

Year 4 Curriculum HT5



E-safety

The children will be learning about self-image and identity and online reputation.

Commando Joe Teamwork and Self-Awareness

Personal Development

Wider Curriculum Clubs Available

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

No Outsiders

King and King
To understand why people choose to get married



PSHE Relationships

English

Inspirational Texts



Genres for writing:

- Narrative
- Diary
- leaflets/adverts
- Letters
- Non-chronological report

Within writing, year 4 will be focusing on:

- Using pronouns for cohesion within paragraphs
- Use the reporting clause to split a spoken sentence and understand that this can provide a pause within a spoken sentence.
- Extend sentences by adding additional clauses, introducing embedded clauses, including but not limited to, relative clauses
- Use fronted adverbials to express when, where or how a verb was performed.
- Use commas for lists, after fronted adverbials and appropriately to join clauses in the absence of a conjunction.

Poetry

The children will be learning the poem
Nothing Gold Can Stay by Robert Frost

Maths

Week 1

Time:

Estimate, compare and calculate different units of time.

Convert time.

Problem solve different units of time.

Week 2 and 3

Money:

Estimate, compare and calculate different units of measures, including money in pounds and pence.

Solve simple measure and money problems involving fractions and decimals to two places.

Week 4 and 5

Geometry:

Compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and size.

Identify lines of symmetry in 2D shapes presented in different orientations.

Complete a simple symmetric shape using a line of symmetry.

Week 6

Retrieval practice:

Fractions, Four operations, Decimals

Mental Maths

x12 tables

MA2: Round & Adjust	MM1: Manipulate Calculations
$345 + 298 = 643$	16×3
$345 + 300 = 645$	$16 \times 3 = 48$
$645 - 2 = 643$	$8 \times 6 = 48$

Science

The science topic for this half term is Living Things and their Habitats.

They will learn about the characteristics that makes something a living thing, what it means to be a vertebrate and invertebrate, how habitats change throughout the year and how humans are impacting both positively and negatively on these habitats.

History

This half term, the children will be learning about the Ancient Greek civilisation.

The children will explore ancient Greek society such as the beginnings of the Olympics and the Battle of Marathon. They will explore key parts of Athenian society during the Classical Greek era in more detail and the development of democracy.

Spelling

Wordblaze: Ski the South Pole
ir (making the 'er' sound)
oi
oy (making the 'oi' sound)

Computing

The children will be learning about photo editing using the computer program paint.net.

They will begin to develop their skills in composition, cropping and retouching images.

Music

Mrs Marsden will be teaching the children to play the ukulele. With the aim being to perform, listen to, review and evaluate music across a range of genres.

French

Year 4 will be taught French by Mrs Sunley this half term.



RE

How does the Qur'an influence Muslims today?

PE

The children will be continuing to develop their skills in both cricket and tennis. They will be taught by their class teacher this half term.



Art

Mrs Cahill the school's specialist art teacher will be teaching mixed media and sculpture with a focus being around the Ancient Greeks.



Knowledge Jigsaw

Year 4 History HT5



What we already know

- Great Fire of London- 1666
- Roman rule of Britain- AD410 they left Britain
- 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
- Lindow Man found- 1984
- Minoans Era 2200BC – 1450 BC
- Mycenaean age was 1600-1100 BC
- The Ancient Greeks were in Greece

Ancient Greek Society

Sparta and Athens were ancient city states.

In Sparta all men were soldiers, women had rights, the streets were dirty, they focused on military skills and the army was the most important thing.

In Athens- they had democracy, education was important, they encouraged theatre and the arts, the city was clean and woman stayed at home.

Democracy- people get a vote and have their say on political issues.



Greek Mythology

A myth is a story about heroes and their quests.

A legend is a tale of how something came to be and explains the way things are.

The Ancient Greeks had different Gods for different parts of their lives.

The Ancient Greeks made offering to their Gods and prayed in temples to them.



Classical Greek Era

Classical Greek era is a 200 year period.

The Greeks were great thinkers, warriors, writers, actors, athletes, artists, architects and politicians.

Dictator- someone who rules and makes all the important decisions.

Ostracism- exiled from where you live



Battle of Marathon

490 BC was the Battle of Marathon.

The battle happened during the Classical Greek period. The Persians sent 600 ships to Greece.

Cavalry- army on horseback.

Archers- soldiers skilled in firing an arrow.

Runner- someone who would run to deliver a message from the battlefield.

The Greek army beat the Persians during the Battle of Marathon.

Battles took place in ancient times to show a King's power and strength.



The Romans

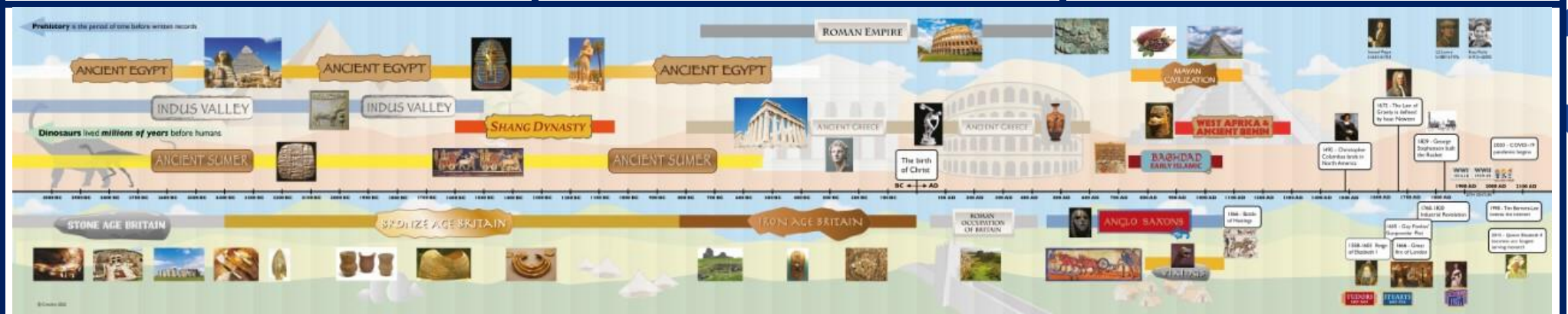
The Romans conquered Ancient Greece in 146BC. The Romans were influenced by the Ancient Greeks.

The Romans used the same Gods as the Ancient Greeks but changed their names.

The Romans used Greeks as teachers, tutors and musicians. Maison Carree is a Roman building that shows the Greek impact on Roman architecture.

The Ancient Greeks still have an impact on our lives today. We can see Greek influence in our lives today in democracy, the Olympics, buildings, theatre, the marathon and Hippocrates and his ideas about medicine.

The Ancient Greeks influenced the Romans and still influence our lives today.



Knowledge Jigsaw

Year 4 Computing HT5



What we already know

Images are used in many places.

Editing means changing and reviewing something.

Images can be cropped to change the size or focus.

'Undo' can be used to undo the last command.

Saving your work as you go is important to avoid losing work.

Paint.net is used to create and edit images.

We see images in many places e.g. magazines, newspapers, fliers, brochures, websites, birthday cards etc.

Editing means changing and reviewing an image.

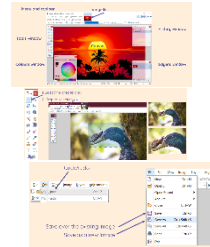
An image may need editing to remove an unwanted part, make it more appealing or to focus on an important part if it.

The crop tool lets you cut out the part of the image that you want and remove the parts you don't want.

Advantages of digitally cropping an image are:

- You can 'undo' if you make a mistake
- You can crop multiple times to achieve a range of results
- You can keep the original version intact

Paint.Net tools:



To crop an image in Paint.Net:

Undo and save tools in Paint.Net

You can search for royalty free images on Pixabay.

Composition is the way that something is out together or arranges.

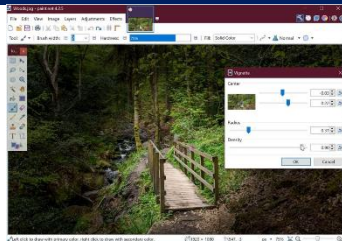
Designers might want to change the way that images are composed e.g. removing something or to change the atmosphere.

To change an image's composition in Paint.Net:

<p>Step 1: Open the photo in paint.net and use the 'lasso select' tool to select the required area.</p>	<p>Step 2: Copy the selected area.</p>	<p>Step 3: Open the image saved earlier and paste in the selection. Choose "Keep canvas size".</p>	<p>Step 4: Use handles to resize the image, and drag to the required position. Press 'Enter'.</p>
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You can edit the colour and effect of an image.

To edit colour and effect in Paint.Net. Click on 'effects' on the tool bar.



