

Heathfield PRIMARY SCHOOL



Curriculum Booklet

Year 4

Spring 1

Writing

Keywords

fact file
recount
persuasion
emotive language
full stops

language features
commas
organisational features
Fronted adverbials
Subordinating/ coordinating

conjunctions
adjectives
point of view

In school we will be learning

The writing in YR4 will be linked to their history topic, viking.

We will be focusing on:

- Fact file
- Recounts (diary writing)
- Persuasive adverts

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

- First person
- Descriptive language (adjectives)
- Emotive language (to express feelings)
- Informal tone
- Chronological order
- Formal tone
- Persuasion
- Conjunctions (co-ordinating and subordinating)



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: courage, change, war, cultural beliefs and determination.

At home you can

- Using the diary writing link below - read about how these recounts can be written. What are the key skills required. Then use this information to write a diary entry about an important / special event in your life (recent times).
- Learn about persuasive writing using the link below.

Useful websites

BBC Bitesize - Diary Writing

an adventure story



Persuasion



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Reading

Keywords

retrieve
summarise
explain
skimming
scanning

find
genre
evidence
fiction
non-fiction

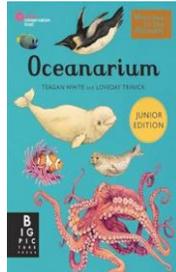
In school we will be learning

In Year 4 the children will revisit the topic of 'retrieval' and will learn new skills in the topic 'summarising'.

Our class text is Viking Boy by Tony Bradman and Oceanarium by Loveday Trinick and Teagan White.

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

- Retrieval
- Summarising



In guided reading, the children will be working in small groups looking at prediction, summarising and vocabulary.

Key themes within their learning will be linked to: courage, change, war, cultural beliefs and determination.

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. Include key non-fiction features.
- To create a glossary about the technical vocabulary linked to the topic of Vikings. Research how a glossary is written and presented before you start.
- 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

BBC Bitesize - Comprehension -
retrieving and summarising information
Information



Tony Bradman



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H

Maths

Keywords

multiplication
multiplier
times
array
quotient

dividend
division
divisor
remainder
factor pair

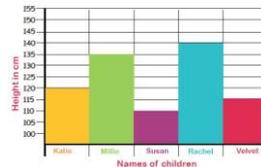
common multiple
common factor
greatest
equal
representation

In school we will be learning

In Maths in YR4, the children will be exploring mathematical concepts of factor pairs and commutativity in mental calculations. They will learn to identify and apply factor pairs, gaining an understanding of how numbers can be multiplied to produce a given product. E.g - $1 \times 12 = 12$, $2 \times 6 = 12$, $3 \times 4 = 12$

We will then be moving on to multiplying two- and three-digit numbers by one-digit numbers using a formal written method. They will also solve problems involving multiplication and addition, applying these skills to reasoning activities.

The children will learn to read, interpret, and present data using bar charts, time graphs, tables, and graphs. They will use this information to answer questions and solve problems.



At home you can

- Practise times tables and factor pairs, including spotting that numbers can be multiplied in any order (e.g. $3 \times 4 = 4 \times 3$).
- Use real-life data, such as favourite foods or daily temperatures, to make and read simple charts or tables and answer questions about them.
- Play multiplication games with the children - counting in multiples, jumping in multiples, drawing in multiples (pictorial representation).

Useful websites

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



Top marks

[Free multiplication games at](#)



Timestables

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Science

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

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Humanities History

Keywords

- viking
- chronology
- raid
- settlement
- Lindisfarne
- longship
- invasion
- monastery
- artefact
- primary source
- secondary source
- legacy
- culture
- trade
- warrior
- pagan
- compare
- Roman

In school we will be learning

During the Spring term, Year 4 children will be learning about the Vikings as part of their history curriculum. They will develop their understanding of chronology by placing the Viking period within a wider historical timeline and exploring why the Vikings settled in Britain. Key events, such as the Viking raid on Lindisfarne, will be studied alongside aspects of Viking daily life, including homes, beliefs and occupations.

Children will also investigate the legacy the Vikings left behind and compare Viking life with that of the Romans, identifying similarities and differences between the two civilisations. Throughout the unit, pupils will use a range of primary and secondary sources, including historical artefacts, images, written accounts and reconstructions, to help them ask questions, interpret evidence and build a deeper understanding of the past.



At home you can

- **Create a mini timeline:** Children can research when the Vikings lived and make a simple timeline showing where the Viking period fits in alongside other periods they may already know, such as the Romans or Anglo-Saxons.
- **Viking fact finding:** Using books or safe websites, children can find 5 interesting facts about the Vikings (for example, about their ships, homes or daily life) and present them as a short poster or fact card.
- **Design a Viking longship:** Children can draw and label a Viking longship, thinking about why it was designed the way it was and how it helped Vikings travel and raid.

