

# Hawk Owls Summer Half Term Two Class Newsletter

Teacher: Mr Griffiths



Year 4 have returned to school for their final half term of the year with enthusiasm for their learning. Let's have a great half term Y4.

Whole School Christian Value of the half term: **Respect**

*Be kind and honest and you will live a long life; others will respect you and treat you fairly. Proverbs 21:21*

	Monday	Tuesday	Wednesday	Thursday	Friday
Morning	Mr Griffiths	Mr Griffiths	Mr Griffiths	Mr Griffiths	Mr Griffiths
Afternoon	Mr Griffiths	Mr Griffiths	Mr Griffiths	Mrs Farmery	Mr Griffiths

## Whole School Theme – Adventures in Time

For the Summer Term, we will be continuing our unit of the Vikings for History, including learning about who the Vikings were, how they fought, their invasion of Anglo-Saxon Britain & how King Alfred & Athelstan resisted Viking invasion. Finally, we will be learning about Edward the Confessor & the end of Viking rule in Britain. Our theme will continue to be integrated into cross-curricular learning across a range of different subjects, including Writing & Art. In Guided Reading we will continue our topic-based theme by reading Viking Boy by Tony Bradman. In Maths we will be learning about time, including looking at years, months, weeks & days, as well as working with units of time such as hours, minutes & seconds. We will also be converting between analogue & digital time. For our science topic this half term, the children will be learning about states of matter.

In P.E. this half term we will be doing Athletics. **The children are expected to come in P.E. kit on Tuesdays and in trainers for Thursdays.** In R.E. we will continue to explore our Hindu question, 'What is it like to be a Hindu in Britain today?' In Computing, the children will be looking at programming and repetition in shapes. In our D.T. lessons, we will be making Viking helmets. Y4 will also be having Music lessons, where we will be looking at Samba & Carnival sounds and instruments.

## AR

**Children should continue to read regularly at home to help their comprehension skills, writing and spelling. Your children should bring their AR books to school every day.**

The children will take a STAR reading quiz at the beginning of each half term to revise their coloured book band and have the opportunity to take AR quizzes on Wednesdays. All children have quiet reading time daily at the end of the day and a Guided Reading lesson every day.

In our PSHE lessons this half term, we will be beginning our 'Changing Me' unit. The sequence of learning for this unit is detailed below:

Sequence	Vocabulary	PSHE learning intention	Social and emotional development learning intention
Understand that everyone is unique and special	<p><b>1. Unique Me</b></p> <ul style="list-style-type: none"> <li>• <i>Personality</i></li> <li>• <i>Unique</i></li> <li>• <i>Characteristics</i></li> <li>• <i>Parents</i></li> <li>• <i>Gene</i></li> </ul> <p>(RSE:</p> <ul style="list-style-type: none"> <li>• <i>Conception</i></li> <li>• <i>Egg</i></li> <li>• <i>Sperm</i>)</li> </ul>	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	I appreciate that I am a truly unique human being
Can express how they feel when change happens	<p><b>2. Having a Baby</b></p> <ul style="list-style-type: none"> <li>• <i>Sperm</i></li> <li>• <i>Egg/Ovum</i></li> <li>• <i>Penis</i></li> <li>• <i>Vagina</i></li> <li>• <i>Womb/Uterus</i></li> <li>• <i>Ovaries</i></li> <li>• <i>Making love</i></li> <li>• <i>Having sex</i></li> <li>• <i>Sexual intercourse</i></li> <li>• <i>Fertilise</i></li> <li>• <i>Conception</i></li> </ul>	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
Can express how they feel when change happens	<p><b>2a. Having a Baby (Alternative lesson for Piece 2)</b></p> <ul style="list-style-type: none"> <li>• <i>Feelings</i></li> <li>• <i>Responsibilities</i></li> <li>• <i>Carers</i></li> <li>• <i>Characteristics</i></li> <li>• <i>Language</i></li> <li>• <i>Mannerisms</i></li> <li>• <i>Influence</i></li> </ul>	<p>I understand what responsibilities there are in parenthood and the joy it can bring</p> <p>I can consider what has influenced my life and what might influence the lives of other people</p>	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult
Understand and respect the changes that they see in themselves	<p><b>3. Puberty and Menstruation</b></p> <ul style="list-style-type: none"> <li>• <i>Puberty</i></li> <li>• <i>Menstruation</i></li> <li>• <i>Menstrual Cycle</i></li> <li>• <i>Periods</i></li> <li>• <i>Menstrual pads</i></li> <li>• <i>Menstrual Cup</i></li> <li>• <i>Pant Liner</i></li> <li>• <i>Period Pants</i></li> <li>• <i>Tampons</i></li> <li>• <i>Menstrual Towel</i></li> <li>• <i>Vagina</i></li> <li>• <i>Vulva</i></li> </ul>	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this	I have strategies to help me cope with the physical and emotional changes I will experience during puberty

	<ul style="list-style-type: none"> <li>• Ovaries</li> <li>• Fallopian Tube</li> <li>• Fertilised</li> <li>• Hormone</li> </ul>		
<b>Understand and respect the changes that they see in other people</b>	<b>4. Circles of Change</b>  <b>Puzzle Outcome: Circles of Change</b> <ul style="list-style-type: none"> <li>• Circle</li> <li>• Seasons</li> <li>• Change</li> <li>• Control</li> </ul>	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
<b>Know who to ask for help if they are worried about change</b>	<b>5. Accepting Change</b> <ul style="list-style-type: none"> <li>• Range of emotions (see emotions card resource)</li> <li>• Control</li> <li>• Change</li> <li>• Acceptance</li> </ul>	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
<b>Are looking forward to change</b>	<b>6. Looking Ahead</b>  <b>Assessment Opportunity</b> <ul style="list-style-type: none"> <li>• Change</li> <li>• Looking forward</li> <li>• Characteristics</li> <li>• Genes</li> <li>• Puberty</li> </ul>	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about

## Maths

### **Arithmetic**

Daily Arithmetic: Target Maths

### **Time**

Years, months, weeks & days

Hours, minutes & seconds

Convert between analogue & digital times

Convert to the 24 hour clock

Convert from the 24 hour clock

## English

### **Writing**

Explanation Writing (Until I met Dudley)

### **Guided Reading**

*'Viking Boy' by Tony Bradman*

### **Grammar and Punctuation:**

Expanded Noun Phrases

Subordinating Conjunctions

Prepositional Phrases

Fronted Adverbials

Adverbial Clauses

Commas

### **Spellings**

Using dictionaries and thesauruses

Words with the 'ough' letter string

Silent letters

Etymology (the origin of words)

Words with the 'able' and 'ible' letter string

## **Routines/responsibilities**

- Please can you ensure that children have **a suitable pair of labelled black pumps** to wear as indoor shoes and that **water bottles are labelled**, brought into school daily and kept on the lunch trolley.
- P.E. kit is needed on **Tuesdays**. Trainers will be required on **Thursdays**.

## **Homework**

- Please can children practise reading and times-tables on a daily-basis and ensure that they are listened to at least once weekly.
- Weekly homework sheets will be handed out on Fridays & due in the following Friday. They will be looked at but not marked.

**Well done for your attitude to your work this week Y4, let's finish the year off brilliantly!**

***Mr Griffiths.***