



St Gregory's Catholic Primary School

Curriculum Information

Year 4 Summer Term 2020



Subject	What are we doing in school?	How can you help at home?
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Topic

Dangerous Grounds

For the Summer Term, our topic will incorporate the Romans, the geography of Italy and volcanoes. In **History** we are looking at how to read a timeline and order events chronologically as well as comparing life in ancient Roman times with life in Italy today. We will be visiting the Verulamium museum in St Albans where the children will participate in an artefacts workshop and will have the opportunity to see authentic Roman artefacts.

In **Geography** we will be consolidating our map skills as well as particularly focusing on volcanoes and the events that struck Pompeii. We will also look at physical and human features of Italy.

In **Art and DT** we will be sketching Roman helmets, building aqueducts and exploring traditional Roman diets.

Our Learning Conversation homeworks will usually include ideas for how to extend and consolidate their learning in their topic each week; however, your child may have learned something in a lesson which they would like to explore or research further. Using child friendly research websites, or writing 'KS2' or 'for children' at the end of what you are searching for online, will usually bring up suitable results and resources for the children to use. Please use this at your discretion.

The children could also research the evidence that we have in England that the Romans actually settled here. Which towns and cities descend from Roman times? We are lucky to have some Roman places of interest in our local area, such as the museum in Towcester (a Roman town) and the Roman Barrows at Thornborough, near Buckingham. It would be great for the children to visit these places if you are out and about at the weekend or in half term.

Please remember that local libraries can be a valuable resource for research - perhaps take a trip to see what your child can find out.

It is also possible to find episodes of 'Horrible Histories' online that the children could watch in their free time to find out more about the Romans.

In order to further improve the children's map skills, it would be useful if they could help to talk through the



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routes and directions you take when you are out and about. Are they brave enough to navigate for you? By the end of Year 4, it is expected that the children have consolidated their knowledge of the location of countries in Europe and their capital cities - perhaps they could be quizzed in these at home?

The children in Year 4 enjoy Art; they could practise their sketching skills on a rainy day or even show you how to marble paper. They are also able to use watercolours effectively.



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Numeracy



The first unit we will be looking at this term is shape. We will be classifying and comparing different shapes as well as finding lines of symmetry and exploring angles. Next, we will be learning how to plot and points on a 2D coordinate grid. After this, we will be moving on to telling the time to the nearest minute and begin the topic of money. As we move into the second half of the term, the children will have the chance to revisit key areas and consolidate their arithmetic and place value skills in preparation for Year 5. We will continue to follow the Practise, Apply and Enrich format in our lessons so that we can improve our reasoning skills and become more confident in solving word problems.

Each week, the children will complete an Arithmetic Test to revise and consolidate key mathematical skills. Another of our key focuses is ensuring that the children are able to answer reasoning questions effectively and with confidence, for example explaining how to solve a problem, or why an answer is correct. Each lesson the children have the opportunity to practise their fluency, reasoning and problem solving skills.

All children must continue to practise and consolidate their knowledge of times tables in order to be able to answer questions quickly and fluently.

These Maths topics really lend themselves to 'real-life' practice. It is vital that all children are able to tell the time to the nearest minute on analogue and digital clocks (using the 12 and 24 hour clock) by the end of Year Four and the best way to do this is by practising all the time! Please ask your child what the time is at every available opportunity. Please help them work out how long something takes to do, for example: 'It's 6pm now and our dinner will be ready in 25 minutes, what time will it be when we eat?' Another way to do this would be by asking your child to calculate how long it has taken to travel somewhere, asking them what the time is when you leave and arrive at your destination and then, 'What's the difference between these times?'

It would be useful if the children have the opportunity to use cash when you are shopping. Ask your child how much money they will need to pay for the items you are buying and how much change they expect you to receive. Challenge your child to work out how much a meal would cost to make if they had to buy all the ingredients.

Topmarks is a brilliant website that the children can use to practise all different aspects of Maths. <http://www.topmarks.co.uk/maths-games/5-7-years/counting>

Ask your child to practise their number rolls, which we will be learning in class. Each child has their own log in for Times Tables Rockstars which is a fantastic resource



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that the children really enjoy using. This will help them become fluent when answering questions relating to their tables.



