

# Year 4 Curriculum HT1



**PSHE**  
Being me in my world

**E-safety**  
Managing online information

**Commando Joe**  
Mission focus:  
Resilience, empathy and excellence

**Personal Development**  
**Wider Curriculum Clubs Available**  
Football, multi sports, music, dodgeball, yoga, drama, choir, art, times tables and homework

**Trips and Visits**  
Visit to the Grosvenor Museum in Chester to study the Roman Era

**No Outsiders**  
To know when to be assertive



## English

**Inspirational Texts**      **Class Story**



Genres for writing:  
Narrative (inc dialogue)  
Diary  
Letters (inc persuasion)  
Non-chronological reports

Within writing, Year 4 will be focusing on:

- Starting narrative writing with a descriptive paragraph to set the desired scene/atmosphere
- Writing accurately and consistently in one tense, appropriate to the genre (e.g. present tense in letters; past tense for narrative)
- Alternative between names and pronouns to avoid excessive repetition.
- Use some descriptive devices effectively to suit the theme
- Understand the difference between formal and informal writing when working on letters and diaries
- Use present perfect verb form in diary
- Write multiple paragraphs to move through the plot

**Poetry**

The poem Year 4 are studying and learning to recite this half term is 'Fill the World' by Joshua Seigal

## Maths

### Week 1 - 4

To know and use number (Place Value):

- Recognise the value of 4 digit numbers
- Rounding numbers to 10, 100 and 1000
- Count in multiples of 6, 7, 9, 25 and 1000
- Identify, represent and use numbers using different representations
- Read roman numerals to 100 (I to C)
  - Know 1000 more or less
- Order and compare numbers beyond 1000
- Count backwards beyond 0 to include negative numbers

### Week 5-7

To add and subtract:

- Add and subtract numbers with up to 4 digits
- Estimate and use inverse operations to check answers
- Solve addition and subtraction two step problems
- Round any number to the nearest 10, 100 and 1000

### Mental Maths

Times tables x2, x3, x4, x5, x6, x8 and x10

**MAG: Number Bonds**

$$\begin{array}{r} 42 + 16 + 28 + 54 = 140 \\ \hline 70 \quad 70 \end{array}$$

## Science

The Year 4 science topic this half term is Animals including humans. Children will learn about the basic parts of the digestive system. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains.

## History

Year 4 will be learning about The Roman Empire and its impact on Britain. They will be introduced to Roman invasions and conquests, exploring why the romans invaded Britain. They will learn about Caesar, Claudius and Boudicca and their importance in the Roman Empire.



## Computing

Year 4 will be learning about computer systems and networks in their computing lessons. Children will be using the laptops to learn about how a network can share messages with another network to form the internet.

## Art

Mrs Cahill will be teaching art to Y4 this half term. In their art lessons the children will be learning to create Roman inspired art work.



## Spelling

Wordblaze: Cycle Africa (booklet 3)

Plurals  
ce ci cy (soft c)  
ke ki ky  
ge gi gy (soft g)

## PE

Mrs Prior will be teaching the children Football. The children will also be taught swimming.



## D&T

Year 4 will be designing and making a Roman Empire inspired pouch for a child to store pocket money in.

## French

Mrs Henderson will be teaching the Year 4 French lessons this half term. They will be learning about numbers to 20, months of the year, days of the week, rooms in the school and classroom objects.



## RE

How special is Allah to Muslims?



# Knowledge Jigsaw

## Year 4 Computing HT1



### What we already know

Digital devices must have an **input**, a **process**, and an **output**.

A **connection** is a link between two or more people or things.

A **network** is a group of many people or things connected together.

A **network switch** manages the way in which data moves around a network. It allows multiple devices on a network to be connected together.

A **server** is a computer that can store things on a network. The server in this network will be used to store files.

A **wireless access point** is a device connected to a wired network, which sends and receives wireless signals for devices with Wi-Fi connectivity.

**Internet** – connecting networks together makes the internet.

Most websites are hosted in large **data centres**.

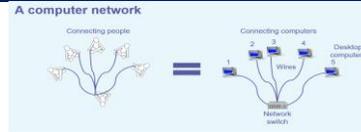
Data centres are large buildings full of powerful computers. Some of the largest data centres are owned by companies such as Google, Amazon, Apple and Microsoft.

You can access the World Wide Web on lots of different devices.

E.g.



A web browser lets you look at web pages on the internet e.g.

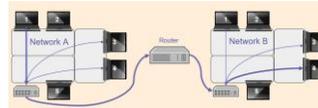


It is important to keep computer networks safe because:

- Some information is private
- Some information is not relevant to others
- Some information can be harmful (e.g. a computer virus)

Computer networks have security features to block or allow messages and requests.

Routers enable messages to be passed between networks via switches.