Online Safety – Self-image and Identity

Online safety protects people from online harms when using devices and networks.

How we act online forms a part of our identity and the impressions we give others.

You can retouch an image to make it more appealing.

Retouching an image means to alter the image to remove unwanted defects.

These tools can be used to retouch an image in Paint.Net:

- Clone stamp:** copies pixels from one part of an image to another
- Recolor:** used for replacing colours
- Magic wand:** allows areas of a similar colour to be selected

Online Safety – Self-image and Identity

Online safety protects people from online harms when using devices and networks.

The internet allows people to adopt different personas online; they don't have to behave or act as they do offline.

You can combine images to make a new image.

<p>Step 1: Open the foreground image in paint.net and use the 'lasso select' tool to select the required area.</p>	<p>Step 2: Copy the selected area using the 'Edit' menu, 'Copy' icon, or Ctrl + C.</p>	<p>Step 3: Open the background image and paste using the 'Edit' menu, 'Paste' icon, or Ctrl + V. Choose "Keep canvas size".</p>	<p>Step 4: Use handles to resize image, and drag to the required position. Press 'Enter'.</p>
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Online Safety – Online Reputations

Online safety protects people from online harms when using devices and networks.

Information about oneself can easily be shared online. It is important to be careful about what information we share as others can easily change or adapt it to show us in a different way to the way we intended.

Knowledge Jigsaw

Year 4 Science HT5



What we already know

Humans and animals get their nutrition from what they eat.

Things that are alive move, respire, excrete, reproduce, grow, are sensitive and need nutrition.

A habitat is somewhere that animals and plants live.

Animals can find food, water and shelter in a habitat.

Plants grow in areas that provide them with food, water and sunlight.

Animals and plants depend on each other to survive.

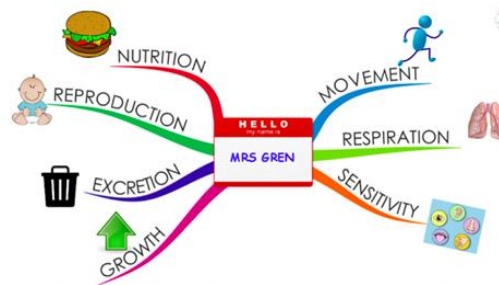
Food chains show where plants and animals get their food from.

There are different types of habitats such as a microhabitat, desert, ocean, coastal and polar.

MRS GREN

Something is living if it has the following characteristics: movement, respiration, sensitivity, growth, reproduction, excretion, nutrition.

MRS GREN is an acronym to classify and identify these characteristics.



Classifying is when something is grouped or ordered into categories based on properties or criteria

Vertebrates and Invertebrates

Animals can be categorised as **vertebrate** (those with a back bone) and **invertebrate** (those without a back bone).

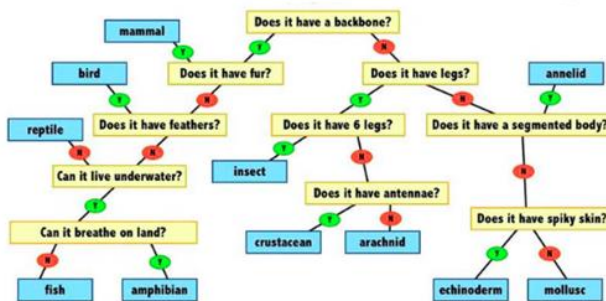
Vertebrates	Invertebrates
Bird - penguin, owl, ostrich	Worms—earthworm, leech
Fish—pike, shark, tuna	Arthropods—spider, butterfly, ant
Mammal—human, whale, dolphin	Molluscs—snail, squid, octopus
Reptile—snake, crocodile, turtle	Flat worm— flatworm, tape-worm
Amphibian—frog, toad, salamander	Echinodermata—starfish, sea urchin

Know that scientific language should be used when explaining findings.

Classification key

A classification key is a tool that uses yes and no questions.

Physical characteristics are the features and traits of an organism's body.



How environments change

Habitats can change throughout the year (seasons) and this can have an effect on the plants and animals living there.



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

Variables are anything that can change or be changed.

A timeline shows the chronological order of a period of time.

Changes to a habitat can have both positive and negative impacts upon the living thing e.g. in winter an animal's food source could be reduced.

Human changes to the environment

Humans can have positive effects on the environment, e.g. nature reserves, but instead often damage it.

Man-made threats to the environment include:

- Air-pollution from cars, e.g. carbon monoxide, and the burning of fossil fuels.
- Water pollution through industrial waste and farm fertilisers that can pollute rivers and streams.
- Deforestation – cutting down large areas of forest to clear space for building and farming
- Global warming
- Rubbish—Plastic and household waste ends up on the streets, in the sea or in rubbish dumps, destroying habitats and wildlife.



Design brief

To design, make and evaluate a traditional Greek dip for children to enjoy eating.

What I already know

We should always have an awareness of the Eat Well Plate when making and eating food to make sure we are as healthy as possible.

Good hygiene should always be practiced when working with food.

Everybody has different taste preferences: likes and dislikes. We should always be mindful of this when preparing food and consider the preferences of the intended consumer (person who will eat the product).

Design

Always consider allergies and strong dislikes. These individuals should be catered for through adapting a recipe.

Food products can be fresh, precooked or processed.

Dips and condiments are commonly used to enhance the flavour of a meal.

Changes can be made to traditional recipes considering what might compliment the dish. Always consider an ingredients nutritional value when adapting recipes.

Make

Hygiene awareness is very important when cooking to stop the spread of germs.

Hands must be washed, sleeves rolled up and hair tied back.

Adults must always be present when using blenders to ensure the safety of children.

Peeling and chopping are two actions used when preparing food.





Products are given use-by dates to ensure that they are used or consumed (eaten) when they are fresh or until they start to be considered 'off'.

Evaluate

When evaluating a food product you can discuss how it could be improved or how its flavor could be enhanced. Consider the seasonality or freshness of the ingredients.

Consider how a recipe could be adapted for specific dietary requirements such as non-dairy.

Key vocabulary, ingredients & equipment

traditional (adjective)	Something which is well-established and known.
blender (noun) 	A machine which mixes up food (blends) so that it changes in consistency.
hummus (Middle Eastern spelling) /houmous (noun) 	A traditional and popular Greek dip made using chickpeas tahini, olive oil, and lemon juice
Tzatziki (noun) 	A fresh Greek dip, often served with lamb. This includes yogurt, mint, lemon juice and cucumber.
grate (verb) 	To shred using a sharp series of blades.
fresh	A product is fresh if it has recently been picked. Always consider the use-by date of a product.

Knowledge Jigsaw

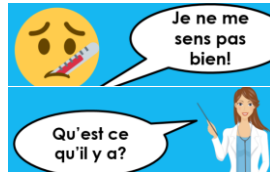
Year Group 4 HT5 - French



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 with plurals
 Using colours as adjectives

Feeling Unwell



I do not feel well

What is the matter?

Know that the sound spelling of sens is son

Ailments



Know that the sound spelling of ven is von

Know that the sound spelling for dents is don

Know that the sound spelling of eille is ay

Instructions for Care



Know that the sound spelling for ez is ay

Jungle Animals



Une singe, un serpent, un éléphant



Un tigre, une girafe, un perroquet

Know that the sound soelling of pent is pon
 Know that the sound spelling of quet is kay
 Know that the sound spelling fo inge is anj

Adjectives

petit- small
 gros - big
 grand- tall
 long- long
 rapide- quick
 multicolore- multicoloured
 terrible- fierce/frightening

Know that adjectives agree with the noun that they describe. The spelling of the same adjective can change if you are describing a masculine (le) noun or a feminine (la) noun.

Use et for and to add more than one adjective.

Knowledge Jigsaw

Year 4 RE HT5

Our Discovery Question:

How does the Qur'an influence Muslims today?

Knowledge

The Qur'an is the word of Allah in the original chosen language, Arabic, and was revealed to the prophet Muhammad over a 20-year period

As this book contains Allah's words it is treated with great respect:

When used it is on a stand, so it is not on the floor (which might be dirty)

When not used it is wrapped in a clean cloth

When not being read it should be the highest book in the room

Muslims always wash their hands before touching the Qur'an

The Qur'an is very important to Muslims. It includes specific instructions for Muslims to follow. This, along with the example of Muhammad's life, give Muslims a path to follow. This is called Sunnah.

There are key teachings on how to worship, how to treat each other, things to avoid and how to look after the environment created by Allah. Many Muslims will learn Arabic in order to read the Qur'an in the language Allah chose to reveal his words in.

Personal Reflection

I can discuss why old history books are held in great respect.

I can reflect on which stories I like and what can we learn from stories.

