

**INSTITUT INTERNATIONAL DE LANCY**  
**ENGLISH SECTION**

**Outline of Our Work for the First Half of the Spring Term – Year 4**

**What will we be learning?**

How it was to live through WWII as a British Child.  
Moving and Growing – Muscles and Bones.  
Leisure activities.

**Numeracy:**

*We will be developing these skills and concepts:*

Recognising fractions that are several parts of a whole, reading time to the nearest minute from analogue and 12h digital clock, handling data: tally charts, pictograms, frequency tables, bar charts. Ordering and rounding numbers, using place value for mental addition and subtraction, written methods of addition and subtraction, using number lines to subtract.

*How you can help at home and during the holidays:*

Play simple division games with your child using the language of fractions in order to support their understanding of the mathematical vocabulary (eg. Have a number of sweets and ask them to give you  $\frac{3}{4}$ . They have to count the total number of sweets and say what  $\frac{3}{4}$  of this number is). Ask your child what the time is frequently. Make them say the time in different ways. Ask them how much time is left before an activity. Ensure they know the months of the year and days of the week and use them. In the car/ when on a walk, ask your child mental maths questions related to ordering and rounding numbers (what's 2435 to the nearest 10?). If your child is confident with numbers to 10,000 feel free to use numbers that are larger or that include a decimal. Children often get confused with ordering integers together with decimal numbers. Support your child's learning of subtraction using a number line when doing their homework (subtract by counting up when it is a small difference, using a number line for a larger difference).

**Language and Literacy:**

*We will be developing these skills and concepts:*

Poetry, the use of patterns and rhymes. Settings: imaginary worlds, writing collaboratively, stories in chapters. Adjectives in reading, the possessive apostrophe.

*How you can help at home and during the holidays:*

Encourage your child to read and enjoy poetry. Ask them to read you a poem, challenge them to learn one by heart. Say and invent tongue twisters and talk about the rhyming pattern/alliterations/assonances. Share your favourite poem with your child (if appropriate) and explain preferences. Play rhyming games when on a walk. Read stories with an imaginary world with or to your child. Play inventive games like 'what if'. (What if cows could fly? Well, you might have to build funny planes to milk them!) Write a story with an imaginary world with your child, showing them how you think and come to having imaginative ideas (talk through your thought process). Spot adjectives and adjectival phrases when reading. Enrich your child's vocabulary by suggesting synonyms or asking them for some. Spot the possessive apostrophe in reading (not to be confused with the contraction of is or has or the plural of regular words. Children find this extremely tricky). Make your child read 4 lots of 20 minutes per week and record it in their reading record. This is part of the weekly homework as stated in the December 2004 homework letter. Read at least once a week out loud with them and write a comment about their reading in their reading record. Ask them to predict what will happen next/ to explain why something happened using the text to justify their views. Ask them questions to check their understanding, include inferential questions. Beware of reading that sounds very confident! Children this age can read very well but not understand what they are reading. Check with shorter and longer answer questions. Discuss how the plot develops and the characters' and author's motivations. Read a variety of texts together: stories, comics, fact books, factual pages on the internet, recipes, instructions, signs and advertisements... Learn by heart and rehearse weekly spelling patterns until they are known confidently. Challenge your child to spell longer words that are derived from the root word they know.

**Science:**

*We will be covering this topic:*

Moving and Growing.

*We will be developing these skills and concepts:*

Making accurate observations and justifying them, choosing the relevant information during investigations, drawing scientific conclusions using the appropriate vocabulary, knowing what a fair test is, suggesting ways to make a test fair, identifying patterns and making generalisations.

*How you can help at home and during the holidays:*

Challenge your child to learn the name and place of bones in their bodies, look at family x-rays and spot the broken bone, discuss the role of their bones and muscles, warm up and stretch when exercising and explain why these are important, look at how your child has grown and possibly compare it to their siblings. Read about bones and muscles and how to keep them healthy (role of vitamins and minerals).

**History:**

*We will be covering this topic:*

World War II leaders and main events, the Blitz and Blackout in Britain, shelters.

*We will be developing these skills and concepts:*

Using information books to find out historical facts. Using pictures and sounds to get an idea of what living through WWII was like for children in Britain. Recognising primary and secondary evidence.

*How you can help at home and during the holidays:*

As war is always a sensitive topic, especially since we are a multicultural school and World War II is still very close in our minds, I would greatly appreciate it if you could encourage your child to dismiss generalisations and biased opinions.

Use the internet to become familiar with pictures and sounds from WWII. Interview members of the family and friends who lived through WWII. Read books about the home life in Britain during WWII together including stories and diaries. (Eddie Benson's diary, Goodnight Mr Tom, Anne Frank's diary for children.) You are welcome to come and talk to me for more ideas.

Help your child with research: To find information effectively, to summarise or put it into their own words keeping only what is relevant and what they understand, to improve presentation...

Here are a few websites full of interesting facts and fun games supporting the learning of WWII:

<http://www.snaithprimary.eril.net/wcontent.htm>. (Snaith Primary School's website is a fantastic resource for KS2 children)

<http://www.macksites.com/light.htm>

**Geography:**

*We will be covering this topic:*

Work and leisure activities.

*We will be developing these skills and concepts:*

Drawing concept maps, creating effective keys, investigating and drawing conclusions, using databases to analyse results.

*How you can help at home and during the holidays:*

Help your child understand the difference between work activities and leisure activities. Help with your child's homework by answering questions on surveys, discuss future and present leisure activities including holiday destinations and the reasons for your choice. Talk about the influence of tourism (beneficial as well as detrimental) on the areas you visit during your holidays. Watch the weather on TV and discuss its influence on leisure activities.