

WOODLANDS PRIMARY SCHOOL



Year 4

Autumn 2 Curriculum

Ready · Respectful · Safe

English Writing Mastery Targets



My mastery targets for this term are:

- To extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
- To use Standard English for verb inflections
- To build a varied and rich vocabulary
- To use and punctuate direct speech

The text types I will explore are:

- A diary entry, in role as the main character Tom, written after a day playing out in the snow.
- At the end of this unit, the children will write their own story inspired by Winter's Child, creating their own fantasy character.

Vocabulary I will use this term...

Year 3/4 Words:

answer
arrive
believe
build
continue
different
favourite
February
grammar

Key words I may use:

mutter
crisp
gaze
distant
pale
tinkle
criss-cross
tracks
fetch
thaw

MATHS: ADDITION & SUBTRACTION

Thousands	Hundreds	Tens	Ones
1,000 1,000 1,000	100 100 100 100	10 10	1 1 1 1 1

		Th	H	T	O	
		2	1	7	6	
	+	3	4	5	8	

What new knowledge will I learn?

- We will add and subtract numbers with up to 4 -digits mentally
- We will add and subtract numbers with up to 4 -digits, using formal written methods of columnar addition and subtraction, with and without an exchange.
- We will solve problems, including missing number problems.
- We will estimate the answer to a calculation and use inverse operations to check answers

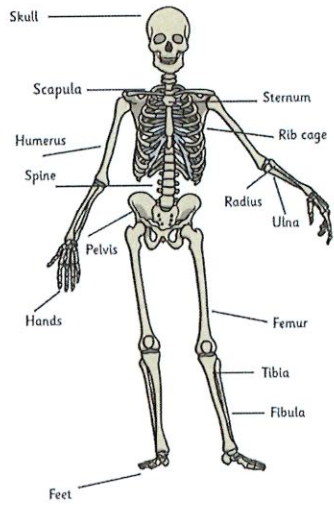
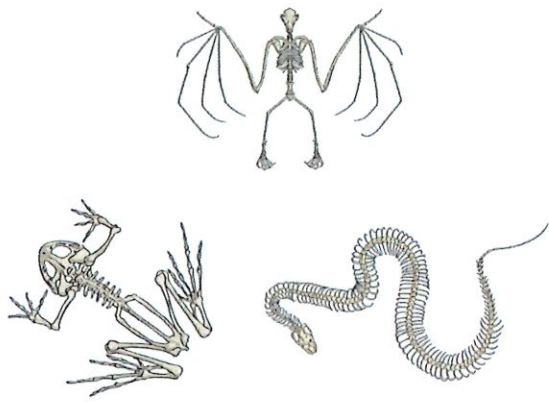
What mathematical sentences will I use?

- I know that $___ + ___ =$ because $___$
- When I add/subtract $___$ and $___$ I get $___$
- $___$ is more/less than $___$
- "I know this because $___$."
- "I noticed that $___$."

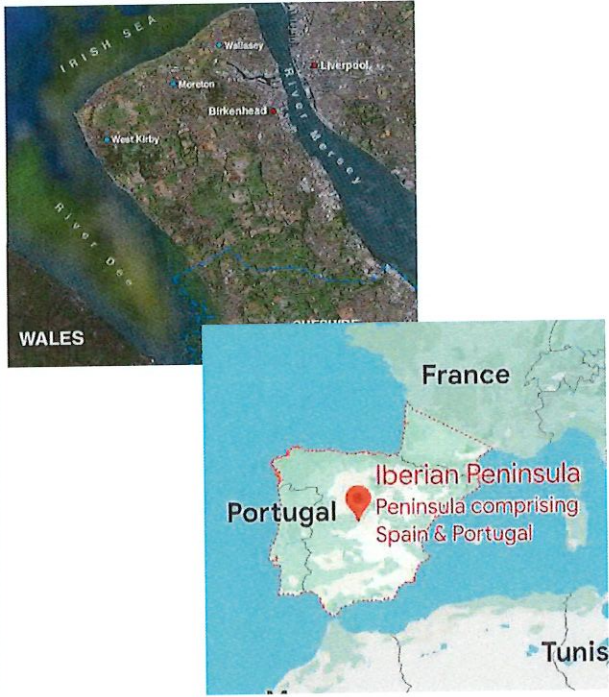
What vocabulary will I use?

