

Rucstall
PRIMARY SCHOOL



Maple Class

Spring Term
Information



Happy New Year!

Welcome back to Year 4 for the Spring Term!

Working with us

We strongly believe education is a shared partnership with school and home. We encourage parents/carers to become fully involved in their children's learning and also in the life of the school. We very much hope that you will feel part of our school community and you will be able to liaise with your class teacher if you have any concerns, problems or questions.

The Rucstall Primary School Team are keen to work with you to support your children and encourage you to speak with us regularly. During the mornings, our teachers are busy preparing for lessons or supervising children so are not available first thing however parents are able to leave messages with the office team. After school, teachers are available for short face-to-face conversations and can also arrange telephone appointments at a mutually convenient time.

General reminders

>Please ensure your child has a named water bottle in school each day which is filled with fresh water. A reminder, like the vast majority of schools, juice and squash are not permitted in the classroom. If there is a medical reason as to why your child is unable to drink water, you must make the office staff aware.

>Please ensure all of your child's clothing is labelled. All named clothing will be returned instantly as we do not store 'lost property.'

>Please do not send your child in with pencil cases or stationery. We provide all the necessary equipment as we do not have large enough trays for pencil cases.

>Long hair must be tied up. If earrings are worn they should be taken out for PE. If ears are newly pierced, please provide tape to cover the ear-rings until such a time as they can be removed. Only studs, plain gold or silver, should be worn. The only other item of jewellery permitted in school is a wrist watch.

PE Kit

Children should bring their PE kit into school on a Monday and take it home on a Friday.

- White T-shirt (round neck)
- Black shorts
- Plain black trainers
- Rucstall fleece with logo or school jumper

Items should not have branded logos.

Home Learning for Year 4 in a nutshell



Reading

Children should read a minimum of four times a week (ideally 5 or more!) and record it in their reading record.

Children change their books when they complete them. They are encouraged to read just one book at a time, particularly fiction, to help them follow a story.

Children read at different rates and depending on what they are reading. In addition to children changing their books as required, they can do so at break and lunchtimes independently in the library. Parents can also visit the library after-school on Mondays and Fridays to borrow additional literature or make book changes more frequently with their child.

Spelling

Children should complete their set assignments on Spelling Shed:
<https://play.edshed.co/login>.

This is available on the internet and as an app. Spellings are linked to your child's spelling age. Additional games may be completed after the set assignments.

Mathematics

Children should spend a minimum of 20 minutes each week on TTRockstars:
<https://trockstars.com/login>. This can be completed in one go, or spread across the week.

Wider Curriculum

From time to time your child will be sent home flash cards containing 'Rucstall Words'. Please help your child to learn these.

Year Group	Autumn Term			Spring Term			Summer Term		
	Reading	Numbots / TTRS	Spelling Shed	Reading	Numbots / TTRS	Spelling Shed	Reading	Numbots / TTRS	Spelling Shed
4	Minimum 4 reads	20 mins	6 games	Minimum 4 reads	20 mins	6 games	Minimum 4 reads	20 mins	7 games

NB: With apps, please remember to update them regularly through your app store.

