

Heathfield PRIMARY SCHOOL



Curriculum Booklet

Year 4

Autumn 1.2

Writing

Keywords

Formal letter
narrative
Diary entry
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

This half term Year 4 will be looking at a range of genres.

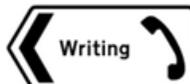
We will be focusing on writing:

- Formal letters
- Narratives
- Diary entry

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 (character events and places) to support the writing focus.



At home you can

- Write a diary entry about a key part they've read in a book.
- Children to practice writing sentences using formal language.
- 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

[How to write a formal letter of a narrative](#)



[Structure](#)



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H

Reading

Keywords

Vocabulary
summarise
context
clues
explain

genre
constructed response
key vocabulary
prior knowledge
fiction

non-fiction
fluency
decoding
Expression

In school we will be learning

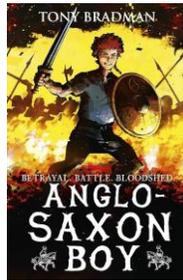
The Reading in YR4 will be linked to the class text which is, 'Anglo-Saxon Boy' By Tony Bradman.

In reading lessons, we will be looking at new vocabulary within sentences and identifying the context clues to help them, predicting from paragraphs and summarising information from a paragraph/page. We will look at identifying information from a contents page and index page in non-fiction texts too.

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

- Vocabulary
- Prediction
- Summarising

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 and understanding unfamiliar vocabulary accurately.



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 prediction questions based on pictures and texts. You may predict what will happen next.

Useful websites

[Anglo-Saxon Boy book audio](#)



[Anglo-Saxons](#)



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H

Maths

Keywords

Multiplication
Addition
Subtraction
Division
Area

Perimeter
Shape
Times Tables
Metres
Centimetres

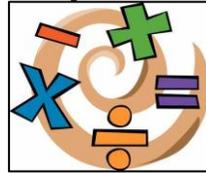
Inverse
Check
Calculate

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)



[ITRS](#)



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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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H

Geography

Keywords

River	Lower course	City	Atlas
Delta	Middle course	Country	
North	Egypt	Continent	
Tributary	Cairo	Compare	
Estuary	London	Physical features	
Upper course	England	Human features	

In school we will be learning

Rivers

This term the children will be exploring the topic of rivers. They will begin with a city comparison, between Cairo and London, looking at the human and physical features of both.

Following on from this, the children will begin learning about the journey of a river from the river source to the mouth. They will identify the 3 key stages and the different parts of a river that make up that journey.

The children will use different resources to immerse themselves in the learning, such as Google Earth, maps and iPads.



At home you can

- Use maps and atlases to identify geographical features
- Create a fact file about Egypt or another country of your choice
- Research the physical and human features of a country of your choice
- Use Google Earth to explore different places

Useful websites

BBC- Bitesize.



Journey of a River Video



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Computing

Keywords

input
output
microphone
speaker
headphones

sound recording
audio
editing
podcast
volume

combining
trimming
playback
planning
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.

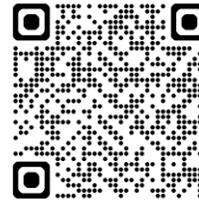
By the end of the unit, children will have created their very own podcast, showcasing their understanding of sound technology and audio production.



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 devices](#)



[Input and output](#)

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Art

Keywords

cross-hatching
hatching
stippling
genre
landscape

scene
technique
tone
wash
watercolour

In school we will be learning

In Art, the children will be exploring **Anglo-Saxon sculptures and carvings**. They will learn how the Anglo-Saxons used patterns, symbols, and storytelling in their artwork, often carved into wood, stone, or metal.

The children will experiment with similar techniques, creating their own designs inspired by the Anglo-Saxon style, while developing their skills in texture, detail, and pattern-making. This will help them connect history with creativity and understand how art was used to express identity and culture in the past.



At home you can

- Research about different Anglo-Saxon sculptures
- Learn about carving skills
- Find patterns that were created in the Anglo-Saxon period
- Learn about the importance of sculpture and carving in Anglo-Saxon Britain

Useful websites



Anglo-Saxon Sculpture Video



Catalogue of Sculptures

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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 staff 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 staff) 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 Nuvo DooD.



[musical dimensions for year 4](#)

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H

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

apparatus
balance
landing
technique
rotation

stretching
posture
strength
control
sequence

In school we will be learning

Gymnastics

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.



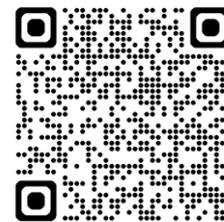
At home you can

- 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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