

During this half term our enquiry question is: **How can we make our school dinners even better?**

Through this investigation children will explore whether they really are what they eat in terms of their physical make-up (digestive system, teeth, how healthy they are) and morally/ethically (food miles, fair trade, distribution of resources etc). They will consider the choices they make with food and how this impacts on them as individuals and as citizens of the wider world. This enquiry covers a number of subjects but will mainly have a science, geography and D.T. focus.

It will begin by looking at the work of Jamie Oliver and his past and present campaigns to improve school dinners. This will stimulate discussion linked to the enquiry question and the children will begin to consider what foods they might use in their own menu designs. The school cook will be on hand to answer any initial questions and will discuss all of the considerations that she needs to make in order to plan school meals. She will request the help of the year 4s to improve the school menu, which they will be able to using all of this terms learning! The children will use all of their Geography, Science and DT skills to create their chosen dish, which will be added to the school menu.

Read through the attached knowledge organiser with your child and check they understand the content. You could ask them to explain it to you – ‘teaching’ you helps them to reinforce their own learning. Quiz facts out of order to check children really know the fact and have not just memorised the order on the page!

Subject		Possible learning at home
English	Our text for the half term is ‘Charlie and the Chocolate Factory’ .We will be practising our comprehension skills when answering a range of questions about what we are reading. We will begin by focussing on retrieval and inference questions, which will enable us to get to know the characters really well before writing character descriptions of them using complex sentences. We will also understand how characters feel through their actions and will be writing character descriptions, using expanded noun phrases to give extra information about them and also practising our use of dialogue. Additionally, we will be reading for information when finding out about Fairtrade and will write a clear explanation text about how this works.	<ul style="list-style-type: none"> • Visit the library and choose another of Roald Dahl’s books. Who is your favourite character? Compare with film versions. Which do you prefer? • Write your own experience of finding a golden ticket. How did you feel? What did you do? Who would you take to the factory? Look out for golden tickets appearing in the classroom! • Find out more about how our body works by reading non-fiction books. Write an explanation. Remember to say how’ or ‘why’ something happens. • Write questions about the text that your child is reading for them to answer. Can they write their own questions about the text for you to answer?! <p>Continue to practice weekly spellings Read something different – recipe book, comic, magazine, newspaper.</p>
Maths	In Maths, we will learn about unit and non-unit fractions of shapes and groups of objects before developing our understanding further to find equivalent fractions, count in fractions and add and subtract fractions. We will then move on to learn about decimals, where we will explore the link with fractions. We will investigate the 11, 12 and 7 times tables, and practise our skills to become more efficient at mental and written calculation methods that we have learned so far. Building maths fluency is a focus, as is developing reasoning and problem solving skills.	<ul style="list-style-type: none"> • Recap addition and subtraction with 3-digit and 4-digit numbers – ask your child to demonstrate their method as it may be different to how you did it at school! • Continue to practice rapid recall of all times table’s facts. This could be using the programme Times Tables Rock stars or through chanting them, quick-fire questions, matching activities and games. Once facts have been learnt and can be recalled, focus on quicker response times. (the Y4 times tables’ assessment allows 7 seconds Ask your child to test you and then mark your answers!

Geography	As geographers the children will be looking at which foods that we eat are produced in Britain and how climate and seasonality contribute to this. They will be exploring why it is considered important to 'Buy British' and the advantages and disadvantages involved. The children will undertake independent studies to find out about foods that are imported from other countries, applying their learning about processes involved in food production, trade and distribution. Some of the environmental issues involved in food production, trade and distribution will also be explored.	<ul style="list-style-type: none"> Look at food labels to find out where the foods you eat are produced or grown. Can you find out how many miles it has travelled to get to your dinner table? Look at maps and atlases to locate these places and name the continent, country and closest ocean. Are any foods produced in your local area?
PSHCE	Throughout the topic the children will be exploring how to keep healthy. They will investigate the effects of sugary drinks on teeth, the benefits of regular exercise and healthy eating and how their bodies begin to grow and change as they get older. They will be thinking about their role as global citizens by relating what they have found out back to themselves and the choices that they as individuals can make which can have a wider global impact on promoting ethically sound trade and protecting the environment.	<ul style="list-style-type: none"> What is the Eat well Plate? How easy is it to follow the guidelines on healthy eating? Look at ingredients on foods you eat. How easy it to find out how much sugar is in different foods? Discuss with your child the changes that their bodies will begin to go through physically and how this may make them feel.
DT	In DT children will apply their learning in all areas when improving and adapting recipes to use local seasonal ingredients and how they can provide more health benefits. Their dishes will then be judged by the school cook in all areas to agree on a new meal for the WPA menu! The children will understand why school dinners need to be healthy and will become familiar with the school food standards! They will recap prior learning on the Eatwell Plate and build on this knowledge to help them plan their dishes and explain why their choices would be suitable for a school dinner menu.	<ul style="list-style-type: none"> Do you know anyone who grows their own fruit and veg? What is growing in their gardens now? What is 'seasonal' produce? Help at home to peel, chop and prepare different vegetables. Try following a recipe.
Science	As scientists we will; explore the functions and parts of the digestive system, explore different types of teeth in humans and their functions, carry out fair tests, make predictions, observe patterns and effects and explain what we have observed using scientific vocabulary.	<ul style="list-style-type: none"> Find out more about science investigations and experiments by exploring the following 'Terrific science' website. https://www.bbc.co.uk/teach/terrific-scientific Look at your teeth in the mirror. How are they the same/different. Can you find out the names of different types of teeth and their function? Find out about other animal's teeth.
Religious Education	In RE we will be investigating the question: Why is Jesus inspiring to some people? We will be exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too. The children will revisit Easter and Holy Week, and will identify the most important parts of Easter for Christians and say why they are important.	<ul style="list-style-type: none"> Find out more about each day of the Easter festival. Find out why we eat Easter eggs and why they are a symbol of Easter. https://www.bbc.co.uk/bitesize/topics/ztkxpv4/articles/z4t6rj6

Year 4

Spring 2 Overview



Computing/ Digital Literacy	In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data.	<ul style="list-style-type: none">• To research what data loggers can be used for.• To think about data that they would like to collect.<ul style="list-style-type: none">- What would they learn from this?- How would it help them?
Physical Education	PE is on a Wednesday and Thursday, although it is advisable to leave both indoor and outdoor PE kits at school during the week as sometimes sporting opportunities occur outside of PE slots. Children must always have a change of outdoor shoes/ wellies in school so that we can access outside areas during break and learning times. In lessons, we will be playing football during our outdoor PE sessions and our indoor PE will be dance.	<ul style="list-style-type: none">• Go outside as much as you can! Go for a walk, play in the park, ride your bike, play a ball game!• Step out of your comfort zone and try a new sport that you have never considered before, you never know, you may just find your favourite way to keep fit!• Make up your own Wake and Shake routine. Teach someone else.
Music	The children will continue to learn to play the ukulele every Thursday when Durham Music services come into school. We are looking forward to developing our skills, leading up to a performance.	Research and listen to some music played with a ukulele. What do you like about it? Is it like any other instrument that you know? Take a look at what else Durham Music Services have to offer.
French	In French, we will be able to remember and recall 12 classroom objects with their indefinite article/determiner. As well as saying and writing what they have and do not have in their pencil case.	<ul style="list-style-type: none">• Using your own pencil case – explain its contents in French to a family member – become the teacher!