

Year 4 Class Newsletter

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Curriculum information

Welcome to Year 4 Term 3

This is an overview of what your child will be learning this term.

Topic

Our topic this term is looking at the rainforest. The topic work will develop the children's knowledge and understanding about tropical rainforests, their location, features and human impacts on them. The children will be using their knowledge to research and investigate the rainforest and also think about ways that they can help the rainforest.

Science

This term, our topic is Materials, focussing on the states of matter, solids, liquids and gases. As a part of our learning, we will also be learning about the water cycle and its three main features or evaporation, condensation and precipitation. We will be taking part in experiments to practise our scientific skills.

Maths

In Maths this term, we will be continuing division and multiplication. We will be learning the bus stop method for division, column multiplication and how to times and divide by 10 and 100. Towards the end of this term, we will also look at area and perimeter and understanding how we can measure these using different methods, both written and arithmetically. As always, children will be encouraged to explain their reasoning when solving problems and to give mathematical examples when proving statements.

PE lessons are on **Monday**. PE will be swimming and Hockey.

Please provide a warm black/grey track-suit / jogging bottoms for the cold weather. No earrings to be worn in PE.

Swimming kits need to be brought in a bag that the children can carry themselves to Swallows.



Times Table and Division Facts

Times tables and division facts are key areas for building confidence in maths. As a result, by the end of Year 4 all children are expected to know their times tables. Therefore, we will be having daily times tables practise. Please support your child with learning their times tables up to the 12s and encourage your child to identify the relationships between them. Thank you for your continued support.



Water Bottles

Please could you ensure that your child brings a named drink bottle to school each day. **This should contain water, no juice or squash.**



Children should come to school everyday wearing the correct uniform, including shoes. Please discuss with us if your child is not wearing the correct uniform or shoes.

Reading and English

The children engage in many reading activities as part of their English sessions. Through the AR scheme, your child will have a band of books that they may choose from, which should all be suitable for their current reading ability. Your child needs to be secure with what they have read, so they may be encouraged to read their book more than once before completing the quiz. It is important that your child reads daily, we offer reading time in school throughout the day but this needs to be supported at home too. If you have any queries about the system, please contact your child's class teacher.

Please ensure that your child brings their reading book to school everyday and you have signed their reading record to say that you have listened to them read. Thank you.

Within class

This term we are reading 'Journey to the River Sea' as a part of our Reading lessons and we will continue to focus on inference, retrieval and vocabulary skills.

English

In writing lessons, we will be using our class book 'Journey to the River Sea', to develop different genres, such as news paper reports and diary entries, using a range of skills like fronted adverbials, expanded noun phrases and speech.

Homework

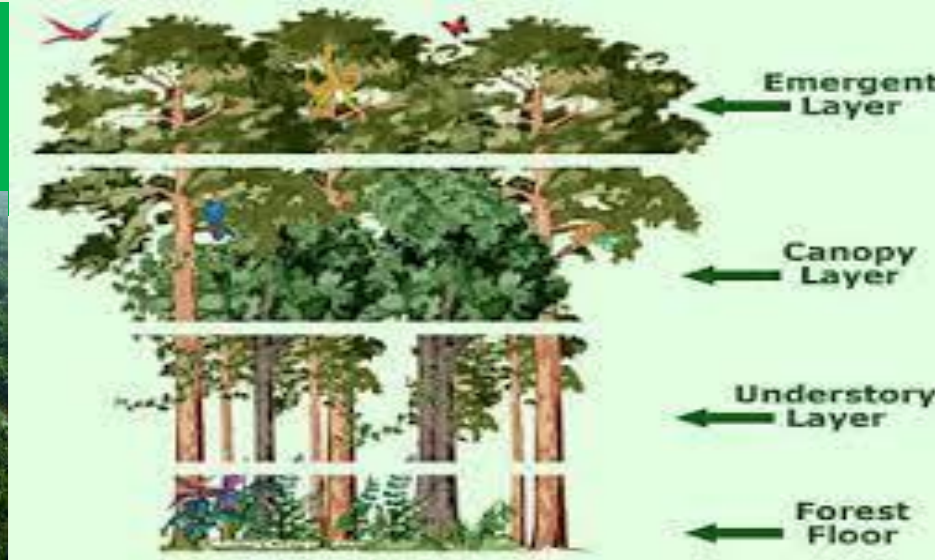
This term we will continue with sending home spellings and times tables worksheets on a Friday, we will also be adding an activity on Atom once a fortnight, to be completed too. Please speak with your class teacher if you do not have access to this.

