

## **YEAR 4 - Curriculum Newsletter** **Spring 1**

Dear Parents / Carers,

Please find below the units that your child will be learning this half term.

### **Writing**

This term, Writing and Geography are combined to create cross-curricular links through **explanation texts** and **non-chronological reports**, focusing on **the water cycle** and **the journey of a river**. Pupils will learn to organise information using clear structure, subheadings, and technical vocabulary to explain processes and present facts.

#### **Grammar focus:**

Pupils will build on the use of capital letters and full stops by using commas in lists and after fronted adverbials, apostrophes for possession, paragraphs to organise ideas, and the **present tense accurately** when writing explanation texts.

### **Reading**

King of the Cloud Forest by Michael Morpurgo. Alongside this, pupils will read a **range of fiction and non-fiction texts**, supporting the development of **age-appropriate vocabulary**, **subject-specific language**, and **reading fluency**.

#### **Reading skills focus:**

- Sequencing and summarising events
- Making inferences
- Comparing and contrasting
- Understanding the meaning of words in context

### **Science**

#### **States of matter**

- Comparing and grouping materials together, according to whether they are solids, liquids and gases.
- To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- To identify the part played by evaporation and condensation in the water cycle

### **MFL – Arabic**

**MY SCHOOL:** Pupils will continue the topic ‘My School’ where they will learn the names of different school items and subjects as well as areas around the school. Pupils will learn how to ask a partner to lend different school items whilst also talking about the subjects and areas they like. Pupils will also learn to use the Arabic dictionary to look for unfamiliar words with the aim of developing independence.

### **Mathematics**

#### **Length & Perimeter**

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares

#### **Fractions including Decimals**

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundreds
- recognise and write decimal equivalents to 1/4, 1/2, 3/4
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places

### **Music**

In this unit of work children will use musical water instruments (which they will create), body percussion and voice to compose a piece that represents a river’s journey from its source to its mouth. They will begin by watching the journey of a river and marking off key points, recognising sounds they hear. They will then create their own water instruments using glass bottles, varying levels of water and a beater. Working in groups, they will develop composition of a rivers journey. They will combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments and play these phrases as self-standing compositions.

### **R.E**

In Year Four, we will answer the question “Do rites of Passage always help a believer to feel connected to the community?” Continuing our learning in Sikhism, we will learn about the life of Guru Nanak and the significance of the Gurdwara.

### PE

Focus this Term – Dodgeball – Invasion game  
Dodgeball is a target game. In this unit pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to outwit their opponents. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. This unit links to the following strands of the NC: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

### Art/DT

#### Composing landscapes

Students will research the work of Claude Monet.  
We will be focusing on techniques that artists use when composing landscape images, such as colour and atmosphere.  
NC Objectives:  
I can mix colour, shades and tones with increasing confidence.  
I can work in the style of a selected artist.  
I can create textures and patterns.  
I can use compliment and contrasting colours for effect.  
I can identify modifications/ changes and see how they can be developed further.

### PSHE

#### Relationships

In this unit, pupils will explore what makes positive and healthy relationships. They will learn about different types of families and friendships and how these relationships help people feel happy, safe, and supported. Pupils will discuss the importance of respect, kindness, and self-respect, and how their behaviour and choices can affect others. They will also learn how to recognise safe and unsafe relationships, understand personal boundaries, and explore how to respond to peer pressure. Towards the end of the unit, pupils will develop an understanding of bullying, including different types of bullying and its impact, and learn how to challenge unfair behaviour and show respect for others.

### Computing

#### Data logging

In this unit, pupils will explore how data can be collected automatically using data logging devices and digital tools. They will learn what data is, how it can be recorded over time, and how sensors are used to measure real-world information such as temperature, light, sound, and movement. Pupils will investigate how data is gathered, stored, and presented in tables, charts, and graphs to help answer questions. They will analyse and interpret data to identify patterns and trends, making predictions based on the results. Throughout the unit, pupils will consider how data logging is used in everyday life and reflect on how technology helps people make informed decisions.

### Additional Information

**PE:**  
All pupils in year 4 should come into school in their PE kit on **Wednesday**. All children should have the school PE kit as this is part of their uniform. This **must** include trainers or plimsolls. Children are not allowed to do PE in their school shoes. This term, girls will attend swimming as their second PE lesson and are expected to come in their PE clothes on Tuesday as well.

#### Homework (On TEAMS):

- Homework will be set out on a **Wednesday** for it to be completed by the following **Tuesday**.
- Children should find their homework on Teams **under 'assignments'**.
- Spellings are set weekly on **Emile**, and children will be tested on the spellings focus for the week

#### Reading:

Your child will bring a reading book home every night and should read for at least 10 minutes per day. This is vital for their writing skills. It is their responsibility to ensure they have a reading book.

We hope this information is useful to you.

The Year 4 team