Year 4 Curriculum HT6

Online Safety
Privacy and Security

Commando Joe
Positivity
Teamwork

Personal Development

Wider Curriculum Clubs Available
Sports, yoga, choir, football, netball, music, art, drama, cooking, French, sewing and dodgeball

Trips and Visits
Llandudno Residential
Lindow Moss Art Installation

Jigsaw
Changing Me

English

Inspirational Texts

Genres for writing:
Narrative
Diary
Letter
Explanations
Instructions

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

Geometry - Position and Direction
Describing position.
Drawing on a grid.
Reasoning on a grid.
Moving on a grid.
Describing movement on a grid.

Week 2

Statistic
Charts
and
tables.
Line
graphs.

Week 3, 4, 5, 6 and 7

Retrieval Practice
Place Value
Addition and Subtraction
Multiplication and Division
Area and Perimeter
Decimals and Fractions
Time
Statistics
Money
Angles and Shape
Position and Direction

Mental Maths

Science

The science topic for this half term is sound. They will learn about how sounds are made. Find patterns between pitch and instrument. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.

Computing

The children will be learning about Data and information – Data loggers (J2Edata.) They will learn data can be collected over time. They will conduct automatic data collection using data loggers and present their findings in three types of data graphs. They will review their collected data and interpret the results in a data collection report.

French

Year 4 will French by Mrs Sunley this half term

Specialist Teacher

Geography

This half term, the children will be learning about coasts. They will learn about the location of 4 UK coastal towns and their direction in relation to Wilmslow. They will learn how to use OS maps to read four and six figure grid references and compare the 4 coastal towns of the UK looking and human and physical geography now.

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 the blues genre.

Specialist Teacher

RE

Do people need to go to church to show they are Christians?

PE

Year 4 will be taught athletics and throwing and jumping within PE this half term. They will be taught by their class teacher.

Spelling

Wordblaze: Ski the South Pole
au (making the 'or' sound)
aw
ou (making the ow sound)

Art

Mrs Cahill, the school's specialist art teacher will be teaching art with a focus being on coasts to link with the children's geography topic.

Specialist Teacher

Ashdene

Knowledge Jigsaw

Year 4 Geography - HT6

What we already know

- The four countries of the UK are Wales, Northern Ireland, Scotland and England.
- Beaches are on the coasts.
- **Coast** – part of land near to the sea.
- **England –** Formby Beach
- **Wales –** Whitesands Bay
- **Northern Ireland –** Portstewart Strand
- **Scotland -** Sandwood Bay Beach
- The human and physical features of a beach are: **sea, sand, beach, trees, grass, sand dunes, fences, car park, cabins/huts, picnic areas.**

Llandudno is a coastal town.

Tourists visit Llandudno.

Grid references tell you where something is on a map.

The 1st letter or number tells you how far across the map something is.

The 2nd letter or number tells you how far up the map something is.

The 8 points of a compass are; North, South, East, West, Northeast, Northwest, Southeast, Southwest.

Coasts are where the land meets the sea.

A physical feature is something that is created naturally.

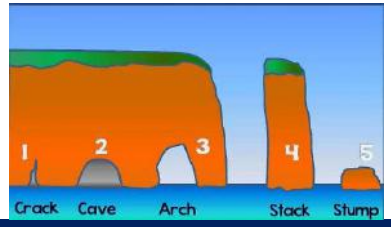
Mudflats – sand that becomes muddy land at low tide.
Cliffs – where high land meets the sea and powerful waves wear the rock away causing a steep cliff.
Deltas – wetlands that form as rivers emptying their water into another body of water such as an ocean.
Sand dunes – a mound of sand formed by the wind.
Spits – a narrow coastal land that is tied to the coast at one end.
Lagoons – a body of water separated from larger bodies of water by a natural barrier.
Headland – a point of land that sticks out into the sea.
An aerial photograph is photograph taken from above.

We can look at aerial photographs to identify features of a coast.

Coastal erosion is the wearing away of the land by the sea and destructive waves.

These features have been created by coastal erosion:

Caves - cliff face that has been partially eroded over time by the sea.
Archways – where waves have eroded parts of a rock causing an arch.
Stacks – a column of rock that is cut off from the coastline.
Stump – when a stack has been eroded in the shape of a stump.



A human feature is something that is man-made.

Human Features of Llandudno:

These features vary depending on their location.

Arcades, Ice cream shop, Visitor Centre, shops, houses, hotels, restaurants, park, promenade, harbour

Pier – a structure built on posts extending from land out over water

We can use Google Earth to look at what different places look like using street view.
We can search for locations using the search tab.
We can search for a landmarks location using the search tab.