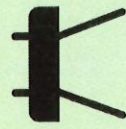
Add, total, plus, sum, more, altogether, difference, subtract, less, minus, take away, column addition, column subtraction, exchange, estimate, inverse operation, solve problems, number facts, place value

Skeletons

What should I already know?	What vocabulary will I use this term:	
I know that humans and many animals have bodies made of different parts that help them move and stay alive. I know that humans need to eat well, exercise and rest to stay healthy. I know that my body has parts inside (like a heart and lungs) that keep me alive and working. I know that some animals have skeletons inside their bodies and some do not. I know that animals, including humans, have different body parts that help them move, find food and stay safe.	Skeleton	The framework of bones that supports and protects the body.
	Vertebrate	An animal with a backbone.
	Invertebrate	An animal without a backbone.
	Joint	A place where two bones meet, allowing movement.
	Muscle	A body part that contracts and relaxes to help bones move.
What new knowledge will I learn? - The human skeleton has many bones. I can name and find the skull, spine, ribcage, pelvis and femur. - The skeleton holds up the body, protects important organs and helps us move. - Animals have skeletons too, with bones like a skull, spine and ribs. - Animals with backbones are called vertebrates and animals without backbones are called invertebrates. - Skeletons can look different because they suit how each animal lives. - Joints join bones together and help us move. - Bones, joints and muscles work together to help us move. Muscles work in pairs by tightening and relaxing.		
What skills will I use? - I will gather, record and classify data about bones, skeleton types, and animals in a variety of ways. - I will present my findings clearly, using scientific language, drawings, labelled diagrams, and tables. - I will answer questions about how joints and muscles allow movement, using evidence from my observations and research to support my conclusions. - I will present my findings about how the skeleton, muscles and joints work together clearly, using drawings, diagrams, and simple written explanations.		

Comparing Peninsulas

What should I already know?	What <u>vocabulary</u> will I use this term:	
- I know the names of the four countries of the United Kingdom and their capital cities. - I know the names of the seven continents and the five oceans on a world map. - I know the difference between human features (like towns and bridges) and physical features (like rivers and hills). - I know what the weather is like in each season in the UK.	Peninsula	a piece of land almost surrounded by water on three sides
	Climate	the usual weather of a place over a long time
	Temperate	a climate that is not too hot and not too cold
	Iberian Peninsula	the large peninsula in Europe that includes Spain and Portugal
	Wirral Peninsula	a peninsula in the northwest of England near the River Mersey
What new <u>knowledge</u> will I learn? - I know the Wirral Peninsula is in the northwest of England, near the River Mersey. - I know the Iberian Peninsula is in southern Europe and includes Spain and Portugal. - I know a peninsula is land surrounded by water on three sides. - I can compare the climate of the Wirral Peninsula (temperate) and the Iberian Peninsula (hot, dry summers; mild, wet winters). - I can identify two physical features of each peninsula. - I can name the Pyrenees mountains near the Iberian Peninsula. - I can give a reason people might visit: beaches, nature, culture.		
What <u>skills</u> will I use?	- I can use maps, atlases and digital mapping to locate and describe where the Wirral Peninsula and the Iberian Peninsula are in Europe. - I can describe physical and human features of each peninsula by using photographs, satellite images and maps (e.g. beaches, mountains, towns). - I can use compass directions and simple four-figure grid references to describe the location of features within each peninsula. - I can compare and contrast climates using climate data to compare temperatures and rainfall. - I can pose and answer questions about peninsulas, including their location, features, and why they are important.	



