICC
- Strangers Hall
- Forest Schools
- Key Dates

## Key Dates

### Norfolk Record Office Workshops (Free)

Wednesday 6th and Thursday 7th March

### Strangers Hall Trip

Thursday 21st March and Thursday 28th March.

### Wensum Junior School — Historical Conference (Free)

Wednesday 27th March

## 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 half term 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.

## West Stow Trip

Our trip to West Stow Anglo Saxon Village was a huge success and children seemed to come back enthused about the topic and curious about some of the things they had seen and learnt. As usual, their behaviour was excellent and they did themselves and the school proud. Well done Year 4!

## ICC—The history of Norwich as a place of sanctuary

This half term we will be learning about the history of Norwich as a place of sanctuary. Children will learn about the influence of migrants (otherwise known as strangers) in Norwich and they explore how their influences are still seen today. They will learn about refugees and examine what happened to many Basque people in 1938. As part of this topic, children will be getting involved in two main projects. The first is to create a large textile tapestry in conjunction with other schools and organisations. This tapestry is designed to celebrate diversity within our communities and will go on display in the City. The second project is to prepare a presentation for a 'historical conference' held at Wensum Junior School. As a group, children will present some of their learning and project work in front of an audience and answer any related questions.

## Strangers Hall Visit

As part of our ICC topic, children will visit Strangers Hall in Norwich to learn more about the influence of the 'Strangers' in the development of Norwich and the surrounding area. Letters about this trip should have come home before half term. If you have not received this letter, please do speak to the school office who will have a spare copy. Children are at Strangers Hall all day and therefore will require a packed lunch and water bottle. School packed lunches can be ordered in advance of the trip.

## Forest Schools and Cooking

4L will be continuing with Forest Schools until the Easter holidays. 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 that children can use. Alongside Forest Schools, children will be taking part in cooking lessons. So far we have made salsa, guacamole, flat bread and soda bread. In the coming few weeks we will be making soup, a variety of main meals and a few sweet treats.



# Optional Activities

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SPRING 2019

to support your child's learning

## English

*Our ICC (International Creative Curriculum) topic this half-term is based on the history of Norwich as a place of sanctuary.*

At home it would be great if you could research the history of Norwich as a city. How has the city grown throughout the years? Why was Norwich a place of sanctuary? Who came here and why? How did these migrants help to change and shape the city? What lasting effects can we see nowadays from some of the changes in the past?

There are also many other examples of mass migration around the world. Some of these examples are due to natural disasters such as famine or flooding, whilst others may be due to war or prejudice. Could you find out about some of these other examples around the world? Are there any famous refugees or migrants? What are their stories?

## English

In English this half term we are going to be focussing on play scripts, their different features and drama. As part of this we will be examining some Shakespearian plays as well as a few more modern examples.

Why not have a look at a few different Shakespearian stories? There are loads of excellent children's versions to read as well as some nice cartoons too! The stories may be old, but they are still interesting and fun!

Some modern stories draw very close comparisons to Shakespearian plays. The Lion King for example has many similarities to Hamlet. Can you work out in which ways they are similar?

Some of the language used by Shakespeare sounds rather and strange and complicated, but if you examine it closely, it is possible to work out the meaning. Could you try and create a modern day translation of a piece of Shakespearean text?

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!

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! Think about the 12 and 24 hour clock as well as language like half past and quarter to/past.

## Science

In Science we are learning about sound, the way sound travels and how we are able to hear sound. There are lots of great experiments that can be tried at home.

The Exploratorium website has a great selection of activities and projects to try. Why not have a go and then bring your creations into school?

