

What your child will be studying this term – Year 4

Eastern Europe and Ancient Greece

Due to a further closure of the school because of the coronavirus pandemic, we will be continuing with our recovery curriculum this term. There will be a focus on reading, writing and maths. However, we will still enjoy lots of learning in the other subjects

English

In reading, we will be continuing to develop our comprehension skills. We will use age appropriate texts and use the VIPERS question types (vocabulary, inference, prediction, explanation, retrieval and summarising.) We will use clues in the text to help develop our inference skills. We will develop our vocabulary by identifying words whose meanings we do not know and we will continue to develop our dictionary skills by finding out the definition of words. We will apply this vocabulary to our work. In writing, we will use 'Farther' and 'Ancient Greek myths.' We will continue to use a range of sentence types in our writing and will use fronted adverbials to tell us where, when or how. In narrative writing, we will include some dialogue and set it out correctly. We will continue to punctuate our work accurately, including commas after fronted adverbials.

Maths

We will continue with the White Rose maths programme. We will focus on

- Fractions
- Statistics
- Decimals
- Time
- Money
- Shape
- direction

In arithmetic, we will focus on

- times tables
- written methods
- mental addition and subtraction

Science – Sound and Electricity

We will also be learning about how sounds are made and vibrations. We will compare different levels of pitch and the vibrations they create and observe what happens to the volume of sound from different distances.

We will identify common appliances that run on electricity and create our own electrical circuits. We will investigate whether a lamp will light in different circuits and understand how switches work. We will be able to identify conductors and insulators.

Computing – coding and programming and using technology safely

We will develop our understanding of programming and how algorithms work. We will create simple on screen programmes. We will learn how to debug. We will look at some of the social networking sites that are suitable for our age range and learn how to be a responsible user. We will learn how to report any concerns that we have.

History – Ancient Greece.

We will know which countries were part of the Ancient Greek empire and the dates of the Ancient Greek era. We will learn about the power of the Greek army. We will know who Ancient Greeks worshipped and why. We will learn about the Greek theatre and Olympic games. We will learn about key Greek monuments such as the Parthenon and find out more about democracy.

Geography -Eastern Europe

We will identify the countries of Europe and their capital cities. We will compare the features of the landscape and climate of Eastern Europe with that of the UK. We will explore the human geography of Eastern Europe with that of the UK. We will research and present information about one area of Europe.

Art – Ancient Greece: Clay Pots and Temples

We will research Greek temples and make observational sketches of the different column types using a range of media. We will build a Greek style temple out of art straws. We will learn about the images on Greek vases and what they represent. We will explore different Ancient Greek patterns found on the top and bottom of vases.

D.T – Make an alarmed box to protect Elgin's marbles.

We will know what alarmed systems are used for and look at different warning systems. We will know how switches work. We will brainstorm our ideas for designing an alarmed box and then build and evaluate it.

R.E – We will be learning about Hinduism. We will also be learning about wedding ceremonies across the major faiths.

PSHE – We will be learning about relationships.

Read the next page to find ways to support your child's learning.

Ways in which you can help your child

- Ensure your child reads at home every night.
- Use the vipers questions to check your child's understanding.
- Look for unfamiliar words which your child doesn't know - together, find the meaning of them.
- Practise the Y3/4 spellings - how many can your child spell accurately?
- Encourage your child to go on mathletics at least 3x a week.
- Encourage your child to go on times tables rockstars every day.
- Practise times tables - how many does your child know and can they turn it into a division fact? (e.g. $4 \times 3 = 12$ so $12 \div 3 = 4$)
- Practise the written method for multiplication
- Do pizza fractions! Ask children to say how many slices there are in the whole pizza and say it as a fraction (e.g. $8/8$) - eat some! What subtraction number sentence have you created and what fraction of the pizza do you have left?
- Create your own telephone out of a paper cup and string.
- Identify electrical conductors and insulators.
- Locate any switches at home - how do they work?
- Create your own orchestra - collect glass bottles or jars and fill with different amounts of water. Blow on them. How does it change the pitch?
- Go on the British Museum and join the virtual tour of the Ancient Greece gallery.
- Identify the countries of Eastern Europe on a map.
- Choose one country in Eastern Europe. How is it similar to England? How is it different?
- Plan a holiday to Eastern Europe.
- Research different Greek vases - what stories do they tell?
- Design your own alarm.

See the next page for Year 3 / 4 spellings and VIPERS questions

Year 3 / 4 spelling list

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

<p>Vocabulary</p>  <p>Find and explain the meaning of words in context.</p>	<p>Infer</p>  <p>Make and justify inferences using evidence from the text.</p>	<p>Predict</p>  <p>Predict what will happen based from the details given or implied.</p>	<p>Explain</p>  <p>Explain how content is related and contributed to the meaning as a whole. Explain how meaning is enhanced through choice of language. Explain the themes and patterns that develop across the text. Explain how information contributes to the overall experience.</p>	<p>Retrieve</p>  <p>Retrieve and record information and identify key details from fiction and non-fiction.</p>	<p>Summarise</p>  <p>Summarise the main ideas from more than one paragraph.</p>
<p>Example questions</p> <ul style="list-style-type: none"> • What do the words and suggest about the character, setting and mood? • Which word tells you that.....? • Which keyword tells you about the character/setting/mood? • Find one word in the text which means..... • Find and highlight the word that is closest in meaning to..... • Find a word or phrase which shows/suggests that..... 	<p>Example questions</p> <ul style="list-style-type: none"> • Find and copy a group of words which show that... • How do these words make the reader feel? How does this paragraph suggest this? • How do the descriptions of show that they are • How can you tell that..... • What impression of do you get from these paragraphs? • What voice might these characters use? • What was thinking when..... • Who is telling the story? 	<p>Example questions</p> <ul style="list-style-type: none"> • From the cover what do you think this text is going to be about? • What is happening now? What happened before this? What will happen after? • What does this paragraph suggest will happen next? What makes you think this? • Do you think the choice of setting will influence how the plot develops? • Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text. 	<p>Example questions</p> <ul style="list-style-type: none"> • Why is the text arranged in this way? • What structures has the author used? • What is the purpose of this text feature? • Is the use of effective? • The mood of the character changes throughout the text. Find and copy the phrases which show this. • What is the author's point of view? • What affect does have on the audience? • How does the author engage the reader here? • Which words and phrases did effectively? • Which section was the most interesting/exciting part? • How are these sections linked? 	<p>Example questions</p> <ul style="list-style-type: none"> • How would you describe this story/text? What genre is it? How do you know? • How did...? • How often...? • Who had...? Who is...? Who did...? • What happened to...? • What does.... do? • How is • What can you learn from from this section? • Give one example of..... • The story is told from whose perspective? 	<p>Example questions</p> <ul style="list-style-type: none"> • Can you number these events 1-5 in the order that they happened? • What happened after • What was the first thing that happened in the story? • Can you summarise in a sentence the opening/ middle/end of the story? • In what order do these chapter headings come in the story?