

# CURRICULUM OVERVIEW

Sharing our learning



## Y4 INFORMATION

- YEAR: 2024-25 • TERM: 4
- CONTACT: [year4@st-johnfisher.org](mailto:year4@st-johnfisher.org)

## Y4 TEACHING & LEARNING TEAM

- Mrs A Hambleton • Mrs C Raynes • Mr C Murphy

Dear Parents and Carers,

This is our fourth curriculum overview and its purpose is to share information about what the children will learn this term. This is a key time of the year as we prepare for a range of statutory and non-statutory assessments and checks that will take place in the coming weeks and throughout Term 5. The key assessment areas are:

- **FS2** - a formal check on development and progress of children, from baseline, against the Early Learning Goals
- **Y1** - National Phonics Screening
- **Y2** - writing moderation, follow-up phonics screening\*, and non-statutory end of Key Stage 1 assessments
- **Y3** - writing moderation
- **Y4** - multiplication tables screening 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

Though good attendance is always important, during this time, it is even more crucial. Good attendance is important for supporting children's wellbeing, and not just for enabling them to learn and progress. Children tell us that being absent from school can leave them feeling anxious about missed learning and falling behind, and also losing touch with friends. We know that some absences are unavoidable, which is why we all work very hard to help settle those children returning after a period of sickness, and to support them to catch up.

We are thankful 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 or during the holidays. Doing simple things like this really will help children to thrive in school - which is what we all want.

This overview contains important information about the children's curriculum, key words and crucial learning that all children must know in order to know and do more. There are also tips for supporting children at home.

Please support and encourage your child to attempt the various homework activities, which are designed to help them practise skills and embed new knowledge. Children might find some things more difficult, and if this is the case, please offer reassurance and encouragement if they do struggle with anything. It is always important that they try to do as much as they can *but* if they continue to struggle, and you feel that they have done their best, please ask them to stop, and reassure them that it will be ok. Let us know via a note or email, so we are clear what they managed and struggled with, and our **Y4** team will follow everything up.

We know that ways of teaching and learning change over time and are happy to answer any questions that you might have so that you feel more confident when offering support at home. We are here to help, so please call or email whenever you need to.

Yours sincerely,

*Havvatt*

Headteacher



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### 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



### RE & CATHOLIC LIFE

The focus is 'Galilee to Jerusalem'. Please click [here](#) for the RE overview that covers Terms 3 and 4. Our focus virtues are 'charity' and 'forgiveness'.

### Ash Wednesday Service

Our **Ash Wednesday Service** takes place 5<sup>th</sup> March, at 10.00am at Our Lady of Lourdes Catholic Church. We will mark the day with a special non-Eucharistic service led by the young people of **Y4**, during which the children's Lenten promises will be offered up, and blessed ashes distributed. Please note that it is not a Mass.

### Lent Class Reflections

Our Chaplains will help organise Lenten class reflections starting on **Monday 10<sup>th</sup> March 2025** and continue until **Wednesday 26<sup>th</sup> March 2025**. Please book through the School Office as places are limited. Thank you.



Monday

Y1 Y2 Y3 Y4 Y5 Y6

Tuesday

FS2 Y3 Y4 Y5 Y6

Wednesday

FS2 Y1 Y2 Y5 Y6

Thursday

FS2 Y1 Y2 Y3 Y4

Friday

No visitors

Monday
Citizenship Statement of Belief Assembly
'Virtues to Live By' Class Assemblies (Y2 to Y6)

Tuesday
'Virtues to Live By' FS2 Story Circle

Wednesday
Themed Assembly

Thursday
Weekly Celebration of the Word
'Virtues to Live By' Class Assembly (Y1)

Friday
Celebration Assembly
Chaplains' Celebrations



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## HOMEWORK

Homework, which is shared each Friday and expected back by the following Friday, will consist of:

- a mix of 'MyMaths' online homework ([www.mymaths.co.uk](http://www.mymaths.co.uk)) and other Mathematics homework
- 'Bug Club' to support reading homework
- times tables practice through logging in to 'Times Tables Rock Stars'
- spellings to be learned for a weekly quiz (please work hard on these as there are new standards to meet)

## ENGLISH

### Spelling, Punctuation, Grammar & Handwriting

All children will benefit from having daily handwriting and spelling practise and regular grammar and punctuation sessions focused on individual needs. We will also focus on children's individual writing targets. This term will have an added focus on using descriptive language and specific punctuation in their writing.

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

- ✓ continuing to practise weekly spellings
- ✓ looking at synonyms and antonyms and talking about their targets for writing and practicing at home

### Reciprocal Reading

All children will have daily access to reading resources and will benefit from reciprocal reading each day which aims to improve their confidence, enjoyment and develop key comprehension skills.

