

## Year 4 Curriculum Letter – Summer Term 2024

Dear Parents/ Carers

I hope you have all had a happy and healthy Easter break. I can't believe this is our final term in Year 4 already! What a fantastic year it has been so far. Our topic this term is 'Emperors and Empires'. We will be learning about the following:

<u>Maths:</u>	<u>English:</u>
<p><b><u>Number: Decimals B</u></b></p> <ul style="list-style-type: none"> <li>• Make a whole with tenths and hundredths</li> <li>• Partition, compare and order decimals</li> <li>• Round to the nearest whole number</li> <li>• Halves and quarters as decimals</li> </ul> <p><b><u>Measurement: Money</u></b></p> <ul style="list-style-type: none"> <li>• Pounds and pence</li> <li>• Compare amounts of money</li> <li>• Estimating money</li> <li>• Calculate with money</li> <li>• Solve problems with money</li> </ul> <p><b><u>Measurement: Time</u></b></p> <ul style="list-style-type: none"> <li>• Years, months, weeks and days</li> <li>• Hours, minutes and seconds</li> <li>• Analogue to digital – 12 hour</li> <li>• Analogue to digital – 24 hour</li> </ul> <p><b><u>Geometry: Properties of shape</u></b></p> <ul style="list-style-type: none"> <li>• Understand angles as turns and identify angles</li> <li>• Compare and order angles</li> <li>• Triangles</li> <li>• Quadrilaterals</li> <li>• Polygons</li> <li>• Lines of symmetry</li> <li>• Complete a symmetric figure</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Interpret charts</li> <li>• Comparison, sum and difference</li> <li>• Interpret line graphs</li> <li>• Draw line graphs</li> </ul> <p><b><u>Geometry: Position and direction</u></b></p> <ul style="list-style-type: none"> <li>• Describe position using coordinates</li> <li>• Plot coordinates</li> <li>• Draw 2-D shapes on a grid</li> <li>• Translate on a grid</li> <li>• Describe translation on a grid</li> </ul>	<p><b><u>Class Texts</u></b></p> <ul style="list-style-type: none"> <li>• 'The Thieves of Ostia' Caroline Lawrence</li> </ul> <p><b><u>Genres</u></b></p> <ul style="list-style-type: none"> <li>• Discussion Text – Historical fiction – Diary Writing (Jane Considine unit)</li> <li>• Narrative – The Whale – (Jane Considine unit)</li> <li>• Poetry – Still I rise – (Jane Considine unit)</li> </ul> <p><b><u>Grammar and Punctuation</u></b></p> <ul style="list-style-type: none"> <li>• Common, proper, abstract and collective nouns</li> <li>• Using a dictionary and a thesaurus</li> <li>• Purple skills: Prepositional phrases</li> <li>• Modal verbs</li> <li>• ALAN PEAT SENTENCES: All of years 1-2-3 plus... The more, the more</li> </ul> <p>Children will continue to have an opportunity to read their books to themselves or a teacher every day and will have a daily shared reading lesson in which comprehension skills will be reinforced with a focus on retrieval and inference.</p> <p><b><u>Whole Class Reading</u></b></p> <ul style="list-style-type: none"> <li>• Teeth</li> <li>• What have the Romans done for us?</li> <li>• Gladiators</li> <li>• The Plastic Problem</li> <li>• R is for...</li> <li>• Weird and Wonderful Digestive Systems</li> </ul>

<p><b><u>Geography:</u></b></p> <p>Somewhere to settle - How the physical features of a place affect human activity and economic growth.</p> <p>Florence Bascom - first woman geologist</p>	<p><b><u>PSHE/RSE:</u></b></p> <ul style="list-style-type: none"> <li>- Living in the Wider World - How can our choices make a difference to others and the environment?</li> <li>- Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions</li> <li>- Health and Wellbeing - How can we manage risk in different places?</li> <li>- Keeping safe; out and about; recognising and managing risk</li> </ul>	
<p><b><u>Science:</u></b></p> <p>Working scientifically Animals including humans (digestive system and teeth- link to Pompeii/STEM)</p> <ul style="list-style-type: none"> <li>- Digestive system parts</li> <li>- Digestive system functions</li> <li>- Types and functions of teeth</li> <li>- Tooth Decay Enquiry (2 parts)</li> <li>- Food chains</li> </ul>	<p><b><u>History:</u></b></p> <ul style="list-style-type: none"> <li>- Ancient Rome, Roman Empire &amp; romanisation of Britain</li> </ul>	
	<p><b><u>Music:</u></b></p> <p><b>Charanga:</b> Blackbird Reflect, Rewind, Replay</p> <p><b>'Pirates Versus Mermaids' show to parents - learning and performing songs</b></p>	<p><b><u>Computing:</u></b> <b>(Purple Mash)</b></p> <ul style="list-style-type: none"> <li>- Coding</li> <li>- Spreadsheets</li> <li>- Logo</li> </ul>
<p><b><u>PE:</u></b></p> <p>Swimming Athletics Rounders</p> <p><b>Children will need to wear their PE kit to school on a Friday.</b></p>	<p><b><u>RE:</u></b></p> <ul style="list-style-type: none"> <li>- What does it mean to be a Hindu in Britain today?</li> <li>- What can we learn from religions about what is right and wrong?</li> </ul>	<p><b><u>Art:</u></b></p> <p>Roman Mosaic Tessellation/Pattern</p> <p>Roman Mosaic container</p>
<p><b><u>Cross Curriculum Learning:</u></b></p> <p>This term the themes are primarily history based. Some geography lessons will be based around the history topic. ICT will be used for research Artwork and DT will be inspired by the history topic. Writing will be influenced by our class texts.</p>		
<p><b><u>Topic Enrichment Experiences:</u></b></p> <ul style="list-style-type: none"> <li>- Roman experience day - Visit from 'Portals to the Past'</li> <li>- Visit to Lullingstone Roman Villa</li> <li>- Visit from Parent dentist/hygienist to talk about their job and teeth care</li> <li>- My Future My Southend - World of Fashion, Animals and our planet</li> </ul>		

<p><b>Homework:</b></p> <p>Read 5+ times a week at home to an adult and engage in a high-quality discussion regarding what you have read. Parents should use the KS2 Parent Comment Bank to help with what to write in the home-school record.</p> <p>Revise times tables, ready to be tested daily.</p> <p>Each week, children will receive English/maths homework. This will be set on the Friday and expected to be handed in on the following Friday.</p> <p><b>Hinguar Star:</b></p> <p>If your child remains in the learning zone at school and reads five times weekly to an adult, they will receive their Hinguar Star.</p>	<p><b>General Notices:</b></p> <p>Pupils are expected to come into school ready to learn at 8:35am. The school day ends at 3:20pm.</p> <p>Please note that pencil cases and classroom equipment are not required to be brought in.</p> <p>Children do need to ensure they bring in a water bottle each day and a healthy mid-morning snack if required.</p> <p>Should you need to talk to the class teacher, please write a note in the home/school contact book or leave a message via the office using:  <a href="mailto:teachers@hinguar.secat.co.uk">teachers@hinguar.secat.co.uk</a></p> <p><b>Watches</b></p> <p>Please encourage your child to wear an analogue watch to school. The ability to tell the time is a particularly tricky area and we are going to be doing extra work on this life-skill. If all children wear an inexpensive analogue watch, this will help us a great deal when teaching and revising this important mathematical concept. Thank you.</p>
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Thank you for all your continued support. Let's rock our final term!

Miss Eakins x