



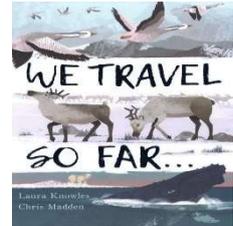
Year 4 – Spring 2 Newsletter!



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.

Initially, we will finish our information text unit using the book *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.

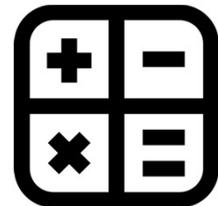


Our second book is a fiction book called 'Greenling'. We will use this book as a stimulus for the children to build skills to write a newspaper report that includes writing speech using appropriate punctuation and reported clauses.



Maths

In Maths, we will be continuing our work on fractions, which includes converting mixed numbers to improper fractions, adding fractions, fraction families and finding fractions on a number line.



As we move through the half term, we will begin work on decimals and start to look at tenths, hundredths and thousandths.

Science

In Science, we will have a unit on Living Things. The children will learn about classification and have the opportunity to create their own classification charts. We will have lessons on vertebrates, invertebrates and insects as well as teaching the children about energy pyramids and ecosystems.



Geography

In Geography, we will learn more about the area local to the school. During the unit we will cover lessons on human and physical features of the location, how the land is used, how the land has changed over time using maps and photos to support the children's understanding. We hope to take the children out for a walk in the local areas too.



Art

In Art, Year 4 will explore the medium of collage – so we'll be asking for a lot of magazines and newspapers!

We will look at artwork, give our opinions and then try to replicate the style for artists including Eduardo Paolouzzi, Richard Hamilton, Stephanie Smith. There will be opportunities for the children to try new techniques, such as the cutting and reassembling technique and build on knowledge taught in previous units including positive and negative space.



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 English Civil War, starting with the reign of Charles I and the Great Remonstrance. We will move onto comparing and contrasting the beliefs of the opposing sides in the Civil War – Cavaliers and the Roundheads. Next there will be a lesson about the New Model Army and why Parliament wanted to create this new army and what changes were made. We will conclude the unit with a lesson about Oliver Cromwell and the changes he made and the impact of them.



PSHE

For our PSHE unit this half term, we will have lessons under the theme of Healthy Me. We will have a visit from an oral health advisor about teeth as well as lessons for the children to understand choices they can make regarding their health, such as smoking. There will also be a large percentage of lessons dedicated to mental health and looking at the friendships and how they can contribute to well being.



Religious Education

In RE lessons this term, the children will continue deepening their understanding of Sikhism with lessons on authority. They will have chance to know about what authority means and who has authority in their own lives, including at home, school and the community. We will then use this to support the children in understanding how religious texts are seen as an authority although they are not a person.

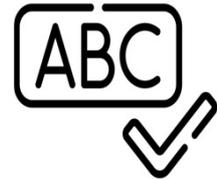


Physical Education

In one session each week we will have an athletics lesson and teach a range of different skills, including running! The other lesson each week will be on Leadership and will help with children's communication and organisation skills that can be applied in various games and physical activities.

Spelling

Spelling this half term will involve having daily spelling lessons looking at Year 3 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 continue our work about robots. In this unit, we will learn how to make the robot that we designed last half term and use exciting programs called TinkerCad.



French

In French, children in Woodpeckers will revise 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. The children in Owls will revise and develop their knowledge of classroom instructions and objects in the class in order to try and use the target language more regularly in lessons.

Music

This half term we will be forming a class band to learn the different parts of the song Dance Monkey. We will learn how to play the melody, the bass line and the drum part, alongside the vocals, and try to put it all together as a class band performance.





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.
 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: