

# The Good Shepherd Catholic Primary School



## Year 4

Summer Curriculum Newsletter

In this booklet, we have included some information we feel you may find useful about the work your child will be doing this term. As well as the topics we will be covering in class, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

## Prayer and Reflection

*Creator God,*

*in your hands you hold the depths of the earth*

*and the heights of the mountains,*

*for all creation belongs to you.*

*Grant us grace to cherish your world*

*and wisdom to nurture its resources.*

*Save us from the desire to control what is not ours*

*and the impulse to possess what is not ours*

*and the impulse to possess what is there to share.*

*Amen.*

SUBJECT	TOPIC INFORMATION	
RELIGIOUS EDUCATION	<p><b>Reconciliation – Choices</b></p> <p><b>Pentecost – Energy</b></p> <p><b>Sikhism – The Gurdwara</b></p> <p><b>Universal Church – Special Places</b></p>	<p>Over the Summer term we will be focusing on four topics.</p> <p>Within the topic of Reconciliation, the children will learn that Christians believe that, in Jesus Christ, the world has been reconciled to God. Through and in Christ, every human being is offered the power to reach out in forgiveness and peace, to received and to offer reconciliation. Throughout the topic scripture will be at the heart of every lesson this includes; Matthew 21:28-31 the two sons, Luke 15: 11-32 and 1 Thessalonians 5:12-18.</p> <p>After Reconciliation, we will be moving onto the topic of Pentecost. We will be looking closely at the symbols of Pentecost such as the Holy Spirit, wind, fire, power and energy. The focus of scripture will continue, including; Matthew 28:1-10, John 16:5-7 and Acts 1:6-11. During this topic we will ask ourselves ‘How can the energy of the wind be used for good?’ and ‘How the Holy Spirit inspires Christians?’.</p> <p>Next, we will be focusing on our ‘Other religion’. This year we will be focusing on Sikhism, more specifically within Year 4 will be looking at the Sikh place of worship, The Gurdwara. We will look at how Sikh’s welcome people into their place of worship.</p> <p>To finish our year, we will be learning about the Universal Church. As a community we have many special places: places where people gather for prayer and worship; places are holy because of their association with Jesus or holy people; places of pilgrimage. Within this topic, we will think about our special places and the special places for Jesus. This will lead to the respect we need to have for our world as our special place. Lastly, we will reflect on Romans 5:5...</p> <p style="text-align: center;"><i>... the love of God has been poured into our hearts by the Holy Spirit.</i></p>
ENGLISH	<p><b>Ongoing skills which are taught throughout each week:</b></p> <p><b>Vocabulary</b></p> <p><b>Inference</b></p> <p><b>Prediction</b></p> <p><b>Explanations</b></p> <p><b>Retrieval</b></p> <p><b>Summarising</b></p>	<p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• Read a range of Fiction and Non-Fiction texts.</li> <li>• Use song lyrics and film clips to make predictions and infer characters’ thoughts and emotions.</li> <li>• Reading and preparing poems and to read aloud, using intonation and tone.</li> <li>• To identify layout of playscripts and to rehearse reading a script aloud.</li> <li>• Increase familiarity with myths and legends from other cultures, and to retell some of them orally.</li> <li>• Explore books which are structured in different ways, for a range of purposes.</li> <li>• Using dictionaries to check meanings of new vocabulary in context.</li> <li>• Checking, through discussion, that text makes sense.</li> </ul>

