

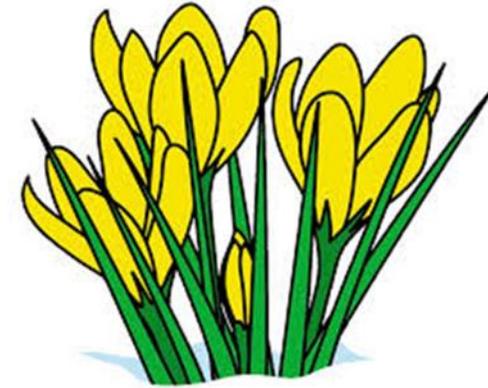


**Lyonsdown School**  
***Pride of Place***

**Year 4 Curriculum Synopsis – Spring Term 2021**

Please note: lessons may be adapted to better suit online learning

***Lyonsdown Learning: Perseverance and Curiosity***



Message from Mrs Murphie

May I begin by thanking every one of you for your kind wishes and generous gifts at the end of last term. It is wonderful to be supported by such a warm and helpful group of parents and I thank you for the great sense of community and family that this conveys.

Welcome to the Spring term at Lyonsdown and Happy New Year to all. I do hope that you have all had a restful holiday. Sadly we are not yet back at school. However, there is still lots of new learning and new achievements to look forward to and I know your girls will be excited to get started on the Spring term curriculum. We will be doing our best to deliver lessons which are very similar in content to what had already been planned for the new term and I will be available to support both parents and girls where needed, so that we can really get the best learning experience possible.

We welcome Mr. Ben Mardell to our Team. He is a new member of staff and teaching assistant, who will be embedded with Y4 for the duration of the online teaching. This means he will be supporting staff and students in many Y4 lessons.

Below, you will find an outline of the programme to be covered in all of your child's subjects and some suggestions as to how you can support her with this.

I look forward to meeting you at our parent consultations in March.

*Mrs Murphie*

## ENGLISH – Mrs Hall and Mrs Stanton-Tonner

### Reading for Pleasure

Your daughter should be selecting and enjoying a rich diet of literature. Every child is expected to maintain a reading record. Whilst your daughter will record her reading herself, you will need to sign her diary. We ask that you hear her read at least twice a week and that you read aloud to her too.

### Reading

Pupils will read a wide range of writing from a variety of genres. Texts this term include *The Iron Man* by Ted Hughes. Pupils will continue to read poetry and learn some poems by heart. They will use dictionaries and thesauri to check their spelling and help further develop the range and sophistication of their vocabulary. The class will hear stories read aloud to them by their teachers. They will also have frequent opportunities to read both their own work and from published texts individually, in groups and in whole-class settings.

### Writing

Transcription: Words following specific spelling patterns together with some words from the National Curriculum (NC) statutory list will be set for pupils to learn each Tuesday for testing the following week. Pupils who find spelling difficult may be given fewer words from the weekly spelling list, or be asked to revise 'high frequency'\* words instead.

Handwriting: Key handwriting joins will be taught; pupils will have opportunities to practise these and to develop their own neat, individual joined style.

Composition: Pupils will be expected to demonstrate increasing independence in their approach to extended writing tasks. They will develop their ability to plan, compose and structure their writing (including use of paragraphs where appropriate). Thinking, discussion and reflection are vital stages in this process. Some writing tasks will have a timed element in order to help pupils become confident and familiar with exam-style conditions. Pupils will be expected to proof-read, edit and evaluate their work using published and class-generated success criteria.

Vocabulary, grammar and punctuation: Grammar is best taught in the context of 'real' writing. That notwithstanding, the following points will be covered this term: pronouns within and across sentences, possessive pronouns, more work on adverbials and fronted adverbials, subordinate clauses, coordinating and subordinating conjunctions, singular and plural nouns, the apostrophe for possession and for contraction, standard English, the perfect form, using 'a' and 'an' correctly, prefixes and suffixes, more work on paragraphing and accurate punctuation. Pupils will continue to keep a list of new and exciting vocabulary to use.

