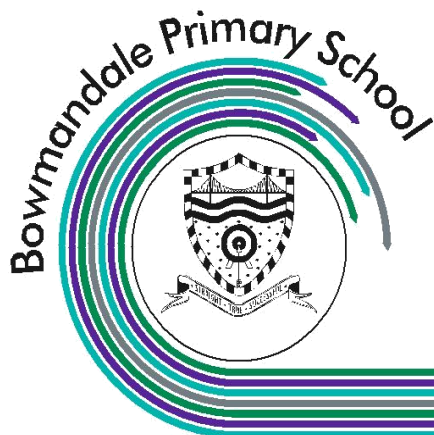




@BowmandalePS

Straight... True... Successful

Key Dates

12th January — Silent Disco
21st -23rd January — Robin Wood Trip (Year 4)
26th January—Class Photo
29th January—Miss Hall's Class Dodgeball Event
29th January—Family Quiz
30th January—Young Voices Concert
9th February — Parents Evening
11th February — Parents Evening
12th February—Gaming Workshops
13th February—Sponsored Bounce Day
13th February—Break up for half term
5th March—World Book Day
6th March -Get Ahead Let Girls Play Event
6th March—Careers Event
17th March—Inspire
20th March—Red Nose Day
24th March—Normanby Hall Trip
1st April—Easter Bingo 6.00—7.00pm

Homework

The children will receive weekly homework related to the week's learning. Please can all homework folders be in school for the following Thursday.

Please can you ensure the children bring their reading books and records into school every day and aim to read a minimum of at least three times a week. Children reading this or more will receive a star.

I will send home new spellings each Friday and then test the children on these spellings the following Friday. It would also be great if children could spend time practising times tables each week so they can recall them at a fast pace.

PE

Indoor PE will be on a **Tuesday** and outdoor PE will be on a **Friday** afternoon.

Please ensure that the children have their kit every day so they are prepared if we have a change of plan.

Year 4 Spring Term Curriculum Newsletter

Dear Parents and Carers,

I hope you have had a wonderful Christmas break and enjoyed some well earned family time. We have lots of exciting learning opportunities ahead to look forward to.

Our project this term is all about the earliest civilisations and will focus on the Stone Age in particular. If you have any artefacts, books or links you feel would support this, then we would love to hear from you.

If you have any queries or feel there is anything I can help with please contact me either by sending a message to the school admin email address, or I will be available at the door of the classroom most mornings and afternoons. As always, we will endeavour to share as much learning with you as possible through the school APP.

Thank you for your continued support,
Mrs Smith

Class Book:

Stone Age Boy and Stig of the Dump

School trip:

Normanby Hall - 24th March

Maths

Fractions

I can recognise and show, using diagrams, families of equivalent fractions.
I can count up and down in hundredths.
I recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
I can solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
I can add and subtract fractions with the same denominator.
I can recognise and write decimal equivalents of any number of tenths or hundredths.
I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.
I can find the effect of dividing a one- or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
I can round decimals with one decimal place to the nearest whole number.
I can compare numbers with the same number of decimal places up to two decimal places.
I can solve simple measure problems involving fractions and decimals to two decimal places.
I can solve simple money problems involving fractions and decimals to two decimal places.

Measurements

I can convert between different units of measure [for example, kilometre to metre; hour to minute].
I can measure and calculate the perimeter and area of a rectilinear figure (including squares) in centimetres and metres.
I can estimate, compare and calculate different measures, including money in pounds and pence.
I can read, write and convert times on analogue and digital 12- and 24- hour clocks.
I can solve problems, involving time (hours to minutes, minutes to seconds, years to months, weeks to days).

Geometry and Statistics

I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
I can identify, compare and order acute, obtuse and right angles.
I can identify lines of symmetry in 2-D shapes presented in different orientations.
I can complete a simple symmetric figure with respect to a specific line of symmetry.
I can describe positions on a 2-D grid as coordinates in the first quadrant.
I can describe movements between positions as translations of a given unit to the left/right and up/down.
I can plot specified points and draw sides to complete a given polygon.
I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Literacy

Throughout the term, we will cover a range of genres which will be linked with our topic of 'Stone, Iron and Bronze Age'.

These may include, poetry, recounts, instructions, stories and persuasive writing.

RE

Muslim festivals
Jewish festivals

PSHE

Celebrating
Difference
Healthy Me

Music

Three little birds
The dragon song

Science

Rocks
Plants

French

En Classe
(In the Classroom)

PE

Outdoor—Tag Rugby, Golf
Indoor—Dance, Fundamentals

Computing

Branching Databases
Spreadsheets

Project: What did our ancestors ever do for us?

From the Stone Age to the Iron Age.

Over the term, we will focus on the following questions to engage the children's learning:

- Where and when was the Stone Age and Iron Age?
- What resources did the Stone Age people have and how did they use them? How is it different to today?
- How did the life of people in the Stone Age and Iron Age differ? Which time would you prefer to live in and why?
 - Where did prehistoric people build houses and why?
- What were houses like in the Stone Age and The Iron Age?
 - How did they record their stories?
 - Who had the healthiest lifestyle?