



**Connor Downs**  
Academy

# Connor Downs Academy

Head of School: Mrs J Eddy



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## Year 4

# Spring Term 2023

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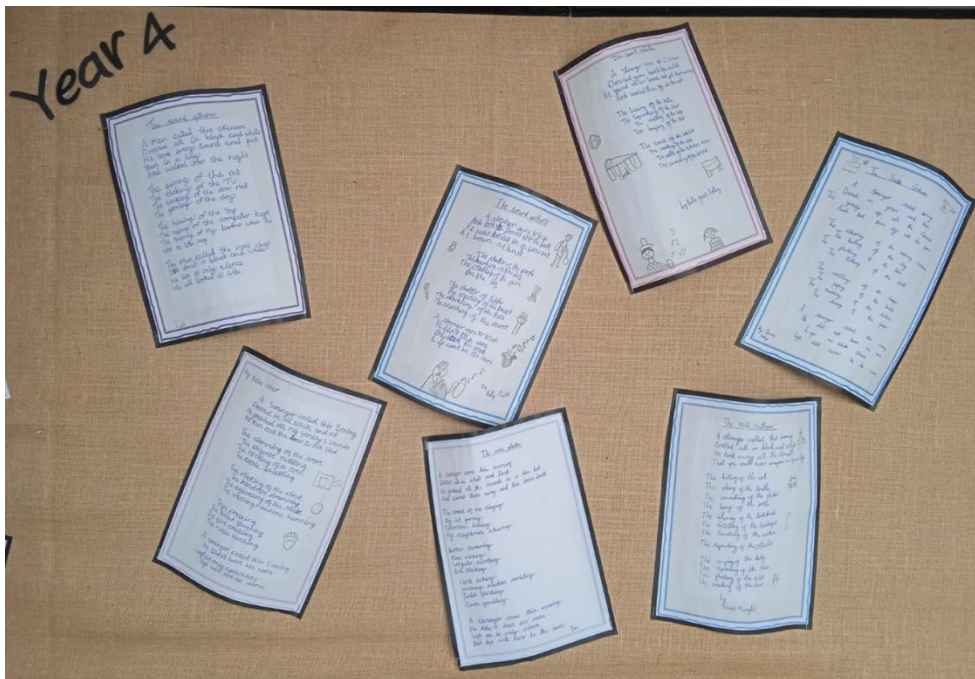
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## English

We began our English writing this term with poetry, linking to our science sound topic, we focused on sounds. We did this by rehearsing and performing 'The Sound Collector', a poem by Roger McGough, collecting our own onomatopoeic words and writing our own version of the poem, some of which you can find on display in our Writing display corridor.



We then looked at formal letter writing and wrote our own formal letters of complaint. We looked at the format and structure of a formal letter and then looked at the language specific to the text type. Based originally on a letter to a used car salesman, the children innovated their own letters of complaint to a toy shop or toy manufacturer complaining about a substandard product and what they expected to be done regarding the issue.

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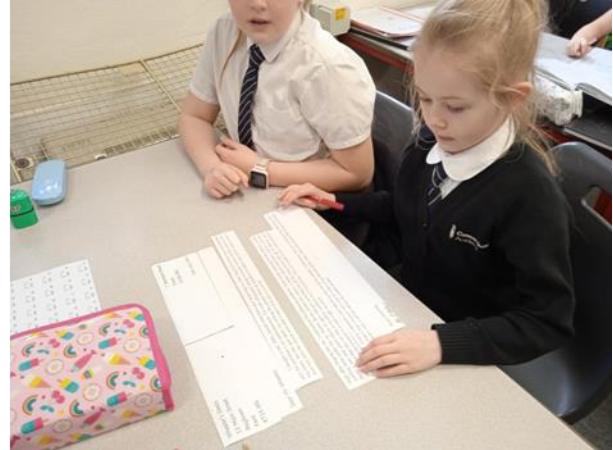
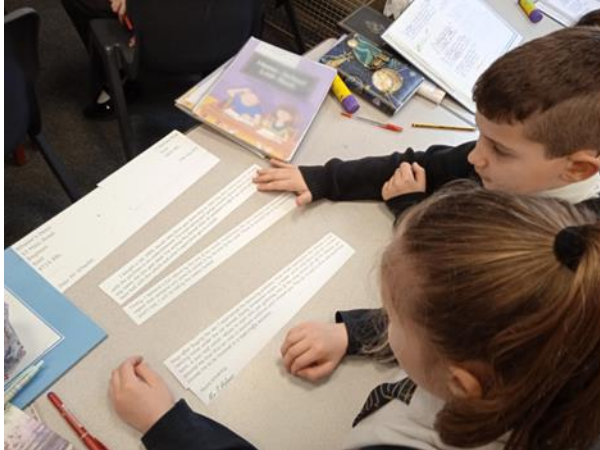
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During the second half of term, the children wrote a narrative based on extracts from 'Charlie and the Chocolate Factory' by Roald Dahl, looking at features of writing such as using repetition for effect, adverbial fronted sentences and sentences using couplets of alliteration.

