

Heathfield PRIMARY SCHOOL



CURRICULUM BOOKLET

YEAR 4

SUMMER 2

WRITING

KEYWORDS

Title
Subheading
Paragraph
Fact

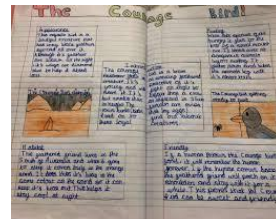
Formal language
Technical vocabulary
Explanation
Recount

Non-chronological report
Organisation

IN SCHOOL WE WILL BE LEARNING

Next term the children will explore a range of non-fiction writing styles through links with history, geography and real-life experiences. They will begin by writing a non-chronological report linked to their learning about the Ancient Romans. The children will learn about the key features of reports, including titles, subheadings, information and organised paragraphs. They will also practise using formal language and technical vocabulary to present information clearly. The children will then write an explanation text linked to their geography topic on mountains. They will focus on explaining processes clearly and logically using conjunctions, causal language and subject-specific vocabulary. At the end of the term, the children will write a recount based on their school trip. They will organise events in chronological order and include factual details and engaging descriptions, using language devices such as, adjectives, adverbs, and fronted adverbials.

Across all units, the children will continue developing their understanding of non-fiction texts and their key features.



AT HOME YOU CAN

- Create a mini non-chronological report about a favourite animal, sport or hobby using a title, subheadings and facts.
- Practise writing an explanation of how something works or how to do something, using clear steps and technical vocabulary.
- Write a short recount about a family day out or weekend activity, remembering to organise events in chronological order.

USEFUL WEBSITES



[How to write a recount](#)



[Letter-join](#)



[fronted adverbials](#)

HAPPY HARDWORKING COURAGEOUS KIND



READING

KEYWORDS

Retrieval
Inference
Summarising
Vocabulary
Synonym
Evidence

Explanation
Non-fiction
Fluency
Prediction
Meaning
Fact

Information
Comprehension
Text

IN SCHOOL WE WILL BE LEARNING

Next term the children will continue developing their reading comprehension skills through a range of engaging fiction and non-fiction texts. They will begin by focusing on retrieval skills, learning how to locate important information in a text and identify key words and phrases. As part of this, the children will practise using synonyms to help them understand vocabulary and answer questions more accurately.

The children will then move on to inference skills, where they will learn to read between the lines and use clues from the text to explain characters' thoughts, feelings and actions. They will be encouraged to justify their answers using evidence from what they have read.

Towards the end of the term, the children will focus on summarising information, particularly within non-fiction texts. They will learn how to identify the most important ideas and present them clearly and concisely. Across all reading lessons, the children will continue building confidence, fluency and understanding when discussing a range of texts.



AT HOME YOU CAN

- Read a short non-fiction text together and practise finding key facts and important vocabulary.
- Play a synonym game by choosing words from a book and thinking of words with similar meanings.
- After reading a story or article, ask your child to summarise the main points in three sentences.

USEFUL WEBSITES



[Inference practice](#)



[Skimming and scanning](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

MATHS

KEYWORDS

2 decimal places
convert
estimate
compare
equivalent

analogue
digital
polygon
line of symmetry
coordinates

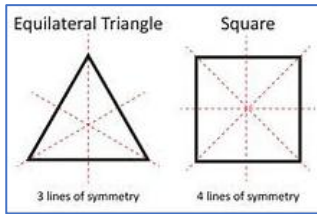
plot
quadrant
translation
shape

IN SCHOOL WE WILL BE LEARNING

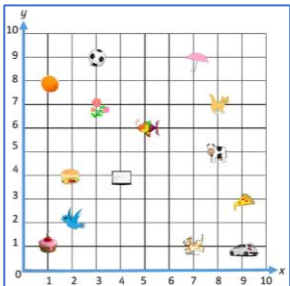


The children will learn about telling time using 12 hour and 24-hour clock. They will learn about analogue and digital times and how they can be read, written and converted.

Symmetry of 2D shapes will be investigated and explored through the use of patterns, polygons in a line of symmetry and through pictures.



We will finish off the year by learning all about co-ordinates. The children will describe positions on a 2D grid as coordinates in the first quadrant. They will learn about translation, how to plot specified points and how to plot sides of a polygon on grid.



AT HOME YOU CAN

- Practise saying and reading the time with a family member – daily.
- Make a map of your local area and plot on different landmarks/ things to find.
- Draw and colour in a picture to demonstrate understanding of symmetry.
- Create a poster to show analogue time and its equivalent digital time.
- Find and make a list of identical objects in your home/ local area/ the world.
- Children to identify different currencies from around the world and explore what their value is – compared to the UK/ sterling pound.

