

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 4

Summer 1

Writing

Keywords

first person
rhetorical questions
formal language
vocabulary
emotive language

perspective
description
adjectives
Punctuation
Conjunctions

Adverbials
Tense
Non fiction

In school we will be learning

During this term, the writing in Year 4 will be linked to the history driver project 'Ancient Civilisations'.

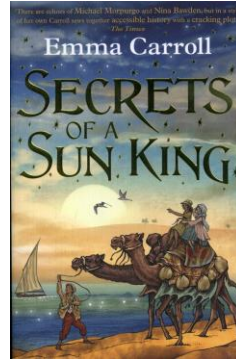
We will be focusing on:

- Explanation texts
- Recounts

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

- subordinating conjunctions as openers with commas
- expanded noun phrases
- adverbial phrases
- past and future tense
- organisational features

We will be using the class text 'Secrets of a Sun King' to support the writing focus each week and developing our skill application. The children will be expected to draw on their knowledge of 'Ancient Egypt' and 'Indus Valley Civilisation' to complete their writing.



At home you can

- Write a diary entry about an exciting event.
- Explore and research about Ancient Egypt.
- Practise writing a set of instructions!
- Write a description about Ancient Egypt thinking about characters and setting after you have researched 'the life of Ancient Egypt'.

Useful websites



[all about Ancient Egypt](#)



[BBC Bitesize](#)

Happy hardworking courageous kind



Reading

Keywords

retrieve
summarise
predict
vocabulary
scan

skim
respond
audience
fluency
cursed

civilisations
Egyptology
archaeologist
expedition
flashback

In school we will be learning

The children will read

Secrets of a Sun King By Emma Carroll.

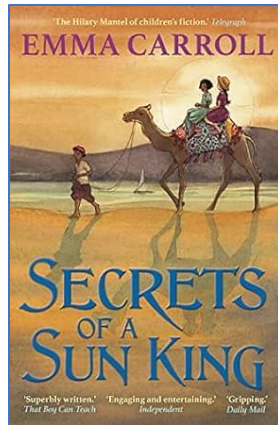
This book is linked to our topic Ancient civilisations.

'A discovery from ancient Egypt . . .

A cursed package . . .

The untold story of a young pharaoh . . .'

When Lilian Kaye finds a parcel on her grandad's doorstep, she is shocked to see who sent it: a famous Egyptologist, found dead that very morning, according to every newspaper in England!



The mysterious package holds the key to a story . . .

about a king whose tomb archaeologists are desperately hunting for.

The children will develop their reading skills of: summarising, retrieval, prediction and understanding new/ unfamiliar vocabulary.

The children will also develop their understanding of book reviews and keep book reviews of class texts read as well as their current enrichment books.

The children will be given new enrichment books in addition to their reading for pleasure books from the class library.

Children are encouraged to read for 10 minutes daily.

At home you can

- To write a book review about a book read at home (enrichment book or book taken from the school class library).
- To design a new front cover for the storybook 'Secrets of a Sun King'.
- To write a description about Egyptian pyramids.
- To create a fact file all about the pharaoh – Tutankhamun.
- To generate some open questions that you would like answered about this storybook.
- To write a prediction; based on the front cover and the blurb – what do you think will happen in this book?

Useful websites



[Retrieving and summarising information - English - Learning with BBC Bitesize - BBC Bitesize](#)



[Writing a book review - English - Learning with BBC Bitesize - BBC Bitesize](#)



[Secpractice rets of a Sun King - Readingaloud;](#)

Happy hardworking courageous kind



Maths

Keywords

place value
decimals
tenths
hundredths
whole number

rounding
comparing
ordering
round up
quantities

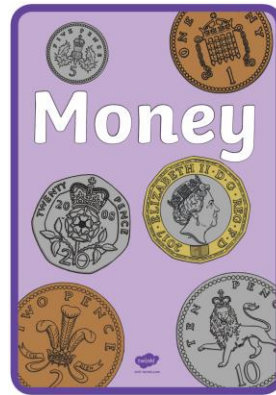
counting
round down
pound
pence
value

In school we will be learning

In Summer Term, Year 4 will deepen their understanding of decimals by rounding numbers with one decimal place to the nearest whole number. They will learn to compare and order numbers with up to two decimal places, developing confidence in recognising the value of each digit.

Building on their knowledge of place value, children will explore how pounds and pence relate to decimals, reinforcing their understanding through practical money problems.

