



Year 4 Curriculum HT4

Online Safety

The children will be focusing on online bullying. They will be learning how to stay safe online through interacting appropriately with others.

Commando Joe

The children will be learning that having will can help you to succeed and that being patient is being able to accept and tolerate problems without becoming annoyed.

Personal Development

Wider Curriculum Clubs Available

Football, multi sports, music, dodgeball, yoga, drama, choir, art, cooking, times tables and homework

No Outsiders

The Way Back Home
To overcome language as a barrier

PSHE

Healthy Me

English

Inspirational Texts



Genres for writing:
Narrative
Diary
Letters
Leaflet/advert
Explanations

Within writing, Year 4 will be focusing on:

- Continuing dialogue of the same character after a reporting clause by starting a new sentence.
- Choose linguistic features to suit the audience and purpose of writing in different genres
- Introduce past perfect verb form in narratives, diaries and letters
- Use different tenses suited to the GAP, including past, present, future, progressive and perfect
- using a range of relative pronouns

Poetry

The poem Year 4 are studying and learning to recite this half term is 'Human Family' by Maya Angelou

Maths

Week 1

Retrieval Week:
Fractions and Four operations

Week 2, 3, 4 and 5

- Decimals
- Recognise and write decimal equivalents of tenths and hundredths
- Find the effect of dividing a 1 or 2 digit number by 10 or 100, identifying the value of the digits in the ones, tenths or hundredths column
- Solve simple measure and money problems involving fractions or decimals to two decimal places
- Count up or down in hundredths
- Round decimals with one decimal place to the nearest whole number
- Recognise and write decimal equivalents: $1/4$, $1/2$, $3/4$
- Problem solving - decimals

Mental Maths

- Times tables x 7
Times tables x 11
Times tables 10x, 5x, 2x, 4x, 8x, 3x, 6x, 9x, 7x, 11x

Science

This half term, the children will be continuing their science topic looking into electricity.

They will apply the knowledge they have learnt about the workings of circuits into building their own electrical circuit to power a racing car.

Computing

Year 4 will be continuing to learn about programming but will be using the program Scratch.

They will be looking at repeated instructions, different types of loops, designing animations and algorithms.

French

Mrs Henderson will be continuing to teach the children French this half term.



RE

Is forgiveness always possible for Christians?

DT

In year 4, the children will be applying the knowledge they learn through their science and computing lessons to inform their STEM inspired DT project. Their design brief is to design, make and evaluate a motorised car for a Year 4 child to use when completing a circuit of a track.

To design a Formula 1 car logo which promotes a brand and is eye catching.

Music

Miss Marsden will be teaching year 4 to play the doodle. With the aim being to perform, listen to, review and evaluate music across a range of genres.



Art

Mrs Cahill will be teaching the children art. They will be learning how to show movement by drawing in perspective using a range of line techniques.



Spelling

- Wordblaze: Cycle Africa (booklet 3)
Wordblaze: Ski the South Pole (booklet 4)
- y ending (ee sound)
 - ous (for adjectives and adverbs)
 - ir

PE

This half term, year 4 class teachers will be teaching the children cricket and tennis.



Knowledge Jigsaw

Year 4 Computing HT4



What we already know

An algorithm is an ordered set of precise instructions.
You can use an algorithm to help you to create code.
Repeat means 'to do or say something again'.
In an algorithm, you can use the **repeat command** to show where an instruction is repeated multiple times.

When we use repetition in programming, it is called **looping**. We can program a loop to stop after a specific number of times. This is a **count-controlled loop**.

These are strategies for debugging code:

- Tracing through the code line by line to check it
- Reading the code out loud to see if it makes sense
- Decomposing the program into smaller parts to find errors

Looking at other patterns with a similar code and checking your changes.

