

WOODLANDS PRIMARY SCHOOL

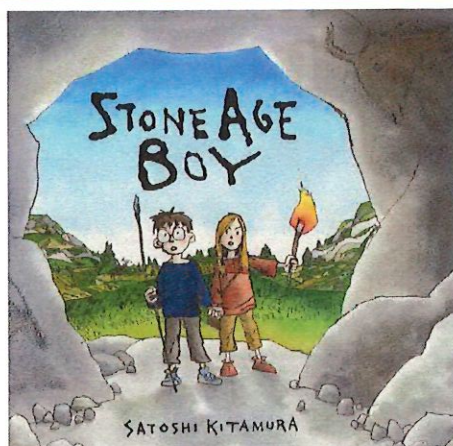


Year 4

Spring 1 Curriculum

Ready · Respectful · Safe

English Writing Mastery Targets



My mastery targets for this term are:

- To use present and past tenses correctly and consistently, including the present perfect form
- To use Standard English for verb inflections
- To organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)
- To use and punctuate direct speech

The text types I will explore are:

- A dialogue between the boy and his new Stone Age friend, exploring their differences, thoughts and feelings
- A report for the community leader, detailing everything the boy has done as part of the Stone Age community
- A Stone Age adventure story, written from the boy's viewpoint

Vocabulary I will use this term..

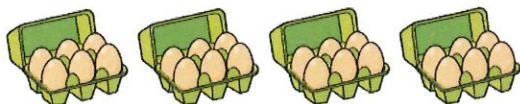
Year 3/4 Words:

forward
history
interest
perhaps
women
describe
century
centre
calendar
actual

Key words I may use:

wander archaeologist
stumble leather
relief grindstone
strike
chip
trim
flicker
pierce
skinning
spearhead
ornament

MATHS: MULTIPLICATION & DIVISION



There are ____ boxes.

Each box contains ____ eggs.

There are ____ eggs in total.

____ $\times$ ____ = ____

48					



Rosie draws a picture to represent 7×4 in two different ways.



4 sevens
4 lots of 7



7 fours
7 lots of 4

Use Rosie's method to represent 7×6 in two ways.



5 $\times$ 7

7 $\times$ 7 = 5 $\times$ 7 + 2 $\times$ 7

2 $\times$ 7

Use Amir's method to work out the multiplications.

6 $\times$ 7

9 $\times$ 7

11 $\times$ 7

9	9	9	9	9	9

What new **knowledge** will I learn?

Use known facts to derive others

Can recall the 2x 3x 4x 5x 6x 7x 8x 9x 10x 11x and 12x tables

Can derive related division facts

That division cannot be done in any order

To use multiplication facts to multiply by 10 and 100

To multiply 3 one- digit numbers together

The effect of multiplying by 1 and 0

To use multiplication to solve division

What **mathematical sentences** will I use?

- I know that ____ $\times$ ____ = because ____
- When I multiply/divide ____ and ____ I get ____
- ____ is more/less than ____
- "I know this because ____."
- "I noticed that ____."
- The next multiple of 3 is
- The multiple of 3 before is
- I know ____ is a multiple of 3 because ...

What **vocabulary** will I use?

Total, lots of, multiples, multiplied by, equal, commutative, groups, share, equals altogether, calculate inverse operation, solve problems, number facts, place value

Fossils

What should I already know?

I know that animals and plants are living things.

I know that living things can die and that their bodies can change over time.

I know that some objects and things in the past can give us clues about what happened before.

I know that rocks and soil can cover things and sometimes preserve them.

What vocabulary will I use this term:

Fossil

The remains or imprint of a plant or animal that lived a long time ago.

Fossilisation

The process by which plants or animals become fossils over thousands of years.

Bones

The hard parts of animals that can become fossils.

Shells

The hard outer parts of animals like snails or clams that can become fossils.

