



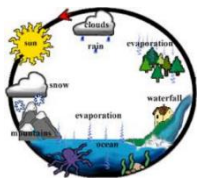
Owls and Woodpeckers



We hope you are feeling refreshed, with a belly full of chocolate and are ready for our final term of Year 4.

Geography and Science

This term we will be starting our new Raging Rivers unit. The children will be studying the river Itchen and comparing the human and physical features with major international rivers. We will be learning about how rivers work and how humans have used them to our advantage. We will also be looking at ordinance survey maps!

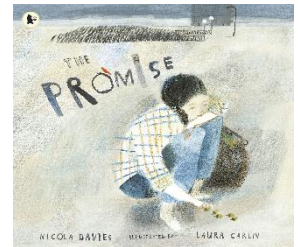


In Science the children will learn about states of matter. They will begin to link our Raging Rivers topic to learning about the water cycle.

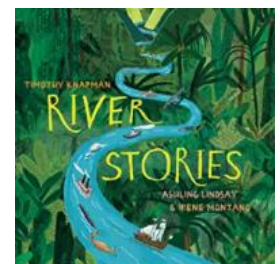
In Summer 2 we will be learning about Living Things and their habitats. Making the most of our school grounds and learning about the creatures that make it their home.

English and Spelling

This term we will be continuing to immerse the children into our new rich text's. Our first unit we are focusing on writing an environmental narrative using the book 'The Promise'. This book beautifully captures how nature changes the way we think and feel about the world and ourselves.



Next we will be moving onto the text driver 'River Stories' where we will be exploring different rivers around the world and making our very own adverts.



We will be having daily spelling lessons continuing to learn a range of spelling patterns alongside the spelling of year 4 common exception words.

Maths

This term we will be learning about deepening our understanding of fractions and decimals. During this unit we will be looking at adding and subtracting fractions and decimal, identifying fractions of shapes and quantities, identifying equivalent fractions and lastly being able to identify unit and non-unit fractions.

In Mental Maths the children will continue to be working on their instant recall of timestable. Please support your children in the rapid recall of the times tables.

RSE

In summer 1, RSE will explore the term 'relationships' in depth to further develop the children's understanding of relationships within different contexts, and emotions associated with these. The unit will look closely at jealousy, love and loss, friendships, having a boyfriend/girlfriend being a special kind of relationship for when you are older, and how people showcase their love and appreciation for other people or animals that are special to them.

RE



In RE lessons this term the children will be looking at a range of celebrations including Vasakhi, a Sikh festival. They will be looking at the importance of these celebrations within the faiths.

PE

In PE we have been working on a new scheme of work called 'Real PE'. Real PE helps support EVERY child to develop the physical literacy, emotional and thinking skills to achieve in PE, Sport and life. In this half term we are going to be focusing on:

Social Skills

Exceeding

- I can guide a small group through a task.
- I cooperate well with others and give helpful feedback.

Expected

- I am happy to show and tell others about my ideas.
- I show patience and support others, listening carefully to them about our work.

Emerging

- I can help, praise and encourage others.

Fundamental Movement Skills



Dynamic Balance to Agility
Jumping and Landing



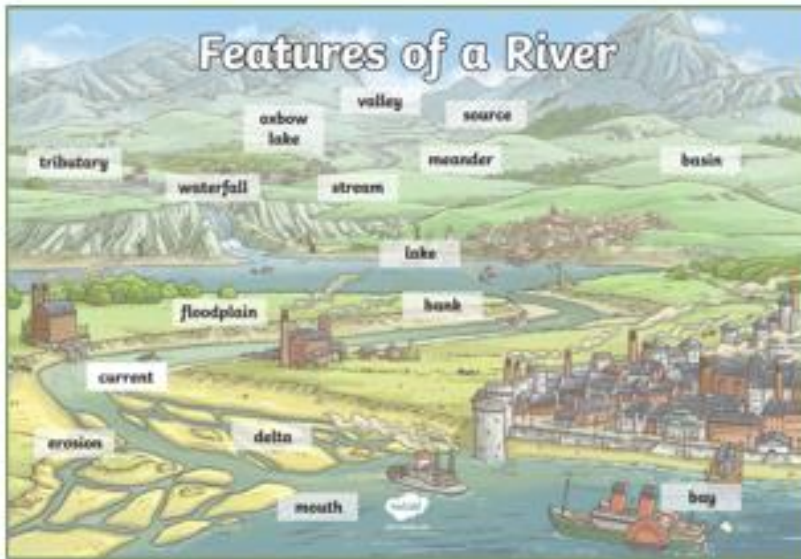
Static Balance
Seated

Rivers

Physical Features

Physical Processes

Diversity



Vocabulary

source meander tributary confluence mouth flood plain lower
course middle course upper course river bed river bank erosion
deposition transportation

Key Facts

Rivers start at the source and flow to the mouth. Smaller rivers called tributaries lead into the main rivers. The point where they cross is called the confluence. A bend in river is called a meander.

Rivers change shape due to erosion, transportation and deposition.

The River Nile and the River Itchen are very different rivers. They have very different surroundings and are used for different things.

The Nile is the longest river and flows through North East Africa. The Amazon is the largest river and is in South America. The Thames flows East across the UK through London.

The water cycle has four main parts. Evaporation, condensation, precipitation and collection.



Year 4 Subject Knowledge organiser – PSHE



Ages 8-9

Puzzle Five – Relationships

Summer 1: 'Building positive, healthy relationships'



Content Overview:

Jealousy
Love and loss
Memories of loved ones
Getting on and Falling Out
Girlfriends and boyfriends
Showing appreciation to people and animals

Vocabulary

Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.

Song: 'R-E-L-A-T-I-O-N-S-H-I-P'

Puzzle Outcome: Our relationships fiesta

DfE Statutory Relationships & Health Education Guidance.

(R2) the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives (R4) that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R10) that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (R11) how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. (R12) the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R14) the conventions of courtesy and manners (R16) that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (R19) the importance of permission seeking and giving in relationships with friends, peers and adults (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R32) where to get advice e.g. family, school and/or other sources

(H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough

Example of Floor book: