



# Year 4 Curriculum HT2

**PSHE**  
Celebrating Differences

**E-safety**  
Copyright and Ownership  
Privacy and Security

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

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

**Trips and Visits**  
Christmas Pantomime to Stockport  
Plaza

**No Outsiders**  
To ask  
questions



**English**  
Inspirational Texts      Class Story

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

Within writing, Year 4 will be focusing on:

- Writing initial paragraphs which introduce and interweave the setting and character around a theme including conveying character's thoughts and feelings.
- In non-chronological reports and explanations, information linked with adverbials/subordinate clauses
- Changing the audience and purpose of letters to alter language choices and change formality.
- Move subordinate clauses in front of main clauses to change the effect or order of events
- Use simple dialogue within narrative writing
- Use pronouns for cohesion within paragraphs

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

**Maths**

**Week 1**  
Addition and Subtraction

**Week 2**  
Perimeter: convert between different units of measure.

**Week 3**  
Area: find the area of a rectilinear shape.

**Week 4 - 6**  
Multiplication and division: recall multiplication and division facts up to 12 x 12

**Week 7 - 8**  
Retrieval practice: Place Value, Addition and Subtraction, Multiplication and Division, Perimeter, Area

**Money Sense Enterprise**  
The children will be completing money sense lessons learning about how to plan a budget and how payments are changing.

**Mental Maths**

**Science**

The Year 4 science topic this half term is states of matter. The children will learn how to group material together according to whether they are a solid or liquid. They will investigate gases and their properties and observe how some states change over time.

**Geography**

Year 4 will be learning about mountains and rivers - UK, Europe and the wider world, including the water cycle.

**Computing**

Year 4 will be learning about creating media and audio editing in their computing lessons.

The children will be using laptops to learn about how to record sound using input and output devices. They will learn how to edit their recordings and add in sounds.

**Art**

Mrs Cahill will be teaching art to Y4 this half term. In their art lessons the children will be creating river inspired artwork.

**Spelling**

Wordblaze: Cycle Africa (booklet 3)  
ge gi gy (soft g)  
gue gui guy (hard g)  
dge ending

**PE**

Class teachers will be teaching the children gymnastics. Specialist sports coaches will be teaching netball.

**Handwriting**

In handwriting this half term, the children will be practicing speed, accuracy and joins.

**French**

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

**RE**

What is the most significant part of the Nativity story to Christians?



# Knowledge Jigsaw

## Year 4 Computing HT2



### What we already know

Digital devices have an input, a process and an output. Copyright is the legal right to the original work by the person that created it. You cannot use another person's work as your own.

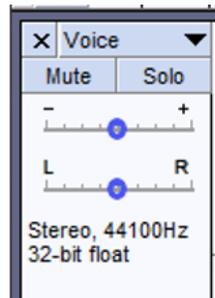
#### Rules for using IT safely

- Keep passwords safe
- Photos
  - o Ask for permission before taking a photo of someone else.
  - o Think – would the person be happy with the picture you have taken?
  - o Check if there is anyone else in the background of the picture.
- Keep personal information private.

### Layering sounds

You can layer sounds so that they play at the same time.

You can use the + and – to make the volume of your audio louder or quieter.



#### E safety

The internet is never fully private and is monitored in order to keep everyone safe.

### Recording an audio on Audacity

Some devices can record sound and play it back. These are **input** devices.

An **output** device is a device that plays the sound back. Some devices have microphones and loudspeakers built in and so are input and output devices.



To record audio in audacity press the record button. To play back a recording press the play button.

#### E safety

To reuse content means to copy or use someone else's online content. Sharing online content is allowed if the original owner has given permission and credit is given.

### Editing and saving a project

To get things right you sometimes need to try a few times. Computers allow you to record, edit, delete, and try again.

To align your audio:

1. Choose the align tool
2. Drag the track left or right

To save your work go to: file > save project > save project as > choose your location > enter the name of your file > press save.



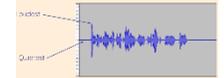
#### E safety

13 is the digital age of consent in the UK. The Children's Code means companies must do certain things to protect a child's privacy e.g. profiles must be private and they must not use location tracking.

### Wave forms

Audacity displays the recorded sound as a waveform.