Sediment

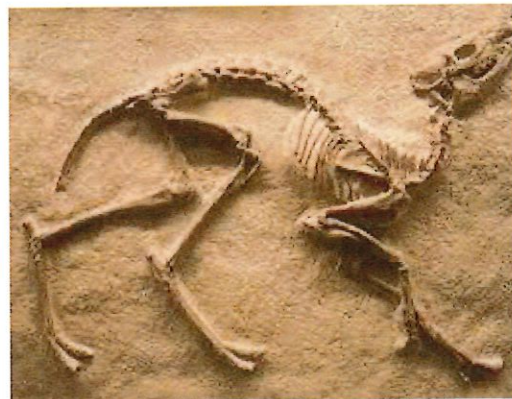
Layers of mud, sand, or soil that cover dead plants or animals and help form fossils.

Imprint

A mark or shape left behind when a plant or animal is pressed into soft material like mud, which then hardens.

What new knowledge will I learn?

- I know a fossil is what's left of a living thing from a long time ago. Plants and animals can become fossils.
- I know fossils are usually made from hard parts like bones or shells, and older fossils are deeper underground.
- I know fossils form when an animal dies, soft parts rot away, and hard parts get buried by layers of mud that turn into rock.
- I know fossilisation is rare, takes thousands of years, and usually happens in wet places under special conditions.



What skills will I use?

- I can ask questions about fossils and fossilisation and decide how to find answers.
- I can present findings about fossils clearly using drawings, diagrams, written explanations, or oral presentations.



Rocks

What should I already know?

I know that everyday objects are made from different materials, such as wood, plastic, metal, glass and rock.

I know that materials have different properties, like being hard, soft, shiny, dull, rough or smooth.

I know that some materials are natural and some are man-made.

I know that we can group materials by their properties to help us describe and compare them.

What vocabulary will I use this term:

Mineral	A natural substance found in rocks that has its own colour, shape, or sparkle.
Properties	The features of a material, such as how hard, soft, rough, or smooth it is.
Grains	Small pieces or specks you can see in some rocks.
Crystals	Shiny or sparkly mineral pieces that form inside some rocks.
Weathering	The process of rocks breaking down over time because of wind, rain, or temperature changes.
Erosion	The movement of rock pieces and soil from one place to another by wind, water, or ice.

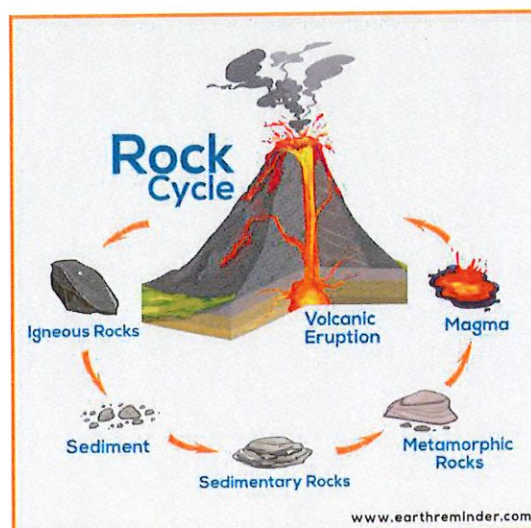
What new knowledge will I learn?

- Rocks are natural materials and we can identify them by how they look and feel.
- Rocks can be sorted by their properties, like hard or soft, with crystals, grains or layers.
- Some rocks are hard, some break easily, some float or sink, and some react with acid – and we can test this.
- Rocks are used for building and they change over time because of weathering.



What skills will I use?

- I can ask questions about the properties and uses of rocks and decide how to find the answer.
- I can gather, record and classify data about rocks using tables, drawings, and diagrams.
- I can make careful observations, measure properties like hardness or reaction, and present findings clearly using scientific language.