Before writing your set of code it is important to design it so that you know what you want it to do. You should consider:

- Choice of Sprite
- How the Sprite will move
- What else you want the Sprite to do
- Type of repetition
- The algorithm for the Sprite
- The backdrop

How the project will end

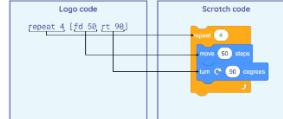
Online Safety – Online bullying

People need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation).

Like in FMS Logo, you can enter a repeat command in your code.

In Scratch you use the repeat block for the repeat command.

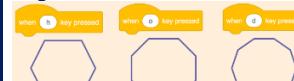
The count-controlled loop is added inside the repeat block.



E.g.

You can use letter keys as event blocks to start different procedures.

E.g.



Online Safety – Online bullying

Online bullying can make someone feel lots of different emotions. Someone may act differently online if they are being bullied e.g. refusing to go online, crying when online etc.

These blocks can be used to show and hide the Sprites on



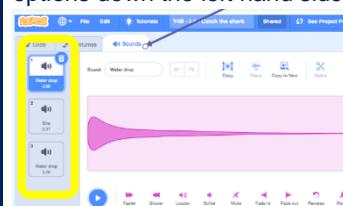
the stage.

You can add a wait time if you want the show and hide actions to be delayed.



E.g.

You can add a sound to your sprite by clicking on the sounds button and selecting the sound you want from the options down the left hand side of the screen.



Infinite means that something has no limit or end.

Programmers can use an '**infinite loop**'.

In an infinite loop, commands are repeated over and over again, without an end point.

In Scratch, this is called the **repeat forever** block.

Different types of repetition blocks in Scratch:



Infinite loop

Count-controlled loop

Online Safety – Online bullying

People can be bullied through a range of media (e.g. image, video, text, chat.).

To duplicate your code in Scratch:



Makey Makey

This is a makey makey.



used to control electrical circuit

board. It is connected to a computer using a USB cable. To connect the makey makey to a computer, you need to plug the small side of the USB cable into the makey makey and the large end into the computer.

When using the makey makey, you need to connect an alligator clip to '**Earth**' on the bottom front side. You then need to hold the metal part of the other end of the alligator clip between your fingers. You are then '**grounded**'.

You can control the computer using the makey makey by touching the arrows, space or click parts of the circuit board.

Knowledge Jigsaw

Year 4 Science HT4



What we already know

Humans and animals get their nutrition from what they eat.

The key parts of the digestive system.

Names of the different types of teeth and their functions.

Carnivores, herbivores and omnivores and how we can tell an animal's diet by their teeth.

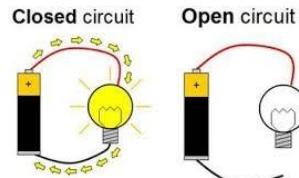
Parts of the water cycle.

Some materials can change state by being heated or cooled.

Properties of a solid, liquid and gas.

Names and types of everyday materials, their properties and uses.

Electricity will flow if there is a complete circuit, a bulb will light up if there is no break in the circuit.



Pattern seeking is when you observe variables that cannot be controlled to notice patterns.

Variables are anything that can change or be changed.

Many household devices and appliances run on mains power electricity: e.g. washing machine, television, toaster, and kettle.



Some devices run on batteries such as torches, remote controls and some toys.



A Venn diagram uses circles to show the relationship between things. Items placed in the cross over between the circles show that they fit into both categories.

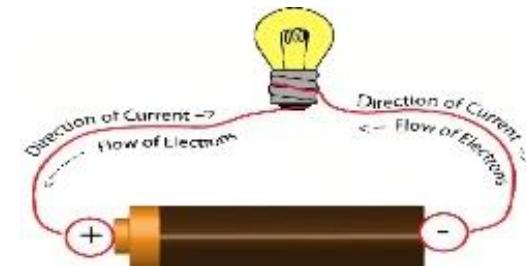


Electricity does not pass through plastic, glass or rubber. These are called insulators and are used to cover metals that carry electricity to prevent electric shocks.



