



12th September 2017

Dear Parents and Carers,

CURRICULUM INFORMATION YEAR 4

A very warm welcome back to school and I hope that you have all had a fabulous break. I am really looking forward to all of the exciting opportunities this year and I hope your child is too!

This term our new topic is **THE STAR SPANGLED BANNER!** For more information on this, please see the attached Medium Term Plan for Autumn.

We have changed our curriculum this year to promote a greater depth of learning in the non-core subjects and to make learning experiences more modern, relevant and exciting for the children. Our topics are planned and delivered in age phases (EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2) on a two-yearly cycle. We are looking forward to launching our new topics and are sure that the children will enjoy learning and embracing a new and rich curriculum!

Please ensure your child has a school book bag, so that they can bring their reading book and reading diary to school each day. They will also have a peg for their coat and PE kit. As space in the cloakroom is limited, we would be grateful if P.E. kits could be kept in a small drawstring bag which fits onto the peg. Please ensure your child has a water bottle with them every day but please can I remind you that we only allow water rather than squash or flavoured water.

PE Kits:

P.E. activities may be indoors or outdoors, depending on the weather, so children need an indoor kit (black shorts and a plain white T-shirt) and an outdoors kit (jogging bottoms and a sweatshirt/tracksuit) as well as pumps or trainers.

P.E. kits are kept in school until the end of half term, as P.E. times may vary throughout the year. For health and safety, children who wear earrings should have these removed on P.E. days, if they are not removed your child will be unable to take part in the P.E. lesson (teachers are not permitted to remove or tape up earrings).

P.E. days are as follows: **Monday and Wednesday with Mrs Welch**



International
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CURRICULUM INFORMATION YEAR 4/continued...

Please ensure that ALL your child's belongings are clearly labelled with their name. Children often misplace items and it is very difficult to find them if they are not labelled. In the morning, children in Years 3 to 6 will be dropped off at the bottom of the ramp on the KS2 playground where they will be greeted by either Mr Adams, Mr Cruise or Mrs Foster. If you would like to speak to your child's class teacher please inform the teacher on the door and any messages will be passed on or an appointment made if necessary. At the end of the day children in these classes will collect their coats and meet adults on the playground. Year 5 pupils will be dismissed from their fire exit and years 3, 4 and 6 will be dismissed from the bottom of the ramp.

Homework

For homework, we ask that the children read for at least 10 minutes every night, and talk about the books they are reading as this will support enjoyment, fluency and understanding. There will be a piece of English and Maths homework set every Friday and collected by the teacher the following Wednesday. The children will also receive new spellings every Friday, which they will need to practise throughout the week.

As part of our transition programme this year, I would like to invite you to come in to our new "Meet the Teacher" on **Tuesday September 12th**. This is an informal meeting where I would like to meet you, provide you with a bit of information about the future term and also provide you with a chance to ask me a few questions. Please don't worry if you have a child in another class, this is very much a drop in session so I anticipate that you may just want to pop in for a brief period of time.

May I take this opportunity to remind you that if you have any questions, queries or concerns, please do not hesitate to speak to me. I very much look forward to meeting you in the near future.

Yours sincerely



Miss R Barker
Year 4 Class Teacher



LOWER KEY STAGE 2 (YEAR 3/4)

ESSENTIALS OVERVIEW

THEME: The Star Spangled Banner
AUTUMN TERM



Essentials

Full spectrum curriculum

CURRICULUM DRIVERS:	LAUNCH DAY:	SHOWCASE/CELEBRATION:	ENGLISH LINKS: Native American folk tales Poetry about civil rights MATHEMATICS LINKS: Measurement
ESSENTIAL LEARNING OBJECTIVES			
<p>DIVERSITY: Civil Rights – Martin Luther King/ Rosa Parks DREAMS: Roadtrip around the USA SPIRITUAL & MORAL: Natural Disaster Relief</p>	<p>Arriving in America by plane. Passports/ security checks. Taste the food, songs, landmarks, etc. Set up hall as different states – Hawaii, Alaska, New York and Texas. Children to identify where they are from clues.</p>	<p>Children perform American Idol, whilst their work produced is in the other side of hall for afterwards.</p>	<p>ACTIVITIES</p> <p>Thomas Edison and light bulb. Children explore the invented the light bulb and children create their own circuits and examine electricity. Children to investigate who can make the best torch to take on their road trip.</p> <p>On our road trip, we are investigating different environments, e.g. Alaska, Texas, New York, Hawaii. Which animals are found where? Why? What would happen if these environments change? Also look into effect of pollution and natural disasters on the environment and impact upon habitats.</p> <p>Children to plan, design and evaluate their own art work based upon Bruce Gray, focusing on printing and repeating patterns.</p>
<p>SCIENCE: To work scientifically To investigate living things To understand electrical circuits</p>			
<p>ART & DESIGN: To develop ideas To master techniques</p>			
<p>COMPUTING: To connect To communicate</p>			
<p>DESIGN & TECHNOLOGY: To master practical skills To design, make, evaluate and improve</p>			
<p>GEOGRAPHY: To investigate places To communicate geographically</p>			
<p>HISTORY: To understand chronology To investigate and interpret the past</p>			
<p>LANGUAGES: To speak confidently To understand the culture of the countries in which the language is spoken To read fluently</p>			
<p>MUSIC: To perform To describe music</p>			
<p>RELIGIOUS EDUCATION: To understand beliefs and teachings To understand practices and lifestyles.</p>			