

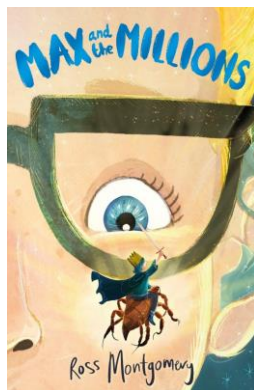
## Year Group Leader update – Year 4

Year 4 this year is made up of Aspen class, Ash class, Beech class, Birch class and Alder class. At the beginning of the year, we worked to create a classroom display, portraying our tree.



## Reading

In Term 1, we read the book *'Max and the Millions'* written by Ross Montgomery. The book is about a young boy called Max, who discovers a 'tiny world' civilization all living inside the caretaker, Mr Darlow's office. Max, with the help of his friend Sasha begins unravelling more details about this world, consisting of feuds and turf war. Using the core reading skills, children answered a range of questions, challenging their thinking and understanding. The skills we covered included retrieval and inference style questions and within the lesson, vocabulary was broken down to their understanding. Children select words that they do not know the meaning of and this is then explained by the teachers. Fluency skills were practiced as children read out aloud. Less confident readers were also encouraged as choral reading and partner reading enabled them to participate and begin to gain confidence.



On a weekly basis, children have the option of engaging in free choice reading. This includes the use of the classroom book corner, where children can go and sit quietly, choosing a book of their choice. Some children prefer to bring a book from home. They are also encouraged to read newspapers (First News) and

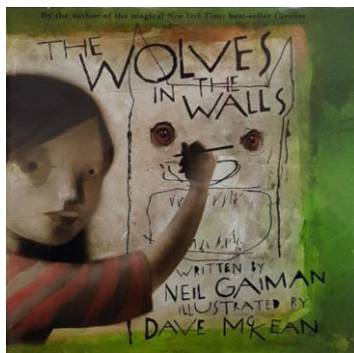
magazines, enabling them to explore a variety of genres. Chromebooks and i-Pads are handed out to children to read online, giving them a dynamic view of reading.

Non-fiction texts are explored weekly, where children move away from their current narrative and explore a different genre. It is usually something which is relevant and recent around the world. This term, we have looked at the rise of the sensation that she is, **Emma Raducanu**, after her stunning win at the US Open tennis. The children were fascinated by her skill and desire at such a tender age and were inspired by her. We have also looked at *Wo/ves*, in line with our Writing lessons, where children can gain a further understanding of these fierce creatures. **Greta Thunberg**, the climate change activist, was another non-fiction text we explored this term.

## Writing

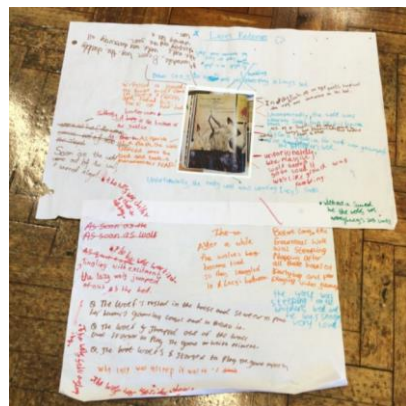
In writing this term, we explored the text '*The Wolves in the Walls*', which is based around a little girl called Lucy. She hears noises from the walls and tries to warn her family. Eventually, Wolves come out of the walls and take over the house, leading the family to flee.

Children had opportunities to explore Lucy as a character through drama and role play, working collaboratively in small groups. They depicted the scenes from the book in freeze-frames and thought-tapping, where they were asked for their views and opinions. The feelings of the characters were explored in depth to give the children a deeper understanding by hot seating key characters.



Using their prediction skills, children explored further and began asking questions about what would the wolves really do if they came out? Each group was given a room to explore; they annotated around the image and began predicting what the wolves might do in their room.

They summarised the key events in the story and created a story map, which enabled them to understand the main events, in preparation for their descriptive recount (diary).



## Maths

In Maths this term, children have consolidated their knowledge on place value and calculations. Also, they ordered numbers, practised rounding and used a range of manipulatives to support their learning. Place value grids and counters were important resources in order to understand regrouping when moving on to



addition and subtraction. Children used formal written methods to show their strategies including column method and number line. They have also begun learning the bar model; understanding the concept of the bars and values.



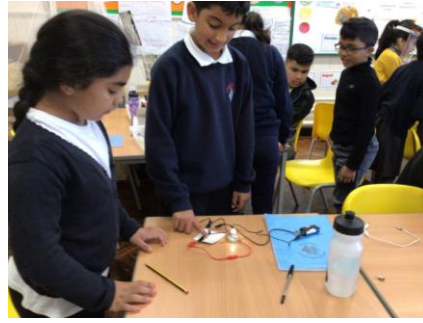
Every week, the children have an opportunity to work collaboratively in solving an investigation. This deepens their mathematical thinking, giving them a broader platform to practice their own theories. This term, they have completed investigative work rounding numbers to the nearest 10, 100, and 1000, the *mysterious* number 6174 and finding different sums using digit cards 1-9. Children used cubes to cover various numbers. They took turns to remove a cube and then had to round that number to the nearest 10, 100, 1000.



## Science

This term in Science, the children explored electricity and circuits. They had a first-hand experience of creating a variety of circuits, adding lots of different components including buzzers and switches and setting up enquiries. They recorded their findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. They made careful observations, discussed their predictions and carried out fair tests.

Furthermore, children learnt about electrical conductors and insulators. They tested a variety of materials including paper clips, coins, wood and foil to see if their predictions were correct. They recorded their results in a table and then discussed their findings. In small groups, they sorted these materials into conductors and insulators. Different materials were used to create a variety of circuits, where the children tested out to see if their predictions were correct. They were challenged to think about why a certain type of material might be a conductor or an insulator.