USEFUL WEBSITES



[Symmetry](#)



[What is analogue and digital time? - BBC Bitesize](#)



[Coordinates - KS2 Maths - BBC Bitesize](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

SCIENCE

KEYWORDS

electricity
sources
devices
power
function

conductivity
predict
property
material
circuits

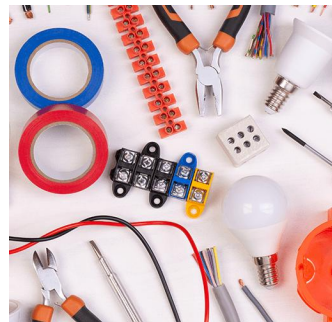
components
battery
lamp
wire
safety

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.

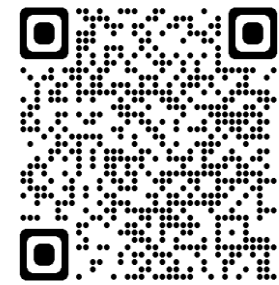
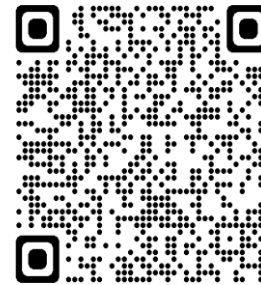
Children learn about electrical conductivity as a property of materials for the first time and explore single core electric wires to identify their materials. The rest of this project will continue to Summer 2.



AT HOME YOU CAN

- Practise 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



HAPPY HARDWORKING COURAGEOUS KIND



GEOGRAPHY

KEYWORDS

Northern Hemisphere
equator
Southern Hemisphere

longitude
latitude
mountains

tectonic plate
cities
locate

IN SCHOOL WE WILL BE LEARNING

In Geography, children are learning about mountains and developing important map skills. Pupils explore the location of mountain ranges around the world and use latitude and longitude to identify places accurately. They learn about the Northern and Southern Hemispheres and study European countries and capital cities using atlases and maps.

Children develop confidence in using atlases, globes, and topographic maps to identify physical features and understand height through contour lines. They also learn how mountains are formed through tectonic plate movement and volcanic activity.



The unit introduces key mountain features such as peaks, valleys, ridges, glaciers, and rivers. Through practical activities and map work, children build their geographical knowledge and enquiry skills while developing a better understanding of the Earth's physical landscape.

AT HOME YOU CAN

- Use an atlas or online map to locate famous mountain ranges such as the Alps, Himalayas, or Rocky Mountains.
- Create a simple topographic map of a hill or mountain using contour lines and symbols.
- Research a European country and label its capital city, nearby mountains, and surrounding seas on a map.
- Build a model showing how mountains are formed using clay, paper, or cardboard.
- Practise using latitude and longitude by finding the coordinates of different countries or cities around the world.

USEFUL WEBSITES



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article/mo
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HAPPY HARDWORKING COURAGEOUS KIND

H

COMPUTING

KEYWORDS

image	undo	hue	retouch	real	alter
edit	save	saturation	clone	compositive	background
digital	adjustments	sepia	select	cut	foreground
crop	effects	vignette	combine	copy	zoom
rotate	colours	image	made up	paste	font

IN SCHOOL WE WILL BE LEARNING

Photo editing

The children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices. Throughout this unit, there are opportunities to model with photo editing applications or to demonstrate a concept using the included screen recordings.

Earlier on in the project, the children will be introduced to the concept of editing images. They will go on to explore when we need to rotate and crop an image as well as how to use an image editor to make these changes. The children will then discuss image composition.

How has this image been changed?

The flowers have been cropped out of this image.



How has this image been edited?

Without putting the images side by side, it's often difficult to know that it's been edited.



AT HOME YOU CAN

Family Photo Storytelling:

- Encourage children to select a family photo and discuss how they can tell a creative story by editing and enhancing it.
- Use photo editing tools to add captions, speech bubbles, or even create a comic strip with the edited images.
- Discuss the impact of different edits on the overall story and message.

USEFUL WEBSITES



photography and photo-editing apps



how to photo edit

HAPPY HARDWORKING COURAGEOUS KIND

H

ART

KEYWORDS

- Portrait
- Renaissance
- Sketching
- Shading
- Tone
- Texture
- Composition
- Observation
- Blending
- Perspective

IN SCHOOL WE WILL BE LEARNING

In Art, children are exploring painting techniques inspired by Leonardo da Vinci and the work of Renaissance artists. Pupils learn about Da Vinci's life, his famous paintings, and his careful observation of the world around him. They study how he used sketching, shading, light, and shadow to create realistic and detailed artwork.

Children experiment with different painting techniques, including blending colours, creating texture, and using tone to show depth and form. They learn how artists use proportion and facial expression in portrait painting and practise observational drawing before developing their own painted pieces.



