

CURRICULUM OVERVIEW

Sharing our learning



Y4 INFORMATION

- YEAR: 2023-24 • TERM: 3
- CONTACT: year1@st-johnfisher.org

Y4 TEACHING & LEARNING TEAM

- Mrs A Hambleton • Mrs J Steenson • Mrs C Raynes
- Mrs H Ahmed • Miss N Flynn

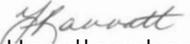
Dear Parents and Carers,

Happy new year! This is our third curriculum overview of the academic year. Its purpose is to keep you informed about the things the children will be learning and share ideas for supporting and encouraging them at home. Our approach will continue to be about affirming and encouraging the children as we challenge and support them to go further and further.

At home, children should be encouraged to attempt all homework tasks, which are designed to help them practise skills and embed new knowledge. Sometimes children can find some aspects more difficult, so we ask that if they do struggle with anything simply offer reassurance and encourage them to do as much as they can *on their own*. Sometimes this is all they will need in order to realise that they **do remember more** and can **do more**. This can also boost your children's self-confidence and be a positive life-lesson. If they do continue to struggle and you feel that they have done their best, please ask them to stop, and reassure them that everything will be ok. Then, let us know via a note or email, so we are clear what the issue is. Staff will then follow everything up. They will affirm and encourage the children as they support them to address the difficulty.

We understand completely, that ways of teaching and learning can change over time and so we are always happy to talk about this with parents/carers either individually or as group so that they understand and can feel confident when offering support at home. We are here to help, so please call or email if you need to. A reminder that the next Curriculum Showcase takes place on **Thursday 8th February 2024** in the school hall from 8.50am until 9.45am and again after school from 3.30pm until 4.15pm. All welcome, thank you.

Yours sincerely,


Headteacher

TERM 3 LEARNING VALUE

Our Term 3 Learning Value is 'Respect'. Having respect for ourselves and others is very important.

- ✓ it helps us to be more self-confident
- ✓ our growing self-confidence encourages others to be more confident
- ✓ it helps us to see ourselves (and others) through *kind* eyes
- ✓ it teaches us to be proud of our achievements without ever being arrogant
- ✓ it encourages us to celebrate others' qualities and achievements
- ✓ it enables us to build the resilience to face and overcome challenges
- ✓ it is vital in teams and keeps communities strong and united
- ✓ it opens our minds to new ideas and possibilities
- ✓ it helps us to learn more about our own lives and those of others respectfully
- ✓ it teaches us to be more open and unafraid of difference
- ✓ it helps us to grow as people, as children of God, and fulfil our potential gradually and over time
- ✓ it teaches us that we also have a part to play in helping others to grow and achieve their potential too



RE & CATHOLIC LIFE

Click [here](#) for information about our Term 3 RE curriculum. Details of liturgies, Masses and services are shared via our online calendar, our website and in our newsletters (click [here](#)). Recordings can be viewed via this [link](#).

In Term 3 we focus on the virtues of 'Faith' and 'Simplicity'.



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HOMEWORK

Homework is given out on Friday and it is expected back by the following Friday. It will consist of:

- a mix of 'MyMaths' online homework (www.mymaths.co.uk) and other Mathematics homework
- 'Bug Club' for reading homework
- spellings for a weekly spelling quiz each week (please work hard on these to meet new standards)
- cross-curricular theme-related homework at various other times
- times tables (Times Tables Rock Stars)

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children benefit from regular handwriting, spelling, grammar and punctuation sessions focused on meeting individual needs. Children will be encouraged to focus on their personal targets in all writing sessions.

You can support your child's learning at home by:

- ✓ discussing talking about their targets for writing and supporting the learning of weekly spellings
- ✓ supporting the development of their vocabulary
 - seeing who can use the most ambitious synonyms at home (words with the same or similar meanings e.g. 'joyful' instead of 'happy')
 - playing antonym 'tennis' – going back and forth saying words that have opposite meanings e.g. 'good' - 'bad'

Reciprocal reading

All children will have daily access to reading resources and twice each week will be completing reciprocal reading which will help to improve their confidence, enjoyment and develop comprehension skills.

You can support your child's learning at home by:

- ✓ reading their own books with them for a few minutes every day
- ✓ choosing another book by the same author, to read with your child
- ✓ encouraging your child to read a wider range of more challenging books, to widen their experience
- ✓ discussing their personal targets for reading (as shared on their record sheet)

MATHEMATICS

In Term 3 the children will focus fractions and on securing their knowledge and confidence of multiplication facts whilst exploring and investigating patterns in in different multiplication tables including x7 and x9.

Key words we will be using are:

- | | | | | |
|------------------|-------------|---------------|--------------|------------|
| ✓ multiplication | ✓ multiply | ✓ times | ✓ share | ✓ fraction |
| ✓ equal | ✓ numerator | ✓ denominator | ✓ equivalent | |

You can support your child's learning at home by:

- ✓ practising times tables and related division facts
- ✓ encouraging them to identify fractions in everyday life

SCIENCE

The children will learn that some materials allow electricity through them whilst others do not. They will explore the history of electricity and learn how to make and test electrical circuits using a variety of different components. The children will be encouraged to use and apply their developing knowledge of electricity in order to design and build their own model of an alarm for use to protect a house.

