

## Lower KS2 Half Termly Curriculum Overview

### Year 4 2014/2015 - Spring 1

Dear Parents,

Welcome back after the Christmas holidays. I sincerely hope that you all had a peaceful and relaxing Christmas and would like to wish you a happy and healthy new year. I would like to take this opportunity to thank you for the kind gifts card and messages. I was once again overwhelmed by your generosity. For this half term I am pleased to provide you with information about what the children will be covering in the different subjects. We are continuing with the new curriculum this academic year. If you wish to know more about it visit the DfE website, the school website or speak with Miss Morris, our Curriculum leader, or myself.

#### Catholic life of the school

Each Friday two classes will join with the parish to celebrate Mass at 9am. Year 4 will join the parish next half term. Please look out for dates on the weekly newsletter.

The Wednesday Word is available for every child to take home every Wednesday. Please look out for this and share it with your child. Additional copies are available at the school office.

Also this term the children will be involved in charity work during Lent. We will be taking part in fundraising activities and raising awareness of local charities through the Good Shepherd Appeal for Nugent Care. We will also be raising funds for 'Mission Together' which supports international charity work.

Sacramental meetings will continue throughout the this term for parents and children and a Celebration Mass will take place on Sunday 8<sup>th</sup> February at 11am in St Oswald's church.

Look out for further updates on community/parish/school life on our weekly newsletter.

#### Healthy School Initiative

As part of the healthy school initiative, we will continue to encourage the children to be active at playtimes. Children will be encouraged to drink water throughout the day; therefore it is important that the children have their bottles in everyday! It makes it easier for the children if the bottles have a sports top, as it would prevent any unnecessary spillage.

Healthy snack days will continue to be Monday to Thursday and the children will be given the opportunity to eat their snacks during morning playtimes.

#### Information and dates to remember

Parents Evening - Tuesday 10<sup>th</sup> February  
3:30pm - 6pm (school closes at 3pm) and  
Wednesday 11<sup>th</sup> February 5:30pm - 8pm.

Mass - Friday 6<sup>th</sup> March Y4.

#### Homework information

- **English homework** will be given out on a Friday and is to be handed in the following Tuesday.  
- Each child should read for a minimum of 15 minutes per night and complete their reading records.

- **Maths homework** will be given out on a Tuesday and is to be handed in on Friday of the same week.

- **Spellings** - children set their own weekly spellings in their Spelling Logs as part of Read, Write Inc, in addition to a focus on the children embedding their spellings into their written work and working in their Spelling Logs.

#### Concerns and messages

If you have any concerns or problems, please do not hesitate to come in and see me at the end of the school day. Any messages in the morning must be left with a Teaching Assistant on the Junior gate and they will be passed directly to me that morning.

**Year 4**  
**General Class**  
**Information**

**Big Maths**

The children will continue to complete a weekly 'Big Maths' assessment and will be assessed at the end of the half term on their progress.

Each child will continue to keep their Big Maths files in their book bags so that they can share their assessments with you and work on the types of questions that they find more challenging. The children will continue to split into smaller groups and work with a Big Maths teacher once a week.

Please encourage your child to use their Maths skills at every opportunity.

*Remember we are going for green!*

**Reading**

In line with our school policy the children will develop their reading in class throughout the week through shared reading and guided reading sessions and I shall be monitoring their reading progress carefully each week with my own records.

The reading records are for parents to record your child's reading at home. We ask all our Junior children to read for 15 minutes each night. Although I will be keeping my own record of your child's reading progress it would be really helpful if you could make comments in your child's reading record book each time they read, to let me know how they have coped with a book at home. Home reading records are checked and once a week their home reading is acknowledged and a target will be highlighted in the book.

If your child reads any other reading material as well as their reading book from school please also make a note of it in their reading record. The home reading record is also a good way to make contact with me if you wish to send me a message and cannot get into school.

This year as part of our new 3 year Improvement Plan, we are particularly focusing on 'Reading'. As well as our reading activities in class, we ask that in addition to hearing your child read, you share books and read to them and explore the pleasure of reading with your child.

The school continues to run an early doors reading club (£2) 8am - 8:45am each morning and reading clubs at lunch time.

**Collective Worship**

In class the children will continue to plan and lead Collective Worship Tuesdays, Wednesdays and Thursdays.

