

Year 4 Curriculum Newsletter: Spring Term 1 (January 2023)

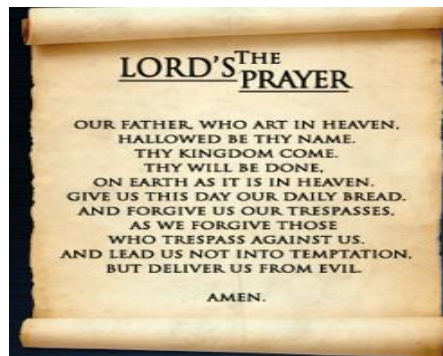
Dear Parents and Carers,

We wanted to let you know that the children have worked ever so hard last term. They put a lot of effort into their incredible carol performance and made all of the staff very proud. We hope you all had a lovely Christmas break and wish everyone a happy New Year.

Please can you replenish the children's pencil cases for the next half term? They will need a few blue biro's, HB and colouring pencils and some pens. Please also ensure that they have their own glue stick and a couple of whiteboard pens so they are ready to take part in lessons. Thank you in advance.

Below is an outline of what we will be learning this half term:

RE



Our topic will be called 'People of Prayer'. We will be learning that 'epiphany' means revelation and therefore, through the Feast of Epiphany God's love is revealed to us. Additionally, we will be learning about the prayer that Jesus taught his disciples - The Lord's Prayer. As Matthew was writing to persuade his Jewish audience that Jesus really was the long awaited Messiah, we will be identifying links between the Lord's Prayer and the Jewish prayer 'Avinu Malkeynu'.

The children will also be studying the Beatitudes (exploring what they are and why they are an important part of Christian prayer and life).

Key vocabulary: **Epiphany, Prayer, Blessing, Petition, Sermon, Doxology, Intercession, Beatitude**



English

'Libba' by Laura Viers

Our new Power of Reading book focuses on the life the African American folk singer, Elizabeth Cotten, composer of the well-known song 'Freight Train'. There are plenty of opportunities to inspire authentic pieces of writing for a range of purposes. The content will also enable us to support children in developing their knowledge and understanding of the challenges faced by different communities around the world, both in the present and in the past.

The children will be developing their use of punctuation in longer pieces of writing, using different sentence starters and choosing ambitious vocabulary to improve their work. They will also practise their editing skills. The children will take part in lots of class discussions and role play activities to develop a deeper understanding of our text 'Libba'.

Spelling/Grammar/Punctuation

We will continue to work on the Year 3 and 4 spelling list found here: [The national curriculum in England - English Appendix 1: Spelling \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67111/2014-2015-english-curriculum-Appendix-1.pdf) (please read from page 11).

