

## English

### Key texts for this half term:



Writing unit 1 (week 1 and 2): Dialogue narrative

Writing unit 2 (week 3 and 4): Information text

Writing unit 3 (week 5 and 6): Narrative (Norse legend)

Our reading week develops the following skills

Lesson 1: vocabulary and retrieval.

Lesson 2: retrieval, ordering and summarizing.

Lesson 3 and 4 inference and vocabulary

Lesson 5: language and inference.

We are always focusing on developing children's fluency when reading aloud.

#### Ideas for support at home:

- Read regularly with your child. Read to them so that they can hear what good reading sounds like and get them to read aloud to you.
- Identify effective vocabulary and think of synonyms (other words which mean the same)
- Discuss how the characters are feeling and how you know.
- Discuss what characters are like and get children to identify the evidence.
- Ask them to summarise what they **have read independently**.



## Year 4 Spring 1

This gives you an overview of what your child will be learning in school this half term and ideas of how to support them. with their learning at home.

## Science

This half term we will be carrying on with our topic of Electricity. Our big topic for this unit is 'How does electricity work?' Children will cover the following:

- How switches work
- Who created the lightbulb
- Which materials are the best conductors of electricity
- How is a switch made
- If the thickness of a material affect how well it conducts electricity
- How a battery works (focusing on how long it lights a torch for)

#### Ideas for support at home:

- What is a conductor?
- Investigate which electrical appliances use a switch around your home. Are all the switches the same?
- Research how a switch is made. Can you create a poster explaining it?
- Create a poster explaining how a battery works.
- Write a non-chronological report about the man that created the lightbulb.
- Draw a timeline with the events that led to the lightbulb being created.

## Maths

### Multiplication and Division

- To know what a multiple and factor are
- To identify multiples and factors of numbers
- Recognise factor pairs
- Use short division to solve division problems

### Fractions

- To recognise and show families of common equivalent fractions
- Simplify simple fractions that are less than 1
- Reason about the location of mixed numbers in the number system
- Convert mixed number fractions to improper fractions
- Convert improper fractions to mixed number fractions
- Add fractions with the same denominator
- Subtract fractions with the same denominator
- Add and subtract improper and mixed number fractions with the same denominator
- Find fractions of quantities
- Solve problems involving increasingly harder fractions to calculate quantities and fractions to divide quantities

#### Ideas for support at home

- **Keep practicing your child's timestables up to 12 x 12 (TT Rockstars will help with this). This is important to help support children for the Multiplication Table Check**
- Practice key facts for short bursts of time.
- Carry out practical activities e.g. cooking or using cash in shops to get children to practice their mental calculations.

#### Useful websites



## RHE Jigsaw

### Dreams and Goals



In this unit children will identify some of the hopes and dreams that they have for the future. They will learn and understand that sometimes hopes and dreams don't come true and that can lead to them experiencing disappointment. They will then learn that reflecting on the positive and happy experiences can help counteract the disappointment that they are feeling. They will be taught how to use their resilience to make a plan and set new goals and dreams. They will also identify the small steps that they need to take in order to be able to reach and achieve their new goals and dreams. Finally, they will learn how to share their success with others and how to praise others for their successes.

## MFL– French

### Au salon de thé (At the Tea Room)



By the end of this unit pupils will have the knowledge and skills necessary to perform a short role-play in a French tea room. This is a unit that consolidates much of the grammar covered in our Early Learning teaching type (nouns, gender, determiners and plurality) so that pupils can say and write what they are ordering to eat and/or drink using a wider range of vocabulary alongside very useful transactional language.

## Computing

### Programming—Repetitions in Shapes



This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

Talk to your child at home about searching the internet safely, including the reliability of results.

## RE

### Why do some people think Jesus is inspirational?

- What is an inspiring person? Who is an inspiring person?
- Who did Jesus say he was?
- What do we know about Jesus' life story? Is his story inspiring for some people?
- What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?
- Who did Jesus think was important?
- What do Jesus' miracles show about him?
- How and why are Holy Week and Easter an expression of Christian beliefs about Jesus?
- Is Jesus still important today? Why? Who to? How does it show?
- What kind of image of Jesus for the 21st century would pupils like to create? Might it be inspiring to others?

## PE

Children will take part in two PE lessons—Wednesday and Thursday. Within both of these lessons, they will be focusing on the cognitive cog. This cog focuses on children identifying and explain what they are doing well and identifying areas for improvement. Children will take part in one Real PE lesson and one Real Gym lesson each week. In Real PE, the children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges. In Real Gym, the children will learn, develop and apply balance and rotation on the floor, with hand apparatus and partner work through focused skill development, sequence creation and games.



## Music

In music this year, children will learn to play the clarinet. As well as this, they will learn about music: how it works and how it is composed. They will also learn a range of songs throughout the year and learn to sing these. Each term, they will have the opportunity to showcase all they have learnt to parents/guardians through a small concert.

Special Focus Over the half term, in addition to work in lessons, we will also be focusing on the following things.

- Thursday 16th January: Year 4 visit to Singers Hill Synagogue
- Tuesday 21st January: Year 4 Cooking session 2 with chef from The Royal Academy of Culinary Arts

### Share your learning

Either bring your work into school and share it with your teacher and class or email it to the school office.

office@merridaleprimary.co.uk

History, geography, art and DT are taught through a topic based approach. Information about your child's current topic will be sent home at the start of each new topic.