

Year 4 Forum – Spring Term 2023



Year 4

- ▣ Mrs Robertson in Year 4 on a Monday.
- ▣ Mrs Poole in Year 4 Tuesday, Wednesday, Thursday and Friday.
- ▣ This term (more details to follow):
 - Dodge Ball 30th January
 - Granary Gallery 1st February
 - Number day 3rd February
 - Botanist Workshop 8th February
 - Computing at Berwick Middle 16th February

Maths

X and ÷	Area	Fractions
<ul style="list-style-type: none">Recall facts up to 12×12Recognise and use factor pairsMultiply two digit and three digit numbers by a one digit number using formal written layout.Solve problems involving multiplying and adding	<ul style="list-style-type: none">Find the area of rectilinear shapes by counting squares	<ul style="list-style-type: none">Recognise and show using diagrams, families of common equivalent fractionsRecognise that hundredths arise when dividing an object by one hundred and dividing a tenths by ten.Solve problems involving harder fractions to calculate quantitiesAdd and subtract fractions with the same denominator.

The following Maths slides will help you,
help your child in Maths this term:
Parts of a Fraction

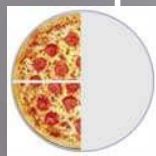
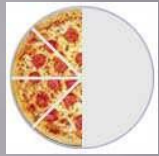
2 ← Numerator
—
How many parts you have.

5 ← Denominator
The number of parts the whole is divided into
(total).

The denominator is downstairs!

Equivalent Fractions

- Some fractions may look different, but are really the same, for example:



$$\begin{array}{ccccc} \square & \frac{4}{8} & = & \frac{2}{4} & = & \frac{1}{2} \\ & \text{(Four-Eighths)} & & \text{(Two-Quarters)} & & \text{(One-Half)} \end{array}$$

It is usually best to show an answer using the simplest fraction ($\frac{1}{2}$ in this case).

That is called ***Simplifying*** the Fraction.

Literacy

We will cover the following

genres:

Narrative: The Boy who biked the World Poetry: The Lost Words	Non-fiction: The shirt machine Chronological report Explanation	Non-fiction: Vikings
<ul style="list-style-type: none">• Choose appropriate language and description to describe a setting.• Use language to express emotion• Use figurative language to enhance writing• Use language to build tension and suspense.• Write a narrative.• Conjunctions, adverbial phrases, expanded noun phrases, pronouns, possessive apostrophes• Include emotive language in writing, sentence openers• Punctuation• Edit work.	<ul style="list-style-type: none">• Questions• Imperative verbs• Descriptive language to enhance explanation• Write a chronological report	<ul style="list-style-type: none">• Sequence events on a report• Record witness responses• Generate a range of catchy headlines• Write a pun• Learn to write a newspaper report

The following slides will help you, help your child in Literacy:

Figurative language

There are many different forms of figurative language; in Key Stage 2 English your child is likely to be introduced to the following:

Simile

A simile is a comparison phrase which finds similar characteristics in two objects and compares them, always by using the words 'like' or 'as'. For example:

The pond was like a shiny, round coin.

He ran as fast as a high-speed train.

Metaphor

A metaphor is a comparison which is not literally true. It suggests what something is like by comparing it with something else with similar characteristics. It is like a simile, but instead of using 'like' or 'as' it compares by suggesting that something is something else. For example:

He was putty in her hands. (Meaning: he could be easily manipulated by her.)

You are the light of my life. (Meaning: you give me hope and happiness.)

Personification

Personification is a type of figurative language which gives an object human characteristics (emotions, sensations, speech, physical movements). For example:

The branches of the tree danced in the wind.

She was swallowed by the waves in an instant.

The warm sun smiled down on us.

Onomatopoeia

This is when a word makes the sound of the thing it describes (for example: boom, honk, pop, crack, cuckoo, crack, splat, tweet, zoom, sizzle, whizz, buzz, hiss, rip).

Hyperbole

This is when exaggeration is used for effect. For example:

I had to read a book that was about a million pages long.

The children were so excited they were bouncing off the walls.

Reading

- Being able to read, and understand
 - Enjoying reading
 - Daily reading
 - Inference and deduction – not just what is happening, but why, what people are thinking, feeling
 - Reading - often, different kinds
- ▣ Need to read a range of things to get interesting vocabulary – not just for their reading, but to put in their own writing
 - ▣ Non-fiction books



History

Enquiry: Is a walled town's heritage still important today?

- Study of Berwick history.
- Why was a drinking fountain presented to Berwick in 1897?
- Why does Berwick have two sets of Walls – Medieval and Elizabethan Walls.
- Locate the walls, train station etc.



PE

- Fitness
- Apparatus
 - Balance
 - Counter balance
 - Group balance
- ▣ Commando Joe's with Mr Graham
 - Team work
 - Co-operation
 - Negotiation



- Tag Rugby with Mr Hall
 - Ball control and handling
 - Defending and attacking
 - Gain a knowledge and understanding of game situations.

- ▣ Computing
 - Coding using Scratch
 - Mr Keech from Berwick Middle Visited use to do a lesson on this then we will visit Berwick Middle to experience a lesson in a computing suite.



Homework

Spellings

Reading

Maths

Times Tables Rock Stars