The **crucial knowledge** children must gain is knowing how to:

- ✓ use diagonal and horizontal strokes to join all letters
- ✓ use subordination (**when, that, because, if, although, as**) to write complex sentences, identifying the subordinate clause in complex sentences
- ✓ write complex sentences using adverbial phrases
- ✓ plan and write in detail, considering character and setting (**narrative**) and introductory and concluding paragraphs (**non-narrative**)
- ✓ edit to include complex sentences (**when, that, because, if, although, as**) using commas to separate subordinate clause and independent clause

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

- ✓ reading and enjoying different sorts of books together at home
- ✓ sharing questions about the different texts you enjoy together - thinking about what happened and why
- ✓ having a go at predicting what will happen next, when reading a story together

## MATHEMATICS

We will continue to focus on fractions and working with decimal numbers. We will also begin to study time.

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

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

The **crucial knowledge** children must gain is knowing how to:

- ✓ round decimals with one decimal place to the nearest whole number
- ✓ identify the tenths, hundredths and thousandths columns on a place value chart
- ✓ compare and order decimals with the same amount of decimal places
- ✓ write decimal equivalents for fractions with a denominator of 10, 100 as well as  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$

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

- ✓ practising times tables and related division facts



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

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

## GEOGRAPHY

The children will learn about the impact of climate on the human and physical geography of places and on the lives of the people living there. They will learn that the world is divided into sectors (**hemispheres, longitudes, latitudes and tropics**) and how they can locate places and discover what the weather is in different areas.

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

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

The **crucial knowledge** children must gain is knowing:

- ✓ the position of the equator; northern and southern hemispheres,
- ✓ the location Tropics of Cancer and Capricorn and the Arctic Circle and Antarctica
- ✓ the position/significance of the Prime/Greenwich Meridian and time zones (including day and night)

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

## PE

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

The **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

As part of our electricity focus, the children will learn that some materials are conductors and some are not. They will make/test electrical circuits using various components, and design/build alarms to protect a house.

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

- ✓ circuits
- ✓ positive charges
- ✓ negative charges
- ✓ symbols
- ✓ components

The **crucial knowledge** children must gain is knowing how to:

- ✓ construct simple series circuits, and identify cells, wires, bulbs, switches and buzzers
- ✓ recognise that a closed switch allows electricity to flow around a circuit, allowing components to function

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

- ✓ investigating which appliances use electricity at home and listing them

## MUSIC

The children will study '**Fanfare for the Common Man**' by Aaron Copland as a foundation for investigating how music can create dramatic effect and atmosphere. The children will identify different features in the music and learn to improvise *fanfare* melodies based around three notes and repeated rhythms.



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

- ✓ duration **long and short sounds**
- ✓ dynamics **contrasting sounds**
- ✓ pitch
- ✓ texture **unison, homophonic**
- ✓ timbre **brass instruments, percussion**

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

- ✓ asking your child to sing these songs to you and talk about music lessons
- ✓ listening to different styles of music and identifying different dramatic effect and atmosphere

## 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

## FRENCH

The children will extend their learning of facial features to include body parts including arms, legs and feet. They will name and describe body parts and their 'alien' characters using nouns and adjectives in plural forms.

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

- |                            |                                    |                               |                         |
|----------------------------|------------------------------------|-------------------------------|-------------------------|
| ✓ la tête <b>the head</b>  | ✓ la jambe <b>the leg</b>          | ✓ les genoux <b>the knees</b> | ✓ touche <b>touch</b>   |
| ✓ l'épaule <b>shoulder</b> | ✓ le bras <b>the arm</b>           | ✓ les pieds <b>the feet</b>   | ✓ levez <b>lift</b>     |
| ✓ le genou <b>the knee</b> | ✓ la main <b>the hand</b>          | ✓ les bras <b>the arms</b>    | ✓ tournez <b>turn</b>   |
| ✓ le pied <b>the foot</b>  | ✓ le corps <b>the body</b>         | ✓ bougez <b>move</b>          | ✓ étirez <b>stretch</b> |
| ✓ un œil <b>an eye</b>     | ✓ les épaules <b>the shoulders</b> | ✓ relaxez <b>relax</b>        |                         |

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

- ✓ asking your child to identify and describe different parts of the face and other parts of the body.

## COMPUTING

Children will create and debug simple programs, using logical reasoning to predict the behaviour of 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 focus on recognising their *personal* responsibility to sustain the environment. They will continue exploring the physical and emotional changes that occur on the journey from childhood 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 together and discussing topical issue e.g. climate change, water shortages and wildfires

