



Years 3 & 4 Carpenter Class Summer Term 2024

Dear Parents/Guardians,

Happy Summer! The children can now wear the Summer Uniform in school. Please see the school website for further details. We also recommend that your child has a sun hat in school. This terms learning:

Geography - The UK

In this unit, children will take a look at the geography of the UK - from the physical features of mountains, rivers and seas to the man-made administrative regions and counties. They will find out how the UK has changed over time, looking at how London grew and how the population of the UK as a whole has changed throughout the course of history



History - The history topic is still Anglo-Saxons and Vikings. This unit will teach our class about the raids and invasions by Vikings in Anglo-Saxon Britain. The children will learn who the Vikings were as well as when and where they raided and settled. They will learn about significant events from the period and order these chronologically on a timeline. The children will find out about the Anglo-Saxon kings who ruled during the 'Viking Age' and examine their influence and significance in British history. In addition to this, they will learn about the Anglo-Saxon justice system and compare and contrast crimes, punishments and laws with their modern-day equivalents. The children will also have the opportunity to learn about different aspects of everyday Viking life. They will explore the types of houses that the Vikings lived in, what clothes they wore and even what types of food they ate. We are looking forward to visiting Compton Verney for a day in the life of a Viking and Anglo Saxon.



Science - This term the children will be learning about Circuits and conductors. In this year 4 unit about electricity, children will learn about common electrical appliances and how to construct simple series circuits. They will become familiar with the key words linked to the topic and how to apply them appropriately. Children will learn about cells, wires, bulbs and buzzers and about the different types of switches. They will be able to troubleshoot and identify whether or not a bulb will light in a simple series circuit and be able to identify a complete circuit. The children will also



learn about conductors and insulators and know that metals are very good electrical conductors.



P.E. - The children will once again be taking part in the Coronation Cup event! The BGN sports partnership will once again start up and the children in all key stages taking part in a variety of sporting events. Mr Causebrook will once again run inter house competitions for each event to ensure the children are prepared to compete. The PE topics to be covered in school will be Multi Skills, Cricket, Athletics and Sports day activities.

Art and DT- This terms topic is Bodies in Art. This 'Bodies' themed unit will teach your class about how to use pen, charcoal, felt tip, make maquettes, make paper clothes and sculpt Giacometti-inspired models to create quality artwork that shows progression in skills. The children will also have the opportunity to explore the work of 'Bodies' artists Julian Opie, Alberto Giacometti and Henry Moore. In DT the children will be learning about 'Edible Gardens'. This unit provides an opportunity for children to learn where and



how a variety of ingredients are grown. Firstly, children will learn how to plant seeds and care for their plants so they yield produce that can be used in their cooking. They will learn how to cook with the ingredients they are growing; following recipes and using different kitchen equipment. The lessons take into account the appropriate safety and hygiene rules.

Computing - This term the children will be completing the following Purple Mash Units: Logo and Animation.

In Logo the children will: Learn common commands and constructs of the Logo programming language. Develop their ability to compose algorithms for drawing mathematical structures and turn these into Logo code. In the Animation unit the children will: This series of three lessons will provide the children with the knowledge and understanding to create simple and more complex animations using 2Animate on Purple Mash.

French- The children will work through the Year 4 La Jolie Ronde workbook. The children will complete a 15-minute session of French every day (Parcel of learning). We will also take opportunities to celebrate our learning on Feast days and through songs as we have in the past. Mrs Morgan will recap on the French units from the Year 3 scheme on a Thursday.

RE - New Life- To hear and live the Easter message. Building Bridges- Admitting wrong and being reconciled with God and each other. Gods People- Different Saints show people what God is like. All through the Come and See planning.

Music - Charanga unit, Blackbird All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.

English- Complete the Fiction unit on the Butterfly Lion by Michael Morpurgo and Mr Stink by David Walliams. Children will also continue to attend Fresh Start if selected by the class teacher.

