



## Summer Term 6 in Year 4



### School Uniform

All children should wear the correct school uniform and school shoes. If they are not, the class teacher will mention to parents at the end of the day.

**No jewellery is permitted other than stud earrings on non-PE days.** Watches are permitted in Key Stage 2, but we advise that they be analogue. Shoulder-length hair – or longer – needs to be tied back with a hairband.

### PE Kit

Your child's PE lessons will be on **Thursday**. Please make sure they come to school PE ready, wearing the correct kit. Details about the school's PE kit can be found on our website.

### Our School Vision

*Thank you to everybody who contributed towards the vision for the school - we hope you agree that this captures who we are and what guides and drives us.*

*Mrs Price*

Every day we gather as a community of learners and leaders, recognising and nurturing each individual and their gifts. Following Jesus' example, we aspire to be compassionate and caring, valuing curiosity and embracing challenge to prepare our children for an ever-changing world. From our first day, all and one are nourished: spiritually, emotionally, academically and physically.

### Homework

Spellings will be set on a Tuesday and tested the following Tuesday.

Maths homework will be set on a Friday. This will be an activity worksheet. The worksheet should be completed and returned by the following Friday.

In addition, children should read at least 20 minutes at home every day. Please make a note what your child reads in their Reading Record.

All homework will also be on Showbie and can be completed and handed in via Showbie.

### How to help your child at home

The aim is that all children are able to recall their times table facts within 6 seconds. All children are strongly encouraged to use Times Tables Rock Stars or TimesTables.co.uk to help them learn their tables. Weekly times tables will no longer be set. Children need to make sure they are learning/revising them regularly at home. We will also spend time in class 'rolling our numbers' and answering quick-fire multiplication questions.

They all know their log-ins for Times-Tables Rockstars, and the use of the 'garage' mode of gameplay targets the times tables they need more support on.

You can see, using their heat map, which times tables questions are slower (if they have completed them all) or which times tables are the current focus for the child. It works progressively through the 2, 5 and 10 times table, then the 3, 4, and 8 times tables, before covering what is left.

At this stage, 22 children of our class have a completed heat map where all questions are answered in under 6 seconds! All of the children are working incredibly hard on this; and any time you can use at home to support this will make an enormous difference to those children who are still getting there—**little and often works best!**

## English

During the final term, Class 4 will study the classic story of *The Iron Man* by Ted Hughes. We will interrogate this text and answer a wide range of comprehension questions and then use this as a basis for our creative writing. The children will write from the viewpoint of different characters and look for ways to up-level their work when editing. To finish the term will write poetry. Ted Hughes was a prolific poet and his vivid imagery and poetic use of sound are key to *The Iron Man's* popularity, so we will use his ideas and create our own poem, having first studied a poem by Brenda Williams which is a poem based closely on the opening chapter of "The Iron Man".

## Maths

This term starts by finishing off our unit on angles and symmetry. Class 4 will then compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

We will then look at co-ordinates in the first quadrant and how to plot them, before moving on to translating shapes on a co-ordinate grid.

To end the term, we will look at 3D shapes and their properties.

Throughout this final term, we will continue to consolidate prior learning and core arithmetic skills through our regular maths meetings.



## Topic

Term 6 sees the children completing their topic on the human body and then embarking on a journey to the North and South Americas. This skills and knowledge project will teach the children about compass points and four and six-figure grid references. They also learn about the tropics and the countries, climates and culture of North and South America.

Towards the end of term, Class 4 will identify human and physical features in the United Kingdom and use this (and their mini-project homework) to compare the geography of where we live with a place in the Americas and also Scandinavia.

Finally, we will combine our English work with STEAM (science, technology, engineering, art/design and maths) in order to complete our previous work on electricity. The children will plan a diorama for a scene within 'The Iron Man'. They will explore and then make an electrical switch so that their diorama has a working light, motor or buzzer that can be switched on and off.

## PE

This term our topic will be athletics and tennis where we will be working on five key skills which are: coordination, agility, balance, power and speed. We will be developing these skills predominantly through track and field and across the tennis net. By doing this will be able to gain an understanding of when to use these skills in the correct areas and events efficiently.

## RE

The children will explore why some people see life as a journey. They will compare how different faiths mark milestones on that "journey" and find similarities between different beliefs and cultures.

## Music

The children are entering their final term of violin tuition, which will culminate in a showcase towards the end of term. The dates for this are to be confirmed.

## Drama and Dance

In Drama this term we will continue to explore *Saving Neverland*, the magical adventure story that we started last term. Using improvisation, drama strategies, discussion, written work and dance we will focus on the characters, storyline, themes and messages that arise from the text.

## RHE

This term in RHE the children will be discussing 'What is risk?' As part of this the children will be discussing high, medium and low risks and what makes them different. They will also explore the four different types of risk and how we can reduce risk when we find ourselves in difficult situations. There will be a big focus on online safety and how we manage the risks of using the internet without losing the benefits of modern technology.

## French (KS2)

We will continue to practise understanding and saying where we live and revise the French terms of family members before moving on to classroom items.