To remove a section of audio:



1. **Select** the sound you want to remove
2. **Listen** to it to check you've selected the right part
3. Press '**delete**' or choose **delete** from the menu

After you have **trimmed** your audio, you can **move** the audio in the tracks so it plays in the order you wish. Moving your tracks is called **alignment**.

A **podcast** is a recording that is made available over the internet and can be downloaded and played on a digital device.

#### E safety

Personal strategies (not sharing my full name when asked, not filling a public profile out fully) and technical strategies (using privacy settings on a service/app, turn off location tracking features, reporting users who ask too many personal questions) can help to keep personal information safe.

### Loading and editing

To load a saved project: open audacity > go to file > open > select your file from the location you saved it > press open.

When you have completed an audio project, you can save it as an MP3 file.

To save audio as an MP3 file go to: file > export > MP3.



What we already know

Compare and group together different kinds of everyday materials according to their properties.

A thermometer is an instrument that measures temperature.

Scales measure the weight of something.

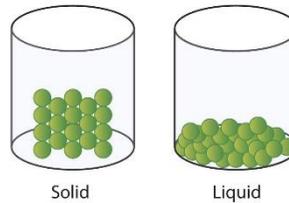
A ruler is a tool used to measure length.

Three states of matter

There are 3 states of matter.

**Solid:** They keep their shape unless force is applied. They take up the same amount of space and **do not** spread out or flow (e.g. wood, metal, chocolate, rice)

**Liquid:** They can change shape but **do not** change their volume. They take the shape of the container they are in. Can be poured (e.g. water, orange juice, honey).



Three states of matter

There are 3 states of matter.

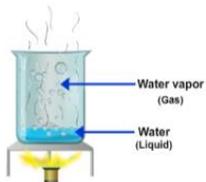
**Gas:** They spread out to completely fill the shape they are in. They **do not** keep their shape and can be squashed (e.g. air, helium, water vapour).



Changing states

Some materials **change state** when they are heated or cooled.

When **water (liquid)** is heated it changes to **water vapour (gas)**. When it is cooled it changes to **ice (solid)**.

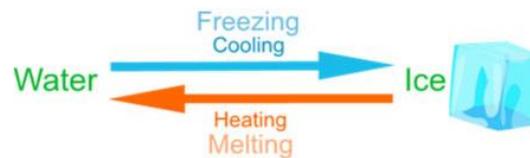


When solid chocolate is heated, it melts and when it is cooled it changes back to a solid.

Water changes to a gas at 100 **degrees celcius**.

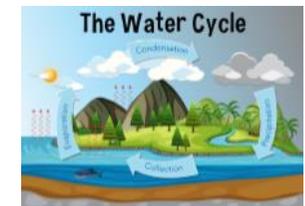
Changing states

Some changes of state are **reversible** (can change back to its original state) and some are **irreversible** (can't change back to its original state).



The water cycle

Water on Earth is **constantly moving**. It is recycled over and over again. This recycling process is called the **water cycle**.



**Evaporation** - The sun heats up water on land, in rivers, lakes and seas and turns it into water vapour. The water vapour rises into the air.  
**Condensation** - Water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds.  
**Precipitation** - The clouds get heavy and water falls back to the ground in the form of rain or snow.

# Knowledge Jigsaw

## Year 4 Geography HT2



### What we already know

- Counties which make up the UK
- The world's seven continents
- The world's five oceans and the surrounding seas of UK
- Capital cities of each of the four counties in the UK
- The four main compass directions
- The difference between humans and physical features
- Northern and Southern Hemispheres
- To use an atlas, map and / or globes

### **A river is a moving body of water that drains the land.**

Rivers begin when rain falls on high ground and then flows downhill. Rivers flow until they reach another body of water. As they flow, rivers erode the land. Over a long period of time this creates valleys, or gorges and canyons. Rivers are responsible for transferring water to oceans. An estuary is where a river meets the sea.

Flooding – the overflow of water onto land that is usually dry.

Floodplain – an area of flat land around a river that is covered when the river floods.

Gorge – a deep narrow valley with steep sides, usually where a river passes through.

Meander – a winding curve or bend in a river.

Mouth – the end of a river where it flows into another body of water such as the sea or a lake.

Rapids – part of a river where the water moves very fast, often over rocks.

Sediment – bits of rock and soil that are carried along by a river and deposited when the river slows down.

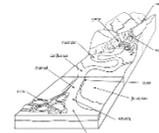
Source – the start of a river.