Useful websites

Information



English Heritage



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H

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 Spring 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.

Turtle Academy

Turtle Academy makes it surprisingly easy to start creating amazing shapes using the LOGO language.



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 \(sourceforge.io\)](#)
- Learn the definitions of the keywords above

Useful websites



Turtle Academy - code writing



coding help

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H

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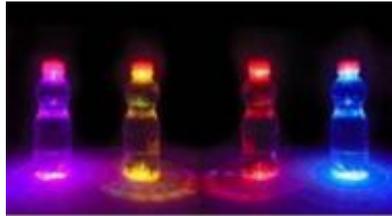
Keywords

control
Electrical system
circuit
switch
Battery

Micro:bit
evaluate
program
algorithm
components

In school we will be learning

In Design and Technology, children will be learning about electrical systems by exploring everyday battery-powered products such as lights and lamps. They will identify key components, make simple series circuits, and learn how switches and control systems work. The children will then use a Micro:bit to program and control a night light, designing an algorithm and testing their code. They will design and make a casing for their night light using recycled materials, before evaluating their final product and suggesting improvements.



At home you can

- Look at everyday electrical products (e.g. torches or lamps) and identify parts such as batteries, bulbs, and switches.
- Talk about how different lights are turned on and off or controlled at home.
- Collect and discuss recycled materials that could be used to make a product casing.

Useful websites



Tutorial on coding



Micro:bit website

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Music

Keywords

semibreve
minim
dotted minim
tone
volume
rhythm

music
nuvodood
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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H

RE

Keywords

joy
expression
blessings
Individuals
community
belonging

belonging
modesty
inclusion

In school we will be learning

This term the children will be looking at the disposition of 'Being modest and listening to others' and 'Creating inclusion, identity and belonging'.

Being modest and listening to others

This unit aims to help the children explore the importance of listening to others. They will learn this through the different stories told by Christians and Muslim. Children will listen to the story of the 'wise and foolish builders' from the bible and discuss how Christians put the words of Jesus into action. From the Islamic perspective they will look at the 2nd pillar in Islam 'Salah', and how the it is performed as demonstrated by the Prophet Muhammad.

Creating inclusion, identity and belonging

This unit aims to help the children understand what it means to belong. They will look at the different faiths and how they show belonging through their religions. The children will explore Sabbath and its importance to the Judaism religion. They will look at the Nishan Sahib and how it represents belonging in Sikhism. Finally, they will also look at Hajj and its importance in Islam.

At home you can

- Play listening games, like 'Chinese whispers' or 'On my shopping list'
- Make a poster of the 5 pillars of Islam, highlighting the importance of each pillar.
- Join a club, group or sport team
- Write an account to demonstrate 'belonging' to a school, faith, team, mosque, etc.
- Visit a gurdwara or synagogue

Useful websites



KS2 religious studies



Religions- Sabbath



Religions- Hajj

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PSHE

Keywords

feeling
emotion
mind
expressing
overwhelming

confused
self-control
stereotypes

In school we will be learning

Health and Well-Being

How can we manage our feelings?

We will be building on previous learning of health and well-being by focussing on our feelings and emotions. We will be looking at everyday things that affect our feelings and how our feelings change over time.

We will be learning to identify our feelings and why we feel the way we do, and we will be using vocabulary that helps us express our feelings clearly to others. We will further discuss the different ways that we can express how we feel.

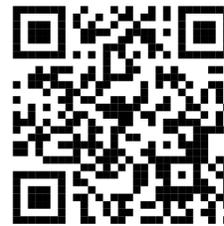
Managing your emotions is an important part of maintaining our well-being so we will be investigating the best ways to respond in different situations. We will also explore how to manage difficult feelings, for example when dealing with loss or grief. We will further explore stereotypes, like 'boys don't cry', which can hinder effective management of emotions.

As a conclusion to this unit of learning, we will discuss various forms of help and support that can be accessed when dealing with emotions can become overwhelming.

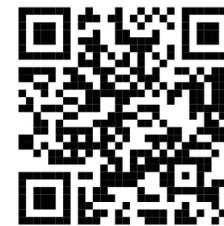
At home you can

- Talk about feelings and emotions with your child.
- Encourage children to talk through difficult emotions and discuss possible strategies for dealing with them. Ask them what they have been learning about in PSHE lessons.
- Make time to have a family meal together where you all discuss your day.

Useful websites



feeling activities



BBC activities

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PE

Keywords

stroke
backstroke
front crawl
floating
tread water
apparatus

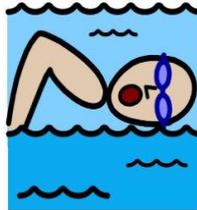
balance
landing
technique
rotation
stretching
posture

In school we will be learning

Swimming

During this term, the children will be 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.



At home you can

- 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.
- Go to a local swimming baths and get comfortable with being in the water!

Useful websites



Swim England



Free activity resources

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