

CURRICULUM OVERVIEW

Sharing our learning



Y4 INFORMATION

- YEAR: 2023-24 • TERM: 4
- CONTACT: year4@st-johnfisher.org

Y4 TEACHING & LEARNING TEAM

- Mrs A Hambleton
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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 and non-statutory assessments and checks that will take place later, in Term 5. The key assessment areas are:

- **FS2** - a formal check on development and progress of children in their key foundation year
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening*, and non-statutory end of Key Stage 1 assessments
- **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 in now, and not just because it will help children to learn and progress, but also because it will support their wellbeing. We know that absence from school makes children anxious because they tell us that they worry about missing learning and their classmates and friends.

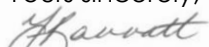
We understand that there are times when absence is unavoidable, for example, when children are poorly, and so we work very hard to help children who are returning after being ill, to settle back in. We are grateful when unnecessary absences are avoided, for example, term-time holidays and odd days here and there, as well as appointments when there is an option for them to be made after school, during school holidays or at the end of a school day. It helps children enormously if they are in school as much as possible.

This 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 at home.

At home, children should be encouraged to attempt all homework tasks, which are designed to help them practise skills and embed new knowledge. Sometimes children might find aspects more difficult, so we ask that if they do struggle with anything, simply offer reassurance and encourage them to do as much as they can *on their own*. Sometimes this is all they will need in order to realise that they **do remember more** and can **do more**. This can boost your children's self-confidence and be a positive life-lesson. If they do continue to struggle and you feel that they have done their best then please ask them to stop, and reassure them that everything will be ok. Let us know via a note or email, so we are clear what the issue is, and staff will follow everything up. They will also affirm and encourage your child as they help them to address the difficulty.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to.

Yours sincerely,


Headteacher



TERM 4 LEARNING VALUE

Our Term 4 Learning Value is 'self-belief'.

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

HOMEWORK

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) 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
- times tables (Times Tables Rock Stars)

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children benefit from regular handwriting, spelling, grammar and punctuation sessions focused on meeting individual needs. Children will be encouraged to focus on their personal targets in all writing sessions.

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

- ✓ discussing talking about their targets for writing and supporting the learning of weekly spellings
- ✓ supporting the development of their vocabulary
 - seeing who can use the most ambitious synonyms at home (words with the same or similar meanings e.g. 'joyful' instead of 'happy')
 - playing antonym 'tennis' – going back and forth saying words that have opposite meanings e.g. 'good' - 'bad'



Reciprocal reading

All children will have daily access to reading resources and 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

In Term 4 This term we will continue to focus on Y4 mathematics mastery. We will continue to focus 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
- ✓ tenths
- ✓ hundredths
- ✓ equivalent
- ✓ decimal point
- ✓ quarter to

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

- ✓ practising times tables and related division facts
- ✓ encouraging them to identify fractions in everyday life
- ✓ 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.

SCIENCE

The children will continue learning about electricity and its discovery. The children will learn that some materials allow electricity through them whilst others do not. They will learn how to make and test electrical circuits using a variety of different components. The children will be encouraged to use and apply their developing knowledge of electricity in order to design and build their own model of an alarm for use to protect a house.

Key words we will be using are:

- ✓ circuits
- ✓ positive charges
- ✓ negative charges
- ✓ 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

GEOGRAPHY

This term the children will learn about the effects of climate on the human and physical geography of places as well as to the people in these areas. We will explore why the world is divided into sectors (Northern and Southern Hemispheres, longitude, latitude and tropics) and how we can use this to locate places in the world and see what the weather is in different parts of the world.

Key words we will be using are:

- ✓ climate
- ✓ Tropics of Cancer and Capricorn
- ✓ Greenwich Meridian
- ✓ longitude
- ✓ latitude

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

- ✓ discussing and describing weather patterns at home and overseas
- ✓ looking at an atlas at home and identifying the longitude and latitude of different countries
- ✓ discussing the impact of climate change in the UK and overseas



ART

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

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)

PE

This term the children 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.

MUSIC

During this unit, the children will be studying Prokofiev's 'Peter and the Wolf' and discussing how the composer creates different tones and sounds to represent each character in the story. They will learn about the different instruments in the orchestra and how they sound. The children will use these ideas and tones to create their own composition using both tuned and untuned percussion for some of the different characters in this story.

Key words we will be using are:

Tempo

(speed of music)

- ✓ fast
- ✓ faster
- ✓ slow
- ✓ slower
- ✓ pulse

Instruments

- ✓ orchestra
- ✓ strings
- ✓ violin
- ✓ viola
- ✓ cello
- ✓ double bass
- ✓ flute
- ✓ clarinet
- ✓ oboes
- ✓ bassoon

Rhythm

- ✓ syllables
- ✓ rhythmic patterns
- ✓ ostinato
- ✓ duration
- ✓ rests
- ✓ crochet
- ✓ dotted minim
- ✓ quaver

Pitch:

- ✓ high
 - ✓ low
 - ✓ melody
- Dynamics**
- ✓ louder
 - ✓ quieter

Structure

- ✓ verse
- ✓ chorus
- ✓ beginning
- ✓ end
- ✓ brass
- ✓ woodwind



FRENCH

This term the children will learn key vocabulary related to countries, continents and animals. Children will learn specific vocabulary linked to the UK nations, continents and a country's position in relation to the equator.

Key words we will be using are:

✓ Bonjour, je m'appelle	Hello, my name is	✓ L'Australie	Australia	✓ les animaux	animals
✓ J'habite en/au...	I live in...	✓ La Belgique	Belgium	✓ un pingouin	penguin
✓ Quelle est la capitale de la /du...	What is the capital of...	✓ L'Inde	India	✓ un ours brun	brown bear
✓ on parle français au...	they speak French in	✓ L'Europe	Europe	✓ une baleine	whale
✓ L'equateur	the equator	✓ Le Japon	Japan	✓ de quel continent vient-il?	which continent are they from?
✓ vrai	true	✓ L'Amerique du Sud	South America		
✓ false	false				

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

MOMENTS MATTER, ATTENDANCE COUNTS.

