

Heathfield PRIMARY SCHOOL



Curriculum Booklet

Year 4

Autumn 1.1

writing

Keywords

Setting description
character description
adjectives
conjunctions
full stops

language features
commas
organisational features
fronted adverbials
Subordinating/ coordinating

adverbs
five senses

In school we will be learning

The writing in YR4 will be linked to the driver project for the term called: 'Invasion'

We will be focusing on:

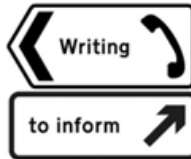
- Setting descriptions.
- Character descriptions.
- Biographies

The skills we will be teaching the children and expecting them to use within their writing will include:

- First person
- Descriptive language (adjectives)
- Conjunctions- subordinating and coordinating.
- Dialogue
- Figurative language (metaphors and similes)
- Paragraphs

In both cases we will be using the class text (characters, events and places) to support the writing focus.

Key themes within their learning will be linked to: loyalty and family, courage and heroism, leadership and responsibility, fear, ambition and adventure.



At home you can

- Write setting descriptions based on the theme of invasions.
- Explore different environments and encourage children to note down what they see, hear, smell, and feel. Use this to write a setting description.
- Write a description of a family member based on their traits and characteristics.
- Research biographies

Useful websites

[BBC Bitesize – Settings](#)



[BBC Bitesize – Creating and describing characters](#)



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reading

Keywords

retrieve
summarise
inference
retrieval
explain

genre
constructed response
key vocabulary
prior knowledge
fiction

non-fiction

In school we will be learning

The Reading in YR4 will be linked to the driver project for the term called: 'Invasion'

Our class text is Anglo Saxon Boy By Tony Bradman.

We will start the year by reading Anglo Saxon Boy by Tony Bradman. In reading lessons, we are covering simple retrieval and inference from a paragraph before extending to a page and then a chapter. We will also be making suitable predictions and summarising.

In reading the children will be learning to use effectively the following skills:

- Retrieval
- Inference
- Summarising

Key themes in fiction text:

loyalty and family,
courage and heroism,
leadership and responsibility, fear, ambition and adventure.



At home you can

- To research all about the author of our class text: Tony Bradman. Use the internet and website provided below to help you. Create an information poster about him.
- To research about Anglo Saxons to understand this time period in history.
- Practice how to retrieve information .
- Read with your child for 10 minutes every day and write a comment in their reading journal. Question them about the text read and ensure the books are accessible for the child (levelled books or enrichment books should be used).

Useful websites

[Tony Bradman](#)



[Anglo Saxons](#)



[Retrieval](#)



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Maths

Keywords

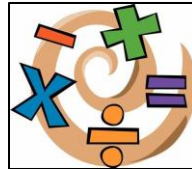
Multiplication
addition
ordering
Tenths
Ones
subtraction

partition
hundredths
Negative
Place value
Value
decimals

Thousandths
positive
greater
less than
equal to

In school we will be learning

In Year 4, students learn about place value by understanding the value of each digit in a number based on its position. This includes recognizing units, tens, hundreds, and thousands.



They will practise reading, writing, and comparing numbers up to at least 10,000, as well as rounding numbers to the nearest 10, 100, or 1,000.

Additionally, students explore the concept of decimal place value, focusing on tenths and hundredths, to build a foundation for understanding fractions and decimals.

This knowledge is crucial for developing strong arithmetic and problem-solving skills.

