

Curriculum Overview Year 4

Summer Term 2018

ENGLISH	PARENTS CAN HELP BY
<p>Novel Study: The Firemaker's Daughter</p> <p>Fantasy Unit: Where the Wild Things Are, Maurice Sendak The Green Ship, Quentin Blake The Lion, the Witch and the Wardrobe, C.S. Lewis</p> <p>Planning and writing a fantasy story.</p> <p>Grammar for Writing: adjectives, 1st Person, relative clauses, onomatopoeia, complex sentences, alliteration, compound and complex sentences, Figures of Speech,</p>	<p><u>Reading/enjoying literature</u> Please make sure that boys read as often and as widely as possible. It is important that they read aloud each and every night for ten minutes. They can record their reading in their yellow reading record book and earn Dojo points.</p> <p><u>Other reading</u> The English Department has suggested reading lists but do take advice from knowledgeable library and bookshop staff as well as from class teachers. We encourage the boys to read anything in which they are interested including newspapers, magazines, comics, play-scripts, fiction or non-fiction. Boys are expected to read for 20 minutes, at least three times between Monday and Thursday and for one hour over the weekend. It is also helpful for boys to regularly read to (daily if possible), and discuss a text with, an adult or older sibling. There are numerous reading lists on our website and a new list is produced each and every half term and end of term. Please make use of the wonderful reading site www.lovereadings4kids.co.uk</p> <p>Libraries are fantastic places, especially on a rainy day in the holiday! Audio tapes are excellent for long car journeys. Going to the theatre and/or the cinema provides excellent entertainment and intellectual stimulation. The Reading Race is always ongoing.</p> <p><u>Vocabulary</u> Spelling lists are linked to vocabulary development, please help boys to find definitions and synonyms. Boys should get into the habit of using a thesaurus when writing. Verbal reasoning papers e.g. Bond Assessment are available from WHSmith etc.</p> <p><u>Handwriting</u> Please encourage boys to take care with their presentation and handwriting. Handwriting practice sheets are available from the class teacher and are also available at WH Smiths.</p> <p>http://www.lovereadings4kids.co.uk/</p>
MATHEMATICS	PARENTS CAN HELP BY
<p>Number – Number and place value. Negative numbers, Roman numerals</p> <p>Number – Addition and subtraction of 4-digit numbers</p>	<p>There are so many ways to get your son interested in Maths at home. Baking can help with learning about weight and measures and shopping can build confidence with money, adding and subtracting. Playing classic board games, such as monopoly, chess, and snakes and ladders; as well as games, such as cards, dominoes and darts can be a great help reinforcing number bonds and developing strategies.</p>

