

Heathfield PRIMARY SCHOOL



CURRICULUM BOOKLET

YEAR 4

SPRING 1

WRITING

KEYWORDS

narrative
recount
adjectives
emotive language
full stops

language features
commas
organisational features
Fronted adverbials
Subordinating/ coordinating

conjunctions

IN SCHOOL WE WILL BE LEARNING

The writing in YR4 will be linked to the driver project for the term called: Misty Mountains, Winding Rivers.

We will be focusing on:

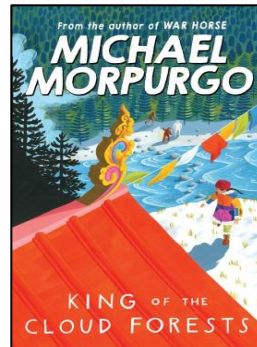
- recounts (diary writing).
- narrative (adventure stories).

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

- First person
- Descriptive language (adjectives)
- Emotive language (to express feelings)
- Dialogue
- Figurative language (metaphors and similes)
- Informal tone
- Chronological order
- Paragraphs
- 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: friendship and understanding, courage, loss, change, adaptation, cultural beliefs, fantasy, determination.



AT HOME YOU CAN

- Write setting descriptions based on the theme of mountains or rivers.
- Explore and research about the Himalayan mountain range and the Buddhist community that lives in these environments. Write an information text to give useful/ specific information about this place for anyone who may wish to visit.
- 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).

USEFUL WEBSITES

BBC Bitesize – Diary Writing



BBC Bitesize – How to write an Adventure Story



HAPPY HARDWORKING COURAGEOUS KIND

H

READING

KEYWORDS

retrieve
summarise
inference
retrieval
infer

explain
genre
constructed response
key vocabulary
prior knowledge

fiction
non-fiction

IN SCHOOL WE WILL BE LEARNING

The Reading in YR4 will be linked to the driver project for the term called: Misty Mountains, Winding Rivers.

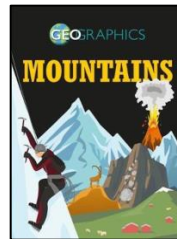
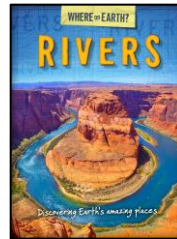
Our class text is King of the Cloud Forest By Michael Morpurgo.

We will also use non-fiction texts: Rivers and Mountains to support the children's learning and subject knowledge as well as develop their reading skills.

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

- Retrieval
- Inference
- Summarising
- Explanation
- Constructed responses
- Vocabulary

Key themes in fiction text: friendship and understanding, courage, loss, change, adaptation, cultural beliefs, fantasy, determination.



AT HOME YOU CAN

- To research all about the author of our class text: Michael Morpurgo. Use the internet and website provided below to help you. Create an information poster about him. Include key non-fiction features as been taught when creating non-chronological reports in autumn term.
- To create a glossary about the technical vocabulary linked to the topic of mountains. 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

Britannica – Michael Morpurgo



BBC Bitesize – Comprehension – retrieving and summarising information



HAPPY HARDWORKING COURAGEOUS KIND

H

MATHS

KEYWORDS

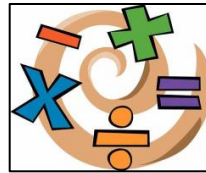
multiplication
multiplier
times
array
quotient

dividend
division
divisor
remainder
factor pair

common multiple
common factor
greatest
equal
representation

IN SCHOOL WE WILL BE LEARNING

The Maths in YR4, the children will be learning about multiplication and division, focusing on the 6, 9, 7, 11, and 12 times table. They will build on their foundations, developing a solid understanding of multiplication and division.



We will use multiplication strategies, such as using arrays, repeated addition, and understanding commutative law (e.g. $3 \times 4 = 4 \times 3$).

In division, the children will be focusing on division facts related to the times tables learned, including the concept of division as the inverse of multiplication.

Children will be given the opportunity to look at solving problems that involve multiplication and division in everyday concepts and choosing the correct strategies for solving these problems.