	<p><b>Biographies</b></p> <p><b>Letter Writing</b></p> <p><b>Roman Myths</b></p> <p><b>Information and Explanation texts</b></p> <p><b>Persuasion and Advertising</b></p>	<ul style="list-style-type: none"> <li>• Making inferences and justifying reasons by referring to the text.</li> <li>• Retrieve and record information from Non-Fiction texts.</li> </ul> <p>Class Texts: Who Let The Gods Out? The Iron Man, Romulus and Remus</p> <hr/> <p><u>Writing</u></p> <ul style="list-style-type: none"> <li>• To write simple sentences dictated by the teacher.</li> <li>• To examine features of Biographies, including Chronology and Past Tense Verbs</li> <li>• To organise ideas around a theme, by researching and writing a Biography.</li> <li>• To organise paragraphs around a theme, to order content coherently.</li> <li>• To identify the structure and layout of letters.</li> <li>• To explore Roman Myths and create settings, characters and plots.</li> <li>• To use expanded noun phrases and fronted adverbials to improve writing.</li> <li>• To assess the effectiveness of their own and others' writing and to make suggestions for improvements.</li> <li>• To use pronouns to avoid repetition in writing.</li> <li>• To use apostrophes for possession, as well as regular (e.g. girls', boys') and irregular (e.g. children's) plurals.</li> <li>• To present Non-Fiction writing.</li> <li>• To create Adverts using persuasive language.</li> </ul>
<p><b>MATHS</b></p>	<p><b>Review of Fractions</b></p> <p><b>Fractions Greater than one</b></p> <p><b>Symmetry in 2D shapes</b></p> <p><b>Time</b></p> <p><b>Division with remainders</b></p>	<ul style="list-style-type: none"> <li>• To identify a whole and part</li> <li>• To add and subtract fractions.</li> <li>• To convert a quantity from an improper fraction to a mixed number.</li> <li>• To compare and order mixed numbers when the whole number and the numerator of the fractional part is the same.</li> <li>• To complete a symmetrical pattern.</li> <li>• To compose symmetrical shapes.</li> <li>• To investigate lines of symmetry in 2D shapes by folding paper.</li> <li>• To find lines of symmetry in 2D shapes using a mirror.</li> <li>• To reflect polygons in a line of symmetry.</li> </ul>

		<ul style="list-style-type: none"> <li>To read, write and convert time between analogue and digital 12- and 24-hour clocks.</li> <li>To solve time problems.</li> <li>To use knowledge of division equations and remainders to solve problems.</li> <li>To interpret a division story when there is a remainder and represent it with an equation.</li> </ul>
SCIENCE	<b>Forces and Magnets</b>	<ul style="list-style-type: none"> <li>Describe friction as a force that slows objects down.</li> <li>Feel the pulling force of a magnet.</li> <li>Sort materials according to whether they are magnetic or not.</li> <li>Participate in an investigation into magnet strength.</li> <li>Identify the different poles of a bar magnet.</li> <li>Use a magnetic compass with four points.</li> <li>Construct a bar chart on labelled axes.</li> <li>Predict and form a conclusion from their results.</li> </ul>
	<b>Changing environments</b>  <b>The Water Cycle</b>	<ul style="list-style-type: none"> <li>To explore the characteristics and features of rivers and mountain ranges around the world.</li> <li>Investigate a detailed exploration of the ecosystems and processes that shape rivers and mountains and the land around them.</li> <li>To investigate the science of rivers and mountains</li> <li>Explore our changing environment looking at the movement of the Earth and Moon.</li> </ul>
HISTORY	<b>Emperors and Empires</b>	<ul style="list-style-type: none"> <li>To find out about everyday life in Ancient Rome</li> <li>Recall key facts about the spread of the Roman Empire</li> <li>Understand why the Roman army was so effective</li> <li>Locate Roman roads in Britain</li> <li>Understand the roles of key people during the Roman era such as Boudicca, Emperor Hadrian and General Julius Caesar</li> </ul>
GEOGRAPHY	<b>Misty Mountain, Winding River</b>	<ul style="list-style-type: none"> <li>Learn about different types of rivers and their definitions</li> <li>Explore the journey of a river, including erosion, transportation and deposition</li> <li>Understand how mountains are formed</li> <li>Know what contour lines are used for on a map</li> <li>Investigate the processes that occur within the water cycle</li> </ul>
COMPUTING	<b>Teach Computing</b>	<ul style="list-style-type: none"> <li>To identify that accuracy in programming is important</li> <li>To create a program in a text-based language</li> <li>To modify a count-controlled loop to produce a given outcome.</li> <li>To explore the concept of repetition in programming using the Scratch environment.</li> </ul>
	<b>Repetition in shapes</b>	
	<b>Repetition in games</b>	