A router enables us to connect a network to the internet. The internet is connected by lots of routers.

Routing is a way of getting from one place to another.

Copyright is the legal right to the original work by the person that created it.

The content of a website belongs to the person/company that created it.

You are allowed to view Copyright material (if it is age appropriate) and some material will allow you to download it from the World Wide Web (although there might be a charge).

You cannot use another person's work as your own.

Websites will acknowledge who owns the content.

The internet is a global network of networks.

The **World Wide Web** is only one part of the internet.

- You can visit websites and webpages on the World Wide Web.
- Files can be shared on the internet.
- The internet can be used to send emails.

A **website** is a collection of pages under one name.

A **web page** is a single page or document on the World Wide Web.

We can share media and files on the World Wide Web (e.g. images, and sounds). We cannot share physical objects (e.g. sandwich, dog).



Websites all have their own web address.

The end of a web address can tell you more about the content of the website, including where it was created.

- .gov = government
- .com = company
- .sch = school

E.g.

There is a high volume of inaccurate, misleading or false content on the internet.

Different search engines will bring up different results to the same question. Search engine results are influenced by adverts and sponsored content.

Some people share false information/news on the internet.

Information that is shared on the World Wide Web spreads very quickly.

Before sharing information online, think: Is it accurate? Is it true? Can I share it?

Before sharing an image, you should consider the following:

- Who created the image? Who does it belong to?
- Has the person the picture belongs to said it can be shared?
- Do I need to give the person who created it credit?
- Where will I share it?
- Who will see it if I share it?
- Is the image appropriate to be shared?



What we already know

- Know the difference between carnivores, herbivores and omnivores
- Humans and animals get their nutrients from what they eat
- The importance of eating the right amount of different foods
- Basic needs of an animal and human for survival are water, food and air
- The importance of human exercise
- The importance of good hygiene to keep the body healthy

The digestive system

**Digestion** is the way the body breaks down the food we eat into smaller parts that can be used to give the body the nutrients it needs.

The main parts of the **digestive system** are – **mouth, teeth, tongue, pharynx, oesophagus, stomach, gall bladder, pancreas, large intestine, small intestine,**

1. Food is put into the **mouth** where it is chewed.
2. Food is swallowed and passes through the **pharynx** and **oesophagus** to the stomach.
3. In the stomach food is broken into smaller pieces and mixed with stomach acid.
4. The mixture passes into the small intestine where nutrients are absorbed into the blood stream.
5. The food that is left passes through the large intestine. Waste leaves the body through the rectum.

Human teeth

Identify the different types of teeth in humans and their simple functions.

**Incisors** are sharp edged teeth designed to cut food which can be found at the front of the mouth.

**Canines** perform the function of ripping and chewing food and are located next to the incisors. They are sharp and pointed.

**Molars** are located at the rear corner of your mouth and help to chew the food.

**Pre-molars** grind and break up the food ready for digestion.

**Wisdom** are your back teeth and help to chew tough, course items of food such as nuts.

How to keep teeth healthy

If plaque is not brushed away regularly or there is a high frequency of sugar in the diet, the bacteria within the plaque can lead to tooth decay.

Tooth decay can be prevented by limiting the number of times we eat foods and drinks with added sugar, brushing twice a day and regularly seeing the dentist to check the health of our teeth and gums.



Animal teeth

The types of teeth an animal has can tell you about their diet.

**Carnivores** – eat meat. They have teeth that are shaped to slice and rip. E.g. large sharp canines.



**Herbivores** – eat plants. They have teeth that are shaped to squash and grind plants e.g. bumpy molars.



Food chains

Construct and interpret a variety of food chains, identifying producers, predators and prey.

**Food chain** – a diagram that shows the transfer of energy from the energy source to the producer to the consumer.

**Energy** – the property that gives humans strength.

**Producer** – usually a green plant or algae that makes its own food.

**Consumer** – a living thing which gets their food by eating plants or other animals.

**Predators** – animals that eat other animals

**Prey** – animals that are eaten by other animals.



# Knowledge Jigsaw

## Year 4 History HT1



### What we already know

#### Key Vocabulary:

- Great Fire of London- 1666
- Iron Age- 1200-600
- Bronze Age- 3300-1200
- Ancient Egypt- 3100-30 BC
- Skara Brae- 1850 discovered
- Tutankhamun's tomb found by Howard Carter- November 1922

Archeology: finding remains from a period of time.

Chronology: putting objects or events in the order that they happened.

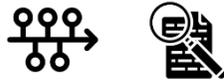
Artefacts: the remains from a period of time.

Iron Age Iron Age- 1200BC-600BC

Stone Age This era was 2.6 million years ago. Ended in 3300BC.

