

Stanbridge Lower School



Class Letter - Year 4

Summer Term 1 2022

Learning News

This half term our topic is World War 2. We will be focusing on children's experience of the war, including what happened and why, learning about air raids, evacuation and rationing. For DT, we will be learning about structures, researching and evaluating the work of architect Zaha Hadid, before applying our learning to making our own model Anderson shelters. In Art, we will be looking at the work of Andy Warhol, and creating pop art of WW2 imagery. In our Science lessons we will be learning about electricity, and creating and evaluating circuits with switches. In RE we will be learning about Pentecost, and the impact this had on the lives and beliefs of Christians, and in PSHE we will be starting a new unit all about health and wellbeing, focusing on feelings and changes to our lives this half term.

In Maths, we will be continuing our learning about decimals, developing our understanding of tenths and hundredths to compare and order decimals using our knowledge of place value, rounding decimals to the nearest whole number, and representing halves and quarters as decimal numbers. We will then move on to money, developing our understanding of pounds and pence, and using our understanding of how many pennies are in £1 to order and compare amounts of money. We will revise our addition and subtraction skills in the context of adding money and giving change, as well as using our rounding decimals skills to estimate totals. Finally this half term we will be beginning our unit on time, revising learning from last year on telling the time to the minute on both analogue and digital clocks, using am and pm correctly as well as using the 24 hour clock.

The Year 4 Multiplication Tables Check is due to take place during the Summer term. Children will have 6 seconds to answer each question focusing on multiplication tables up to 12x12. They need to be able to recall all tables from memory quickly, without having to count or use their fingers to answer within the time limit. We have learnt all of these tables now across the course of this year in our maths lessons, and are continuing with daily practice in school. There is an emphasis on the 6, 7, 8, 9 and 12 multiplication tables because these have been determined to be the most difficult multiplication tables, so if your child finds these tricky please ensure they are focusing on these during practice at home.

In English our main book study is 'Why the Whales Came' by Michael Morpurgo which is a lovely novel about two children living on the small Scilly isle of Bryher on the eve of the First World



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	<p>War. Our focus to start with is 'Writing to Entertain' and in particular we are looking at stories with a historical setting. The opening sentence of the book is made up of dialogue so we will start off by looking at the effectiveness of this as an opening sentence. The children will discuss what it makes them wonder (questions it makes them ask) and whether it makes them want to read on further (Suspense? Intrigue?), justifying their answers with evidence from the text. We will continue along this theme by investigating different ways to start sentences and make our writing more interesting (DADWAVERS). We will also look closely at new vocabulary and the children will consolidate their understanding and ability to use a dictionary and determine the correct meaning depending on the context in which the word is used. As we continue reading the book every day we will discuss each part of the story using VIPERS questions. Our main focus this half term will be writing stories and diary entries and the children will continue practising their punctuation such as commas to demarcate clauses, full stops and the use of question marks. As we look at settings and character descriptions the children will continue to learn how to use descriptive language devices such as similes, metaphors, onomatopoeia, personification, powerful verbs and adverbs. The children will consolidate what they already know about using expanded noun phrases and continue to look at different ways of creating them. Once the children have gathered their ideas they will discuss, and look at, lots of writing similar to that which they are planning to write. We will analyse these texts so that we can understand and learn from their structure, vocabulary and grammar.</p>
Gaps in Learning	<p>Please practice these elements with your child at home, either as part of their homework, or additionally.</p> <p>English:</p> <ul style="list-style-type: none"> Using phonic knowledge and syllables to spell longer words. Remembering Key Stage 1 spelling rules. Correct use of 'a' or 'an' according to whether the next word begins with a consonant or vowel e.g. a rock, an umbrella. Organising paragraphs around a theme. Reading written work to check it makes sense. Spelling homophones correctly e.g. there/their/they're, where/wear, rain/rein/reign. Proofreading and editing written work independently. To understand what they read, in books they can read independently, by drawing simple inferences with evidence such as inferring characters' feelings. <p>Maths:</p> <ul style="list-style-type: none"> Automatic recall of key addition facts for 1-digit numbers up to 10+10 and corresponding subtraction calculations. Rapid, automatic recall of all times tables up to 12x12, and corresponding division facts. Solving missing number calculations using the inverse e.g. ___ - 5 = 27, do 27 + 5 = ___ What happens to a 1-, 2- or 3-digit number when it is multiplied or divided by 10 (digits move 1 place to the left for multiplication and 1 place to the right for division,



