

# Heathfield PRIMARY SCHOOL



**CURRICULUM BOOKLET**

**YEAR 4**

**SPRING 2**

# WRITING

## KEYWORDS

repetition  
onomatopoeia  
simile  
metaphor  
personification

adjectives  
language features  
organisational features  
subordinating conjunctions  
coordinating conjunctions

fronted adverbials  
full stops  
non-chronological reports

poem  
explanation  
time connectives

## IN SCHOOL WE WILL BE LEARNING

The writing in year 4 will be linked to the humanities geography project for the term: 'Misty Mountains, Winding Rivers'.

We will be focusing on:

- poetry, explanation texts, fact file / non-chronological. Within these genres the children will identify the text purpose, how to write it and what writing skills should be used.

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

- figurative language (metaphors and similes)
- formal tone
- chronological order
- paragraphs
- conjunctions (co-ordinating and subordinating)

We will be using the class text (characters, events and places) to support the writing focus each week and developing our skill applications. The children will be expected to draw on their knowledge of rivers, mountains and the text being read in class to complete creative writing.

Key themes within their learning will be linked to:

Emotive language, factual information, chronology and rivers & mountains.

## AT HOME YOU CAN

- Write a poem about a river or mountain.
- Write an adventure story about being lost out in the mountains/ getting caught in the currents of a wild river.
- Write a poem/ explanation text about how the water cycle works.
- Write a fact file about mountains or rivers.
- Explore and research about how rivers function and use this to write an explanation text.
- Using the links below have a look at how to write an explanation text and non-chronological report and go through the activities on the website.

## USEFUL WEBSITES



[explanation texts](#)



[non-chronological report](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

# READING

## KEYWORDS

retrieve  
summarise  
inference  
retrieval  
deduce

explain  
genre  
key vocabulary  
fiction non-fiction  
prediction

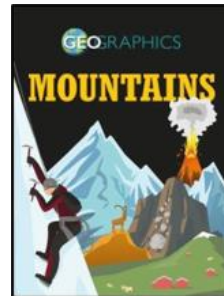
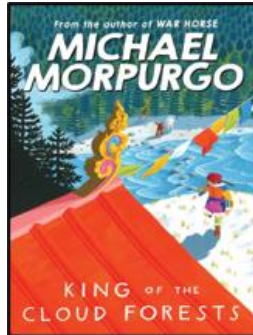
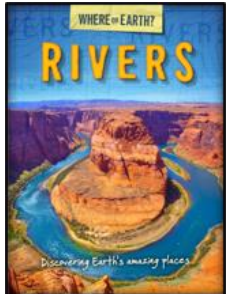
scan  
skim  
search  
thesaurus  
dictionary

## IN SCHOOL WE WILL BE LEARNING

The children will continue to read the class text called 'King of the Cloud Forests'. They will use the text to develop their understanding of adventure narratives as well as the application of various reading skills when responding to questions.

They will mainly focus on the skills of, retrieval, prediction, how to use thesaurus and dictionaries effectively as well as continuous development of new/ unfamiliar vocabulary.

As part of their reading lessons, children will also be encouraged to write and consider what to include when writing book reviews. This is an important skill that helps the children develop their own love for reading as well understanding of how to summarise.



## AT HOME YOU CAN

- Read daily for 10 minutes to an adult. The adult to write comment in the child's reading journal.
- Make predictions about library books each week based on – front cover, specific events in the story or the actions of the characters.
- Identify unfamiliar vocabulary from books that are read and use the dictionary to find the meanings – create own little bank of words and their definitions.
- Create word mind-maps to show synonyms – use the thesaurus to help develop understanding of this skill.
- Write a weekly review of a book that your child has read.

## USEFUL WEBSITES



[Making Predictions](#)



[The prediction collection](#)



How to use a dictionary.  
What is a thesaurus?