Know that conclusions drawn from scientific enquires can be used to make recommendations such as how to keep safe around electrical equipment in the home.

A simple series electrical circuit allows a flow of current through each component. The parts of a circuit can be named, including cells, wires, bulbs, switches and buzzers.



Identifying means that you find out what something is.

An open switch means a circuit is incomplete. This means that an electrical current will not flow and the lamp will not light up. When the switch is closed, the circuit is complete and therefore the electrical current can flow through the circuit and the bulb can light.



Closed Switch



Open Switch



Design brief

To design, make and evaluate a motorised car for a Year 4 child to use when completing a circuit of a track.
 To design a Formula 1 car logo which promotes a brand and is eye catching.

What I already know

The design brief is referred to at every stage of the design, make and evaluate process to make sure that the product meets the purpose.

Designers plan out their 'Make' process considering which stages should be completed first, next and last.

Finishing techniques are generally used at the end of the make process, to make the product look its best or work as well as it can.

Key vocabulary, tools and equipment

Aerodynamic	Streamlined
Clamp	A piece of equipment that is used to keep something in place.
Function	The ability that something has to work
Appealing	Whether something is liked in terms of interest or attractiveness
'Fit for purpose'	If something works; whether it meets its purpose and if its user is happy with the product.
Modifications	Changes – these may be small or large
Scaled model	
Reinforced	To give something extra strength by adding an additional layer or extra support.
Design specification	Additional information to the original brief, which is specific to the product's user.

Junior Hacksaw	Electrical circuits
Glue gun	Switch
AA Batteries	Pulley system
Motor	
Clamp	
Wheels	

Design

Designers research successful pre-existing products before coming up with their first ideas.

Designers always consider the brief when designing, making sure their design is functional and appealing.

Structures can be strengthened (reinforced) with another layer or extra support.

A design specification is developed after finding out the additional wants and needs of the user.

Annotated 2D and 3D sketches are used to share and communicate the designer's ideas.

Make

Glue guns secure items and join materials securely. They are very hot and can be dangerous if safety precautions are not followed.

When cutting using a junior hacksaw, you must make sure that the material being cut is secured to a surface, using a clamp.

Evaluate

Designers take feedback to better their products making them as fit for purpose as possible.

Group feedback is vital in the evaluation of a product. Designers and makers share their products with a range of people and ask for their advice and feedback.

Our Discovery Question:

Is forgiveness always possible for Christians?

Knowledge

Christians believe that Jesus is the son of God, who came to Earth in order to save humans from their sins. His death and resurrection opened up the way back to God and restored humanity's relationship with him. This is the Christian concept of salvation.

Jesus forgave many people in his lifetime as an example to his followers. He is usually depicted in the Gospels as kind and loving. The Gospels are the first 4 books of the New Testament about Jesus' life, ministry and death, and the early Church. Jesus' actions in the Temple show a different side to Jesus.

Jesus taught his disciples "the Lord's Prayer" which is also known as the "Our Father". It explicitly asks God to grant the speaker forgiveness as they forgive others who have hurt them.

Personal Reflection

I can reflect on how it feels to forgive people and when this can be easy or when it can be difficult.

I can discuss how it can be easier to forgive some actions than others.

I can reflect on what might I need to be forgiven for.

Knowledge Jigsaw

Year 4 PSHE HT4



What we already know

- Exercise affects my body and know why my heart and lungs are such important organs.
 - The amount of calories, fat and sugar I put into my body will affect my health.
 - I can tell you my knowledge and attitude towards drugs.
 - I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe including who to go to for help.



Smoking

- Smoking is a habit of inhaling and exhaling the smoke of tobacco.
 - There are many effects of smoking such as smokers are more likely to have problems with their lungs and heart, passive smoking (breathing in other people's smoke) is still very bad for your health, vaping is still bad for your health.
 - It is often because of peer pressure that people start to smoke
 - Peer pressure means 'feeling like you have to do something because people around you want you to or expect you to do it'.
 - Peer pressure can cause feelings of embarrassment, shame, inadequacy and guilt.
 - It is okay to say no to peer pressure.