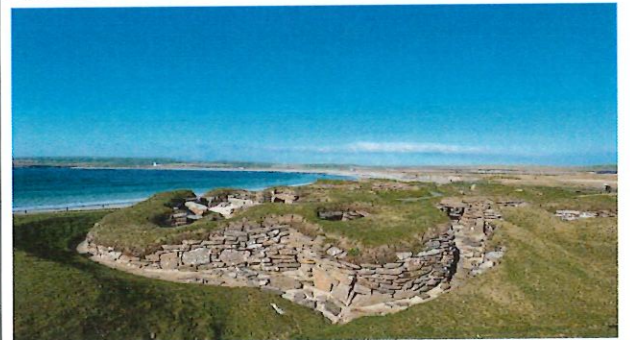
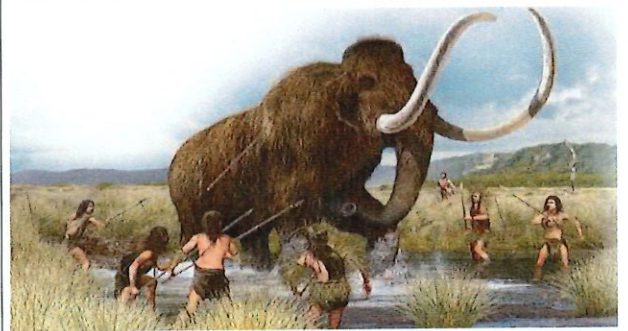


What was the most important change between the Stone Age and the Iron Age?

What should I already know?	What <u>vocabulary</u> will I use this term:	
I know that the past means things that have already happened, and historians find out about the past using clues and evidence. I know that people long ago lived differently from how we live today. I know that some objects used in the past were made from simple materials like wood, stone or metal. I know that people in the past had to grow, find or make their own food. I know that homes, clothes and tools have changed over time.	Prehistoric	A time before people wrote things down.
	Hunter-gatherer	A person who gets food by hunting animals and collecting plants.
	Settlement	A place where people live together, like a small village.
	Bronze	A metal made by mixing copper and tin. It was used to make tools and weapons.
	Tribe	A group of families who live together and follow the same leader.

What new knowledge will I learn?

- The Stone Age, Bronze Age and Iron Age are all part of prehistoric Britain.
- During the Stone Age, people used stone tools and were mainly hunter-gatherers.
- Farming began in the Neolithic period (New Stone Age), and Skara Brae is a Neolithic settlement where people farmed and lived together.
- Bronze Age people discovered how to extract metal from rocks; bronze replaced stone in tools and weapons.
- Iron Age people became more skilled metalworkers.
- Iron was stronger than Bronze and easier to find.
- In the iron age, people grouped together in larger tribes and were ruled by a king supported by landowners and warriors. Ordinary people farmed and hunted for food.



What skills will I use?

- I will place the Stone Age, Bronze Age, and Iron Age in chronological order on a timeline and use dates - Stone Age (around 800,000 BC - 2,500 BC), Bronze Age (around 2,500 BC - 800 BC), and Iron Age (around 800 BC - 43 AD).
- I will ask and answer questions about how life changed and why the Stone Age was important.
- I will use evidence from artefacts and archaeological sites to suggest what life might have been like.
- I will describe and compare the tools people used in the Stone Age and Iron Age, and explain how they improved over time.
- I will explain why certain changes (e.g. the use of iron tools) were important for people's lives.
- I will use historical vocabulary such as weapons, metal-working, flint, bronze, iron, hunter-gatherer, farming, and settlement.

Knowledge Organiser – Three Little Birds – Year 3, Unit 3

1 – Listen & Appraise: Three Little Birds (Reggae)

Structure: Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus.

Instruments/voices you can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals.

Find the pulse as you are listening: Dance, clap, sway, march, be an animal or a pop star.

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using

up to 2 notes – C + D.

Bronze: no notes | Silver: C, sometimes D |

Gold: C + D challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song

by ear and/or from notation using the

easy or medium part. You will be using up

to 3 notes – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C + D | Gold: C, D + E challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? Tell your audience how you learnt this song 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

Themes: Reggae, happiness and animals.