Bronze Age 3300BC-1200BC

Ancient Egyptians- 3100BC- 332BC



Empire- many countries owned by one ruler.

Emperor-the ruler of the empire.

Caesar invade between 55-54 BC.

Claudius invaded Britain in AD43.

Britain had gold, tin, bronze, iron and wood which would have made the Romans more powerful.

Invasion- taking over a country by force.

Empires invaded different countries to gain power and resources.



Boudicca battled the Romans for land.

She was the last person to battle the Romans in Britain for 350 years.

Boudicca lost to the Romans in 62AD.



The Romans changed the towns and cities in Britain.

The Romans brought religion, roads, stone and brick buildings and sewers to Britain.

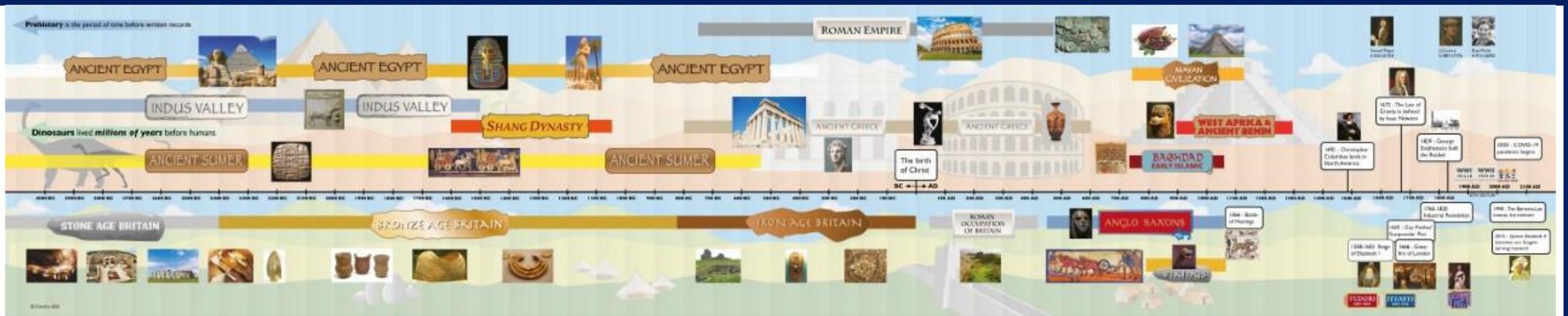
Invasions change a civilization and bring different advancements to society.



The Romans left Britain in 410AD.

The Romans left because barbarians were attacking Rome.

The Roman Empire fell because the empire was too big to defend, the Romans lived expensive lifestyles, the Emperors kept arguing, the army was too expensive and their new religion of Christianity made them more peaceful and less aggressive in battle.





**What we already know**

- Jigsaw Charter: The right to pass- Respect for each other – Confidentiality
- Work cooperatively in a group
- Understand my actions affect others and try to see things from their points of view
- Value myself and know how to make someone else feel welcome and valued
- Recognise how it feels to be happy, sad or scared and to be able to identify if other people are feeling these emotions
- Understand the rights and responsibilities of being a member of my class and school
- Help make my class a safe and fair place

Know that my attitudes and actions make a difference to the class team

Know how good it feels to be included in a group and understand how it feels to be excluded

Try to make people feel welcome and valued



Understand who is in my school community, the roles they play and how I fit in

Take on a role in a group and contribute to the overall outcome



Understand how democracy works through the school council/in this school

Recognise my contribution to making a Learning Charter for the whole school



Understand that my actions affect myself and others Care about other people's feelings and try to empathise with them



Understand how rewards and consequences motivate people's behavior



Understand how groups come together to make decisions

Take on a role in a group and contribute to the overall outcome

Understand how democracy and having a voice benefits the school community

Understand why our school community benefits from a Learning Charter and can help others to follow it





Our Discovery Question:

How Special is Allah to Muslims?

Knowledge

Islam is the religion of Muslims.

All Muslims agree that Allah is the One God and should be treated with respect because of all the things he has done, does today and will do in the future.

Muslims always treat the name of Allah with respect.

Muslims do not draw Allah. They believe that Allah is perfect and therefore can never be drawn.

Muslims have 99 names for Allah. These are mentioned in the Qur'an, the Muslim holy book.

The Qur'an is divided into chapters called Sura. Almost all chapters begin with the words – 'In the name of Allah, the compassionate, the merciful.'

Personal Reflection

I can reflect on the importance of respecting others and being respected and what this looks like.

I can explain how I would feel if someone disrespected someone important to me.

I can explore the significance of Allah having 99 names and reflect on what the meanings tell Muslims about him.

