

### How can you support your child at home?

#### **Reading, reading, reading!**

We believe that the most important thing that parents can do at home to help their children achieve at school is to share books with them.

Reading can help children access other curriculum areas.

Reading can help children become good writers.

Reading can help children communicate well.

Please go to the website for further details about how you can help with your children's reading.

#### **Maths**

Please support your children in securing their times tables as these underpin much of the mathematics children will be working on in school and using in everyday life. It is also important to encourage them to use reasoning as much as possible so that they can explain to you how they got to a mathematical answer and why they think their answer is correct.

#### **Spellings**

Please support your children in learning the weekly spellings that we set them.

**We hope that this leaflet provides a sufficient overview of what your children will be learning over the next term, but if anything is unclear or you would like to discuss it in more detail please don't hesitate to come and see one of us.**

### GOAL

GOAL stands for Get On And Learn. We believe that children learn best when they have ownership of their learning. We also believe that encouraging independent learning skills supports a child in their future education. GOAL provides these two things, with pupil voice at its heart and independence encouraged throughout.



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## Year Four Curriculum Letter Spring Term 2017/18 Stone Age to Iron Age Britain



### Key Dates for the Term

Term begins: Thursday 4th January  
Term Ends: Wednesday 28th March  
Half term: Monday 12th—Friday 16th February  
Class Assembly (Reading café): 20th March  
Kent's Cavern visit: Thursday 15th March  
Rainbow Day: Wednesday 21st February  
Healthy eating/food hygiene experience: Thursday 22nd March  
World Book Day: Thursday 1st March  
Arts week: Monday 12th—Friday 16th March  
Parent Celebration afternoon: Tuesday 27th March

# Curriculum Letter

## Year Four—Stone Age to Iron Age Britain

### The Big Picture

**End Goal:** Create a Stone Age, Bronze Age or Iron Age weapon, tool or settlement

**Audience:** Parents (27th March)

As writers, we will be developing our understanding of composition and transcription by writing our own versions of 'Iggy Peck Architect' by Andrea Beatty, Historium, 'The World's Worst Children' by David Walliams and writing a recount about our educational visit to Kent's Cavern. Underpinning all of this will be a focus on learning and applying spelling and grammatical rules of Standard English.

As Mathematicians, we will continue to solve addition and subtraction problems in a variety of contexts and explain the reasons for decisions being made as part of this process. We will also represent and explain the multiplicative nature of the number system, how this extends to decimals and fractions and use this knowledge to solve problems. The children will continue to work on column addition and subtraction, as well as the grid method for multiplication and the chunking WDIK method for division.

As Scientists, we will be looking at the digestive system and its functions, the role of teeth and the different types within humans, and looking at the producers, predators and prey within food chains. In Spring 2, we will be looking at how sound is made and the role vibrations play within this, compare the pitch and volume of sounds, and look at how different instruments create different sounds.

As gymnasts, we will be creating a variety of gymnastic sequences focusing on developing our body tension and flexibility. As dancers, we will be combining movements and stillness within pairs and groups. As sports people, we will be improving our swimming skills and developing the children's stamina with a variety of strokes. We will also be developing the children's net/wall skills and hand-eye co-ordination.

In GOAL the children will do the following:

As geographers, we will be comparing land use from the past to modern times and naming and locating places within the UK.

As historians, we will be placing periods of time on timelines, researching life in the past and comparing any changes, as well as identifying materials used to create Stonehenge.

As artists, we will be sketching and creating textures to make Stone Age cave paintings.

As designers, we will be investigating weapons, tools or settlements from the period and replicating a miniature version using a variety of materials.

As musicians/performers, we will be looking at the music from the film 'Mamma Mia' and comparing it to modern music. We will then be performing some of our favourite songs.

As Programmers, we will be designing toys that move on Scratch and looking at the code behind what makes a web page and editing it.

### Pupil Voice

How does Stonehenge get the light shining through it? TM  
 How did Stonehenge get there? JM  
 What is Stonehenge? SHC  
 Where is Stonehenge? TB  
 How long did it take to build Stonehenge? SHC  
 What is Stonehenge for and why was it built? CC  
 What was the Stone Age like? JB  
 What was life like for children back then? EW

How long ago were the different periods? EA  
 How were the settlements different in each time period? MD  
 When did the time periods start? TB  
 How did they communicate? WHW  
 What did they wear? TK  
 What type of animals were they afraid of? LM  
 How did they travel from place to place? MM  
 What was their medicine like? Were there many diseases? TB  
 Did they have farms? EA  
 Did they use things from the land for their own uses? MD

As readers, we will be focusing on developing our written comprehension skills. The children will have the opportunity to respond in writing to questions about a variety of texts and then work collaboratively in pairs and groups to edit and improve their answers.

### Rainbow Values

Enjoyment	Potential	Inclusion	Community
Learning about the changes in Britain, creating our own Stone Age artwork and designing and making tools, weapons or settlements from the time period.	Creating their own stories about children in the style of 'Iggy Peck Architect' and 'The World's Worst Children'. Practising their column addition and subtraction skills.	Working with others to improve their written comprehension skills. Working in pairs and groups within PE to solve problems and work as a team.	Showcasing their learning to parents. Working with other children on Rainbow Day. Working in groups in Music to perform a song from 'Mamma Mia'.