



Year 4



Welcome back to a new academic year at The Duke of Bedford! We are so pleased to have the children back in school and are looking forward to a fantastic term. This newsletter encloses a few key bits of information, as well as some detail about the curriculum in Year 4 this term. You can keep up to date with everything by looking on Seesaw, our school Facebook page and our school website. As usual, should you wish to discuss anything at all, please do not hesitate to come and speak to us.

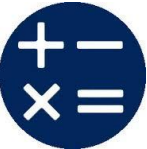

Yours sincerely,
Mrs Hussain




Year 4 PE days
 First Term- Every Wednesday
 Second Term- Wednesday/Thursday
 Swimming will take place every Tuesday during the first term.
 Send your child's named PE kit into school and they can keep it on their peg.
 Please ensure that all jewellery is removed for PE days.





Some of our School Improvement Priorities this year are:



1. Improving outcomes in non-core subjects
2. Presentation of work in all subjects

Subject	Term 1	Term 2
PSHE 	<p style="text-align: center;">Rights, rules and responsibilities</p> <p>Children will begin to identify the difference between their wants and needs. They will be introduced to the idea of rights and why these are important, focussing especially on the UN Convention on the Rights of the Child. They will learn that rights come with responsibilities and that these responsibilities affect their actions at home and at school.</p>	<p style="text-align: center;">My emotions</p> <p>Develop children's understanding and recognition of their own emotions and those of others, including how we might express those feelings</p> <p style="text-align: center;">Anti-Bullying</p> <p>Develop children's understanding of the key characteristics of bullying. The children will learn about different forms of bullying including physical, verbal and indirect forms of bullying and simple examples of cyberbullying.</p>
English 	<p style="text-align: center;">Text: The Whale Analyse, Plan and Write. ✓ Language features ✓ Writer's Knowledge ✓ Vocabulary choices ✓ Intended effect on the reader</p> <p style="text-align: center;">Narrative: Setting Narrative</p> <p>Children to collect effective words/phrases/ideas/effects created. Verb inflections (we were instead of we was) Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme</p> <p>Purpose: To write an alternative setting description using an alternative illustration from the Vehicle Text.</p> <p style="text-align: center;">Recount: Newspaper Report</p>	<p style="text-align: center;">Text: Leaf Analyse, Plan and Write. ✓ Language features ✓ Writer's Knowledge ✓ Vocabulary choices ✓ Intended effect on the reader</p> <p style="text-align: center;">Narrative: Outsider Narrative</p> <p>Grammatical difference between plural and possessive -s Paragraphs to organise ideas around a theme Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Fronted adverbials Apostrophes for possession (plural nouns) Use commas after fronted adverbials Determiner, pronoun, possessive pronoun, adverbial</p> <p>Purpose: To write an outsider narrative using illustrations from the Vehicle Text.</p> <p style="text-align: center;">Information: Polar Bears</p>

	<p>Revise and review the use of inverted commas and other punctuation to indicate direct speech.</p> <p>Purpose: To write a newspaper report on another sighting of a marine mammal.</p>	<p>To examine newspapers and articles about Polar Bears.</p> <p>Children create sentences using the technical and formal phrases.</p> <p>Purpose: To write an information report on another Arctic mammal.</p>
Class Book	The Lion, The Witch and The Wardrobe by C.S Lewis	Escape from Pompeii by Christina Balit
Maths 	<p>*Place value and key facts - partitioning, comparing and ordering numbers up to 10,000 and negative numbers. Recognise Roman Numerals.</p> <p>*Addition and subtraction - mental and written calculations. Using estimating and checking strategies.</p> <p>Additional learning- Times tables</p>	<p>*Measurement: estimating, comparing and calculating area</p> <p>*Multiplication and division: problem solving and formal methods. Mental and written calculations and factor pairs. Recalling 3,6 and 9 times tables.</p> <p>Additional learning- Times tables</p>
Science 	<p>States of Matter</p> <p>We will be exploring the different states of matter: solids, liquids and gases. We will also set up fair test investigations and draw conclusions from our observations about why states of matters change.</p>	<p>Animals including humans: Grouping living things.</p> <p>We will be developing our scientific skills of sorting, grouping and classifying living things. We will learn how to use a classification key. Following this we will investigate living things within our environment and then create our own classification keys to identify different species of animals</p>

