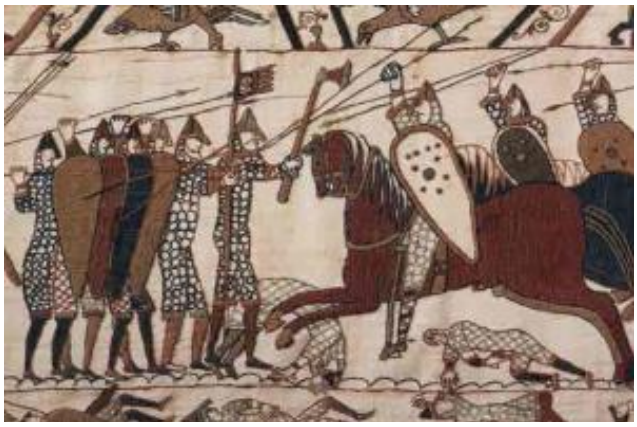
Year 4 Class Newsletter
Spring Term 1

Believe *Grow* *Achieve*



1066

THIS TERM'S LEARNING THEME: 1066

SUBJECT FOCUS: HISTORY

It's probably the most famous date in English history… we're travelling back to 1066!

These are troubled times and there is danger afoot. A much-loved king is dead and a French duke has staked a claim for our kingdom. Not to mention other wannabe monarchs!

Discover a changing England, shaped by shires, protected by castles and ruled by foreign knights.

Use the famous Bayeux Tapestry to explore the significant events of 1066. What happened when, and how did William come to be called the Conqueror?

Are you ready for the Norman invasion? Then don your armour and watch your back!

Dear Parents

Welcome back to school after the Christmas break. I hope you are all ready for another busy term ahead. We have our year 3 / 4 play this term, called Rock Bottom.

As always, if you have any concerns or queries please do not hesitate to contact me via the office email address, or a note in your child's learning log.

USEFUL INFORMATION

This term your child will continue to have P.E. on a Wednesday afternoon. Please ensure your child has appropriate P.E. kit in school that can be used indoor or out. Could you also ensure any P.E. kit (and school uniform!) is clearly labelled.

Homework will continue to be set on Friday and expected back in the following Wednesday. Weekly homework will consist of maths (via Mathletics) and spelling, using spelling shed if you wish. It would also be helpful if your child could continue to practise their lines for the play at home.

Date for your diary:

- Thursday 31st January at 3pm – sharing afternoon
- Monday 4th and Wednesday 6th February – parents' evening
- Tuesday 12th February – Year3/4 performance

HOW CAN PARENTS HELP?

Please support your child with learning and practising their times tables. It is expected that by the end of year four, all children should know their tables up to 12x12. There are many ways to do this including through song or games. Being able to recall these facts is an essential maths skill that will help your child in other areas, especially division.

Reading also continues to be a priority. Children are able to access the library every lunchtime and can change their book as often as they like. I am happy for year four children to be reading independently and recording in their own learning logs. One of the best ways to support your child with reading is to ask them questions about what they have read. In particular, a focus on new, tricky or unusual words can really open up discussions about why authors have chosen to write in the style that they have as well as link to thinking about the impact on the reader.

Please do not hesitate to get in touch with any further questions.

Kind regards,
Mr Tim Lewington
Year 4 Teacher

KEY LINKED TEXT: I was there 1066 by Jim Eldridge

ENGLISH: Your child will begin their English by writing newspaper reports about the events of 1066, linking to non-chronological reports. From there, your child will then move on to letter writing. Most writing will be inspired by the topic of 1066. This term's other focus is play-scripts.

APPLYING MATHS: Continuing the work in the autumn term, there will be a large focus on times tables, alongside the written method of multiplication and division.
Your child will also move on to fraction learning this half term.

HISTORY: As the focus for this term, history will be a big part of your child's learning. It will be embedded through lots of cross- curricular opportunities in English, art and some links to geography.
Your child will learn about the events surround the battle of Hastings, including the importance of the Bayeux tapestry.

ART AND DESIGN: To help prepare for our play, we will be making lots of props in art.

PE: PE will consist of gymnastics, as well as dance, through our play.

PSHE/ICT: Our core focus will be digital literacy this half term.

RE: Our unit this term is 'What does it mean to be a Hindu living in Britain today?'

Year 4 Mathematics Curriculum

- Key areas of focus for this half-term are underlined.
- **Number and Place Value**
- Count in multiples of 6, 7, 9, 25 and 1,000
- Count backwards, including using negative numbers
- Recognise the place value in numbers of four digits (1000s, 100s, 10s and 1s)
- Put larger numbers in order, including those greater than 1,000
- Round any number to the nearest 10, 100 or 1,000
- Read Roman numbers up to 100
- **Calculations**
- Use the standard method of column addition and subtraction for values up to four digits
- Solve two-step problems involving addition and subtraction
- Know the multiplication and division facts up to 12 x 12 = 144
- Use knowledge of place value, and multiplication and division facts to solve larger calculations
- Use factor pairs to solve mental calculations, e.g. knowing that 9 x 7 is the same as 3 x 3 x 7
- Use the standard short multiplication method to multiply three-digit numbers by two-digit numbers
- **Fractions**
- Use hundredths, including counting in hundredths Add and subtract fractions with the same denominator, e.g. 4 /7 + 5 /7
- Find the decimal value of any number of tenths or hundredths, for example 7/100 is 0.07
- Recognise the decimal equivalents of 1/4 , 1/2 and 3/4
- Divide one- or two-digit numbers by 10 or 100 to give decimal answers
- Round decimals to the nearest whole number
- Compare the size of numbers with up to two decimal places
- **Measurements**
- Convert between different measures, such as kilometres to metres or hours to minutes
- Calculate the perimeter of shapes made of squares and rectangles
- Find the area of rectangular shapes by counting squares
- Read, write and convert times between analogue and digital clocks, including 24-hour clocks
- Solve problems that involve converting amounts of time, including minutes, hours, days, weeks and months
- **Shape and Position**
- Classify groups of shapes according to the properties, such as sides and angles
- Identify acute and obtuse angles
- Complete a simple symmetrical figure by drawing the reflected shape
- Use coordinates to describe the position of something on a standard grid
- Begin to describe movements on a grid by using left/right and up/down measures
- **Graphs and Data**
- Construct and understand simple graphs using discrete and continuous data