

Bel Royal Primary School

Each Unique, Together We Thrive

Year 4 Curriculum Newsletter

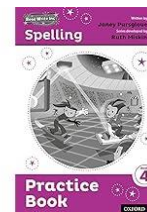
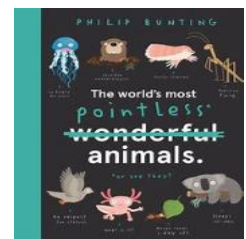
English

Our text drivers will include 'The Lost Happy Endings' by Carol Anne Duffy and Jane Ray, 'The World's Most Wonderful Pointless Animals' by Philip Bunting and 'Once in a Lifetime' a wordless film by John Gullledge. We will use these texts to support our grammar, punctuation and writing skills.

When reading, we will compare texts and discuss different genres. We will develop skills to predict, infer, retrieve, and summarize information. We will use a weekly/fortnightly Whole Class Reader to develop our comprehension and fluency skills.

In spelling we will learn the Year 4 Read Write Inc. spelling rules and revise the Read Write Inc. Year 3 spelling rules. We will continue to learn the Year 3 & 4 common exception words (words that cannot be sounded out).

We will develop our joined handwriting skills using Letter Join.
HOME READER: children who are on levelled books will choose a book from the appropriate level, otherwise they may choose a book from the library. Children may read their own books from home or the public library but will need to complete their class reading record in school or a home record which will be photocopied after each holiday (please return to school).



We will use the new White Rose scheme to learn about fractions and decimals and their relationship to each other.

We will develop our understanding of graphs, area and perimeter.

We will continue to multiply and divide by 6, 7, 9, 11 and 12, divide with remainders and solve word problems.

We will interpret picture graphs and bar graphs. We will use line graphs to measure change over time and use collated information to draw a line graph.

We will learn how to use both the 12-hour clock and the 24-hour clock, and how to convert between units of time, such as minutes and seconds. We will solve problems involving conversions and durations of time.

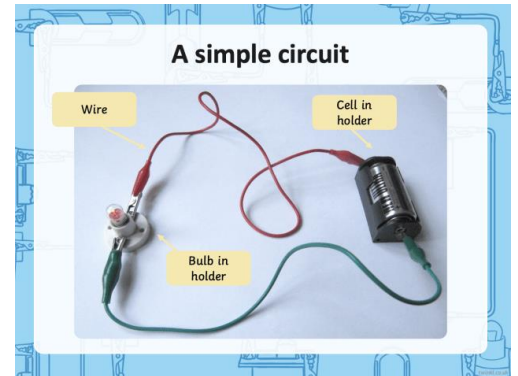
We will improve our mental maths ability with regular challenge work.



Science

We will identify how sounds are made, associating some of them with something vibrating. We will recognise that vibrations from sounds travel through a medium to the ear. We will find patterns between the pitch of sounds and between the volume of sounds.

We will identify common appliances that run on electricity and construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. We will identify if a lamp lights up in a simple series circuit, based on if the lamp is part of a complete loop with a battery, and recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. We will recognise some common conductors and insulators, and associate metals with being good conductors.



History & Geography

We will continue our learning about the Tudors and identify and describe strategic locations in Jersey and explain their historical importance, using maps to plot explorers' journeys, trade routes, and local strategic sites.

We will learn to understand how trade influenced England and Jersey during this period.

We will interpret historical sources and evidence to answer questions and communicate findings using timelines, maps, diagrams, and written explanations.

We will explore the concepts of Interdependence and Industry through the theme of 'Our Island Home'.

We will compare beaches and different areas of Jersey through the lens of homes, businesses and leisure opportunities, and consider how these are interdependent.

We will consider the importance of transport hubs such as the Jersey Airport and Elizabeth Terminal for both trade and travel.

We will use this thinking and knowledge to compare Jersey to other islands that are important to our families, such as Madeira.



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PE

We will be developing our understanding of the principles of net and wall games. We will be throwing, catching, balancing and running, and learning the correct technique for forehand and backhand shots to generate a rally. We will be thinking about how to use skills, strategies and tactics to outwit the opposition.

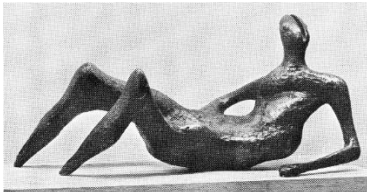
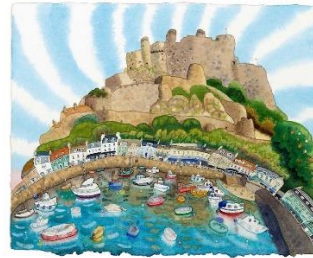
In cricket we will explore our understanding of the principles of striking and fielding by expanding our knowledge of the different roles of bowler, wicket keeper, fielder and batter. We will be mindful to be respectful of the people that we play with and against.

We will use running, jumping, throwing and catching skills both in isolation and together. When playing competitive games, we will apply basic principles suitable for attacking and defending.



Art and DT

We will be studying the work of local artists Ian Rolls and Layla May Arthur and create our own artwork in their style. We will study the work of Henry Moore and design and make our own sculptures.



Music

This term in music we are going to begin with a focus on the music that is used for country dancing. Children will be supported to learn about the musical structures within the music, alongside asking the social question, how does music bring us together? They will learn a country song, dance as a group and learn and compose musical accompaniment on the glockenspiel. Yeeha!



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Computing

We will be developing our understanding of how digital images can be changed and edited, and how they can then be resaved and reused. We will also be exploring the concept of repetition in programming, with the final aim of design and create a game which uses repetition, applying stages of programming design throughout.



RE

We will consider what the impact of Pentecost for Christians was when Jesus left. We will also explore how and why people mark the significant events of life, comparing different branches of Christianity with Judaism.



French

We will continue our French lessons with Madame Lopez to further develop our vocabulary, knowledge, and verbal skills.



Rights Respecting School

As a Rights Respecting School we will explore:
Article 2: I have the right to be treated equally.
Article 12: I have the right to be listened to and taken seriously.
Article 19: I have the right to be kept safe.
Article 27: I have the right to a proper house, food, and clothing.
Article 28: I have the right to an education.
Article 31: I have the right to relax and play.

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Home-Learning

Reading: 15 minutes per day
(3 x Whole Class Reader per week & reading book on other days). Please use this link: [Microsoft Word - Reading at Home Guidance Booklet final 2](#)

TTRS: 3 sessions per week x 15 minutes. All tables to 12 have now been released.

Seesaw: maths activity to reinforce learning in class.

Seesaw: spellings of the week x 4.

Please let me know if you need a replacement QR code.



Trips/Visitors/Events

We will use our time on the residential trip to explore the geography of St. Ouen's Bay.

We will visit Elizabeth Terminal to explore how important it is as a trade and transport hub after half term.

DATES FOR YOUR DIARY

4 th May	Bank Holiday
5 th May	School Disco
13 th – 15 th May	Residential – Scout Hut
18 th – 21 st May	Walk to school week
25 th – 29 th May	Half Term
26 th June	Whole School Walk
2 nd – 3 rd July	Transition Days
8 th July	Sports Day
15 th July	Summer Fayre
17 th July	End of Term

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