Spring – a point where water flows out of the ground.

Stream – a small river.

Valley – a long area of lower land, often between hills and created by rivers.

Waterfall – where the water from a river or stream flows over a steep drop, often landing in a plunge pool below.

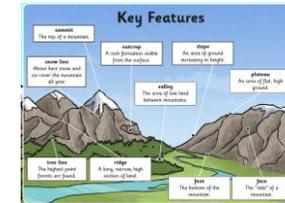


### **Mountains are areas of land that are much higher than the land surrounding them.**

Mountains are often found together in a group called a mountain range.

Mountain ranges are created by sections of Earth pushing together and forcing the ground up where they meet.

Mountains can also be ancient volcanoes.



Summit – The top of a mountain.

Foot – The bottom of the mountain.

Face – The side of a mountain.

Valley – The area of low land between mountains.

Slope – An area of ground increasing in height.

Plateau - An area of flat, high ground.

Ridge – A long, narrow, high section of land.

Base – the bottom of a mountain.

### Rivers

The River Bollin runs through Cheshire in the UK.

The Amazon River runs through Manaus, Santarém and Macapá in Brazil.

The River Volga runs through Rybinsk, Kazan, Astrakhan, and Volgograd in Russia.

### Mountains

Snowdonia is a mountain range in the UK.

Mount Elbus is a mountain in Russia.

The Andes are a mountain range in South America.



### The River Volga

The Volga is the longest river in Europe – 3530 km.

The Volga is very fertile and rich in minerals, making it an ideal environment for growing wheat.

The Volga is mostly used for transport and shipping goods.

The Volga is also used for supplying electricity to the surrounding towns and cities.

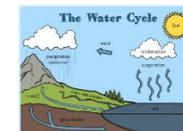
The pollution caused by the many industrial areas the river runs through is a great environmental concern.

There are cities and forests that surround the River Volga. People build settlements near to rivers for; access to fresh water, transporting goods.

Human activity is a main cause of pollution in rivers and oceans, and of some increased flooding events. Flooding and drought can have catastrophic impacts on wildlife and people.

### The Water Cycle

Rivers are an important part of the water cycle and responsible for transferring water to oceans.



Condensation – the vapor rises into the atmosphere and the cold air helps it to form clouds and water droplets

Evaporation – the sun's heat changes water from oceans into vapor

Precipitation – is the water falling from the clouds, this happens when the water droplets are heavy enough.



What we already know

- Everybody's family is different and important to them
- Differences and conflicts sometimes happen among family members
- What the term bullying means
- What it means to be a witness to bullying
- Witnesses can make a situation better or worse depending on the actions taken
- Words can be used in hurtful ways
- I can tell you about a time when my words affected someone's feelings and what the consequences were



Judging by Appearances

Sometimes we can make assumptions about people based on the way they look.

Accept people for who they are and know that everybody is different.

We can be careful not to make judgements about someone before we know them.



Understanding influences

There are lots of factors that influence a person to make assumptions on how somebody looks.

How we look at something influences what we see; if we look at something one way, we see one thing but if we look at the same thing a different way then we can see something completely different.

Understand how it would feel to be judged based on physical appearance.



Social media can make us compare ourselves with other as a lot of things we see in the media and social media are 'fake', and shouldn't be believed without finding out more.

Understanding bullying

Bullying is different to one-off incidents because it is:

- Repeated over time
- Deliberate and hurting someone on purpose, not accidentally
- Unfair because the bully, or bullies have more 'power' than the person being bullied.

Bullying can be hard to spot but I know how to help if I suspect someone is being bullied.



Identify why witnesses sometimes join in with bullying rather than helping.

Special Me

Identify what is special about me and value the ways in which I am unique.

Like and respect the unique features of my physical appearance but realise that some people (even adults) find being positive about the way they look, difficult.

We are constantly surrounded by images of how we are 'supposed to look' and end up comparing ourselves to these a lot of the time.



Celebrating Difference: how we look

A first impression is the event when a person first encounters another and forms an assumption about them. An assumption is an opinion or view believed to be true without proof.

We can make very wrong assumptions about people; and as a result, we could hurt their feelings in the way we treat them.

It is important to accept people when we first meet them without judging them as first impressions can change once you get to know them.



Our Discovery Question:

What is the most significant part of the Nativity story for Christians today?