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<p>Geometry – Properties of shape, quadrilaterals and triangles</p> <p>Number – Multiplication and division – formal written methods</p> <p>Number – Fractions, hundredths and non-unit fractions. Adding and subtracting fractions</p> <p>Measurement – volume and capacity</p> <p>Number – addition and subtraction – formal written methods</p> <p>Number - Decimals</p> <p>Geometry – Position and Direction, coordinate grids</p> <p>Statistics – discrete and continuous data, including bar charts and time graphs</p> <p>Measurement – Perimeter and area.</p>	<p>There are also some fantastic Maths games online, which your son will thoroughly enjoy playing. For further practice at home, WH Smiths stock some excellent revision materials (e.g. CGP, Galore Park, Schofield & Sims). Talk about Maths with your child during everyday activities, e.g. when driving you can discuss speed, metric and imperial measures, time, shapes – almost anything can be linked to solving Maths problems.</p> <p>Boys will receive maths homework once a week, in addition to practising times tables each night. They need to aim to be able to recall multiplication and division facts up to 12×12. It will consist of either a written task or online activity. Homework should take no longer than half an hour. Pupils should use an HB pencil. Please put a note in your son's diary or send a class dojo message if there is a problem.</p> <p>Help your son to tell the time and solve problems involving time – both analogue and digital clock, as well as converting between the two.</p> <p>Consolidate mathematical vocabulary e.g. prime numbers, common multiples, factors, product, perimeter, area, the Usborne Junior Illustrated Dictionary of Maths is excellent.</p> <p>Pupils can also play on the relevant topic games from websites such as:</p> <p>www.mangahigh.com – each boy has a login to this website, which has lessons, activities and games. They can use it for revision and consolidation as well as for homework.</p> <p>https://www.topmarks.co.uk/Search.aspx?q=maths</p> <p>http://resources.woodlands-junior.kent.sch.uk/maths/ http://www.bbc.co.uk/skillswise/maths/games http://www.bbc.co.uk/bitesize/ks2/maths/ http://www.crickweb.co.uk/ks2numeracy.html http://mathszone.co.uk/ http://nrich.maths.org</p> <p>http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find</p>
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	Boys will be sitting end of year Maths assessments after half term and the results will be in their final report of the year.
SCIENCE	PARENTS CAN HELP BY
Habitats	<p>Visit a wildlife park/zoo</p> <p>Watch a nature documentary</p> <p>Discuss what a desert might be like (hot, dry, sandy) as well as other habitats</p> <p>Discuss the seasons (e.g. what happens in Spring?)</p> <p>Discuss what animals eat (and what eats them)</p>
Moving & Growing	<p>Getting the children to engage in a physical activity and to think about the parts of the body they are using.</p> <p>Look up parts of the skeleton online or in a book.</p> <p>Measure arm/leg bone lengths from people of different ages.</p> <p>Useful websites to help with each topic:</p> <p style="padding-left: 40px;">BBC bite size KS2 Science revision: topic specific revision activities</p> <p style="padding-left: 40px;">http://www.bbc.co.uk/schools/ks2bitesize/science/</p> <p>A key stage 2 revision guide, available from book stores, will aid prep and revision activities throughout key stage 2 (years 3-6).</p>
HISTORY	PARENTS CAN HELP BY
<p><u>Vikings</u></p> <p>Who were the Vikings? Where did they come from? What made them successful?</p> <p>Who were Viking Warriors? Why were the longships a good mode of transport? How were longships built? Were all Vikings warriors?</p>	<p>History - Family outings to historical sites and buildings reinforce learning in the classroom. Reading Museum, The British Museum, The Ashmoleum Museum (Oxford), the Ure Museum (Reading) etc. are fabulous places. Children benefit most when they go to museums often, but for 1-2 hours maximum at a time.</p> <p>Explore local history – find out what is on your doorstep, when your house was built, famous people who came from your area.</p> <p>Visit any or all of these places:</p> <p>Jorvik Viking Centre.</p> <p>House of Mannanan.</p> <p>Dock Museum.</p> <p>Yorkshire Museum.</p>

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<p>What were Viking homes like? What jobs did Vikings do? What did they wear? What Viking stories and myths are there? What legacy did the Vikings leave?</p>	<p>Ancient Technology Centre. National Museum of Scotland. British Museum. Lindisfarne Priory. Research the Battle of Reading, maybe visit the site, though now built up. Discuss the names of the schools, hospital and so on.</p>
GEOGRAPHY	PARENTS CAN HELP BY
<p>Mountains</p>	<p>A lot of Year 4s work will be completed on the computer. They will complete Internet research and complete publications using Office software. Parents can help by researching the topics of Mountains with your children and helping them find out about famous mountains around the world and where they are located.</p>
R.S.	PARENTS CAN HELP BY
<p><u>Sikhism</u> Where was Sikhism founded and by whom? What are the main beliefs? What places are special to Sikhs? What festivals do Sikhs celebrate? What is the Sikh's holy book? What are the Sikh symbols and what do they mean? <u>Islam</u> Where was Hinduism founded and by whom? What are the main beliefs? What places are special to Muslims? What festivals do Muslims celebrate? What is the Islamic holy book? What are the Islamic symbols and what do they mean?</p>	<p>Encourage children to ask questions about life and express ideas. Encourage children to develop positive attitudes to religion and show respect to those who follow. Visit places of worship locally and when on holiday. Look at features of religious buildings. Point out religious signs and symbols in your local area. Discuss ceremonies attended e.g. weddings, baptisms etc. Discuss festivals with friends of different religions.</p>

