



# Year 4 Curriculum HT3

**E-safety**  
Copywriting information

**Commando Joe**  
Mission focus:  
Teamwork and Communication

## Personal Development

### Wider Curriculum Clubs Available

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

### No Outsiders



Dogs don't do ballet  
To know when to be assertive

**PSHE**  
Dreams and Goals

## English

### Inspirational Texts



Genres for writing:

Narrative

Diary

Letters (varying purpose)

Non-chronological reports

Instructions

Within writing, Year 4 will be focusing on:

- Writing narrative which develops a story over paragraphs, understanding what constitutes a new paragraph and that these can be frequent
- Introduce that relative clauses are a type of subordinate clause and can be embedded within a main clause to add additional information/detail
- Use dialogue interweaved within narrative writing, accurately punctuated with a reporting clause, including when the reporting clause comes before the speech or is omitted.
- Understand that if no reporting clause follows, then the speech ends with a full stop.
- Use fronted adverbials to add useful information within narrative which helps develop the scene, character or plot

### Poetry

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

## Maths

### Week 1, 2 and 3

Multiplication and Division  
Problem solving, multiplying up to 3-digit numbers, using written methods to multiply, division with remainders, dividing up to 3-digit numbers

### Week 4, 5 and 6

Fractions  
Tenths and hundredths, equivalent fractions, simplifying fractions, fractions greater than 1, adding fractions, subtracting fractions, calculating fractions of a quantity and problem solving

### Week 7

Retrieval week:  
Place Value, Area, Perimeter and Four Operations

### Mental Maths

Times tables  
x2, x3, x4,  
x5, x6, x8,  
x9, x10

**MD6: Find the Hunk!**

$$136 + 4 = 140$$

**MS1: Multiplication Calculation**

$$876 - 298 = 578$$

### MoneySense

Year 4 will be completing the second of their Money Sense lessons where they will be looking at how to budget.

**MoneySense**

## Science

The Year 4 science topic this half term is Electricity.

Children will learn how to build their own simple series circuit. They will understand electricity will flow if there is a complete circuit, a bulb will light up if there is no break in the circuit. Electricity passes through material called conductors and will not flow through materials known as insulators.

## 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.

## Computing

Year 4 will be learning about programming using the computer software Logo.

They will be looking at algorithms, coding and create their own program which contains a count-controlled loop.

## Art

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



## Music

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



## PE

This half term, the children will be continuing to develop their skills in both Netball and gymnastics. PE lessons will be taught by their class teachers.

## History

The children will be completing a short study researching into the Lindow Man.

## French

Mrs Sunley will be teaching the Year 4 French lessons this half term. They will be learning parts of the face, family, plural nouns and descriptive sentences.



## RE

How important is the prophet Muhammad to Muslims?



# Knowledge Jigsaw

## Year 4 History HT3



### What we already know

- The Stone Age consists of 3 eras: the Paleolithic, the Neolithic and the Mesolithic.
- The Stone Age began in 3,000,000BC and ended in 3300BC.
- The Bronze Age started at the end of the Stone Age.
- Skara Brae was a Stone Age settlement discovered in the Orkney Islands off Scotland.
- Stonehenge is a Stone Age monument found on the Salisbury Plains in Wiltshire.

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

In November 1922, Howard Carter discovered the tomb of the Pharaoh Tutankhamun.

Skara Brae  
 Stonehenge

Roman rule in Britain- 43AD-410AD



Archaeologists use archaeological finds to find out about the past.

On 1<sup>st</sup> August 1984, Rick Turner discovered something in Lindow Moss.

Lindow Moss is in Wilmslow, Cheshire.

He found a body in the peat bog.



The peat bog had preserved the body.  
 Preserved means kept in the same way.

It had skin, hair and a few organs.  
 He had a beard, moustache and side burns.  
 He was a male.  
 He weighed 64kg.

They estimate he was about 25 years old.  
 They estimate he lived 2000 years ago.

He had clean nails which showed he wasn't a worker.  
 He had food in his tummy.



Archaeologists use archaeological finds to find out about the past.



Archaeologists date objects to time periods.

A sacrifice is giving something of importance to the Gods to show how important the Gods were.



When the Romans came to Britain they stopped this.



Archaeologists use artefacts to find out about time periods.  
 They use other artifacts to find out what life was like.  
 Archaeologists think Iron Age people believed they needed to make sacrifices to the Gods to keep them happy, celebrate them or to say thank you.