Weekly drama lessons with Mrs Windsor will develop performance skills through various themes, some of which will be taken from texts studied in class, or linked to work done in other areas of the curriculum.

**Homework will be set on Tuesdays and Thursdays.**

### How Parents can Support at Home

Please continue to hear your daughter read and let her see that you are a reader too. Remind her to return her library book each Thursday. Ensure she uses the internet safely and wisely.

\**high frequency* words are words pupils will encounter often in their reading and writing.

## MATHS – Mrs Polak

This term, pupils will:

- Read Roman Numerals to 100 and count in multiples of 6, 8, 25 and 1000.
- Count backwards through zero to include negative numbers.
- Add and subtract with the same denominator, recognise equivalent fractions and decimal equivalents of any number of tenths,  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ . Find fractions of amounts and solve related problems including those involving measure and money to 2 decimal places.
- Describe positions on a 2D grid and translate and reflect shapes accurately.
- Plot specified points to complete a given polygon.
- Find the area and perimeter of rectangles and squares.
- Write addition and subtraction of 4 digit numbers to 1 decimal place and solve related 2 step word problems.
- Use the standard method for short multiplication and division and standard method for long multiplication and solve related word problems.
- Estimate and use inverse operations to check answers.
- Count in multiples of 7 and know multiplication facts for 7 and 11 times tables as well as 2, 3, 4, 5, 6, 8 and 10. Use place value to multiply and divide mentally.
- Know the place value of 4 or 5 digit numbers and compare them.
- Round to the nearest 10, 100 or 1000 and solve related word problems.
- Compare and classify 2D shapes and find lines of symmetry.
- Identify and measure acute and obtuse angles.
- Read and interpret tables and graphs including bar charts, pictograms and time graphs and solve related word problems.

Pupils will also participate in:

- Weekly mental maths tests, times table tests and problem solving.

**Homework is on Monday and Wednesday**

**How Parents can Support at Home**

Encourage your daughter to use her mathematical skills in a variety of practical ways such as cooking, which uses ratio and proportion and measurement skills. Real life experience with money and problem solving is always helpful. Reinforce strategies and methods taught in the classroom, instructions for which are available on the School Calculation Policy. Continue practice of times tables and related division facts.

## SCIENCE – Mrs Murphie

Children will cover the following two units of the curriculum:

### Teeth and Digestion

Pupils will be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions. Pupils will work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them. They will draw and discuss their ideas about the digestive system and compare them with models or images.

### States of Matter

Pupils will learn the three states of matter. How materials change from one state to another and they will learn about the water cycle. Working scientifically, they will plan and carry out a fair test about evaporation, measure temperature, interpret data and draw line graphs.

**Homework will be set on Wednesdays**

## HISTORY – Mrs Murphie

Year 4 will complete their study of the Ancient Greeks by learning about famous philosophers and considering the nature of thinking. We will then change topic and investigate the history of the Viking and Anglo-Saxon struggle for the kingdom of England up to the time of Edward the Confessor.

### How Parents can Support at Home

Look at some non-fiction books around these topics with your daughter.

Homework may be set on Fridays and collected in on Monday mornings.

## GEOGRAPHY – Mrs Murphie

Pupils will focus on map skills this term.

- They will begin by looking at local maps and plans. Then move on to map symbols, keys, and grid references.
- Next half term pupils will move on to global maps, the concept of day and night on the globe, longitude and the International Dateline.

**How Parents can Support at Home**

Discuss these topics with your daughter; look at a variety of maps e.g. Map of a shopping mall and make sense of them together. Also when talking about places in Britain, try to make sure your daughter knows which part of the country they are in....location, location, location!

**Homework may be set on Tuesdays.**

**RE – Mrs Murphie**

Pupils will be considering:

- Why Easter is so important for Christians.
- Why spring is the season of new life.
- Religious (and secular) festivals held in spring e.g. Eid, the Jewish festival of Pesach.
- The link between Passover and The Last Supper.
- The events of Holy week, culminating in the celebration of the resurrection of Jesus on Easter Sunday.

