 Curriculum Newsletter 

Year 4 May – June 2020

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| Literacy  **Reading**: Ginn Reading Scheme, visits to class and school libraries, topic books, novels and non-fiction books to continue. LO- identify relevant information  **Grammar**: Apostrophes to show ownership/for contractions; indirect/reported speech, revise and extend learning for homophones, plurals, opposites, adjectives, verbs, prepositions, adverbs and alphabetical order Writing: Participate in modelled, shared, guided and independent report writing, personal recount writing, couplet poetry to facilitate research for mini beast topic; retelling Holy Communion and developing writing and poetry genre skills. **Spelling:** topic words relating to the WAU topic, mathematical language and Grow in Love themes. Revise HF words, final consonant, triple consonant, -tion,-sion, -ous, -ious and silent’ gh’  **Spellings**: topic words**,** y to er and est, range of plural endings, silent k, w, b, confusing compound words  **Tips for parents**:  Question your child orally to encourage detailed responses to reading. Point out learned grammar points when reading with your child. Continue with the weekly spellings tasks targeting given sound/letter pattern. Visit the library to select a range of fiction and non-fiction books and local newspapers relating to Mini-beasts. Primary Resources is a useful website which provides a range of resources to consolidate learned grammar points. [www.primaryresources.co.uk](http://www.primaryresources.co.uk) |
| Numeracy:  Numeracy  Children will engage in a range of number and non-number learning activities to develop the following skills: explore and count numbers within a thousand, read and write numbers within a thousand, explore and order numbers within a thousand, appreciate that the digit on the left has the biggest value and the number on the right has the least value, extend the concept of fractions to a wider range of fractions using whole shapes and sets of objects, appreciate the notion of these fractions:- 1/8, 1/10. Investigate and explain patterns which arise in various situations e.g. multiplication patterns of 7, 8 and 9 on the 100 square, calendar patterns, recognise that division is repeated subtraction. Children will estimate length and volume, explore compass points and tessellation.  **Mental Maths/Worded Problems**: Consolidate mathematical language.  **Tips for parents**:Expect your child to read analogue and digital time throughout the day and practice x2 to x12 tables. Encourage your child to join you on shopping trips and pay for bought goods using cash. Use the mathematical language associated with the learned topics of multiplication, and division e.g. times, product, sets of, divide, share equally, groups of, exchange etc. [www.bbc.co.uk/bitesize/ks1/maths](http://www.bbc.co.uk/bitesize/ks1/maths) |
| World Around Us  **Topic: Mini Beasts**  The children will be introduced to the main features and characteristics of mini-beasts. They will have opportunities to explore habitats and use magnifying equipment to get a closer look. The children will label and identify the head, thorax, abdomen, wings and antennae. They will use a key to identify various mini-beasts on their mini-beast hunt around the school.    **Tips for parents:**  Take your child on a mini-beast hunt in your local area. Observe the main features and characteristics of each mini-beast. Visit your local library to gain access to factual books relating to mini beasts. Watch BBC programme Insect Worlds available on line. |
| ICT – (Coding Task)  Children will complete the coding task ‘Explore a Maze’. They will choose a sprite and create a programme to make their sprite move through the maze. The children will also carry out research on our WAU topic, ‘Mini Beasts’.  **Tips for parents:**  Help your child become more aware of directional language e.g. right, left, clockwise, anticlockwise, forward, 90 degree turn. Ensure your child is safely researching online- use the school website’s Learning Zone for web links. |

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| Religion  The children will know the structure of the Mass and some of the responses and prayers.  The children will develop their understanding of the sacrament of Reconciliation in preparation for First Holy Communion. | PDMU  ‘I am, You are, We can’ theme  Getting to know people in our community, school and local and wider community  Discuss inclusivity with reference to School Mission Statement  Children will be aware of their strengths and talents. |
| PE  **Athletics:**  Learning co-ordination and team work skills in preparation for Sport’s Day  (medal/non-medal events: sprint, long jump, javelin, relays, obstacle race, captain ball, target sprint relay) | **Dates for your diary:** |
| The Arts  **Music** – develop confidence in singing in a group; show some control of words and tuning; breath in appropriate places; gain an awareness of the elements of music – longer/shorter notes, higher/lower notes, dynamics including increasing and decreasing levels of sound and silence. At home, practise hymns and learn responses for Holy Communion Mass. Respond musically to the WAU topic.  **Art**: Children will create line drawings, followed by a clay model, of a mini-beast and paint it. Children will use a range of art resources to plan, create, evaluate and display their art work. | |
| Focus  **Be creative!**  **Draw, paint, make models of mini beasts**  **Write a short story and poem**  **Get fit, ready for Sports Day – run around the garden or park for 5 minute each day!** | |

**Reminder:**

**If you have a concern**

If you have a concern about your child’s progress, self-esteem or friendship issues, please make an appointment to discuss your concern with your child’s teacher. If you wish to discuss your concern further, please make an appointment to discuss your concerns with a Key Stage Coordinator, (Mrs O’ Prey FS/ KS1 (Years 1-4) or Mrs Granleese KS2 (Years 5-7)). At any point you may speak with Mrs Quinn by making an appointment through the Office.

**The Pastoral Care and Positive Behaviour Policy**: A copy is available to view on the school web site, or you can request a copy from the school office should you wish to consult it.

Concerns of a **Child Protection** nature should be brought to Miss Joyce, the Designated Teacher for Child Protection or Mrs Granleese, the Deputy Designated Teacher for Child Protection or in the case of the Nursery School, Ms Ward.