



Year 4 Newsletter

February 2020

Key Dates

Thursday 5th March:

World Book Day dressing up

Tuesday 10th March:

Norfolk County Music Festival at St Andrews Hall

Wednesday 11th March:

Visit to the Open in Norwich to hear Dermot O'Leary

Friday 13th March:

Class visits to Waterstones

Parent evenings - 16th and 19th March

Parent consultation evenings will take place before Easter, an opportunity for you to come in and discuss your child's strengths and successes and any targets they need to be working on.

A letter will come home in due course to sign up for a 10 minute slot. Of course, if you wanted to discuss anything before this then please just catch us after school or via Class Dojo.

Parent Volunteers

We are always keen to have parent volunteers in school so please do contact us if you feel you are able to come in and help in some way.

So far this year, we have enjoyed support in Latin, Computing and French across the year group which has been excellent!

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.

World Book Day

World Book Day is fast approaching and we have a number of exciting events planned for the children to enjoy. The first is a 500 word short story competition, which we will be writing in class over the first couple of weeks of this half term. On Thursday 5th March, the children are once again invited to dress up as their favourite book character. On Wednesday 11th March, we are off to hear from Dermot O'Leary at the Open, who will be talking about the creative process for writing his series of books which we hope will inspire the children in their own writing. Then, on Friday 13th March, we are off to Waterstones to continue our immersion in all things book-related (and to use any World Book Day book tokens which have not already been used.)

County Music Festival

Year 4 are once again taking part in this year's Norfolk County Music Festival at St Andrews Hall. We will be singing on Tuesday 10th March between 11:30 and 1:45. Parents, carers, grandparents etc are more than welcome to come to watch and support them—admission is £3.50, or by buying a programme for £5.00 you can gain access to every session if there are siblings in other year groups you also want to see.

Class Assemblies

Just as in Year 3, each class will be putting together an assembly over the coming months to share some of the work we have been doing in class with you.

The dates for each class are as follows:

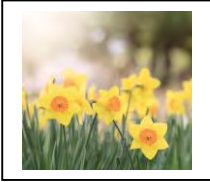
4H—Thursday 19th March
4RB—Thursday 26th March
4SH—Thursday 30th April
4B—Thursday 18th June

All assemblies start at 9am in the main school hall and will be followed by tea, coffee and biscuits for those who don't need to dash off to work! We hope to see as many of you as possible at them.

Putting on a Pageant

This half term we will be continuing with our project about Queen Elizabeth's visit to Norwich in 1578. Part of this includes a parent and carer session, where you can work alongside your children in class. The session will run between 9-10am and will either be in the hall or the classroom (depending on where we can find enough space). The dates for each class are as follows:

4B—Friday 6th March 4SH—Monday 9th March
4H—Friday 13th March 4RB—Monday 16th March



Optional Activities

to support your child's learning Spring 2020

Curriculum

Our 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 looking at play scripts and their different features. As part of this, we will be examining some Shakespearean plays as well as a few more modern examples.

Have a look at some different Shakespearean stories. There are lots of excellent children's versions to read as well as some nice cartoons too! The stories may be old, but they can still be interesting and fun!

Some modern stories draw very close comparisons to Shakespearean 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 strange and complicated to us today, 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 are 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 up to 12x12. 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, try and make time in every day to give opportunities for them to practice. Like so much, 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 will be learning about sound, the way it travels and how we are able to hear it. 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>

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

| Subject | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
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| <p align="center">English (including composition, reading comprehension and spoken English.)</p> | <p>Poetry</p> <p>Using the book <i>The Lost Words</i> as a stimulus, the children will investigate and explore collective nouns from nature (eg a murder of crows) Reading and performing a selection of poems from the book, before choosing our own creature to investigate and explore. Using figurative language (simile and metaphor) to create an acrostic poem of our chosen creature both as a part of a group and individually.</p> | <p>Play Scripts</p> <p>Introduction to ‘Demon Headmaster’ by Gillian Cross - book study of the play.</p> <p>Write a soliloquy in role as favourite character, exploring a character’s innermost thoughts and feelings.</p> | <p>Play Scripts</p> <p>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>Play scripts</p> <p>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. Deciphering Shakespearian language and translating it into modern English using inference and context clues. Using drama to understand and explore key events from the play Hamlet.</p> | <p>Play scripts</p> <p>Exploring the character of Hamlet and creating a character profile. Creating a story map of the play and then use this to write a summary of the main events of the play, along with their own thoughts and feelings about the story.</p> |
| <p align="center">Spelling, punctuation and Grammar</p> | <p>Spellings: Adding the prefix auto-</p> <p><i>Autograph, automatic, autopilot, autocue, automobile</i></p> <p>Grammar: Collective nouns, expanded noun phrases.</p> | <p>Spellings: Adding the suffix -ly</p> <p><i>Happily, angrily, merrily, cheekily, sleepily, magically, comically</i></p> <p>Grammar: Recognising synonyms and antonyms and applying them in our writing.</p> | <p>Spellings: Adding the prefix inter-</p> <p><i>Internet, international, interact, intercity, interlock</i></p> <p>Grammar: Changing between direct and reported speech.</p> | <p>Spellings: Words with the ay sound spelt eigh, ei, ey</p> <p><i>Grey, eight, vein, obey, prey, neigh, weigh, they, weight, eighteen</i></p> <p>Grammar: Exploring and revising word classes, using capital letters for proper nouns.</p> | <p>Spellings: Words ending in -ous</p> <p><i>Serious, obvious, anxious, jealous, enormous, glamorous</i></p> <p>Grammar: Using pronouns to avoid repetition. Using the possessive apostrophe.</p> |