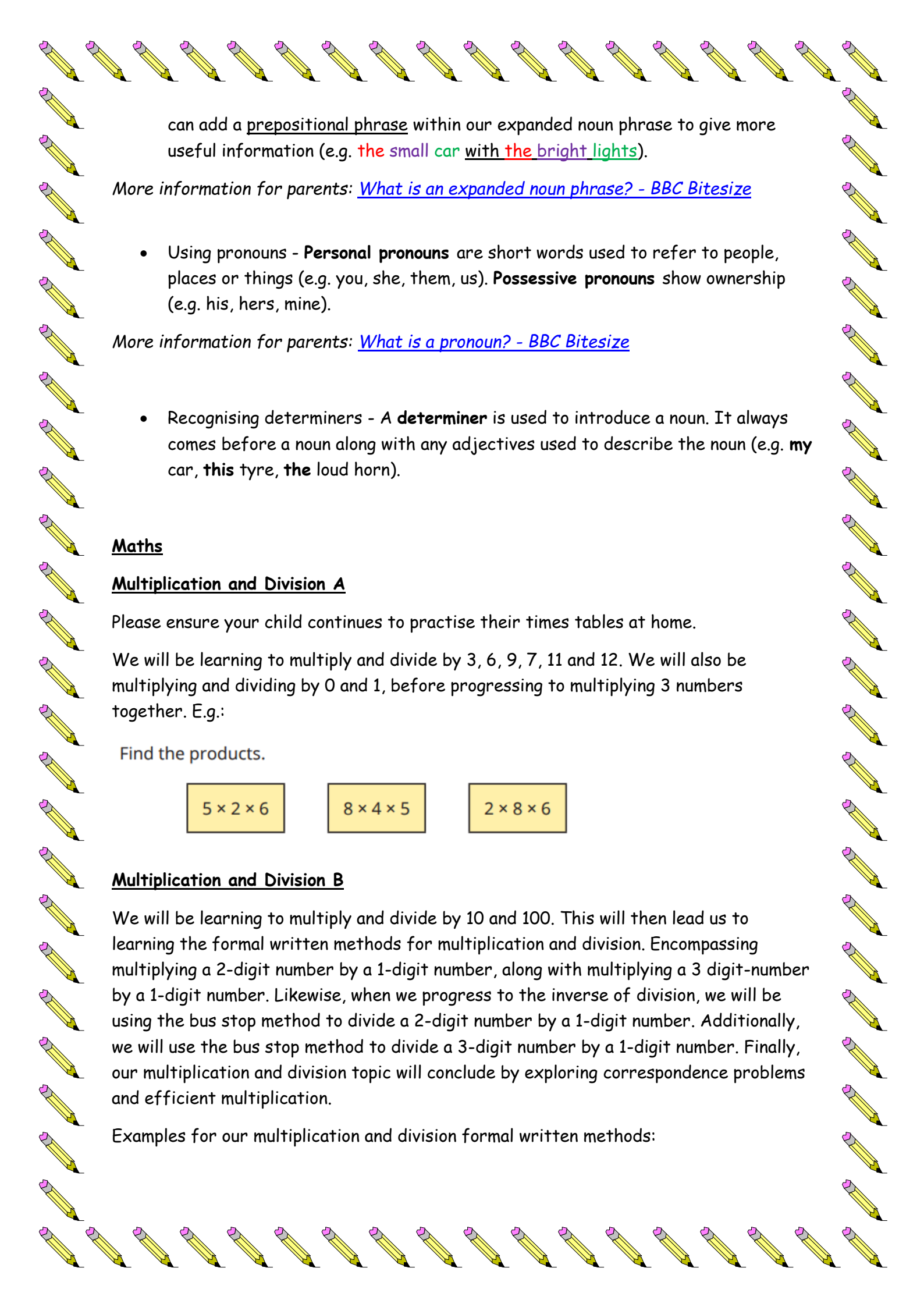
A list of spellings will be posted onto Google Classroom every Friday for your child to learn in preparation for the following week's dictation.

Here are some of the things we will be learning about in our grammar lessons:

- Types of nouns:
 - **common/concrete nouns** - used to name 'things' or objects (e.g. dog, coat, boy).
 - **proper nouns** - used to give the name of a person or place. We also use them for days of the week and months of the year (e.g. Friday, Africa, January, Warwick Castle). They must begin with a capital letter.
 - **collective nouns** - used to name a group of people, animals or things (e.g. a flock of sheep, a pair of socks).
 - an **abstract noun** - an idea or 'state' rather than a concrete object (e.g. before a match, I am always full of excitement).

More information for parents: [What is a noun? - BBC Bitesize](https://www.bbc.com/1/learning-zone/grammar/what-is-a-noun)

- Identifying and using expanded noun phrases - an **expanded noun phrase** contains a **determiner**, an **adjective** and a **noun** (for example, **the small car**). We



can add a prepositional phrase within our expanded noun phrase to give more useful information (e.g. the small car with the bright lights).

More information for parents: [What is an expanded noun phrase? - BBC Bitesize](#)

- Using pronouns - **Personal pronouns** are short words used to refer to people, places or things (e.g. you, she, them, us). **Possessive pronouns** show ownership (e.g. his, hers, mine).

More information for parents: [What is a pronoun? - BBC Bitesize](#)

- Recognising determiners - A **determiner** is used to introduce a noun. It always comes before a noun along with any adjectives used to describe the noun (e.g. **my** car, **this** tyre, **the** loud horn).

Maths

Multiplication and Division A

Please ensure your child continues to practise their times tables at home.

We will be learning to multiply and divide by 3, 6, 9, 7, 11 and 12. We will also be multiplying and dividing by 0 and 1, before progressing to multiplying 3 numbers together. E.g.:

Find the products.

$$5 \times 2 \times 6$$

$$8 \times 4 \times 5$$

$$2 \times 8 \times 6$$

Multiplication and Division B

We will be learning to multiply and divide by 10 and 100. This will then lead us to learning the formal written methods for multiplication and division. Encompassing multiplying a 2-digit number by a 1-digit number, along with multiplying a 3 digit-number by a 1-digit number. Likewise, when we progress to the inverse of division, we will be using the bus stop method to divide a 2-digit number by a 1-digit number. Additionally, we will use the bus stop method to divide a 3-digit number by a 1-digit number. Finally, our multiplication and division topic will conclude by exploring correspondence problems and efficient multiplication.

