This letter contains detailed information on the curriculum that we will be teaching this term, as well as practical issues such as home learning.

Please ensure that your child has their reading book and reading record. Reading records are checked by an adult weekly.

The home learning timetable is as follows:
Children are expected to read *every night* for at least 10 minutes and reading books should be changed as often as needed by your child. We have a graded reading scheme and children move through the levels as appropriate. Children are welcome to bring in books of their own from home to read. There are also books uploaded on Bug Club (active learn). These are books to support their progression through our graded scheme.

Home Learning is provided at the beginning of each half-term. Children are given a number of activities to complete. They can select how many they do and will receive a certificate at the end of the half-term.
Children can also complete learning on Doodle Maths, Times Table Rock Stars, Purple Mash and Spelling Shed.
Reading Information

The children's reading progress will be monitored by half-termly reading tests. Children take part in reciprocal reading lessons or guided reading lessons daily.
In addition to Literacy home learning, we expect all children to be reading to an adult for at least 10 minutes a day. This should be recorded in their Reading Record book and brought in every day. Daily reading will greatly improve their fluency when reading and also support their written work.

The Curriculum
The curriculum structure is outlined on the next page, our major topic this term is: **Should we stop eating chocolate?**

School Trips
We will keep you informed of any trips planned.

PE:
Friday afternoon with a sports coach, who is giving expert tuition in a range of sporting activities. Please send your child into school on Friday wearing a PE kit. We would like as many children as possible to wear house colour t-shirts for PE. They should not wear football kits for PE.

Please do not hesitate to contact us through the school email account if you require any further information.
Year 4 Team:
Mrs Sides (Campion Teacher), Miss Cordwell (Oxlip Teacher), Mrs Ade (HLTA), Mrs Tsang (IA)

Curriculum map – Year 4 – Spring term

Curriculum Area	Phase One	Phase Two	Phase Three	Phase Four	Phase Five
Core Values	• **Wisdom**	• **Responsibility**	• **Responsibility**	• **Integrity**	• **Courage**
PSHE	• What makes a healthy lifestyle?	• Hand washing	• Facing new challenges	• Explore how the media present information.	• Link to evaluating your efforts
Science	• **Food value of chocolate bar** • **How does the chocolate become fuel/energy for our bodies?** • **Which sugar dissolves first?** • **Should we continue to eat chocolate as far as our teeth are concerned?**	• **Changes when materials are heated/cooled** • **Research - temperatures**		• **Heating causing irreversible changes**	• **Changes when materials are burned** • **Memorise Science 'Killer Facts'**
Design Technology	• **Market Research**	• **Design prototype chocolate product**	• **Make a prototype** • **Analysis of packaging**	• **Design of packaging**	• **Evaluation of final product**
Computing	• Collecting and presenting information	• Exploring simulation software	• Word processing • Internet research	• Repeated patterns	
Geography	• What is needed to make a bar of chocolate? • Where do cacao trees grow?	• What are the physical and human features of Brazil, Cote D'Ivoire, Ghana and Indonesia?	• The rainforest, logging and land for farmers	Interdependence and fair trading – simulation and role play games	Decision on whether we should stop eating chocolate
History	• The story of chocolate	• How were Mayan and Aztec chocolate different to each other and to our chocolate today?	• Why were the Aztecs the people Christopher Columbus and Hernando Cortes/z met? Where were the Maya?		Why do versions of events and people differ?
Literacy links	• **Starting point – Mmm … Chocolate – Should we stop eating chocolate?** • Write a chocolate poem	• Explanations	• Informative text	• Instructions	• Poem from a different culture
Speaking and Listening	• Debate – If chocolate makes people fat, should it be banned?		• Food labelling		