Key words we will be using are:

- | | | | | |
|------------|--------------------|--------------------|-----------|--------------|
| ✓ circuits | ✓ positive charges | ✓ negative charges | ✓ symbols | ✓ components |
|------------|--------------------|--------------------|-----------|--------------|

You can support your child's learning at home by:

- ✓ investigating which appliances which use electricity at home and listing them



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HISTORY

Our focus will be on the Vikings as invaders, traders and settlers. The children will be learning about why these groups chose to settle where they did, where they came from and the characteristics of these places. We will also be looking at the life of a Viking and Viking society.

Key words we will be using are:

- ✓ Viking
- ✓ invasion
- ✓ hoards
- ✓ longboats (Drakkar)
- ✓ Lindisfarne

You can support your child's learning at home by:

- ✓ looking at the artefacts from the Vikings and find out what they were used for.
- ✓ finding places near your home that may have links to Vikings
- ✓ discovering interesting facts about the Viking conquest and settlement of Britain

DESIGN TECHNOLOGY

We explore mechanical systems and focus on levers and linkages. As part of their research, the children will consider different designs for an exciting book linked to our Viking topic, which they will then make.

They will:

- generate realistic ideas and their own design criteria focusing on the needs/wishes of the end user
- create an order for planning the different stages of the making process
- select and use appropriate tools safely and correctly
- be able to know and use technical vocabulary relevant to the project in appropriate contexts

Key words we will be using are:

- ✓ mechanism
- ✓ lever
- ✓ linkage
- ✓ pivot
- ✓ slot
- ✓ guide
- ✓ system
- ✓ input
- ✓ process
- ✓ output
- ✓ linear
- ✓ rotary
- ✓ oscillating
- ✓ reciprocating
- ✓ user
- ✓ purpose
- ✓ function
- ✓ prototype
- ✓ design criteria
- ✓ design brief
- ✓ innovate
- ✓ innovative
- ✓ appealing

You can support your child's learning at home by:

- ✓ looking together at different moving books and discussing how they work
- ✓ encouraging your child to practise techniques learned in school, at home

COMPUTING

This term, the children will focus on developing their understanding of how digital images can be changed and edited (and then re-saved and reused). They will be encouraged to consider the impact that editing images can have, and evaluate the effectiveness of our choices.

Key words we will be using are:

- ✓ digital ownership
- ✓ editing
- ✓ cropping
- ✓ manipulating
- ✓ filtering

You can support your child's learning at home by:

- ✓ looking at different images and thinking about how they may have been edited or 'photo-shopped'
- ✓ experimenting with editing images together

PE

The children will continue to benefit from swimming at Springs Leisure centre.

Key words we will be using are:

- ✓ water safety
- ✓ S.A.F.E
- ✓ Stay Away From the Edge
- ✓ Front crawl
- ✓ backstroke

You can support your child's learning at home by:

- ✓ encouraging your child to demonstrate what they have done in swimming
- ✓ encouraging your child to practice their swimming strokes.

MUSIC

This term our listening focus will be the brass band as we explore rhythmic patterns, in particular, ostinato which is a musical pattern that repeats. The children will observe a variety of different performances of popular brass band repertoire ranging from marches to hymns and overtures. The children will then create their own rhythmic patterns which they will use to compose a four-bar melody.

Key words we will be using are:

- | | | | |
|-----------------------------|--------------------|----------------|------------------|
| Tempo speed of music | Instruments | Rhythm | Pitch: |
| ✓ fast/faster | ✓ cornet | ✓ ostinato, | ✓ high |
| ✓ slow/slower | ✓ flugelhorn | ✓ crochet | ✓ low |
| Dynamics | ✓ euphonium | ✓ quaver | Structure |
| ✓ louder | ✓ trombone | ✓ minim | ✓ Verse |
| ✓ quieter | ✓ tuba | ✓ dotted minim | ✓ Chorus |
| | ✓ bass | ✓ semiquaver | ✓ Repetition |
| | ✓ trumpet | | |

FRENCH

In this 'Going Shopping' unit the children will learn about the shopping experience in France. Children will learn specific vocabulary of fruit, vegetables and clothes. They will learn key phrases for asking the questions needed when going shopping. The unit concludes with a role play lesson, where children will take on the roles of shoppers and shopkeepers.

Key words we will be using are:

- | | | | | | |
|------------------------|-----------------------|--------------------|--------------------------|--------------------|------------------------|
| ✓ Qu'est-ce que c'est? | What's this? | ✓ la pomme | apple | ✓ la pomme | apple |
| ✓ l'orange | orange | ✓ la banane | banana | ✓ la fraise | strawberry |
| ✓ la pêche | peach | ✓ la prune | plum | ✓ la poire | pear |
| ✓ les raisins | grapes | ✓ J'aime... | I like... | ✓ Je n'aime pas... | I don't like... |
| ✓ J'aime beaucoup... | I like...a lot | ✓ J'aime un peu... | I like...a little | | |

PSHCE

We will explore the notion of 'Environmental Sustainability'. The children will consider how, what we each do as individuals, impacts others all over the world.

Key words we will be using are:

- ✓ environment
- ✓ recycling
- ✓ pollution
- ✓ climate change

You can support your child's learning at home by:

- ✓ considering how the water we use might affect someone or something else in another country
- ✓ encouraging your child to attempt to talk about climate change