



Year 4 - Spring1 Newsletter!



We are excited to share what your children will be learning this term! Each subject has been carefully planned to build knowledge and skills in fun and engaging ways. Below is a summary of the units we will be exploring.

English In English this half term we will be using two different books as our text drivers.

Our first book is 'Harry Potter and the Chamber of Secrets'. The children will be tasked with writing their own Howler!

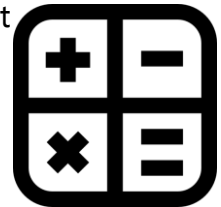
Our second book is a Non Fiction book called 'We Travel so far' which explores animal migration in different ways. The children will be tasked with replicating the type of text to create their own migration journal of an animal of their choice.

To support the children in writing for purpose, we will be focussing on present perfect tense in our first unit and using time adverbials in the second.



Maths

In Maths, we will be focusing on multiplication and division. The content we will cover includes finding factors and factor pairs, using related facts and working through multiplication and division problems efficiently using the skills we have been building on since last term. This half term we will also cover length and perimeter as well as fractions which will help us to continue developing our knowledge of number from the previous units of work.



Science

In science, we will dive into the fascinating world of sound. Children will explore how sounds are created, how they travel, and how we hear them. Through hands-on experiments, students will investigate vibrations, pitch, and volume, as well as how materials and distance affect sound. This unit will encourage curiosity and critical thinking, helping students connect their learning to the sounds in their everyday lives.



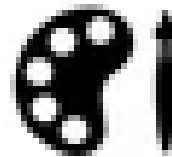
Geography

In Geography, we will focus on how coasts are formed, looking closely at the processes of erosion and how it shapes our coastlines. They will learn about the natural forces that cause erosion, and investigate how coastal defences are designed to protect our shores. Through engaging activities and case studies, students will develop an understanding of the importance of managing and preserving our coastal environments.



Art

In art, Year 4 will explore how light and shadows are used in art. They will experiment with shading, silhouettes, and shadow effects like cross-hatching to create their own artworks. This unit will encourage creativity and show how light can make art more exciting and create the illusion of depth and dimension, building on the skills we worked on in the previous term. We will explore different artists, including Andy Warhol to inspire our own work and practice our new skills.



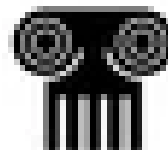
Design and Technology

In Design and Technology, the children will explore how mechanical systems bring pictures to life. They will design and create moving picture projects using levers and linkages, developing their creativity and problem-solving skills. This hands-on unit will help them understand how simple mechanisms work, where they will also construct their own greetings card with moving parts.



History

Our History unit This term will focus on the Stuart period, starting with the reign of James I and the Gunpowder Plot. They will explore the concept of divine rule, the connections between money and conflict, and how religion influenced disputes during Charles I's reign. Students will also examine artefacts to uncover what they reveal about life in this fascinating period of history.



PSHE

For our PSHE unit this half term, we will be learning more about Dreams and Goals. This includes identifying our own hopes and dreams, and how this makes us feel, along with identifying how we feel and what we could do about dreams that don't get fulfilled.

We will then move on to 'Healthy Me.' The children will look at family and friendship group dynamics and how unhealthy habits can impact our health. See attached the learning overview for both of these units.



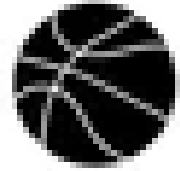
Religious Education

In RE lessons this term, the children will continue deepening their understanding of Sikhism and making comparisons to Christianity, exploring the theme of 'belonging' and 'community'. They will have chance to study different ceremonies that encourage the sense of belonging and community, considering how these concepts might make us feel.



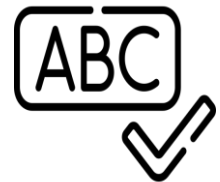
Physical Education

In the first unit, we will focus on dance, where the children will learn and develop shapes and circles and create sequences of movement with these through partnering and artistry.



Spelling

Spelling this half term will involve having daily spelling lessons looking at Year 3/4 common exception words and a range of spelling patterns which concentrates on adding prefixes and suffixes and understanding homophones (words that are spelled differently by sound the same).



Computing

This half term, for computing, we will start of by exploring a unit about robots. In this unit, we will learn how to: research effectively to collect information; create a questionnaire to gather information and design our own robot.



French

In French, children will learn colour and size adjectives in French. We will use the colours to describe objects. We will practise the colour words in games and through looking in detail at the French artist – Henri Matisse. Finally, we will recreate some of Matisse's artwork and use French words and sentences to describe our creations.



Music

This term's music lessons will focus on British rock, where children will explore how bands like The Beatles and The Rolling Stones transformed popular music into a new style. Children will also explore the influences from African American blues and traditional music from India.





Puzzle Three – Dreams and Goals

Spring 1: 'Aspirations, how to achieve goals and understanding the emotions that go with this'



Content Overview:

Hopes and dreams
 Overcoming disappointment
 Creating new, realistic dreams
 Achieving goals
 Working in a group
 Celebrating contributions
 Resilience
 Positive attitudes

Vocabulary

Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate

Song: 'For Me'

Puzzle Outcome: Our Garden of Dreams & Goals

DfE Statutory Relationships & Health Education Guidance.

(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
 (R14) the conventions of courtesy and manners
 (R15) the importance of self-respect and how this links to their own happiness
 (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
 (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

Example of Floor book:



Puzzle Four – Healthy Me

Spring 2: 'Being and Keeping Safe & Healthy'



Content Overview:

Healthier friendships
 Group dynamics
 Smoking
 Alcohol
 Assertiveness
 Peer pressure
 Celebrating inner strength

Vocabulary

Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.

Song: 'Make a Good Decision'

Puzzle Outcome: The Healthy, Happy Me recipe book

DfE Statutory Relationships & Health Education Guidance.

(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 (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (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 (R15) the importance of self-respect and how this links to their own happiness (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
 (R20) that people sometimes behave differently online, including by pretending to be someone they are not
 (R21) that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)(R26) about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe(R28) how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult(R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard(R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so(R32) where to get advice e.g. family, school and/or other sources
 (H1) that mental wellbeing is a normal part of daily life, in the same way as physical health(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 (H11) that for most people the internet is an integral part of life and has many benefits(H17) where and how to report concerns and get support with issues online (H21) how and when to seek support including which adults to speak to in school if they are worried about their health(H24) the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health (H25) the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking (H26) how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body

Example of Floor book: