

# Year 4 - Spring Term 2016

Welcome back! Here is an overview of what we are covering this term. In some areas of the curriculum we will now spend four weeks doing a topic meaning we can complete three topics in a half term instead of just two.

Our three topics are:

- ❖ Spring 1: Dragons- Fact or Fiction?
- ❖ Spring 2: The Good, the Bad and the Ugly.
- ❖ Spring 3: Sounding Off

By implementing the new curriculum we are learning...

<u>English</u>		
<p><b>Spring 1:</b></p> <ul style="list-style-type: none"> <li>• Explore characteristics of legends</li> <li>• Investigate symbolism of dragons and mythical creatures</li> <li>• Read different versions of the legend of St George and the dragon (recognition of common themes)</li> <li>• Poetry - read, rewrite and then rehearse a performance of Beowulf and the dragon or Jabberwocky</li> <li>• Alliteration and kennings - linked it to their use in the epic poem of 'Beowulf and the Dragon'</li> <li>• Decoding (Beowulf was written in 'old' English – what is that? Jabberwocky is 'nonsense')</li> <li>• Design and write a persuasive advertisement for a dragon slayer</li> <li>• Questions and keys to group dragons</li> <li>• Imaginative writing about dragons – a fantasy story about finding a dragon's egg, a legend or a new ending to a known legend ie what if George and the dragon were friends?</li> <li>• Rewriting using different or local dialect</li> <li>• <b>'How to Train Your Dragon' – book series by Cressida Cowell</b></li> </ul>	<p><b>Spring 2:</b></p> <ul style="list-style-type: none"> <li>• In English pupils receive opportunities to read, discuss and write about the good, the bad and the ugly through the study of a variety of fiction and non-fiction texts</li> <li>• They study myths and legends as well as true life examples of good and bad</li> <li>• Talk is at the heart of all of the work in English, and pupils receive numerous opportunities to engage in different types of discussion and role-play</li> </ul>	<p><b>Spring 3</b></p> <ul style="list-style-type: none"> <li>• The poetry of sound is explored through a thrilling WH Auden poem to learn by heart</li> <li>• There is also the creation of a collection of imaginative poetic sentences linked to a series of musical sketches by Saint-Saëns</li> <li>• On the non-fiction side we are writing reports based on their investigations in science lesson.</li> </ul>
<u>Art</u>		
<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• What is your idea of a dragon?</li> <li>• Dragon sketches, paintings, collage</li> <li>• Compare and contrast ancient and modern architecture with dragon designs and themes – design a dragon themed building/ city/ park</li> <li>• Artist Dante Gabriel Rossetti (1862) – stained glass windows depicting story of St George and the dragon</li> <li>• Find dragons in artistic forms e.g. dragons on trinket boxes, rings, bracelets, water jugs, pipes, bracelets</li> <li>• Create 3D dragons</li> </ul>	<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• Designing bank notes - examples from Britain and other countries</li> <li>• Famous people who appear on our notes</li> <li>• Pupils will identify what needs to go on a bank note and then design their own note. They will choose a woman they admire to put on a note they design themselves</li> <li>• Skills to be taught are drawing/mark making skills and design/layout skills. Focus on what kind of marks are made on notes and which tools would be best to use.</li> <li>• Pupils will be free to have any kind of design, it doesn't have to look like a 'real' bank note</li> </ul>	<p><b>Spring 3</b></p> <p>Sound drawings:</p> <ul style="list-style-type: none"> <li>• Observe object &amp; tell another pupil what to draw</li> <li>• Draw while listening to sounds</li> <li>• Sound waves</li> <li>• What they look like</li> <li>• Mobile sculptures inspired by sound waves</li> </ul>
<u>History and Geography</u>		
<p><b>Spring 1- History</b></p> <p>Who was the real Saint George?</p> <ul style="list-style-type: none"> <li>• Saints and Patron Saints across the ages and 'The Golden Legend' book of saints by Jacobus de Voragine</li> <li>• Flags and heraldic emblems – Origins of the Union Jack</li> <li>• Beowulf and the Dragon – the first English literature to feature a dragon slayer. Based on real people and events? (6th century Scandinavia and links to Anglo-Saxons)</li> <li>• Dragons in architecture – past to present (i.e. Gothic architecture, Catalan Modernist architecture, Chinese Imperial palaces, Seoul 'Dancing Dragons' two tower complex)</li> <li>• Evidence of dragons in history (dragons or dinosaurs?)</li> </ul>	<p><b>Spring 1- Geography</b></p> <ul style="list-style-type: none"> <li>• Dragon lair possible UK locations</li> <li>• Where have dragons been found or reported in UK?</li> <li>• Maps, routes for the journalists</li> <li>• News report plan: Where? Why? Who? When? How?</li> </ul>	<p><b>Spring 2- History</b></p> <ul style="list-style-type: none"> <li>• The focus is firmly on crime and punishment with pupils following this theme through from Anglo-Saxon times to the Second World War</li> <li>• Pupils learn about medieval outlaws, the punishment of Tudor beggars and the creation of the Metropolitan police force in the 19th century</li> </ul>
<u>Music</u>		
<p><b>Spring 1</b></p> <ul style="list-style-type: none"> <li>• Chinese dragon dance music</li> <li>• Dragon sounds and noises</li> <li>• Using percussion instruments to 'narrate' a tale</li> <li>• 'Walk the Dinosaur' by Was Not Was</li> <li>• Puff the Magic Dragon song.</li> </ul>	<p><b>Spring 2</b></p> <ul style="list-style-type: none"> <li>• In this Unit pupils will explore the idea of 'chase' music</li> <li>• They will create their own piece of 'chase' music and will use a variety of instruments and 'found' sounds to perform their piece.</li> <li>• They will develop an understanding of how rhythmic ideas can be layered and manipulated to create a piece of atmospheric music by increasing dynamics and tempo as well as adding to the texture.</li> </ul>	<p><b>Spring 3</b></p> <ul style="list-style-type: none"> <li>• Explore the different families of instruments</li> <li>• Experience musical instruments being played live</li> <li>• Listen to high quality recordings</li> <li>• Understand how sounds are made by musical instruments</li> </ul>

