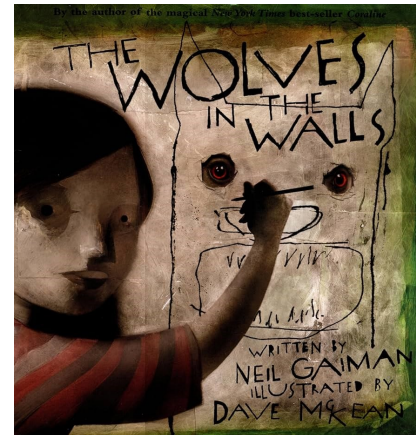


Year 4 Term 2

Lions—Miss Edwards

Tigers—Mrs. Dhingra

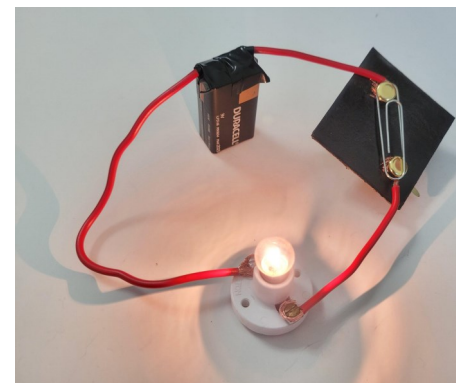
The Wolves in the Wall



Incarnation



Electrical Circuits



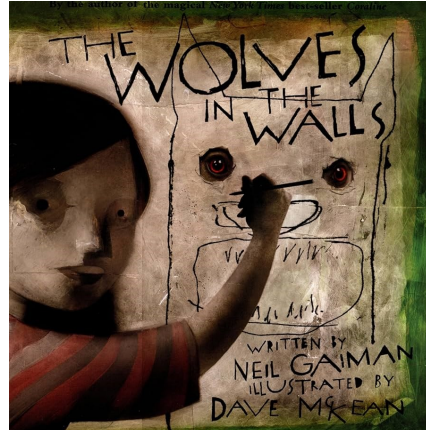
How children's lives have changed.



English

The Wolves in the Walls by Neil Gaiman.

When Lucy hears noises from behind the wall she tries to warn her parents that there are wolves banging about. But her parents don't listen. When the wolves finally take over the house and Lucy and her family are evicted to live in the garden, her parents realise perhaps they should have listened. What will Lucy do next?



We will be writing internal monologues, poems, non-fiction fact cards and narratives.

Maths

We begin our term with a short topic on area of shapes.

Most of our term will have multiplication as a focus: we will start with arrays, before moving on to individual times tables (10, 2, 5, 3, 4, 6, 8, 9, 7, 11, 12).

You can support your child's journey towards the times table check by using

<https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check>

R.E.

Our 'big question' is 'What is the Trinity?'

We will be comparing the Gospel of John to the other Gospels in the New Testament.

We will be considering what Christians believe about the Trinity and how they show this in their lives.

We will be creative by designing festive cards that link to John's Gospel.



Music—Rock 'n' Roll

- Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Using musical vocabulary to discuss the purpose of a piece of music.
- Using musical vocabulary when discussing improvements to their own and others' work.
- Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.
- Singing and playing in time with peers with accuracy and awareness of their part in the group performance.
- Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.
- Explaining their preferences for a piece of music using musical vocabulary.

P.E.

Our P.E. days are different this term: Lions Monday and Tigers Tuesday. We will be looking at handball skills and strategies and problem solving to develop our teamwork.

Spanish

We will be learning the names of animals, asking and answering questions about pets, and describing them using adjectives.

P.S.H.E.—Celebrating differences

We will be challenging stereotypes and celebrating our diversity, looking at our interests and our view of the world around us.

Homework

Freckle for Mathematics.—log in cards have been given out.
Weekly spellings.
Accelerated Reader daily home reading.

Science and D.T.—Electrical Circuits and torches

- To recognise how electrical appliances are powered. Working scientifically: To record and classify qualitative data.
- To construct an electrical circuit. To explain the use of switches in a circuit.
- To explain the use of materials as electrical conductors or insulators.
- To design and construct a working torch.

Key Vocabulary:

Appliance battery bulb buzzer cell circuit component electrical conductor electrical insulator electricity mains material

We have an exciting science workshop coming to visit us on 26th November.

History -

- To identify how children's lives have changed using a range of sources.
- To understand why children worked in Tudor times and what working conditions were like.
- To understand the types of jobs Victorian children had and their working conditions.
- To understand how Lord Shaftesbury changed children's lives.
- To understand how and why children's leisure time has changed.
- To understand which diseases children caught and how they were treated.

Key Vocabulary:

childhood continuity change chronological order inference observation apprentice master oath primary source secondary source

Computing—creating media—audio production

Pupils will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Pupils will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, Pupils will use Audiomass to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, pupils will evaluate their work and give feedback to their peers.