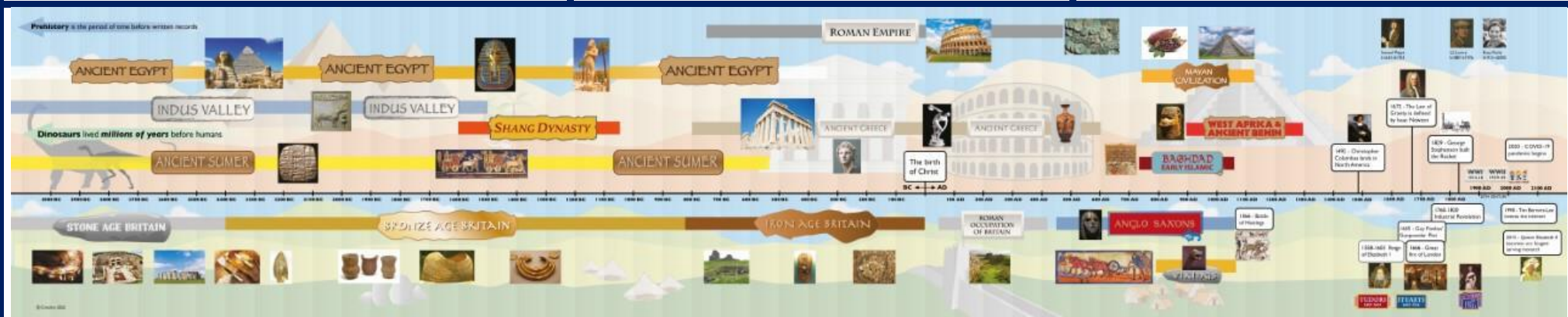
Some ancient civilizations had the same beliefs for example the Iron Age belief of sacrifices to worship their Gods was similar to the Ancient Egyptians giving offerings to their Gods of food or clothing.



There are few Iron Age artefacts and no records to tell us about their lives.

Preserved artefacts tell archaeologists what life was like for ancient civilizations .

Lindow Man told them what they ate, what tools they used to cut their hair.



# Knowledge Jigsaw

## Year 4 Computing HT3



### What we already know

An algorithm is a precise set of ordered instructions, which can be turned into code

A sequence is a pattern or process in which one thing follows another.

When programming, the order of instructions is important.

Each block in Scratch is a command which controls your sprite or stage.

When using scratch, the blue blocks are the motion blocks.

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**.

You can change the angle of the turn in logo by changing the number you enter after the RT or LT commands. These are the angles you need to enter to draw different shapes.



For a triangle, the code would be:  
REPEAT 3 [FD 100 RT 120]

### E-safety

Using technology can be a distraction from other things, in both a positive and negative way.

FMS Logo is a piece of computer programming software.

These are the commands in FMS Logo:

**FD — forwards**. FD is always followed by a space and then a number of steps, e.g. FD 50

**BK — backwards**. BK is always followed by a space and then a number of steps, e.g. BK 50

**LT — left**. LT is always followed by a space and then a number of degrees to turn, e.g. LT 90

**RT — right**. RT is always followed by a space and then a number of degrees to turn, e.g. RT 90

**CS — clear screen**. This command clears any pen marks on your screen and gets the turtle back to the home position in the centre of the screen.

**PU — pen up**. This command will stop the turtle from leaving a pen trail. It is not followed by any numbers.

**PD — pen down**. This command will make the turtle start leaving a pen trail again, so it needs to be used before you want to draw. It is not followed by any numbers.

**An algorithm is an ordered set of precise instructions.**

**Decomposition** means breaking a task down into smaller parts.

**A procedure is a named code snippet that can be run multiple times.**

Creating a procedure saves time as the whole code snippet will run by just typing the procedure name.

**To create a procedure you:**

- Type 'To' followed by the name in bold.
- Then enter the code snippet.
- Then type 'End'

**E.g.**

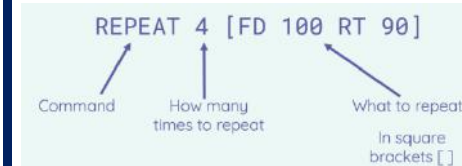
```
TO square
repeat 4 [fd 100 rt 90]
END
```

**To run this procedure, you would type the name 'square'.**

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.**

e.g.



