



Term 4 Newsletter Elephants

Dear Family Members,

Welcome to Term 4. The children had a wonderful Term 3 and I am looking forward to seeing their fabulous work this term too.

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 children, and we know it's going to be an amazing year of learning and fun!

The Year Four team:

Lizzie Payne
Class Teacher

Lily King
PPA cover teacher
Thursday afternoon

Tiarna Lloyd
ECT cover teacher
Wednesday morning

Enquiry Question this term: What was life like in Ancient Rome?

After a fabulous term on Ancient Greece, we are progressing along the historical timeline to Ancient Rome! This term the children will be investigating several aspects of Ancient Rome including, the Roman army, Julius Caesar and what daily life was like.

Learn Together

This term, we will be focussing on belief systems, how different people celebrate and showing respect to those who believe differently to us.

Our focus religions will be Judaism and Christianity.

Rights Respecting Schools

This term we will focus in particular at these rights:

Focus Right 30: Learn Together focus on belief systems.

Focus Right 29: Enquiry focus on historical ways of living compared to today.

English

Writing

Our focus book this term will be Malala's Magic Pencil by Malala Yousafzai.

For their narrative piece, the children will be writing a wishing tale in the form of an extended narrative description. We will be particularly focusing on uplevelling our language choices. The grammar foci will be paragraphs and fronted adverbials.

For their non-fiction piece, the children will be writing their own biographies. There will be a focus on formal and informal language and possessive apostrophes.

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.

Fractions

- Step 1 Understand the whole
- Step 2 Count beyond 1
- Step 3 Partition a mixed number
- Step 4 Number lines with mixed numbers
- Step 5 Compare and order mixed numbers
- Step 6 Understand improper fractions
- Step 7 Convert mixed numbers to improper fractions
- Step 8 Convert improper fractions to mixed numbers
- Step 9 Equivalent fractions on a number line
- Step 10 Equivalent fraction families
- Step 11 Add two or more fractions
- Step 12 Add fractions and mixed numbers
- Step 13 Subtract two fractions
- Step 14 Subtract from whole amounts
- Step 15 Subtract from mixed numbers

Decimals

- Step 1 Tenths as fractions
- Step 2 Tenths as decimals
- Step 3 Tenths on a place value chart
- Step 4 Tenths on a number line
- Step 5 Divide a 1-digit number by 10
- Step 6 Divide a 2-digit number by 10
- Step 7 Hundredths as fractions
- Step 8 Hundredths as decimals
- Step 9 Hundredths on a place value chart
- Step 10 Divide a 1- or 2-digit number by 100

Wider Curriculum

Our Science topic this term is States of Matter.

- Understand the difference between solids, liquids and gases
- Understand the water cycle and how this process works
- Recognise key terminology to describe the changing of states.

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

- investigating what life in Ancient Rome was like
- recognising the impact Ancient Romans had on life today
- identifying where Rome is and comparing this to the Ancient Roman Empire
- understanding the impact of significant individuals such as Julius Caesar and Boudicca.

As **designers, artists and creators** we will be exploring still life.

- To explore the work of artist Paul Cezanne
- Exploring which mediums are used in historic still life pieces
- Discussing how Ancient Romans used their art to demonstrate their wealth
- Designing and creating their own Roman inspired still life paintings of fruit

PE

Year 4 PE days will be on a Monday and Thursday. On Mondays, Lizzie will be teaching the children yoga. On Thursdays, Lizzie will be teaching them rounders.

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 exploring introductory coding. This will involve coding using colour and experimenting with varying inputs into Ozobots to see if we get the expected outcome.

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.

The link for our class page on Google Drive is here: [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.

Reading Records are checked every **Friday**.

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 a 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 ensure school lunch orders are completed and pre-ordered each week.
- 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 3/4 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](#)