**Knowledge Jigsaw**  
**Year 4 Design and Technology HT1**



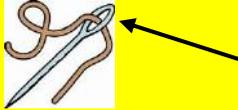
Design brief

**To design, make and evaluate a decorative Roman Empire inspired pouch for a Year 4 child to store pocket money in.**

**What I already know**

Materials have different properties that lend themselves to different purposes.

The eye of a needle is where you pull the thread through.



The design brief tells you what product you are designing, making and evaluating, who the product is for and what its purpose is.

**Key Vocabulary**

- Leather
- Paper pattern
- Fastening
- Blanket stitch
- Two dimensional sketches
- Three dimensional sketches

**Design**

Wool and linen are materials that were used during the Roman Empire as they often hand spun or wove fabrics.

A paper pattern is used to plan the shape and size of a single piece of material. It can be used as a template to draw around when cutting out fabric.

Paper pattern pieces help to reduce material waste.

Fastenings are used to bring pieces of material together securely.

To make sure the product fits its purpose, you can speak to its potential user of a product to fine tune a brief – favourite colours, size, what must it include.

Two dimensional sketches are used to develop and communicate their designs.

Children should generate ideas that are fulfilling the needs of the user (refer back to the brief).

**Make**

Thread needs to be cut 'cleanly' to make threading a needle simpler.

Blanket stitch can be used to create a neat and secure join between two pieces of material.

- Know how to use:
- Needle
  - Thread
  - Pins
  - Pin cushion

**Evaluate**

The choice of fastening fit for purpose? Is it secure? Can children use it easily?

Evaluate against:

- How well was the product designed?



**The Romans**

Know that the Romans were skilled in a variety of crafts.

Know that they created beautiful mosaics using tiny tiles made out of coloured stone or glass.

Know that they created many functional and decorative objects using clay.



**Roman Pottery**

Know from the findings of archeologists, that the Romans used pottery in everyday life.

Know that Roman pottery was influenced by ancient Greek pottery.

Know that Roman pots varied in size and shape. Know that Roman pots would have had different uses e.g. functional or decorative.

To learn about the different techniques that would have been used to create clay pots.



**Artist**

To look at clay pots created by the British artist, Grayson Perry.

To learn about how he creates the shape of his pots by building with coils of clay.

To learn about how he explores texture by making marks with tools.

To learn about how he decorates the surface of his pots by applying colour.



**Coil Pots**

To learn about the traditional coil pot.

Know how to design our own coil pots.

Know how to create our own coil pots using air-hardening clay.

Know that 'slip' is a type of glue used in pottery and is made from mixing clay with water.



**Colour Theory**

Primary Colours	Secondary Colours
Red	Orange
Yellow	Purple
Blue	Green

Know that primary colours cannot be made. Know that Primary colours are mixed to create Secondary colours.



Red and Yellow = Orange

Red and Blue = Purple

Yellow and Blue = Green

To explore colour-mixing using paint. Know hot and cold colours. Know complimentary and contrasting colours.

**Mixed-Media**

Know that 'mixed-media' is when more than one type of art material is used to create a piece of artwork, e.g. air-hardening clay and watercolour paints.

Know how to apply colour to the surface of a clay coil pot using watercolour paints.





### What we already know

We know some greetings:  
 We know the numbers: 1-15  
 We know some colours.  
 We know some animals  
 We know locations and different areas and places in France

### Numbers to 20

Use numbers up to 20 with confidence

onze	11
douze	12
treize	13
quatorze	14
quinze	15
seize	16
dix-sept	17
dix-huit	18
dix-neuf	19
vingt	20

### Days of the Week

Recognise the days of the week. To understand that in French they do not capitalize the days of the week.

lundi	Monday
mardi	Tuesday
mercredi	Wednesday
jeudi	Thursday
vendredi	Friday
samedi	Saturday
dimanche	Sunday

### Months of the Year

Recognise the months of the year.  
 Understand that the French do not capitalise the first letter.

janvier	January
février	February
mars	March
avril	April
mai	May
juin	June
juillet	July
août	August
septembre	September
octobre	October
novembre	November
décembre	December

### Rooms in the school

Recognise the names of the different rooms around the school. To identify the cognates.

<b>La salle de classe</b>	<b>the classroom</b>
<b>La cour de récréation</b>	<b>the playground</b>
<b>La cantine</b>	<b>the dinner hall</b>
<b>La salle des profs</b>	<b>the staffroom</b>
<b>La salle informatique</b>	<b>The ICT room</b>
<b>Les toilettes</b>	<b>the toilets</b>
<b>Le bureau du directeur Le bureau de la directrice</b>	<b>The headteacher's office</b>

### Classroom Objects

Recognise items in the classroom and be able to use them in future lessons.

une chaise	
une règle	
un sac à dos	
une table	
de la colle	
un crayon	
un stylo	
des ciseaux	
des crayons de couleurs	
une gomme	
une taille crayon	
un livre	