Our Curriculum for this term

History	
Spring Term 1	Spring Term 2
<p style="text-align: center;">Who were the Anglo Saxons and did they ruin Britain?</p> <p style="text-align: center;"><u>Our New Journey</u></p> <p>L.O. Know how the Anglo-Saxons attempted to bring about law and order into the country</p> <p>L.O. Know how the lives of wealthy people were different from the lives of poorer people</p> <p>L.O. Know that during the Anglo-Saxon period, Britain was divided into many kingdoms</p> <p>L.O. Know who the Celts were and their involvement with the Romans</p>	<p style="text-align: center;">Were the Vikings raiders or traders?</p> <p style="text-align: center;"><u>Our New Journey</u></p> <p>L.O. Know about the Viking raids</p> <p>L.O. Know how the Vikings and Anglo-Saxons co-existed</p> <p>L.O. Know who King Alfred was and his lasting impact</p> <p>L.O. Know why the Vikings were feared</p> <p>L.O. Know where the Vikings came from</p>
<p>Rucstall Words: Dark Ages, Excavated, Venerable, Legend, Romano-Britons, Celts, Tribe, Barbarian, Settlement, Saxons and Rebellion</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know what happened in England before the Anglo-Saxons invaded • Know about how the Anglo-Saxons attempted to bring about law and order into the country • Know the impact of Christianity on the Anglo-Saxons • Know that during the Anglo-Saxon period, Britain was divided into many kingdoms • Know that the way the kingdoms were divided led to the creation of some of our county boundaries today • Know how the lives of wealthy people were different from the lives of poorer people • Use a time line and map to show when the Anglo-Saxons were in England 	<p>Rucstall Words: Scandinavia, Danes, Longship, Valhalla, Raid, Invade, Berserkers, Religious Institutions, Conquer, Fort, Treaty and Marshland</p> <p>Sticky Knowledge:</p> <ul style="list-style-type: none"> • Know where the Vikings originated from and show this on a map • Know how and why the Vikings invaded Britain • Know that the Vikings and Anglo-Saxons were often in conflict • Know why the Vikings frequently won battles with the Anglo-Saxons • Know the religious beliefs of the Vikings • Know about the Kings and rulers of the Viking period
English	
<p>Reading Our class text will be the classic <i>'Beowulf'</i>. After half term, the children will read <i>'How to Train Your Dragon'</i> by Cressida Cowell.</p> <p>How can you help? -Children should be reading a minimum of 4 times each week. This should be recorded in their reading journals. -Many children would still benefit from reading out loud to an adult at home. This would help with fluency but it also means you can discuss or look up unfamiliar vocabulary. -We have published a selection of high-quality books we feel all children in Year 4 would benefit from. The aim is for the children to read at least five of these.</p> <p>Writing In Writing, we will be studying a myth-style narrative linked to Beowulf. The children will also be writing a persuasive letter before Easter.</p> <p>How can you help? -Please encourage your child to talk to you about their writing. Ask them what their next step is. -Children should be accessing Spelling Shed (an online website) every week to support and develop their spellings.</p>	

Mathematics

The children will cover place value, addition, subtraction, multiplication, division, measurement, fractions and geometry across the Spring term. There will be a **HUGE** focus on children being able to recall accurately and quickly their times tables. It is incredibly difficult to be successful in maths without having this fundamental basic.

Science

Our Science units are plant reproduction and electrical circuits.

Sticky Knowledge:

- Know electricity is a power source
- Know batteries and mains are the two main sources of electricity
- Know what a cell, wire, bulb, switch and buzzer is
- Know some common appliances that run on electricity
- Know what is meant by a loop or complete circuit
- Know what batteries do
- Know the effect of adding more batteries to a circuit
- Know what is meant by a conductor
- Know what is meant by an insulator
- Know the reproductive parts of a flowering plant
- Know that living things can be grouped in a variety of ways

Rucstall Words:

Pollination, Disperse, Circuit, Insulator and Conductor

Religious Education

In RE we will look at Judaism, in particular the festival of Purim. We will also look the Easter story after half term.

Design & Technology

In DT this half term, we are building wooden pencil pot structures. This builds on the children's previous bridge making in year 3. We will also be making bread.

- Know what is meant by a quadrant
- Know how to join materials such as card and wood together
- Know what reinforcing a structure means
- Know what seasonal food is and how it is grown, reared, caught and processed
- Know how personal diets can be improved
- Know how to prepare ingredients using different utensils
- Know how to measure ingredients
- Know how to cook ingredients using an oven
- Know what yeast does when cooking/baking
- Know how to knead dough
- Know what unleavened means

Computing

In Computing, children will be making their own animations using pivot animator, before developing their knowledge of coding using Crumble.

Sticky Knowledge:

- Know how to create a short stop-frame animation using multiple frames
- Know how to be safe when searching the internet

Rucstall Words:

Animation, Stop-frame and frame

Physical Education

In PE, children will be continuing to learn yoga and developing their gymnastics skills. After half term, we will be learning how to play tennis.

Music

In Music, children will learn chords on the ukulele and play a couple of songs. We will also continue some percussion instrument work too.

Personal, Social and Health Education

PSHE will continue to build on our previous work around health and wellbeing issues. We will also discuss living in the wider world, relationships and keeping safe.











French

Continuing our French learning, we will learn to describe people, before moving on to be able to talk about weather.

Sticky Knowledge:

- Read, write and say nouns for parts of the face and body
- Say, read and write adjectives for describing my hair and eyes
- Read, say and write adjectives describing his/her hair and eyes
- Use language to describe my family
- Read, write and say nouns for months of the year, days of the weeks and the seasons
- Be able to recognise phrases that describe the weather
- Be able to say and read nouns for items of clothing
- Be able to match items of clothing to the appropriate season

Safety Passports

In School				
 School values	 Worry Box	 Being kind to all	 Trusted adults in school I can talk to	 Our rules on keeping safe in Computing
Both in and out of School				
 Know and understand the importance of seatbelts	 Know that people have allergies and the most common allergens	 Know how to be safe in car parks and safely cross the road	 Know how to be safe around open water	 Know how to safeguard themselves from ticks