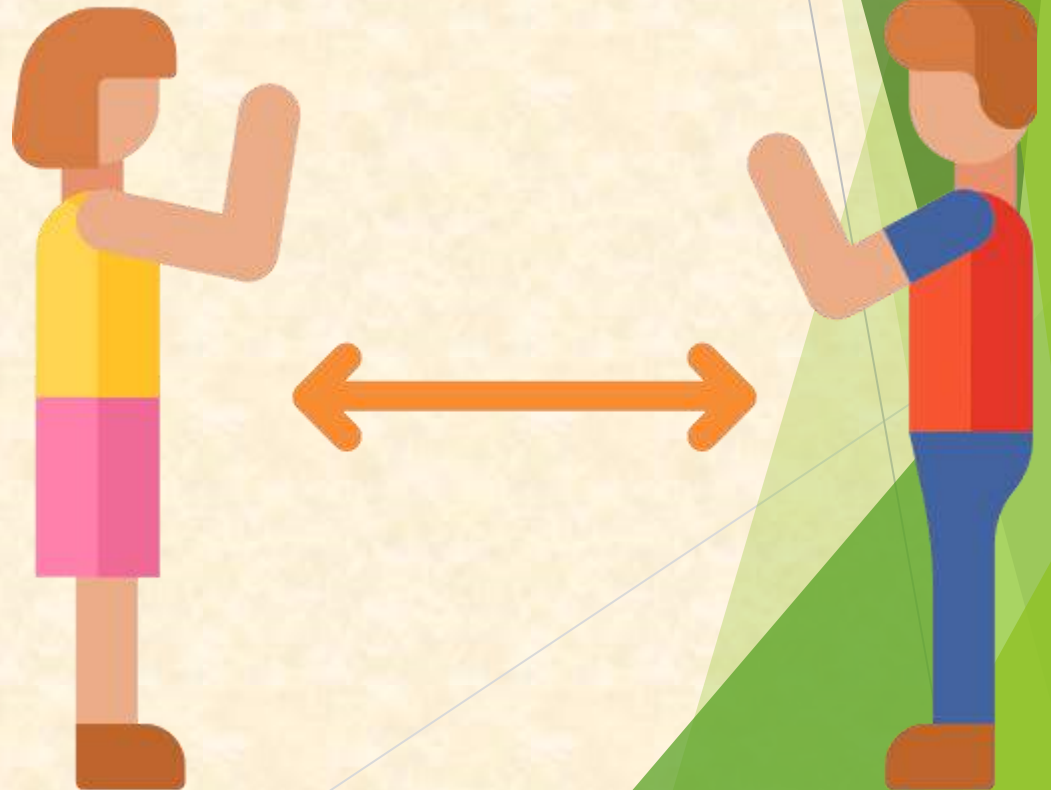


WELCOME TO YEAR 4, ST. PETER



OUR CLASS



WELCOME TO YEAR 4

Dear Families

It was an absolute pleasure to teach your children online but we can not be more delighted than we are, to have them back to school after this most recent lockdown.

As we did in the autumn term, we have put together this presentation to give you an idea of some of the work covered since our return.

The children, to their credit, have continued to be focused and hardworking, which has made the continuation of their learning so much easier, as we were able to simply continue from where the teaching ended online and transfer this back to face to face teaching in the classroom.

Our expectation as a school and as teachers of year 4 continues to be to provide our children with learning experiences that develop their spiritual, moral, physical and educational needs. We aim to develop the whole child with high quality tasks which meets the needs of the child. We expect children to behave in a respectful and courteous manner to all staff and their peers.

We endeavour to provide religious experiences and lessons which foster, deepen and enhance their love and understanding for the teachings of Jesus Christ and their faith on the whole.

We look forward to a working partnership with parents and carers and recognise that strong home school links contribute to the development of our children's learning in a very positive way.

We hope and pray that we will at some point be able to meet in the not to distant future and will be able to speak directly about the progress your child has made to date.

KEEP SAFE, WASH HANDS AND REMEMBER THAT WE ARE LOVED BY GOD.



Rules, Rewards and Sanctions

Golden Rules



1. We follow instructions first time.
2. We keep our hands and feet to ourselves.
3. We show good manners and consideration to everyone, at all times.
4. We take responsibility for our own behaviour.



Literacy

This summer term we have been reading 'How to Train Your Dragon' by Cressida Cowell, which the children are really engaged with and totally enjoying

Our work in literacy has focused on using this text to provide revision of skills and continued experiences with writing across a range of genres including: newspaper reports, play scripts, settings, writing from an historical viewpoint, character descriptions, diary entries, letter writing and poetry.

The children will continue to consolidate their grammar work by using powerful description through adjectives, adverbs, connectives and similes and will also develop the idea of writing and using more interesting and complex sentence structures. In addition to this, we will introduce the use of metaphors and similes to help enrich their descriptive writing.

Please encourage your child to learn their year 3 and 4 common exception spelling words thoroughly by ensuring regular practice. Any extra work you can give to the children at home to support them would be very beneficial as these words should all be accurately spelt by the children by the end of year 4

Friday 23rd April 2021

To be able to evaluate the impact of the text, explaining
of the text, explaining my opinions

How: Thinking flexibly.



1. What is the name of Hiccup's arch rival?
Snotlout ✓

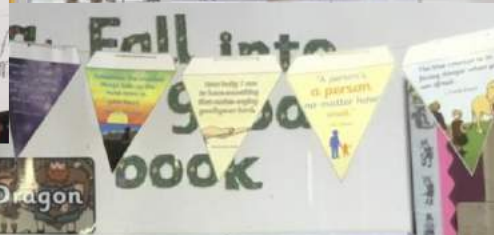
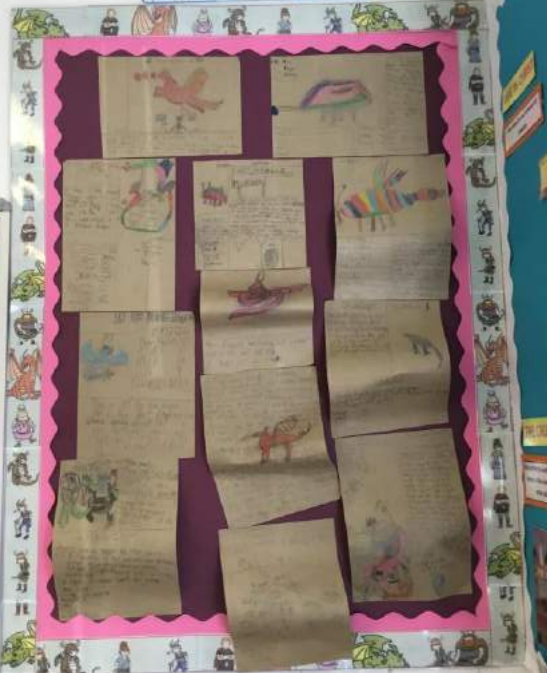
2. Why is he the rival?
because he hates him. ✓

3. Why does Hiccup mean, by being frightened is
not the same as being a coward?
He means it is different but similar.

4. What does "Oh for Thor's sake" mean and
what does it tell us about them?

It's like oh for god's sake except there god is Thor

Classroom Working Wall



How to Train Your Dragon



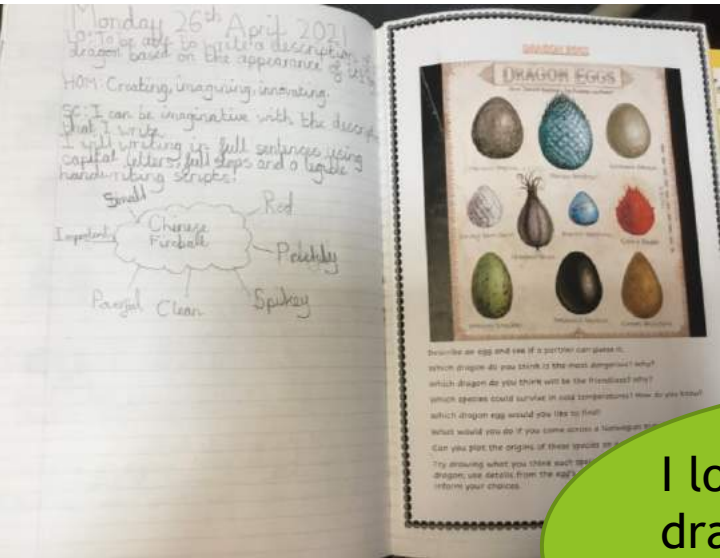
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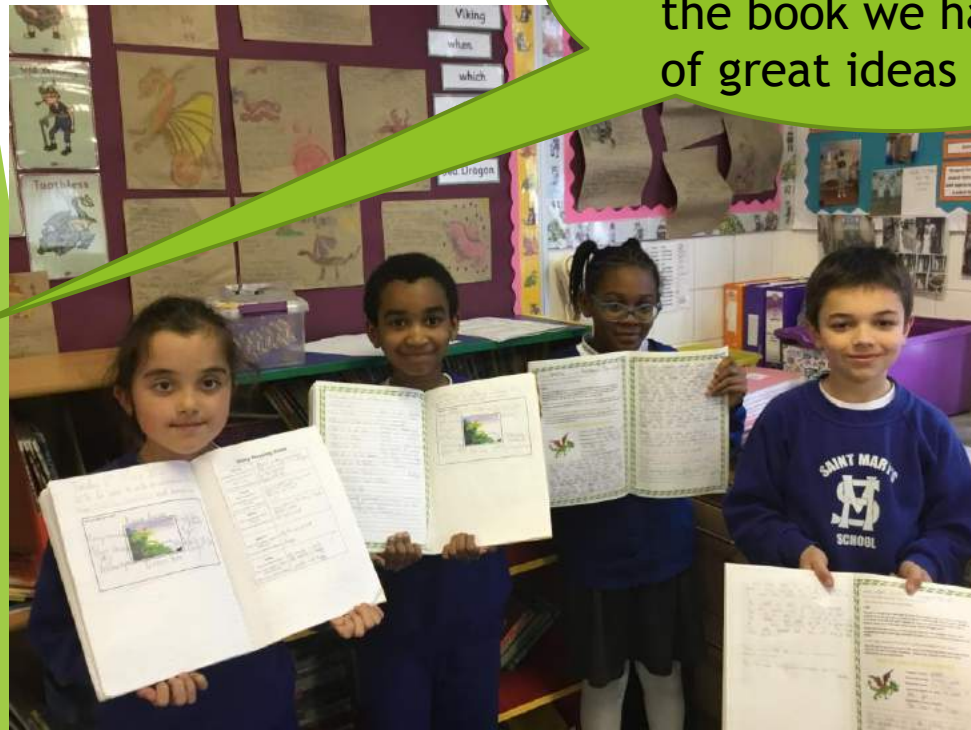
How: Thinking flexibly.



