



QUEENSWAY SCHOOL

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Dear Parents and Carers,

I hope you have all had a lovely break, have managed to get lots of rest and relaxation and plenty of opportunities to take in the days of sunshine over the Easter break. For terms 5 and 6, our topic in Year 4 will be 'Ancient Egypt.' I know the children were already bubbling with enthusiasm about this subject before finishing for the break, so I am looking forward to two exciting terms ahead! Ms Carnevale will be teaching the class on Fridays for the last two terms which I know the children will be really excited about!

English

We will be covering a range of genres this term such as stories set in other cultures and non-chronological report writing. This will give us the opportunity to write about other curriculum areas such as Ancient Egypt in History or the digestive system in Science. We will start the term by reading a wonderful book called 'Pepi and the Secret Names.' Children will describe the different animals from the book and create a new character for the story. They will be introduced to hieroglyphics and will be challenged to crack a hidden code within the text. We will be revisiting a lot of the grammar and spelling patterns from previous terms, to ensure that we are all confident with these objectives.

Mathematics

We begin the term by revisiting addition and subtraction, multiplication and division. This is to ensure that children's confidence levels to work independently in all of these areas is high. We will revisit decimals and use this knowledge to solve problems involving money and finish this term learning about time. If you know that your child struggles with time, the best way to support them is to do little and often each day at home. Is there a clock or watch that they can see at home? Ask them to tell you the time as part of everyday life. This will really improve their confidence and understanding in lessons and is such an important life skill.

Personal, Social, Health and Economic Education (PSHE)

This term, we will be learning all about our rights and responsibilities and growing and changing. As part of this and alongside our PSHE curriculum, we will be learning the content of the Year 4 Protective Behaviour scheme. We were very impressed with the openness and maturity of the children at the start of the year, when we presented the Year 3 Protective Behaviour unit that they had missed due to lockdown. The children will be learning more about their early warning signs and physical sensations that they may feel in a range of situations. They will be taught strategies and explore consequences of choices that can be made in different scenarios, giving them plenty of opportunities to discuss these properly.

To find out what we are learning in all the other subject areas, please look at the '**Knowledge Organisers**' which can be found on the class blog (Stream section).

Homework

Homework will continue to be set on a Friday and is due in the following Thursday.

- Reading 15 minutes per day for 5 days per week and this is to be recorded in their reading journals. Adults are asked to write a comment and sign the book when they have read with their child.
- A spelling or grammar activity, designed to support, practise, or revisit something we have learned in class will be given weekly. Every other week, a spelling list will be given in preparation for a test the following week.
- In Maths, the children will be given a Maths activity linked to class work one week and the next week a multiplication focused task, either using Times Table Rockstars or an activity sheet.
- In line with our homework policy, each activity should take approximately fifteen minutes to complete.

Ways you can help your child:

- Please ensure that your child is frequently practising their times tables, either on paper or by playing on Times Table Rockstars.
- Often when reading with children last term, they would read ahead despite not understanding the vocabulary included in their books. When adults listen to children reading, they can have fantastic discussions about new words and have links made to real- life situations, resulting in a firmer understanding. As a result, the child is far more likely to use this vocabulary in their written work also.
- Please support your child to be as independent as possible with organising their equipment. Please allow them to pack their bags for school, carry their own belongings to school and bring items such as their reading book and journal and homework into school when it is needed. Children thrive when they are given these responsibilities.

PE days

Once again, we will endeavour to do all of our PE sessions outdoors this term, with the exception of very poor weather. Our lessons will continue to take place on Thursday afternoons and Friday mornings. Please ensure that your child has the appropriate kit for both of these sessions. This consists of a plain white polo t-shirt and navy shorts for indoor sessions, with the addition of a navy sweatshirt and jogging bottoms for outdoor lessons. Trainers are the most appropriate footwear for outdoor PE, as they provide far more cushioning and stability than plimsolls. Plasters or medical tape should be provided for children who are unable to take their earrings out.

I look forward to another exciting term ahead! As always, if you have any queries or concerns, do not hesitate to make an appointment to discuss these. I am happy to have a very brief chat in the mornings; alternatively, we can arrange a more convenient time after school.

Kind regards,

Mrs Thomas
Class Teacher.