I can reflect on things that I treat with respect – how and why.



What we already know

- I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.
- I know and can put into practice some of the skills of friendship e.g. taking turns, being a good listener.
- I can use some strategies for keeping myself safe online.
- I can explain how some of the actions and work of people around the world help and influence my life.
- I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.



Jealousy

- Jealousy is **thoughts or feelings of insecurity, fear, and concern over a relative lack of possessions or safety**
- Understand that jealousy can happen for many reasons such as:
 - having a desire to have what someone else has
 - Feeling threatened that we will lose something
 - Feeling unhappy with our life and comparing with someone else
 - Feeling that we deserve something and it's unfair if we can't have it
- Jealousy is unhelpful but it can be solved.

Love and Loss

- A loss is **someone who is close to you passes away, leaves us or a change in your life causes a loss**
- There are many reasons why people we love are special to us. They keep us safe, they look after us etc.
- When people lose someone they love, they can experience lots of feelings such as shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance and depression.



Memories

- A memory can be someone remembered from the past.
- There are many ways to remember those loved ones: a souvenir, memento, memorial, memories.

Getting On and Falling Out

- A compromise means an **agreement or settlement of a dispute that is reached by each side.**
- A negotiation means a **discussion aimed at reaching an agreement.**
- Changes in friendship is a normal part of life, and as we get older our friendship groups can change.
- Sometimes conflict within friendships can be resolved however, sometimes friendships can end.

Girlfriends and Boyfriends

- Boyfriend is **a male friend who someone will have a personal relationship with**
- Girlfriend is **a female friend who someone will have a personal relationship with**
- Attraction means **to like someone or something**
- Having a boyfriend or girlfriend is a special relationship between two people and we get to choose when we want to be in a relationship. It is our personal choice.

Rights of a child



Knowledge Jigsaw

Year 4 Music HT5 - Ukulele



What we already know

Tempo is the speed of music. In listening 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.

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

We can perform in time to a beat exploring the timbre of different percussion instruments to suit the style/mood.

We can follow notation and perform pieces in time to a beat.

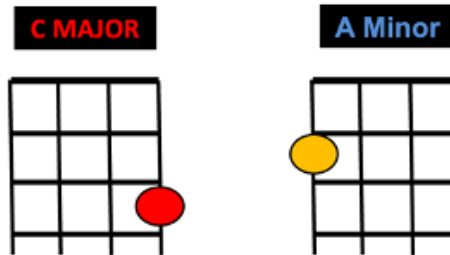
We can listen critically to music commenting on mood, style, tempo, instrumentation and dynamics.

Performing

Learn the names of the strings on the ukulele and how to tune it.

Learn chords C and A minor and perform simple pieces strumming in time to a beat.

Learn to read ukulele tab.



Performing and Composing

Learn the names of the parts of the ukulele.

Learn chord F and perform a song moving fluently between chords F and C.

Compose and perform a song with a verse and chorus structure.



Performing

Learn chord D minor and perform pieces moving fluently between chords C, D minor and F and counting time.

Identify and label the part names on a ukulele poster.

Dm

Ukulele Poster

Name: _____

What does the word 'Ukulele' mean? _____

Where is the Ukulele from? _____

What are the names of the four strings on the Ukulele?
1. _____
2. _____
3. _____
4. _____

What is the phrase we use to remember the names of the strings?

Instructions: Label the different parts of the ukulele on the diagram and answer the questions in the boxes. Colour the ukulele in when you are finished.

Performing, Listening and Appraising

Learn chord G and sing and perform I'm a Believer using chords C, G and F.

Listen and appraise a Feng E virtuoso ukulele performance discussing tempo, structure, melody and mood.

I'm a Believer

C x4 G x4 C x8
I thought love was only true in fairy tales
C x4 G x4 C x8
Meant for someone else but not for me.
F x4 C x4
Love was out to get me
F x4 C x4
That's the way it seemed.
F x4 C x4 G x5
Disappointment haunted all my dreams.

CCFECFFE CCFECFFE
Then I saw her face, now I'm a believer
CCFECFFE CCFECFFE
Not a trace, of doubt in my mind.
Cx1 Fx1 Cx4
I'm in love, (oooh) I'm a believer!
Fx4 Gx5
I couldn't leave her if I tried.



Performing, Listening and Appraising

Learn chords A and D major and sing and perform The Lion Sleeps Tonight.

