

# YEAR 4 CURRICULUM LETTER

TERM 1 2016-2017

On behalf of the Year 4 Team, we would like to say, 'welcome!' to all our learners' Parents, Guardians and Families. We are all very excited about this term's learning. Our IPC units for this term are Brainwave, Bright Sparks and Chocolate. We will be supporting these topics with field trips, details of which will be communicated to you later.

## Brainwave

*In this unit we will be learning more about what learning is, how we learn and how to make learning a positive experience. We will also be looking at how the brain works and how to keep the brain healthy and active.*



## Bright Sparks

In Bright Sparks we will be learning all about the necessity of electricity in our every day lives and how it actually works. In Science we will be finding out how to make a circuit, in ICT we will be using Fruit to play music, in History we will be learning about how electricity began and in International we will be looking at how electricity is produced in our home and host countries.

## Chocolate

In Chocolate we will be focusing on Geography, History, ICT & Technology. In Geography, we will be finding out about where cacao trees grow. In History/Society, we will learn about the cacao bean trade and who benefits from chocolate sales. In ICT, we will use computers to design chocolate wrappers and to research chocolate. We will be conducting taste tests of different types of chocolate. Also, we will test materials to create the most effective chocolate wrappers. In Technology, we will be devising and making our own chocolate bars.



## Language Arts

We use the IPC Language Arts goals to inform our planning and our curriculum is personalised & designed to capture the interests of all learners. This term, we will be looking at a range of genres, such as; recounts, narrative and persuasive writing and linking our learning to our current IPC units. We have spelling and grammar sessions differentiated to the needs of our learners. We support Reading with weekly Guided Reading sessions and we ask that you support your child's progress by reading together with them at home in English and your Mother tongue. Learners may change their books during Library or whenever they want to.

## Maths

Our curriculum is based on the new British National Curriculum for Maths and we use this to create Learning Ladders. Throughout the year we will be continuously focusing on key areas, such as; Calculating, Time and Multiplication and we will have a particular focus on a different Mathematical area every 1/2 weeks. Before starting a new focus, the learners will take part in a short quiz to help them decide whether they are Beginning, Developing or Mastering. This then determines the initial groups for the topic but the groups remain fluid based on the personal needs of the learner. We will be starting off this term by looking at Number and Place Value and then moving on to Shape and then Fractions & Decimals.

## PE

This term the learners will continue to develop their Bench ball, focusing more on movement on court and attacking and defending. The learners will also further develop their control, coordination, precision and consistency in small-sided team games. Alongside Bench ball, in the second half of the term learners will continue to refine and improve their swimming ability. They will continue to develop their knowledge of the principles of water safety and begin to move easily through the water. Throughout the half term learners will continue to broaden their knowledge of the study of physical education concerned with healthy lifestyles, being safe and how physical activity affects the body.

## LOTE

This term, learners will be learning how to tell the time in the targeted language. They will also be discussing and expressing their opinions about subjects in school. Following that, they will focus on the town and its' services. In Grammar, they will be revisiting language systems such as common and proper nouns, adverbs, adjectives and punctuations. In writing, they will be making simple sentence structures and writing short stories guided by illustrations and words. Comprehensions according to the learner's level will be given to improve reading and enhance understanding.

## Music

The learners will be focusing on their music skills by participating in activities to build their rhythmic awareness. Learners will play and sing more complex songs in unison and as a round to develop their awareness of pitch. Learners will use tuned, un-tuned percussion and recorders/ukuleles to accompany themselves. Learners will also listen to music and begin to use musical vocabulary when discussing the elements of music.

