

Heathfield PRIMARY SCHOOL



Curriculum Booklet

Year 4

Autumn 1.2

Writing

Keywords

non chronological report
narrative
persuasion
full stops
language features

commas
organisational features
fronted adverbials
Subordinating/ coordinating
adverbs

expanded noun phrases
time connectives
rhetorical questions
Facts and evidence
emotive language

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 writing:

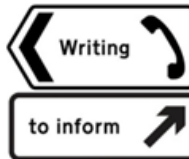
- Non chronological reports
- Narratives
- Persuasive adverts

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

- Third person
- Formal language
- Technical vocabulary (relating to the topic)
- Descriptive language (adjectives)
- Conjunctions- subordinating and coordinating.
- Dialogue
- Figurative language (metaphors and similes)
- Paragraphs
- Expanded noun phrases

In all writing pieces, the whole class text will be used (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 a non-chronological report about teeth and digestion.
- Have a persuasive debate about a topic to get children to practise using persuasive language. For example: What is better, chocolate or ice-cream?
- Read stories at home together to help the children understand the narrative structure (beginning, middle and end) and story elements like characters, settings and plot.

Useful websites

[Writing a non-chronological report](#)



[structure of a narrative](#)



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Reading

Keywords

retrieve
summarise
inference
retrieval
explain

genre
constructed response
key vocabulary
prior knowledge
fiction

non-fiction
fluency
decoding
vocabulary

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 continue to read our whole class text 'Anglo Saxon Boy' by Tony Bradman. In reading lessons, we will be looking at drawing inferences from pictures, paragraphs and characters' feelings and actions. We will also look at retrieving information from a contents page and index page using the non-fiction texts.

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

- Inference
- Retrieving

Additionally, during guided reading sessions, children will continue to develop their fluency and pace when reading. We will focus on using intonation and expression when reading alongside decoding unfamiliar vocabulary accurately. Children will also focus on the skill of making predictions based on the text.



At home you can

- Read with your child at least five times a week and write a comment in their journal. Question them about the text read and ensure the books are accessible for the child (levelled books or enrichment books should be used).
- Look at unfamiliar vocabulary identified in their reading and look at what this vocabulary means. Use a dictionary to find the definition of the words.
- Practise making predictions with your child about what will happen next in the story based on what they have read and their prior knowledge.
- Read the Anglo-Saxon Boy book with them from the beginning to refresh their memory of the whole class text. Ask the children retrieval questions based on the book.
- Practise answering inference questions using the inference link below.

Useful websites

[Anglo Saxon Boy book audio](#)



[Anglo Saxons](#)



[Inference](#)



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Maths

Keywords

Multiplication
Addition
Subtraction
Division
Area

Perimeter
Shape
Times Tables
Metres
Centimetres

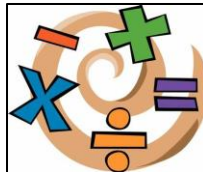
Inverse
Check
Calculate

In school we will be learning

In Year 4, students learn how to do addition and subtraction problems. The children will continue using the column method to work out addition and subtraction problems. The children will use concrete, pictorial and abstract resources to support their learning.

Then they will move onto area and perimeter of shapes in metres and centimetres.

Additionally, they will be learning more in the multiplication and division area. The children will begin covering the 3, 6, and 9 times tables. The children will also explore using the inverse and checking strategies.



At home you can

- Practise working out 3 and 4-digit numbers addition and subtraction questions using the column method.
- Practise using the inverse as a checking strategy.
- Revise times tables through chanting and singing.
- Practise using counters to create and add numbers through column method.

Useful websites

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



[TTRS](https://www.ttrs.co.uk/)



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Science

Keywords

Vibrations
Solid
Soundwave
Ear canal

Pitch
Volume
Vocal
Volume

Sound meter
Pinna
Cochlea

In school we will be learning

In this Sound project, your child will learn that sounds are vibrations that travel from sound sources, such as a person's vocal chords, musical instruments or pieces of machinery, through a solid, liquid or gas. They will explore the parts of instruments that vibrate to make sound and investigate the pitch, volume, distance and direction of sound. They will learn how sound waves are made and how they travel from a sound source to the ear. They will carry out research to find the answer to the question, 'How do we hear sounds?' and use diagrams and words, such as sound waves, vibrate, pinna, ear canal, eardrum, ossicles, cochlea and cochlear nerve, to record their findings. They will plan an investigation to learn how the volume of sound changes as they move away from a sound source and use a sound meter to measure the volume of sound.



At home you can

Voice Muffler Challenge

Use the QR codes below to find out more about sound. In **STEM with Sound** you can learn about what sound is made, as well as downloading a voice muffler challenge!

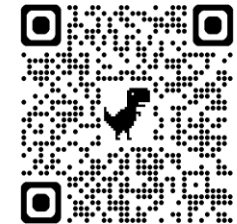
(Do get parental permission before doing this).



Useful websites



[How are Sounds made?](#)



[STEM with Sound](#)

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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 an information poster. These would include Harold Godwinson, Duke of Normandy and Harald Hardrada.

Useful websites



Anglo Saxons



Vikings

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Computing

Keywords

input	sound recording	combining
output	audio	trimming
microphone	editing	playback
speaker	podcast	planning
headphones	volume	clipping

In school we will be learning

In Autumn 2, the children will explore audio production. This links in with their science topic on sound.

In this unit, the children will learn about input and output devices used for recording sound and will gain hands-on experience capturing and editing audio.

Children will plan and create a podcast of their own, focusing on how to combine audio tracks effectively.

By the end of the unit, children will have created their very own podcast, showcasing their understanding of sound technology and audio production.