<https://www.exploratorium.edu/snacks/subject/sound>

## 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 – Spring 2**

<b>Subject</b>	<b>Phase 1</b>	<b>Phase 2</b>	<b>Phase 3</b>	<b>Phase 4</b>	<b>Phase 5</b>	<b>Phase 6</b>
<b>English (including composition, reading comprehension and spoken English.)</b>	<p><b>Play Scripts</b> Introduction to ‘Demon Headmaster’ by Gillian Cross - Book study of the play.</p> <p>Write a soliloquy in role as favourite character. To explore a character’s innermost thoughts and feelings.</p>	<p><b>Play Scripts</b> Compare play scripts with books. Study features of play scripts (including organisation and punctuation) and act out scenes.</p> <p>Write a play script for the ‘Demon Headmaster’ including all the organisational features that we have been learning about.</p>	<p><b>Play scripts</b> Introduction to Shakespeare and The Globe Theatre. Create advertisement posters for the Globe theatre from knowledge discussed in class. Thinking about play scripts in context and understanding how the theatre is important to this.</p>	<p><b>Play scripts Drama</b> Introduction to Hamlet.</p> <p>Use the techniques within play scripts to act out parts of Hamlet and perform.</p> <p>Focus on the play script techniques to inform performance.</p>	<p><b>Play scripts</b> Look at adaptations of Hamlet - with a focus on drawing comparisons to The Lion King. Exploring similarities and differences for purpose.</p>	<p><b>Play scripts Summary</b> Using technical vocabulary, children are able to compare and contrast different plays for differing purposes - The Demon Headmaster and Hamlet.</p>
<b>Spelling, punctuation and Grammar</b>	<p><b>Spellings:</b> Words with the <i>c</i> sound spelt <i>ch</i></p> <p><i>Chaos, chemist, scheme, school, character</i></p> <p><b>Grammar:</b> Use of parenthesis to add extra information</p>	<p><b>Spellings:</b> Words with the <i>sh</i> sound spelt <i>ch</i></p> <p><i>Chef, chalet, parachute, brochure, machine</i></p> <p><b>Grammar:</b> Changing between direct and reported speech.</p>	<p><b>Spellings:</b> Adding the suffix <i>-ion</i></p> <p><i>Collection, action, invention, attraction, education.</i></p> <p><b>Grammar:</b> Recognise synonyms and antonyms and use them within writing.</p>	<p><b>Spellings:</b> Adding the suffix <i>-ian</i></p> <p><i>Musician, optician, politician, electrician, magician.</i></p> <p><b>Grammar:</b> Using a dictionary for definitions and to be able to understand how to use it in alphabetical order.</p>	<p><b>Spellings:</b> Adding the prefix <i>re-</i></p> <p><i>Rewrite, replace, rearrange, refresh, recycle.</i></p> <p><b>Grammar:</b> Using a dictionary for definitions and to be able to understand how to use it in alphabetical order.</p>	<p><b>Spellings:</b> Adding the prefix <i>anti-</i></p> <p><i>Antiseptic, anticlockwise, antisocial.</i></p> <p><b>Grammar:</b> Be able to use commas in a list and colons. Be able to use technical vocabulary in context.</p>
<b>Maths</b>  <i>(Children performing well in any particular area will accessing more demanding challenges)</i>	<p><b>Fractions</b></p> <p>Using concrete, pictorial and abstract methods, children will learn to find fractions of a number.</p> <p>They will calculate fractions of a quantity and explore a variety</p>	<p><b>Decimals</b></p> <p>Children will learn to recognise tenths and hundredths.</p> <p>They will explore tenths as decimals and learn to place them on a number line</p>	<p><b>Decimals</b></p> <p>Children will learn to divide 1 and 2 digit numbers by 10.</p> <p>They will explore this concept through a variety of fluency, reasoning and</p>	<b>Assessment Week</b>	<p><b>Decimals</b></p> <p>Children will learn about hundredths, placing them on a number line and on a place value grid.</p> <p>Children will learn to divide 1 and 2 digit numbers by 100.</p>	<b>Consolidation</b>

	of fluency, reasoning and problem solving activities around this concept.	as well as a place value grid.	problem solving activities.			
<b>International Creative Curriculum</b>	<p><b>The history of Norfolk as a place of sanctuary</b></p> <p>Why do people flee their homes and seek sanctuary?</p> <p>Children will be introduced to the two outcomes of the topic:</p> <p>*Presenting at a research conference</p> <p>*Creatively responding to their learning by creating a textile square</p>	<p><b>The history of Norfolk as a place of sanctuary</b></p> <p>Workshops with Norfolk Record Office</p> <p>Children will:</p> <p>Understand which groups have taken refuge in the county, and what they have brought to the local area.</p> <p>Find out how many refugees have created new and successful lives for themselves, including Jewish refugee Lewis Ecker and his family.</p> <p>Understand the difficulties in refugees might have in deciding what to take with them when fleeing a country.</p>	<p><b>The history of Norfolk as a place of sanctuary</b></p> <p>Who were The Strangers?</p> <p>What is their lasting impact on our city and county?</p>	<p><b>The history of Norfolk as a place of sanctuary</b></p> <p>Who were the Basque refugees in 1938?</p> <p>Why did they come to England and what were their experiences?</p>	<p><b>The history of Norfolk as a place of sanctuary</b></p> <p>Children will be preparing and presenting their presentations for the Research Conference at Wensum Junior School</p>	<p><b>The history of Norfolk as a place of sanctuary</b></p> <p>Responding creatively to our learning by creating a textile square that will be part of a wall hanging exhibited for Refugee Week</p>
<b>Science</b>	<p><b>Sound</b></p> <p>What is sound? Investigating vibrations and how sound travels.</p>	<p><b>Sound</b></p> <p>How we hear sound and the structure of the human ear.</p>	<p><b>Sound</b></p> <p>Investigating pitch and volume and studying how animals use sound.</p>	<p><b>Sound</b></p> <p>Planning a fair test (focused on dependent and independent variables) on insulating sound.</p>	<p><b>Sound</b></p> <p>Conducting the investigation and drawing scientific conclusions from the results.</p>	<p><b>Sound</b></p> <p>Drawing scientific conclusions from the results in the previous week and presenting these through the use of graphs and tables.</p>