### E-safety

There may be times online when children feel unsafe. There are different strategies such as telling a trusted adult and reporting someone, to help keep you safe online.

**Respect means having regard for the feelings of others. Being respectful of others online is important.**

**To change the colour of the pen, type 'setcolour' followed by the colour's number.**

**When writing code it is important to check it works. This is called debugging.**

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

### E-safety

**Spending too much time online can affect your mental and physical wellbeing e.g. headaches, tired, irritable etc.** You can limit the amount of time spent online by creating set times per day.



### 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

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

Variables are anything that can change or be changed.

You can carry out a pattern seeking enquiry to investigate what is needed to ensure the bulb will light in an electrical circuit.

You can make predictions about what patterns you

When you collect data it needs to be presented in a way that is clear and easy to understand.

Know that results from a pattern seeking enquiry can be presented clearly in a table.

A diagram is a picture that is usually labelled.

You can draw a diagram to show the parts of an electrical circuit.

Many household devices and appliances run on electricity: e.g. washing machine, television, toaster, and kettle. Some devices run on batteries others need mains power to work.

### Identifying and classifying

To identify and classify, you make observations and measurements to find similarities and differences. This help to organise things into groups and make connections.

You can classify electrical appliances in ones that are mains powered and ones that are battery powered.

A Venn diagram is a clear way to present findings from an identifying and classifying enquiry.

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 passes easily through metals, such as copper, iron and steel. These are called **conductors**.



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

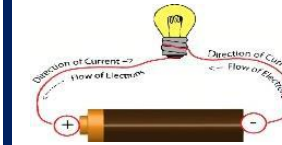


Know that results from a scientific enquiry can be used to answer a scientific question.

To answer a scientific question, you should include evidence from your scientific enquiry.

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.



### Identify

**Identifying** means that you find out what something is.

You can identify the parts of an electrical circuit.

Wires, batteries, bulbs, buzzers and motors are electrical components that make up a circuit.



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

Wires, batteries, bulbs, buzzers and motors are electrical components that make up a circuit.

You can use crocodile clips to put a switch in a circuit.



**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:

**How important is the prophet Muhammad to Muslims?**

Knowledge

A prophet is a person regarded as an inspired teacher or proclaimer of the will of God. Islam began when the prophet Muhammad helped set out Allah's wishes.

Muhammad is treated with such respect that whenever Muslims say or write his name, they include a blessing "peace be upon him" which is usually shortened to "pbuh" when written.

Many parts of Muslim belief come from key moments in a Muhammad's life like the forming of the 5 pillars for Sunni Muslims.

Shahadah – the Muslim declaration of faith

Salah - prayer, five times a day

Zakah (Zakat) - charitable giving, encourages generosity and compassion.

Sawm – fasting during Ramadan to show self-discipline

Hajj – Pilgrimage to Makkah in Saudi Arabia once in a lifetime

Shia Muslims have the ten obligatory acts which include the above pillars

Personal Reflection

I can reflect on what makes someone special to others and to me.

I can explain what characteristics make a good leader and the leadership qualities I may have.

I can discuss what it might feel like to be chosen as a prophet.

# Knowledge Jigsaw

## Year 4 PSHE HT3



### What we already know

- I can identify a dream/ambition that is important to me
- I can break down a goal into a number of steps and know how others could help me to achieve it
- Obstacles can hinder my achievement but I can take steps to overcome them
- I can manage the feelings of frustration that may arise when obstacles occur



### Hope and Dreams

- A goal is **something a person is ambitious to achieve and will aim for a desired result.**
- Dreams are a cherished aspiration, ambition, or ideal.
- **Hope means a feeling of expectation and desire for a particular thing to happen.**



### Broken Dreams

- **Resilient means able to withstand or recover quickly from difficult conditions.**
- Sometimes hopes and dreams do not come true and this can lead to feeling disappointed.
- To feel disappointed means to feel sad about the outcome of something.



### Overcoming disappointment

- Staying positive, having determination, resilience and self-belief can really help us manage being disappointed.
- Negative feelings are a natural part of being disappointed, but can be unhelpful to us if we hold on to them for too long.
- **Self-belief is a person's belief in their ability to complete tasks and to achieve their goals.**



### Creating new dreams

- Disappointment is **sadness or displeasure caused by the non-fulfilment of one's hopes or expectations.**
- We all face disappointment sometimes.
- **It is important to make a new plan and set new goals even if they have been disappointed.**

### Achieving Goals

- **Team-work means the combined action of a group, especially when effective and efficient.**
- Know how to work out steps to achieve a goal, individually or as a team.
- Small steps help to achieve a goal.



