

Year 4 Spring 2 Takeaway Tasks

<p>Linguistic</p> <p>I enjoy reading, writing and speaking.</p>	<p>Mathematical</p> <p>I enjoy working with numbers and science.</p>	<p>Visual</p> <p>I enjoy painting, drawing and visualising.</p>	<p>Kinaesthetic</p> <p>I enjoy doing 'hands on' activities.</p>	<p>Naturalistic</p> <p>I am interested in the natural world around me.</p>
<p>Work with a friend to come up with a list of the most important rules to maintain a happy classroom. Present these to your class.</p>	<p>https://www.youtube.com/watch?v=WrEnuOjZUBA</p> <p>Watch this experiment and try at home with an adult. What do you find?</p>	<p>Create a 'wanted' poster for The Highwayman. Give him a name. What are his crimes? What reward would someone get if they reported him?</p>	<p>Create your own instrument out of recyclable materials. Write a paragraph on how the sound is generated using your science knowledge.</p>	<p>Take a trip to the beach/ woods/Downs with your family. Sit and listen for a couple of minutes. What do you hear? How does it make you feel?</p>
<p>Musical</p> <p>I enjoy making music and listening to music.</p>	<p>Interpersonal</p> <p>I enjoy working with others.</p>	<p>Intrapersonal</p> <p>I enjoy working by myself.</p>	<p>Spiritual</p> <p>I enjoy thinking about BIG! issues.</p>	<p>Free Choice</p> <p>I enjoy creating my own tasks.</p>
<p>Listen to a piece of music. Use the elements (e.g. fast, slow, high, low) that you've been looking at in music to describe the different parts of the music.</p>	<p>Watch some of the videos from Horrible Histories on YouTube related to law, crime and punishment. Have a go at making your own.</p>	<p>Research JOHN "SWIFT NICK" NEVISON. Find out about when he lived and what he did. Make a fact file or write a biography about this character.</p>	<p>"Anyone committing a crime should be sent to prison." Write a report on whether you think this is right or wrong. What other punishments could be given?</p>	<p>Create your own task related to our topic this term.</p>

Year 4 Spring 2 Crime and Punishment

In Year 4, we will be taking a journey through the ages, investigating Crime and Punishment in a variety of ages in British history.

Building on the Autumn Saxon topic, children will focus



on the cruel and often brutal punishments that were inflicted on 'criminals'. They will discover that a different kind of law operated where the system of the 'wergild' set the price of different crimes—often leading to severe punishment and harsh torture including the use of the pillory.



Moving into the Medieval times, children will learn about the Manorial Courts (trial by jury) and the King's

Court (trial by ordeal) which were used to grant harsh punishments to enable keeping order by fear.

After looking at Tudor crime and punishment, we will move onto the Victorians and the beginning of the Metropolitan Police, focusing on the Peelers and Elizabeth Fry's police reform. Through this, children will gain an understanding of law and the justice system in Britain.

Readers



In reading, children will be exploring reports and thinking about the key differences between TV, radio, online and newspaper reporting. And using this to write a report about St George and the dragon with a twist. Later in the half term they will be reading and performing poetry, including the classic narrative poem 'The Highwayman' by Alfred Noyes, and considering the poetic devices and structure in preparation to creating some poetic stanzas of their own.

Writers



Mathematicians



We will continue to develop children's fluency with written methods and their knowledge of multiplication and division facts. We will also be focussing on fractions and decimals. There will be an increasing focus on fluency and accuracy of their times tables.

Computing



In Computing, children will be developing their geographical skills through exploration with Google Earth.

Designers



In DT, a new textile unit will be used to teach children key sewing skills which they will use to create a lined bag with a drawstring closure.

Historians



History is the main driver of this half-term's work, focusing on crime and punishment as an engaging theme in history that helps to develop children's chronological understanding. They will investigate changes in crime punishment, in Britain, from the Saxons through to the current day.

Scientists



In science, pupils will explore the physics of sound - investigating vibrations; how sound travels; volume and pitch.

Musicians



Year 4 will be listening to Peter and the Wolf to help understand how music can tell a story. After watching a performance of The Highwayman, they will tell this story using music, a song or a rap.

Linguists



Year 4 will be learning key vocabulary related to animals and Easter and will be using it in simple sentences.

Thinkers



In this unit, children will look at the Easter story to focus on how Jesus' life, death and resurrection teaches Christians about forgiveness. The key question will be— Is forgiveness always possible? As part of Crime and Punishment, Year 4 will think about questions such as, 'Is one person's life worth more than another person?'

The pupils will be looking at indoor athletics events as well as tri-golf skills during their PE sessions. Towards the end of the half term they will be looking at fielding.

Athletes



Year 4 ACRO Challenge

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 4. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the **Chesswood ACRO Challenge Silver Award!**

Attitude	Creativity	Relationships	Organisation
Determination	Enquiring	Empathy	Decision Making
Demonstrate that when you find things difficult, you don't give up, but keep on trying (sometimes taking different approaches).	Come up with a series of questions to research (relating to your class topic) – present these questions clearly – e.g. mind-map. Carry out research to answer the questions you have and present your findings in an imaginative way.	Demonstrate how and why you have responded to a national or local charity event. Explain why you chose to help and how you raised money.	Demonstrate that you can make decisions for yourself in class, taking the necessary steps before asking the teacher – e.g. use a dictionary / ask peer to check spelling.
Self-knowledge, belief, confidence	Reasoning	Presentation	Vision / Goal-Setting
Consistently demonstrate high motivation in your learning by ensuring you manage distractions well.	Demonstrate that you can use your imagination to present ideas effectively in different ways when presented with an open task - e.g. through a poem / newspaper / diary.	Win the class cup for showing courtesy, care and kindness – or – show the ability to work well with a variety of different people.	Ensure I always have <ul style="list-style-type: none"> ● Pen ● Pencil ● Reading book ● PE Kit ● Homework (on Mondays)