

Dear Parents/Carers,

We hope you've had a restful Christmas Break and are ready for another full term of learning!

### Class Dojo

Please keep checking Class Dojo for any updates on our learning or our specific Targets. Thank you to all who respond and interact on Class Dojo already.

### Homework

Homework in Year 4 concentrates on Reading, Times Tables and our Core Learning.

- Reading at home, at least 4 times a week.
- Spellings on EdShed
- Times Tables Practise
- A Maths / English activity to consolidate learning from the week.

These tasks are set on a **Friday** and due in the following week.

### Reading

Please ensure their books and reading records are in school daily, as we like to hear the children read aloud at different times throughout the week.

I have added some books linked to our history on the curriculum letter. Another really good website for finding relevant books is [www.books4topics.com](http://www.books4topics.com)

### PE

PE is delivered on a **Wednesday** and **Thursday**. Please always ensure that your child's full named PE kit in school.

### Multiplication Table Check (MTC)

As discussed in the Autumn Parent Consultations, Year 4 children take a Times Table Check in June. We are practising daily for this. More information about this can be found at: [Information for parents: multiplication tables check](#)

### Interventions

Some children may be involved in Reading, Handwriting, or Maths groups to further support their learning. Please be aware that these are for a maximum of 10 minutes and never in children's free time.

If you have any concerns at all regarding your child, please don't hesitate to come and talk me or send me a message on Class Dojo.

Kind regards,

Mrs Foster-Burnell

#### **Dates for your diary:**

Dress Down Friday: 10<sup>th</sup> Jan 7<sup>th</sup> Feb

Saxon Museum Trip: 6<sup>th</sup> Feb

Safer Internet Day: 11<sup>th</sup> February

## Christian Value: Trust

### Art Still life

- Explore work of contemporary and more traditional artists
- Express my thoughts about artists and use my sketchbook to record visual notes.
- Draw from observation thinking about line, colour, shape, texture, form, and composition.
- Present and share my work, showing how my sketchbook helps build my knowledge and skills.

### Science – Changing State

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- Ask relevant questions.
- Make careful observations and use a range of equipment.
- Gather, record and classify data.
- Record findings using scientific language, drawings, labelled diagrams.
- Identify similarities and differences.
- Use straightforward scientific evidence to answer questions to support findings.

### RE - What do Christians learn from the creation story?

- God the Creator cares for the creation, including human beings.
- As human beings are part of God's good creation, they do best when they listen to God.
- The Bible shows that God wants to help people to be close to him he keeps his relationship with them, gives them guidelines on good ways to live

## Spring Term 1 Willow Class



### Books that link, your child could read:

Which way to Anywhere – Cressida Cowell  
Anglo-Saxon Boy – Tony Bradman  
The Buried Crown – Ally Sherrick  
The Princess who hid in a tree – Jackie Holderness and Alan Marks

### Discrete teaching:

- Handwriting
- Spelling – new phoneme weekly
- Class Read
- Reading Skills

### History

#### Who were the Anglo-Saxons, Picts, and Scots?

- To find out how we know about the past.
- To find out about Anglo Saxon migration
- To find out who the Picts and Scots were and where they lived
- To use a range of artefacts to find out about Anglo-Saxon's life.
- To explore Anglo-Saxon society and culture
- To know about paganised and the spread of Christianity.
- To use historical evidence to draw a conclusion about the person buried at Sutton Hoo

### PSHE

#### Hopes and Dreams

- Hopes and Dreams
- Broken Dreams
- Overcoming Disappointment
- Creating New Dreams
- Achieving Goals
- We did it!

### Maths

#### Multiplication and division

- Factor pairs
- Multiply by 10 and 100
- Divide by 10 and 100
- Related facts
- Informal methods
- 2-digit x 1 digit
- 3-digit x 1 digit
- 2 digit / 1 digit
- 3 digit / 1 digit
- Efficient multiplication

#### Length and Perimeter

- Measure in km
- Equivalent lengths
- Perimeter on a grid
- Perimeter of a rectangle
- Perimeter of other shapes
- Find missing lengths.
- Perimeter of regular / irregular polygons

### English

#### How to Train a Dragon: Narrative

To engage with the context of the narrative

To investigate suffixes

(plurals/al/ic/ition/ity/ness)

To explore simple, compound, and complex sentences.

To identify the character and setting features of an opening scene

To generate precise adverbs and verbs

To draft and write an opening scene.

To evaluate and edit writing with increasing confidence.

To draft and write the build-up.

#### How to Train your Dragon: Instructions

##### Instructions

To identify features of an instructional text

To revisit suffixes and complex sentence

To write an introduction

To plan and write two set of instructions.

### Music – Composing with colour

- Create short sounds inspired by colours and shapes.
- Structure musical ideas into a composition.
- Create and read graphic scores.
- Understand that instruments can be used individually and in combination to create different effects of timbre and texture