<p style="text-align: center;"><b><u>Religious Education</u></b></p> <p>The RE themes for this term are:-  <u>Local Church:</u> The children will learn about their local parish community and the importance of the members in it.  <u>Eucharist:</u> The children will learn about the structure of a mass and some of the important prayers.  <u>Lent and Easter:</u> They will learn about how Catholics prepare for the feast of Easter.</p>	<p style="text-align: center;"><b><u>Computing</u></b></p> <p><u>Spring 1:-</u> We are toy designers  The children will work together to design a simple toy that has both input and output. They will create an on-screen prototype using Scratch.  <u>Spring 2:-</u> We are HTML editors  The children we look at the HTML of various websites and will have a go at editing HTML using a variety of websites and programs.</p>
<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p><b><u>Spring:</u></b>  <u>Applied maths</u>  - Chinese Dragons – Numerology around the number 9  - Position and direction – find the dragon’s lair/egg  <b>Set 1:</b> Measures for length, mass and capacity, area and perimeter of shapes, one and two step word problems, Roman numerals, time, graphs including bar charts, time graphs, pictograms and coordinates.  <b>Set 2:</b> Time, geometry, angles, symmetry, properties of shape, coordinates, interpretation of graphs, fractions and decimals.</p>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><u>Spring 1:-</u> States of Matter.  The children will look at different states of matter and how some changes are irreversible. They will measure temperature using a thermometer.  <u>Spring 2:-</u> Revisit All Living Things.  The children will have the opportunity to visit the allotment and will look after what they have grown.</p>
<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p><u>Spring 1:-</u> Gymnastics  <u>Spring 2:-</u> Tennis and fitness</p>	<p style="text-align: center;"><b><u>French</u></b></p> <p><u>Spring</u>  Basic greetings and French culture.</p>

**Points to note:**

- Please ensure that your child reads for 15 minutes every night and record in their reading record. If your child reads a lot it is worthwhile joining your local library where you can find a variety of reading material.
- Spellings will be given out on Monday and they will be tested on Friday. The spellings will be given within a sentence that will be dictated to them. We are not only looking for the correct spelling, but neat handwriting, capital letters and full stops used correctly.
- Homework. Our homework policy has changed. Homework will not be given out weekly. Homework can be given out at any time and may need to returned the following day. Some homework tasks will be discussions with family members or may require your child to research and create a project.
- Please encourage your child to use Skoolbo for 10-15 minutes every night. It is such a great resource for consolidation of different numeracy and grammar areas.

Thank you for your continued support.

Mrs Larrett and Mrs Hartnett