

# Year 4 Class Newsletter

Our uniform code is as follows: **RED** jumper/ fleece/ cardigan (with or without the school logo). Grey or black trousers, skirt or shorts, leggings are not allowed. Then a white shirt/polo shirt. Sensible, flat, black shoes - trainers, ankle boots or 'DM' type boots should not be worn.

Class Teachers:

4H - Mrs Haymour -shaymour@southavenue.kent.sch.uk

4HO—Miss Honey—ehoney@southavenue.kent.sch.uk



## Welcome to Year 4 Term 5

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

### Topic

Our topic this term, is Anglo Saxons and Vikings. The topic work will develop the children's knowledge and understanding about the Saxons and their settlements. This will include how and why they came to England, how their reign came to an end and how the Vikings took control. We will also be doing map work, to identify where the Anglo-Saxons came from and what parts of England they invaded, as well as where the Scots and Picts lived in relation to them.

### Science

For the first three weeks back we will be continuing with our topic Living things and their habitats, looking at food chains and how animals are adapted to survive in their natural habitat.

We will be moving onto our final Science topic of Year 4 — Living things including humans. Within this topic, we will be studying digestive systems, how they work, and each parts individual job role. The children will have scientific experiments to carry out, such as testing liquids on egg shells and making poo, which will develop their understanding of the topic and consolidate their learning.

### PE lessons are going to be on a

**Thursday afternoon** and will consist of cricket and athletics in . Please ensure that the children come into school in their PE kit on PE days. No earrings or other jewellery.



### Forest school

*This term pupils in year 4 are lucky enough to have a forest school lesson on Wednesday.*

*Children will need to bring in a change of clothes and shoes that are allowed to get muddy. School uniform will be worn to school.*



As you are aware, Year 4 have a times tables test at the end of June. All pupils should now have their login details for TT rockstars, to be able to practise at home to increase their recall speed. Single player soundcheck is the closest in style to the Government test, so we recommend pupils have time on this, to acquaint themselves with the format.

### Water Bottles

Please could you ensure that your child brings a named drink bottle to school each day. **This should contain water.**



### English and Reading

We will continue to focus on inference, retrieval and evaluative skills in reading comprehension as well as developing confidence using strategies and increasing reading fluency using non-fiction texts and a narrative.

In writing lessons, we will be focusing on the book 'Beowulf' which is a myth to develop children's writing styles. We also will be encouraging creativity and empathy through our writing tasks such as diary entries, play scripts and newspaper reports as well as continuing to focus on the use of fronted adverbials, expanded noun phrases and speech.

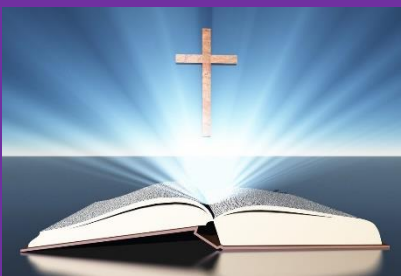
In Term 5 we will be focusing more on punctuation within work, including the correct use of apostrophes, the structure of lists and the use of exclamation marks. We will also be focusing on the usage of homophones such as their, there and they're and your, you're. We will continue to teach the standard English for was (singular) and were (plural).

### Maths

*In Maths this term, we will be focusing on decimals. We will be learning what a decimal is and how we use decimals in future life. As always, children will be encouraged to explain their reasoning when solving problems and to give mathematical examples when proving statements.*

*We are also continuing with our weekly arithmetic lessons to help pupils gain confidence and fluency speed with the basic operation questions: adding, subtracting, multiplying, dividing (including by 10 and 100) as well as working out fractions of amounts.*

**Homework** will be given out on Friday's and will continue to be Spellings, to practice for the tests on the following Friday, and Maths based, revisiting previous learning. We also suggest that pupils read every night for at least 15 minutes, this could be their Accelerated Reader book, or reading their own book for pleasure .



# Term 5 – Gospel

What kind of world did Jesus want? Core learning.



## What should I already know and be able to do?

- Christians believe Jesus brings good news for all people.
- For Christians, this good news includes being loved by God, and being forgiven for bad things.
  - Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.
- Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful.
- Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.
  - Describe how Christians show their beliefs: for example, thanking God in prayer.
- Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.
- Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas

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

- Jesus challenges everyone about how to live.
- Jesus challenges people who pretend to be good and shows love and forgiveness to unlikely people.
  - Jesus' life shows what it means to love God and love your neighbour.
  - That they need to try to be like Jesus – that they want to know him better.
- They need to try and put this teaching and examples into practice in many ways from church worship to social justice.
- Give at least three examples of ways in which Christians use Bible concepts in their own individual lives.
- Raise questions and suggest answers about how fair the big ideas explored in the bible might make a difference to how pupils think and live.