<b>Computing</b>	<b><u>Game Designers</u></b> Children will be introduced to Kodu as a programming environment and evaluate how it works.	<b><u>Game Designers</u></b> Children will learn how to programme by writing simple instructions in Kodu.	<b><u>Game Designers</u></b> Children will design and make a virtual landscape in Kodu.	<b><u>Game Designers</u></b> Children will analyse Kodu code and determine what it is intended to do before testing it.	<b><u>Game Designers</u></b> Children will design and make a race track in Kodu adding a character that they can control.	<b><u>Game Designers</u></b> Children will add an opponent/s to their world and programme them to follow a path.
<b>Music</b>	<b>Painting with Sound</b> Listening to two contrasting pieces of music. Discussing how music can create different mental images. They use instruments to express different moods.	<b>Painting with Sound</b> Listening to a piece of music and discussing the mood it creates. Composing a piece of music to represent movement.	<b>Perform at St. Andrews hall music festival</b>	<b>Painting with Sound</b> Reading a short drama script. Discussing how music could be used to represent the actions in the script. Composing music to represent actions.	<b>Painting with Sound</b> Reading the poem 'Seashore'. Discussing the images created by the poem. Reflecting on how music could be used to represent images.	<b>Painting with Sound</b> Listening to 'Storm' by Benjamin Britten. Discussing the images created by the music. Developing our own compositions to represent the images created by the poem 'Seashore'.
<b>Religious Education</b>	<b>What was good about Good Friday?</b> Learning why Easter is the most important time of the Christian calendar.	<b>What was good about Good Friday?</b> Exploring some of the stories from the bible and discussing why these are significant to Christians.	<b>What was good about Good Friday?</b> Learning about the Last Supper, the betrayal and the crucifixion.	<b>What was good about Good Friday?</b> Writing newspaper reports about the events of Easter Sunday.	<b>What was good about Good Friday?</b> What does the egg symbolise and how does this relate to the story of Easter?	<b>What was good about Good Friday?</b> Looking at how Easter is celebrated all over the world and making comparisons to how Christians in the UK celebrate Easter.
<b>PATHS</b>	<b>100 years since women got the vote.</b> Discuss how the right to vote came about for women.  Study some influential women – Year group assembly.	<b>Making Good Decisions</b> Consider different stories where choices need to be made.		<b>Being Responsible and Caring for Others</b> Consider what it means to be responsible and create change. What does social responsibility mean?		

<p><b>French</b></p>	<p><b>Decrire les gens (Describing People)</b></p> <p>Tu es comment? (What are you like?)</p> <p>Describing your height and eye colour.</p> <p><u>Key words and phrases:</u> <i>Les yeux, blues, verts, marron, noisette, je suis..., grand, petit, j'ai...,</i></p>	<p><b>Decrire les gens (Describing People)</b></p> <p>Children continue to explore vocabulary to help describe appearance</p> <p><u>Key words and phrases:</u> <i>Les yeux, blues, verts, marron, noisette, je suis..., grand, petit, j'ai...,</i></p>	<p><b>Decrire les gens (Describing People)</b></p> <p>Les cheveux (Hair) Nous sommes tous différents (We're all different)</p> <p>Describing what hair colour your friend has.</p> <p><u>Key words and phrases:</u> <i>blonds, bruns, roux, noirs, gris, mon ami, raides, boucles, ondules, courts, longs, percees</i></p>	<p><b>Decrire les gens (Describing People)</b></p> <p>La fee et le pirate (The fairy and the pirate)</p> <p>Learning new French adjectives to describe the fairy and the pirate.</p> <p><u>Key words and phrases:</u> <i>Gros, mince, gentil, mauvais, content, triste, intelligent, stupide, est comment? Il est... Elle est...</i></p>	<p><b>Decrire les gens (Describing People)</b></p> <p>Je porte... (I'm wearing...)</p> <p>Learning to say what you are wearing.</p> <p><u>Key words and phrases:</u> <i>Une robe, un pantalon, un jean, un pull, un tee-shirt, une chemise, une jupe, des chaussures, des chaussettes, un chapeau, qu'est-ce que tu portes? Je porte...</i></p>	<p><b>La grenouille triste (The sad frog)</b></p> <p>Reading the story of Georgette the sad frog, who isn't happy with how she looks.</p> <p>Acting out the story and practicing our speaking and listening skills.</p> <p><u>Key words and phrases:</u> <i>Une grenouille, un serpent, une fete, triste, gentil, camoufle, gober, cracher</i></p>
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