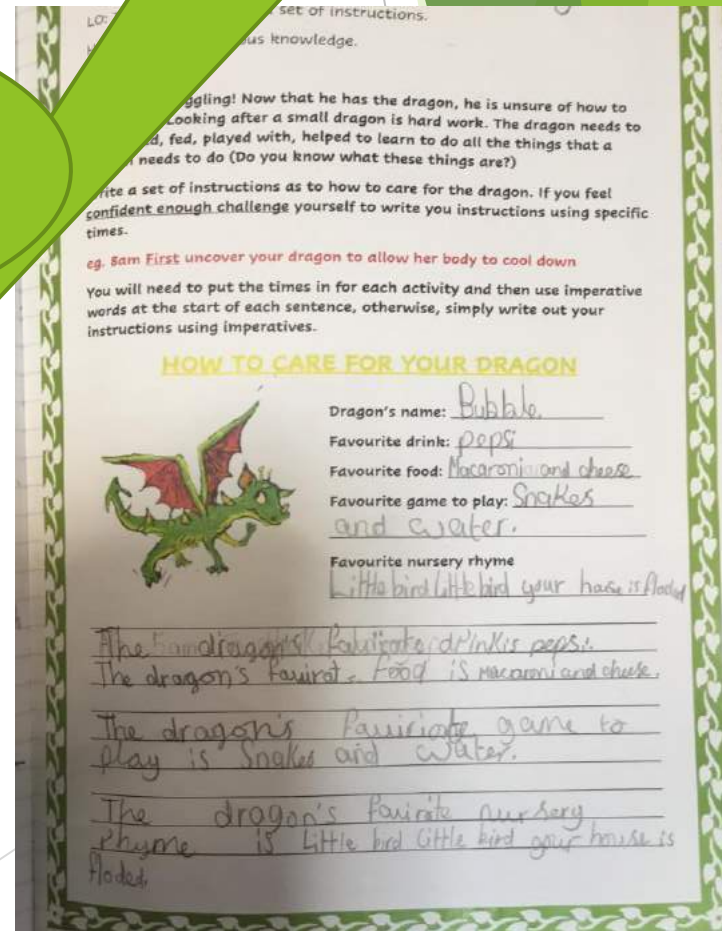
BIG WRITING WORK



I love writing about dragons, after reading the book we have a lots of great ideas



This book is really good, it gives us plenty of ideas we can include in our writing.



READING QUESTION TIME

Developing a love for story through reading and listening of a wide range of different story types should be nurtured and encouraged. Often, as parents listen to their children read they become unsure of what questions to ask next in order to engage their child with the text. Below you will find a few examples which you may find useful.

Describe the main character to me. How do you know?

What questions would you ask the character?

Can you compare this character to another?

What do you know about this character? How did you find this out?

Can you think of other words to describe the character?

Would you like this character as a friend?

What character interested you the most?

Can you compare this setting to another?

If you were the author would you change the character/setting?

Can you think of any other words to describe the character/setting?

Which character interested you most?

Reading in class



Reading with my group helps me with my spellings and my understanding. I love reading with my group.



Reading

It is expected that your child reads for at least 20 minutes every night to an adult. Their reading record must be signed by the adult who has heard them read. Encourage your child to write a comment about what they have read and it is valuable if a parent makes a simple comment as well.

On the front and back covers of your child's reading record a sheet has been attached which gives the objectives and questions for each Content Domain we use for comprehension work. Please use these when asking questions with your children during their reading.

Try to make time to model reading to your child and encourage your child to read a variety of text types. For example, reading instructions on how to play a game, following a recipe, information texts or reading a newspaper. The more the children read, the more confident and fluent they will become and wider their vocabulary will become also.

At this present time and at certain points in the week, it may be necessary to keep reading records at school overnight to be signed by the class teacher or adult supporting reading.



Numeracy

In Numeracy, we are continuing to use Power Maths as part of our main maths teaching, but provide differentiated support, strengthening and deepening activities within each lesson taught daily.

The topics that the children will be covering this term are highlighted in blue, but please be assured that all the other concepts are regularly revisited in what we call our Power Up or lesson starters or plenaries in order to reinforce and consolidate skills:

- ▶ Number
- ▶ Place value
- ▶ Addition and subtraction
- ▶ Multiplication and division
- ▶ Measurement
- ▶ **Money**
- ▶ Area and Perimeter
- ▶ **Geometry: 2 D shapes, angles, position and direction,**
- ▶ **Time**
- ▶ **Statistic**

