

Curriculum Overview

Grade 4 - Term 1 Part 2 2023-2024

This document is designed to give you an outline of some of the main teaching focuses over the coming weeks during the second half of Term 1.

We will do our utmost to help your child achieve these goals. Your child's teacher is happy to discuss with you how you can best support your child with their learning, as well as celebrating their achievements.



What your child needs to bring

1. **PE Kit & Gym shoes**– kits will be brought in on a Wednesday, then taken home and washed. Gym shoes are to remain at school during the term.
2. **A healthy packed morning snack and lunch.**
3. **A named reusable water bottle.**
1. **An old adult sized shirt or painting smock** for Art and Science. This will remain in school unless sent home for cleaning.
2. **Communication** please use Seesaw messaging to communicate with your child's teacher. You can write in any language and the 'translate' function will do the rest. If an issue is urgent, please contact the front office.

Homework

Homework is given out each Thursday and should be handed in on a Monday. It will include one spelling activity from the Schofield and Simms workbook, and one piece of maths revising topics completed in class.

Children will read staged readers in class and at home. These books are an indicator of your child's progress and comprehension skills and should be worked through at a steady pace. We would appreciate if you could listen to them read on occasion. Children should read at home each night and discuss the story with an adult.

In addition to this, children will be able to choose and change books weekly from the school and class library.

Please note that homework is intended as reinforcement of what your child has learnt in class over the past week. If for any reason your child cannot complete their weekly homework, please contact the class teacher via Seesaw.

Should your child have any difficulty completing any tasks set, please inform Mr. Burton or Ms. Chow.

English	<p align="center">Phonics and Spelling</p> <ul style="list-style-type: none"> Spellings – Schofield & Sims sequence of spelling strategies <p align="center">Speaking and Listening</p> <ul style="list-style-type: none"> To discuss ideas in their pairs and groups about their chosen insect – to plan, research and prepare a 1-minute presentation about their insect. <p align="center">Reading and Comprehension</p> <ul style="list-style-type: none"> Read a range of non-fiction: non-chronological report text types in class and guided reading groups. <p align="center">Writing, Grammar & Punctuation</p> <ul style="list-style-type: none"> Students will learn to write a non-chronological report Students will develop further sentence building skills; compound and complex. <p>Parents can assist by:</p> <ol style="list-style-type: none"> asking your child to discuss the text they have read. If they are reading non-fiction text, ask them what they learned, if they are reading a narrative text make them summarise and retell the plot or main events. supporting your child in writing a review of their weekly stage reader in their green reading records. 	
	<p>We will be continuing using the White Rose Maths curriculum to teach addition and subtraction, multiplication and division.</p> <p align="center">Addition and subtraction:</p> <p>This unit of work focuses on enhancing students' proficiency in handling large numbers through mental strategies. Students will practice adding and subtracting whole numbers with more than four digits, use rounding to verify their answers, and apply inverse operations to check their work. Additionally, they will tackle multi-step problems, compare different calculations, and identify missing numbers to strengthen their overall mathematical understanding and problem-solving skills.</p> <p align="center">Multiplication and Division</p> <p>In this unit of work, students will explore the foundational concepts of multiplication and its related topics. They will start with identifying multiples and common multiples, followed by understanding factors and common factors. The unit will also cover prime numbers, square and cube numbers, and will culminate with multiplying numbers by 10, 100, and 1,000, enhancing their number sense and calculation skills.</p> <p>Parents can assist by: Completing the homework set each week and discussing any new vocabulary. Encouraging your child to complete the weekly maths challenge.</p>	
Maths	<p align="center">Spring and Living Things</p> <p>The children will continue to investigate how animals act and plants grow during spring. The children will look at the life cycle of both plants and animals and how these are affected by the temperature and the weather.</p>	
	<p align="center">Weather and Temperature</p> <p>The children will learn to read and take the temperature. Analyse weather patterns and comment on the weather of their local area.</p> <p align="center">The Direction of Rainwater</p> <p>The children will investigate the way water soaks into the ground depending on the type of soil.</p>	
Ethics	<p>G4G will host an assembly about Noticing One's Character on the 31st of May. Please discuss the topics as they come home as part of our weekly talk time homework. Parents can assist students by asking them to talk about what they have learned in class assemblies each week. You can also address the weekly assembly presented by Mr. Citrano, as well as the weekly MIS news.</p>	

Art and Design	<p align="center">Objects and Meanings</p> <p>The children will continue to look at the work of still life artists and analyse their techniques, trying out styles for themselves. They will learn to shade using a range of different media and study observational drawing skills. We will also be constructing a mixed media modelling art piece.</p>
Music	<p align="center">Singing</p> <p>Through singing – sing with a natural relaxed and proper breathing style. Understand the lyrics, arrange the appropriate expressions for the music and sing with feelings.</p>
PE (Physical Education)	<p align="center">Games: Striking and Fielding</p> <ul style="list-style-type: none"> Develop team skills to work in competitive and non-competitive situations Apply specific skills of kicking, striking, pitching, catching and running in a range of situations. Follow rules, exercise well, accept victory and defeat, pay attention to safety issues. Arrange own rules to games and make simple strategies for ball games. Appreciate the positive benefits of exercise. <p>Parents can assist students by encouraging children to become more active around the home, or by visiting a local park and encouraging children to take regular aerobic exercise (3 sessions of 20minutes per week) if not already involved in an out of school sport.</p>
Social Studies	<p align="center">A healthy and rich life parts I & II</p> <ul style="list-style-type: none"> The children will continue to learn about the businesses that provide drinking water, electricity, and gas are operated so as to secure a safe and stable supply, and those businesses are useful in maintaining and improving healthy life of local people. What we can do to reuse, reduce and recycle our resources to care for our environment and assist the services. We will be going on a class trip to a recycling and waste disposal plant on the 24th of June.
Integrated Studies	<p align="center">Self-Development</p> <p>Through the broad range of their curricular study, the children will:</p> <ul style="list-style-type: none"> Think both independently and as a group. Have independence in planning their learning. Reflect on their achievements and consider what they have learnt. The children will learn about what it means to be a good digital citizen and ensure their online presence is safe
Japanese	<p align="center">Kokugo</p> <ol style="list-style-type: none"> Kanji 200 characters throughout a year. (Reading, writing, and composing various idioms.) Use Kanji dictionaries. Reading a story “Shiroi Boushi”, expressing thoughts and feelings. Reading an explanatory text “Hana wo mitsukeru tegakari”, understanding a result and conclusion. Reading Tanka
	<p align="center">Japanese Studies</p> <ol style="list-style-type: none"> Practice Hiragana, Katakana and Kanji Reading: a story and a scientific text at their level. Writing : Poem, and Diary Speaking; Speech Cultural Activities; Children’s Day, Origami and games
Creative Studies	<p align="center">Creative Studies</p> <ul style="list-style-type: none"> This half term we will be concentrating on planting to add to the aesthetic of our school, as well as attracting insects and wildlife. We will work collaboratively, watering and nurturing our plants – whilst learning about life cycles of growing things and the importance of bees to our food chain.
ICT	<p align="center">Multimedia</p> <p>The children will continue their project from the first half of the term and be able to:</p> <ul style="list-style-type: none"> Plan a photo shoot for their ‘photo story’ group project Know how to take good photos using a digital camera and improve them using the iPad Know how to combine photos in a document to create an illustration to go with text