



# The Curriculum Newsletter



## Year 4

### An Overview of the Topic – Lincoln: Home of the Magna Carta

This term, our Year 4 topic is Lincoln: Home of the Magna Carta!

We will be learning about the changes over time and the impact this had had in changing the world.

### The Core Areas of Learning

<b>Maths</b>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes;</li> <li>Identify acute and obtuse angles and compare and order angles up to 2 right angles by size;</li> <li>Identify lines of symmetry in 2-D shapes presented in different orientations;</li> <li>Complete a simple symmetric figure with respect to a specific line of symmetry;</li> <li>Describe positions on a 2-D grid as coordinates in the first quadrant;</li> <li>Describe movements between positions as translations of a given unit to the left/right and up/down;</li> <li>Plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs;</li> <li>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> </ul>	<b>Measurement</b>	<ul style="list-style-type: none"> <li>Convert between different units of measure, for example kilometre to metre and hour to minute;</li> <li>Measure and calculate the perimeter of a rectilinear figure, including squares in centimetres and metres;</li> <li>Find the area of rectilinear shapes by counting squares;</li> <li>Estimate, compare and calculate different measures, including money in pounds and pence;</li> <li>Read, write and convert time between analogue and digital 12- and 24-hour clocks;</li> <li>Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</li> </ul>
<b>Literacy</b>	<p><b>Letters</b></p> <ul style="list-style-type: none"> <li>Cohesive devices within and across sentence and paragraphs;</li> <li>Use different verb forms;</li> <li>Difference between plural and possessive –s.</li> </ul> <p><b>Play Scripts</b></p> <ul style="list-style-type: none"> <li>Adverbials;</li> <li>Clauses structure – subordinate clause / relative clause;</li> <li>Relative clause, relative pronoun.</li> </ul> <p><b>Local Author Study</b></p> <ul style="list-style-type: none"> <li>Clause structure – varying position of subordinate clauses;</li> <li>Speech punctuation – mostly accurate (90%) speech punctuation.</li> </ul> <p><b>Newspapers</b></p> <ul style="list-style-type: none"> <li>Expanded noun phrase;</li> <li>Prepositional phrase vocabulary and grammatical structures that reflect formality;</li> <li>Commas for clarity - commas in a list.</li> </ul> <p><b>High Quality Texts</b></p> <ul style="list-style-type: none"> <li>King John and the Magna Carter;</li> <li>Children's History of Lincolnshire;</li> <li>Kiddiwalks in Lincolnshire;</li> <li>See inside Castles;</li> </ul>		

	<ul style="list-style-type: none"> <li>• 100 Facts on Knights and Castle.</li> </ul>
<b><u>Science</u></b>	<b>All Living Things</b> <ul style="list-style-type: none"> <li>• Recognise that living things can be grouped in a variety of ways;</li> <li>• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment;</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>
	<b>States of Matter</b> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases;</li> <li>• Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C);</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>
<b><u>Computing</u></b>	<b>We are HTML editors</b> <ul style="list-style-type: none"> <li>• Editing and writing HTML;</li> <li>• Understand some technical aspects of how the internet makes the web possible;</li> <li>• Use HTML tags for elementary mark ups;</li> <li>• Use hyperlinks to connect ideas and sources;</li> <li>• Code up a simple web page with useful content;</li> <li>• Understand some of the risks in using the web.</li> </ul>
	<b>We are Co-authors</b> <ul style="list-style-type: none"> <li>• Producing a wiki;</li> <li>• Understand the conventions for collaborative online work particularly in wikis;</li> <li>• Be aware of their responsibilities when editing other people's work;</li> <li>• Become familiar with Wikipedia, including potential problems associated with its use;</li> <li>• Practise research skills;</li> <li>• Write for a target audience using a wiki tool;</li> <li>• Develop collaboration skills;</li> <li>• Develop proof reading skills.</li> </ul>

**Learning in relation to Our Topic and Beyond**

**Our World  
and  
The Past**

**History**

- An understanding of how the city of Lincoln has changed from the 13<sup>th</sup> century to present day;
- Devise historically valid questions about change, cause, similarity and difference, and significance;
- Compare life at the time of the Magna Carta being written to life now, identifying how past events in history have had an influence on Lincoln's development as a city;
- Explore why, under law, people are tried by jury;
- Explain how this has made an impact on society.

**Geography**

- Explain what is known about different kinds of modern day settlement and land use;
- Identify on a map of Lincolnshire where you may find hamlet, village, town, city, port, market town, resort, residential, agricultural, recreation, transportation and commercial land use;
- Locate Lincolnshire on a world map/ Google Earth/ Google Street View in an atlas;
- Focus down on an Ordnance Survey map of the area of Lincolnshire, using key landmarks to introduce the concept of grid referencing: Heckington windmill, Boston Stump, Lincoln Cathedral etc;
- Using four-figure grid references and a key, build a map to show how to find places of interest in Lincolnshire. For example Sleaford bronze age coin haul, Scunthorpe bronze age brooch and River Witham Iron age shield.