Llandudno has a temperate climate for 4 seasons.

Llandudno is a coastal town and is popular with tourists.

More people visit Llandudno in the summer than the winter due to the weather.

In the summer, more people will be visiting, which impacts on jobs.

Attractions are only open in the summer months e.g. The Great Orme Tramway.

The town brings in more money in the summer.

Tourism can have positive and negative impacts for locals. For example, it may create more jobs and bring in money, but it can make the town more congested and lack of respect for the town and the beach.

Knowledge Jigsaw

Year 4 Computing HT6

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.

Data is facts and statistics collected for reference or analysis.
Data can be collected overtime and presented in a table.
The government collect data overtime about anyone who lives in the UK this is called a Census.
It is important to think carefully about the questions that we want answers to before we collect data.
Computers can have input devices that are sensors such as microphones that can sense sound, button presses, mouse movement, light etc.
This is a data logger.

- It has sensors
- It can record data
- It can be connected to a computer

Data loggers can read temperature, light and sound.
A data logger can be used to record data automatically which can be downloaded later.

1. Connect the data logger to a computer
2. Open the data logger software
3. Click on **Record**.
4. Move your hand over the data logger's light sensor.
5. Click on **Stop**.

Data loggers present the data in a graph.
Automatic data collection is useful because:

- It is accurate
- It can be left unattended
- There is no human error

Data loggers can be left to record data on their own. The data can be downloaded later.
Data loggers record data at regular intervals. The data logger automatically adjusts the interval.
To load data that has been collected automatically:

1. Connect the data logger to the computer
2. Load Logbook Graphing
3. In Logbook Graphing, click on **Logger Files**
4. Click on the last recorded date
5. Click on **Download**

There is a range of sensors that can be used for data logging.
The sensors allow data to be collected so that we can look back at what's happened in detail.
The readings from a data logger let us see what happened and when it happened.

Online Safety – Privacy and Security
Online safety protects people from online harms when using devices and networks.
Internet use is never fully private and is monitored, e.g. adult supervision.

When data is collected, it can be stored so that it can be used later.

On a temperature graph, clicking anywhere on the graph will show the readings for that time.
You can zoom in on the graph by using the zoom sliders.
Measuring light using a data logger means the data is more scattered due to constant changes in light from shadows, lights on and off etc.
Measuring sound displays the data in vertical lines. The longer the lines the louder the sound.
The data from the data logger can be exported to be viewed in other programs. This is the same data loaded into a spreadsheet program.

Data is collected for a reason.
Data is collected by scientists, governments, businesses, schools, and many other organisations.
Data is collected to answer questions.
Set up means how the data logger is positioned.

Online Safety – Privacy and Security
Online safety protects people from online harms when using devices and networks.
Passwords are effective in preventing others from accessing the information we have in an online account. The best way to keep our personal information safe is to consider how and when we share it, and with whom.

After data has been collected, it needs to be analysed.
Once the data is reviewed, information about what has been found out can be shared with other people.
To analyse the data that you have collected, you need to download it from the data logger. Once your data file is open in the logging software, check that it is your data. Change the view in the logging software to look at the data to answer your question.

Online Safety – Privacy and Security
Online safety protects people from online harms when using devices and networks.
Online services may seek consent to store information about me.
13 is the digital age of consent in the UK. Digital consent means giving permission for companies to gather your personal data.

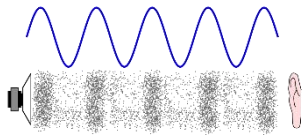
Knowledge Jigsaw

Year 4 Science HT6

What we already know

- Sound travels through the ear.
- Volume is how loud or how quiet a sound is.

Vibrations from **sounds** travel through a medium to the ear.



A comparative test is when you test and compare different cases and situations.
A variable is a factor that can change.

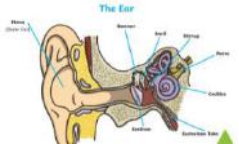
A ruler is a tool used to measure length.
A centimetre is a unit of measurement.
1cm = 10mm

Modelling can be used to explain/show scientific ideas and concepts.
Know that a conclusion is when you answer a question using what you have found out in scientific enquiry.
Know that you need to use scientific language when reporting results.
Know that results from a scientific enquiry can be used to answer a scientific question

How sounds travel through the ear:

1. A wave of vibrations enter the ear and travel to the **eardrum**.
2. The eardrum vibrates and sends the vibrations to the three tiny bones in the ear (**malleus, incus and stapes**).
3. The bones amplify the vibration and send it to the **cochlea**.
4. The cochlea is filled with fluid and tiny hairs that bump into each other and an electrical impulse is created.
5. The impulse sends a message to the brain via the **auditory nerve** and is understood as sounds.