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	<p>not add or remove a 0).</p> <ul style="list-style-type: none"> Applying learnt written methods for calculations independently, particularly for 2- and 3-digit numbers, rather than trying to calculate mentally. Applying known calculations to word problems. Ensuring all steps in a word problem are completed, particularly for multi-step problems. Applying key facts to larger calculations, e.g. knowing $20 \times 3 = 60$ because $2 \times 3 = 6$, or knowing $700 - 300 = 400$ because $7 - 3 = 4$ without calculating. Recognising larger numbers as multiples quickly, for example spotting that 45 is 15×3. Explaining thinking and reasoning clearly using mathematical terms.
Good News	<p>The children really enjoyed our Romans topic last term. They created some brilliant mosaics in our art lessons, and worked extremely hard to create a replica Roman shield in our DT lessons, combining lots of skills to create their final shield. We then used these shields to practice the Tortoise, or Testudo, formation real Roman legions would have used during battle. The children also really enjoyed learning about the history of the Romans, in particular Boudicca and her revolution. They also used their ICT skills brilliantly to research and create informative presentations about some of the gods and goddesses the Romans would have worshipped in their daily lives.</p> <p>We really enjoyed our trip to Verulamium, and the children had a brilliant time at our Roman market session, getting to dress up in Roman costume and try to find the items on the stalls from their Roman shopping lists. They also enjoyed looking around the museum at all the different artefacts, and some of the children played a Roman game or made an arch using Roman methods.</p> <p>I was very proud of all the children during their Ukulele concert that some of you attended, it was lovely to be able to have you in to see the outcome of the children's hard work and practice during the Spring term.</p> <p>I am also very pleased to report how well all the children did in their swimming lessons over the Spring term, all the children made excellent progress and became much more confident swimmers.</p>
Homework Updates	<p>Homework is due on Thursday every week. Please make sure your child has their Maths folder and English Spelling book every week on this day.</p> <p>We ask that your child practices their times tables for at least 5 minutes every day at home, preferably using their Times Tables Rock Stars account as this is very similar to the format of the Multiplication Tables Check itself, allows us to monitor and track pupil's progress, as well as giving your child a chance to earn a certificate in celebration assembly each week for most coins earnt over the week. You can find your child's log in information for their TTRS account on the inside front cover of their maths homework folder, behind their name label. If you have any problems please let me know.</p>



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	<p>Please ensure children have their reading book in school every day so they can be heard reading by a teacher. We encourage children to read every night for 5-10 minutes with a grown up. I have previously sent home reading bookmarks with suggested questions to ask your child as they are reading to you, if you need a replacement please write this in your child's home reading record and I will be happy to provide a new one.</p> <p>Homework revises concepts we have covered in class to consolidate learning and extend it further, so it is vital that your child completes their homework every week. If your child is struggling with a particular week or activity, please feel free to contact myself or Mrs Turney so we can provide support for your child. I also offer a homework support session either on a Monday or Tuesday lunchtime to work with children to start them off on their homework or address areas they are finding difficult.</p>
PE Kits	<p>Our PE days return to being a Monday and Tuesday afternoon now that swimming lessons have finished. Children will need a t-shirt and shorts, as well as trainers for outdoor lessons. I would also recommend including a hoody or jumper as some of the Spring days can still be on the chilly side, and we will be outdoors for our lessons this term.</p> <p>I would also advise that children bring in a cap and water bottle to help them keep protected and hydrated during lessons.</p>
Library	Children will be able to visit the school library every Monday to choose a book for them to read for pleasure.



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