Physical Education

Gymnastics Year 4

Unit Purpose

The unit of work will focus on exploring **bridge** balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.

Pupils will create **sequences** combining movements and bridge balances in pairs, applying flow and challenging their creativity.

Inspire Me

Max Whitlock became Britain's first ever gold medallist in artistic gymnastics when he won both the men's floor and horse exercises at the 2016 Summer Olympics. He is the most successful gymnast in Britain's history.



Key Success Criteria

- P** Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.
- C** Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.
- S** Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.
- W** Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.

Vocabulary for Learning

Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.

Extension: This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.

Control: This refers to pupils being able to move their bodies silently.

Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

Bridge: A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies.

Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

Flow: This is when a gymnast moves from one action to another without stopping.

Transition to Year 5

Communication

Introduction to Counter Balance

Developing sequence ideas with bridges

Self Motivation

Encouragement

Application of Bridges learning onto apparatus

Sequence formation

Sequence completion

Year 4 Learning Journey

Sequence formation

Application of Counter Balance onto apparatus

Introduction to bridges

Resourcefulness

Self Motivation

Encouragement

Application of Bridges learning onto apparatus

Sequence formation

Sequence completion



Physical Education

Hockey Year 4

Unit Purpose

The unit of work will develop pupils' ability to apply the principles of **attack** vs **defence**, with a particular focus on creating simple **attacking tactics** in order to move the ball up the court, creating an attack that results in a shooting opportunity.

Inspire Me

The **Great Britain's Women's Hockey Team** won gold at the 2016 Olympics beating Netherlands on penalties. Goalkeeper, Maddie Hinch was one of the heroines saving four consecutive penalties.



Key Success Criteria

- P** Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks.
- C** Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.
- S** Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.
- W** Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.

Transition to Year 5

Communication

Recap and refine dribbling and passing creating attacks

Develop shooting

Evaluation

Refine shooting

Develop defending: Blocking and tackling

Develop passing and receiving

Cooperation

Refine passing: Long and short passes

Resilience

Develop passing and dribbling creating space for attacks

Decision Making

Introduce defending: Blocking and tackling

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score a goal.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal

Dribbling: is a method of moving with the ball using our stick. When we dribble we can only use the flat side of our stick.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.



Sport Specific Vocabulary

Tackling: Is method of defending in hockey. It involves a defender using their stick to knock the ball out of the possession of an attacker.

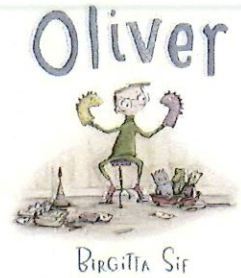
Blocking: A block occurs when an attackers takes a shot and a defender uses their stick to prevent the ball from going towards the goal.

Free Hit: A free hit is awarded when a foul occurs or the ball hits a players foot. The free hit is taken from where the violation took place.

Y4 No Outsiders

What **story** will I use?

Oliver by Birgitta Sif



What **key questions** will I discuss?

- How can being different affect someone?
- How might being different make someone feel left out?

What **skills** will I use?

- Talking and listening respectfully
- Celebrating difference
- Asking questions about identity and difference in a safe way
- Recognising and challenging stereotypes
- Showing respect to everyone

What **vocabulary** will I use?

Equality, diversity, inclusion, stereotype, discrimination, respect, tolerance, belonging, identity



French - My Town, Your Town

Knowledge organiser: My town, your town



Verb Bank

All the words below are part of verbs:

Regardez! - look
Écoutez! - listen
Répétez! - repeat
Levez-vous! - stand up
Asseyez-vous! - sit down
Comptez avec moi! - count with me
Chantez avec moi! - sing with me
Trouvez moi! - find me
Montrez moi! - show me

Noun Bank

Le café - the cafe
Le cinéma - the cinema
Le restaurant - the restaurant
Le supermarché - the supermarket
Le stade - the stadium
La boulangerie - the bakers
La pharmacie - the chemist
L'école - the school

Facts

In English we have borrowed some French nouns for places in town e.g. **café**, **cinema**, **restaurant**...