They will also apply their learning to solve simple measure and money problems involving fractions and decimals, using real-life contexts to strengthen their mathematical reasoning and problem-solving skills.

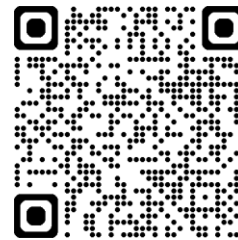


M	HTh	TTh	T	H	T	O	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
0	0	0	0	0	0	0	0	0	0
Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens	Ones	Tenths	Hundredths	Thousandths

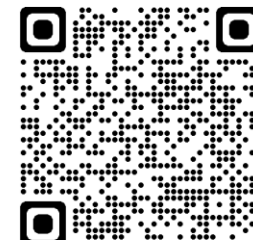
At home you can

- Play a rounding game – give children a random decimal (e.g. 4.6) and ask if it rounds up or down.
- Let your children help you with measurements when cooking using a measuring jug.
- Look at receipts and identify decimal amounts.
- Measure family members' heights and compare decimal differences.
- Practise times tables using Times Table Rockstars.

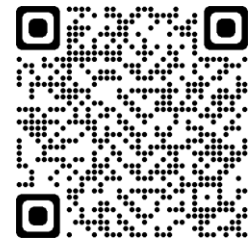
Useful websites



[TopMarks money games](#)



[decimals](#)



[Times Table Rockstars](#)

Happy hardworking courageous kind



Science

Keywords

electricity
sources
devices
power
function

conductivity
predict
property
material
circuits

components
battery
lamp
wire
safety

In school we will be learning

Electrical circuits and Conductors

In this science project, children learn about electricity. They identify sources of electricity and compare how electrical devices are powered. They learn to create a simple series circuit and identify and classify how circuit components work and their function. They observe a range of simple series circuits and predict whether they will work, suggesting solutions before testing.

Children learn about electrical conductivity as a property of materials for the first time and explore single core electric wires to identify their materials. The rest of this project will continue to Summer 2.



At home you can

- Practice making circuits at home with this [game](#).
- Learn about [electricity](#).
- Can you identify sources of electricity around your house?
- Can you identify how different electrical devices e.g. keyboard, TV are powered?

Useful websites



[circuit game](#)



[learn about electricity](#)

Happy hardworking courageous kind



Humanities History

Keywords

civilisation
explore
ancient
significant
compare

contrast
continuity
achievement
consequence
timeline

Sumer
Indus
Egyptian
Sumerian
period

pharaoh
rulers
archaeology
impact
chronology

In school we will be learning

Ancient Civilisations

In the summer term, the children will learn about the history of three of the world's first ancient civilisations: ancient Sumer, ancient Egypt and the Indus Valley civilisation.

Children will learn about the rise, life, achievements and eventual end of each civilisation.

The children will develop their historical skills through learning based on -
chronological understanding
continuity and change
historical significance and cause and consequences of this period in time.

They will compare and contrast at least two of these civilisations and explore how they impacted lifestyles, developments and growth.

The children will also consider some of the lasting effects of these civilisations on the world today.



At home you can

- Use the links below to learn more about these ancient civilisations.
- Create fact files based on each of these civilisations - PPT or paper.
- Create a timeline of these civilisations – documenting some of the key events of their times as well as using dates to show chronology.
- Paint a picture of the landscapes from these periods in time – using watercolours and skills learnt in Art at school. (*spring 2.1*)
- Write a letter to persuade the leaders of the ancient Egyptian civilisation to release the slaves from their duties and give them their freedom.
- Create a poster about the River Nile and its effects on the people who lived near it during these ancient times (*linked to Rivers topic Spring 2.1*)

Useful websites



[What was the Ancient Sumer civilisation?](#)
- BBC Bitesize



[Egyptian civilization](#)



[Indus civilization](#)

Happy hardworking courageous kind



Computing

Keywords

data	sensor	analyse	collection
table	logger	dataset	review
layout	logging	import	conclusion
input	data point	export	
device	interval	logged	

In school we will be learning

Data Logging

In this unit, the children will consider how and why data is collected over time. They 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. The children 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. Learners will spend time using a computer to review and analyse data. Towards the end of the unit, children will pose questions and then use data loggers to automatically collect the data needed to answer those questions.

At the beginning of the unit, children will consider what data can be collected and how it is collected. They will think about data being collected over time. They will also think about questions that can and can't be answered using available data and reflect on the importance of collecting the right data to answer questions.