# Knowledge Jigsaw

## Year 4 French HT3



### 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

### Epiphany in France/ La galette des rois

In France they celebrate epiphany on 6<sup>th</sup> January. They have a special cake called la galette des rois. Inside the cake it is tradition to have an object. The person who gets the slice with the object in is deemed lucky. The youngest child at the table decides who gets each slice.



Know that the sound spelling of ou is oo, ç is s, è is eh, au is oh, oi is wa

### Family

La mère	
Le père	
Le frère	
La soeur	
Le bébé	
La grand-mère	
Le grand-père	
Le chien	

Je suis

Qui est tu?

Know that the sound spelling of:

uis is we,

ille is ee,

é is ay.

### Face Parts

La tête	head
Le nez	
La bouche	
Les yeux	
Les oreilles	
Les cheveux	

Know that the sound spelling of ez is ay  
Know that the sound spelling of che is sh

Know that there are two definite articles (le/ la) for singular nouns and one (les) for plural.

### Plural Nouns

To know that when the noun ends in an e the plural form adds an s.

une bouche --- deux bouches



To remember that the adjective agrees with the noun so if it is feminine it changes spelling.

Les oreilles bleues

To know that then the noun is plural, the verb changes from je suis (I am) to ils/ells sont (they are).

### Descriptive Sentences

Writing sentences with adjectives and ensuring that the adjective agrees with the noun.

J'ai = I have	deux trois quatre cinq six	yeux cheveux nez	bleus roses verts jaunes orange rouges
J'ai = I have	deux trois quatre cinq six	bouches oreilles têtes	bleus roses verts jaunes orange rouges

et - and

To know that the number adjective goes before the noun whereas the description goes after.





**What we already know**

Tempo is the speed of music. In listening to extracts we can identify instruments of the orchestra and which family they belong to.

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

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

We can follow notation and perform pieces on the dood on the notes B, A and G.

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

**Performing and Composing**

Re-cap notes B, A and G on the staff and perform pieces in time to a beat clapping the rhythms first.

Identify the duration of different notes – crotchets, quavers, minims and semibreves.

Compose melodies on the staff using a combination of crotchets, quavers, minims and semibreves.



**Listening and Appraising and Musical History**

If we want to make music more interesting we use more than one note in a melody. Perform pieces combining B, A and G reading crotchets and minims in 4/4 time.

Listen and appraise *The Quick Brown Fox* commenting on tempo, mood, time signature and instrumentation.

**Suo-Gan** Trad. Welsh

**Up and Down** Bruce Hannissett

**Performing and Composing**

Begin to apply dynamics when playing the dood, understanding that dynamics add character and emotion to a piece of music.

Add dynamics to a piece of music and then play it accurately.

**f** = Loud and **p** = Soft

**crescendo** (cresc.)

**diminuendo** (dim.)

**Performing**

Perform a duet in two groups understanding the importance of counting time and following your own part.

Learn F and C. Perform a piece containing notes F to C applying the correct fingering positions.



**Disco Duet**

Paul Barker

Moderato

**Performing, Listening and Appraising**

Learn how to slur notes and perform pieces with a combination of slurred and tongued notes.



**Merrily** Trad.

Listen and appraise Mozart's Clarinet Concerto in A, commenting on mood, style, instrumentation, articulation and tempo.

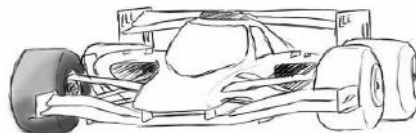




**What we already know**

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**



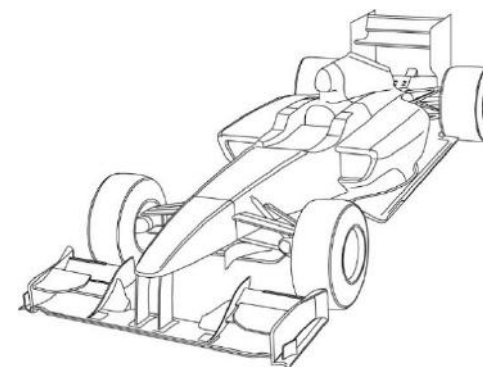
When sketching Formula 1 cars, line can be applied in a variety of ways; horizontal, vertical, hatched, cross-hatched, stippled, etc.

