



Year 4 Overview Spring 2

Welcome back!

The Year 4 team hope you all had a restful break and are refreshed and ready for more learning and fun!

Last half-term, the children enjoyed learning a new form of coding called Logo in Computing. They practised making procedures and ended the unit by designing their own wrapping paper! We also went on a trip to the British Museum to see some artefacts from Roman Britain, which helped to bring our learning to life. A highlight for the children was the workshop Centre of the Cell held for us called Gut Feeling - it was really fun visualising the digestive system this way! This half-term, we will be swapping our History and Art units back to Geography and DT, and History and Art will return after the Easter holidays.

Mathematics

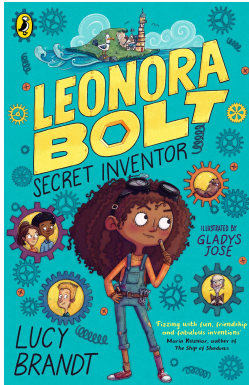
Fractions (2 weeks)

- mixed numbers
- improper fractions
- comparing and ordering fractions
- converting fractions
- finding equivalent fractions
- adding fractions
- subtracting fractions

Decimals A (3 weeks)

- tenths as fractions and decimals
- hundredths as fractions and decimals
- dividing 1 and 2-digit numbers by 10
- dividing 1 and 2-digit numbers by 100

English



During this half term, our focus text is Leonora Bolt: Secret Inventor by Lucy Brandt. Our writing focuses will be on writing action, writing character and setting descriptions, and planning and writing our own adventure story! Our SPaG focuses will be on fronted adverbials, dialogue punctuation, powerful and evocative vocabulary, and pronouns for cohesion.

Your child's class will also have their own class story that their teacher will read aloud to the class each day to foster a shared love for reading. Ask your child what their class have chosen for this term!

Science

In Science this half term, we will be answering the key question:
How do you construct a simple series electrical circuit?

We will be focusing on:

- identifying common appliances that run on electricity
- constructing a simple series electrical circuit
- identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identifying whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognising that a switch opens and closes a circuit and associating this with whether or not a lamp lights in a simple series circuit
- recognising some common conductors and insulators, and associate metals with being good conductors.

- observing patterns, for example, that bulbs get brighter if more cells are added,
- understanding that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

Design & Technology

In DT this term, we will be answering the key question:

Can I create a healthy biscuit?

We will be focusing on:

- understanding and applying the principles of a healthy and varied diet
- evaluating food products in terms of the taste, smell texture and appearance
- trying different foods and deciding which we like best
- preparing and cooking a variety of predominantly savoury dishes using a range of cooking techniques

Geography

In Geography this term, we will be answering the key question:

How is land used differently within the Loire valley and the South Wales Valleys?

- exploring similarities and differences between the South Wales Valleys and the Loire Valley
- comparing the human and physical geography of South Wales Valleys and Orleans (loire valley)
- using some symbols, including the use of an Ordnance Survey map to build their knowledge of the United Kingdom and the wider world.
- drawing a sketch map of Orleans including symbols and a key

PSHE

Healthy me

In PSHE this half term, we will be answering the key question:

Why is it so important to know what is safe and what isn't?

We will be focusing on:

- recognising how different friendship groups are formed
- understanding how we fit into different groups
- identifying the feelings about friends and different friendship groups
- understanding the roles of leaders or followers in a group
- understanding the facts about smoking and its effects on health
- thinking about some of the reasons some people start to smoke
- recognising negative feelings in peer pressure situations (such as embarrassment, shame, inadequacy and guilt)
- knowing how to act assertively to resist pressure from ourselves and others
- understanding the facts about alcohol and its effects on health
- understanding how drinking un-responsibly can affect the liver
- understanding some of the reasons some people drink alcohol
- recognising when people are putting us under pressure and explaining ways to resist this
- identifying feelings of anxiety and fear associated with peer pressure
- knowing ourselves well enough to have a clear picture of what we believe is right and wrong
- tapping into our inner strength and knowing how to be assertive

R.E.

Our key question for the whole of Year 4 is:

What is important to people in my local community?

In RE this half term, we will be answering the key question:

Why is Easter important to Christian people?

We will be focusing on:

- explaining why Easter is so special to Christians
- analysing the similar and different things Christians do to celebrate Easter
- explaining what Palm Sunday and the Last Supper are and why they are remembered by Christians
- evaluating how Easter symbols are used by different Christians
- explaining what is the most important part of Easter for a range of Christians and why

Computing

In Computing this half-term, our topic is:

Data logging

Children will consider how and why data is collected over time. Children will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Children will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Children will spend time using a computer to review and analyse data. Towards the end of the unit, children will pose questions and then use data loggers to automatically collect the data needed to answer those questions.

Music

Are we ready to perform?

This year, children are given the opportunity to learn to play the violin over the course of the year.

This journey continues with:

- honing and applying their musical skills
- knowing that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed
- understanding that harmony means singing or playing two notes at the same time, which usually sound good together

P.E.

Tennis and Dance

Key dates

Year 4 PE day: Tuesday (2 sessions on the same day)

Residential trips:

25th February - 26th February
26th February - 27th February

World Book Day: Thursday 5th March. Home-made costumes are encouraged!

Science Day: Thursday 12th March. This year's theme is "Curiosity: what's your question?" There will be a fair after school for families!

Eid (school closed): Friday 20th March

Summer term between Monday 1st June and Friday 12th June: Times table check

How to support your child at home with their learning this half term...

This year, your child will take the standard times table test in the Summer term, so be sure to practise times tables with your child as often as you can. If you don't know your child's Times Table Rockstars login, do ask your child's teacher.

Here are some other ways to support learning and a collaboration between home and school:

- **What does your child already know about healthy eating? Discuss the importance of a varied diet with your child, and maybe ask if they would like to help make the dinner! We will be cooking in class this term, so any practice they can get with chopping, mixing, measuring ingredients, and food hygiene would be very helpful!**
- **See what your child already knows about peer pressure. It is important that what we are teaching at school, about being assertive and feeling strong in yourself to make your own choices, is echoed and taught at home as well.**
- **Discuss World Book Day with your child in time to make a costume! The best costumes are of characters from books and are made by families together!**

- **Discuss Science Day - what experiment would your child like to bring in for the Science fair?**
- Practise quick-fire times tables facts (4s, 6s, 7s, 8s, 9s, and 12s are usually considered trickiest!) in short bursts—on the walk to school or in the car.
- Ask your child to summarise the chapter of their class story each day—this builds comprehension and vocabulary.
- Try to get into a routine where you read with your child for a short time everyday and be sure to discuss what you have read. Make sure to remind your child to fill in their Reading Record about what they have read!
- Ensure your child's times tables homework and spellings list is completed and returned each week.
- While you read your child's levelled Big Cat book, ask them comprehension questions to check understanding (examples are in the backs of the books). Make sure to acknowledge in their Big Cat reading record that they have done this, then bring this back in on **Wednesdays** so it can be changed for a new book. Children are informally assessed at the end of every half-term and their level may change, so please make sure your child is changing their book on time.