Examples for our multiplication and division formal written methods:

342 x 7 becomes

$$\begin{array}{r} 342 \\ \times 7 \\ \hline 2394 \\ \hline 21 \end{array}$$

Answer: 2394

$$186 + 6 =$$

0	3	1
6	1	8

no groups of 6 can be made 3 x 6 = 18 1 x 6 = 6

It is essential that the children learn their times tables daily as they will be completing the National times tables assessment this year - the children are required to know all of their times tables from 2-12

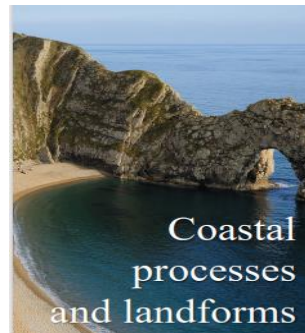
Here are some useful websites to help them:

- [Times Tables Rock Stars: Play \(ttrockstars.com\)](http://ttrockstars.com)
- [Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](http://topmarks.co.uk)

We have also attached a **times tables poster** at the end of this newsletter which you may wish to print off and display on your fridge.

Geography

'Coastal processes and landforms'



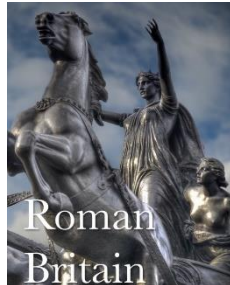
Following our 'Population' topic, the children will now be learning about 'Coastal processes and landforms'. We will identify how through the process of erosion, the shapes of the coastlines in the UK are all different. This will lead us to a focus on the two main types of coastal processes (transportation and deposition). We will learn about how the sea transports materials that have eroded. However, when the sea gets tired from this transporting, it will deposit this material which is why we have sand, little pebbles and rocks on our beaches. Our learning will progress to exploring four different types of landforms (bays, cliffs, headland and beaches) and how erosion and deposition have contributed to their formation. The focus will then be on one particular coastline called the Jurassic Coast and our final exploration will lead us to learning about the Welsh coastlines.

You might like to do some extra reading with your child here:

<https://www.bbc.co.uk/bitesize/topics/zttbcmn/articles/zk6fydm>

History

'Roman Britain'



In this topic, we will be utilising our learning from the previous half term which was centred around 'The Roman Empire'. During this topic we learnt that Britannia became a province of the Roman Empire. Our new topic is called 'Roman Britain'. We will be learning about the invasion of Britain by the Romans (how Britain became a province of the Roman Empire). Connected to this, we will explore how different Celtic tribes fought back trying to stop this Roman control. This will encompass learning about the actions of the tribes and the different battles that arose as a result.

Our learning will progress to identifying the ways that the Romans adapted Britain, creating Roman towns. In particular, we will have a focus on Bath and how the Romans built large baths in towns as they did not have bathrooms in their houses.

As we have been exploring the growing Roman Empire, we will then learn about how one particular emperor built walls (Hadrian's walls) to mark where the different frontiers were. Finally, our History topic will conclude by learning about the presence of African Romans in Britain.

You might like to do some extra reading with your child here:

<https://www.bbc.co.uk/bitesize/topics/zqtf34j/articles/z9j4kqt>

Science



We will be continuing with our topic which is called 'Animals including Humans'. We will be grouping animals and exploring food chains/webs. We will be learning about the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and the small and large intestines. We will also be learning about teeth and comparing the teeth of carnivores and herbivores, and suggesting reasons for these differences.

'Sound'



We will be identifying how sounds are made and recognise that vibrations from sound travel through a medium to the ear. Connected to this, we will learn about the structure of the ear and the function of each structure. We will also be learning about the pitch of a sound and the volume of a sound. Finally, we will be recognising that sounds gets fainter as the distance from the sound source increases.



PE/Games

Outdoor PE - Invasion Games (Keeping Possession of the Ball)

In this unit the children develop skills in keeping possession of the ball. They also develop simple attacking tactics using a range of equipment and skills, and start to think about how to organise themselves to defend their goals. They start by playing small, uneven - sided games, and move on to even - sided games. In all games activities, children think about how to use skills, strategies, and tactics to outwit the opposition. In invasion games, they enter their opponent's territory with the "ball" and try to get into good positions for shooting or reaching the "goal".

Dance - Retelling a story

The children will explore how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. They will create and repeat short dances inspired by a range of ideas and use language associated with movement to evaluate and improve their own and others' dances. The children will develop their ability to create, perform and appreciate dance. They will explore story telling (The Willow plate) through dance focusing on characterization and sequencing events.

Please ensure that earrings are removed on Tuesdays and Thursdays. Children need to be wearing the correct PE uniform on these days.

Computing

E-Safety (We are aware that our online content lasts forever)

In this unit, the children will look at how we use the internet today to create and spread information very quickly. They will compare and contrast the ways messages were sent before and after the advent of the internet. Then, they will think about a digital medium through which they can spread information as if it was the 1940s, assessing the speed and reach of the message if it was sent via social media today.

'We are makers' - We will use the 'Lego We Do' App on the iPads to create an interactive toy with Lego.

'We are Musicians' - We will be using the iPads to compose songs using the app 'Garage Band'. Our songs will be inspired by our English Power of Reading book.



Art

Our topic is called 'Painting and mixed media: light and dark'. The children will be developing their skills in colour mixing, focusing on using tints (when you add white to coloured paint) and shades (when you add black to coloured paint) to create a 3D effect. Furthermore, we will be experimenting with composition and applying painting techniques to a personal still life piece.

RHE - Created to Live in Community (Unit 1: Religious Understanding)

Religious Understanding explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how as they were made in God's image, they too are created to live in community.

We hope you find this information useful and helpful in supporting your child at home. If you have any questions or can share any of your own expertise please do not hesitate to ask. Thank you for your continued support.

We hope you and your loved ones had a very joyful Christmas break.

The Year 4 Team

1x table $0 \times 1 = 0$ $1 \times 1 = 1$ $2 \times 1 = 2$ $3 \times 1 = 3$ $4 \times 1 = 4$ $5 \times 1 = 5$ $6 \times 1 = 6$ $7 \times 1 = 7$ $8 \times 1 = 8$ $9 \times 1 = 9$ $10 \times 1 = 10$ $11 \times 1 = 11$ $12 \times 1 = 12$	2x table $0 \times 2 = 0$ $1 \times 2 = 2$ $2 \times 2 = 4$ $3 \times 2 = 6$ $4 \times 2 = 8$ $5 \times 2 = 10$ $6 \times 2 = 12$ $7 \times 2 = 14$ $8 \times 2 = 16$ $9 \times 2 = 18$ $10 \times 2 = 20$ $11 \times 2 = 22$ $12 \times 2 = 24$	3x table $0 \times 3 = 0$ $1 \times 3 = 3$ $2 \times 3 = 6$ $3 \times 3 = 9$ $4 \times 3 = 12$ $5 \times 3 = 15$ $6 \times 3 = 18$ $7 \times 3 = 21$ $8 \times 3 = 24$ $9 \times 3 = 27$ $10 \times 3 = 30$ $11 \times 3 = 33$ $12 \times 3 = 36$	4x table $0 \times 4 = 0$ $1 \times 4 = 4$ $2 \times 4 = 8$ $3 \times 4 = 12$ $4 \times 4 = 16$ $5 \times 4 = 20$ $6 \times 4 = 24$ $7 \times 4 = 28$ $8 \times 4 = 32$ $9 \times 4 = 36$ $10 \times 4 = 40$ $11 \times 4 = 44$ $12 \times 4 = 48$	5x table $0 \times 5 = 0$ $1 \times 5 = 5$ $2 \times 5 = 10$ $3 \times 5 = 15$ $4 \times 5 = 20$ $5 \times 5 = 25$ $6 \times 5 = 30$ $7 \times 5 = 35$ $8 \times 5 = 40$ $9 \times 5 = 45$ $10 \times 5 = 50$ $11 \times 5 = 55$ $12 \times 5 = 60$	6x table $0 \times 6 = 0$ $1 \times 6 = 6$ $2 \times 6 = 12$ $3 \times 6 = 18$ $4 \times 6 = 24$ $5 \times 6 = 30$ $6 \times 6 = 36$ $7 \times 6 = 42$ $8 \times 6 = 48$ $9 \times 6 = 54$ $10 \times 6 = 60$ $11 \times 6 = 66$ $12 \times 6 = 72$
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