**Homework may be set periodically**

**How Parents can Support at Home**

Look out for ways in which Easter is celebrated in the local community.

**PSHCE – Mrs Murphie**

This term pupils will learn:

- to recognise their own worth and identify positive things about themselves and others
- to identify skills they need to know and would like to develop
- a new skill as a class and reflect on that process
- the skills of a good communicator
- to identify and value similarities and differences between themselves and their classmates
- to see things from another point of view and to use this in resolving conflict
- to identify people they can talk to if they need support and to have strategies for sharing their concerns

**Homework may be set periodically**

**How Parents can Support at Home**

Look back at photographs together and discuss what your daughter's responsibilities were then, how they have changed now and how they will change in the future.

## ART and DT – Mrs Cowie

This term, pupils will firstly practise their observational drawing skills by drawing interior and exterior pictures of their home. They will reinforce their knowledge of perspective drawing and investigate the features of buildings. They will look at the work of artist, Lucy Jones and create mixed media work in her style. There will then be a short textiles project in which the girls will practise their sewing skills. After half term, pupils will look at the different styles of David Hockney and create a variety of 2D work related to his work using a variety of media.

### How parents can help at home

**ART MATERIALS:** In order to help your child create exciting artwork over the next few weeks at home, it would be helpful if you could save small quantities of colourful paper, magazines, wrapping paper, old greeting cards, clean packaging, other decorative materials for your child to recycle and use in art projects. Please make sure your daughter has the following materials/equipment: A4 white paper, colouring pencils, felt tip pens, water based paints (helpful but not essential), a glue stick or PVA glue, Sellotape, scissors, needle and thread.

**ART:** Try to visit a gallery online together. The Tate for Kids website has an array of online art content for children- art quizzes, hands on art prompts, opportunities for creating art online and art history. <https://www.tate.org.uk/kids/games-quizzes/tate-paint>

**DT:** If possible, enjoy cooking with your daughter. Discuss with your child the importance of a healthy and varied diet and encourage them to be involved the preparation of meals. Talk about health and hygiene in the kitchen and look at food labels and packaging together. Explain where and how a variety of ingredients are grown, reared, caught and processed.

## MUSIC – Mrs Roberts

Our topics for this term include 'Recycling', which will include learning songs and composition activities, further developing skills from the Autumn Term. We will be developing our knowledge of the musical elements, in particular structure through composition activities including composing and playing junk jazz music. Pupils will be involved in whole class vocal activities and practical where appropriate, and the children will make their own instruments from junk and use them to compose music. Part of our musical study will focus on learning the songs for the Spring concert at the end of term.

We will explore the elements through a variety of activities both aural and practical, and pupils will develop their understanding of the concepts of musical notation in music through singing and written exercises, using mini whiteboards with musical staves.

This term, pupils will:

- Perform jazz patterns on junk instruments
- Identify typical features of a jazz song structure and follow a score

- Perform improvisation within a structure
- Learn about bhangra music and dance
- Perform bhangra rhythms on household waste sound makers
- Compose piece in Rondo form
- Learn to sing partner songs in pairs
- Learn about classifying instruments by the way sounds are produced and explore the combined expressive effects of different instrument groups
- Learn about verse and chorus structure
- Perform jazz patterns on junk instruments
- Learn songs for the Spring production

#### **How Parents can Support at Home:**

Encourage your daughter to sing songs to you that she has learnt at school and have discussions relating to our topics.

BBC Ten Pieces also have some fantastic resources available for pupils to listen to and to encourage children to listen to all different types of orchestra pieces linked with various activities. Your child will be studying one of these pieces throughout the year.