## History Learning Goals

Children will:

2.04 Be able to give some reasons for particular events and changes

2.05 Be able to gather information from simple sources

2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes

2.07 Understand that the past can be considered in terms of different time periods

## International Learning Goals

Children will:

2.01 Know about some of the similarities and differences between the different home countries and between them and the host country

2.02 Know about ways in which these similarities and differences affect the lives of people

2.03 Be able to identify activities and cultures which are different from but equal to their own

## Technology Learning Goals

Children will:

2.01 Know that the way in which products in everyday use are designed and made affects their usefulness

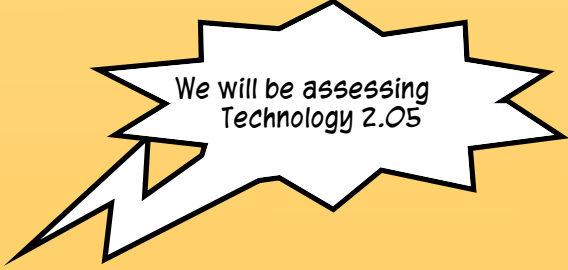
2.02 Be able to design and make products to meet specific needs

2.03 Be able to make usable plans

2.04 Be able to make and use labelled sketches as designs

2.05 Be able to use simple tools and equipment with some accuracy

2.07 Be able to identify the ways in which products in everyday use



We will be assessing  
Technology 2.05



# Science Learning Goals

Children will:

2.01a Be able to carry out simple investigations

2.01b Be able to prepare a simple investigation which is fair, with one changing factor

2.01c Be able to predict the outcome of investigations

2.01d Be able to use simple scientific equipment

2.01e Be able to test ideas using evidence from observation and measurement

2.01f Be able to link evidence to broader scientific knowledge and understanding

2.01g Be able to use evidence to draw conclusions

2.02 Be able to gather information from simple texts

2.03 Understand the importance of collecting scientific evidence

2.04 Understand some of the effects of what they learn on people's lives

2.25 Know that some materials conduct electricity

2.26 Know that some materials conduct heat more effectively than others

2.31 Be able to compare common materials and objects according to their properties

2.34 Understand that different materials are suited for different purposes

2.35 Know about the principles of magnets and magnetic and non-magnetic materials

2.36 Be able to construct electrical circuits to make devices work

2.37 Be able to change the type or number of components in a circuit to have a different effect

2.38 Know that forces can have direction

2.39 Know that forces differ in size

2.40 Know about the effects of friction

2.41 Know that light travels from a source

## **Maths Learning Goals**

Tell and write time from an analogue clock and 12 hour and 24 hour clocks.

Recognise the place value of each digit in a four digit number (Th, H, T and U).

Use known number facts and place value to add and subtract mentally.

Recall and use multiplication and division facts for the 2, 3, 5, 10 and 11 multiplication tables.

Understand that division is the inverse of multiplication and can solve division equations.

Classify polygons by naming different properties.

Identify lines of symmetry in 2-D shapes.

Find the area and perimeter of rectilinear shapes

## **Language Arts Learning Goals**

Read aloud with fluency and expression.

Read and understands texts written in a range of forms.

Summarise and paraphrase what they have read.

Use handwriting that is well formed and legible.

Write for different purposes and readers.

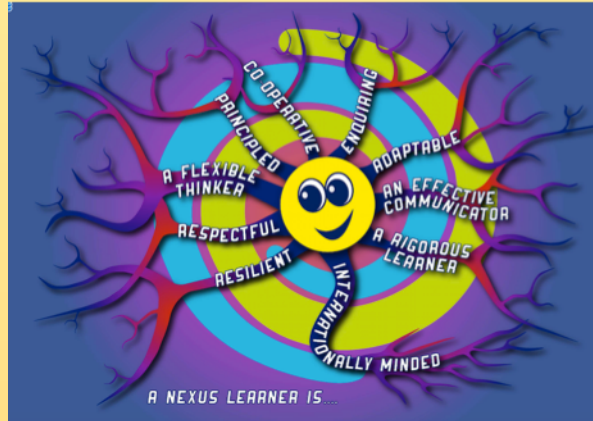
Draft and revise their writing.

Listen to others without making interruptions.

Summarise and recount the main points of an oral presentation.

Use dramatic techniques to explore characters and issues.

## Personal Goals Focus



This term we will focus particularly on the following personal goals:

Communication

Cooperation

Adaptability