

Year 4 Pentecost 1 Newsletter

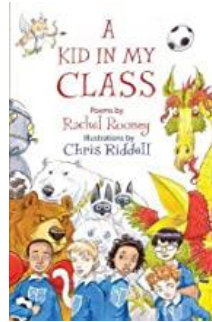
Welcome back! I hope you all had a lovely break.

English

This half term as writers, we will be focusing on:

A Kid in my Class by Rachel Rooney

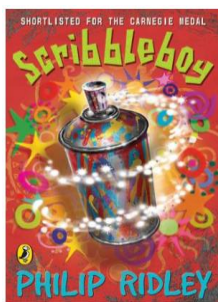
They're all here...every kid in the class has their own poem. The pushy one, the shy one. The whizz kid and the daydreamer. The best friendlier and the kid who runs in his wheelchair. The tough kid, the poet. And not forgetting the class hamster.



We will use this to create our own poems to perform, using a variety of styles and language devices.

Scribbleboy by Philip Ridley

Bailey arrives in a new neighbourhood with his extraordinary family. He has no friends but receives a mysterious invitation to join the Scribbleboy Fan Club. The one and only founder member is Ziggy Fuzz. His vital mission is to spread the word about Scribbleboy and his amazing scribbles which years ago transformed the gloomy grey concrete of the neighbourhood. Swept along in plans to discover the identity of the mythical artist, Bailey carries on his work so the scribbles start again and eventually he discovers the scribbleboy is in fact a scribblegirl!



We will be discussing the characters and creating dialogue between them.

We will research and present information about Street Art including artists such as Banksy, Keith Haring and local artist Deggy.

We will also experiment with street art and graffiti through our art lessons.

Maths



This half term, as mathematicians, we are going to be focusing on:

Decimals

This unit builds directly on content covered fraction units introducing children to writing in decimal notation and, in doing so, introducing the point and the tenth and hundredth columns. As key learning points, tenths and hundredths are covered in detail; dividing by 10 and 100 to result in answers containing decimal numbers is also a major focus. In the next unit, children will explore decimals in greater depth, and learn about their relationship with fractions. Before they start this unit, it is expected that children:

- know how to describe fractional amounts using the language of tenths and hundredths
- understand the place value system and can therefore extend this understanding
- understand the concept of regrouping a quantity in different ways, using place value knowledge.

Money

Children have already worked with money and been formally introduced to decimals. Now they will learn how to write about money using £:p. Children should already be confident in knowing that 100p is equal to £1 and should be able to work out how much money is shown in notes and coins.

Before they start this unit, it is expected that children:

- know how to convert between pounds and pence
- can round amounts to the nearest 10 and 100
- can use a variety of methods to count amounts of money

Time

This unit builds on the concepts of time learned in Year 3 Unit 11, particularly when telling time to the minute. Children will link their prior knowledge of facts to bar models that will help them convert between units. Before they start this unit, it is expected that children:

- can read and write times to the nearest minute
- know the number of seconds in a minute, minutes in an hour and hours in a day
- understand how to express 12-hour times digitally, including using the terms am and pm.

RE

Our next unit of learning in our RE learning is 'New Life' with the Big Question – **What is so important about new life?**

On the day of Pentecost, the Apostles spoke to the gathered people in the power of the Spirit. Christians believe that the Spirit of God is active in each person and, in a special way, in the community of believers, which is the Church.



Why is Manchester a major city?

For our topic learning this half term, we are going to become geographers again, and focusing on our hometown of Glossop! We are focusing

Here is an outline of our learning for this half term:

In **week one, as geographers**, we will be exploring where Manchester is, and why it became a major city.

In **week two, as geographers**, we will look at why people visit Manchester.

In **week three, as geographers**, our focus will be on what influences have changed Manchester.

In **week four, as geographers**, we will discuss what the different types of settlements are that are in Manchester.

In **week five, as geographers**, we will answer how Manchester is similar to other European cities.

In **week six, as geographers**, our research will answer the question 'Why is Manchester is a major City?', we will then showcase our learning.

All our geography learning this half term links with the following National Curriculum strands:

Locational Knowledge

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

Human and Physical Geography

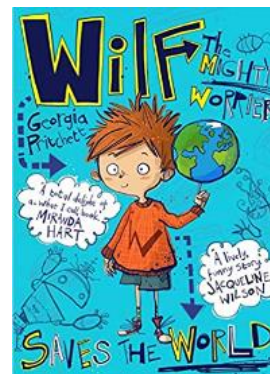
describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Guided Reading

For our Guided Reading this half term, we are going to be developing our inferential and retrieval skills. As we become more confident with this, we will work towards timed exercises and more independent question answering. We use the ERIC approach to Guided Reading (Explain, Retrieval, Interpret and Choice). To build these skills this half term, we are going to be using 'Wilf the mighty warrior saves the world' by Georgia Pritchett.



Science

Our Science topic for this half term is going to be focusing on Sound. We will be focusing on how to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

How can you help?

As always, please continue to support your child by listening to them read frequently.

We will be having the Multiplication Check in June, so a real push on times tables will be happening this half term.

To support at home, please ensure your child practises and is confident in using the Sound Check game on Times Table Rock Stars. This is near identical to the real check that will be taking place.

As always, any homework will be set on Seesaw. Please ensure you check regularly and encourage your child to complete their homework.

Any questions, just ask.

Mrs Brassington and Miss McGrail



Seesaw