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COMPUTER SCIENCE	PARENTS CAN HELP BY
<p><u>Micro: bit programming</u> We now have some very exciting mini computers called Micro:bits. Pupils will be using a blockcode language to code them to solve STEAM problems.</p> <p><u>Graphic Design and E-Safety</u> Pupils will learn how to create professional E-Safety Posters using layering and other Graphic Design Techniques.</p>	<ul style="list-style-type: none"> • Developing typing skills • Allowing children to practice saving and opening documents, and using their skills while using the various Microsoft office applications. • When undertaking research, discuss the search terms that they are using, thinking carefully about keywords to use to get more precise results. • Purchase a USB Flash Drive to allow pupils to take work home if they would like to • Use makecode.com to practice their block coding skills. • Keep practicing scratch
FRENCH	PARENTS CAN HELP BY
<p>What are you doing?</p> <ul style="list-style-type: none"> - Around Town: <ul style="list-style-type: none"> -shops and important buildings -saying what there is in your town - asking for directions - Looking Good: <ul style="list-style-type: none"> -clothes -colours -saying what you wear to school, at home or when you go out -your favourite 	<ul style="list-style-type: none"> • Helping pupils revise vocabulary e.g. making flashcards and testing firstly from French into English and then English into French and playing memory games • Encouraging your son to watch films or cartoons in French (the language can often be switched into French on a DVD menu • Supporting your son to read French books, comics or magazines appropriate to their age • Ensuring your son completes the relevant self-marking exercises on languages online, Kerboodle, etc. • Promoting the regular speaking of the target vocabulary – little and often works best <p>Looking for French all around you – particularly in the supermarket, in newspapers and magazines and on television</p>
ART / DESIGN	PARENTS CAN HELP BY

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<p>Motte and Bailey junk modelling:</p> <p>Boys will be making a model of a Motte and Bailey castle to link with their History topic this term.</p> <p>Boys will be learning about illuminated letters, linked to their previous History topic on Anglo Saxons and Vikings.</p> <p>Boys will trace, draw and design their own illuminations using a range of media.</p>	<p>Parents can help by getting boys to practise these skills:</p> <p><u>FOR THE JUNK MODELLING WE NEED PIECES OF LARGE, THICK CARDBOARD, TOILET ROLLS, CEREAL BOXES, EGG CARTONS, SHOE BOXES – please do send in any you may have at home.</u></p> <p>Cutting, tracing, sticking, sketching in pencil, shading and colouring carefully and accurately. Visiting art galleries to see a variety of artists and discuss what they like and dislike.</p> <p>Making junk models at home with your son, be creative – what can you make from your recycling bin?</p> <p>Consolidate skills from last term:</p> <p>Sewing – running stitch, backstitch and over stitch. Threading needle and thread. Cutting fabric to size.</p>
P.E.	PARENTS CAN HELP BY
<p>Tennis</p> <p>Cricket Skills</p> <p>Athletics</p>	<p>Exposing students to the activities either in practical and / or visual form to allow the opportunity to experience how the activities, skills and game requirements are learned / played at various levels and can therefore be developed.</p> <p>Developing students’ awareness of the activities that they may otherwise be unfamiliar with (eg; Volleyball).</p> <p>Using media resources (eg; BBC Sport website / You Tube) to show examples of how the activities and sports covered are played at a top-class level.</p> <p>Questioning / discuss students’ development and what skills and activities have been covered during their lessons to reinforce learning.</p> <p>Helping the students set personal targets and discussing this with PE & Games staff.</p> <p>Allow students to become involved in external clubs and associations (regardless of the sport & activity) to provide the opportunity to broaden their physical and mental experiences in different sporting and physical activity environments.</p>