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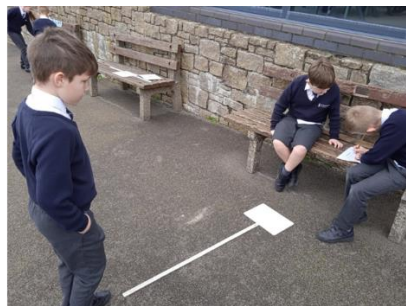
## Maths

Our main focus in Maths has been to develop the children's ability to learn and recall their times tables knowledge at speed. Knowing this enables the children to focus their attention on working out what word problems are asking them to do instead of the mechanics of calculating the division or multiplication. We test our knowledge on the same times table every day and chant the answers together. On Fridays, the children are tested using a hundred square grid and given seven minutes in which to complete as many multiplications as possible.

Four days a week, the children keep their arithmetic skills sharp through spiral review tasks and tables practice. At Connor Downs, the children tackle fluency, reasoning, and problem-solving tasks throughout each of their maths topics to "master" each skill before being ready to progress to the next unit of work. Each unit starts with a baseline assessment to ensure that coverage is tailored to fill any gaps.

## Science

Our first topic of the term was changing sound. We looked at how sounds are produced and how sounds change as you get further from the source producing the sound.



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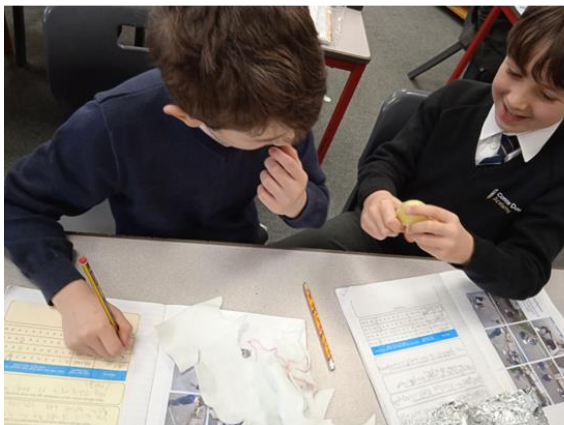
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The children then investigated which materials were most effective at muffling sounds.



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The second topic of the term was the digestive system. We began by looking at herbivores, omnivores and carnivores and food chains. We then moved on to looking at our teeth and how they help us to eat our food. We completed the topic by learning about our digestive system and what happens to our food as it passes through our digestive system. Many of our twice weekly comprehension lessons had texts that were on the subject of the digestive system.

## PE

At the beginning of the term, the children began their swimming lessons at St Ives leisure centre. They all worked hard and listened carefully to the instructors. It was lovely to see them all progress each week.

In the second half of the term, we learnt about tag rugby. The children had fun learning to hold, pass and receive the ball as well as many mini games designed to get the children thinking about attacking and defending.





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## History

This term, we studied the hugely popular crime and punishment topic. The children all enjoyed learning about how crime and punishment have changed since Roman times. They learned about how the police force was created and how harsh punishments in the past used to be. Our topic culminated in our visit to Kresen Kernow in Redruth. The children all enjoyed our tour of the archives and library as well as the opportunity to take part in a role play and become history detectives to learn about criminals in Cornwall from the year 1840.