HAPPY HARDWORKING COURAGEOUS KIND

H

# MATHS

## KEYWORDS

statistics  
fractions  
interpretation  
discrete data  
continuous data

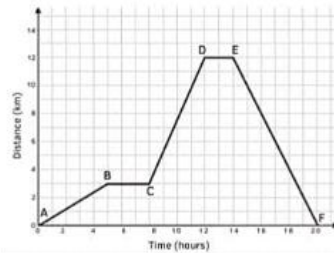
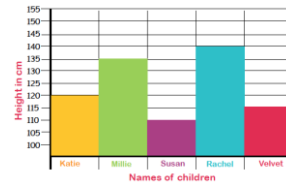
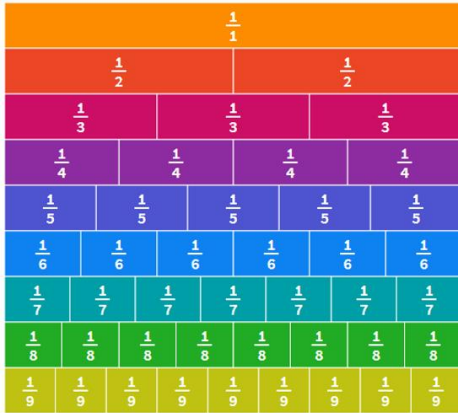
bar charts  
time graphs  
charts  
tables  
diagrams

denominator  
mixed numbers  
improper fraction  
equivalent fraction  
addition and subtraction

## IN SCHOOL WE WILL BE LEARNING

During this term, we will explore statistics and fractions. In statistics we will focus on interpreting and presenting both discrete and continuous data through bar charts and time graphs. We will focus on developing the skills to solve problems by extracting valuable information from charts, tables, and graphs.

Following this, we will look at fractions focusing on recognising and illustrating fractions using diagrams, understanding families and common equivalent fractions, and mastering operations such as addition and subtraction of fractions with the same denominator. Following this we look at handling mixed numbers and improper fractions. The goal is to use these fraction skills to solve everyday problems in the real world.



## AT HOME YOU CAN

- Using the links below- practice looking at statistics focusing on graph such as bar graphs and time graphs.
- Play fraction games using the link below- focus on mixed fractions and how these can be turned into an improper fraction.
- Practice adding and subtracting fractions with the same denominator.
- Look at the key words above and learn the definitions.

## USEFUL WEBSITES



[BBC Bitesize- fractions](#)



[Interpreting charts](#)



[Fractions](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

# SCIENCE

## KEYWORDS

amphibian  
animal kingdom  
annelid  
arachnid  
arthropod

bird  
classification key  
common name  
crustacean  
evolution

exoskeleton  
fish  
insect  
invertebrate  
mammal

molluscs  
myriapods  
vertebrate

## IN SCHOOL WE WILL BE LEARNING

This half term we will look at the topic 'Grouping and Classifying'. In this project, children learn about classification and the essential classification skills of observing and questioning. They explore classification keys and how they are constructed.

Children learn about the animal kingdom. They understand the characteristics of five vertebrate groups (amphibians, birds, fish, mammals and reptiles) and six invertebrate groups (annelids, molluscs, arachnids, crustaceans, insects, and myriapods). They classify animals into these groups and look for patterns in their observable characteristics. Children also learn about vascular and non-vascular plants from the plant kingdom, sorting and classifying vascular plants into three groups: flowering, cone-bearing and spore-producing. They examine and classify real plants and create a classification key based on their observations.

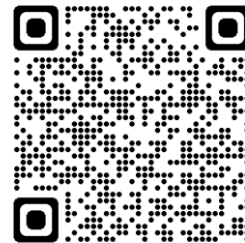
They will at the end of this term focus on reporting and concluding, with children classifying and researching some newly discovered plants and animals.



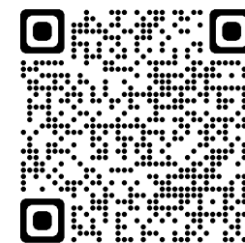
## AT HOME YOU CAN

- Go outside into the garden or local park and note down all the living creatures you see. Can you group them into e.g. all birds, all insects).
- Learn about [classifying](#).
- Learn about [different types of animals](#).

## USEFUL WEBSITES



classifying



different types of animals

HAPPY HARDWORKING COURAGEOUS KIND

H

# 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

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

# D & T

## KEYWORDS

applique  
block printing  
colour palette  
durable  
embellishment

embroidery  
fabric  
hem  
motif  
versatile

## IN SCHOOL WE WILL BE LEARNING

This half term teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.

