

CURRICULUM OVERVIEW

Sharing our learning



Academic Year 2020-21

- **Year:** 4
- **Term:** 4

Your Child's Teaching & Learning Team:

- Mr A Broadhead
- Mrs C Raynes
- Mrs A Pickering
- Mr B Redmill
- Mrs N Cox

Dear Parents and Carers,

This is our fourth curriculum overview which comes just after the half-way point of the school year. Its purpose is to keep you up-to-date with the children's learning and suggest ways they can be supported at home.

As the term new begins we remain in a national lockdown. This means that the offer of places in school remain limited to vulnerable pupils and the children of critical and key workers. It is therefore important that our online offer continues to be as engaging and exciting as possible. Please click [here](#) to access our remote learning policy and click [here](#) to access the local authority guidance regarding attendance at school for the remainder of lockdown. Remote learning will continue to be made available through Microsoft Teams and via the SJF Home-Learning portal on our website or by clicking [here](#). Please note that the password is **2020STJOHN**. Here is a reminder of our daily check-in times on Microsoft Teams:

FS2, Years 1 and 2 ✓ 9.30am ✓ 3.00pm

Years 3-6 ✓ 9.00am ✓ 2.30pm

Following the Prime Minister's recent announcement all schools will open fully to all pupils from Monday 8th March 2021. Here at SJF we very much look forward to seeing everyone back in school together. Please note that from this point the attendance of all pupils at school will be compulsory all day, every day.

As in September, there will be a huge focus on pupils' wellbeing and reconnection. We will work hard to assess all pupils, gently, in lots of different ways so that we can build a rapid and comprehensive understanding of their needs. As part of this, an updated 'SJF Reconnection Plan' will be issued shortly and the pupil progress, achievement and target-setting meetings already scheduled in the calendar to start from Friday 12th March 2021 for pupils in Y6 and then for the different year groups throughout the following week, will go ahead. These meetings will provide colleagues with a valuable opportunity to listen to your lockdown experiences, concerns and ideas as together we build a view of how well each child has coped and what the plan for them will be.

If you or your child(ren) have any questions you can contact staff via the chat function on Microsoft Teams or the class email. You can also contact the School Office directly (enquiries@st-johnfisher.org or 0114 2485009).

Yours sincerely,

H. Barrett

Headteacher

TERM 3 LEARNING VALUE: SELF-BELIEF

Self-belief is about:

- trusting your abilities
- setting yourself challenging goals
- gaining confidence

The following words come to mind when we think of self-belief:

- courage
- determination
- spirit
- assurance
- tenacity
- faith
- confidence
- strength of mind



What does self-belief look like to you?

- you can trust your abilities
- you can set yourself challenging goals
- you have confidence in yourself

If you have self-belief what do you realise?

- you can reach your potential if you believe in yourself
- you should set more challenging goals to help stay motivated
- gaining confidence gives you the strength to carry on – even when it's really hard

How can you show self-belief?

- having a positive and determined mind set
- setting challenging goals and having the courage to try (and keep trying) to achieve them
- really believing that you can reach your potential

The children will be encouraged to demonstrate this value in their choices, attitudes and behaviours.

RE

Information about our Term 1 RE curriculum is in the 'Come and See' letter accompanying this overview.

HOMework

Homework is given out on Wednesday and it is expected back by the following Tuesday. 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

ENGLISH

Spelling, Punctuation, Grammar & Handwriting

All children will benefit from having daily handwriting and spelling practise, and regular grammar and punctuation sessions focused on meeting their individual needs. Children have individual targets for writing, such as including specific punctuation and these will be focussed on throughout all their writing.

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

- ✓ supporting them to learn their weekly spellings
- ✓ looking at synonyms and antonyms.
- ✓ talking about their targets for writing

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

This term we will be focusing on the new Y4 mathematics:

- fractions – focusing on the adding and subtracting fractions
- dealing with word problems involving fractions



Key words we will be using are:

- ✓ numerator/ denominator
- ✓ vinculum
- ✓ whole/part
- ✓ equals

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

- ✓ playing games to practise the skills
- ✓ investigating different angles that are found around the home
- ✓ continuing to learn times tables and related division facts

HUMANITIES

Our focus will be on the Vikings and Anglo Saxons as settlers. The children will be investigate Anglo-Saxon gods and goddesses. We will also be looking at the types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Key words we will be using are:

- ✓ Odin
- ✓ Asgard
- ✓ Midgard
- ✓ saga
- ✓ Valhalla

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

- ✓ looking at the local areas and see why older houses are where they are – reflecting on why it might be because of the river
- ✓ watching the sagas on the BBC website:
 - o <https://www.bbc.co.uk/teach/class-clips-video/english-ks2-viking-sagas/zvrm99a>

PE

The children will benefit from a programme called Real PE. This term the children will focus on Hockey.

Key words we will be using are:

- ✓ push pass
- ✓ strike
- ✓ shoulder height
- ✓ dribbling
- ✓ hockey stick

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

- ✓ encouraging your child to demonstrate what they have done in their REAL PE lesson
- ✓ encouraging your child to practice dribbling with the ball
- ✓ playing games in your garden or in the park, particularly running, chasing and ball skills

SCIENCE

States of Matter: This term we will investigate the differences between solids, liquids and gases; classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will investigate what the ideal temperature is for chocolate to melt. They will explore how water changes state; investigating melting, freezing, condensing and evaporation.

Key words we will be using are:

- ✓ condensation
- ✓ evaporation
- ✓ particles
- ✓ materials
- ✓ vapour
- ✓ properties

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

- ✓ children can see the water cycle in action, for example showing them condensation on a window or water trickling down a shower screen.
- ✓ Make ice cubes at home. Then freeze them and watch them melt.



MUSIC

We will continue to explore African drumming. We will revisit African culture to understand various instruments. We will play different rhythms and then create our own in groups. We will investigate the history of music.

Key words we will be using are:

- ✓ Brazil
- ✓ samba bateria
- ✓ rhythmic
- ✓ beat
- ✓ crotchet
- ✓ quaver
- ✓ semiquaver

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

- ✓ continuing to practise skills just like a drummer starting out, using kitchen utensils to provide a beat/noise
- ✓ asking your child to show you the three different basic rhythms that all align together to create one samba groove; drumming along with your child to the addictive pulse of samba

FRENCH

This term we will be looking at fruits and vegetables, asking politely, creating dialogues and recognising definite and indefinite articles.

Key words we will be using are:

- ✓ apple (une pomme)
- ✓ banana (une banane)
- ✓ carrot (une carotte)
- ✓ cucumber (un concombre)
- ✓ lemon (un citron)

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

- ✓ playing, listening, recognition, recall/ storing in memory games
- ✓ practising the spoken word and experiment with the written word in order to create dialogue

COMPUTING

In the 'Toy Designers' unit we aim to enable the children create and debug simple programs, use logical reasoning to predict the behaviour of simple programs.

Key words we will be using are:

- ✓ debugging
- ✓ programs
- ✓ commands
- ✓ algorithms

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

- ✓ using "Scratch" to try at home (free to download, search for via Google, it is great fun)

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:

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