My Friends and Me

- I recognise how different friendship groups are formed.
 - Everyone has a range of different friendships and that we act differently within our different friendship groups.
 - Some of our friendships can change over time.
 - People can move to and from different friendship groups. This is a normal part of life.

Group Dynamics

- Characteristics are a feature or quality belonging to a person which identifies them.
 - In groups there are often people who are leaders and some who are followers.
 - It is important to know which friends are the healthiest for me.



Alcohol

- Alcohol is an intoxicating liquid.
 - Consuming alcohol can have many effects on health, particularly the liver.
 - The liver cleans the blood, it cleans alcohol out of the body and tries to flush away things that our bodies don't need, like alcohol.
 - Alcohol does not have any useful nutrients for our bodies so the liver has to work hard to get rid of it.
 - Sometimes people begin to drink alcohol due to peer pressure.

Healthy Friendships

- A healthy relationship involves someone liking you for who you are.
 - A positive friendship won't make you do things you don't want to and won't put you under peer pressure.

Rights of a child



Article 2



Article 12



Article 24

What we already know

We can read and understand quaver, crotchet, minim and semibreve rhythms including rests and perform in time to a beat.

We can copy melodic and rhythmic phrases using body percussion, our voices and instruments.

We can follow notation and perform pieces on the dooD on the notes B, A, G., F and C.

We can hold our dooD correctly, clean it and change the reed.

We are able to listen to music discussing the tempo, mood, structure, dynamics, melody, texture and pitch.

Performing and Listening and Appraising

Perform *Funky Mikki* at a fast tempo combining crotchet, quaver and minim rhythms on B, A and G.

Add dynamics to a performance and listen and appraise a class recording.

Practise blowing long notes controlling breath and dynamics.



Performing and Listening and Appraising

Perform *Get Ready* following the fast tempo and alternating between notes B and A tonguing every note and stopping on minim, crotchet and semibreve rests.

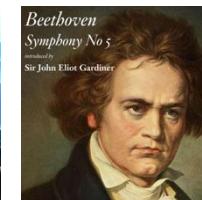
Listen and appraise a class performance discussing and commenting on articulation, note accuracy timing and rhythm.



Performing and Listening and Appraising

Perform a waltz in 3/4 time understanding that the top number in a time signature means 3 crotchet beats in a bar.

Listen to extracts of music from a range of musical traditions identifying time signature and commenting on dynamics, tempo and instrumentation.



Performing and Listening and Appraising

Perform a march with dynamics following the D.S al fine sign and understanding its meaning in musical structure.

Compose an alternative 2-bar ending to the march on G, A, B and C crotchets and quavers.



Performing

Clap different rhythms in time to an accompaniment (at a slow then fast tempo) following notation.

Complete a musical theory quiz answering questions on dynamics, musical symbols, notes, rests and time signature.

Perform *Strange Horizon* with feeling adding dynamics and following the slow tempo.



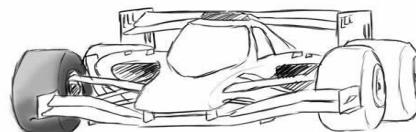
Knowledge Jigsaw

Year 4 Art HT4

What we already know

We know that primary colours cannot be made.
We know that primary colours are mixed to create secondary colours.
We can identify between hot and cold colours.
We know that complementary colours are colours which contrast.
We know that complementary colours sit opposite each other on the colour wheel.
We know how to explore mark-making techniques when working with paint, by using a range of tools e.g. cotton buds, palette knives, straws, etc.
We know how to create abstract marks, shapes and patterns.
We know that patterns can be irregular and regular.