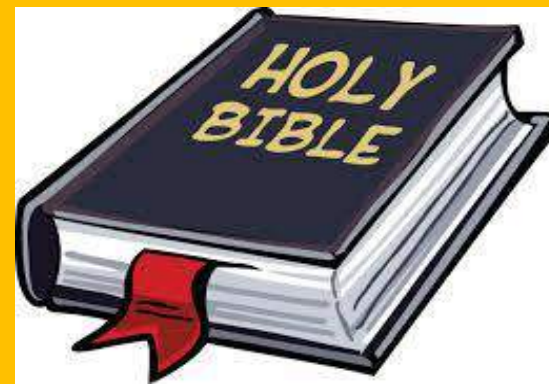
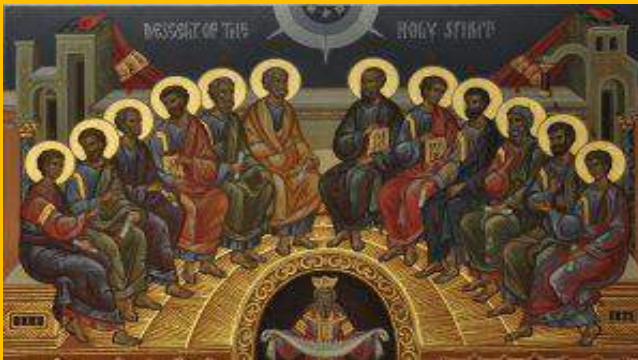
Your child needs to learn their multiplication and division facts on a daily basis so please encourage them to keep practising. This will greatly help with all areas of mathematics.

Religious Education

Our present topic is entitled From Easter to Pentecost where our pupils will explore the Season of Easter, the period from Easter Sunday to Pentecost. Belief in the resurrection is presented as one of the founding beliefs of Christians and, together with the coming of the Holy Spirit at Pentecost as the rationale for 'caritas'; love of God that leads to acts of charity. This unit teaches from the Gospel of Luke and Acts of the Apostles, also written by Mark

This term we have been able to attend Mass for the first time as a year group. It was lovely to be able to share this moment with the children as it was the first time that we have been to church this academic year. Also when we can not attend Mass, but there is a special celebration we will stream Mass.

Next half term we will explore the faith of Islam and will continue our Religious Education learning with the topic 'Discipleship'.





Children searching for information
about different Christian Martyrs

Science

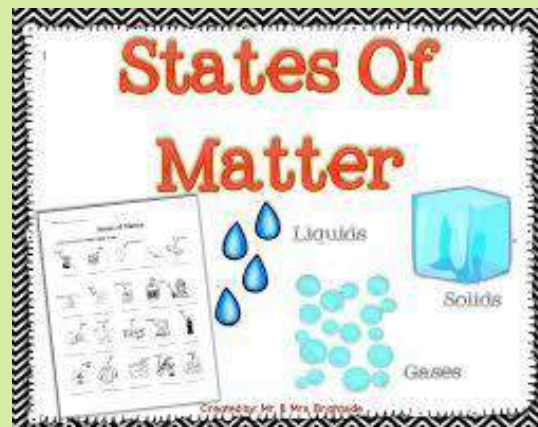
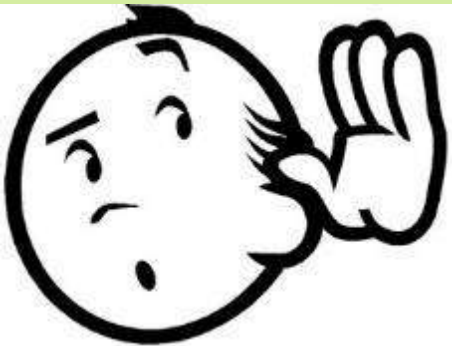
In Science, the topics we will be covering this term are: States of matter and Animals including humans. For each science topic the children will be carrying out investigations to develop their scientific enquiry skills. These are:

