



Dear Parents/Carers,

This letter includes information about school values & expectations, the Y4 timetable and what your child will be learning this term. We hope that you find this information useful..

### Expectations for ALL children

Wear school uniform (including black shoes & plain headwear) and always bring a coat.

On PE days, wear black trousers/leggings, sports shoes, house colour T-shirt & school jumper – NO LOGOs

Come to school by 8.40am every day ready to learn.

Always act according to our values of: Respect, Resilience, Responsibility, Curiosity, Collaboration

Bring a healthy packed lunch (only crisps or sweet treat on a Friday)

Read 4+ times at home to become a Green Reader and bring in your reading diary every day.



**Respect**  
Be kind  
Be polite  
Be helpful

**Resilience**  
Be confident  
Be brave  
Be calm

**Collaboration**  
Listen  
Be involved  
Be supportive

**Curiosity**  
Explore  
Be creative  
Be inquisitive

**Responsibility**  
Be ambitious  
Be focused  
Be proud

### Expectations of Year 4

Wear PE kit for outdoor PE on Wednesday and Thursdays.  
Forest School on alternate Mondays.  
Learn spellings for Friday

### Key Dates for Term

Multiplication Times Table Check: 2-13th June

Sports day: 30th June

**Please see additional letter with whole school dates for the term.**

Year 4 (Terms 4-6)	Monday	Tuesday	Wednesday	Thursday	Friday
8.40 – 8.50	Register Starter activities/reading record check	Register Starter activities/reading record check	Register Starter activities/reading record check	Register Starter activities/reading record check	Register Starter activities/reading record check
8.50 – 9.40	Reading or phonics intervention (PHASE 5 in class)	Reading or phonics intervention (PHASE 5 in class)	Reading or phonics intervention (PHASE 5 in class)	Reading or phonics intervention (PHASE 5 in class)	Reading or phonics intervention (PHASE 5 in class)
9.40 – 10.45	Maths Authors	Authors	Authors	Authors	Authors
10.45–11.00	Break	Break	Break	Break	Break
11.00 – 11.15	Art	Basic Maths/X tables	Basic Maths/X tables	Basic Maths/X tables	Basic Maths/X tables
11.15– 12.15	RE	Maths	Maths	Maths	Maths
12.15 – 13.00	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
13.00 – 13.15	Forest school	X Tables Hand-writing/spelling	X Tables Hand-writing/spelling	X Tables Hand-writing/spelling	X Tables Hand-writing/spelling
13.15 – 13.25	Music	Sticky Knowledge	Learning for Life	Outdoor PE	Sticky Knowledge
13.25– 14.30	Computing	Enquiry	Indoor PE	DT/MFL	Enquiry
14.30 – 14.45	Whole School Values Assembly NOT the FS class				Whole School Golden Book Assembly
14.45 – 15.00	Class novel	Class novel	Class novel	Class novel	Class novel

## Summary of learning in Term 6

### Authors

We will be reading a book called 'The imaginary' by A.F Harrold. Using the book to help up we will be writing a tale of fear. We will be looking at apostrophes for possession and plurals and also we will see sentences of three for action and the correct

### Computing

Year 4 are improving their coding skills!

### Learning for life

Our Learning for life topic this term is called:

*Changing me*

Our lessons will focus on being unique, puberty and menstruation, change being a normal part

### Music

We will keep exploring rhythm!

### Religious Education

We will be exploring the question 'What does it mean to belong to Hinduism?' which will include the symbolism of gods and goddesses, the role of festivals, beliefs about life after death and the concept of harmlessness.

### Art

We will continue exploring different patterns in art.

### PE

PE outdoors will be on Wednesday and we will be learning about cricket

On Thursday is indoors and we will continue with gymnastics. We will ask the children to come to PE in their team colours, these can be supplemented with unbranded coloured t-shirts.

### Maths

This term in maths we will start on how to tell the time.

After that, will be looking at shapes and properties of shapes.

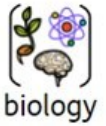
The last part of the term we will finish with coordinates and shapes on a grid.

### Science

The next enquiry topic is Sound. This area of physics is one that this term will rely heavily on. In Enquiry, we will look at the three main sections of sound. Creation, how sound is made, travel, how sound moves through spaces and materials, and reception, how we perceive and hear sound.

### DT

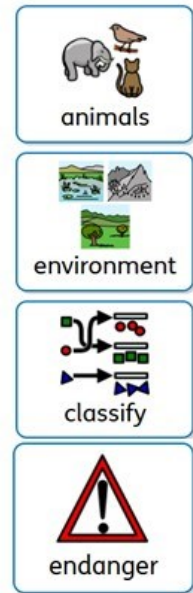
This term will include DT. We will capture our knowledge and termly theme of music by creating instruments. We will explore different types of instruments and how they are created traditionally.



## How can we classify living things?

Sticky Knowledge	Vocabulary	
Animals can be grouped by their observable characteristics.	<b>observable characteristics</b>	An observable characteristic is a feature or a property of a living thing that we can see or observe.
Observable characteristics can include colour, size, shape and structure.	<b>classify</b>	To classify is to sort objects into groups based on their similarities and differences.
A classification key can be used to help decide which group something belongs to.	<b>classification keys</b>	A classification key is a diagram which helps identify objects using yes/no questions.
A classification key is a series of yes/no questions about the observable characteristics of a living thing.	<b>environment</b>	The environment is the surroundings of a living thing including the other plants or animals and the conditions they live in.
The actions of humans can have a negative impact on the environment.	<b>endanger</b>	An endangered plant or animal is one that is at risk of becoming extinct.
A negative impact happens when changes cause harm to an environment or the living things within it.		

## Living things and their habitats

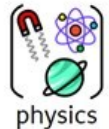


Prior Knowledge:

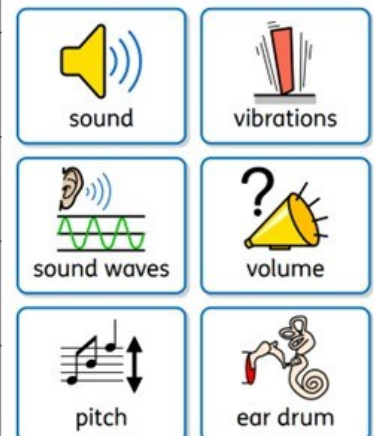
Year 4

## Enquiry: How do we hear sound?

Subject: Science Area: Physics Main Learning: Sound



Sticky Knowledge	Vocabulary	
Sounds are made when an object vibrates.	<b>sound</b>	We hear sounds with our ears.
Sounds are heard when vibrations travel from an object through a medium into our ear.	<b>vibrations</b>	Vibrations are when an object moves very fast from side to side.
Vibrations create sound waves which are not visible in the air, but we can use diagrams to show how they travel.	<b>sound waves</b>	Vibrations travel in sound waves which spread out in all directions.
A medium can be a solid, a liquid, a gas such as a wall, water or the air.	<b>volume</b>	The volume of a sound is how loud or quiet it is.
Pitch describes how high or low a sound is. Different objects produce different pitch sounds when they vibrate.	<b>pitch</b>	Pitch is a measure of how high or low a sound is.
Large vibrations create loud sound, and small vibrations create quiet sounds. Volume describes how loud or quiet a sound is.	<b>ear drum</b>	The eardrum is a thin, stretched piece of skin inside the ear that vibrates when a sound hits it.
The volume of a sound depends on the distance from the sound source. The greater the distance from the sound source, the quieter the sound.		



Prior Knowledge: