

#### **Year 4 expectations for Reading, Homestudy, Spellings and Times Tables.**

##### **Reading**

Children are expected to read to an adult at least 5 times a week and have their reading record signed by an adult. Please could you spend a short time discussing the book with your child and asking them questions about the text. It is important that your child is able to talk about what they have read and not just be able to read the book. We also ask that 'Free Readers' practice reading aloud even if it is one or two paragraphs, to maintain their oral fluency which can aid their writing.

##### **Homestudy**

Please can you ensure that both the record sheet in the Homestudy folder and the 'Task Sheet' are signed, so that we know what homework has been completed and to what extent your child has worked independently.

##### **Spellings**

The children are following the Babcock 'No Nonsense' spelling programme in which the children are tested two to three times a term so there are no longer weekly spelling tests. The programme focuses on teaching strategies for 'having a go' at spellings along with spelling patterns and rules. The programme overview for each year group is available on the school's website. Children should continue to practise the Year 3/4 word list as part of their home spellings.

##### **Times Tables**

It is the current government expectation that by the end of Year 4, all children can recall times table facts up to 12x12 and related division facts, at speed. They are expected to recall the facts by heart rather than using their fingers to count in multiples. Children will have regular lessons to teach times tables, focusing on strategies and patterns to help them learn them and they should also practise these at home as well. Testing of times tables will take place two or three times each half term which will consist of both written and oral assessment as well as on the computer in the style of the proposed testing format in the summer. Websites to help include:

Hit the Button <http://www.topmarks.co.uk/maths-games/hit-the-button>

Times Table Rock Stars <https://play.ttrockstars.com/auth/school/student>

Speed Test <https://www.timestables.co.uk/speed-test/>

Thank you for your support.

Miss O'Leary and Miss Jameson

## **Summercroft Primary**

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**Headteacher: Mrs Carole Hinstridge**

**Deputy Head: Stephen Jess**

**Assistant Head: Clare Bugg**

### **Year 4 - Beech and Elm Class**

#### **Curriculum Newsletter**

#### **Summer First Half Term 2019**

#### **Cultural Stimulus - Carnival**

##### **Africa**



**Class Teachers: Miss Louise Jameson and Miss O'Leary**

**Teaching Assistant: Mrs Julia Anderson**

As part of our Cultural Stimulus topic, the chosen theme for the school is 'Carnival', exploring how these are celebrated around the world. As a phase, Year 3 and 4 will be learning about carnivals in Africa. They will be finding out information about the continent, developing an understanding of why the carnival started, what it celebrates, key historical events and prepare to take part in a carnival. Our topic work will culminate in a carnival day with a parade to showcase our masks, costumes and performances of traditional dances and music pieces.

## Personal, Social and Emotional Development

### **RE**

Sikhism

### **PSHCE**

Peer pressure

Influences

## Communication, Language and Literacy

### Traditional Tales

Read and write a traditional African fables about how the different things in the world came to be.

### Non-chronological report

Create a report on an area of interest, researching key facts and presenting them using appropriate layout.

## Mathematical Development

### Decimals

Recognising and writing decimal equivalents

### Measurement

Solving problems involving money

### Time

Reading, writing and converting units of time

### Geometry

Identifying and comparing angles

### Statistics

Interpreting and presenting statistics

## Knowledge and Understanding of the World

**Science** - Teeth and digestion. Describe the simple functions of the basic parts of the digestive system. Identify the different types of teeth in humans and their simple functions.

**Computing** - Programming. Develop skills in using repeat functions, selection, sequencing and loops.

**French** - Les sports et les activités (hobbies and sports)

**Geography** - research information about the country where the carnival originates, where it is located on a map and use a range of resources to identify the key physical and human features of a location.

**History** - develop an understanding of why the carnival started, what it celebrates and key events and historical figures from the country on a time line using dates.

### **Cultural Stimulus - Carnival - Africa**



## Physical Development

**Outdoor** - Kwik Cricket with Tom

**Indoor** - Dance workshop exploring traditional motifs used in African carnivals.

## Creative Development

### **Art and DT**

Design and make a traditional-style African mask to be worn at a carnival.

Design and make a banner and a costume for a carnival parade, including necklaces and anklets and use sewing skills to add embellishments.

Follow a traditional African recipe and measure ingredients accurately.

### **Music**

Take part in a carnival music workshop exploring traditional music used in an African carnival parade.