

Topic: Water, Water – Geography		
<p>In Literacy, your child will be learning the following key skills:</p> <ul style="list-style-type: none"> • Write to entertain by writing a narrative - descriptions of the sights and sounds of what Maia saw as she journeyed up the Amazon. • Write to retell – writing in the perspective of a character • Use expanded noun phrases for description and fronted adverbials. • Organise narrative into paragraphs • Writing a river journey poem using features of poetry – personification, metaphors and similes. <p>Books we will be reading:</p> <ul style="list-style-type: none"> • Journey to the River Sea by Eva Ibbotson 	<p>In Maths, your child will be learning the following key skills:</p> <ul style="list-style-type: none"> ▪ Number and Place Value ▪ Addition and Subtraction ▪ Addition & subtraction: written methods and solving word problems ▪ Multiplication and Division: written methods and word problems 	<p>Key subject vocabulary to learn and spell:</p> <p>Atlas Map Ocean Seas Rivers United Kingdom Settlements Water cycle Evaporation Condensation Precipitation Source Mouth Estuary</p>
<p>Educational Visit:</p> <p>We will be doing a river walk of The River Thames - identifying key landmarks along the River Thames.</p>	<p>Key Maths vocabulary to learn and spell:</p> <p>Tenths Hundredths Thousandths Decimal point Tens Hundreds Thousands Place value Multiplication Division Subtraction Addition</p>	
<p>Grammar: definitions to learn</p> <p>Paragraph - a distinct section of a piece of writing, usually dealing with a single theme and indicated by a new line, indentation, or numbering.</p> <p>Noun phrase – using adjectives to add extra detail e.g. <i>The strict Maths teacher who had curly hair stood up from behind the large wooden desk.</i></p> <p>Verb Inflection - Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I</p>		

<p>did instead of I done.</p> <p>Fronted adverbial - words or phrases at the beginning of a sentence, used to describe the action that follows</p>			
<p>Your child will also be learning:</p> <ul style="list-style-type: none"> ▪ About changes of state; solid, liquids and gasses in science - compare and group materials together, according to whether they are solids, liquids or gases, observe that some materials change state when they are heated or cooled. ▪ About Water in Geography, by locating oceans, seas and rivers in and around the UK using atlases and maps and identifying features of rivers. Exploring The River Thames- from source to mouth. Locating the Amazon River and comparing with the Thames (linked to key text). ▪ How to cook breakfast eggs in different ways; scrambled, boiled and omelette – Crack an egg and beat with balloon whisk. ▪ Textiles- Drawing and painting. ▪ How to Convert Solfege to “ABCDEFGF” - Reading complex rhythms. ▪ Places of worship in RE – Hinduism ▪ Developing Confidence and Responsibility in PSHE – discussing why rules are important and creating a class charter, thinking about how to make others feel welcome, explore how to join in in new situations through identifying feelings of others. ▪ In computing using the internet –search engines/extracting information ▪ In Spanish learning how to say where you live and recognize places to visit in a town Directions. 	<p>Learn by heart:</p> <p>1 x 6 = 6 2 x 6 = 12 3 x 6 = 18 4 x 6 = 24 5 x 6 = 30 6 x 6 = 36 7 x 6 = 42 8 x 6 = 48 9 x 6 = 54 10 x 6 = 60 11 x 6 = 66 12 x 6 = 72</p>	<p>6÷6=1 12÷6=2 18÷6=3 24÷6=4 30÷6=5 36÷6=6 42÷6=7 48÷6=8 54÷6=9 60÷6=10 66÷6=10 72÷6=12</p>	<p>Spellings (Spelling Bee): learn to spell</p> <p>accident(ally) actual(ly) address answer century certain circle complete consider exercise experience experiment extreme famous height history</p> <p>Maths Vocabulary:</p> <p>thousands million eighth third sixth fifth tenth twentieth</p>

			proportion decimal
<p>You can help your child by: Helping them to learn their spellings and what they mean by looking them up in the dictionary and using them when talking and writing. Completing the home learning project to develop knowledge about the topic. Learning key number facts. Helping them to memorise and recite the poem 'The River' by Valeire Bloom (see below) asking questions about what the poem is about.</p>			

Poetry- Year 4, spring 4

As part of the National Curriculum for English, children must be able to learn, by heart, recite and perform poetry. Every half term, a new poem will be given to each year group. Time should be spent learning the poem at home, there will be opportunities to practise and perform in school.

The River

 by Valeire Bloom

The River's a **wanderer**.
A nomad, a tramp,
He doesn't choose one place
To set up his camp.

The River's a winder,
Through valley and hill
He twists and he turns,
He just cannot be still.

The River's a **hoarder**,
And he buries down deep
Those little treasures
That he wants to keep.

The River's a baby,
He gurgles and hums,
And sounds like he's happily
Sucking his thumbs.

The River's a singer,
As he dances along,
The countryside **echoes**
The notes of his song.

The River's a monster
Hungry and **vexed**,
He's gobbled up trees
And he'll swallow you next.

Possible home learning activities to extend children's understanding of the poem:

- Find the meaning of the words in **bold**
- Find features of poetry e.g rhyme, personification, metaphors and similes
- Draw a picture to illustrate the poem
- Write own verse for the poem