

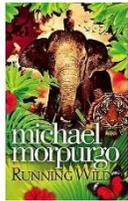


Year 4 Curriculum Newsletter

Reading

This term we will be focusing on developing our reading strategies to support when justifying our answers with evidence by applying the A.P.E. - Answer it, Prove it, Explain it strategy effectively. This links to our VIPER – Inference, as you are providing evidence from the text to support your thought process. We will also be linking our reading to the Core 4 strategies: Summarising, Predicting, Questioning and Clarifying.

VIPER Character Focus



Class Reader

Running Wild

Author Focus

Roald Dahl

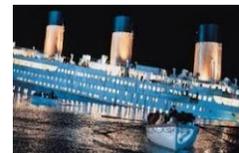
How you can support at home?

Please listen to your children read regularly. Discuss the meanings of sophisticated language you come across in the text. Ask your child to read around the text to clarify the meaning of unfamiliar words. If possible, please encourage children to access their Bug Club account regularly.

Writing

This term we will be using a range of texts linked to our ‘Braving the Elements’ topic to help deepen our understanding. To immerse the children into their writing, they will each be assigned a passport imagining they are a person on board the Titanic. The children will begin by writing an informal letter home. Here, we will explore the use of sentence structures for effect and apply this within our writing to build up suspense. We will be also developing our knowledge of vocabulary using particular subject specific terminology that will enhance our writing when applying this in the correct context. This will then lead the children to write a newspaper report, reporting about the sinking of the Titanic and its significance in history.

Another focus of our writing this term will be on sentence construction, writing a range of sentence types to improve our writing. We will explore a range of non-fiction texts including writing a non-chronological report on the Titanic, researching and writing an in-depth autobiography based upon the life of the famous Captain Smith and writing a weather report. For the remainder of the term, will base our writing around our class reader ‘Running Wild’. We will be writing our own setting descriptions of a beach before and after a Tsunami has occurred and writing a character description allowing the children to include a range of figurative language devices in their writing. We will also continue to consolidate Spelling, Punctuation and Grammar skills to make progress in our writing. Throughout our topics we will re-visit parts of the Year 3 curriculum to ensure we have an appropriate base on which to build our knowledge.



Mathematics

This term, we will be continuing to consolidate our knowledge of place value. Children will understand values up to 10,000 and will apply this knowledge when placing numbers on a number line. They will also use their place value knowledge to round numbers to the nearest 10 and 100. We will begin to add and subtract numbers up to four digits. Following on from this, the children will then focus on multiplication and division. They will learn how to systematically work out calculations and apply this to real-life problem-solving situations. We will be learning our timetables as much as possible, in order to help us sit the Year 4 times table test in May next year. Please help your child to learn these as much as you can at home. A large focus of our Maths this term will be to ensure that our understanding from the Year 3 curriculum is firmly embedded and can be applied so that we can develop in to the Year 4 curriculum.



Vocabulary

Estimate, Rounding, Column, Place Value, Tens, Hundreds. Thousands, Number line, Digits, Round up, Round down, Increments, Intervals, Represent.

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Creative Curriculum

Within Geography, the children will identify and locate countries where natural disasters have occurred using a range of different maps to highlight where tsunamis occurred within the 'Ring Of Fire'. Children will be able to describe the physical process of earthquakes and tsunamis. We will also use appropriate vocabulary to describe the human geography of an area and recognise some physical and human processes. Children will use their mapping skills to locate and map the fateful journey of the Titanic on its maiden voyage from Southampton.

In History, children will use a range of primary and secondary sources to help us conclude who could be to blame for the sinking of the Titanic. The children will create a timeline enabling us to pick out the significant events that happened during the sailing and sinking of the Titanic and how this changed sea safety, linking this to the Edwardian Era.

In Art, we will use different techniques and experiment with grades of pencils to sketch a harbour wave inspired by the Japanese artist Hokusai.

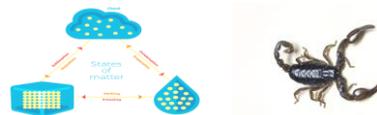
Vocabulary

Earthquake, Tsunami, Devastation, Tectonic Plates, Catastrophic, Richter Scale, After shock, Testimony, Voyage, Unsinkable, Compartments, Carpathia, Funnels, Plunged, Inevitable.

Science

This term, our topic in Science is 'Living things and their habitats.' We will be looking at different species of animals and children will learn the difference between vertebrates and invertebrates. The children will consider the different characteristics of a range of animal species, allowing the children to classify them based upon these. We will be using our investigation skills to observe creatures in their natural habitats. This will then lead to the children planning and carrying out their own investigation using a range of scientific enquiry skills such as, prediction, method, findings, justifying and evaluating.

Additionally, we will also be learning about states of matter. Where we will be identifying different solids, liquids and gases. The children will be carrying out a range of experiments to further their understanding of this. Also, the children will be looking closely at the water cycle investigating the effects of condensation and evaporation



Vocabulary

Amphibian, Reptile, Mammal, Fish, Birds, Organism, Vertebrate, Invertebrate, Crustaceans, Annelid, Arachnid, Deforestation, Characteristics, Classification. Condensation, Evaporation, Precipitation, Changing State.

Enrichment

Over the term, there will be various enrichment activities implemented into the curriculum. Outdoor learning opportunities will also be explored. We will have themed days linked to the topic.



Important Dates

- PE Wednesday and Thursday.

Please ensure that children attend school wearing their PE kit on these days. The children will stay in their PE kit throughout the day and will therefore it will need to be suitable for the weather.