Facts/info: Bob Marley is one of the most famous performers of Roots Reggae music. He has helped spread both Jamaican music and the Rastafari movement worldwide.

Listen to 5 other reggae songs:

- Jamming by Bob Marley
- Small People by Ziggy Marley
- 54-46 Was My Number by Toots and The Maytals
- Ram Goat Liver by Pluto Shervington
- Our Day Will Come by Amy Winehouse

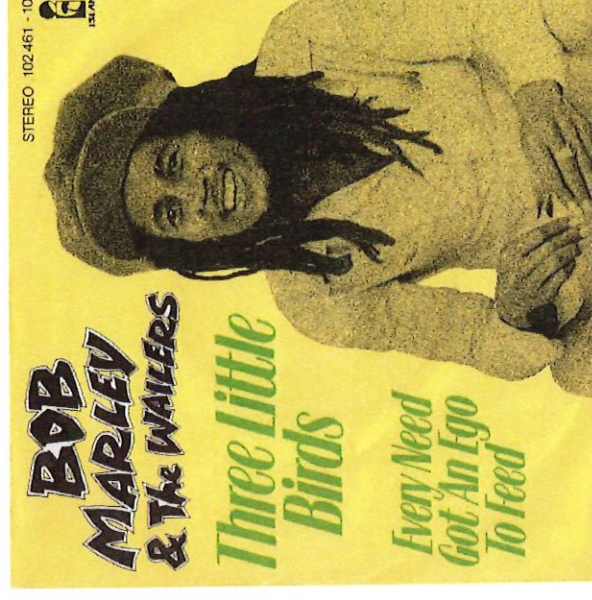
Vocabulary: Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae

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?

What are the 'style indicators' of Reggae music?
How do you know this is Reggae music?





Physical Education

Football 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 pitch, **creating** an **attack** that results in a shooting opportunity.

Inspire Me

The **Football Association (FA) Cup** is the oldest football competition in the world. The competition was established in 1871 where Wanderers beat the Royal Engineers 1-0 in the first final played at the Kennington Oval.

Key Success Criteria



- P** Pupils will be able to apply a secure understanding of passing, moving and dribbling in order to shoot and score goals against another team.
- 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 respect 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 discipline as they strive to improve their own performance and understanding.

Transition to Year 5

Evaluation

Responsibility

Develop defending

Introduce defending

Refine dribbling and passing to maintain possession

Refine dribbling

Refine passing and receiving

Year 4 Learning Journey

Self Motivation

Introduce turning

Communication

Develop passing and dribbling creating space

Problem Solving

Introduce shooting

Vocabulary for Learning

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

Transition: is defined as the process of recognising and responding after losing or regaining possession.

Turning: is used to describe the change of direction of the player who is in possession of the ball. A turn is a method used by an attacker to outwit and deceive a defender.

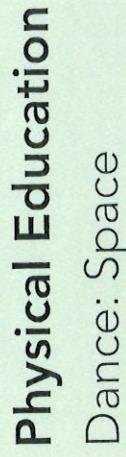


Sport Specific Vocabulary

Drag Back: A drag-back is a turn used in football. The attacker dribbling the ball, places their non kicking foot next to the ball and places their kicking foot on top of the ball, dragging the ball in the opposite direction to where they were going.

Goalkeeper: The role of the goalkeeper is to stop the ball from entering the goal. The goalkeeper is the only player allowed to use their hands on the pitch, but must do so within their own area.





The unit of work will challenge pupils to explore movement through improvisation, introducing **unison** and **matching**. Pupils will sustain their characters to add drama and **emotion** to the dance.

Inspire Me

Did you know... you would not be able to walk on Jupiter, Saturn, Uranus or Neptune because they have no solid surface! Also if you could fly a plane to Pluto, the trip would take more than 800 years!