**Getting Creative**

**Art**

**Textiles**

- Understand why certain fabrics and materials were used in different locations and times in history;
- Evaluate how successful knitting, sewing and weaving are for particular tasks. For example keeping warm or cool, or protecting parts of the body;
- Work from designs to create a piece of textiles work. Build in periods of evaluation throughout and adapt to meet outcomes;
- Prepare a written evaluation of the finished item, explaining areas of success and development points.

**Design  
&  
Technology**

**Structures**

- Generate, develop, model and communicate ideas through discussion through annotated sketches;
- Select from and use a wider range of materials and components, including construction materials and textiles, according to functional properties and aesthetic qualities;
- Consider the views of others to improve their work.

**Food Technology**

**Lincolnshire Haslet and Bread and Butter pudding**

- Links to food from their locality;
- Use common cooking techniques used during the past and use their independent skills to follow a set of instructions.

**Music**

**Blackbird**

- Talk about the musical dimensions, for example if the song gets louder in the chorus (dynamics);
- Use some of the riffs heard in the Challenges in their own improvisations;
- Play simple melody of the song from memory or using notation.

**Reflect, rewind and play**

- Talk about the music and the emotions it causes;
- Take it in turns to improvise using three different notes;
- Listen to and follow musical instructions from a leader.

**Physical Education and Healthy Lifestyles**

**Physical Education  
&  
Health**

**Netball and Cricket**

- Play competitive games, modified where appropriate, for example, netball and cricket;
- Apply basic principles suitable for attacking and defending;
- Develop flexibility, strength, technique, control and balance;
- Take part in outdoor activity challenges both individually and within a team;
- Compare own performances with previous ones and demonstrate improvement to achieve their personal best.

**Other Cultures, Religions and Ourselves**

**French**

**At the cafe**

- Listen attentively to spoken language and show understanding by joining in and responding;
- Develop accurate pronunciation and intonation so that others understand;

	<ul style="list-style-type: none"> <li>Broaden vocabulary and develop their ability to understand new words that are introduced into familiar written material.</li> </ul>
	<p><b>Core Vocabulary and Phoetics</b></p> <ul style="list-style-type: none"> <li>Explore the patterns and sounds of language and link the spelling, sound and meaning of words;</li> <li>Engage in conversations, as well as ask and answer questions;</li> <li>Read carefully and show understanding of words and phrases.</li> </ul>
<b>Religious Education</b>	<p><b>Hinduism</b></p> <ul style="list-style-type: none"> <li>How Hindus express their belief collectively;</li> <li>How Hindus build a sense of community through worship and celebration;</li> <li>Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world.</li> </ul>
	<p><b>Islam</b></p> <ul style="list-style-type: none"> <li>How Muslims express their belief collectively;</li> <li>How Muslims build a sense of community through worship and celebration;</li> <li>Worship and celebration: ways in which worship and celebration engage with/affect the natural world; ways in which this relates to beliefs about creation and natural world.</li> </ul>
<b>PSHE Strands</b>	
<b>Individual Liberty</b>	<p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>To know how to respectfully disagree or challenge someone;</li> <li>To understand personal boundaries and that we share different things with different people;</li> <li>To understand the role of marriage and civil partnerships;</li> <li>To understand the nature and consequences of teasing and bullying;</li> <li>To understand the consequences of harmful behaviours or relationships on yourself and others;</li> <li>To know who to go to for help for myself or others at risk.</li> </ul>
<b>Mutual Respect</b>	<p><b>Physical well being</b></p> <ul style="list-style-type: none"> <li>To understand the things that positively and negatively affect my physical and emotional health;</li> <li>To understand that we have choices about our own health including eating a balanced diet;</li> <li>To understand how alcohol, tobacco and energy drinks can damage my health;</li> <li>To understand how bacteria and viruses can be spread and how we can prevent this;</li> <li>To know how to stay safe and healthy at school and who we can go to if we need help;</li> <li>To understand that our bodies and emotions change as we get older.</li> </ul>

<b>Visits and Visitors</b>
We plan to visit the Collection Museum.

<b>Reminders</b>	
<b>Homework</b>	Homework shall be provided every Monday.
<b>Tests</b>	Spellings and timetables shall be tested on a Monday.
<b>Physical Education</b>	Please ensure PE kits are in school all week.
<b>Reading</b>	Guided reading sessions with the class teacher shall take place weekly. Additionally, individual reading shall take place throughout the week with your child changing their book when required.

<b>How Can You Help?</b>
<ul style="list-style-type: none"> <li>Please regularly listen to your child read and discuss the text.</li> <li>Support them to practise and learn their multiplications.</li> <li>Support your child to learn their spellings ready for the weekly test.</li> </ul>

<b>Other</b>
<p>To research any of the topic areas which have been outlined in this newsletter, please visit the school website on : <a href="http://www.manor-farm-academy.co.uk/">http://www.manor-farm-academy.co.uk/</a></p> <p>Once there, select the appropriate year page, whereby you shall find numerous games, activities and websites to strengthen and support learning throughout the term.</p>

- Research areas of the curriculum with your child.

We value the support of all parents and carers. If you feel that you can help in any way with the work we are covering, then please let us know. Equally, if you would like any further information regarding this term's curriculum, please do not hesitate to contact school.

**Thank you!**