



Year 4 Curriculum Information for Spring Term

| <b>Spring 1 Theme - Canopy Chaos</b> |  |
|--------------------------------------|--|
| English                              | In English we are starting the term reading 'The Great Kapok tree' we will use this book to write a narrative on a character that learns to save the rainforest. We will finish the half term, creating persuasive posters to persuade people to stop deforestation. |
| Maths                                | We will start the term with a recap on multiplying and dividing by 10 and 100. We will continue with multiplication and division facts before moving on to fractions.  |
| Science                              | In science this half term, we will complete a unit on living things and their habitats, focussing on characteristics of animals and classification keys.   |
| Humanities                           | In year 4, we will have a geography focus this half term learning al about South America and the Amazon rainforest.  |
| Computing                            | We will be continuing the unit 'We are artists' this half term.  |
| D&T                                  | We will design and make a pulley system to help animals in the rainforest.   |
| RE                                   | Children will be continuing to learn about Hinduism this half term.  |
| PSHE                                 | We will following our new scheme 'Jigsaw' and following dreams and goals unit.   |
| French                               | The children will be learning all about animals in French this half term.  |
| Music                                | Children will learn the song 'Lean on me' and work on rhythms and harmonies using our school scheme Charanga.  |
| P.E.                                 | The children will be learning problem solving skills in indoor PE and Tag Rugby in outdoor PE. 4AA will swim this half term so will only take part in outdoor PE.  |

| Spring 2 Theme - The Maya Empire |  |
|----------------------------------|--|
| English                          | We will begin the term writing biography of 'Pakal the Great.' We will then spend the last 2 weeks looking at performance Poetry and reading the poetry book 'The Lost Words.' We will write and perform a poem based on Newt. |
| Maths                            | We will start the term with a brand new unit on fractions, this will last for the entire half term.  |
| Science                          | In science this half term, we will complete two units one on teeth looking at the types and functions of teeth. Then the children will learn the different parts of the human digestive system.                                |
| Humanities                       | This half term will be a history focus as we will be learning about the Ancient Mayan Empire. This will link with Geography as we will look at where the Ancient Maya Empire was based and compare that to how it looks now.   |
| Computing                        | We will be continuing the unit 'We are artists' this half term.  |
| Art                              | As artists we will be learning how to weave.   |
| RE                               | Children will be continuing to learn about Hinduism this half term.  |
| PSHE                             | We will following our new scheme 'Jigsaw' and completing the unit 'Healthy me'.  |
| French                           | The children will be completing the units 'Going on a picnic and Aliens in France'   |
| Music                            | Children will learn the song 'Lean on me' and work on rhythms and harmonies using our school scheme Charanga.  |
| P.E.                             | The children will be learning dance skills in indoor PE and hockey in outdoor PE.  |

### Key Dates

#### February half term

Break up: Friday 10<sup>th</sup> February

Return to school: Monday 20<sup>th</sup> February

#### Easter holiday

Break up: Friday 31<sup>st</sup> March

Return to school: Monday 17<sup>th</sup> April

Swimming continues for 4AA until Easter, please make sure children have their kits every Tuesday.

### Extra Information:

Please remember to regularly check Class Dojo, the school website and our twitter feed @nsteadprimary for an up to date calendar of events and information.

### PE and swimming

Outdoor PE - Monday - All year 4 classes

Indoor PE -4JO Wednesday 4VV - Thursday

Swimming 4AA - Tuesdays.

PE kit should be in accordance with the expectations for PE uniform for school, this is taken from the school prospectus.

- White polo shirt or t-shirt (not a football top)
- Navy blue shorts
- Navy blue sweatshirt (Not a hooded top)
- Navy blue joggers
- Trainers

#### Jewellery

For reasons of health and safety we do not allow children to wear jewellery in our school.

The exception to this rule is that children with pierced ears may wear ear studs, one per ear and these MUST be removed for any physical activity in school.