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**

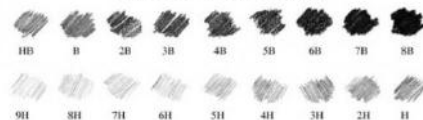


The illusion of a 3D form can be achieved by using perspective. Objects at the front of the picture will appear larger and objects further away will appear smaller.

**Tone**



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



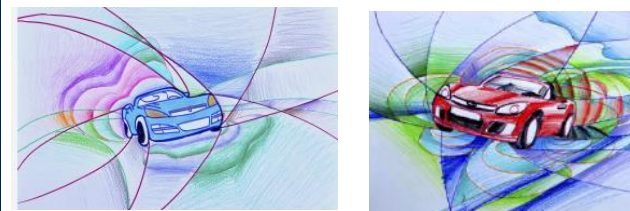
Lead pencils are graded to show the softness of the lead. The higher the B number, the softer the lead and the darker the tone. Applying more pressure when shading will also create a darker tone. Objects which are closer should appear darker than those objects further away.

**Artists**



To look at car-inspired art by the Italian Futurists in the early 20<sup>th</sup> 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**



To know that 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.

# Knowledge Jigsaw

## Year 4 PE HT3 (Gymnastics)



### What we already know

When creating body tension, squeeze your muscles to create and hold strong clear shapes.

When completing a balance, hold your balances with good extension and clear shapes for 3 - 5 seconds.

There are a range of different jumps that can be done off apparatus such as star and straight jumps.

Barrel Roll – keep knees tucked into chest.

Forward roll – keep chin tucked into chest.

Straight roll – roll from an arch to a dish shape.

Matching: performing the same action.

Inverted movements are where your hips go above your head. Some inverted movements include a bridge, shoulder stand and headstand.

Shapes such as a shoulder stand and bridge can transition into other movements by changing the position of different body parts e.g. straddle, split, triangle with feet together.

Safety of partner balances:

It is important to have good body tension when supporting/or being supported by a partner.

When doing paired balances, this grip will give you the most support when holding hands/arms.



Rotation jumps can be done in a quarter, half or full turn.



The motion for the different rolls come from different parts of the body. E.g. legs for forward roll, stomach for straight rolls.

It's important to use body tension when completing a variety of rolls confidently.

Straight arms, legs and back to begin/end a movement.

Timing: Use canon and synchronisation in the performance.

Speed: Vary the speed used within a sequence e.g. fast and slow.

Make the performance interesting by using different shapes, levels and pathways.

An interesting performance can be made by combining different levels, shapes and pathways.

# Knowledge Jigsaw

## Year 4 PE HT3 (Netball)



### What we already know

Footwork: Do not lift your foot and put it back down. This is known as footwork.

When you receive the ball, you can pivot around one foot. If you want the ball, it is best to move into space so your teammate can send you the ball.

It is important to change direction and speed to lose a defender. If they haven't lost the defender they need to move again.

To defend well you need to be able to see the ball and the attacker. You need to stay close to the attacker. You need to stay between the attacker and the ball.

The ball carrier must recognise when the attacker is free and only pass then.

It is important to stay in front of an attacker, between them and the ball (ball side).

Marking: when a player defends an opponent.

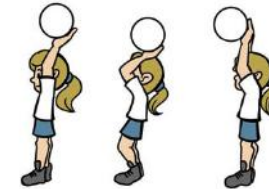
Interception: catching a pass made by an opposing player.

Defender stay quick on their feet to keep in front of the attacking player, between the attacker and the ball.

Defender to use small steps to get in front of the attacker.

To score a point during netball you need to throw the ball through the hoop.

When throwing, you need to begin with your feet start shoulder width apart. Hold the ball in both hands, high above your head. Bend your knees and elbows then extend pushing the ball high.



Rebound: when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play. Players need to be quick to react to a rebound to stop the opposing players gaining possession of the ball.

When in a game, players need to:

- 1) Call when they want the ball
- 2) Move into space
- 3) Pass and move
- 4) Move into a space near the goal
- 5) Rules: Contact, obstruction, held ball and football

Match Rules

Rules:

- Contact - penalty pass (out of play by standing next to the opposition until they have passed the ball)
- Obstruction - penalty pass (as above)
- Held Ball - free pass (ball is given to the opposition but offending player is not out of play)
- Footwork - free pass (as above)