



# St Mary's C of E Primary School

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## KS2 Half Term Curriculum Plan / Home Learning Letter

Year 4

Summer 1 Half Term: April 2024

Dear Parents/Carers,

We hope that you have had a restful Easter break. We are very much looking forward to an exciting term with brighter and warmer days ahead. We are also excited about preparing for our May Day celebrations and learning a new dance!

I cannot believe just how quickly this has come around but it is time for me to say goodbye before I welcome my little bundle of joy in a few short weeks. I would like to take this opportunity to thank you all for your support. I have absolutely loved teaching your children for the past 8 months. I have watched them grow and flourish into the characters and personalities they are today. They have grown from strength to strength and I will truly miss them all. However, it is a 'see you later' and not a 'goodbye' and I am sure I will be back to visit with baby Georgiou in the not too distant future.

However, it is also time to welcome a new member to the Year 4 team. Mrs Roberta Santangelo will be taking over the teaching of year 4 until the end of the Summer term and has a message for you all: *'I am very excited to start teaching at St Mary's C of E Primary School and I am looking forward to meeting you all and working with the children for a successful and enjoyable Summer Term.'*

Please refer to the table below, for a brief overview of the learning experiences that the children will have in each subject, during this half term.

Subjects	Focus of Learning
English	<p>This term in English, children will be focussing on the text 'The Iron Man' by Ted Hughes. Children will be continuing to focus on reading skills which underpins much of their learning. As part of this, children will be predicting, summarising and completing a character analysis. They will be recapping much of their grammar learning including commas in lists, adverbs and fronted adverbials. They will also focus on expanded noun phrases to help them write descriptively. Children will be looking at non-fiction writing this term and create a non-chronological report on 'Iron Men'. They will also look at writing a set of instructions on how to trap the Iron Man.</p> <p>Our spelling focus for the term will be recapping prefixes from year 3 including un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Children will also be looking at rare words spelt with the 's' sound spelt 'sc'. They will also look at prefixes and suffixes e.g. using 'ly'.</p>
Reading	<p>Our reading focus this term will continue to focus on our 'Fab Four Reading strategies'. Children will be using their sequencing and clarifying skills as well as making predictions and raising queries about texts and ask questions to improve understanding. With such a fantastic rich text, there will also be a focus on vocabulary, understanding and learning new words in context. We will also be drawing inferences such as characters' feelings, thoughts and motives and justifying these with evidence from the text. They will also be inferring and justifying meanings about characters from a text by using evidence to comment on feelings, thoughts and motives.</p>

<b>Maths</b>	<p>Our maths focus this term will largely focus on learning about decimals. Children will begin by understanding the place value of decimals. Much of their learning will recap core skills which they have learnt throughout this year such as dividing by 10 and 100 but applying this knowledge to decimals. They will also be locating decimals on a number line, partitioning decimals and comparing decimals. Children will also complete arithmetic papers, which consolidates much of this learning and previous learning. Year 4 will then move on to looking at the topic of money where they will be converting between pounds and pence, writing money using decimals and calculating with money.</p> <p>Multiplication underpins much of the learning in maths. Fluency in times tables is an extremely important feature in year 4. Children will be regularly logging in to platforms such as TT Rockstars and MyMaths at school. You can also access other times table games on line such as timestables.co.uk. It is essential that children are engaging and using these at home where possible to consolidate and support their learning. You will also find on Google Classrooms a range of times table songs which many children find beneficial to help them learn their tables more fluently. Please keep using these if they suit your child's way of learning as much as possible. This is absolutely an essential part of learning which needs to happen as much at home as it does in school.</p>
<b>Science</b>	<p>This term during our science topic - Good vibrations - Y4 children will learn to: identify how sounds are made, associating some of them with something vibrating. Recognising that vibrations from sounds travel through a medium to the ear, finding patterns between the pitch of a sound and features of the object that produced it, finding patterns between the volume of a sound and the strength of the vibrations that produced it and recognising that sounds get fainter as the distance from the sound source increases.</p>
<b>Computing</b>	<p>Our learning in computing this term is called 2Logo. This is a text-based coding language used to control an on-screen marker to create mathematical patterns. In this unit they will learn common commands and constructs of the Logo programming language and develop their ability to compose algorithms for drawing mathematical structures and turn these into Logo code. This will involve creating letter shapes and using repeat commands to create shapes.</p>
<b>History</b>	<p>In History our learning will be all about Ancient Egypt. Children will locate this period of History in place and time. They will also learn about the landscape of Egypt and how this impacted people's lives, how important artefacts are in teaching people about the past and looking at how ancient Egyptians lived. Children will also be learning about Tutankhamen and learning all about ancient Egyptian tombs and pyramids.</p>
<b>PHSE</b>	<p>Our learning in PSHE is all about 'relationships'. This unit covers many important and vital themes mainly focussed around friendships. It explores key themes such as being able to cope with situations in friendship groups which can cause jealousy, how to manage when friendships break down and fall out and also looks at expressing feelings about special feelings in our lives and showing appreciation to those who are special to us.</p>
<b>Art</b>	<p>In Art this term, children will be exploring patterns. Here, children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage. The unit also introduces them to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people.</p>
<b>RE</b>	<p>Our unit in RE this term is all about the 'Kingdom of God' and explores the question- 'when Jesus left, what was the impact of Pentecost?' This unit looks at the significance of the coming of the Holy Spirit at Pentecost and the role of the Holy Spirit as a helper, comforter and guide in the lives of the early Christians, and in Christians today.</p>
<b>Music</b>	<p>This half term we will be largely focussed on learning the songs for May Day; exploring the skills of choral singing and accurate performance from memory.</p>