## Key words:

Gospel- The teaching or revelation of Christ.

Forgiveness – Stop the feeling angry or resentful towards someone for an offence, flaw of mistake.

Disciple- A personal follower of Christ during his life.

Humility- The feeling or attitude that you have no special importance that makes you better than other.

Patience- The ability to wait, or to continue doing something despite difficulties, or to suffer without complaining or becoming annoyed.





# Anglo-Saxons and Vikings 410AD



## What I should already know

- England was controlled and ruled by the Romans until around 450AD
- England has been home to different sets of migrants
- Christianity has not always been a religion in England
- England was a rich land for minerals, food and wood
- the different countries that make up the United Kingdom
- the European countries across the Channel and North sea

## What I will know by the end of the topic

- how to study artefacts from an archaeological find to discover more information about a group of people
- who the Anglo-Saxons were and why they invaded England
- Who the Scots, Picts and Saxons were and where they came from
- how Christianity spread across England and the impact it had on life
- how the Vikings invaded and the impact this had on the structure of England
- how Vikings and Saxons lived side by side in England and how the land was divided between the two groups

## Chronology

### 401-410 AD

The Romans withdraw from Britain. Anglo-Saxon migrants began to settle.

### 450AD

Anglo-Saxon invaders arrive in Britain.

### 600AD

Anglo-Saxons gradually take over Britain.

### 633AD

Lindisfarne monastery built.

### 793AD

The Vikings attack and capture the city of York (Jorvik)

### 867-878AD

Series of Viking victories.

### 871AD

Alfred the Great becomes King of Wessex.

## Key vocab

Anglo Saxon - a group of people from different parts of Denmark

Invade - to enter a country by force to occupy it

Settlement - the act of setting up a home/ village in a location

Artefact - an object made by humans that has been discovered from the past

Archaeology - study of human activity from the past

Kingdoms - How England was divided and ruled in Saxon time

Danelaw - the part of England occupied by the Vikings

Danegold - money paid to the Vikings by Saxons to stop them invading



Working collaboratively in groups we will measure, cut and join cardboard to create the structure of a longboat creating a recycled toy.

We will add detailing to the boat with Saxon and Viking shield designs.

Our aim is to ensure there are no gaps in our boat.



## Our vocabulary we will use when making our boats

**Assemble** – To put all parts together to form the final product.

**Collaboration** – The act of working together with another person, or group of people.

**Design** – To make, draw or write plans for something.

**Accurate** – Neat, correct shape

**Detail** – The small features

**Dowel** – Wood in the shape of a cylinder. Dowels come in all different sizes and thicknesses.

**Join** - a place or line where two or more things are connected or fastened together.

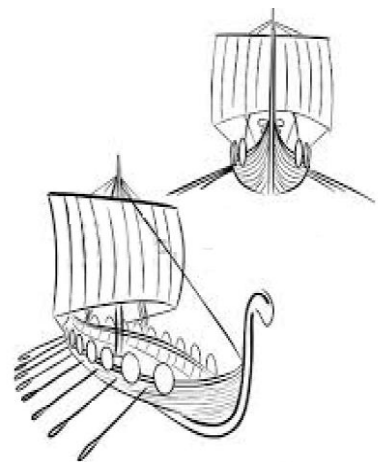
**Equipment** – Items and objects which are needed to complete a task.

**Glue** – A sticky liquid that can join two things together.

**Mark out** – To measure

**Measure** – To find out or plan the size of something using standard units (e.g. cms).

**Evaluation** - the making of a judgement about the amount, number, or value of something; assessment.



What I should already know:	What I will know at the end of the topic:
<ul style="list-style-type: none"><li>- how to use drawings to share imagination</li><li>- how to label a diagram to show the resources being used</li><li>- how to use a ruler to measure and draw lines</li><li>- how to hold and use a pair of scissors</li><li>- how to follow step by step instructions</li></ul>	<ul style="list-style-type: none"><li>- how to measure accurately and draw a template</li><li>- how to cut accurately following a template that I created</li><li>- how to create flaps and securely and accurately join pieces of card together without gaps</li></ul>