At home you can

Collecting Data Over Time:

- Engage your child in a simple data collection activity over time. For example, they could track the temperature outside each day for a week using a thermometer or weather app.
- Discuss the concept of data points, data sets, and logging intervals, and encourage your child to record their observations in a journal or spreadsheet.

Real-World Applications:

- Discuss real-world applications of data collection and analysis, such as weather forecasting, environmental monitoring, and health tracking. Help your child understand how data-driven decisions impact various aspects of our lives.

Useful websites



[What is a data logger?](#)



[wonders of data loggers](#)

Happy hardworking courageous kind



Art

Keywords

Hamra Abbas
Hasret Brown
Eric Broug
motif
geometric shapes

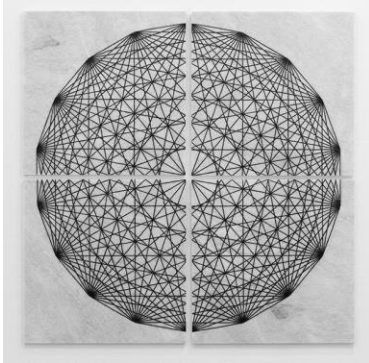
Islamic
pattern
circle
grid
word

relief sculpture
history
secular
tessellate
stars

In school we will be learning

In this art and design project, children build on their understanding of motifs previously studied. They explore geometric shapes in Islamic art and learn how to use them to create simple and complex motifs. They explore circles as a basis for patterns and make motifs and patterns using a traditional pencil and compass technique. Children explore ways of creating and using grids to create repeat patterns. They build on their previously learned clay skills to create relief sculptures based on geometric motifs.

While learning about Islamic art, we will look at the works of Hamra Abbas, Hasret Brown and Eric Broug who are all heavily influenced by geometric patterns. As well, of course, the history of Islamic art.



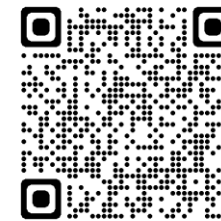
At home you can

- Learn to draw [5-circle Islamic pattern](#).
- [Explore and arrange different shapes](#) to try and make your own geometric pattern.
- Learn about [Islamic art](#).
- Practice some Islamic art designs using mehndi.

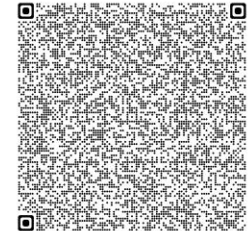
Useful websites



5-circle Islamic Patterns



making geometric patterns



Islamic art

Happy hardworking courageous kind



Music

Keywords

semibreve
Minim
dotted minim
crotchet
quavers

semibreve
rest
timbre
tone

In school we will be learning

Year 4 will continue to have a specialist music teacher to teach nuvo dood to our pupils. We are very lucky to have this expert on hand and these skills are invaluable. Pupils will hopefully continue to have the opportunity to choose to carry on nuvo dood instruments in year 5. For FREE!

In this part of year 4, pupils should have the ability to play a range of up to five notes (B, A, G, F and E) confidently and with good tone production. Building up to the pupils playing a range of up to five notes (B, A, G, F and E) confidently and with good tone production.



We will be asking pupils to develop performance their skills (confidence and control) and practice both within and without lesson contexts.

We will also be asking pupils to play a variety of increasingly complex repertoire in solo and ensemble settings and develop musical competencies of playing in time and (where appropriate) in tune.

When ready year 4 will improvise and create/compose music on their own and with others using what they have learnt during the music lessons.

At home you can

I have included a video that gives lots of information about music theory that pupils can use to learn about notes, the staff and other aspects of music theory.

I have included an online lesson about using 4 beats and 2 beats in a bar. Pupils should already know that music notation can be split into 4 beats of 4 bars but this video should build on previous knowledge and move forward. Using the same website more aspects of year 4 music can be learnt.

Useful websites



[Music Theory for Kids](#)



[Exploring 4 beats and 2 beats in a bar](#)

Happy hardworking courageous kind



RE

Keywords

Rules
The Ten Commandments
Christianity
Islam
Jewish

Salah
Temperate
Self-discipline
Contentment
Rastafari

In school we will be learning

This half term we will be looking at the dispositions of 'living by rules' and the disposition 'being temperate, self-disciplined and seeking contentment'.