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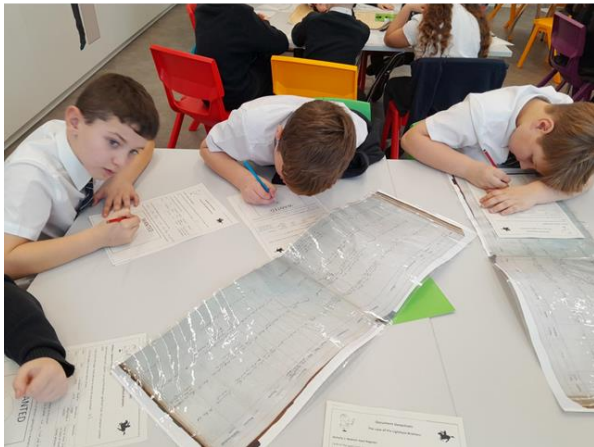
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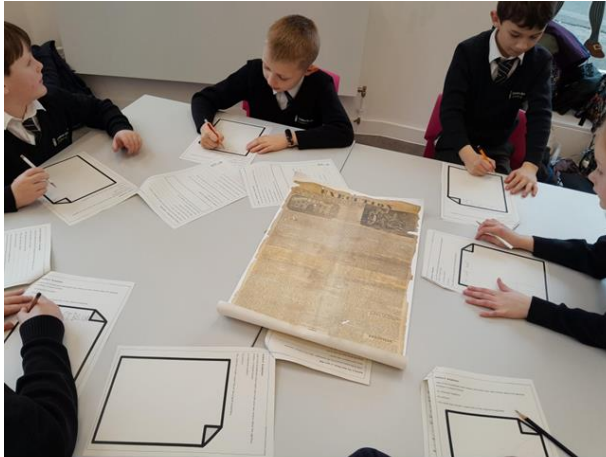
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## Geography

In our Geography topic about settlements, the children began by learning about different types of settlement and what encourages people to settle in particular places. We looked at a range of maps and identified the types of settlement shown. The children also used 4-figure and 6-figure grid references and OS map symbols to identify the location of a range of amenities. The children ended our topic by using what they had learned to design their own settlements.

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## **Art and Design**

At the beginning of the spring term, we began learning about Sonia Delaunay in our art lessons. The children learned how Sonia, and her husband Robert, developed the painting style Orphism. Sonia used bright colours and shapes in her painting and fabric designs. The children finished the unit by designing Delaunay-style outfits.

## **Design and Technology**

During the second half of term, the children learned about greenhouses and how they work. The children then investigated how to make strong, secure structures. They then used this information to design and make their own mini greenhouses.

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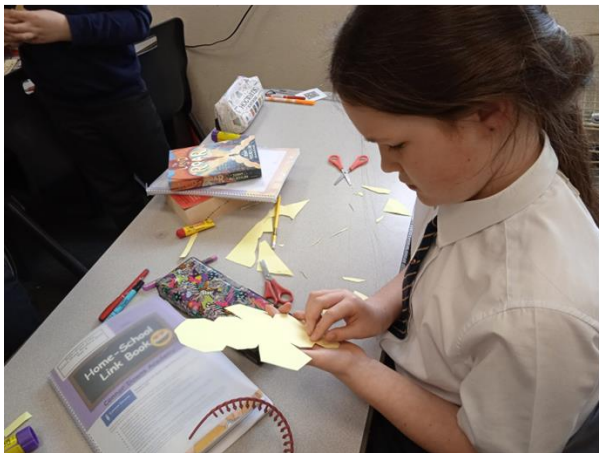