## **Home Learning**

Home learning will continue to be set on Google Classroom. It will consist of a piece English and Maths homework. It will be set on a **Friday** and needs to be completed and turned in by **Tuesday**. A photo can be taken of the learning and then uploaded and submitted to Google Classroom.

In addition to these home learning tasks, we recommend that children also engage with TT Rockstars and Times table games on Purple Mash, on a regular basis. Please let a member of the Year 4 team know, if you need any help accessing these platforms.

Please note that although I will look at all home learning, you will not always comment unless necessary. We will go over any common mistakes or things we find tricky in class. I may return your work so you know I have looked at it.

## **Reading**

One of the most important ways in which you can support your child's learning is to ensure that they engage with 10-15 minutes reading every day. It is really helpful if you can take some time to read with your child and discuss what they have read. Whilst reading, it would be great if you could encourage your child to make **predictions** and **ask questions** about the text. Try to help them identify and **clarify** words or phrases that they are unsure about and encourage them to **summarise** a paragraph or page that they have just read. This will help to support their developing comprehension skills. It is also beneficial to read aloud to your children. When your child finishes reading a book, they will have the opportunity to complete an Accelerated Reader quiz at school. The children will keep a reading record (paper copy) in school, on which they will record the book titles they are reading, a brief comment and any 'Accelerated Reader' quiz scores that they achieve.

## **P.E.**

**Year 4 PE days are: Wednesday and Friday**

**We will continue to have a coached PE session** on Friday. The class will also have PE on a Wednesday. On these days, children will need to **come in to school wearing their PE kit**. This should consist of their school PE t-shirt, jogging bottoms/PE shorts and trainers (not plimsolls, due to possible wet weather). **Please also ensure that any long hair is tied back for all PE lessons.**

## **What does my child need in school?**

- As the weather is often unpredictable, please ensure your child is wearing layers as the classroom windows will remain open for ventilation throughout the year.
- **Named** school jumper/cardigan/coat
- **Named** water bottle
- Children **may** bring a bag to school. Please make sure that this is not too big to avoid hazards in the cloakroom
- Your child will need a **small plastic/metal pencil case** containing pencils, handwriting pen, small ruler, eraser, sharpener (one that holds sharpenings), colouring pencils, small glue stick. **All equipment should be able to fit inside children's trays.**
- Small packet of tissues for your child to keep in their trays. **We also kindly ask for any donations of larger tissue boxes for the classroom.**
- Please replenish **handwriting pens, pencils and in particular, glue sticks**
- Children should not be bringing in toys/bits and pieces from home to keep in their trays or in their bags. Please refrain from bringing personal items to school. Please encourage your children to leave such items at home and not in their pencil cases or bags.

If you have any questions, please contact the class team via the School Office email.

Many thanks for your continued support.

**Philippa Georgiou  
Roberta Santangelo and the Y4 team**