Living by Rules

We will start by discussing if rules are helpful in everyday life and how rules are important in the Jewish faith. Following this, we will examine The Ten Commandments which is part of Christianity. Then, we will move onto the Islamic faith and discuss what rules the followers of Islam say are important. There will be a focus on the second pillar of Islam: Salah.

Being Temperate, Self-Disciplined and Seeking Contentment

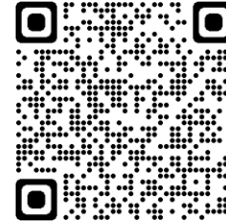
In class we will be looking at the life of a historical person in relation to their religious views and how their views have shaped others. Then, we will look at how being a Rastafari alters the way a person would live. The children will find out about the different ways Christians and Buddhists live with self-discipline. They will then learn how Islam influences the lives of its followers.



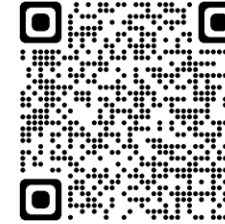
At home you can

- Talk to your child about where they have to follow rules. What are the rules outside school? What are the rules inside school? Are there rules in their faith they should follow? Do they find following them easy? Why do they follow rules?
- Learn about [rules, rights and responsibilities](#).
- [Learn about the Five pillars of Islam](#).
- Learn about [Rastafari](#) life.

Useful websites



rules, rights and responsibilities



five pillars of Islam



Rastafari

Happy hardworking courageous kind



PSHE

Keywords

citizenship
choices
difference
environment
positive

negative
impact
fair-trade
responsibility
word

kind
compassionate

In school we will be learning

In this half term Year 4 will be focusing on citizenship. They will be looking at how our choices make a difference to others and the environment.

The children will be considering the environment, how it benefits us and how we have a shared responsibility to protect it.

They will be looking at how everyday choices that we make can positively and negatively impact our environment, including how what people choose to buy or spend their money on can affect the environment (e.g. Fairtrade).

Delving deeper into responsibility, The children will be thinking about their own personal responsibilities and how they can exercise these in a kind and compassionate way.



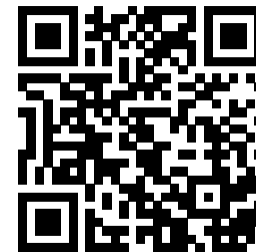
At home you can

- Collect recyclable materials from around the house such as cardboard boxes, plastic bottles, and old newspapers. Use these materials to create artwork, sculptures, or useful items like pencil holders or bird feeders. Discuss the importance of reducing waste and reusing materials to protect the environment.
- Choose a fair-trade ingredient (like fair trade chocolate or coffee) and work together to create a recipe using that ingredient. This could be baking fair trade chocolate chip cookies or making fair trade coffee ice cream. While cooking, talk about where the ingredients come from and the impact of fair trade on farmers and communities.

Useful websites



[Global trade and Fair Trade - BBC](#)



[10 ways to care for the environment](#)

Happy hardworking courageous kind



PE

Keywords

pace
sprint
jump for distance
throw for distance
dribble

pass
receive
track
determination
persevere

co-operation

In school we will be learning

In 4E Athletics

In this unit, pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.



In 4S Cricket

In this unit, the focus is on developing pupils' understanding of cricket, specifically batting, fielding and bowling. Pupils will learn to apply various physical and cognitive skills in batting and fielding, understanding the importance of each action. They will be introduced to underarm bowling techniques and practise these in mini games to prevent batters from scoring runs. Additionally, pupils will explore effective methods for stopping and returning the ball, ensuring returns to the bowler are quick and accurate. This will effectively prevent runs and contribute to their team's success.



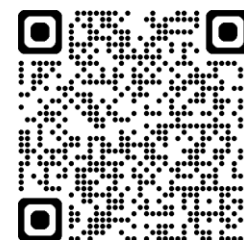
At home you can

- Practise your bowling skills at home with your family and friends.
- Play a [game](#) to learn about cricket.
- Watch clips of the Olympics to see how different athletic sports are performed.
- [Running tips](#) for you to help your child improve.
- [Beginners guide](#) to cricket if you are unfamiliar with the rules.

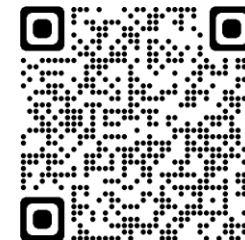
Useful websites



[bowling tips](#)



[beginners guide](#)



[running tips](#)

Happy hardworking courageous kind