Knowledge

Jesus was born in Bethlehem and Christians believe he was God's son.

A symbol is a picture that stands for something else.

There are many symbols in the Christmas story.

The angel symbolises that Jesus was not just an ordinary man.

The star guided the wise men like Jesus is the light guiding people to God

Jesus as God's son symbolises God's gift to the world in order to save it.

A Christingle is an ornament made in many homes and church at Christmas with significance to each part of it.

The orange represents the world.

The candle reminds Christians of Jesus whom they believe is the light of the world.

The red is the colour of blood, reminding Christians that Jesus died.

The four cocktail sticks are the four seasons.

The sweets or dried fruit remind Christians of God's gifts to the world.

Personal Reflection

I can explore which symbols are meaningful to me.

I can reflect on which symbol from the Christmas story is the most important to Christians.



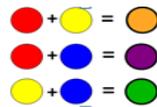
**What we already know**

Drawing is making marks on any surface anywhere.  
 The earliest drawings date back to cave art.  
 Drawing can have many purposes; to record what you see, to express emotions or ideas, or to communicate.  
 Artists may have added to their drawings over time.  
 Charcoal and chalk pastels can be used in different ways. They can be used to draw in line. Line can be bold or feint. Charcoal and chalk pastels can also be smudged, blended and stippled to create tone.

**Colour Theory**

Primary Colours	Secondary Colours
Red	Orange
Yellow	Purple
Blue	Green

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



Red and Yellow = Orange  
 Red and Blue = Purple  
 Yellow and Blue = Green



Know that yellow, orange and red are hot colours and that blue, green and purple are cold colours.  
 Know that complementary colours sit opposite each other on the colour wheel; red and green, yellow and purple, orange and blue.



**Artist**



Vincent Scarpace produces vibrant paintings of fish. His paintings use line, shape and colour to show the key features of the fish.  
 Vincent Scarpace creates texture by experimenting with different tools to add paint e.g. cotton buds and cardboard.  
 Vincent Scarpace uses abstract marks and shapes in his paintings.

**Mark-Making**

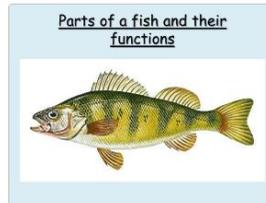
Materials and tools such as cotton buds and card board can be used for mark making in the style of Vincent Scarpace.



Know that patterns can be repeated marks.  
 Know that patterns can be irregular.  
 Know how to create abstract marks, shapes and patterns.

**Fish**

The key features of a fish are the eyes, mouth, gills, scales, fins and tail.



Know that our rivers, and the wildlife within them, including fish, are facing challenges such as pollution, caused by chemicals, oils and plastics.  
 Vincent Scarpace's fish paintings include clues that suggest climate change. He uses hot colours to show the rising temperatures in our rivers.

**Mixed-Media**

Know that mixed-media is when more than one type of art material is used to create a piece of artwork.

Colour, mark-making and mixed-media can be used to show some of the challenges that face fish in our rivers.

For example;  
 Using hot colours to show the rising temperatures in our rivers.

Incorporating fragments of plastic to show the pollution in our rivers.



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

More Colours

violet	
rose	
marron	
argent	silver
or	gold

Know that the conjugation of regular verbs in the plural form ends in ent and that this is silent and not pronounced.

Ils descendent Ils glissent  
 Ils montent

More Classroom Commands

Comptez avec moi	Count with me
Chantez avec moi	Sing with me
Trouvez moi	Find
Montrez moi	Show me
Jouez	Play
Dancez	Dance
dormez	Sleep

Know that the sound spelling of ez is ay  
 Know that the sound spelling of é is eh  
 Know the sound spelling of ous is ooo

Places in the Town

Recognise that in English we have borrowed some French nouns for places in town – café, cinema, restaurant.

La boucherie	
Le cinéma	
L'école	
La pharmacie	
La boulangerie	
La pâtisserie	
Le supermarché	
Le stade	

Know the sound spelling of ie is ee  
 Know the sound spelling of ou is oo  
 Know the sound spelling of oi is wa

Places in the Town

Know how to ask and respond to places in the town.

Où est le café?



Voici le café.

Know that when a noun begins with a vowel and it is being used with le/la then the vowel at the end of le/la is replaced with an apostrophe.



