

# WOODLANDS PRIMARY SCHOOL

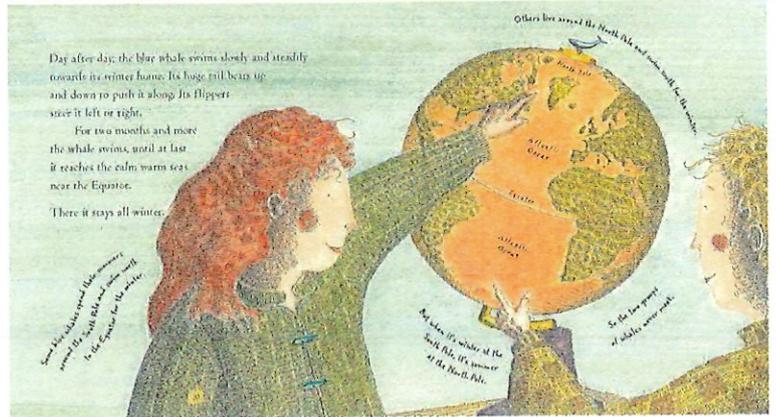
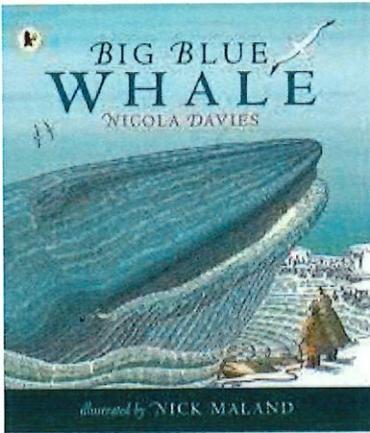


Year 4

Spring 2 Curriculum

Ready · Respectful · Safe

# English Writing Mastery Targets



My mastery targets for this term are:

- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Build an increasing range of sentence structures
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Indicate possession by using the possessive apostrophe with plural nouns
- The grammatical difference between plural and possessive 's'

The text types I will explore are:

- A descriptive poem about a big blue whale
- A non-fiction information text about a whale feeding.

Vocabulary I will use this term...

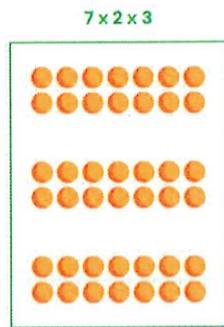
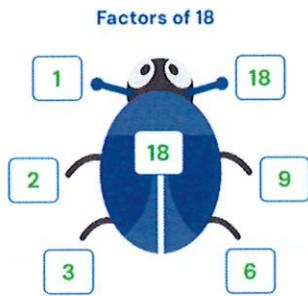
Year 3/4 Words:

actually	knowledge
although	question
consider	sentence
earth	separate
enough	special
guide	therefore
heart	various
increase	weight
important	

Key words I may use:

protected	mammal
creature	blowhole
surface	baelen
bristly	krill
gulp	shrimp
slithers	shoal
nudges	sieve
feast	blubber
shallows	Equator
stranded	dawn chorus

# MATHS: MULTIPLICATION & DIVISION



The blue tower is \_\_\_\_\_ times taller than the pink tower.  
The pink tower is \_\_\_\_\_ times the size of the blue tower.

Sam is using the grid method to solve  $323 \times 4$ .

x	300	20	3
4	1,200	80	12

$323 \times 4 = 1,292$

Ryan is solving  $36 \div 3$  using short division.

$$\begin{array}{r} 32 \\ 3 \overline{) 36} \end{array}$$

What mistake has Ryan made?

What new knowledge will I learn?

- To find factors of numbers using a systematic approach
- To use, identify and understand factors (numbers that multiply together to make another number, or divide into a number exactly)
- To identify factors of a 2-digit number
- Understand that multiplication can be done in any order
- To solve problems including scaling
- To use a formal written method to multiply TU by 0
- To use a formal written method to multiply HTO by 0
- Written strategies for division
- To solve a range of problems using multiplication and division using an efficient strategy

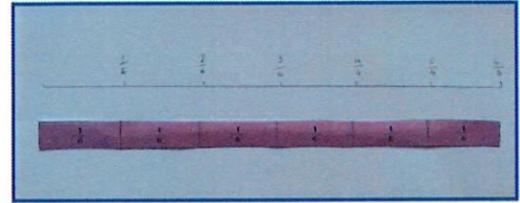
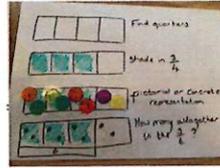
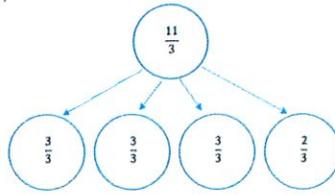
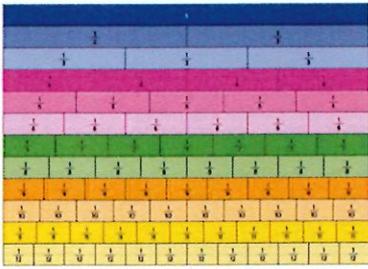
What mathematical sentences will I use?