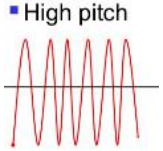
Parts of the ear:
Anvil, stirrup and hammer – the three small bones in the ear.
Cochlea – in the inner ear, translates vibrations to electrical signals.
Ear drum – a thin sheet of skin-like tissue stretched tight (like a drum) between the ear canal and the middle ear.



Pitch of a sound

The pitch of a sound is how high or low it is.
The shorter the object the higher the pitch.
The longer the object the lower the pitch.

With stringed instruments, the tighter the string the higher the pitch of the sound.
You can make predictions about what patterns you might find before carrying out a pattern seeking enquiry.



Pattern seeking
You can make predictions about what patterns you might find before carrying out a pattern seeking enquiry.
Know that you can present information from research in a table to make it clearer and easier to understand.

Volume of a sound

The louder the sound, the bigger the vibration.
The size of the vibration is called the amplitude. Quieter sounds have a smaller amplitude and louder sounds have a bigger amplitude.
A tuning fork makes a sound at a consistent pitch when you set it vibrating.
A sound meter measures the volume of sound in decibels.
Force is the strength of a physical action or movement

A fair test is when one variable is hanged and the others stay the same.

A diagram is a picture that is usually labelled.
Know that you need to use scientific language when reporting results.
A bar chart is a graph that presents categorical data.
To draw a scientific conclusion you need to look at your results and identify patterns.

The closer you are to the source of a sound, the louder the sound will be.
The further away you are from the source of a sound, the quieter the sound will be.

Pattern seeking enquiries can help explain the relationship between volume and distance of sound source.

Know that you can present information from research in a table to make it clearer and easier to understand.

Know that you can gather, record and present data in a variety of ways to help answer questions.

To draw a scientific conclusion you need to look at your results and identify patterns.

Knowledge Jigsaw

Year 4 RE HT6

Our Discovery Question:

Do people need to go to church to show they are Christians?

Knowledge

Jesus taught Christians about worship in the Bible and praying.

A church is the holy place where Christians can go to worship.
They may choose to go to church because they feel closer to God there, it helps a sense of belonging to the Christian faith and they learn about Jesus' teachings.

Baptism is generally a rite for babies although adults can choose to be baptised later in life. This is called a believers' baptism.
They both confirm the name of the person and their part in God's family
John the Baptist is an important figure in the Bible.
He was Jesus' cousin and understood Jesus' special purpose on Earth. He baptised Jesus in the River Jordan.

Many Christians would choose to get married in church to confer God's blessing on the marriage.

Personal Reflection

I can explain what makes my special places so special.
I can reflect on the events that can only happen in my special place.
I can reflect on the times I prefer to do something special with other people who feel the same way as I do, or when I prefer to have special moments in private.

Knowledge Jigsaw

Year 4 PSHE HT6

What we already know

- Babies grow and develop in the mother's uterus and get all the nutrients it needs from her.
- Puberty is the changes that gradually change a child's body into an adult's body. It is a natural part of growing up for everyone.
- Puberty gets boys' and girls' bodies ready for making and having babies when grown up.
- When an ovum/egg and sperm join together, it will start to grow a baby.

Unique me

- Genes carry the information that give us our characteristics.
- We get half our genes from our birth mother and half from our birth father. This happens at conception.
- Characteristics you inherit may be physical (e.g. eye or hair colour) or to do with your personality (e.g. being patient or generous).

Having a baby

- Sperm contain genes from your birth father and the egg/ ovum contain genes from your mother.
- A man's sperm and woman's ovum can meet when grown up men and women share a close and loving embrace.
- The sperm leaves the man through the penis and swims up the woman's vagina, through the uterus and into the tubes that lead to the ovaries.
- If the sperm meets an ovum/ egg it may fertilise the egg. This is conception and the start of the baby growing.
- The fertilised egg settles into the lining of the woman's womb and grows for 9 months until it is ready to be born.

Girls and puberty

- **Menstruation** is a monthly event that starts to affect girls/ people born female during puberty.
- Once a girl's eggs are mature, one is released each month. It leaves the ovary and travels through the **fallopian tube** and into the **uterus.**
- Each month the uterus makes a thick, soft lining with extra supply of blood, which contains nutrients needed for the baby.
- If an egg is fertilised, it settles in the lining of the uterus but if it isn't, the lining isn't needed and leaves the body through the vagina. This is **having a period**.
- The blood needs to be soaked up as it comes out of the vagina.
- Most women have periods until they are in their fifties when they gradually stop.

