

# CURRICULUM OVERVIEW

Sharing our Learning



## Y4 INFORMATION

- **YEAR:** 2022-23
- **TERM:** 4 2021-22
- **CONTACT:** [year4@st-johnfisher.org](mailto:year4@st-johnfisher.org)

## Y4 TEACHING & LEARNING TEAM

- Mrs MM Barrett
- Mrs N Holloway
- Mrs C Raynes
- Mr W Ormesher
- Mrs N Cox
- Miss H Ball

Dear Parents and Carers,

This is our fourth curriculum overview of the school year and its purpose is to share information about what the children will be learning this term. This is a key term as we prepare for a range of different statutory assessments and other checks that will take place in Term 5, after the Easter holiday. The key assessment areas are:

- **FS2** - a formal check on the progress of children in their key foundation year
- **Y1** - National Phonics Screening
- **Y2** - Key Stage 1 statutory assessments (SATs), writing moderation and follow-up phonics screening\*
- **Y3** - writing moderation
- **Y4** - formal multiplication tables assessment and writing moderation
- **Y5** - writing moderation
- **Y6** - Key Stage 2 statutory assessments (SATs) and writing moderation

\*for children who did not achieve the phonics standard in the Y1 national screening

Good attendance is always important, but even more so this term, and not just because it will really support children to learn and progress, but also to support their wellbeing. We know that absence from school makes many children anxious because they tell us that they worry about missing learning and their classmates.

We know that there are times when absence is unavoidable, for example, when children are poorly, and so we always work very hard to help them settle back in. We also do really appreciate it when unnecessary absences are avoided, for example, no term-time holidays and odd days here and there, as well as appointments, if there is an option for them to be made after school, during school holidays or at the end of a school day. This really does help children to maintain both their learning and connections with friends.

As usual, the overview contains important information about the children's curriculum and the key words they will need to know if they are going to be able to know and do more. There are also tips for supporting them.

Please encourage your children to complete homework tasks. If they have done their best, but have not managed to finish a task or have not understood something, please offer reassurance and tell them to stop. Try to avoid the temptation to 'over-help', as this can mask issues, and delay them getting help. Simply notify us via email, a note or over the phone and we will follow it up positively, and offer lots of encouragement.

If you have any questions or need support, please contact us. We would also really like to hear from you if you have specific knowledge, experiences or artefacts, related to our topics, that you would like to share.

Yours sincerely,

  
Headteacher

## TERM 4 LEARNING VALUE: SELF-BELIEF

- **Self-belief is all about**
  - ✓ trusting in your own abilities
  - ✓ setting yourself challenging goals
  - ✓ gaining confidence
  - ✓ thinking of yourself positively

"Self confidence  
is a super power.  
Once you start to  
believe in  
yourself, magic  
starts happening."

-UNKNOWN



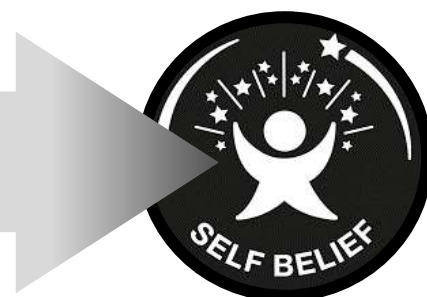
**ST CLARE**  
Catholic Multi Academy Trust



- **If you have self-belief, you realise that:**
  - ✓ you can reach your potential if you believe in yourself
  - ✓ you should set yourself challenging, yet achievable, goals to help stay motivated
  - ✓ gaining confidence will give you the strength to carry on (and on) – even when there are challenges
- **You can show your self-belief by:**
  - ✓ having a positive and determined mindset
  - ✓ being courageous and resilient when facing the challenging, but achievable, goals you set yourself
  - ✓ knowing that you will reach your potential and achieve your goals

The following words come to mind when we think of self-belief:

- |                      |                  |              |
|----------------------|------------------|--------------|
| • courage            | • determination  | • positivity |
| • tenacity and focus | • faith          | • confidence |
| • assuredness        | • inner strength | • resilience |



## RE & CATHOLIC LIFE

Click [here](#) for information about our Term 4 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).

In Term 4 we focus on the virtues of 'Love' and 'Charity', which are especially relevant during the season of Lent and our journey to the greatest feast of Easter.



During Lent chaplains will support staff with the organisation of simple daily Lenten class liturgies. These will run from **Monday 27<sup>th</sup> February 2023** until **Friday 31<sup>st</sup> March 2023**. Please book through the school office and arrive by 3.05pm. The Lenten liturgies will take place in classes on the following days.

| Monday   | Tuesday         | Wednesday       | Thursday        | Friday       |
|----------|-----------------|-----------------|-----------------|--------------|
| Y1 Y5 Y6 | FS2 Y3 Y4 Y5 Y6 | FS2 Y1 Y2 Y5 Y6 | FS2 Y1 Y2 Y3 Y4 | FS2 Y2 Y3 Y4 |

## HOMWORK

Homework is given out on Friday and it is expected back by the following Friday. It will consist of:

- a mix of 'MyMaths' online homework ([www.mymaths.co.uk](http://www.mymaths.co.uk)) and other Mathematics homework
- 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each week (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times
- multiplication (times) tables

## ENGLISH

### Spelling, Punctuation, Grammar & Handwriting

All children will benefit from having daily handwriting and spelling practise, and regular grammar and punctuation sessions focused on meeting their individual needs. Children also have individual targets for writing and these will be focused on throughout all their writing.