Planning an investigation

Recording using tables

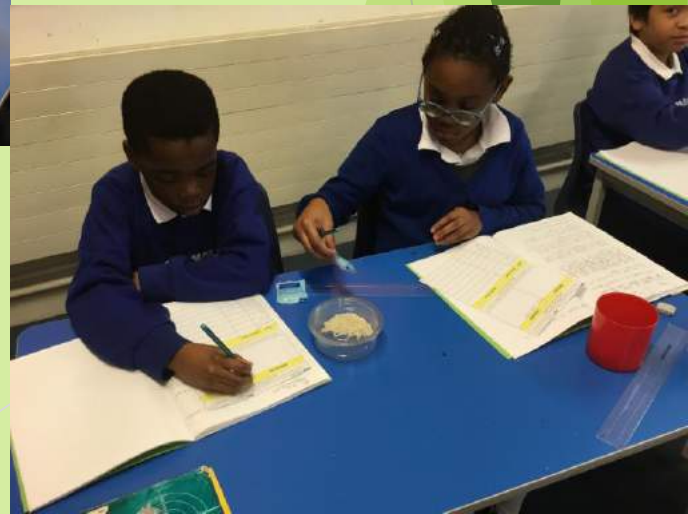
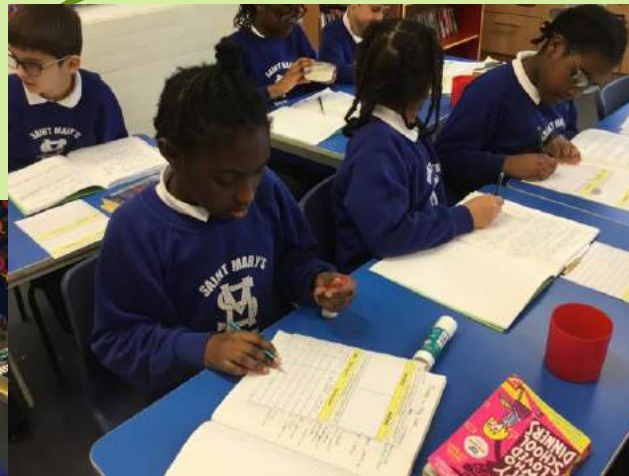
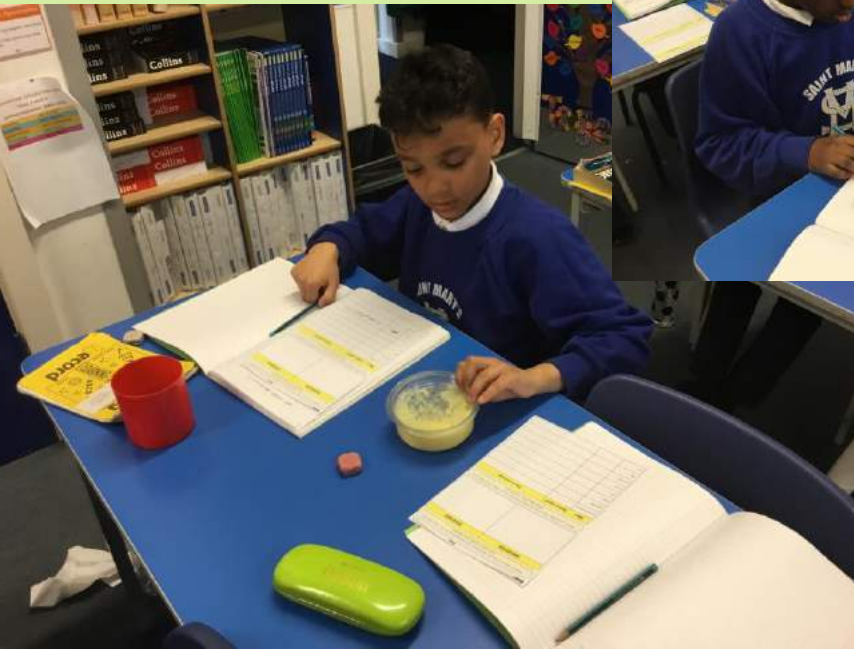
Taking repeat readings

Developing graphing skills



Children observing
different things to identify
their state of matter

Being able to see the
different things helped me
to identify their state of
matter



Geography

During lockdown children have learnt about the continent of Europe. They learnt about population, countries, languages, main landmarks, rivers and mountains. They also learnt about aspects of trading. The different types of trade we have (food, natural resources and tourism) and how important these are for the global economy.



