



## Curriculum information letter

### Welcome back! Spring Term 2018

Happy New Year! I hope you all had a fun-filled Christmas break and your children are all set for the Spring term. I am writing to give you a brief outline of the work planned for Year 4 for this term. We established a lot of routines last term and the children learnt what is expected of them. This term I hope to build on that and push their independence in their learning.

### Important Dates for this term

Start of term: **Wednesday 3rd January**

Visits: **Friday 5<sup>th</sup> January** – First Y4 Swimming Lesson (every Friday for the Spring Term)

Assembly: **Friday 26<sup>th</sup> January** (9 – 9:30)

Half term: **Monday 12<sup>th</sup> – Friday 16<sup>th</sup> February**

Dentist check-up: **Tuesday 27<sup>th</sup> February**

Last Swimming Lesson of the term – **Friday 23<sup>rd</sup> March**

### English – Reading

- To use existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
- To use a dictionary to check the meaning of new words.
- To identify different themes and conventions in a wide range of books.
- To check what they have read to ensure it makes sense.
- To ask questions to help them understand more about a book.
- To use evidence from different parts of the text to support inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
- To predict events in stories.
- To explain what the main ideas in a book are from reading a number of paragraphs.
- To understand that the way books are set out help the reader to identify the meaning.
- To use non-fiction books to find out about things.

### English – Writing

- To organise writing into paragraphs.
- To use simple organisational devices.
- To read aloud writing, using appropriate intonation and controlling tone and volume.
- To understand how authors write historical stories, using real events, details and some characters from the past.
- To empathise with characters and make predictions about the story based on evidence from the text.
- To understand how writers use powerful verbs and adjectives to create settings.
- To interrogate texts, drawing out key events and details to clarify understanding.
- To write stories using descriptive language to create settings and develop characters.
- To offer constructive feedback and evaluate their own and each other's writing using steps to success.
- To proof read work for spelling and grammar.
- To understand the poetic features of Henning and Haiku poems.
- To learn by heart and perform a poem.

### Maths

- To draw, read and interpret tables, picture graphs, bar graphs and line graphs (discrete and continuous data)
- To solve problems using information from tables and graphs
- To count in hundredths
- To write and show mixed numbers on a number line
- To find (*and show using diagrams*) equivalent fractions
- To simplify fractions and mixed numbers
- To add and subtract fractions (*with the same denominator*)
- To tell the time using 24-hour clock
- To compare numbers with the same number of decimal places (*up to two decimal places*)
- To complete number patterns involving decimals
- To round decimals with one decimal place to the nearest whole number
- To recognise and write decimal equivalents of  $\frac{1}{2}$ ,  $\frac{1}{4}$ , and  $\frac{3}{4}$
- To divide a 1- or 2-digit number by 10 and 100
- To count, compare and solve money problems including pounds and pence.



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### Science:

- To compare and group materials together, according to whether they are solids, liquids or gases.
- To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

### Creative Opportunities

(Creative Curriculum – History, Geography, Art & Design, Computing, Music, French, PE, RE and PSHE)

**Creative Curriculum:** Our topic this term is called 'All around the World' and has a Geography theme.

**Art & Design:** In Art, children will be developing their sketching and drawing skills using a range of mediums.

**Computing:** This term, we will be exploring Scratch and creating a quiz. After half-term we will be using Microsoft Publisher to add text and pictures.

**Music:** We will be learning to sing/rap a song called 'Stop' which is linked to bullying. We will also be learning the song 'Lean On Me'.

**French:** This will continue with Madame Surcouf every Wednesday afternoon.

**PE:** Activities and days this term are as follows;

On Mondays we will be completing a unit on Dance. Please ensure your child wears their P.E kit to school on Mondays.

On Fridays, we will be completing swimming lessons at Haute Vallee School. Children will need to bring their swimming costume and towel in a bag every Friday.

**RE:** This term we are exploring Buddhism. We will be researching on where Buddhism came from, what major Buddhist festivals happen in the world and what the Buddhist holy book is called.

**PSHE:** Children will be thinking and explaining their dreams and goals for the future. They will then go on to look at how to be healthy and the effects of alcohol and smoking.

### Home Learning Opportunities

Homework is set on a Tuesday and due in on the following Monday.

**Reading:** To read every night for 15 minutes and record it in their Reading Diary. Reading Diaries need to be signed every week and are collected in on a Monday.

**Spellings/Grammar:** 10 spellings to practise every week. Choose 3 of the spellings to write in a sentence. Spellings are set on a Tuesday with the spelling test the following Monday.

**Maths:** Written Maths linked to class learning in home learning book. Timetables to be practised weekly.

**Topic/Creative Curriculum:** Create a fact file about a city in the UK. Where is it located on a map? What county is it in? How many people live there? What physical and human features are there? What tourist attractions can you visit? How is it similar to Jersey? How is it different to Jersey?

**Due in:** Monday 5<sup>th</sup> March 2018

### Rights Respecting School / Social Skills

#### **Weekly Skill:**

- 1). I can stay motivated when completing something challenging.
- 2). I can keep trying even when it is difficult.
- 3). I can work well with a partner or group.
- 4). I have a positive attitude.
- 5). I can help others to achieve their goals.
- 6). I am working hard to achieve my goals.

#### **Half Term**

- 7). I have made a healthy choice.
- 8). I have eaten a healthy, balanced diet.
- 9). I have been physically active.
- 10). I have tried to keep myself and others safe.
- 11). I know how to be a good friend and enjoy healthy friendships.



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