Long hair **MUST** be tied up securely every day and be able to stay up all day. Bands will be given if they have not secured their hair. No nail varnish is to be worn.

Year 4

Rainforests

Location of Tropical Rainforests



What will I know by the end Term three:

- ❖ how to use maps to locate the seven continents and where the tropical rainforests are in the world
- ❖ what the climate of tropical rainforests is like and how this impacts the habitat, the plants that grow there and the animals that live there
- ❖ why the rainforest is made up of four different layers, what these layers are and what species live there
- ❖ the economic benefits of living near the rainforest, from farming to fishing to tourism
- ❖ the impacts humans have on rainforests, what deforestation is and how this is a negative thing
- ❖ identify the different animals and plants that live in rainforests and know what rainforests each will be found in

Key vocabulary

Rainforest - a dense forest, normally found in tropical areas with high rainfall
Ecosystem - a community of plants and animals which depend on each other to survive
Climate - the average weather conditions over a long period of time
Tropical - somewhere that is warm all year round, but does have rainy seasons
Species - a group of similar animals or plants
Equator - an imaginary circle around the Earth which divides it into two equal parts
Humid - feeling very damp due to water vapour in the air
Deforestation - the action of clearing a wide area of trees
Endangered - a species which is seriously at risk of extinction
Tourism - commercial operation of holidays for people to visit places of interest

What should I already know?

- ❖ The names of the 7 continents and how to be able to locate them on a map
- ❖ The differences between a rainforest and woods
- ❖ Different locations have different weather depending on where they are
- ❖ How to tell the difference between human and physical features

Vocabulary I should already know

forest, river, city, farm, season, weather



Term 3 – Fall

What do Cristian's learn from the creation story?



What should I already know and be able to do?

- Who created the universe, everything in it and its importance to God.
- God has a unique relationship with human beings and how he felt humans should care for the world that he had created.
- Retell the story of creation from Genesis 1:1-2:3
- Say what the story tells Christians about God, creation and the world.
- Give at least two examples of what Christians do to look after the world for God.

What will I know and be able to do by the end of this topic?

- The Bible tells a story about how humans spoiled their friendship with God
- Human's could not get close to God without God's help.
- That the Bible shows that God wants to help people to become close to him and he keeps his relationships with them and gives them guidelines.
- Examine ways in which Christians respond to biblical tests and teachings.
- How Christians put their beliefs into action in diverse ways with the Christian community and in the world.
- Make sense of means of texts for Christians.

Key words:

Genesis- The origin or mode of formation of something.

Old Testament – The Old Testament is the first division of the Christian biblical canon, which is based primarily upon 24 books.

Biblical- Related to or contained in a bible.

Dominated- Having power and influence.

Obedience- Compliance with an order, request, law or submission to another's authority.

Promises- A declaration or assurance one will do something or that a particular thing will happen.

Community- A group of people living in the same place or having a particular characteristic in common.

Church – A building used for public Christian worship.

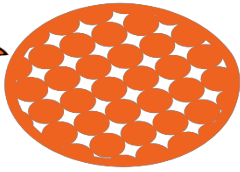
Faith – Complete trust or confidence in someone or something



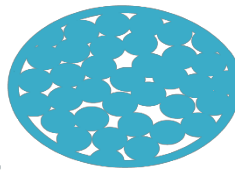
Three States of Matter



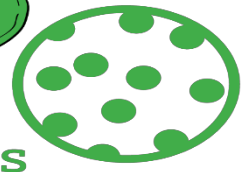
Solid



Liquid



Gas



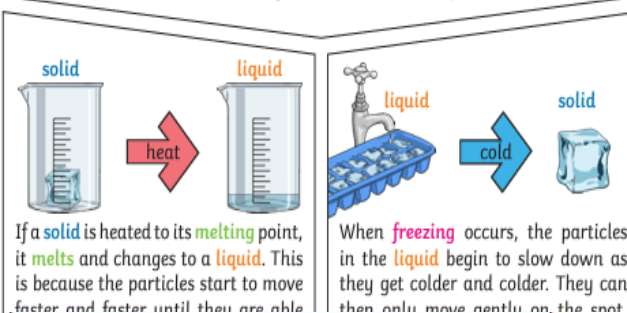
Key Vocabulary

states of matter	Materials can be one of three states: solids , liquids or gases . Some materials can change from one state to another and back again.
solids	These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. Solids take up the same amount of space no matter what has happened to them.
liquids	Liquids take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured.
gases	Gases can spread out to completely fill the container or room they are in. They do not have any fixed shape but they do have a mass.
water vapour	This is water that takes the form of a gas . When water is boiled, it

