



KENSINGTON AVENUE PRIMARY SCHOOL

Together Everyone Achieves More

Year 4 Newsletter Spring 1 2024

Meet the team

Year 4

If you have any queries please speak to your child's class teacher or contact the office:

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EMAIL:

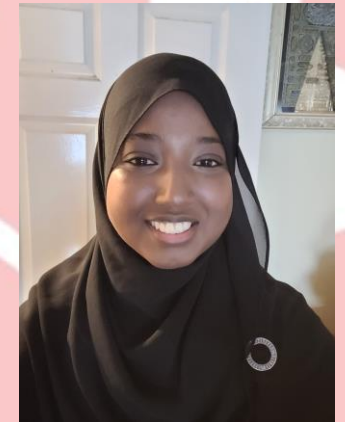
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UK



Miss Schroder
Parisi class



Mr Gallagher
Celts class



Miss Egah
Brigantes class

KAPS Home Learning Expectations

- 1. Homework books** - We are using Homework books for the children's homework. It will be set on a Friday and will be due in on a Tuesday. Children will receive Maths, English (including GPS) and a spelling task. Please ensure children bring in their books by Tuesday.
- 2. Spelling task** - Every week, children will be given spelling words to learn which they will be tested on the following Friday.
- 3. Reading** - 20 minutes of reading should be completed daily. Books can be changed when children have finished reading the book.
- 4. Multiplication Tables check (MTC)**- Children will be set specific times tables to practice each week and should also use online MTC practice tests. [MTC Test - URBrainy](#)

*Parent guides (Reading, Phonics, GPS and Maths) for helping children with their remote learning are accessible on the school website: **Parent Information / Parent & Curriculum Workshops/ Guides.***

Core Subjects

As Readers and Authors we will look at:

This Morning I Met a Whale: Our focus text, which involves the epic adventure about a boy who meets a whale in the Thames.

Riverboat adventures: We will create our own narrative stories using our geographic knowledge to create rich descriptions of the landscape that our adventures take place.

Diaries: Drawing inspiration from famous nature explorers, we will scribe our own fictional experiences using the features of a diary.

Nature Magazine: We will conduct research on some of the most well known rivers. This will inform the magazine articles we will write.

As scientists we will be investigating Sounds

- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognise that sounds get fainter as the distance from the sound source increases.

As Mathematicians we will focus on:

Perimeter and length

- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- Find equivalent lengths of kilometres and meters.

Applying Addition and subtraction

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Fractions ad Decimals

During this term, children will explore all things fractions and decimals. They will be tackling a variety of problems solving activities, including worded questions and active maths sessions!

Learning Journey

Topic – Misty mountain and Winding River



This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.

In the Misty Mountain, Winding River project, your child will learn about:

- The characteristics and physical processes of rivers
- How rivers shape the landscape over time
- Their significance around the world
- The impact of flooding.

They will learn how to:

- Use the eight points of a compass
- Find four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map
- How contour lines are used to show the topography of an area.

They will have the opportunity to learn about the stages of the water cycle and about mountains and their different formations, studying mountain ranges in the United Kingdom and around the world. They will also learn about habitats and how human and natural influences can have an impact on the environment.

Foundation Subjects



ICT

Creating media: Website design

Children will create a professional looking web page with useful information and a clear style, which is easy for the user to read and find information from. They will develop their research, word processing, and collaborative working skills whilst exploring how to change layouts, embed images and videos and link between pages.

E-Safety - Children learn that just because we see or read something online does not mean that it has to be true, and it is important that they create their own judgements about what they have read.

Key vocabulary – Assessment, Audience, Checklist, Collaboration, Content, Contribution, Create, Design, Embed, Evaluate, Features, Google Sites, Hobby, Homepage, Hyperlinks, Fact, Opinion, Belief, Reliability

As Athletes we will work on:

- Being able to describe the basic fitness components and explain how often and how long we should exercise to be healthy.
- Being able to record and monitor how hard we are working .
- Being able to describe how and why our bodies feel during and after exercise.
- Be able to explain why we need to warm up and cool down.
- Being able to say how my body feels before, during and after exercise.

As Geographers we will be looking at the rivers, mountains maps and physical processes. This will include:

- Grid references
- Contour lines
- Erosion, transportation and deposition
- World rivers, Aerial images
- UK mountains, World mountains, Compass points
- Water cycle, Altitudinal zones, Data analysis.

RE

In RE this term, children will be given to chance to explore Christianity. This will include what the holy book of the Christian people is and how it is used by them. Also, they will discover how the stories that Jesus told his followers are relevant to us today.



Foundation Subjects

Music!