It is not permissible to cover earrings with tape.

If children are unable to take ear studs out themselves they should be left at home on PE /swimming days.

School staff are not allowed to remove or replace earrings.

#### How can I help at home?

-Label all belongings clearly. Any uniform left at the end of the day will be placed in the Lost Property box in the cloakrooms. Periodically, this will be emptied and any unclaimed clothing of a reasonable quality will be donated to charity.

-Monitor the amount of time your child spends reading and record this in their reading log. Ask them questions about their reading to ensure they are reading for understanding. Suggestions for this are in the parents' section of the school website.

-Support your child with their times tables through regular practice - TT Rockstars supports this.

-Speak to the class teacher and ask how you can help if you have any concerns.

-Encourage your child to be independent, with a successful approach to learning.

-Children are expected to bring in a healthy snack such as fruit. Please ensure that these are nut free.

#### Reading books and the Library

Please ensure that the children bring their reading books and records into school every day so we can hear them read and give rewards for those reading at home regularly.

We are now visiting the Library every other week, please can you ensure children have their library books in their bags every Monday and that they are kept in good condition. If your child is reading a novel they can just renew their book and keep it until they have finished.

#### Homework

The children have now been sent home with their learning journal, these are to be kept at home until Friday 24<sup>th</sup> March where we will showcase them. Atom prime homework is set every other Monday. The children can also access spelling shed and TT rock stars from home.

Thank you for your continued support,

Mrs Valancius, Mrs Wright, Miss O'Connor and Mr Armstrong.

## PSHE unit information for the term



### Dreams & Goals Puzzle Map - Ages 8-9

| Piece (lesson)   | PSHE Learning Intentions  | Social and Emotional Skills Learning Intentions  |
|--|---|--|
| <b>1.Hopes and Dreams</b>  | I can tell you about some of my hopes and dreams  | I know how it feels to have hopes and dreams   |
| <b>2.Broken Dreams</b>   | I understand that sometimes hopes and dreams do not come true and that this can hurt                        | I know how disappointment feels and can identify when I have felt that way   |
| <b>3.Overcoming Disappointment</b>                               | I know that reflecting on positive and happy experiences can help me to counteract disappointment           | I know how to cope with disappointment and how to help others cope with theirs                                       |
| <b>4.Creating New Dreams</b>                                     | I know how to make a new plan and set new goals even if I have been disappointed                            | I know what it means to be resilient and to have a positive attitude   |
| <b>5.Achieving Goals</b><br><b>Puzzle Outcome: Potato People</b> | I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group | I can enjoy being part of a group challenge  |
| <b>6.We Did It!</b><br><b>Assessment Opportunity</b>             | I can identify the contributions made by myself and others to the group's achievement                       | I know how to share in the success of a group and how to store this success experience in my internal treasure chest |

### Healthy Me Puzzle Map - Ages 8-9

| Piece (lesson)  | PSHE Learning Intentions   | Social and Emotional Skills Learning Intentions  |
|---|--|--|
| <b>1.My Friends and Me</b>  | I recognise how different friendship groups are formed, how I fit into them and the friends I value the most                                   | I can identify the feelings I have about my friends and my different friendship groups   |
| <b>2.Group Dynamics</b>   | I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations  | I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with   |
| <b>3.Smoking</b>  | I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke                        | I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others |
| <b>4.Alcohol</b>  | I understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol | I can recognise negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt) and know how to act assertively to resist pressure from myself and others |
| <b>5.Healthy Friendships</b><br><b>Puzzle Outcome: Healthy Friendships</b>                | I can recognise when people are putting me under pressure and can explain ways to resist this when I want                                      | I can identify feelings of anxiety and fear associated with peer pressure  |
| <b>6.Celebrating My Inner Strength and Assertiveness</b><br><b>Assessment Opportunity</b> | I know myself well enough to have a clear picture of what I believe is right and wrong   | I can tap into my inner strength and know how to be assertive  |