



Term 1 Newsletter Elephants

Dear Family Members,

Welcome back! I hope you all had a wonderful summer break. The children have settled back into life at school and are really positive about their learning.

This newsletter aims to provide you with an overview of the main learning planned for this term, alongside other useful information. As always, if you have any questions, concerns or worries, do come and talk to me. I am available via e-mail, (info@somerdaleet.org.uk), or at the end of the school day.

The Year Four team are excited to be working with your wonderful children, and we know it's going to be an epic year of learning and fun!

The Year Four team:

Sonia Fletcher	Jenna Hall
Class Teacher	PPA cover teacher
	<i>Monday morning</i>

Enquiry Question this term: What is a rainforest and which animals live there?

This term's enquiry question has strong geography and science links. The children will be learning what makes a rainforest, where they are found in the world and will be researching different animals that live there. They will then work in small groups to present their findings to the rest of the class.

Year 4 will actually be learning about the rainforest until Christmas. In term 2, the focus will be more on deforestation and conserving the rainforest. More information will be sent out closer to the time.

Learn Together

- The children will critically examine the impact of single use plastic on life on land and the sea.
- Islam with a focus on the pilgrimage.

Rights Respecting Schools

This term we will focus in particular at these three rights:

Article 8: You have the right to an identity – an official record of who you are. No one should take this away from you.

Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you.

Article 12: You have the right to give your opinion, and for adults to listen and take it seriously.

English

Writing

Our focus book this term is the *Black Dog* written by Levi Pinfold. We will analyse character, setting and plot and how the author shows this through language features. We will then write our own character and setting description.

Our main focus in writing will be recapping the grammatical skills learned in Year 3 first through fiction and then through non-fiction writing. These skills include expanded noun phrases, prepositions, fronted adverbials and subordinating conjunctions.

In guided reading sessions, children will continue to build comprehension and understanding. VIPERS are the skills we will be focussing on Vocabulary, Inference, Prediction, Explain, Retrieval and Summarising.

Maths

Below is an outline of the intended progression of learning – this may be altered where needed.

Place Value up to 10,000 Weeks 1 – 3	Addition and Subtraction Weeks 4 - 6
Step 1 Represent numbers to 1,000	Step 1 Add and subtract 1s, 10s, 100s and 1,000s
Step 2 Partition numbers to 1,000	Step 2 Add up to two 4-digit numbers - no exchange
Step 3 Number line to 1,000	Step 3 Add two 4-digit numbers - one exchange
Step 4 Thousands	Step 4 Add two 4-digit numbers - more than one exchange
Step 5 Represent numbers to 10,000	Step 5 Subtract two 4-digit numbers - no exchange
Step 6 Partition numbers to 10,000	Step 6 Subtract two 4-digit numbers - one exchange
Step 7 Flexible partitioning of numbers to 10,000	Step 7 Subtract two 4-digit numbers - more than one exchange
Step 8 Find 1, 10, 100, 1,000 more or less	Step 8 Efficient subtraction
Step 9 Number line to 10,000	Step 9 Estimate answers

Wider Curriculum

In science the children will be learning about: Living Things and their Habitats

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

In geography this term, the specific skills the children will be learning will be:

- Identifying rainforests around the world and their relation to the equator.
- Comparing rainforest climates to ours in Bristol.
- The importance of the rainforest and its impact on the wider world.

As designers, artists and creators we will be story telling through drawing.

- Tell stories through drawing.
- Use text within drawings to add meaning.
- Sequence drawings to help viewers respond to a story.
- Use line, shape, colour and composition to develop evocative and characterful imagery.

PE

Year 4 PE days will be on a Monday and Thursday. On Mondays, Jenna will be teaching them Fundamental skills for sport. On Thursdays, Jim (Year 5 teacher) will be teaching them netball.

Children will need to come to school wearing clothing and footwear that is suitable to exercise in. Here is a list of things that would be suitable to wear on these days. We ask that all items are clearly labelled with

your child's name and year group so that it does not get lost.

PE kit list

- Short sleeved free moving top
- Jumper (if weather appropriate)
- Shorts or leggings (no denim)
- Trainers suitable for running
- Hair tidied up
- No jewellery

In Spanish, children will learn basic greetings, classroom language, numbers from 1-31, days of the week, months of the year, dates and seasons.

In computing, learners will apply their knowledge and understanding of the internet as a network. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

Children will continue to have music taught by professional musicians from Preludes on Fridays.

