

## YR 4 Welcome Meeting

## 21st September 2023

First Class Inclusive Collaborative Forward-thinking

## Who's who in YR 4

Mrs Halpin-Jones

Mrs Mills
(All week)

Miss Adams
(Thursday Mornings)

## A typical day in YR 4 <br> > PE on Mondays

(Longer session + daily mile)

|  | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
| :---: | :---: | :---: | :---: | :---: | :---: |
| 8.30-8.45 | SOFT START <br> Early Morning Work |  |  |  |  |
| 8.45-8.50 | REGISTRATION1 |  |  |  |  |
| 8.50-9.50 | Maths | Maths | Maths | Maths | Maths |
| 9.50-10.10 | ASSEMBLY SDI 1 | ASSEMBLY SDl 1 | ASSEMBLY SDI 1 | ASSEMBLY SDI 1 | ASSEMBLY SDO 1 |
| 10.10-10.50 | Reading | Reading | Reading | Reading | Reading |
| 10.50-11.05 | PLAYTIME |  |  |  |  |
| 11.05-12.05 | Witing | Witing | Witing | Witing | Witing |
| 12.05-1.00 | LUNCH |  |  |  |  |
| 1.00-1.10 | REGISTRATION 2 <br> Reading for Pleasure |  |  |  |  |
| 1.10-2.10 | PSHE (20 mins) PE | History | RE | French (20 mins) <br> Art | Science |
| 2.10-2.25 |  | DAIIYMILE SD12 | DAIIYMILE <br> SD12 | DAIIY MILE <br> SDl2 | DAIIYMILE <br> SDI 2 |
| $2.25-3.05$ |  | History | RE | Art | Science |
| 3.05-3.15 | CLASS READ |  |  |  |  |
| 3.15 | END OF DAY |  |  |  |  |

## Curriculum overview

|  | Autumin \| | Autumin 2 | Spring I | Spring 2 | Summer I | Summer 2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| science | Living things and their habitatts <br> Which of these animals are vertebrates and which are invertebrates? <br> What impact can humans have on environiments? | Animàls, inctuding humans <br> Do different liquids affect teeth differently? | States of matter <br> Which materials change state when they're heated? <br> How does heat impact the rate of evaporation? | Electricity <br> Which materials are conductors of electricity? <br> Does the length of a wire affect the brightness of a bulb? | Sound <br> How does the size of a column of air of a straw impact the pitch of the sound? |  |
| P.E. | Invasion games (football) | Dance | Gyminastics | Net and wall (tennis) | Athletics | Striking and fielding (cricket) |
| history | In what ways has impacted the wes | cient Greek culture world? Give three s. |  |  | earliest civilisations, with a focus on Ancient Sumer | What role did the expansion of the British Empire have on the Kingdom of Benin? |
| geography |  |  | Using a diagrami, Hirmalayas <br> Domestic foc International focus | explain how the ere formed. <br> s: Birmingham India (New Delhi) |  |  |
| R.E. | What is a pilgrimaģe? <br> (multi-faith: Christianity, Judaism, Hinduism, Islam, Buddhism) |  |  | Why do Christians call the day Jesus died Good Friday? <br> (Christanity) |  | What is philosophy? (multi-faith) |
| art | Drawing |  | Painting |  | Sculpture |  |

## > Subjects are distributed across the year.

## > Further details and videos available on school website.

|  | Caricature (Claude Monet) |  | create a painting in the style of Georgia O'Keeffe |  | string and rope sculpture (Judy Tadman) |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| computing |  | Networks <br> the Internet (Chromebooks and Chrome Music Lab) |  | Media <br> $\substack{\text { create a Stop- } \\ \text { Motion animation } \\ \text { (iPads) }}$ |  | Programming create a logo (Chromebooks and Turtle Academy) |
| D.T. |  | Structures pavilions |  |  | Textiles <br> fastenings |  |
| music |  |  | $\text { Charanga } 4.1$ <br> 'Musical Structures' |  |  | Charanga 4.5 <br> 'Expression and Improvisation’ |
| PSHE | What strength, skills and interests do we have? | How can we treat each other with respect? | How can we manage our feelings? | $\begin{aligned} & \text { How will we } \\ & \text { change and grow? } \end{aligned}$ | How can our choices make a different to others and to the environment? | How can we manage risks in different places? |

## Curriculum enrichment

We are currently planning trip/experiences for the year. We will share these with you soon.

## Home learning expectations

$>$ In Year 4 the expectation is that children will do between 20-30 minutes of homework a day.
$>$ Reading aloud with discussion.
> TTRS - times table practice, Numbots - addition and subtraction skills

TTRS Day - Friday $6^{\text {th }}$ October - Dress up as a Rockstar/Robot
> Weekly spellings
> Any extra homework tasks can be found on SeeSaw

## How to help your child

> Reading
a. Helping them use strategies to decode words - looking at the root word to break words into smaller parts e.g disagree
b. Look up definitions of unusual words.
c. Ask them questions about what they have read to check understanding.
> Times Tables
a. Encourage them to use TTRS at home.
b. Encourage children to practice however will help them best.

## Communication

- Year group email address: year4@wyke.kite.academy

Any urgent information to the school office.

- Speak to me at the end of the day
- Make an appointment

It is so important that we work together.