Glossary of key words for Terms 3 and 4 YEAR 4



Word	Meaning
English	
adverb	A word that modifies a verb, adjective, other adverbs, or various other types of words, phrases, or clauses.
causal	A <u>word</u> (such as because) that expresses a reason or a cause
conjunction	A word that joins two clauses. Co-ordinating conjunctions include 'and', 'but' and 'so'. Subordinating conjunctions include, 'because', 'if' and 'until'.
Expanded noun phrase	Is a phrase made up of a noun and at least one adjective.
fronted adverbial	Is a word, phrase or clause that is used, like an adverb, to modify a verb or a clause.
noun	A word that can be used to refer to a person, animal, place, thing,
possessive pronoun	A pronoun replaces a person, place or thing. For example 'I', 'you', 'he', 'she', 'we', 'they', 'it', 'me', 'him', 'her', 'us', 'them'.
prefix	Letters that go in front of a root word and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/react).
preposition	A linking word in a sentence, used to show where things are in time or space. For example 'under', 'after', 'next', 'behind'.
proper noun	A noun which names a particular person, place or thing. For example 'John', 'London', 'France', 'Monday', 'December'.
similes	A <u>figure of speech</u> in which one thing is compared to another, in the case of English generally using like or as
metaphor	A word or phrase that is used to describe something as if it was something else. For example: a wave of terror crashed over him. Terror isn't actually a wave, but this is a good way to describe the emotion.
synonyms	A word or phrase with a meaning that is the same as, or very similar to, another word or phrase.

inverted commas	Punctuation that is used around direct speech.
Maths	
area	A measure of the extent of a surface; it is measured in square units.
chunking	A method used for dividing large numbers. Children are taught to use rough estimates of how many times a number will go into another number and then to adjust until the right answer is found (working out how many groups of a number fit into another number).
column method	A method of calculation where the numbers to be added or subtracted are set out above one another in columns. The calculation is done by 'carrying' and 'exchanging' numbers from column to column.
commutativity	Addition and multiplication have the property of commutativity – when two numbers are added or multiplied, this can be done in any order and the answer will be the same. E.g. $2 \times 3 = 6$ or $3 \times 2 = 6$
estimate	Sometimes called an 'educated guess'. Estimating is roughly guessing a number of objects or the answer to a calculation based on existing knowledge.
inverse operation	The calculation, which is opposite to a given calculation. Addition is the inverse of subtraction; multiplication is the inverse of division.
multiples	A <u>whole number</u> that can be divided by another whole number with no remainder.
rounding	Adjusting digits up or down to the nearest tens, hundreds, thousands number etc. in order to make the calculations easier.
Coordinates	A set of numbers used to locate a point on a line or surface or in space. For example (8,2).
Axis	A number line that helps make up a coordinate plane--it serves as a reference line for measuring coordinates. ... One axis is horizontal (called the x-axis) and one is vertical (called the y-axis), and the two cross each other at the number zero.
Negative numbers	A negative number is said to be less than zero. A negative number is written by putting a minus sign, "-", in front of a positive number. For example, "-3" is a negative number. It is read "negative three" or "minus three" and it means the opposite of 3.
PSHE	Valuing difference and keeping myself safe
Consent	Giving permission for something to happen or saying yes.
Compromise	When a disagreement is settled by people accepting something that is slightly different from what they originally wanted. This may be because of circumstances or because they are considering the wishes of other people.
Negotiation	Reaching an agreement through discussion with others,
Personal space	The space around our body. People will have different levels of personal space where they feel comfortable with people entering their personal body space.
Relationships	A relation between two people. Relationships can be formed with many people, for example: close family members, wider family, friends and acquaintances.
Respect	We accept the things that may make them different to us and don't try to put them down or make them feel sad or uncomfortable because of these differences.
Tolerance	Accepting others who are different in their race, culture, habitats or beliefs.
Stereotypes	An often or unfair belief that many people with particular characteristics are the same. For example, people can be stereotyped based on their gender.
Risk	Something that may cause loss or injury.
Hazard	A potential source of danger. For example,
Dare	When someone dares you to do something they are asking you to do something risky which you feel uncomfortable with and might get you into trouble or cause harm.
Norms	A statistic used to describe something.
Influence	Causing something to happen without direct effort.