The children will also be expected to learn their timetables to 12x12, starting from this term. The children will be tested on their timetables knowledge in the Summer Term.

x	1	2	3	4	5	6	7	8	9	10	11	12
1	1	2	3	4	5	6	7	8	9	10	11	12
2	2	4	6	8	10	12	14	16	18	20	22	24
3	3	6	9	12	15	18	21	24	27	30	33	36
4	4	8	12	16	20	24	28	32	36	40	44	48
5	5	10	15	20	25	30	35	40	45	50	55	60
6	6	12	18	24	30	36	42	48	54	60	66	72
7	7	14	21	28	35	42	49	56	63	70	77	84
8	8	16	24	32	40	48	56	64	72	80	88	96
9	9	18	27	36	45	54	63	72	81	90	99	108
10	10	20	30	40	50	60	70	80	90	100	110	120
11	11	22	33	44	55	66	77	88	99	110	121	132
12	12	24	36	48	60	72	84	96	108	120	132	144

At home you can

- Using the website below called topmarks - to learn more about place value through games.
- Explore different values of a place value chart and draw a poster to show representation.
- Discuss value of money, whilst using pounds and pence. How the decimal point is used in money.
- Practise writing all numbers in numerals to 1000.
- Practise writing all numbers in words to one thousand.
- To create your own place value chart – to help you work out 1, 10 or 100 more or less from any given amount.

Useful websites

[Times Tables Games \(topmarks.co.uk\)](https://www.topmarks.co.uk)

[Free multiplication games at Timestables.com](https://www.timestables.com)



Top marks



<https://www.topmarks.co.uk/maths-games/7-11-years/place-value>



Timestables

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Keywords

state
matter
solid
liquid
gas

model particle theory
reversible reaction
irreversible reaction
evaporating
condensation

melting
thermometers
Celsius

In school we will be learning

The module States of Matter will go over the whole of Spring term. This half term the children will focus on identifying and classifying solids, liquids and gases. They learn about the characteristic properties of solids, liquids and gases and model particle theory to understand these properties. They will learn about changes of state being reversible and irreversible depending the material that is changing states. Key vocabulary such as evaporating, melting and condensing are important to the learning in this half term for them to understand the reactions that are occurring, and the change in the substances state. When carrying out experiments, they will learn to take accurate measurements using thermometers and the importance of observation for scientific experiments.

Properties of solids



- Solids can be held.
- They keep their shape and do not flow.
- They always take up the same amount of space.
- They cannot be compressed.

Properties of liquids



- Liquids cannot be held easily.
- They flow and can be poured.
- They take the shape of the container they are in.
- They cannot be compressed.

Properties of gases



- Gases cannot be held.
- They have no fixed shape and fill the available space in the container.
- They can be compressed.
- They are normally invisible.

Examples



metal wood plastic

Examples



water oil milk

Examples



air helium

At home you can

- Pour water into a container and put it into the freezer overnight. What has happened? Why? Leave it at room temperature all day. What has happened? Why? Pour it into the kettle. Why is their steam? What is happening?
- Fill a balloon with water and leave it outside overnight on a very cold night. What has happened?
- Research [irreversible and reversible changes](#).

Useful websites



irreversible and reversible changes



states of matter



Humanities History

Keywords

Anglo Saxons	settlements	army
Vikings	Sweden	soldiers
Normans	Norway	Athelstan
AD	ruler	Harold Godwinson
BC	throne	Hardrada
invasion	hierarchy	

In school we will be learning

Invasion: Anglo Saxons and the Vikings

This term, children will explore the topic of Invasion, focusing on the Anglo-Saxon period. They will learn about life in Britain during this era, examining what archaeological discoveries reveal about the civilization.

The curriculum will cover the impact of Viking raids on the Anglo-Saxons.



Students will develop their enquiry, questioning, and analytical skills through the study of primary and secondary sources.

The children will make comparisons between the Anglo Saxons and the Vikings. They will consider the chronology of

events from this period in time and some of the significant events that eventually shaped the face of Britain.



At home you can

- Create a timeline about this period in history and identify some key events on it.
- Keep a diary entry from an Anglo Saxon/ Viking warrior point of view – describing what happened during the battle of Hastings 1066.
- Make a poster about Britain during/ after its invasion by the Vikings.
- Research about some of the significant people from this period and make information poster. These would include Harold Godwinson, Duke of Normandy and Harald Hardrada.

Useful websites



Anglo Saxons



Vikings

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computing

Keywords

Logo
program
turtle
commands
code snippet

algorithm
design
debug
pattern
repeat

repetition
count-controlled
loop
value
trace

decompose
procedure

In school we will be learning

In Autumn 1, the children will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.