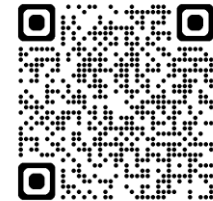
At home you can

- Encourage children to use devices such as tablets, computers, or smartphones to experiment with voice recording apps.
- Explore the different input and output devices and encourage children to talk about how they work.
- Introduce children to age-appropriate podcasts.
- Help your child to plan a simple podcast by brainstorming their ideas, such as topics they're passionate about.

Useful websites



[Audacity recording app](#)



[Input and output devices](#)

DT

Keywords

Food
Healthy
Packaging
Snack
Prepare

Preserve
Decay
Design
Safety

In school we will be learning

In DT, the children will be exploring food and healthy eating which will lead to their final piece, designing a healthy food snack. The children will learn about decaying and preserving foods, as well as skills like working safely with kitchen equipment.

Children will also get to delve into marketing strategies looking at how foods are packaged and designed.

This topic gives children the opportunity to work practically and build the foundations of real-life food technology skills, which will prepare them for later life.



At home you can

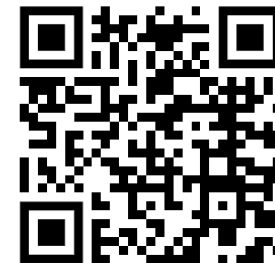
- Learn how to use a kitchen knife safely.
- Learn how to wash and prepare food.
- Explore different foods/snacks and their packaging.
- Do a taste testing at home, tasting new, healthy snacks you may have not tried before.

Useful websites

[Learn basic food safety](#)



[Healthy Eating](#)



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 complex songs. Pupils will play solo and with others to develop the musical competencies of playing in time and (where appropriate) in tune.

The aim is that 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 and timbre.
- Listen and appraise songs from the radio, adverts and 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

Christianity
Buddhism
Respect
Tolerance
Humanism

Humanists
Christians
Buddhists
Curiosity
Self-critical

Knowledge
Reflective
Meditation

In school we will be learning

This term the children will be looking at the disposition of 'Being reflective and self-critical' and 'Being curious and valuing knowledge'

Being Reflective and Self-Critical

In this unit, the children will explore the concept of being self-critical, starting with discussions about what would make their life 'perfect'. They will have discussions about Buddhism and how its teachings encourage reflection and being self-critical. Additionally, the children will explore Buddhist meditation and its benefits to being a more reflective and well-rounded person. Buddhism will be the main focus religion for this unit- it will give the chance for pupils to explore beliefs that differ to what they know and will encourage tolerance and appreciation for others different to ourselves.

Being Curious and Valuing Knowledge

In this unit, students will explore the theme of being curious, focusing on different religious perspectives. They will have various discussions about the importance of asking 'why?' encouraging healthy debate and curiosity. The children will begin looking at how Christians are curious and look for answers about Jesus, then moving onto how Humanists look for answers.

At home you can

- Research some facts about Buddhism
- Visit a Buddhist temple
- Visit a church
- Learn and practise meditating
- Be curious and explore the religions we are going to be focusing on

Useful websites

[Meditation for kids](#)



[Facts about Buddhism](#)



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PSHE

Keywords

Respect
Tolerance
Inclusive
Discrimination

Rights
Responsibilities
Behaviour
Polite

Courteous
Privacy

In school we will be learning

In PSHE, the children will be exploring respect and what this means. They will learn how their own behaviour affects others, how to be polite and courteous based on different situations. They will also explore rights and responsibilities.

More specifically, they will look at the right to privacy and the rights of children.

Towards the end of the topic, children will learn about discrimination and how to be inclusive, as well as recognising aggressive and inappropriate behaviours and how to report them.



This topic fulfils the children's learning of mutual respect, tolerance and their rights.

At home you can

- Talk about what it means to be polite and how you can show politeness to others.
- Research the rights of a child- create a poster all about them!
- Look at the UN Convention on Rights of a Child

Useful websites

[UN Convention on Rights of a Child](#)



[Mutual respect](#)



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PE

Keywords

stroke
backstroke
front crawl
floating
tread water

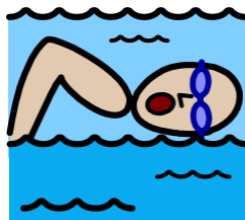
apparatus
balance
landing
technique
rotation

stretching
posture
strength
control
sequence

In school we will be learning

Swimming- 4S

During this term, children from 4S will continue developing their skills in swimming. They will focus on developing their water confidence and enhancing their overall swimming ability. They will learn key skills such as floating, breathing control and performing different strokes like front crawl and backstroke. They will also learn how to tread water.



Gymnastics-4E

In gymnastics, children will develop key skills in balance, control and coordination. They will practise individual and partner balances, using apparatus to enhance their stability and strength. Focus will be placed on performing controlled landings, rotation jumps and mastering different movements such as straight, barrel, straddle and forward rolls. Children will also work on building and performing sequences, combining these elements into smooth, flowing routines.



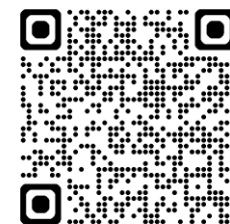
At home you can

- Help children to practise individual and partner balances on soft surfaces like grass or carpet.
- Encourage children to stretch regularly to improve their flexibility. This can include reaching for toes, side stretches or bridge poses.
- On a safe surface, children can practise forward rolls, log rolls and straddle rolls. Parents to supervise at all times to ensure the correct technique and avoid injury.
- Watch age-appropriate gymnastics routines online to understand the movements and techniques.
- Watch age-appropriate swimming videos to help children understand the different strokes and techniques.

Useful websites



[Gymnastic videos for children](#)



[Gymnastics stretching](#)

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