Circles of change

- Change is a natural part of life and something we all experience.
- Some changes we can control and others we can't.
- Change can be difficult if the change is unpleasant or unwanted but there are things we can do to help us cope and manage change.

Accepting change

- Changes can make us feel happy or sad.
- Accepting change is an important part of being able to cope with it.
- We might not have control over change but we do have control over *how* we approach and handle it.

Knowledge Jigsaw

Year 4 Music HT6

What we already know

On the ukulele we know the chords C, G, F, A minor and D minor.

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, Listening and Appraising

Improvise a 4- beat pattern on chords C, F and G.

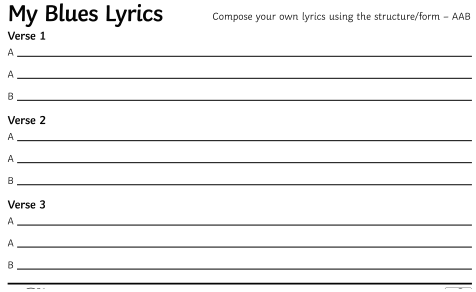
Perform *Hound Dog* by Elvis performing on the 1st and 3rd beat of each bar.

Listen and appraise a performance of Elvis playing Hound Dog commenting on mood, structure, tempo and instrumentation.

Composing, Performing, Listenign and Appraising

Compose and perform a song with a 12-bar blues structure.

Listen and appraise a class performance identifying successes and suggesting areas for development.


My Blues Lyrics

Compose your own lyrics using the structure/form – AAB

Verse 1
A
A
B

Verse 2
A
A
B

Verse 3
A
A
B

Performing, Listening and Appraising

Perform a 3-chord jam on C, G and F to a backing track in the style of country music.

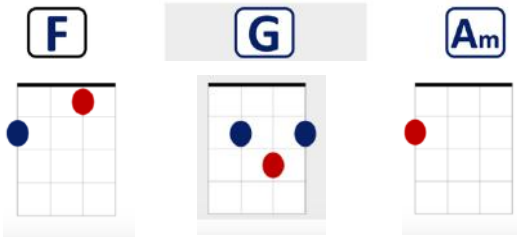
Listen and appraise a performance of '9 to 5' by Dolly Parton commenting on lyrical meaning, tempo, style, instrumentation and structure.

Performing, Listening and Appraising

Perform warm-ups moving between chords F, G and A minor following strum patterns and increasingly complex rhythm patterns.

Learn *Dreams* by Fleetwood Mac performing in time as a whole class ensemble.

Listen and appraise a performance of the song performed live by Fleetwood Mac.



Performing, Listening and Appraising

Perform songs learned this half term and assess a whole class performance of a class favourite.

Assess individual progress on the ukulele identifying successes and areas for development.


Ukulele Self-Assessment

1. Do you think you performed in time with your group?
2. How would you compare your performance with the rest of the class?
3. What went well?
4. On a scale of 1-10, how would you rate your performance?
5. What would you do differently next time?
6. What did you find challenging?
7. What do you feel you need to improve on as a musician?

Knowledge Jigsaw

Year 4 – Art HT6

What we already know

We know that the ancient Greeks were known for their incredible skills with pottery and created some of the most recognizable ceramic artefacts in the world.
We know that 'shape' is a flat area surrounded by an edge or an outline.
We know that a 'pattern' is when selected shapes are repeated.
We know that colours can be harmonious or contrasting.
We know that tone is how light or dark a colour appears.
We know that 'blending' is the technique used to smoothly merge one colour into another.
We know how to blend oil pastels to create new tones.
We know that 'sgraffito' is Italian for 'to scratch'.
We know how to use the 'sgraffito' technique using oil pastel and acrylic paint.

Coasts

https://www.wwf.org.uk/where-we-work/uk-seas

To learn about our British coastline and its sea-life.
To know that our sea-life faces many challenges due to over fishing, climate change and pollution.
To know that our coastline has always, and continues to inspire artists, including Joseph Turner, Eileen Agar and Barbara Hepworth.



Artist

https://www.youtube.com/watch?v=-eRSTBK1USg
https://www.youtube.com/watch?v=lA17BZuCt30

To learn about the French artist, Henri Matisse, and how his interest in shape and colour influenced his artwork.
To learn about how he developed a new technique, called 'cut-outs'.
To learn about how he arranged complementary colours to create a vibrant effect.