L'école

Shops

Know how to talk about things you want for Christmas and identify the shops they could be bought from.

Les jouets		Le magasin de jouets
Les fleurs		Le fleuriste
Les livres		La librairie
Le parfume		La parfumerie
Les chaussures		Le magasin des chaussures
Du papier		La papeterie

Je voudrais – I would like

To know the sound spelling of oi is wa

# Knowledge Jigsaw

## Year 4 PE HT2 (Gymnastics)



### What we already know

To show strong clear shapes with good posture and extension, squeeze your muscles to help with balance and control.

In a sequence you can change levels and travel on different body parts.

A strong core and muscle tension is important to hold a balance.

Children can incorporate different jumps such as straight and star jumps into sequences.

There needs to be a start and finish position for every roll as this will enable you to move smoothly.

Body tension and balance are both important in gymnastics.

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.

To stay safe in gymnastics landing safely is important.

In gymnastics a variety of levels can be used.

**Level:** Use a variety of levels in a routine by adjusting height.

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

Jumps can be linked with balances. Different jumps that can be used include: straight, star and tuck.



Barrel rolls, forward rolls and straight rolls can form part of a gymnastic routine.

Barrel Roll – keep knees tucked into chest



Forward roll – keep chin tucked into chest



Straight roll – roll from an arch to a dish shape



Moving into and out of balances smoothly is important.

It's important to move smoothly during transitions

E.g. Rolling out of the balance.

E.g. a straight roll or a rock forwards to crouched tuck position into a forwards roll.



Changing shape to move out of the balance e.g. lying back into a dish shape, a straight shape or a star shape, or sitting up into a pike shape or straddle shape.

Contrasting and matching shapes can be used in a gymnastics routine.

**Matching:** performing the same action.

**Contrasting:** performing the same action with contrasting shapes e.g. one person performing a jump with a straight shape and one person performing a jump with a tuck shape.

 A jump e.g. a star jump and a straight jump.

Land with knees bent.



Speed and timing can be used to develop a routine

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

**Timing:** Use canon and synchronisation in the performance

# Knowledge Jigsaw

## Year 4 PE HT2 (Netball)



### What we already know

Distance can be increased and decreased and players can move around an area to avoid defenders or move closer to a team mate.

To maintain control of the ball, a player needs to keep the ball close to their body, keep their head up to see the defender/target area and they need to move away from defenders into space.

Different passes can be used to get the ball to a partner to avoid a defender. These include a bounce pass and a chest pass.

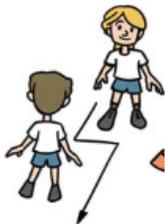
When passing, hands hold the ball in a 'W' position. Look where my partner is, check they are looking/expecting the ball and pass.

When receiving, shout my partner's name, have hands ready, look at the ball.

Agility and speed is important for losing a defender.

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

Moving around the space is important when attacking as it enables you to escape a defender and to have room for a shot.

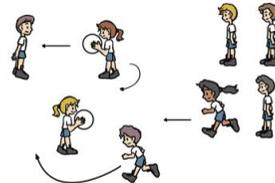


Footwork is an important rule in netball.

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

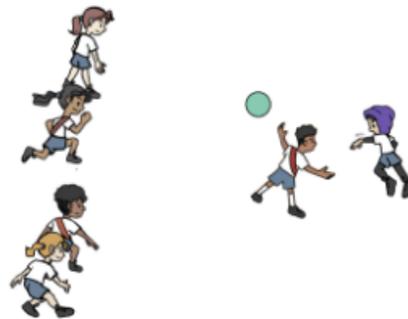
To avoid footwork you need to pivot.

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



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.

It's important to watch the opposing players for clues that they are going to change direction.



Different passes can be used based on the distance and the proximity of opposing players in netball.

**Bounce pass:** Begin with the ball at chest height. Push the ball to the floor, just over halfway towards your partner. Step forward as you pass. Point your fingertips in the direction of the pass. Catch with two hands.



**Chest pass:** Step forward with one foot as you throw the ball. Throw from chest height and point your fingertips at your partner after release. Remind the pupils to catch using wide fingers.



**Shoulder pass:** Elbow in line with shoulder. Throw the ball with one hand. Throwing hand finishes pointing at target.



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

The attacker needs to move quickly and change direction if they have not lost.