Grammar

When a noun begins with a vowel and it is being used with "le" or "la", then the vowel at the end of "le" or "la" is replaced with an apostrophe
 e.g. l' école

Question and Answer Bank

Où est...? - Where is?
Voilà... - Here is

Phonics

"**ez**" (**regardez**, **écoutez**)
 "**an**" (**chantez**, **boulangerie**)
 "**ou**" (**vous**, **boulangerie**, **trouvez**)

Art

What new **knowledge** will I learn?

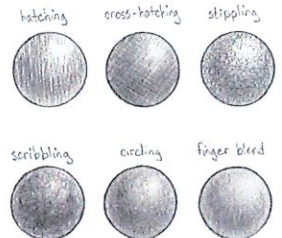
- I know how to use a range of pencils with different hardness to achieve varied lines, tones and textures.
- I know the amount of pressure and pencil grade will affect the depth and darkness of lines.
- I know how to use different shading techniques to show light, shadow and texture.
- I know how to use a rubber to lift pencil marks and create highlights.

What **skills** will I use?

- I can practise sketching lightly and confidently without relying on a rubber to erase mistakes.
- I can begin to develop control when shading to show light, shadow and texture.
- I can build confidence in layering marks to create depth and form.
- I can experiment with using a rubber creatively to add highlights and detail.

What **vocabulary** will I use?

line, tone, sketch, hardness, graphite, rubber, light, shadow, shading



Knowledge Organiser – Glockenspiel Stage 1 – Year 3, Unit 2

1 – Musical Activities using glocks

Learn to play and read the notes C, D, E + F.

Learn to play these tunes:

- Easy E
- Strictly D
- Play Your Music
- Drive
- Dee Cee's Blues
- What's Up
- D-E-F-initely
- Roundabout
- March of the Golden Guards
- Portsmouth

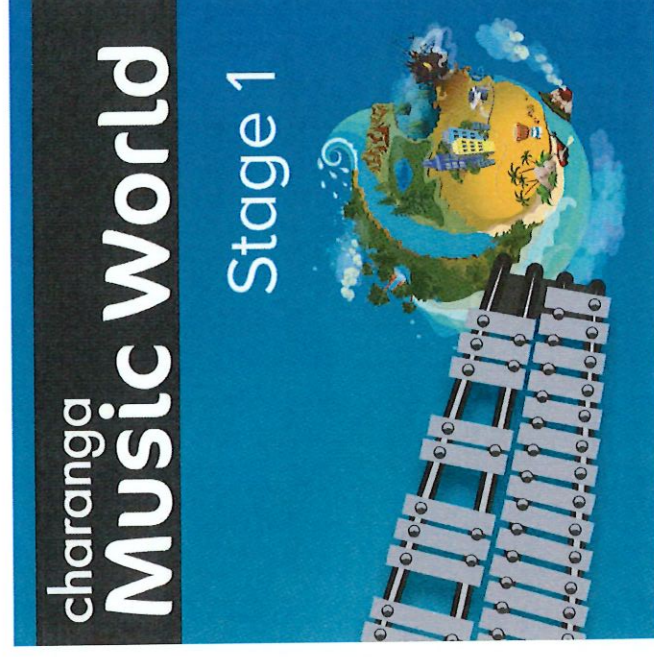
Improvise with Dee Cee's Blues using the notes C + D.

Compose using the notes C, D, E + F.

2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:
Improvisations • Instrumental performances • Compositions



About this Unit

Theme: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody

Reflection

*What did you like best about this Unit? Why?
Was there anything you didn't enjoy about it?
Why?*

*Did you have any strong feelings about it?
Were you proud of yourself, happy or annoyed?*