



Year 4 Newsletter - Spring 1

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Welcome back after the Christmas break and Happy New Year! Please remember we are happy to have a chat with you in the mornings and answer any questions you might have or help you where we can. Below are some notes and reminders so that this year runs as smoothly as possible.

Please take time to read the newsletter with your child and keep it in a safe place.

Vocabulary

The school places great value on the teaching of vocabulary to support the children in understand what they have read and to give them confidence when speaking to others. In lessons, there is already a focus on clarifying vocabulary and teaching key words connected to the topic. From this term we will be introducing Word of the Day. From Monday to Thursday the children will be introduced to a new word each day, which they will be encouraged to use in their speech and writing. On Friday the children will be given 6 sentences and will need to decide which of the four words are needed to complete each of the sentences.

You can help at home by asking your child to tell you what the word of the day is and to give you some examples of sentences that include it. As some of the words are quite challenging, the children will not be expected to learn to spell the word, but they should be able to say what it means. Remember for some words there may be more than one meaning. The words for this term will be: misgivings, ramble habitable, debonair, investment, manipulate, consistent, ventilation, obtained, commence, immediate, reckless, outcome, device, inedible, ludicrous, constant, refine, intense, fiendishly, deduct, distribute, interfere, undeniable, zealously, agoniseinterior, haphazard, reminisce, affectionate, attire, overbearing, contribution, sporadically, mere, pasify, emphasis, bewildered, modest and meander.

Trips:

The children will be going to the British Museum on Thursday 31st January. This is to coincide with their new topic 'Ancient Greeks'. During the trip they will have a digital tour looking at the origins and artefacts found in this era. As part of our RE curriculum we will also be visiting the Buddhist Centre. We will need parental helpers so please let the Florida and Shelly know if you are available and have attended the workshop.

Key dates:

- Wednesday 23rd January - PwC Pantomime of 'Sleeping Beauty'
- Thursday 24th January - School Photographer in for class, sibling and solo photos
- Tuesday 5th February - Safer Internet Day
- Monday 4th February—Tower Voices
- Friday 15th February—Trip to the Buddhist Centre

Try these websites for games and activities at home:

- <http://www.frogeducation.com/home-page>
- <http://resources.woodlands-junior.kent.sch.uk/homework/greece/general.htm>
- [http://resources.woodlands-junior.kent.sch.uk/\(Math and English\)](http://resources.woodlands-junior.kent.sch.uk/(Math and English))
- <http://kids.nationalgeographic.com/explore/science/volcano/>

Research learning project

Research Project— the children will be creating a fact file cards on 2 Ancient gods and 2 goddesses . Please ensure the fact files are informative and explain key facts clearly.

Key Learning

- To understand how and why the Ancient Greeks worshipped different gods/goddesses.
- To deepen their understanding of Ancient Greek life.
- To gather notes through research, identifying key information.
- To be specific with key information and place under key headings.
- Use diagram/pictures to help the reader understand.

Success Criteria

- Carry out research on different ancient Greek gods/goddesses.
- Write down key notes under different headings- name, what they did, what was their power, background, appearance.
- Decide how to present the information to make it appealing, including use of photographs, diagrams, key facts, change of font size.
- Create your fact files, remembering to make them eye catching and informative for the reader to understand.



Topics this term:

English:

Fables- In this unit the children will develop their understanding of fables as a form of traditional story. They will compare fables from a range of cultures (Greek, Persian, African and Indian) to identify common themes. The children will also develop their use of causal connectives and their understanding of sentence structure and punctuation. They will then create their own fable. **Useful books:** 200 Aesops Fables , Fables from Africa, Best of Panchatantra and Rumi's Fables.

Play scripts- In this unit the children will compare a narrative and a play of Hercules' trials before moving on to apply their knowledge to write a script retelling another Greek myth in play form. They will develop their understanding of the plot structure of a myth and of the features of a play script. The children will develop a greater understanding of the features of a myth and will develop their script writing skills by adapting a Greek Myth into a play to perform. **Useful Books:** Perseus and the Gorgon, The Minotaur, Jason and the Golden Fleece, Pandora's Box and Helen of Troy.

Maths:

This half term the children will be focusing on multiplication and division. They will begin the half term reviewing their knowledge of their multiplication multiplying by 10 and 100 before moving on to look at each specific timetable. The children will then apply their knowledge of multiplication by solving a range of multiplication problems including using a written method. They will end the half term by beginning to explore division dividing 2 and 3 digit numbers by one digit numbers.

Please also continue to practice the 3,5,6,7,8 and 9 times tables at home.

Topic: Greece and Ancient Greeks

Year 4 will begin the topic, learning all about different types of islands, volcanoes and identifying them on a world map. They will then move on to comparing climate and physical features (size, mountains, coastline) and compare populations and the number of cities in the UK and Greece. Year 4 will look at similarities and difference between life in the UK and Greece and explain why Greece is a popular destination for tourists. The children will then look at ancient Greece and how archaeologists use artefacts to find out about life in the past. They will compare the Olympic games in the past to now. Year 4 will end the unit looking at the different ways Spartan and Athens were ruled and compare how Greece and UK chose their Government.

Computing: Research

In this unit, children will be researching for key information using search engines. Year 4 will understand the dynamics of a search engine and draw information from a question to find relevant information.

PSHE:

In year 4 the children will be learning and discussing bereavement, how to be a good friend and looking at the emotions of jealousy and holding a grudge.

RE: Right or Wrong?

This unit enables pupils to think about guidance that people follow to help them live their lives. It starts off by looking into the Golden Rule and how it is seen in Christianity, Humanism and Buddhism. Pupils then look at guidance for living from all three of these worldviews, examining how Christians, Humanists and Jewish people might decide what is 'right'. The unit moves on to look at teachings about temptation in Christianity and Judaism, helping pupils to think about what religious stories show about temptation. Finally, pupils investigate the life of a religious figure, looking at how teachings from religion may affect the actions of a believer.

P.E: Copper Ball

Year 4 will be reintroduced to the game- 'Copper Ball'. They will carry out accurate and effective passes and begin to use a variety of tactics in an invasion game.

Creative Week

The children will be participating in creative week which will be specifically looking at painting skills. They will have the opportunity to use a range of different materials to practice their painting techniques before planning and creating a final drawing piece.

Homework:

In year 4 homework will be given to the children every **Thursday** in their folders and should be returned on **Wednesday** in their folder.

English and Maths

Reading - please ensure that your child reads for 20 minutes every day. Talk to them about what they have read and ask some questions. For example re-tell the story, how did the author create suspense? What emotive language was used?

English & Maths activity—each week your child will receive an activity to complete please ensure your child spends at least 15 minutes a day on either Spellings, Times tables & Mental Maths - The children will be tested weekly. Please ensure your child learns these at home.