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Science



We will be exploring States of Matter, looking at solids, liquids and gases. Through this, we will be planning and carrying out our own investigations, to consolidate our ability to work scientifically. We will also be linking our work in Science to our Maths target of interpreting and presenting data as well as our work on volcanoes in our Dangerous Grounds topic consolidating our knowledge of rocks and soils.

The children will benefit from linking their learning to everyday situations, for example making a cup of tea. Ask your child which process this involves and what is happening to the particles when water changes from liquid to gas.

This website may help to support their understanding:
<https://www.bbc.com/bitesize/topics/zkqg87h>



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Reading



We love reading! Children read in class every day. They read in a variety of ways including whole class, small group and individual reading.

The children participate in regular VIPERS lessons, where a rich text is selected and the children focus on the skills of Vocabulary, Inference, Prediction, Explanation, Retrieval and Summarising; they also practise their speed reading in this rotation. In addition to this, the children also have one lesson a week dedicated to Comprehension skills.

The school has recently invested in a huge number of new reading books as part of the Accelerated Reader scheme, which will accurately inform teachers of each child's progress in reading.

We hope you will support us in listening to your child read at home a minimum of three times a week. They should bring their reading book to school every day. Once they have completed their reading book, they will have the opportunity to take the AR quiz which will assess their understanding of the text. On occasion, we may ask your child to re-read the book to improve their understanding of the story.

Remember that children can read other texts to support their learning, e.g. newspapers, magazines, comics, however it is vitally important that they discuss what they are reading with an adult to ensure that they have understood what they have read.

Some questions you can ask are as follows: Can your child find synonyms for specific words in the text? Can they explain the characters' feelings and give reasons for their thoughts? What do they think might happen next? Can they find evidence from the text that supports their thinking? In one sentence/25 words, can they give you a brief summary of what they have just read? How quickly can they read a passage of 100 words accurately?



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RE



This term we will be focusing on Pentecost, exploring the attitude of the disciples after they had received the Holy Spirit.

In the final half term, we will be looking at Reconciliation and the Universal Church.

Ask your child to recall the events of Pentecost. What did the Holy Spirit bring to the disciples? How can a person show that they have the gifts of the Holy Spirit within them? How would they act in certain situations?

What does CAFOD do for the world? What can we do at St. Gregory's at a local level following CAFOD's teaching? Pope Francis tells us that 'we are called to be saints.' What is a saint? Which saints do you know? How can you live out Pope Francis' teaching?



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PE



The children in Year 4 will need full school PE Kit in school on Mondays. They will have a PE lesson each week led by a Pacesetter Sports Coach. This term they will be focusing on Cricket and it's associated skills and will move onto Athletics as we approach Sports Day.

School PE Kit is a plain white tshirt, with no branding and plain black, unbranded, shorts, leggings or jogging bottoms. All children will need a pair of trainers or plimsolls. Please remove earrings, jewellery and watches and leave them at home on PE day. Children are required to remove their own earrings because teachers are not authorised to remove them.

Children should be active for at least 60 minutes per day and it is important they are eating a balanced diet alongside this. Can your child help plan meals for the week taking into account the need to eat from all food groups? The Change 4 Life website also has some great ideas for activities to keep children active indoors and outdoors to improve their stamina general fitness:

<https://www.nhs.uk/change4life/activities>

It is important that the children are practising their sports skills regularly; this is supported in school by regular challenges in school at lunchtimes, for example 'Who can skip the most in one minute?'

This term, it would be great for the children to have the opportunity to practise their throwing and catching skills at home with a tennis ball or something similar. Could they be challenged to see how many times they can throw and catch the ball without dropping it? Are there any empty plastic bottles they could use to try and knock down in the garden?



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Homework



The children will bring home Learning Conversations each week based on what we have been doing in class. We would be grateful if you would discuss these with your children each weekend. On occasion, there will be a written outcome for this which they will need to bring into school, but this will be stated on the sheet. The expectation is that each child reads at home at least three times a week. They will also be expected to practise their spellings and times tables at home.