This unit is the first of the two programming units in Year 4 and looks at repetition and loops within programming.

Children will create algorithms (a precise set of ordered instructions, which can be turned into code) for their initials. They will then implement these algorithms by writing them in Logo commands to draw the letter. Children will debug their code by finding and fixing any errors that they spot.



At home you can

- Learn about what algorithms are
- Explore FMS Logo which has an easy-to-use GUI that encourages learning, especially for young children. [Home - FMSLogo \(sourceforge.io\)](https://sourceforge.io)
- Learn the definitions of the keywords above

Useful websites



Turtle Academy – code writing



coding help

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art

Keywords

cross-hatching
hatching
stippling
genre
landscape

scene
technique
tone
wash
watercolour

In school we will be learning

In this art and design project, Vista, children look at the theme of landscapes. Landscape is a genre of art that became popular during the eighteenth century. It originally showed only natural scenery such as mountains, valleys, trees, rivers and forests. More recently landscapes art also included urban and industrial landscapes that are often referred to as cityscapes. They explore and discuss examples of famous landscapes and learn how to use a viewfinder to isolate a viewpoint. They work outdoors to practise the technique, finding interesting perspectives to sketch. They study mountainous landscapes through drawings and paintings and discuss their similarities and differences.

Children are introduced to atmospheric perspective and explore the technique by making sketchbook studies using pen, pencil and ink. They explore the concept further by manipulating photographic images. Children use their knowledge about warm and cool colour families, introduced in the projects Contrast and Complement to compare and contrast the use of colour in landscape art. They create the landscape using a photograph as a starting point.



Snowwater from Sijn Noerde by Richard Wilson, c.1765-1767



Mountainous Landscape Behind Santa-Rosa Hospital by Vincent van Gogh, 1889

At home you can

- Draw the landscape you can see from your home.
- Create a landscape in a [box](#).
- Learn how to use a [view finder](#).

Useful websites



view finders



landscape boxes



drawing landscapes



Music

Keywords

semibreve
minim
dotted minim
crotchet
quavers

semibreve rest
minim rest
dotted minim rest
pitch
timbre

tone

In school we will be learning

Year 4 pupils will continue to get the same provision as last term, with an external music teacher providing specialist teaching in the area of Nuvo DooD.

The specialist teacher has the aim to develop instrumental technique, accuracy, and competency.

Year 4 will continue with the application of stave notation symbols including; rhythmic durations

(semibreve, minim, dotted minim, crotchet, quavers, semibreve rest, minim rest, dotted minim rest, crotchet rest and quavers), determining pitch of notes (from notes B-E on the stave) and dynamic symbols (p, mp, mf, f) whilst performing.



Over the course of the term, pupils will develop performance skills (confidence and control) and practice both within and without lesson contexts. Playing a variety of increasingly songs with more getting more complex when needed. Pupils will play solo and with others to develop musical competencies of playing in time and (where appropriate) in tune. Hopefully pupils will have the ability to play a range of up to five notes (B, A, G, F and E) confidently and with good tone production.

We will also be asking pupils to improvise and create/compose music on their own and with others using the Nuvo DooD.

At home you can

- Discuss playing the Nuvo DooD with year 4. How did it sound? Could they get the notes correct? Discuss where the fingers go for different notes.
- Pupils can learn what the vocabulary means around music with the link provided. This includes pulse, timbre.
- Listen and appraise songs. From the radio, adverts, TV. Why do we like them? What instruments can you hear?

Useful websites



[Holding the Dood and playing B, A, G](#)

An excellent series of videos to learn how to play a Nuevo DooD.



[musical dimensions for year 4](#)

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re

Keywords

joy
expression
happiness
Individuals
memories
gratitude

Diwali
Hindu
Christianity
harvest
thankfulness

In school we will be learning

This term the children will be looking at the disposition of 'Expressing Joy' and 'Being Thankful'.