Key Knowledge

There are three states of matter.		
Solid	Liquid	Gas
Particles in a solid are close together and cannot move. They can only vibrate.	Particles in a liquid are close together but can move around each other easily.	Particles in a gas are spread out and can move around very quickly in all directions.

When water and other **liquids** reach a certain temperature, they change state into a **solid** or a **gas**. The temperatures that these changes happen at are called the boiling, **melting** or **freezing** point.



Evaporation



Evaporation occurs when water turns into **water vapour**. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle **evaporating** in the warm air.

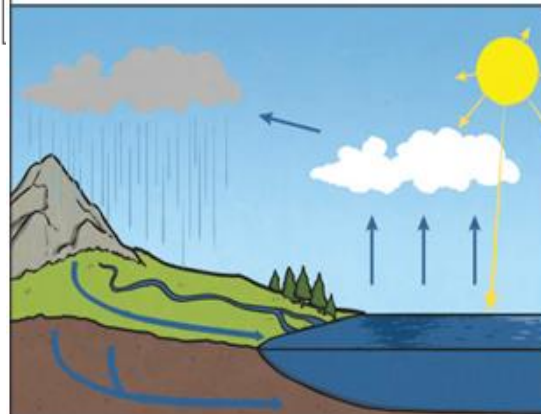
Condensation



Condensation is when **water vapour** is cooled down and turns into water. You can see this when droplets of water form on a window. The **water vapour** in the air cools when it touches the

Key Vocabulary

melt	This is when a solid changes to a liquid .
freeze	Liquid turns to a solid during the freezing process.
evaporate	Turn a liquid into a gas .
condense	Turn a gas into a liquid .
precipitation	Liquid or solid particles that fall from a cloud as rain, sleet, hail or snow.



1. Water from lakes, puddles, rivers and seas is **evaporated** by the sun's heat, turning it into **water vapour**.
2. This **water vapour** rises, then cools down to form water droplets in clouds (**condensation**).
3. When the droplets get too heavy, they fall back to the earth as rain, sleet, hail or snow (**precipitation**).

What I should already know:

- that all objects are either solid, liquid or gases
- things are made from particles
- You can change an object from one state to another (i.e. when you freeze water it becomes ice)
- rain and snow comes from clouds
- puddles dry up

Words I may know already:

evaporate, melt, freeze, condensation

What I will know by the end of the topic:

- how to compare and group materials together, according to whether they are solids, liquids or gases
- how to observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C)
- how to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature



Artist for inspiration - Helen Cowcher

Her artwork is inspired by the raw power of nature and its beauty.

Cowcher donates money from her art sales to nature charities involving wildlife such as Living Earth and WWF.



Subject specific vocabulary

Stippling	Make dots on your page by twisting the oil pastel as it touches the paper. Use the same method to add other layers of colour to create depth.
Light blending	Choose a colour and press very gently to add a block of colour to the paper. Try to move your pastel in the same direction with each stroke. Then do the same with another colour.
Cross-hatching	Use overlapping short strokes of different colours to create a visual mix of the colours.
Pressure blending	Applying pressure (but not too much or you will break the pastel), add a thick block of colour to the paper. Make sure that you can't see any paper through the oil pastel.
Dry blending	Dry blending is the process of working one pastel into another by simply drawing over the first colour. You can also try to use your finger to gently rub one colour into the other.
Scumbling	To build texture in pastel, use small marks that overlap each other in all directions.
Tint and shade	Create a lighter version of a colour (tint) by adding white on top of it.
sgraffito	Covering a lighter colour with a darker colour and then scratching away the top layer to create an image.

What I should already know:	What I will know at the end of the topic:
<ul style="list-style-type: none"> - how to use drawings to share imagination - how to select colours that complement each other - how to use art and design technique to help develop the use of oil pastels 	<ul style="list-style-type: none"> - How to plan a piece of artwork based on another artist's style - How to accurately select colours to match a rainforest scheme - How to use a range of techniques to create a clear picture of a flower and animal