After looking at multiplication and division, the children will then move onto 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. $1 \times 12 = 12$, $2 \times 6 = 12$, $3 \times 4 = 12$



AT HOME YOU CAN

- Using the links below- practice times tables through games to enhance fluency.
- Test them regularly on 3, 6, 9, 7, 11 and 12 times tables.
- Talk to the children about sharing into equal groups – when out shopping ask the children to calculate total cost shared by number of items.
- 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)

[Free multiplication games at Timestables.com](https://www.timestables.com)



Top marks



Timestables

HAPPY HARDWORKING COURAGEOUS KIND

H

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

HAPPY HARDWORKING COURAGEOUS KIND



HUMANITIES GEOGRAPHY

KEYWORDS

meander
navigate
physical features
human features
course

temperature
fault lines
volcanic
terrain
ridge

saturated
riverbed
water
vapour
climate

hemisphere
location
tributary

IN SCHOOL WE WILL BE LEARNING

Misty Mountains, Winding Rivers

In the Misty Mountain, Winding River project, your child will learn about the characteristics and physical processes of rivers, including how they shape the landscape over time, their significance around the world and the impact of flooding.

They will learn how to use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map, as well as how contour lines are used to show the topography of an area.

They will have the opportunity to learn about the stages of the water cycle and about mountains and their different formations, studying mountain ranges in the United Kingdom and around the world.

They will also learn about habitats and how human and natural influences can have an impact on the environment.



AT HOME YOU CAN

- Use an atlas, map or online tool, such as Google Earth, to find a range of rivers worldwide, including rivers in the United Kingdom. Trace each river's journey by locating the source and following the river's course to its mouth.
- Choose a mountain/ mountain range from anywhere in the world - create an information booklet about it. Include pictures, labelled diagrams and interesting facts and information.
- Enjoy a riverside or hilltop walk. Write a diary entry about your visit.

USEFUL WEBSITES



rivers



mountains

[Earth's Great Rivers](#)
[How Are Mountains Formed?](#)
[Planet Earth – Mountains](#)
[Reading maps](#)

HAPPY HARDWORKING COURAGEOUS KIND



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 \(sourceforge.io\)](https://sourceforge.io)
- Learn the definitions of the keywords above

USEFUL WEBSITES



Turtle Academy – code writing



coding help

HAPPY HARDWORKING COURAGEOUS KIND

H

ART

KEYWORDS

cross-hatching
hatching
stippling
genre
landscape

scene
technique
tone
wash
watercolour

IN SCHOOL WE WILL BE LEARNING

In this art and design project, Vista, children look at the theme of landscapes. Landscape is a genre of art that became popular during the eighteenth century. It originally showed only natural scenery such as mountains, valleys, trees, rivers and forests. More recently landscape art also included urban and industrial landscapes that are often referred to as cityscapes. They explore and discuss examples of famous landscapes and learn how to use a viewfinder to isolate a viewpoint. They work outdoors to practise the technique, finding interesting perspectives to sketch. They study mountainous landscapes through drawings and paintings and discuss their similarities and differences.

Children are introduced to atmospheric perspective and explore the technique by making sketchbook studies using pen, pencil and ink. They explore the concept further by manipulating photographic images. Children use their knowledge about warm and cool colour families, introduced in the projects Contrast and Complement to compare and contrast the use of colour in landscape art. They create the landscape using a photograph as a starting point.



Snowdon from Llyn Nantlle by Richard Wilson, c.1765–1767



Mountainous Landscape Behind Santa-Rosa Hospital by Vincent van Gogh, 1889

AT HOME YOU CAN

- Draw the landscape you can see from your home.
- Create a landscape in a [box](#).
- Learn how to use a [view finder](#).

USEFUL WEBSITES



view finders



landscape boxes



drawing landscapes

HAPPY HARDWORKING COURAGEOUS KIND



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 year 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 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 Nuvo DooD.



[musical dimensions for year 4](#)

HAPPY HARDWORKING COURAGEOUS KIND

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

USEFUL WEBSITES



KS2 religious studies



Religions- Sabbath



Religions- Hajj

HAPPY HARDWORKING COURAGEOUS KIND



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.

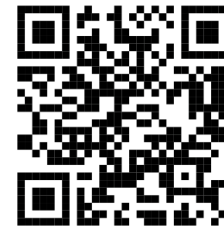
AT HOME YOU CAN

- 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

HAPPY HARDWORKING COURAGEOUS KIND



PE

KEYWORDS

balancing
rolling
jumping
flexibility
strength

control
balance
sequence
speed
distance

coordination
communication
resilience
problem solving
determination

IN SCHOOL WE WILL BE LEARNING

PE in 4H

In this gymnastics unit, pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.



PE in 4R

OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.



AT HOME YOU CAN

- To develop strength of muscles practice doing 10 squats, press ups and sit ups a day.
- 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.
- Make an obstacle course from different pieces of equipment around your house. This could be anything from cushions to spoons. Get a family member to complete the course.
- Try and read a map of your local area and find your house, school, park...

USEFUL WEBSITES



look at the local streets



types of stretches

HAPPY HARDWORKING COURAGEOUS KIND

