

Fireflies Class



Curriculum Information

Summer Term 2025

Inside this booklet you will find details about your child's learning this half term including key vocabulary that they will come across.

Curriculum Newsletter

April 2025

As Readers in Fireflies many children in the class will continue on their RWI phonics journey. Those who have completed the phonics programme will complete Reading Rangers, where we can develop comprehension skills. We come together as a whole class on a Tuesday to conduct spelling skills, and a spelling, grammar and punctuation lesson. All children will now receive weekly spelling lists to practice at home.



Key vocabulary: vocabulary, inference, prediction, evidence, summarise



As Writers this term we have a very fun and exciting unit coming up! We are going to be exploring the cautionary tale of Jim who doesn't listen to the warnings of entering the Lions cage at the zoo. Children begin by exploring a range of scenarios and their consequences, before warning the main character Jim about the consequences of his actions. Later in the sequence of learning, children will write a letter of apology from Jim to his Nurse, and also consider possible alternative endings to the tale. There will be the chance to learn and perform sections of the narrative poem before children create their own cautionary tale.

Key vocabulary: Expressing time, place and cause using conjunctions and adverbs, Relative clauses beginning with who, whose, which or that, fronted adverbials for time, place and manner.

As Mathematicians Fireflies will moving onto fractions, decimals and then a range of different units such as statistics and shape. As the weather is getting warmer, the children will be lots of maths learning outside, and will continue to prepare for their end of term SAT's and multiplication checks.



Key vocabulary: denominator, numerator, decimals, fractions, unit fractions, non-unit fractions, bar chart, tally.



As Artists we are exploring pointillism, which is a painting technique where artists apply tiny dots and dashes to create a picture. The children will be developing this skill throughout the unit and exploring some artists who use this technique.

Key vocabulary: George Seurat, dots, colour, landscape, scene, technique, pointillism.

As Scientists we are exploring plants. The children will have first-hand experience with creating a school garden area, getting to know what plants need, conducting controlled experiments to find the best living conditions for plants and understanding how they get their nutrients. The children will be one of the first to begin a flower garden project, and have roles and responsibilities each to ensure the area thrives.



Key vocabulary: photosynthesis, pollination, seed dispersal, reproduction, nutrition, fertiliser.

As Geographers in children will be exploring coast and erosion. Being on the Norfolk coast is so special, especially for a unit like this. The children will explore the Norfolk coast, the rock types it is made from the impacts coastal erosion has. The children will be able to recreate the erosion cycle and use knowledge on the rock cycle to identify this along our own coasts.



Key vocabulary: cliffs, salt marshes, Norfolk, coasts, erosion, waves, shorelines, stump, spit, stack, arch.

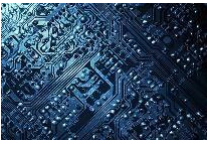
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As Historians, we will be continuing from our Stone Age learning and moving into the Bronze Age and Iron Age. Children will have the opportunity to explore both eras, and their significance. We will take a look at artifacts, and special cases such as Must Farm and the Amesbury Archer. Children will be able to use their Stone Age knowledge to compare what life was like for all three periods of time.

Key vocabulary: hoards, iron age, bronze age, pre historic, Sumerian, artefacts, preserved, barrow, ziggurats.



As technicians' Fireflies will be conducting a programming unit all about sequencing sound. This unit explores the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment, which will be new to most children. They will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences. The final project is to make a representation of a piano.

Key vocabulary: scratch, sequencing, code, sound, evaluate, programming, programme, debugging.

As Theologians our big question in RE this term is 'What do Jewish people celebrate at Passover?' The children will learn all about Judaism, and listen to the story of Moses. We will do some baking and recreate a real Passover meal, whilst learning about its significance. Children will express their learning through answering the big question in whatever way they would like e.g. writing, drawing, film.

Key vocabulary: Matzah bread, Moses, Passover, Pesach, Sedar Plate.



As Designers this term we will be creating finger puppets. The children will have to create a design, prototype and assess the materials they need in order to create it. Looking at purpose and audience, the children will have a go at creating a storyboard for their puppet and perform this when they have created them.

Key vocabulary: fabric, prototype, evaluate, test.

As Philanthropists this term the children will be looking into the world of banking, the importance of saving money and ways in which to do this. This part of the curriculum is designed to give children a knowledge of money, and why saving money can be a necessity for them in the future. We will hold discussions around money, and the best/most efficient ways of managing it.



This overview is intended to give you a flavour of what we will be studying this term.

Any questions about this overview, please let us know via Class Dojo.

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Remember – you should be reading, practising your spellings and your times tables as frequently as you can every week.



Spelling

Spellings to learn each week will be added into your child's spelling book every Tuesday. These are to be practiced over the week and returned to school each Tuesday for their new set and spelling quiz.

Times Tables

Times tables are a foundation for so much of our Maths learning and we will do lots in class but please practise yourself via Tackling Times Tables at least 4 times a week.



Year 4 students will also receive a paper times table worksheet to complete.

Reading

Read aloud with an adult at least 3 times a week, write this in your Reading Record book and get your adult to sign it. Bring these in each day as we will also have the opportunity to read in class. Books are changed every Tuesday.

Of course, you can read independently in addition to this!



Please ask if you are having trouble logging on to Tackling Tables or if you need to be reminded of your login info.