Balanced Arguments		The Butterfly Lion A KS2 thematic English topic		Newspaper Reports	
1	Identify and label key features of a balanced argument and discuss why they are used in this genre of writing.			1	Identify features of effective newspaper reports and practise writing the introduction of a report using the 5Ws.
2	Role play a character from the story to explore their point of view and why they might feel this way.	Reading Skills 1 Practise using summarising skills to outline a chapter or part of the story. 2 Infer information about a character and justify views using evidence. 3 Explore how the author develops a character throughout the story. <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views. 		2	Analyse the effects of using direct and reported speech within a newspaper report.
3	Identify cohesive devices in writing and the effect that they have on the overall text.			3	Investigate the use of relative clauses to add information about a noun and plan these into a newspaper report.
4	Practise using cohesive devices in writing linked to balanced arguments.	Poetry 1 Analyse the poetic devices used in a poem to create effects and perform the poem using correct tone and voice. 2 Write a poem around a given theme using poetic devices to create an intended effect. 3 Explore blackout poetry and create a blackout poem using a page from the story. <ul style="list-style-type: none"> learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 		4	Write and edit a newspaper report using direct and reported speech as well as relative clauses. <ul style="list-style-type: none"> distinguish between statements of fact and opinion using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun relative clause
5	Generate arguments and ideas to be used in a balanced argument. Use these arguments to plan a first draft.			Letter Writing	
6	Write a balanced argument using cohesive devices and clear paragraphs.	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own noting and developing initial ideas, drawing on reading and research where necessary using a wide range of devices to build cohesion within and across paragraphs assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning proof-read for spelling and punctuation errors recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms devices to build cohesion within a paragraph (for example, then, after that, this, firstly) cohesion, ambiguity 		1	Identify features of a letters and distinguish the differences between a formal and informal letter.
7	Edit and improve a piece of writing using editing stations.			2	Explore the relationship between two characters and how the author conveys this relationship.
				3	Write an informal letter in role as one of the characters of the story. <ul style="list-style-type: none"> making comparisons within and across books drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence discuss and evaluate how authors use language, including figurative language, considering the impact on the reader provide reasoned justifications for their views in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed

For Mr Stink the children will:

Using David Walliams' *Mr Stink*, children read and write humorous stories with funny characters. They practise dialogue punctuation and using expanded noun phrases for impact.

Homework

The homework tasks that the children are expected to complete are as follows:

- Read their school reading book (daily)
- Practise spellings (weekly)
- Times table practise (weekly)
- One Maths/English task (weekly)

Homework will be set on a Thursday and needs to be handed in on Wednesday morning. The completed homework will be marked on this day, with a reward of a house point for handing it in. The children will receive their book back on Thursday morning and will then be expected to stick in their own spellings and any homework sheets they may have. On a Thursday morning, the children will be tested on their spellings and the Multiples marathon test will be on a Friday.



P.E. Uniform

PE lessons will take place on a Monday afternoon. Please ensure that your child has the following kit suitable for both indoor and outdoor sessions:

- A red t-shirt
- Black shorts
- Trainers
- A pair of tracksuit/jogging bottoms
- A hoodie or sweatshirt

We will aim to be outside as much as possible for our P.E. session, so it is important that the children have the items listed above to keep them warm as the weather gets colder. **Please note: in the interests of safety, children with earrings will be expected to remove them.**

Mathematics

The children will continue to learn using the White Rose maths scheme covering:

- Decimals
- Monday
- Time
- Shape
- Position and direction

Year 4 Multiplication Tables Check

The new Multiplication Tables Check (MTC) will be administered to Year 4 pupils within a 3-week period in June 2024. The MTC is an on-screen check consisting of 25 times tables questions. Year 4 children will answer three practice questions before moving on to the official check where they will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete. The purpose of the check is to determine whether pupils can fluently recall their times tables up to 12x12, which is essential for future success in mathematics.

All children in the class should be able to access paper copies of the Multiples Marathon tests from the school website which will assist them in their knowledge and fluency of times table recall. It is expected that they practise the level of the test they are currently on at home, over the week in preparation for the Multiples Marathon tests, which take place on a Friday afternoon.

Pencil cases in school

The school provides all the equipment that the children require for them to complete their school work. **The use of pencil cases in Carpenter's Class is therefore discouraged**, as they and their contents can cause distractions, which disrupts learning. Also, items from them become 'lost' which can cause disagreements or distress for the children.

If you have any queries or questions, then please feel free to arrange a meeting by contacting the school office.

Kind regards,

Mrs Concannon

Head Teacher

St Marys Catholic Primary School ALW