

Monday 25th April 2022

Dear Year 4 parents/carers,

Year 4 Curriculum Letter – Summer (1st half)

Message from the teachers

Hope you had a wonderful Easter holiday and enjoyed all that chocolate! Welcome back, Year 4, to your Summer term.

Our Core Values

Happiness: we spread joy to those around us.

Compassion: we care and are kind to all.

Respect: we treat others as we like to be treated.

Teamwork: we work well with everyone.

Year 4 Staffing

Juniper class teacher: Miss Evans

Spruce class teacher: Mrs Culham

Year 4 learning support assistants: Mrs Wilson, Miss Heffernan and Mrs Eyre

Communication

You can email class teachers directly on the class email accounts and we will do our best to get back to you within two working days.

juniperclass@harefieldjunior.com

spruceclass@harefieldjunior.com

Homework

Homework, along with answers, will be emailed to parents every Monday and is due in on Friday.

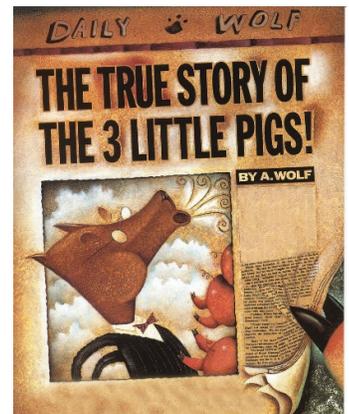
A HJS banded reading book will sent home every Monday and should be returned by the Friday. Spelling tests continue to be given on Friday following the week's homework.

Summer Term Learning

This half term we will be learning the following in each subject area.

English

This half term we will be exploring Change Tales where we take traditional fairy tales and change key aspects of them. This is a fun unit and is sure to get the creative juices flowing! To start us off, we will be using the book, 'The True Story of the Three Little Pigs' by Jon Scieszka. Our non-narrative unit is an information text about pirates – an exciting topic and full of interest.



Mathematics

In maths this half term, year 4 will be continuing their learning journey regarding decimals before deepening their understanding of Money and Time. In Year 4 we will recap telling the time to the nearest minute but our focus is converting between the 12hr and 24hr clock. When learning about Money, we will recap adding and taking away but will have a focus on ordering and estimating.

We will continue to practise our times tables regularly in preparation for the Y4 times table SAT, which is quickly approaching. Please help the children prepare for this at home by following this helpful link to a suggested website:

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

or the website called [Hit the button](#). We also include this new link, which helps the children practise at speed like in the real test: [Multiplication Tables Check - 2022 - Timestables.co.uk](#)

This is an example of a word problem the children might be given to develop their reasoning skills with time:

It is an example of a 'reasoning' question where the children are encouraged to explain their answer using mathematical strategies as proof.

Five friends run a race.

Their times are shown in the table.

| Name | Time |
|---------|-------------|
| Eva | 114 seconds |
| Dexter | 199 seconds |
| Teddy | 100 seconds |
| Whitney | 202 seconds |
| Ron | 119 seconds |

Which child finished the race the closest to two minutes?
What was the difference between the fastest time and the slowest time?
Give your answer in minutes and seconds.

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Science

The year 4 science unit this half term is titled 'Where does all the food go?'. In this module the children will build on their knowledge of the human body that they developed in Key Stage 1 and also during the Amazing Bodies unit in Year 3. In this module the children will learn about the human digestive system. They will be introduced to the main body parts associated with the digestive system; the mouth, tongue, teeth, oesophagus, stomach, intestines, rectum and anus. They will learn that the role of the digestive system is to break down the food we eat so that the nutrients, energy and other requirements we derive from it can be used in the rest of the body.

History

In this unit, the children will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. This unit will also help the children begin to appreciate that some things remain the same over long periods of time.

Art

In this topic, the children's work is influenced by a range of inspirational sculptors as they explore and use unusual objects to create their own 3D works of art. As well as having the opportunity to create drums and maracas from recycled materials, pupils also look at different techniques, such as wax resist and collages to create different effects



Inspired by the work of Arcimboldo, and using the idea of turning objects into something new, pupils could create a fruity face collage.

Physical Education

The two P.E. units in year 4 this half term are: 'Striking and Fielding' and 'Gymfit (Circuits)'. The Sport unit builds on the KS1 learning of throwing a ball with the catching and controlling of a ball when fielding before developing their striking skills on moving and stationary balls. The unit finishes with a competitive game as an opportunity for the children to demonstrate their sporting behaviour. The fitness unit teaches children that a fitness circuit can be sport-specific. In this case a variety of sports are used to create circuits such as hockey, basketball/netball, cricket and football.

Please ensure children come in to school wearing weather appropriate clothing in line with the school uniform policy.

Please also note: Outdoor PE is still on Monday and Indoor PE continues to be on Wednesday.

French

In the first unit this term, the topic is 'French and the Eurovision Song Contest'. This unit uses the concept of the Eurovision Song Contest to get pupils to work in groups writing their own original songs in French.

Religious Education

We are returning to our exploration of the Buddhist faith by investigating the question: 'What is the best way for a Buddhist to lead a good life?'. We are learning how Buddha's teachings make a difference to how Buddhists choose to live. The children will discuss making good choices in different situations, which will then relate to Buddha's teaching of the Noble Eightfold Path.

Personal, Social, Health and Economic Education

'Relationships' is the fifth PSHE unit, where the children will discuss how jealousy can have a negative effect on friendships, what happens when you have a falling out and why having a boyfriend/ girlfriend is a special relationship for when the children are older. The children will also discuss memories and ways to treasure them.

Please feel free to contact us via the class email accounts should you have any questions over the term ahead.

Yours faithfully

Miss Evans and Mrs Culham