Line



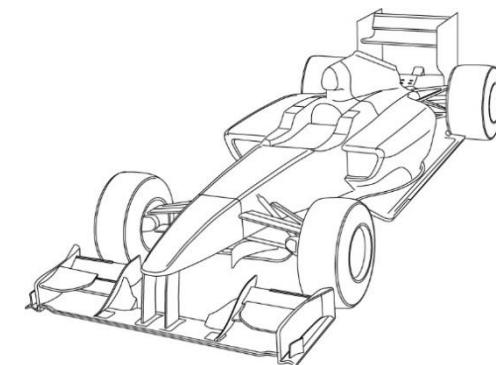
When sketching Formula 1 cars, line can be applied in a variety of ways; horizontal, vertical, hatched, cross-hatched, stippled, etc.

The weight of line can also vary; darker and wider lines will draw attention to specific features.

Line can be applied to create the illusion of movement and speed.



Perspective



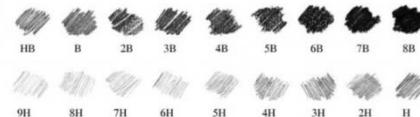
The illusion of a 3D form can be achieved by using perspective.

Objects at the front of the picture will appear larger and objects further way will appear smaller.

Tone



Graphite scale - B (black, soft), H (hard)



Lead pencils are graded to show the softness of the lead. The higher the B number, the softer the lead and the darker the tone. Applying more pressure when shading will also create a darker tone.
Objects which are closer should appear darker than those objects further away.

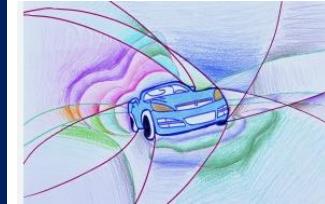
Artists



To look at car-inspired art by the Italian Futurists in the early 20th century

They were fascinated in showing the power and speed of this modern, new invention - the motorcar.
They used line, tone and colour to create abstract shapes in order to emphasise the power and speed of the motorcar.
They also used techniques such as blurring and repetition to emphasize the power and speed of the motorcar.

Mixed-media



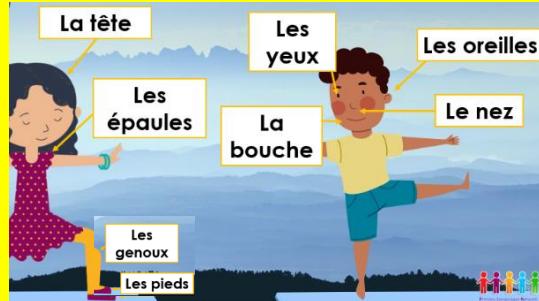
We can use and combine different techniques and materials to create outcomes which illustrate the speed of a racing car e.g. lead pencil, colour pencil, water-colours, fine-liner, collage, etc.



What we already know

We know some greetings:
 We know the numbers: 1-20
 We know some colours.
 We know some animals
 We know locations and different areas and places in France
 We know days of the week
 We know months of the year
 We know rooms in school and some classroom equipment
 We know classroom commands
 We know places in the town and some shops
 We know how Epiphany is celebrated in France
 We can name family members
 We know parts of the face

Revision of parts of the face and body parts



Know that the sound spelling of bou is boo
 Know that the sound spelling for les is lay
 Know that the sound spelling of as is a
 Know that the plural word for the is les
 Know that the x and s at the end of words in French is silent.

Plural and Singular Body Parts

La bouche	Les bouches
L'épaule	Les épaules
Le genou	Les genoux
L'oeil	Les yeux
Le pied	Les pieds

Describing using colours as adjectives

In French we say and write colours as adjectives after the noun.

When we say and write colours as adjectives after the noun, the spelling may change to match the noun.



J'ai un oeil bleu et une oreille jaune. J'ai les cheveux rose et deux bras jaunes.