Important Info for parents

Morning/Afternoon Routines

In the mornings and afternoons, when waiting for the doors to open/your child to come out, please wait on the playground by the Year Four classroom.

The door opens at 8.40am and closes at 8.50am. Within this ten minute window, children will be completing an independent morning starter before the register at 8.50am. Pick-up is at 3.10pm.

Please call the office or e-mail info@somerdaleet.org.uk before 2pm if there are any changes to pick-ups at home time.

From next week, we will use our Google Drive folder to upload class newsletters and other information for parents. Here is the link for our class page: [Year 4 Google Drive folder](#).

Reading

Your child has chosen a banded reading book which needs to be brought into school every day with their Reading Record. It is essential for your child's learning to hear them read regularly at home. Your child should change their book as soon as they have completed it.

Family Helpers

As a school, we are extremely lucky to have and are extremely grateful for our family helpers! If you, or a family member (such as grandparent) have a few hours to spare regularly each week and you would like to help us out then that would be really appreciated!

We would love some adults who can listen to children read across the year groups and change their books.

Or perhaps you have another skill you think would be useful? If you are interested, then please fill in the online form via the link below: <https://forms.gle/HcSTVaKetKyasohZ7>

Volunteers will need to have a DBS check completed for safeguarding reasons. Amy in the office will organise this and there is no cost. Once you've indicated your interest, Sonia will get back to you.

A couple of requests...

- Please talk to your child before school each morning about lunch choices, so that they know which option they will choose when they come to school.
- Please bring a named water bottle into school – filled with plain water only.
- Please name all clothes and packed lunch boxes.

Your child needs to bring their reading record, reading book and spelling journal into school everyday.

Reading	
<p>School Expectations</p> <ul style="list-style-type: none"> • Reading Record and colour banded book should be brought to school daily. • Read for 15 minutes and record in your Reading Record a minimum of four times a week and ask an adult to sign. • This should include time to hear your child read and talk through what they have read, identifying tricky vocabulary and asking questions to see if they have understood what they have read. E.g. How do the descriptions of show that they are How can you tell that..... What impression of do you get from these paragraphs? Why did the character behave like that? • After visiting the Library, children will also choose a book to read for pleasure which you can enjoy with them. • In Year 4, children can write in their own Reading Diary but a parent is expected to sign it. • If you are not recording reading, you will be expected to attend a lunchtime club to catch up on reading. 	<p>Why is this important</p> <ul style="list-style-type: none"> • Reading is a fundamental skill which is the foundation of many other areas of learning and is important in children's future success. • Research shows that reading promotes brain, language, and emotional development and that reading for pleasure strengthens relationships. • Parent's role in the teaching of reading is paramount to your child's progress and this is highly valued by the school.
Maths	
<p>School Expectations</p> <ul style="list-style-type: none"> • Times Table Rock Stars can be used for regular times table practice. • Times tables are practised daily in school. 	<p>Why is this important</p> <ul style="list-style-type: none"> • Times tables are essential and multiplication facts are non-negotiable basic building blocks of maths. • Knowing the times tables (and their associated division facts) supports mathematical learning • Children who have a strong grasp of them tend to be more self-assured when learning new concepts.
Spelling	
<p>School Expectations</p> <ul style="list-style-type: none"> • Spelling Journal should be brought into school daily. • Spellings will be checked and a new set given out every Monday. Children will have 10 spellings in total; five from the year 4/5 statutory list and five from the No Nonsense spelling patterns. • Please help your child to practise at home by completing the 'Say, cover, write and check' worksheet and using the different strategies such as using rainbow colours for vowels or pyramid words shown on the termly sheet in their spelling books. 	<p>Why is this important</p> <ul style="list-style-type: none"> • Spelling is one of the essential components of successful writing. • Research has found that spelling, reading, writing and comprehension skills are all closely linked. • Spelling instruction improves reading ability and benefits them in all aspects of their learning, as well as in their everyday life.

Guidance and support for reading

If you would like further guidance with how to read with your child at home, please follow the link below to watch a short video which demonstrates how we read with children at Somerdale so you too can support at home (Article 3: adults should always do what is best for you). There is a separate example for EYFS, KS1 and KS2. In the same google drive, you will find example VIPERS comprehension questions, as well as reading for pleasure 'tube maps' to give some direction on popular books for different age ranges.

[How to read with your child at Somerdale](#)