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| Maths | <p>Fractions</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 of fluency, reasoning and problem solving activities around this concept.</p> | <p>Decimals</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 as well as a place value grid.</p> | <p>Decimals</p> <p>Children will learn to divide whole numbers by 10 or 100, including numbers which give a decimal answer.</p> <p>They will explore this concept through a variety of fluency, reasoning and problem solving activities.</p> | <p>Assessment Week</p> <p>The children will carry out three assessments this week, which will feed in to our teaching for next term, and we will look at any misconceptions this week or areas that need revisiting.</p> | <p>Decimals</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> |
| International Creative Curriculum | <p>Our main focus this half term will be the Science topic below. We will also be completing our Anglo Saxon topic by looking at archaeology and designing a village that reflects all that we have learnt about this period in history.</p> <p>We will also be continuing with our Putting on a Pageant topic, and towards the latter end of this half term be beginning a new extended topic on the history of Norfolk as a place of sanctuary. We will begin by finding out who the Basque refugees were in 1938, and linking this with the arrival of the Strangers during Queen Elizabeth I's reign. The unit will lead towards a special performance at a venue in the city in the summer – more details about this will be sent home closer to the time.</p> <p>We will also be writing short stories for the school 500-word competition, singing at St Andrews Hall and undertaking a number of special events connected to World Book Day.</p> | | | | |
| Science / ICC | <p>Sound</p> <p>What is sound? Investigating vibrations and how sound travels.</p> | <p>Sound</p> <p>How we hear sound and the structure of the human ear.</p> | <p>Sound</p> <p>Investigating pitch and volume and studying how animals use sound.</p> | <p>Sound</p> <p>Planning a fair test (focused on dependent and independent variables) on insulating sound.</p> | <p>Sound</p> <p>Conducting the investigation and drawing scientific conclusions from the results.</p> |
| Computing | <p>Creating a Beowulf animation</p> <p>Continuing from our work last half term, we will be working on putting still images into Windows Movie Maker, and changing the length of transition times.</p> | | <p>Creating a Beowulf animation</p> <p>Finalising our films – editing and ensuring our short clip will be successful.</p> | | <p>Creating a Beowulf animation</p> <p>Sharing and evaluating our films.</p> |
| Music | <p>Painting with Sound</p> <p>Listening to two contrasting pieces of music. Discussing how music can create</p> | <p>Painting with Sound</p> <p>Listening to a piece of music and discussing the mood it creates. Composing a piece of</p> | <p>Year 4 choir to perform at St. Andrews hall music festival</p> | <p>Painting with Sound</p> <p>Reading a short drama script. Discussing how music could be used to represent the actions in</p> | <p>Painting with Sound</p> <p>Reading the poem 'Seashore'. Discussing the images created by the poem. Reflecting on</p> |

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| | different mental images. They use instruments to express different moods. | music to represent movement. | | the script. Composing music to represent actions. | how music could be used to represent images. |
| Religious Education | <p>What was good about Good Friday?</p> <p>Learning why Easter is the most important time of the Christian calendar. Exploring some of the stories from the bible and discussing why these are significant to Christians. What was the Last Supper, the betrayal and the crucifixion? What does the egg symbolise and how does this relate to the story of Easter?</p> <p>Looking at how Easter is celebrated all over the world and making comparisons to how Christians in the UK celebrate Easter.</p> | | | | |
| PATHS | <p>Over 100 years since women got the vote.</p> <p>Discuss how the right to vote came about for women. Democracy and parliament in the UK and how the voting system works. How having a voice is important and linking to our class and school councils.</p> <p>Study of some influential women through year group assemblies.</p> | | | <p>Making Good Decisions</p> <p>Consider different stories where choices need to be made.</p> | |
| French | <p>Decrire les gens (Describing People)</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> Les yeux, blues, verts, marron, noisette, je suis..., grand, petit, j'ai...</p> | <p>Decrire les gens (Describing People)</p> <p>Children continue to explore vocabulary to help describe appearance</p> <p><u>Key words and phrases:</u> Les yeux, blues, verts, marron, noisette, je suis..., grand, petit, j'ai...</p> | <p>Decrire les gens (Describing People)</p> <p>Les cheveux (Hair) Nous sommes tous differents (We're all different)</p> <p>Describing what hair colour your friend has.</p> <p><u>Key words and phrases:</u> blonds, bruns, roux, noirs, gris, mon ami, raides, boucles, ondules, courts, longs, percees</p> | <p>Decrire les gens (Describing People)</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> Gros, mince, gentil, mauvais, content, triste, intelligent, stupide, est comment? Il est... Elle est...</p> | <p>Decrire les gens (Describing People)</p> <p>Je porte... (I'm wearing...)</p> <p>Learning to say what you are wearing.</p> <p><u>Key words and phrases:</u> 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...</p> |