Computing 	<p>Computing systems and Networks</p> <p>The internet. Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p>	<p>Creating media</p> <p>Audio editing</p> <p>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>
D&T 		<p>Mechanisms - Pneumatics</p> <p>In this unit of work pupils will investigate how inflation using balloons and syringes can be used to create moving parts of toys. The children will be creating their own 'moving creature in a box' toy aimed at younger children.</p>
Art 	<p>Story Telling through Art</p> <p>Children will focus on telling stories through drawing and how they can use text within their drawings to add meaning. • They will show sequence drawings to help viewers respond to the story being told. They will use line, shape, colour and composition to develop evocative and characterful imagery.</p>	

	<p>Focus Artists: Laura Carlin Shaun Tan</p>	
<p>Geography</p> 		<p>Volcanoes</p> <p>To know where volcanoes are found around the world, being able to name famous volcanoes</p> <p>Cause and effects of eruptions Earth - The Ring of Fire</p> <p>To understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes. Know the effect of landscape features on the development of a locality.</p>
<p>History</p> 	<p>Romans</p> <p>In this unit we will be looking at how powerful and influential the Roman Empire was in the western world. We will look at how they leisured, invaded Britain, became Christians and how the empire came to an end. Within this timeline we will learn about the devastating disaster that took place in Pompeii when the volcano Vesuvius erupted and destroyed the town on the Italian coast.</p>	
<p>PE</p> 	<p>Tag Rugby</p> <p>Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Develop balance, agility and coordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Swimming</p> <p>Children will continue to improve on their skills to swim competently, confidently and proficiently using a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>	<p>Netball -</p> <p>Master basic movements including running, jumping, throwing and catching and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.</p> <p>Gymnastics - To develop balance, agility and coordination.</p>
<p>RE</p> 	<p>Sikhs in Britain</p> <ul style="list-style-type: none"> •Know that Sikhs believe in One Creator, they believe that all humans regardless of race, religion, nationality or gender should be treated equally. •Know that Sikhs follow the 5K's to help them feel closer to God: <ul style="list-style-type: none"> Kesh (uncut hair) Kara (a steel bracelet) Kanga (a wooden comb) Kaccha - also spelt, Kachh, Kachera (cotton underwear) Kirpan (steel sword) 	<p>Different places of Christian worship</p> <ul style="list-style-type: none"> •Know that there is variety in Christianity. (C of E, Catholicism, Quaker, Baptist) •Know that there are similarities and differences between these branches of Christianity. •Know some of the specific features that can be found within different Christian places of worship. •Find out how Holy Communion/Eucharist/Mass/Lord's Prayer is celebrated in church and why it is so important to many Christians.

	<ul style="list-style-type: none"> • Know that Sikhs worship and celebrate in a <i>Gudwara</i> as well as their own homes. The features within a <i>Gudwara</i> can differ depending on where in the world they are. (UK/India comparison) • Know that <i>Seva</i> (selfless service) is very important in Sikhism and Sikh's work hard to make a positive difference in their own local communities around the UK. • Know that Sikhs believe in 'the living <i>Guru</i>' and <i>Guru Granth Sahib</i> who help to guide Sikhs to have intuition over what are good or bad decisions in their own lives. 	<ul style="list-style-type: none"> • Have the opportunity to talk with people from the different churches of Christianity.
<p>Music</p> 	<p>Mamma Mia Pop music focus.</p> <p>TO recognise the basic style indicators of Abba's music.</p> <p>Listen and Appraise, using your body to find a pulse and answering questions together using correct musical language.</p> <p>Play instruments with the song and perform.</p>	<p>Stop! Grime.</p> <p>Stop! is a song/rap written in a Grime style. It is about bullying.</p> <p>Listen and Appraise using your body to find the pulse whilst scrolling through/using the on-screen questions as a focus. After listening, talk about the song and answer the questions together using correct musical language.</p> <p>We will end the unit by performing the song with musical instruments.</p>
<p>French</p> 	<p>In this unit we will improve our French pronunciation as some words can be tricky to pronounce.</p> <p>We will also learn the 4 seasons of the year along with a key feature for each season in French. By the end of the unit pupils will have the skills and knowledge to say which is their favourite season and why.</p>	<p>In this unit, pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p>