**You can support your child's learning at home by:**

- ✓ supporting them to learn their weekly spellings
- ✓ looking at synonyms and antonyms.
- ✓ talking about their targets for writing



**Reciprocal reading**

All children will have daily access to reading resources and twice each week will be completing reciprocal reading which will help to improve their confidence, enjoyment and develop comprehension skills.

**You can support your child's learning at home by:**

- ✓ reading their own books with them for a few minutes every day
- ✓ choosing another book by the same author, to read with your child
- ✓ encouraging your child to read a wider range of more challenging books, to widen their experience
- ✓ discussing their personal targets for reading (as shared on their record sheet)

**MATHEMATICS**

This term we will continue to focus on the Y4 mathematics mastery. This term we will be continuing to focusing on 'fractions' and working with decimal numbers. We will also be looking at time.

**Key words we will be using are:**

- ✓ analogue
- ✓ digital
- ✓ quarter past
- ✓ quarter to
- ✓ tenths
- ✓ hundredths
- ✓ decimal point

**You can support your child's learning at home by:**

- ✓ by looking for decimal numbers. For example; using money in a shop.
- ✓ helping your child to tell the time on both a digital and analogue clocks.

**HUMANITIES**

Our focus will be on the Vikings and Anglo Saxons as settlers. The children will be investigate Anglo-Saxon gods and goddesses. We will also be looking at the types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. We will also be looking at our place in the world and how mapping has changed over the centuries.

**Key words we will be using are:**

- ✓ Odin
- ✓ Asgard
- ✓ Midgard
- ✓ saga
- ✓ Valhalla

**You can support your child's learning at home by:**

- ✓ looking at the local areas and see why older houses are where they are – reflecting on why it might be because of the river
- ✓ watching the sagas on the BBC website (click [here](#))

**PE**

This term the children will do PE on Wednesdays and will focus on elements from our REAL PE programme and hockey.

**Key words we will be using are:**

- ✓ balance
- ✓ control
- ✓ movement
- ✓ paired
- ✓ single
- ✓ dribble
- ✓ push pass
- ✓ tackle
- ✓ defence
- ✓ attack

**You can support your child's learning at home by:**

- ✓ discussing and recapping what your child has been learning in lessons
- ✓ practising some of the skills with you.

**SCIENCE**

The children will learn about electricity and how it was discovered. They will construct their own circuits and start to create pictorial circuits as investigate how easily different types of switch can break/connect a circuit.

**Key words we will be using are:**

- ✓ circuit
- ✓ positive charge
- ✓ negative charge
- ✓ symbols
- ✓ components

**You can support your child's learning at home by:**

- ✓ investigating which appliances which use electricity at home and listing them
- ✓ exploring the potential dangers of using electricity and discussing how to keep safe

**MUSIC**

We will continue to explore African drumming. We will revisit African culture to understand various instruments. We will play different rhythms and then create our own in groups. We will investigate the history of music.

**Key words we will be using are:**

- ✓ Africa
- ✓ drum
- ✓ rhythmic
- ✓ beat
- ✓ crotchet
- ✓ quaver/semiquaver

**You can support your child's learning at home by:**

- ✓ continuing to practise skills just like a drummer starting out, using kitchen utensils to provide a beat/noise
- ✓ asking your child to show you the three different basic rhythms that all align together to create one samba groove; drumming along with your child to the addictive pulse of samba

**ART AND DESIGN TECHNOLOGY**

The children will continue developing weaving skills, focusing on landscape as our subject. They will experiment with different materials; investigate the best materials to use; and use a weaving board to make fabric.

**Key words we will be using are:**

- ✓ weaving
- ✓ loom
- ✓ fabric
- ✓ wool
- ✓ yarn

**You can support your child's learning at home by:**

- ✓ discussing how a variety of materials that can be used in weaving.
- ✓ encouraging your child to practise techniques learned in school, at home

**FRENCH**

Our lessons will focus on learning and using vocabulary related to body part, physical puppets and movement commands. The children will practise using adjectives and nouns together in order to understand word order.

**Key words we will be using are:**

- ✓ la tête
- ✓ les épaules
- ✓ les genoux
- ✓ les jambes
- ✓ les pieds
- ✓ les mains
- ✓ les bras
- ✓ touchez
- ✓ bougez
- ✓ les doigts



**You can support your child's learning at home by:**

- ✓ downloading and completing the homework tasks from our Y4 class page
- ✓ click this [link](#) and check under the 'Year 4 French Homework' section

**COMPUTING**

In our 'Toy Designers' unit the children will aim to create and debug simple programs, use logical reasoning to predict the behaviour of simple programs.

**Key words we will be using are:**

- ✓ debugging
- ✓ programs
- ✓ commands
- ✓ algorithms

**You can support your child's learning at home by:**

- ✓ using "Scratch" to try at home (free to download, search for via Google, it is great fun)

**PSHCE**

The children will continue learning about global citizenship, with a special focus on recognising our personal responsibility to sustain the environment. We will also continue to think about our changing bodies and consider those changes that occur during puberty. They will learn and use the correct terminology and reflect on the typical physical and emotional changes experienced on the journey to adulthood.

**Key words we will be using are:**

- ✓ caring
- ✓ responsibility
- ✓ global
- ✓ support
- ✓ puberty
- ✓ growing
- ✓ changes
- ✓ hormones

**You can support your child's learning at home by:**

- ✓ researching discuss and debate a topical issue – water shortage
- ✓ discussing any concerns about changes in our bodies and puberty