Follow a verse chorus structure moving fluently between chords and performing in time.

Evaluate a class performance commenting on accuracy of chord changes, tempo and dynamics.

The Lion Sleeps Tonight

DIII GIII DIII AIII

In the jungle, the mighty jungle, the lion sleeps tonight
In the jungle, the quiet jungle, the lion sleeps tonight

Wimoweh, wimoweh, wimoweh, wimoweh

Near the village, the peaceful village, the lion sleeps tonight
Near the village, the quiet village, the lion sleeps tonight

Hush my darling, don't fear my darling, the lion sleeps tonight
Hush my darling, don't fear my darling, the lion sleeps tonight



What we already know

We know that line can be applied in a variety of ways; horizontal, vertical, hatched, cross-hatched, stippled, etc.

We know that the weight of line can vary.

We know that 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.

We know that 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.

The Ancient Greeks

Know that the ancient Greeks were known for their incredible skill with pottery and created some of the most recognizable ceramic artefacts in the world.

<https://www.youtube.com/watch?v=pFMZZb7h2HQ>



Vases

Know that two of the most famous styles of Greek vase are called 'black figure' and 'red figure' after the colour of the images that decorate the vases.

Know about some of the basic shapes of pottery and what they were used for back in ancient Greek times.



Pattern

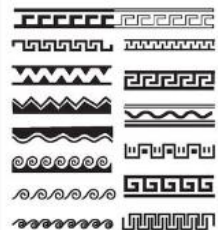
Know that a 'pattern' is when selected shapes are repeated.

Know how important patterns were in the ancient Greek culture.

Know about different examples of popular patterns found on Greek pottery.

Know that pattern was often applied around the neck, handles and base of a vase.

GREEK PATTERNS



Shape and Colour

Know how to accurately recreate the shape of vases, working from images.

Know that 'shape' is a flat area surrounded by an edge or an outline.

Know that colours can be harmonious or contrasting.

Know that tone is how light or dark a colour appears.

Know that 'blending' is the technique used to smoothly merge one colour into another.

Know how to blend oil pastels to create new tones



Sgraffito

Know that the ancient Greeks would use the 'sgraffito' technique to decorate their vases.

Know that 'sgraffito' is Italian for 'to scratch'.

Know that they would scratch with a fine sharp tool to draw detail in the painted-on slip.

Know that 'slip' was clay mixed with water and minerals to colour it.

Know how to use the 'sgraffito' technique using oil pastel and acrylic paint.



Knowledge Jigsaw

Year 4 Cricket HT5



What we already know

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

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 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.

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

When batting, it is not only important to strike the ball but you need to think about where you would like the ball to go so that you can score runs.



Look at where the fielders are and aim the ball between them

When fielding, fielders have a choice of throwing the ball over or underarm.

Overarm – long distance
Underarm – short distance

Sometimes as a fielder it is better to throw the ball to a team mate who is closer than one who is further away.



When the ball comes towards you, move to stay in line with the ball. Make sure your foot is well placed to stop the ball.

Two-handed pick up:

Track the ball as it is coming towards you to stay in line with it. Get your feet behind the ball. Use two hands with little fingers together to collect the ball.



Short barrier:

Turn your foot sideways and place it behind the ball with your hand in front of your foot. If you miss field the ball your foot should act as a barrier and stop it. Use two hands to pick up the ball.



There are many different positions in cricket, all of which are important.

Wicket keeper: ready to catch the ball to stump the batsman out if they leave their wicket.

Bowler: try to bowl the batter out with an accurate bowl.

Fielders: spread out, communicate to field the ball quickly. Throw the ball to hit the wicket if close enough. Run to a wicket if not collecting the ball to be available to run a batter out.

Batters: place the ball away from fielders. Look at where the fielders and the ball is before deciding to run or stay. Communicate with your other batter.

Rules are important when playing cricket

How can fielders get a batter out?

Run out: fielder hits the wickets when the batter is not there.

Caught out: fielder catches a batted ball.

Bowled out: bowler bowls the ball and it hits the wickets.

Stumped out: batter has bowled a ball, leaves their wicket to run and the wicket keeper stumps their wicket.

What is a no-ball? A ball that is un-hittable, too high or too wide, more than two bounces or rolling.

Batters can run on a no-ball.

Batters receive 2 runs for a no-ball.

Following a no-ball, the batter receives a 'free hit' from a batting cone and any runs scored are added to the total for that delivery.