This is a very exciting unit of work. All the learning in this unit is focused around one song: Stop! Exploring genres such as: grime, rap, hip-hop, classical, pop and tango!

So much to learn!

In Spanish we will be looking at Mi Casa (My home)

They will be able to say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in Spanish. Tell somebody in Spanish what rooms they have or do not have in their home.

- **As Artists** we will be creating pieces of work based on nature and the outside world. We will:

- Paint landscapes based on nature.
- Take our sketch books outside and sketch areas of natural beauty.
- Learn about well known artists who create art based on nature.

Key Vocabulary

Geography

- altitude
- avalanche
- climate
- compass
- contour line
- deposition
- descend
- elevation
- eruption
- erosion
- glacier
- hemisphere
- irrigation
- river bed
- sediment
- topography

Science

- vibration
- ear
- sound
- volume
- pitch
- outer ear
- ear bones
- ear canal
- cochlea
- ear drum
- volume
- decibel (dB)
- decibel meter vibration
- insulator
- high-pitched
- low-pitched

Maths

- add
- addition
- more
- plus
- increase
- sum
- total
- altogether
- double
- subtract
- subtraction
- take away
- minus
- decrease
- difference between
- decimal
- fraction
- improper fraction
- place value
- denominator
- numerator
- polygons
- perimeter

Half term project

- Please spend time researching a river of your choice. Create a presentation to explain to the class everything you have learnt about this river. You could research: Where it is, What features it has and What is the river used for.
- Please continue to practice your times tables using the websites below.
- [MTC - Multiplication Tables Check - URBrainy.com](#)
- [Hit the Button - Quick fire maths practise for 6-11 year olds \(topmarks.co.uk\)](#)
- Make sure you are reading every day for at least 15 minutes.



Unit Objective: To describe what rooms there are and are not in your home in Spanish

By the end of this unit we will be able to:

- Say and write in Spanish whether we live in a house or an apartment.
- Say what room we have and do not have at home using the key structure **en mi casa hay...** and **en mi casa no hay...**
- Use the connective/conjunction **y** to link two sentences together.

It will help if we already know:

- The letter sounds (phonics & phonemes) from phonics and pronunciation lessons 1 and 2.
- Vocabulary from the **Early Learning** units.
- Vocabulary from **'Me Presento'**, **'La Familia'** and **'¿Tienes una mascota?'** Intermediate units to be able to present ourselves, talk about our/a family and pets.

Activities we will complete:

The unit starts with learning how to say if we live in a house or an apartment and 10 nouns and their appropriate indefinite articles/determiners for rooms of the house via a variety of speaking, listening, reading and written tasks (using a series of gap fills, word puzzles, crosswords, word searches and true/false activities). Leading towards a final oral presentation and/or extended piece of writing detailing where I live and what there is or is not in terms of rooms, at home. Revisiting and reusing previously learnt language.

Vocabulary we will learn & revisit:

Basic personal details will be revisited including the high frequency 1st person singular verbs **soy**, **me llamo**, **tengo** and **vivo**. Key vocabulary on 10 nouns and indefinite articles for rooms of the house will be learnt along with key structures **vivo en** and **en mi casa hay...** and **en mi casa no hay...** All on Vocabulary Sheet.

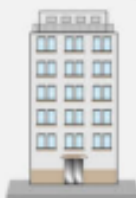
Skills we will develop:

To speak and write using longer more interesting sentences, that include the key structures presented in the unit. Whether we live in a house or apartment and what rooms we have and do not have at home and learning to remember and use accurately previous language from memory alongside our new knowledge.

Phonics & pronunciation we will see:

Recommended phonics focus: **GA GE GI GO GU**

- **GA** sound in **garaje**
- **Stress Placement.** Words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like **ciu-dad**, **la-va-de-ro** and **ga-ra-je**.
- **Accents.** Accents can only be written over vowels in Spanish and indicate the vowel is stressed – regardless of the other rules! As seen in **sa-lón**.
- **Ñ tilde.** This changes the 'n' to a 'ny' sound like in the English word **onion**. It is another letter not just another phoneme as in **baño** and **montaña**.



Grammar we will learn & revisit:

Indefinite articles, negative & high frequency verbs. Revisiting again the indefinite articles **un** and **una**. Revisiting also 1st person singular high frequency verbs **le llamo**, **tengo**, **soy** with a particular focus on **vivo** from the verb **VIVIR** a regular IR verb. Use of negative structure appropriate in this unit, 'there is' and 'there is not' (**hay** and **no hay**) structure. Noting the upside-down question mark (¿) is used at the beginning of all questions-no exceptions! This also happens with the exclamation mark as an upside down one is used at the start of a sentence too in Spanish!