



Year 4 Curriculum Letter Spring Term

Dear Parents and Carers,

Welcome back to the new school term - we hope that you have all had a wonderful time with your children over the holidays. We are all very excited as we will be launching out new topic **G' Day Mate!** The children will be learning all about Australia this term which I am sure they will really enjoy. The children are also busy preparing for our class assembly which is on Thursday 31st January.

Reading

Please ensure your child brings their reading book and reading diary to school **every day**. It is very important that your child is reading regularly at home and writes this in their diary. This enables us to keep a close eye on the amount of reading taking place at home.

Please ensure your child has a water bottle with them every day and can I remind you that we only allow water rather than squash or flavoured water.

P.E 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 **Tuesdays and Wednesdays**.

Year 4 swimming will take place after February half term. This will take place on Tuesdays instead of a typical PE lesson. Please make sure your child has a towel, their swimming costume and goggles (if they are required). For children who wear earrings, please take them out before coming to school or before swimming on that day. Children will NOT be allowed into the swimming pool wearing earrings or other jewellery.

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. You should expect a piece of Maths or English on a weekly basis and your child will also be expected to practice their times tables and also learn their weekly spellings.

May I take this opportunity to remind you that if you have any questions, queries or concerns, please do not hesitate to speak to myself, Miss Lord or Mrs Hill

Yours sincerely

Mrs Knight

Year 4 Class teacher



ESSENTIALS OVERVIEW

THEME: G'day mate!

Spring TERM Cycle B

<p>CURRICULUM DRIVERS:</p> <p>DIVERSITY: Different cultures/equality. DREAMS: Visit Australia. SPIRITUAL & MORAL: Slavery – Is it right?</p>	<p>LAUNCH DAY: Dress as an Australian and take part in Australian activities: boomerang. Complete Australian passports, make Australian tickets, play the National Anthem and taste test Australian foods.</p>	<p>PROJECT: Chn to complete a selection of activities from the topic map. SHOWCASE/ CELEBRATION: Invite parents to come to see our Australian Designs</p>	<p>ENGLISH LINKS: Non-chronological reports on Australian animal, post-card or letter from Australia, persuasive report, aboriginal tales. Plan an interview with an Australian citizen, prepare questions and transcribe in the form of a script. MATHEMATICS LINKS: Measure, populaton</p>
ESSENTIAL LEARNING OBJECTIVES		ACTIVITIES	
<p>SCIENCE: YEAR 3- Light Notice that light is reflecting from surfaces. Recognise that shadows are formed when the light from a light source is blocked. Recognise that light is needed to see things and that dark is the absence of light. Recognise that light from the sun can be dangerous and there are ways to protect your eyes. Find patterns in the way and the size of shadows change. Year 3- Plants Identify the functions of different parts of the plants. Explore the requirements of plants and how they vary. Investigate the way in which water is transported. Explore the role in flowers and plants. YEAR 4-States of matter Compare and group materials together. Observe that some materials change state when heated or cooled. Understand the part played in evaporation and condensation in the water cycle.</p>		<p>YEAR 3 - Shadow puppets - Which material is best for sunglasses to protect our eyes and allow us to see. Go on to design and make own sunglasses. - Look at Australian plants – why can't they grow in Britain?</p> <p>YEAR 4 Children to look an ice cream and ice lollies – how quickly do they melt. What materials can insulate them for a longer period of time? Children to investigate what would happen to ice cubes in a warmer temperature.</p>	
<p>GEOGRAPHY: To investigate patterns Name and locate parts of the world and the characteristics of the areas Describe geographical similarities. To communicate geographically To investigate places To use a range of resources to identify the key physical and human features.</p>		<p>Study a contrasting locality: locate on maps, globes and atlases, size/location, deserts/heat, climate, comparing temperature between England and Australia.</p> <p>Children to become a tour guide: persuade tourists to visit different famous landmarks, including Ayres Rock, The Great Barrier Reef and Sydney Opera House.</p> <p>Australian animals.</p> <p>Children to direct using the eight points of a compass to travel to different landmarks.</p>	

LOWER KEY STAGE 2 (YEAR 3/4)

<p>HISTORY: To communicate historically To use appropriate historical vocabulary to communicate including dates, time period era, change and chronology.</p>	<p>Aborigines history and slavery and prisoners. When Australia was first discovered? The Aboriginal People</p>
<p>ART & DESIGN: To master techniques (Painting) To crate and combine shapes to create recognisable forms. Include texture that conveys feeling, expression or movement. Digital media Create images, videos and recordings and explain why they were created To take inspiration from the greats Create original pieces that were influenced by others</p>	<p>Aboriginal dot paintings linked to George Seurat.</p>
<p>DESIGN & TECHNOLOGY: To design, make, evaluate and improve Make products by working efficiently such as by carefully selecting materials. Electricals and electronics Create a series of parallel circuits.</p>	<p>Use junk modelling and papier Mache to create a boomerang. Didgeridoo making</p>
<p>LANGUAGES: To write imaginatively. Write short phrases from memory with spelling that is readily understand. To understand the culture of the countries in which the language is spoken. Make comparisons between life in countries or communities where the language is spoken and this country.</p>	<p>Children to describe animals using adjectives for size and colour. Speaking for 2X and then comparing animals found in Australia compared to Britain.</p>
<p>MUSIC: To perform To compose To transcribe To describe music</p>	<p>Children to compare and contrast music from different cultures. Listen to folk music, identify what it is and identify the different instruments involved. Listen to the song and retell the story from it. Look at the Australian words first in order to understand the story, read and analyse the lyrics, then work in groups to create own.</p>
<p>RELIGIOUS EDUCATION: To discuss and give opinions on stories involving moral dilemmas</p>	<p>Moral dilemmas Slavery- is it right?</p>
<p>COMPUTING: To code To connect To collaborate</p>	<p>Design and make a persuasive poster about Australia. Write non-chronolgoical reports or travel brochures on Microsoft Word, inserting pictures from the internet.</p>