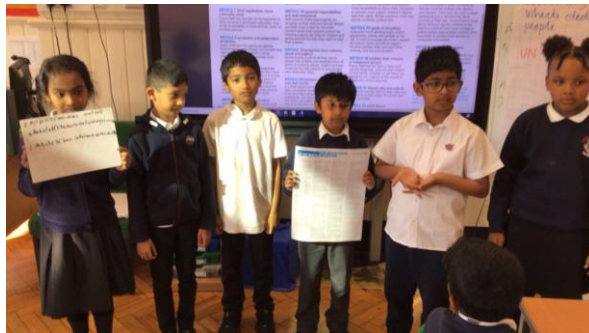
## PHSCE

The children looked at how their attitude has an effect on the people around them. They explored the notion that listening to others is equally important to being listened to. The British Value of Democracy was incorporated, where children understood that being democratic is important in helping others feel valued.

Most children live in Newham, so it was essential for them to understand their local community. They looked at roles people play in their community and how that supports them from teachers, doctors to the police and firefighters.



This term, we have also studied the United Nations Charter on the Rights of Children. In small groups, the children studied the articles, ordering them in to their favourites and asking each other questions. They gave reasons as to why they thought certain articles come before others and suggested alternatives. They then presented their top 3 rights of children articles to their peers.

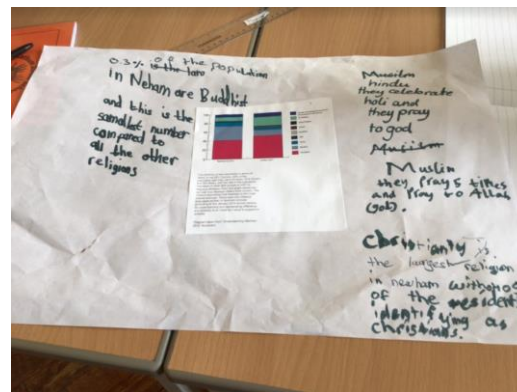
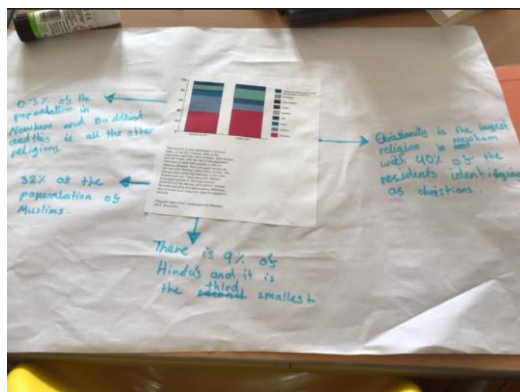




## Religious Education

This term, the RE lessons were based around big questions, which began discussion points. The children immersed themselves with these questions, discussing with their peers and asking further questions. They looked at religions in our local community (Newham) and explored Census data. They used the data to answer questions and ask themselves.

The children raised questions themselves trying to understand why there were more people following one religion than another. They investigated why certain religions were of a minority. Also, they looked at places of worship within the community and began finding similarities and differences between these. In small groups, children looked at the different types of festivals celebrated within religious communities. They were able to share their own experiences and had opportunities to tell their peers how they celebrate festivals. Furthermore, they explored core beliefs within the 6 major religions outlining similarities and differences. They reasoned why all the religions have very similar core beliefs and then produced a piece of art showcasing what they have learnt about the 6 major religions.



## Geography

This term in Geography, children have had many opportunities to explore maps and atlases. They used these resources to locate major countries and cities on a blank map. They annotated the maps by indicating where the capital city can be found. To deepen their understanding, the children compared two coastal places: Tallinn in Estonia and Weymouth in UK. Using secondary resources, the children explored physical and human features of both coastal places and explored similarities and differences.

Moving on, they looked at keys on maps and why they are important for us to read and understand maps. They then created their own sketch map of an area in Weymouth, drawing their own keys. Their focus this term also included scale maps. A lot of questions were derived from this lesson, as children wanted to know why maps were scaled down.



### Design and Technology

This term in D&T, children have explored contemporary artists who use light in their work. This linked with their Science *Electricity* topic. Children looked at a variety of pieces, exploring why certain types of light sources were used. They discussed how the light source has an effect on the art work and selected their favourite one, explaining why. They studied a variety of light, describing some of the features including how they reflect light and discussed how they are free standing. This led them onto thinking about their own light design. They planned and then designed their own light for a particular purpose. Working in groups, they discussed their ideas and thought about the resources they would need for their invention.



### Computing

The children began by exploring different ways of interacting with each other online in a positive way. They created their own online identity and looked at how people are different online than in real life. As a class, they explored why this might be and looked at how to stay safe online.

Moving on, they looked at network and their connectivity. Children worked in small groups to showcase how information moves from one network to another. They looked at what could break a network connection and were introduced to the *routing*. Furthermore, the children looked at websites and how they are shared on the internet.



**Black History**

This term, the Year 4 looked at *Maya Angelou* and the effect she had not just on the Black community but worldwide. The children familiarised themselves with her work and understood how important she was to the Civil Rights Movement. They explored her life and began plotting a timeline with significant events. They had many questions regarding Maya Angelou, and used books and the internet for research.

They analysed texts including ‘Caged Bird’ and explored the language and vocabulary. They made connections from the text to Maya’s life and how it shaped her as a black woman and activist.

Using her poem ‘Life doesn’t frighten me at all’, the children created art pieces explaining what they thought it meant.