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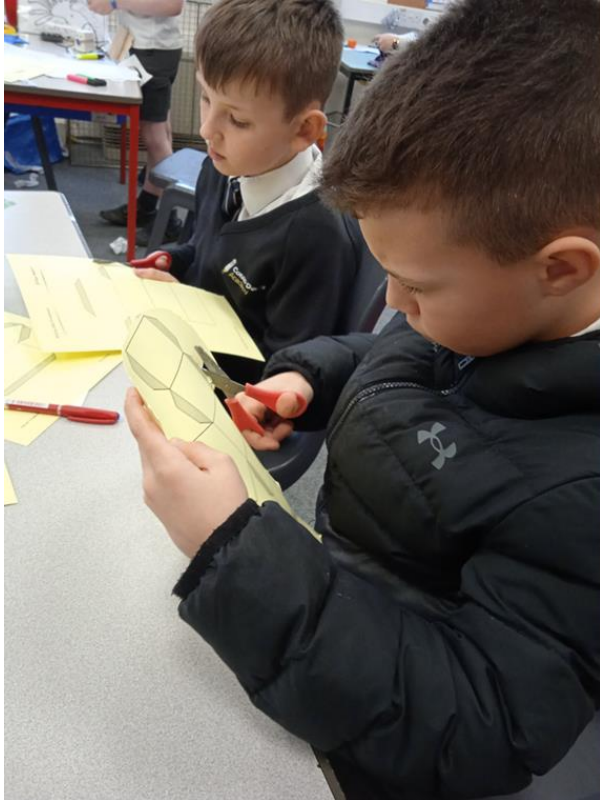
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## Computing

Every day in Year Four, the children access our iPads and Chromebooks. The children quiz after they have completed their reading books and they use Sumdog and Times Table Rockstars at least twice a week to enhance learning their times tables and to practice the MTC (multiplication tables check).

In our dedicated computing lessons, the children learned how to capture different sets of data using data loggers. They used a data logger to record levels of light, sound and temperature. We used a data logger to investigate which areas were the lightest, the noisiest and the hottest.

In the second half of term, the children began using programming language to program a screen turtle. The children can program a screen turtle to draw letters and have learned how to use the repeat command in loops to reduce the amount of code they need to type when drawing a range of regular 2D shapes.

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## **MFL - French**

This term, the children have revised their French vocabulary using the exciting and engaging *Rigolo* French program. With a focus on knowing key phrases, the children have developed their conversational skills and are beginning to record their conversations in writing. The children are beginning to ask and answer simple questions in French.

## **RE**

In the first half of the term, the children looked at 'Why do some people think that life is a journey?' We talked about what they thought was meant by a journey and then looked at different rituals people celebrate throughout their lives and how different religions mark those special occasions.

In the second half of term, the children investigated 'Why do Christians call Good Friday 'good'?' We recapped the events of Holy Week and discussed why Christians thought the events of Good Friday were a 'good' thing.

## **PSHE**

PSHE (Personal, Social and Health Education) is delivered through our weekly SCARF (Safety, Caring, Achievement, Resilience, Friendship) program, but is present in all that we do in school and in every interaction we have.

Our first topic was keeping safe. We learned about identifying the difference between a hazard and a risk and discussed how to keep ourselves safe in a variety of situations. In our rights and respect topic, the children began by thinking about who keeps them healthy and safe. The children investigated the rights of children identified by the United Nations and thought about how they could make a difference in the world they live in.

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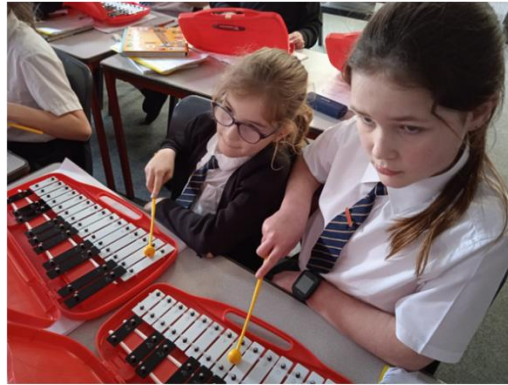
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## Music

Our first topic was learning to play glockenspiels. The children learned a range of songs using the notes C, D, E and F. We revisited our knowledge about the length of different notes and how long to 'rest' during a piece of music.



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During the second half of term the children engaged with a new unit of music using the ukuleles, bought for us by the Friends of Connor Downs Academy. The children have had fun learning about the ukulele's components, how it produces sound and how to produce notes and chords. They have started to learn the basic chord structures that enable them to play simple songs and have learnt about strumming patterns to create rhythm.



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We would like to take this opportunity to thank all of the children for their hard work this term and to thank all parents and carers for their support. Have a fantastic Easter holiday.

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