In this unit, using William Morris as inspiration, the children will independently develop design criteria and experiment with various designs, using a range of mediums, including computer aided design. They will share their ideas with others, taking on constructive criticism to make improvements to their designs. Drawing on their knowledge of printing the children will be bringing their designs to life by contributing to a design sample booklet for a feature chair in a lounge. To enhance their designs, the children will be taught a simple embroidery stitch that they will be able to use on their fabric. Collaboratively, the children will then evaluate their work.



## AT HOME YOU CAN

- Look at the printed designs around your house – lampshades, duvet covers, sofas, wallpaper etc. Discuss the repeated designs and colours.
- Click on the first QR code link and have a go practising simple line prints with your child.
- If you enjoyed line printing, go to the second QR code. Try making simple print designs using boxes.
- Go through the keywords with your child. Practise saying and spelling them and discuss what they mean.

## USEFUL WEBSITES



Easy art for kids



easy box card print making

HAPPY HARDWORKING COURAGEOUS KIND

H



# MUSIC

## KEYWORDS

semibreve  
minim  
dotted minim  
crotchet  
quavers

semibreve  
rest  
timbre  
tone

## IN SCHOOL WE WILL BE LEARNING

Year 4 are continuing to be very lucky as they will continue to receive the provision of a specialist music teacher.

Year 4 will continue to develop their playing of the Nuvo DooD.

The specialist teacher has will continue to develop instrumental technique, accuracy, and competency.

The amount of notation will increase from last half term with revision and development of the symbols including; semibreve, minim, dotted minim, crotchet, quavers, semibreve rest, minim rest, dotted minim rest, crotchet rest and quavers.

Pupils will play along with a range of songs with pupils determining pitch of notes (from notes B-E on the staff) and dynamic symbols (p, mp, mf, f) whilst performing.

Pupils will continue to 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

- Listen and appraise songs that they have heard from a range of sources. Can pupils name the instruments involved in different songs?
- There is a link below this with a link to a video quiz that test the knowledge of musical instruments and what they sound like.
- Can pupils hold a beat? Test your child to create a beat by tapping, clapping or banging different items.
- Building on this, I included a link to a video that goes through bucket drumming, a fun easy to do lesson that could be easily adapted to different songs.

## USEFUL WEBSITES



[Bucket drumming](#)



[Musical Instruments Quiz](#)

HAPPY HARDWORKING COURAGEOUS KIND

H

# RE

## KEYWORDS

punishment  
friends  
crucified  
forgiveness  
perpetrator

trafficking  
suffering  
charity  
Zakah  
crucifixion

## IN SCHOOL WE WILL BE LEARNING

This term the children will be looking at the dispositions 'being merciful and forgiving' and 'responding to suffering'

### **Being Merciful and Forgiving**

This unit aims to help the children learn how to love through forgiveness. They will look at this through the different religious viewpoints like Judaism and Christianity. The children will discuss the story of Joseph and his brother and how the story is important to both religions. The children will also read the story from Luke, looking at the people were crucified as a form of punishment at the time of Jesus. And how Jesus himself was crucified leading Christians to believe that Jesus's death made it possible for people to be forgiven by God; and Jesus' death opened up the way for people to be friends with God.

### **Responding to Suffering**

This unit aims to help the children explore the feeling of hurt. They will look at how they feel when they are hurt and what support is given in response to different kinds of hurt. The children will then look at different charities and how they support children being trafficked for slavery. They will also explore how Muslims deal with suffering around the world through giving Zakah. Alongside this they will revisit the Easter story and discuss the feelings of Christians as they remember how Jesus was crucified on the cross for their sins.

## AT HOME YOU CAN

- Think of people that might need help (older people, homeless, younger siblings, unwell people). Discuss with your family what can you do to help them. Try to make a small difference in their lives by helping them.
- Do a charity event. Raise money for a charity of choice: <https://www.helpforheroes.org.uk/give-support/ways-to-fundraise/fundraising-ideas/fundraising-ideas-for-kids/>
- If you have food that is in date but not being used at home, donate to the food bank at most local supermarkets by the check outs.

## USEFUL WEBSITES



Forgiveness – the story of Easter



How do Christians respond to suffering?

# 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 4R

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 4H

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**