HISTORY

Children are this term, learning about The Vikings. They have started this topic with a huge amount of interest and vigour, and it appears to be a topic that has already locked in their interest. During this topic they will explore what Britain was like before the first Viking invasions and will find out about the first Viking invasions of Britain, completing independent research where needed.

Children will explore what life was like for Vikings living in Britain. They will learn about how and when England became a unified country.



P.E.



At present, Year 4 have their PE lesson on Tuesday with a Non-Stop action PE coach.

- ▶ Our school PE kit is
- ▶ a royal blue tracksuit bottom,
- ▶ royal blue sweatshirt,
- ▶ white t- shirt
- ▶ plimsolls. Black trainers may be worn but they should be a solid black.

Children should continue to come to school wearing their full PE kit and school shoes. Their PE footwear should be in a bag and they will be allowed to change their footwear in school at the appropriate time for their lesson.

Please work with us by sending your child in on their designated PE day wearing the correct kit.

To ensure that we cover our statutory PE time, during the school week we participate in yoga, brain gym activities and other simple exercise circuits to increase the children's physical stamina and flexibility.





ICT

This summer term, the children have had the opportunity to use the ICT suite for an entire week to develop their word processing skills. They have searched the net, copied and pasted images, how to format these images, learnt how to wrap images and insert supporting text. They have produced posters and prepared a document that they will print and later use to support their own research. They will now continue with their information technology input by using the Ipads in classroom sessions to carry out basic skills tasks

Art

Prior to the lockdown our children created a beautiful combined piece of art work as part of our corridor display, based on the images of Jesus Mafa. Since our return they have studied Landscapes and will be carrying out some cross curricular linked artwork based on the topic of Vikings.

Music

This term, we will be looking at body percussion. This musical concept, should be a fun learning experience our children.



Children's art work



CHILDREN PLAYING
AT PLAY TIME



DT.

Money Containers.

Since our return the children have been learning about money containers in DT.

They have studied a variety of money containers and evaluated them as to whether or not they are 'fit for purpose'.

They have designed and planned for the construction of their own money container and in preparation for this they have been enhancing their sewing skills, which they are building upon from year 3.

The learning outcome will be a money container that they have designed and constructed on their own.

LOOK OUT FOR THEM WHEN THEY COME HOME!



PSHE

Within the PSHE topics their knowledge, understanding and skills in four key social and emotional aspects of learning are developed. The four key areas are: empathy, self-awareness, social skills and motivation.

RSE

Within the guidelines of our Catholic faith and the church, we teach the components of relationship and sex education to our children in an age appropriate way, with an emphasis on the Church's vision of human wholeness and family life. We aim to provide a positive view of human sexuality and dignity of the human person and of themselves being unique and created in the image of God. We aim to teach this component in a way that is sensitive to the needs of the individual pupil, recognising the mix of pupils with different family backgrounds in each class and to also explore and promote virtues which are essential to promoting respect and dignity. At primary level the focus is on Relationship and Health Education and we teach this mainly through The Life in Full programme. This term we start with the unit on Well being.

Reading

It is expected that your child reads for at least 20 minutes every night to an adult. Their reading record must be signed by the adult who has heard them read. Encourage your child to write a comment about what they have read and it is valuable if a parent makes a simple comment as well.

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At this present time and at certain points in the week, it may be necessary to keep reading records at school overnight to be signed by the class teacher or adult supporting reading.



Homework

- ▶ Homework is given out on a Tuesday and should be completed and returned to school by the following Monday. This gives the children enough time to get the work completed. Homework will consist of Grammar work, comprehension exercise, spellings and maths.
- ▶ We have been experiencing some difficulties with homework being returned on time, so we ask parents to please ensure that your child brings back the homework on the allocated day, as we often review homework with the children on the day that it is marked.
- ▶ RE homework will be given where required and may not necessarily be with the Literacy and Numeracy homework. Occasionally, children will be given Science homework or History homework.
- ▶ Please encourage and support your child with any homework they may have and we now ask that you sign the top sheet of the homework.

THANK YOU FOR YOUR SUPPORT