		<ul style="list-style-type: none"> <li>To use and explore Scratch activities</li> <li>To look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition.</li> </ul>
MUSIC	<b>Oak Academy</b>  <b>Texture</b>   <b>Musical Processes</b>	<ul style="list-style-type: none"> <li>Thin or rich textures</li> <li>Monophonic texture</li> <li>Homophonic texture</li> <li>Polyphonic texture</li> <li>Melody and Accompaniment</li> <li>Mixing Textures</li> <li>Ostinati - repeating patterns</li> <li>Vocal ostinati - repeating patterns using our voices</li> <li>Instrumental ostinati - ground bass</li> <li>Introducing musical drones</li> <li>Drones and pedal notes</li> <li>Composing accompaniments using ostinati and drones</li> </ul>
PE	<b>Run/Jump/Throw</b>  <b>Aim/Strike/Retrieve</b>	<ul style="list-style-type: none"> <li>Athletics as the vehicle.</li> <li>Cricket, rounders, kickball, longball and baseball as the vehicles.</li> <li>Affective/value focus: Courage</li> <li>Cognitive (thinking me) focus: Growth Mindset</li> </ul>
ART	<b>Emperors and Empires</b>	<ul style="list-style-type: none"> <li>Explore the details of Roman mosaics and learn about their use</li> <li>Design our own mosaics</li> <li>Create mosaics using simple printing techniques</li> </ul>
	<b>Misty Mountain, Winding River</b>	<ul style="list-style-type: none"> <li>Study the work of the artist William Morris</li> <li>Evaluate existing fabrics and designs</li> <li>Create our own designs inspired by nature</li> <li>Block printing onto fabric with embellishments</li> </ul>
DESIGN AND TECHNOLOGY	<b>Emperors and Empires</b>	<ul style="list-style-type: none"> <li>Evaluate the design and purpose of Roman catapults</li> <li>Design and make new catapult using these ideas</li> <li>Test out the effectiveness of our catapults</li> </ul>
	<b>Misty Mountain, Winding River</b>	<ul style="list-style-type: none"> <li>Create a 3D model of a mountain, including a river running from source to mouth</li> </ul>
FRENCH	<b>At The Café (Au Café)</b>	<ul style="list-style-type: none"> <li>Understand and use most of the set phrases covered in class to order food and drink.</li> <li>Read and pronounce some of these words to order a French breakfast and typical French snacks from a menu.</li> <li>Order for a friend.</li> <li>Ask for the bill when prompted.</li> </ul>

		<ul style="list-style-type: none"> <li>Remember how to say hello, goodbye, please and thank you.</li> </ul>
	<b>In The Classroom (En Classe)</b>	<ul style="list-style-type: none"> <li>Recognise and repeat from memory simple classroom objects and use the correct gender.</li> <li>Say what they have and do not have in their pencil case.</li> <li>Recognise and respond to simple classroom commands and praise.</li> </ul>
PSHE	<b>Fake is a mistake!</b>	<ul style="list-style-type: none"> <li>Recognise what constitutes a healthy, positive relationship</li> <li>Understand what positively and negatively impacts physical, mental and emotional health</li> <li>Recognise the characteristics of healthy family life</li> <li>Recognise who to trust and who not trust, including how to manage conflict</li> <li>Know the importance of permission seeking and giving in relationships</li> <li>Recognise the difference between right and wrong and to readily apply this understanding in their own lives</li> </ul>
	<b>'No way through' isn't true</b>	<ul style="list-style-type: none"> <li>Deepen understanding of good and not so good feelings</li> <li>Recognise that they may have conflicting emotions and when they might need to listen to, or overcome these</li> <li>What is meant by the term 'habit' and why habits can be hard to change</li> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>Reflect on achievements, and to set high aspirations and goals</li> <li>Learn about change, including transitions e.g. between key stages</li> </ul>
HOMEWORK	<b>Reading</b>	<ul style="list-style-type: none"> <li>Please ensure that your child is reading regularly at home. They should record their reading on the 'Go Read' website or App, using their login details provided by their teacher. This enables us to monitor their reading.</li> </ul>
	<b>IXL</b>	<ul style="list-style-type: none"> <li>Children to use IXL for 1 hour every week to consolidate the Maths and English concepts currently being taught in class.</li> </ul>
	<b>Spellings</b>	<ul style="list-style-type: none"> <li>Children to learn their weekly spellings. Spellings are given out at the beginning of each term. Children will be tested every Friday.</li> </ul>