- P** Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.
- C** Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.
- S** Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.
- W** Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.

Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Creativity: refers to pupils using their imagination or original ideas when performing their dance actions.

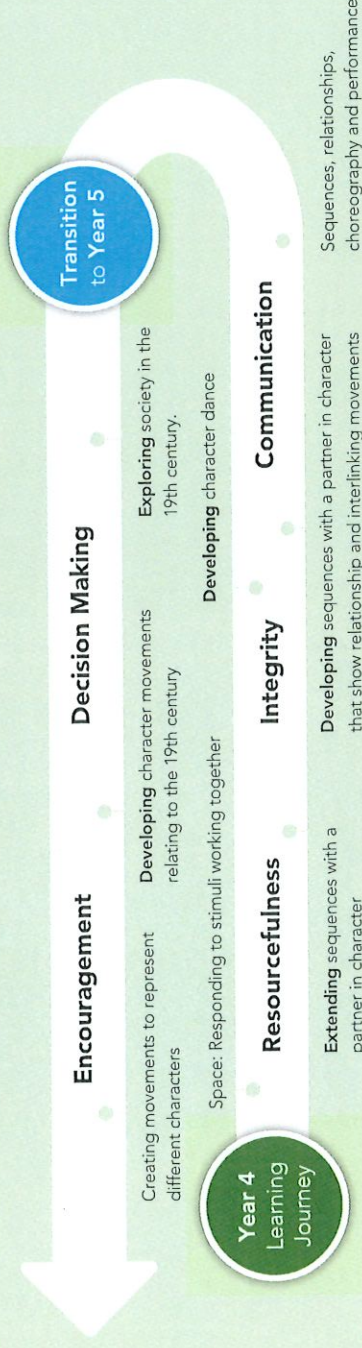
Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.



Motif: is a series of movements that are repeated.

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

Character: Character refers to the person, animal or fictional character that the pupil is portraying in their performance.



Knowledge organiser: Alien family

Noun Bank: Family

le **papa** - the dad
le **frère** - the brother
le **bébé** - the baby
le **grand-père** - the granddad

la **maman** - the mum
la **soeur** - the sister
la **grand-mère** - the grandma
la **famille** - the family

Je suis... - I am

Noun Bank : Face parts

le **nez** - the nose
la **bouche** - the mouth
la **tête** - the head

les **cheveux** - the hair
les **yeux** - the eyes
les **oreilles** - the ears

J'ai.... - I have ...
Je n'ai pas de... - I don't have any

Grammar

There are two words for "the" in French with singular nouns.

These words are "**le**" and "**la**".

Grammar

There is only one word for "the" with French plural nouns and this is "**les**".

Phonics

"**ez**" (nez)
"**il**" (famille, oreilles)
"**eux**" (cheveux, yeux)
"**ère**" (père, frère)
"**j**" (j'ai, je)

Fact Bank

In English hair is a singular noun and in French "hair" is a plural noun (**les cheveux**).



Christianity Year 3/4



HOW CAN THE BIBLE HELP A CHRISTIAN WITH THEIR WAY OF LIFE?

RE Skills to develop

I can make connections between different stories/sayings and what they teach followers of different religions/worldviews.

I can explore belief in action and make connections with my own life and communities.

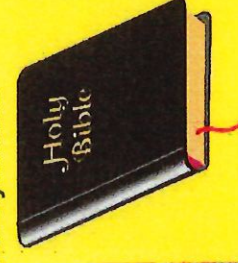
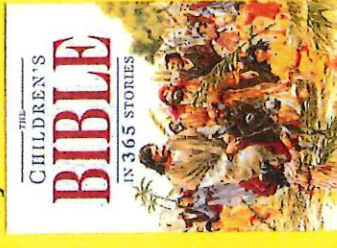
I understand the commitment and dedication needed for different faith followers.

I can reflect on my own values and explore what I can learn from the values of believers.

Our Enquiry Steps:

- What is a sacred text? Is the Bible a Best Seller?
- What is in the Bible and who wrote it?
- How do you find particular verses in the Bible?
- Why are there different kinds of Bibles?
- What does the Bible mean to a Christian?
- Why are the gospels important for Christians?

Key Artefacts and Symbols



Key Vocabulary	Definition
5 Fingers	Christianity, Christian, Bible, Hebrew, Aramaic, Greek, Church
Bible	The book of sacred writings accepted by Christians as coming from God.
Sacred	Something that is sacred is believed to be holy and to have a special connection with God.
Verses	One of the short parts of a chapter in the Bible.
Christian	Christians are people who believe that Jesus Christ is the Son of God, and follow his teachings and those of the Christian Churches.
Wisdom	Wisdom is the knowledge or learning gained over time.
Testaments	Either of two main divisions of the Bible. Old Testament: Before Jesus' birth. New Testament: After the birth of Jesus.
Parable	A Parable is a simple story with a moral or a story told to teach a lesson.

Our End Points:

Emerging: Can explain that the Bible is made up of many different books and is important to Christians.

Expected: Can give examples of stories which they have come across in the Bible and can demonstrate how to find a particular book. Can explain how Christians use the Bible for guidance and how it is in many different languages around the world.

Exceeding: Can explore their own views and values in relation to how a Christian gains wisdom from the Bible.

What story will I use?

This is our house by Michael Rosen

What key questions will I discuss?

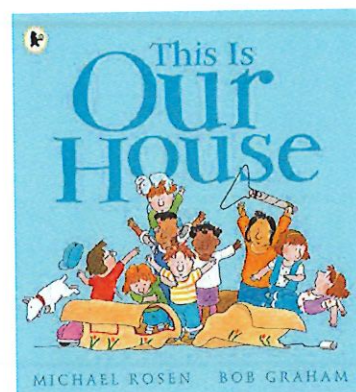
- What does discrimination mean?
- How can being different affect someone?
- How might being different make someone feel left out?

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 - Alien Family

Knowledge organiser: Alien family

Primary
Languages
Network



Noun Bank: Family

le papa - the dad
le frère - the brother
le bébé - the baby
le grand- père - the grandad

la maman - the mum
la soeur - the sister
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la famille - the family

Je suis... - I am

Noun Bank : Face parts

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There are two words for "the" in French with singular nouns.
These words are "le" and "la"

Grammar

There is only one word for "the" with French plural nouns and this is "les".

Phonics

"ez" (nez)
"il" (famille, oreilles)
"eux" (cheveux, yeux)
"ère" (père, frère)
"j'" (J'ai, Je)

Fact Bank

In English hair is a singular noun and in French "hair" is a plural noun (les cheveux).

What new knowledge will I learn?

- I know that cave paintings were one of the earliest forms of storytelling through art.
- I know that Stone Age artists used natural pigments, simple brushes and tools to create images.
- I know that different drawing techniques (hatching, cross-hatching) can be used to add texture, shadows and tone.
- I know that watercolour washes can create backgrounds and textures similar to stone surfaces.
- I know how brush size and amount of water affect the coverage and texture of paint.
- I know how colours and marks can be layered to build up depth and effect, just as prehistoric artists did.

What skills will I use?

- I can use a range of pencil marks, including hatching and cross-hatching, to create shading, tone and texture in their drawings.
- I can experiment with hatching and cross-hatching to show shadows and depth.
- I can select appropriate brushes for watercolour washes and control water to achieve desired coverage.
- I can apply washes to create backgrounds that resemble cave walls.
- I can combine drawing and painting techniques in one piece of artwork.
- I can record their explorations in sketchbooks - trying out mark making, shading and wash effects before the final cave painting.
- I can evaluate their work and explain how their techniques replicate elements of Stone Age art.

What vocabulary will I use?

Cave painting, pigment, hatching, cross hatching, texture, tone, layering,