<https://www.bbc.co.uk/programmes/articles/qt76WSzksPSPmki9tbV0p9/the-pieces-and-composers>

**Homework may be set periodically**

## **COMPUTING – Mrs Stanton-Tonner**

This term work will include:

- Using technology safely, respectfully and responsibly. Continuing our work to encourage confidence with making any critical decisions involved when improving digital resilience.
- Computer programming, creating algorithms and using code. Designing, writing and debugging programs that accomplish specific goals, including controlling or simulating physical systems; solving problems by decomposing them into smaller parts. Working on computational thinking and using technical vocabulary.
- Writing for different audiences - Extending typing skills and knowledge of the keyboard. Using bold, italic and other effects appropriately.  
Using alignment effects and cut and paste techniques
- Developing our use of the Clevertouch interactive touchscreen.
- Modelling effects, writing code and looking for repeat patterns using LOGO and the Crystal Rainforest software to develop written commands to produce particular shapes on screen. This includes work on maps, estimation, angles, direction and geometric design
- Tasks integrated with class projects and curriculum.

**Homework may be set periodically.**

**How parents can support at home**

- Please continue to discuss ways that your child can use technology safely and respectfully, keeping personal information private and learning to be discerning in evaluating and using digital content. There are many useful websites to help to inform parents e.g. <https://www.internetmatters.org/> or <https://parentzone.org.uk/advice/parent-guides>
- Keyboard and mouse skills should continue to be used at home and by year 4 most girls should show a very good knowledge of these. Use a variety of ways to extend these at home either by using Internet games or by typing words from spelling lists or any that need reinforcing from reading or vocabulary work. This is a useful means to add extra repetition to help to improve keyboard skills while aiding learning in other areas. Touch typing games can help to improve speed and expertise e.g. <http://www.doorwayonline.org.uk/typing/texttype2/>
- Computational thinking can be encouraged during real life experiences and it is useful to reinforce methods and strategies taught at school. When a problem arises, work on discussing how to break down (decompose) the problem. How to focus on the important details (abstraction) and then how to go about solving it. Develop a step-by-step solution to the problem (creating an algorithm). If you are about to do some baking, plan a day trip or make a meal, what is the first step, the second step, etc.; thinking about the best order to make it work. Is there more than one possible method?

## PE – Miss Doyle

### Online Learning

In their remote PE lessons, pupils will be participating in different types of fitness workouts which will develop their coordination, balance, strength and conditioning.

Please can all pupils have the following items available for every PE and Sport lesson:

- A space to exercise in safely.
- A mat (or make sure that you are somewhere where you can lie on the floor comfortably).
- 2 hand weights (this can also be 2 x tin cans or 2 x filled water bottles).
- A ball (ideally netball/football sized that is suitable for throwing and catching).
- 4 cones/markers (you can use any items such as small cuddly toys or plastic cups etc).
- Water

### School Based

School PE lessons will focus on 'Multi Sports' where pupils will be developing a variety of skills in order to play adapted versions of Basketball, Tag Rugby and Uni-Hoc. They will practice the individual skills needed to play these different sports and the rules to play adapted games.

Pupils will also complete a unit of work on 'Fitness and Healthy Lifestyles' in which they will participate in a variety of fitness-based activities. They will carry out investigations into the body's ability to exercise and the effects that different types of physical activity have on the body. Pupils will develop a better understanding of the

importance of warm ups and cool downs through physical tasks. Pupils will also reflect on the benefits that different types of fitness events give to an individual and their benefits in different sports.

**How to help your child:**

Please ensure that your daughter has clean and correct PE Kit in school at all times and that it is labelled. If she has no PE kit/trainers she will not be able to participate in the lesson. A gum shield is compulsory to take part in hockey lessons. Ensuring that all kit is clearly labelled also supports your daughter in ensuring that she keeps her belongings safe. Eating a balanced diet, drinking plenty of water and regularly exercising, is vital for your daughter to live a healthy lifestyle.

## FRENCH & SPANISH – Madame Walker

**During the first half of the Spring term, pupils will study French, covering the following:**

- Adjectives, Masculine, feminine, plural
- The verb to be
- Possessives

**During the second half of the Spring term, pupils will study Spanish, covering the following:**

- Introducing yourself
- Numbers up to 20
- Colours
- The days of the week
- The animals
- The clothes

Pupils will develop and strengthen their knowledge and confidence in speaking modern foreign languages through a wide variety of ways including: singing, role play and written exercises.