They will also take part in a whole school Collective Worship every Monday to start the week and end the week with a Key Stage assembly or link with the parish for a Mass celebration with their partner class.



**RE**

**Community** In the local church lay people of all ages are called to undertake various roles, called ministries, by virtues of their Baptism and confirmation. They help to build up the local community of the parish. The children will be able to compare their own and other people's ideas about questions, engaging with others for the good of the community and appreciate that these questions are difficult to answer.

**Giving and receiving** When we celebrate the Eucharist Jesus gives himself to us in word and sacrament. We are called to follow the example of Jesus by giving ourselves to others in the world. In the concluding Rite we are sent out to continue the work of Jesus. The children will be able to make links to show how feelings and beliefs about giving and receiving affects their own behaviour and that of others.

**English****Reading**

The children will apply their growing knowledge of root words, prefixes and suffixes; read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word; identifying themes and conventions in a wide range of books; checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; retrieve and record information from non-fiction; participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

**Writing**

The children will: plan their writing by discussing and recording ideas; draft and write by organising paragraphs around a theme, in narratives, creating settings, characters and plot and in non-narrative material, using simple organisational devices; assessing the effectiveness of their own and others' writing and suggesting improvements.

**Grammar**

The children will be using conjunctions, adverbs and prepositions to express time and cause; indicating possession by using the possessive apostrophe with plural nouns; use and understand the grammatical terminology in English accurately and appropriately when discussing their writing and reading. (determiner, pronoun, possessive pronoun, adverbial).

**Spelling** The children will use further prefixes and suffixes and understand how to add them, spell further homophones and spell words that are often misspelt.

**Science**

The children will find out about the properties of the three different states of matter: solid, liquid & gas. They will compare and group materials together, according to whether they are solids, liquids or gases: observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ( $^{\circ}\text{C}$ ).

**Mathematics****Number**

Divide 2-digit numbers by 10 to create 1-place decimal numbers.

Multiply 1-place decimals to give whole numbers.

Relate fractions to decimals ( $0.1 \equiv 1/10$ ).

Relate one place decimals to cm and mm.

Compare one place decimal numbers.

**Addition and Subtraction**

Add amounts of money using expanded and compact addition.

Add amounts of money using expanded and compact addition.

Count up to solve 3-digit subtractions..

Count up to find change from £5 and £10.

Count up to find a price difference.

**Fractions**

Identify equivalent fractions, especially in relation to halves and quarters.

Simplify fractions by reducing to their simplest form.

Identify equivalent fractions and mark on a number line.

Mark equivalent fractions/decimals on a number line.

Add fractions with the same denominator .

**Measurement**

Measure in m and cm; convert from cm to m and m & cm to m.

Measure in cm/mm; convert from mm to cm.

Weigh in kg/g; convert from kg to g and vice versa.

Estimate weights and order items by weight.

Display information on a bar graph.

Measure weights or lengths using SI units; display results on a bar graph.

**Statistics**

Collect and represent data in pictograms and bar charts choosing the appropriate scale.

**Geography****Settlement City**

The children will:

- Name and locate counties and cities of the United Kingdom and geographical regions.
- Identify and compare human and physical characteristics.
- Investigate human geography, including: types of settlement and land use and economic activity including trade links.

**PSHCE****Community and local environment**

The children will:

- Explore rights and responsibilities.
- Become more aware of their rights and responsibilities within different environments.

**Computing****Communicating**

The children will:

- Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web.
- Know the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly.
- Recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- Select, use and combine a variety of software on a range of digital devices to design and create a range of programs.

**PE****Swimming:**

The class will have swimming lessons, each Thursday morning at the Orford Jubilee Hub. At the end of ten sessions each child should:

- Be able to swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

**Balance and co-ordination:**

The children will once again, work with Tom from Unstoppable Sports, as well as their class teacher on:

- Running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Topic Title**

**Settlement City**  
**Where would you**  
**choose to build a city?**

**Music****Appraising and evaluating**

Through this subject the children will:

- Listen with attention to detail.
- Recall sounds with increasing aural memory.
- Appreciate and understand a wide range of high-quality live and recorded music.
- Listen and appreciate a range of music from around the world.

**DT****Mouldable materials**

The children will:

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] accurately:.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.