Expressing Joy

In this unit, the children will explore the concept of expressing joy, starting with discussions about their own memories. They will have discussions about how joy differs from happiness. Children will then explore how Hindu's express joy during Diwali, looking at the 'Diwali story' highlighting the triumph of good over evil and the spiritual joy it brings. They will look at different celebrations and discuss how joy is represented through different customs and rituals.

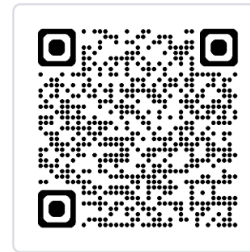
Being Thankful

In this unit, students will explore the theme of being thankful, focusing on different religious perspectives. They will have various discussions of where food comes from and specifically learning about Hindu beliefs regarding gratitude for food. Children will also learn about Christian practices and the belief that food is ultimately provided by god and the significance of the harvest season. This will lead onto the children reflecting on their own gratitude, considering what they are thankful for, how they show gratitude, and the impact of being thankful on their lives.

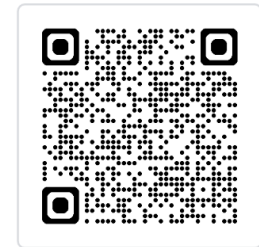
At home you can

- Have a discussion about joyful memories.
- Read the Diwali story together and discuss themes of good triumphing over evil.
- Research different cultural celebrations that express joy and make a poster.
- Look at where different foods come from and the journey it takes to reach the table.

Useful websites



[Diwali story](#)



[The journey of food](#)

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Keywords

strengths
skills
interests
goal-setting
resilience

mindfulness
growth mindset
improvement

In school we will be learning

Health and Well-Being

What strengths, skills and interests do we have?

In Autumn, Year 4 children will learn about their strengths, skills, and interests. They will find out what makes them unique and special. They will learn to feel good about themselves by recognising what they are good at and what they enjoy. The children will also learn how to set goals and the steps to achieve them.

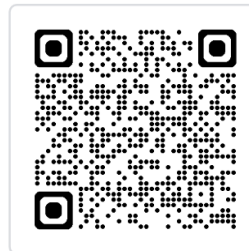
Additionally, the curriculum will focus on learning from mistakes and setbacks, encouraging a growth mindset that views challenges as opportunities for improvement. Emphasis will be placed on building determination and resilience, essential traits for overcoming obstacles. Through various activities and discussions, children will understand that making mistakes is a natural part of learning and personal growth.



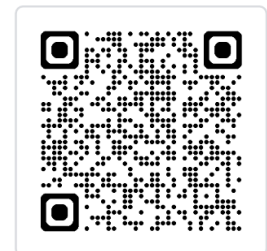
At home you can

- Talk to your child about things they are good at. Get them to make a list of all these things.
- Look at setting goals that your child wants to achieve with them.
- Practice mindfulness and relaxation exercises with your child.

Useful websites



[growth mindset](#)



[Mindfulness](#)

pE

Keywords

balancing
rolling
jumping
flexibility
strength

control
balance
combination
technique
yoga

Poses
Breathing
Meditation
Focus
calm

In school we will be learning

Fitness

In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.



Yoga

Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve wellbeing by building strength, flexibility and balance. The learning includes breathing and meditation. Pupils will work independently and with others to create their own yoga flows.



At home you can

- To develop strength of muscles practice doing 10 squats, press ups and sit ups a day.
- To develop your flexibility, do 10 stretches a day: while standing up, touch your toes, keeping your legs straight; claps your hands behind your back and lift your arms; and while kneeling, reach your arms back to hold onto your ankles while trying to keep your legs together.
- Make an obstacle course from different pieces of equipment around your house. This could be anything from cushions to spoons. Get a family member to complete the course.
- Try and read a map of your local area and find your house, school, park...

Useful websites



12 easy exercise for children at home.
<https://youtu.be/FB5-7tiX-l>



Yoga stretches
<https://youtu.be/voKL9XXdlv0>

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