Commands and Yoga



Touchez	touch
Bougez	Move
Restez immobile	Stay still
Pensez à la tête	Think of the head
Respirez	Breathe

Know that the sound spelling of ez is ai

Writing sentences using more than one adjective

J'ai trois yeux et huit bouches.

Knowledge Jigsaw

Year 4 Cricket HT4



What we already know

Fielders: return the ball from the field to the bowler or to a post.

Bowler: bowls the ball to the batter.

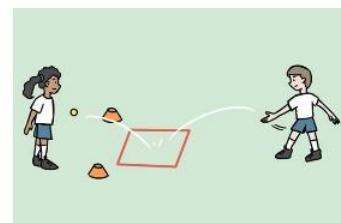
When fielding, move your feet to stay in line with the ball as it comes towards you.

When the ball is coming towards you, get your feet behind the ball. Cup hands with little fingers together.

A short barrier can be used alongside a two handed pick up to stop the ball.

When bowling underarm step forward with your opposite foot to your bowling arm and keep looking at the target. The ball needs to bounce before it gets to the wickets.

Bowled out: The bowler bowls a ball that hits the wicket.



When throwing, point your throwing hand in the direction of your target after release. Step forward with the opposite foot to throwing arm.

It is important to go for accuracy rather than power when throwing the ball



Hands in front, thumbs almost touching and fingers spread

When catching it is important to use the 'W' hand position and to catch away from your face if the ball is in the air.



When batting, it is important to have a firm hold of the bat.

Batter - keep your eyes on the ball as it approaches. Hit using the centre of the bat for the most control and accuracy.

Make a 'V' using thumb and forefinger in line with the spine of the bat.

Grip the bat and follow through with the strike.



The parts of the bat have different names



Knowledge Jigsaw

Year 4 Tennis HT4



What we already know

The ready position

Parts of the racket

Forehand shot

Backhand shot

Rallying

Scoring

Racket control

It is important to have a firm grip of the tennis racket and to ensure that you strike the ball in the centre of the racket.

Keep looking at the ball as it moves through the air to ensure it lands/strikes the racket where you want it to.

The head: the head is the part of the tennis racket surrounding the strings.

The neck: the neck is the part of the tennis racket right below the head.

The face: the strings are also known as the face of the racket.

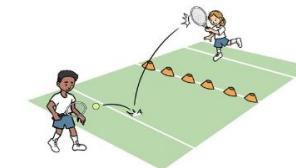
The handle: the grip of the racket.

It is important to grip the racket correctly and be on your toes ready to strike the ball

Simple rally

Tap the ball using a controlled movement from the forehand side (dominant hand side), hitting in an arch shape so that the ball travels up and drops towards a target area.

Receiver, begin in the ready position (feet shoulder width apart, knees bent, racket held in front) so that you quickly react and track the ball, getting in line with it.



It is important to be ready to return the ball in tennis.

In tennis we use a forehand strike when the ball comes towards our dominant side.

As the ball approaches, move from the ready position to slightly sideways on to the feeder. Make sure your racket isn't tight into your body so move your feet to give yourself space to play the shot in a balanced way. Swing the racket from low to high. Make contact with the ball when the racket face is facing your target. Hit the ball in front of your body.



It is important to be ready to return the ball in tennis.

In tennis we use a backhand strike when the ball comes towards our dominant side.

From the ready position, move the racket backwards and turn sideways to the ball. The racket is swung forwards using two hands from a low position to finish high with both arms over the opposite shoulder. Make contact with the ball when the racket face is facing your partner. Place your strongest hand at the bottom of the racket and your other hand above, using two hands.



A player can select which strike to use (forehand or backhand).

If the ball is coming towards their dominant side it is best to use a forehand shot and if it is coming towards their less dominant side it is best to use a backhand shot.

It is important to always be in the ready position and to have a good grip of the racket before striking the ball. This will enable the player to control the ball.

continuous: keep a rally going
control: being able to perform a skill with good technique