As part of the unit, children investigate some of Da Vinci's most famous works, such as the Mona Lisa and The Last Supper, discussing why they remain important today. They are encouraged to reflect on how art can communicate emotion, ideas, and stories.

Through creative activities and experimentation with materials, children build confidence in painting skills while developing their understanding of historical art and artistic techniques.

AT HOME YOU CAN

- Create a self-portrait using pencil shading and careful observation, inspired by Leonardo da Vinci.
- Practise blending paint or coloured pencils to create light and shadow effects.
- Research one of Da Vinci's famous artworks and write a few facts about it.
- Sketch everyday objects at home, focusing on detail, proportion, and texture.

USEFUL WEBSITES



<https://kids.britannica.com/kids/article/Leonardo-da-Vinci/353378>



<https://kids.nationalgeographic.com/history/article/leonardo-da-vinci>

HAPPY HARDWORKING COURAGEOUS KIND

H

MUSIC

KEYWORDS

semibreve
Minim
dotted
minim

crotchet
quavers
semibreve
rest

timbre
tone
pitch

IN SCHOOL WE WILL BE LEARNING

This half term pupils will continue to play the Nuvo Doods. We will be using the song Mamma Mia by Abba as inspiration to play along with.



We want pupils to understand how music is created through the inter-related dimensions of music including; pitch (learning to recognise the highest and lowest sounding notes on the DooD aurally and visually in notation), tempo (performing a range of speeds of music), texture, pulse (recognising the difference between the driving heartbeat of the music and individual rhythms that form melodies). We will be practising these skills through the song Mamma Mia.

Through this song we will be playing a range of up to five notes (B, A, G, F and E) confidently and with good tone production.

AT HOME YOU CAN

In order to expand the pupils' knowledge of musical instruments, we have included a video quiz in which pupils listen to the instrument and then guess what it is.

We have included a link to the video of Mamma Mia by Abba. It would be great for pupils to identify the instruments.

We have included an online lesson about pulse and rhythm. These are skills that pupils will use in every music lesson throughout school.

USEFUL WEBSITES



[Guess The Musical Instrument Quiz](#)



[Abba - Mamma Mia](#)



[Understanding pulse and rhythm](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

PSHE

KEYWORDS

online
safety
peers
information
personal

passwords
influence
impact
location
concern

rules
anti-social
behaviour
risk
manage

IN SCHOOL WE WILL BE LEARNING

This half term the children will focus on a topic called:

How can we manage risk in different places?

They will learn all about - How to recognise, predict, assess and manage risk in different situations.

How to keep safe in the local environment and less familiar locations.

How people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence.

How peoples' online actions can impact on other people.

How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.

How to report concerns, including about inappropriate online content and contact.

That rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law.



AT HOME YOU CAN

- Talk and discuss with the family about safety in the house, outdoors and online.
- Create posters about online safety.
- Create a poster about keeping safe inside the house.
- Create a fact file about keeping safe in the outdoor environments.
- Write a set of rules for keeping safe in the classroom.

USEFUL WEBSITES



<https://youtu.be/l3qFW9uLiFY>

Keeping safe in school and in the playground



<https://youtu.be/y6XunxJMcaE>

Keeping kids safe on the internet

HAPPY HARDWORKING COURAGEOUS KIND



PE

KEYWORDS

pace
sprint
jump for distance
throw for distance
endurance

speed
distance
javelin
throwing
technique

power
follow-through
combination jump
personal best

IN SCHOOL WE WILL BE LEARNING

Athletics

In Year 4 athletics, pupils will focus on developing key techniques across sprinting, distance running, throwing and jumping. The unit begins with improving sprinting technique, where children will learn to analyse their own performance and focus on maintaining speed by increasing stride length during the middle third of a race. Pupils will then explore pacing and running for distance, learning how to conserve energy, maintain a steady rhythm and apply appropriate breathing techniques.

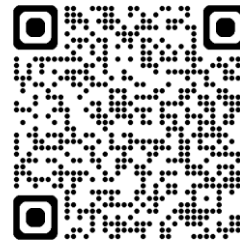
The curriculum continues with an introduction to throwing for distance using a primary school javelin, where pupils will learn how to use their body effectively to maximise distance. Finally, pupils will explore jumping for distance through the use of combination jumps, particularly the hop, skip and jump. Throughout the unit, pupils will be encouraged to reflect on their performance, set personal targets, and strive to improve their personal bests in a range of athletic challenges.



AT HOME YOU CAN

- Tips for sprinting.
- Running video for you to help your child improve.
- Practise the correct jumping technique.

USEFUL WEBSITES



[tips for sprinting](#)



[hop, skip, jump technique](#)



[Running video](#)

HAPPY HARDWORKING COURAGEOUS KIND