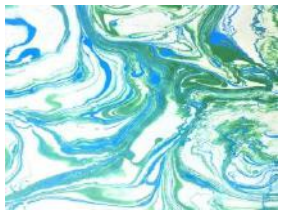
Cut-Outs

https://www.youtube.com/watch?v=pp2ZqJoHPXE

To know that Matisse created his 'cut-outs' using the technique of collage.
To know that these collages were made from pieces of brightly painted paper that had been cut out with a pair of scissors and stuck onto a canvas.
To know that Matisse produced some cut-outs inspired by the coast and its sea-life.

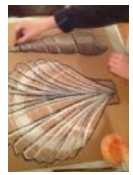

Paper Marbling

To know that paper marbling involves floating inks on a liquid surface in a tray.
To know how to marble; using a tool to manipulate inks into patterns and then placing a sheet of paper into the tray, to absorb the floating design.
To know that the results can vary depending on the tool used to create the patterns.

Observational Drawing

To know that 'observational drawing' is when you draw something that is in front of you as realistically and as true to life as possible.
Rather than drawing from imagination, or from memory, you draw what you see.
To know that anything can be drawn from observation – this could be a person, a landscape, a bowl of fruit, etc.
To know how to draw a shell from observation.


Knowledge Jigsaw

Year 4 PE HT6 Athletics

What we already know

Sprinting is used for shorter distances.

Pacing is important for longer distance running.

Long distance running requires different techniques.

The baton handover is an important part of a relay race.

You can jump for both distance and height.

Different objects can be thrown in different ways.

A sprint is used for shorter distances.

When sprinting, look forward, use both arms and legs (opposite), keep head and body straight.

When sprinting, you should maintain the same speed throughout and not stop until after the finish line.

That running for a longer distance requires a different pace than sprints and in a long distance race it is important not to start off too fast.

Athletes need to have a good level of fitness to maintain pace for longer distances

When hurdling it is important to keep your stride and to clear the hurdle.

When racing a hurdle race:

Lead leg action – drive lead knee up, push heal out across barrier, snap foot down – beginning to become straighter

Trail leg action – pull the knee through around the side, turn the trail foot out sideways, high trail knee brought through in front to the middle running line and run off with growing power.

When running a relay race with a baton communication and team positioning is important.

Alternating hands: start with the baton in the right hand, pass to left, to right, to left so runners don't run up the back of their team mate. By doing this, you are able to maintain speed and momentum and limit the chances of dropping the baton.

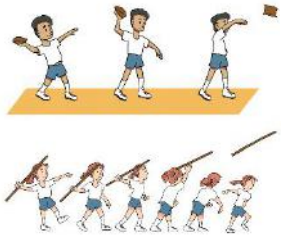
That the triple jump consists of a hop, skip and a jump

Hop technique
- Leans slightly forward
- Arms move slightly forwards and backwards vigorously
- balance is getting more controlled

Skip technique
- Step-hop action is more coordinated
- arms are beginning to move more rhythmically to assist overall coordination
- landing is flatfooted

When throwing in a pull throw:

- Release the beanbag/javelin as the hand moves past the head
- Throw the beanbag / javelin from a balanced stance
- Transfer weight from the back to front leg



Knowledge Jigsaw

Year Group 4 HT6 - 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
We can explain when we are feeling unwell
We can describe some jungle animals

Weather – La météo

Quel temps fait-il?

Know that the sound spelling of temps is tom

Know that the sound spelling of fait is fay

Know that the sound spelling of ouill is wee

Know that the sound spelling of aud is oh

Know that most consonants at the end of words are silent in French.

Seasons

Le primtemps	Spring
L'automne	Autumn
L'été	Summer
L'hiver	Winter

Writing sentences about the weather in different seasons

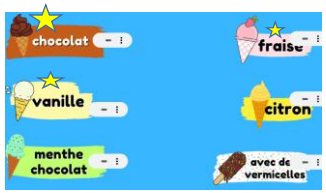
En été il y a du soleil
En hiver Il neige.

Weather Forecast

A Nantes il y a du soleil et il fait chaud.

Ice Creams/ Les glaces

Je voudrais



Likes and Dislikes

J'aime
J'adore
Je n'aime pas

When we ask for a flavour of ice cream that is masculine (le) we say au. When we ask for a flavour of ice cream that is femenine we say à la.

J'aime la glace a la vanille.

Je n'aime pas la glace au chocolat.