

Art

Monet inspired landscapes. We will use sketchbooks to record information from different sources. We will draw for a sustained period of time, concentrating on lines and marks for landscape elements. We will also begin to show an awareness of objects having a third dimension using different grades of pencil. We will use our pencils/paints to create texture. We will also use background washes, and mix and use shades and tints

Literacy

We will be using various texts, including 'This morning I met a whale' by Michael Morpurgo. We will write a newspaper, a non-chronological report and a persuasive leaflet. We focus on powerful word choices and will look to improve our writing by learning editing techniques.

Numeracy

- 11 and 12 x table
- Multiply 3 numbers
- Multiply and divide two and three digit numbers
- Formal written methods
- Efficient methods
- Area by counting squares
- Making Shapes
- Comparing area

Science – Water cycle

In this unit, the children will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Computing

Children will focus on 'scratch', and learn basic programming skills. They will research whales to help them write a report in our literacy lessons and they will follow the course of a river and use google maps in our geography sessions.

Geography

In this project, we will learn about the characteristics and physical processes of rivers, including how they shape the landscape over time, their significance around the world and the impact of flooding. They will learn how to use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map, as well as how contour lines are used to show the topography of an area. They will have the opportunity to learn about the stages of the water cycle and about mountains and their different formations, studying mountain ranges in the United Kingdom and around the world. They will also learn about habitats and how human and natural influences can have an impact on the environment.

RE

During this half term, we will be focusing on the question: What does God want to tell us?

PSHE

During this half term, children will be learning about dreams and goals.

Term: Spring One 2022



P.E

Your child's PE lessons will be on a **Wednesday Morning** and we will start swimming on a **Thursday Morning** (details to follow).

Music

During this half term, children will watch and listen to a range of raps, rhymes and songs written to simplify and explain the water cycle. They will work collectively to write, compose and sing a class song that helps them remember the water cycle's stages.

The children have had a fantastic start to year 4, I am so proud of them all!

Our learning, for this half term, will be linked, wherever possible to: **'Misty Mountain, Winding River'** a geography based topic .

What you can do at home:

Please encourage your child to read as much as possible and discuss the book with them to check their understanding. The more reading practise they have, the better. I would love to see you (or another adult) hear them read and sign their reading record at least twice a week. To encourage this, we have competitions and prizes available.

If you would like to help your child with maths, please help them to practise their times tables. (They can use TT Rockstars). They are expected to know all of them by the end of the year. This is something we will be focussing on at school. We will be playing lots of games and giving out small prizes and certificates for those who show improvement.

Each week, your child will bring their learning log home which is to be completed in their own way and brought back into school by the given date, usually the following **Wednesday**.

Your child will usually have spellings to learn. These will also be sent home. These will be practised in class, but any extra practise at home will be great. A list of the spellings they need to know by the end of the year has been attached. I have also attached the year 4 targets for writing, reading and maths so you know what we are working towards.

If you have any questions, at any time, please don't hesitate to ask me. Thank you, Mrs Moore, 😊

accident(ally)	February	possess(ion)
actual(ly)	forward(s)	possible
address	fruit	potatoes
answer	grammar	pressure
appear	group	probably
arrive	guard	promise
believe	guide	quarter
bicycle	heard(h)	question
breath	heart	recent
breathe	height	regular
build	history	reign (h)
busy/business	imagine	remember
calendar	increase	sentence
caught	important	separate
centre	interest	special
century	island	straight
certain	knowledge	strange
circle	learn	strength
complete	length	suppose
consider	library	surprise
continue	material	therefore
decide	medicine	thought/although
describe	mention	thought (Phase 5)
different (Phase 5)	minute	through (Phase 5) (h)
difficult	natural	various
disappear	naughty	weight (h)
early	notice	woman/women
earth	occasion(ally)	
eight (h)/eighth	often	
enough	opposite	
exercise	ordinary	
experience	particular	
experiment	peculiar	
extreme	perhaps	
famous	popular	
favourite	position	

Writing Targets

I can use further prefixes and suffixes and understand how to add them.



I can use the first two or three letters of a word to check its spelling in a dictionary.



I am learning to spell common exception words.



I can spell further homophones.



I can write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.



I can place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals. [for example, children's]



I can spell words that are often misspelt.



I can discuss and record ideas.



I can draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.



I can plan my writing by discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar.



I can create settings, characters and plot when writing a narrative.



I can use simple organisational devices [for example, headings and sub-headings] when writing non- narrative material.



I can organise paragraphs around a theme.



I can propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.



I can proof-read for spelling and punctuation errors.



I can evaluate and edit by assessing the effectiveness of my own and others' writing and suggesting improvements.



I can extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.



I can use the present perfect form of verbs in contrast to the past tense.



I can read aloud my own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.



I can choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.



I can use conjunctions, adverbs and prepositions to express time and cause.



I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.



I can indicate grammatical and other features by using commas after fronted adverbials.



I am learning the grammar for years 3 and 4 in English Appendix 2.



I can increase the legibility, consistency and quality of my handwriting.



I can indicate possession by using the possessive apostrophe with plural nouns.



I can use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing my writing.



Reading Targets

I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words I meet. 😊

I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 😊

I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 😊

I can read books that are structured in different ways and read for a range of purposes. 😊

I can use dictionaries to check the meaning of words that I have read. 😊

I am increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 😊

I can identify themes and conventions in a wide range of books. 😊

I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 😊

I can discuss words and phrases that capture the reader's interest and imagination. 😊

I can recognise some different forms of poetry [for example, free verse, narrative poetry]. 😊

I can check that the text makes sense to me, discuss my understanding and explain the meaning of words in context. 😊

I can ask questions to improve my understanding of a text. 😊

I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 😊

I can predict what might happen from details stated and implied. 😊

I can identify main ideas drawn from more than one paragraph and summarise these. 😊

I can identify how language, structure, and presentation contribute to meaning. 😊

I can retrieve and record information from non-fiction. 😊

I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say. 😊

Maths Targets

Number & Place Value	I can count in multiples of 6, 7, 9, 25 and 1000. 😊	Addition & Subtraction	I can add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. 😊	Measurement	I can convert between different units of measure (for example, kilometre to metre; hour to minute) 😊
	I can find 1000 more or less than a given number. 😊		I can estimate and use inverse operations to check answers to a calculation. 😊		I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. 😊
	I can count backwards through zero to include negative numbers. 😊		I can solve solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. 😊		I can find the area of rectilinear shapes by counting squares. 😊
	I can recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). 😊		I can solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. 😊		I can estimate, compare and calculate different measures, including money in pounds and pence. 😊
	I can order and compare numbers beyond 1000. 😊		I can recall multiplication and division facts for multiplication tables up to 12×12 . 😊		I can read, write and convert time between analogue and digital 12- and 24-hour clocks. 😊
	I can identify, represent and estimate numbers using different representations. 😊		I recognise and use factor pairs and commutativity in mental calculations. 😊		I solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. 😊
	I can round any number to the nearest 10, 100 or 1000. 😊		I use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. 😊		I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. 😊
	I can solve number and practical problems that involve all of the above and with increasingly large positive numbers. 😊		I can multiply two-digit and three-digit numbers by a one-digit number using formal written layout. 😊		I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. 😊
I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. 😊		Statistics			