



Term 2 Newsletter Elephants

Dear Family Members,

Welcome to Term 2. The children had such a positive start to Year 4 in Term 1 and we are looking forward to seeing their wonderful work this term.

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 / Lizzie Payne
Class Teacher

Jenna Hall
PPA cover teacher
Wednesday morning

Jo Devine
ECT cover teacher
Thursday afternoon

Enquiry Question this term: How is the rainforest under threat and what can we do to help?

The children loved learning more about what rainforests are and the habitats that live there during Term 1. This term they will focus more on threats to the rainforest such as deforestation and global warming. They will also think about what we can do as humans to try and protect them.

Learn Together

This term we will be focussing on the impact single-use plastics and micro plastics have on land and sea.

We will explore what single-use and micro plastics are, how they are harmful and what is being done to reduce their impact both globally and locally.

Rights Respecting Schools

This term we will focus in particular at these rights:

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help you stay well.

Article 27: You have the right to food, clothing, a safe place to live and to have your basic needs met. You should not be disadvantaged so that you can't do many of the things other kids can do.

English

Writing

Our focus book this term will be *The Great Kapok Tree* by Lynn Cherry which links beautifully to our enquiry question about the Rainforest.

For their narrative, the children will be writing a warning tale and there will be a particular focus on setting descriptions and figurative language. The grammar focus will be identifying and using main and subordinate clauses.

For non-fiction writing, the children will be writing a travel brochure for the Amazon Rainforest. There will be a focus on paragraphs and organisational features such as subheading and bullet points.

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.

| Area | Multiplication and Division |
|---|---|
| <p>Step 1 What is area?</p> <p>Step 2 Count squares</p> <p>Step 3 Make shapes</p> <p>Step 4 Compare areas</p> | <p>Step 1 Multiples of 3</p> <p>Step 2 Multiply and divide by 6</p> <p>Step 3 6 times-table and division facts</p> <p>Step 4 Multiply and divide by 9</p> <p>Step 5 9 times-table and division facts</p> <p>Step 6 The 3, 6 and 9 times-tables</p> <p>Step 7 Multiply and divide by 7</p> <p>Step 8 7 times-table and division facts</p> <p>Step 9 11 times-table and division facts</p> |

Wider Curriculum

Our Science topic this term is Sound.

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

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

- investigating why the rainforest is being destroyed.
- recognising some of the arguments for and against deforestation.
- discussing some of the impacts of deforestation.
- investigate why and how some rainforest species are threatened.
- identifying possible actions that people can take to help protect the rainforest.
- planning an action to help protect the rainforest.
- understanding the effects of climate change and global warming.

As designers, artists and creators we will be exploring different patterns.

- Noticing patterns around them
- Creating their own patterns following rules that the children have created.
- Collage

PE

Year 4 PE days will be on a Monday and Thursday.

On Mondays, Bristol Sport will be teaching the children gymnastics. On Thursdays, Jo will be teaching them handball.

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 Computing, we will be creating media to produce audio. Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. They will discuss the ownership and copyright implications of digital audio. They will create and record a podcast about the rainforest, which will include editing their work, adding multiple tracks, and opening and saving the audio files.

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 you 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...

| | |
|---|---|
| Reading | |
| School Expectations <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. | Why is this important <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 | |
| School Expectations <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. | Why is this important <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 | |
| School Expectations <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. | Why is this important <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. |
| <ul style="list-style-type: none"> • 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. <p>Your child needs to bring their reading record, reading book and spelling journal into school everyday.</p> | |

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](#)