



Year 4 Newsletter Spring 1

The Vikings are coming!

Raiders, Traders or Settlers?

Happy New Year! We hope you all had a wonderful break and are ready for yet another busy term! This half term, the children will be learning all about the Vikings. This term brings our first Dress up day – this will be on Tuesday 11th January and we'd like the children to come dressed as a Viking so that they can fully get in to role with our Visitor from "Creative History."

Extended Learning Opportunities:

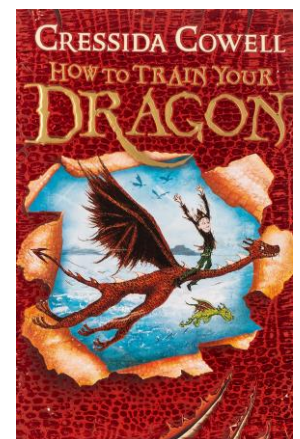
Did Vikings really have horns? Did the Vikings settle?

What extra research can the children do to be able to answer our Historical Topic question:

Were the Vikings Raiders, Traders or Settlers?

In Literacy:

Our work will be based around the book, 'How to Train Your Dragon.' First we will compare the story from the viewpoint of 2 characters. We shall look at using the skills of inference and deduction to write character descriptions and scene setting with the key year 4 writing skills such as appropriate openers, subordinating clauses and the revision of dialogue. We will then move on to writing an informative piece of writing – recalling an event. We shall link this to our Historical topic, the Vikings, and write as if we are either the monks, Vikings or the villagers. Our final style of writing for this half term will be poetry based around dragons and in the form of Kenning. The children will focus on language use, imagery and the impact on the reader.



In Maths:

We will begin the term with a focus on division and then moving on to decimals and fractions.

Throughout the term, we will continue to build on our mental arithmetic skills and secure our formal recording skills for calculations for +x.

To extend our learning, we will develop our mathematical reasoning to prove and explain what we understand.

The children have been brilliant at learning their times tables so far and it is really helping their everyday maths work. Please make sure your child continues to regularly practise their times tables in preparation for their Multiplication Tables Check national assessment in June. If you are stuck for ideas on how to practise these, please speak to your class teacher.

Leading Question Raiders, Traders or Settlers?

In History:

This term, the children will discover who the Vikings were, when in history they lived, where they came from and what made them decide to invade Britain. We begin with a hook day (Tuesday 11th January). This is a **dress up day** with a visitor. The visitor is a brilliant theatre workshop where we will be looking at Viking artefacts and how they were used in everyday life. We are also excited to be able to visit Noadswood school (if restrictions are lifted) later this half term for a D.T. session making our own Viking boat.

In Art:

The children will create a Viking boat scene by experimenting with mood using colour and mixing watercolour to produce a wash and other creative effects. They will incorporate and adapt these to create 3D work, e.g. montage.

In Music:

Mrs Beton will continue to focus on the "Listen 2 Me Violin" – focusing on pitch and rhythm notation.

In Computing:

The children will be learning to use the programme 2animate and produce a range of Stop start animation films, building up seamless transitions and motions.

In Science:

During this half term, the children will be focusing on electricity beginning with identifying common appliances that run on electricity, constructing a simple series electrical circuit ensuring they can identify and name its basic parts, including cells, wires, bulbs, switches and buzzers and moving on to identify whether or not a lamp will light in a simple series circuit. Then finally, being able to recognise the use of a switch within a circuit.

In French:

The focus for this half term is – je peux. The children will learn to state what they can and can't do in French

In RE:

The children will be explain the meaning of the concept symbol and then being able to describe how and why the symbols of bread and wine are used by Christians. From this, they will be taught how to describe the importance of the symbols to Christians and themselves relating to their own lives

In PSHE:

In this unit of work, we will be looking at belonging to community, focusing on: the meaning and the benefits of living in a community; to recognise that they belong to different communities as well as the school community; about the different groups that make up and contribute to a community; about the individuals and groups that help the local community, including through volunteering and work and how to show compassion towards others in need and the shared responsibilities of caring for them.

Reminders:

Homework

* There are 3 expectations for homework each week – evidence of homework will be monitored:

READING – a minimum of 3 x a week and this should be signed off in their reading book which will be checked every **Monday**.

TIMES TABLES – the children will work through the different stages of the times table challenge and therefore **MUST** know the multiplication and division facts for each times table by the end of year 4. They can practise on TTRS or on paper but a grid in their homework needs to be completed each week and handed in. There are grids that can be downloaded from the school website if they prefer to do more practice. These books will be checked and the children will be tested on a **Wednesday**.

SPELLINGS – The spelling book sent home, is to be filled in and the weekly spellings will be stuck in every Friday. The weekly test is also on a **FRIDAY**, which will be completed in the back of this book too so you can keep an eye on progress. Please ask if you need a new book.

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
YEAR 4 - Main	/g/ spelt 'gu'	-ture	'ch' as a /sh/	Statutory 'c' with 's' sound	Statutory double letters	Apostrophe for contractions	/g/ spelt 'gu'
	guide guest guessed guitar guardian guarantee guard guidebook	mixture feature capture adventure moisture nature picture vulture	chef brochure parachute machine chalet moustache crochet quiche	centre century certain circle notice recent bicycle special	possess possession grammar opposite different accidentally address disappear	can't <small>(cannot)</small> didn't <small>(did not)</small> haven't <small>(have not)</small> couldn't <small>(could not)</small> doesn't <small>(does not)</small> I'm <small>(I am)</small> I've <small>(I have)</small> won't <small>(will not)</small>	guide guest guessed guitar guardian guarantee guard guidebook
LSA spellings	Challenge words	Long vowel 'i' spelt 'y'	'-es' suffix for words ending in 'y'	'-ed' suffix for words ending in 'y'	'-er' & '-est' suffix for words ending in 'y'	Adding '-ing' to words ending in 'e'	
	climb most only both old hold cold told	cry dry fly reply July shy sky why	flies cries supplies replies copies babies tries lorries	copied replied fried applied relied identified supplied spied	happier happiest angrier angriest drier driest easier easiest	hiking shining joking hoping smiling loving coming caring	

P.E.

4JD	4MB	4ZM
Tuesday & Friday	Thursday & Friday	Wednesday & Friday

Please ensure your child comes to school in the correct kit (plain white t-shirt, plain black shorts, school jumper and trainers), hair tied back and wearing correct footwear on these days.

If you have any queries or questions, please feel free to email your child's class teacher:

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