- 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, factor, systematic, integer, array

## MATHS: FRACTIONS



What new knowledge will I learn?

- To use multiplication to generate equivalent fractions
- To simplify fractions using common factors
- To use unit fractions to solve a problem
- To use non-unit fractions to solve a problem
- To add and subtract fractions with a common denominator

What mathematical sentences will I use?

- A fraction is an equal part of a whole
- A numerator tells me how many parts I have
- The denominator tells me how many equal parts the whole is divided into
- I know that equivalent fractions have the same value
- I can multiply or divide the numerator and denominator by the same number to find an equivalent fraction
- I can use a number line to compare fractions
- A mixed number has a whole number and a fraction
- An improper fraction has a numerator greater than the denominator

What vocabulary will I use?

Fraction, common equivalent, quantities, whole number, add, subtract, denominator, improper fractions, mixed fraction, bridging, whole numbers, number line

# Soils

## What should I already know?

I know that soil is found on the ground and plants grow in it.  
 I know that soil can look and feel different (dry/wet, hard/soft, light/dark).  
 I know that plants need soil, water and light to grow.  
 I know that small animals live in soil, such as worms and insects.

## What vocabulary will I use this term:

Soil	The top layer of the Earth where plants grow. It is made of tiny pieces of rock, water and dead plants and animals.
Nutrients	Substances in soil that plants need for healthy growth.
Absorb	To soak up a liquid, like when soil soaks up water.
Properties	The features or characteristics of something, such as how hard, wet or dry soil is.
Organic matter	Dead plants and animals in the soil that help make it rich and good for growing plants.

## What new knowledge will I learn?

- Soil is made of tiny pieces of rock, water and dead plants and animals.
- There are different types of soil including sandy, clay, peat and chalky, and they have different properties.
- Soil gives plants food and water, is home to animals, and helps stop flooding by soaking up water.
- Different soils soak up different amounts of water. Peat holds lots of water, but sand holds less.
- Testing soils shows which ones hold more water and which are best for growing plants.

- **sandy soil** - a soil made up of lots of sand and some clay



- **clay soil** - a soil containing lots of clay which becomes sticky when wet



- **peat soil** - a soil that contains lots of water and organic matter



- **chalky soil** - a soil that contains lots of chalk or limestone



## What skills will I use?

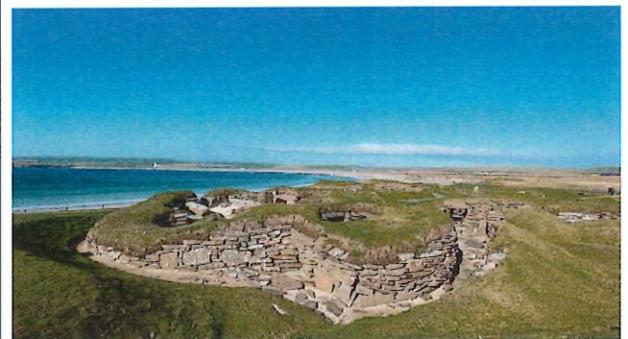
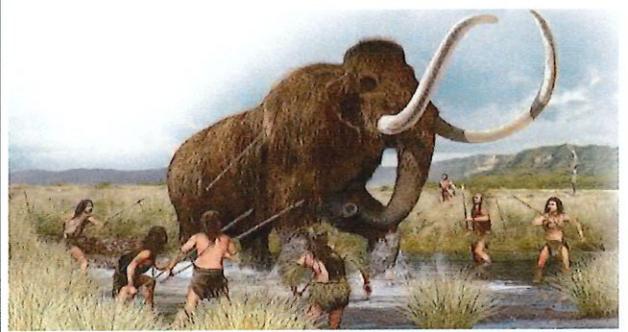
- I can ask questions about soils and decide how to find the answers.
- I can gather, record and classify data about how soils absorb water, using tables, drawings and diagrams.
- I can present my findings clearly using scientific language, tables, charts and written explanations.

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

<p>What should I already know?</p> <p>I know that the past means things that have already happened, and historians find out about the past using clues and evidence.</p> <p>I know that people long ago lived differently from how we live today.</p> <p>I know that some objects used in the past were made from simple materials like wood, stone or metal.</p> <p>I know that people in the past had to grow, find or make their own food.</p> <p>I know that homes, clothes and tools have changed over time.</p>	<p>What <u>vocabulary</u> will I use this term:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">Prehistoric</td> <td>A time before people wrote things down.</td> </tr> <tr> <td>Hunter-gatherer</td> <td>A person who gets food by hunting animals and collecting plants.</td> </tr> <tr> <td>Settlement</td> <td>A place where people live together, like a small village.</td> </tr> <tr> <td>Bronze</td> <td>A metal made by mixing copper and tin. It was used to make tools and weapons.</td> </tr> <tr> <td>Tribe</td> <td>A group of families who live together and follow the same leader.</td> </tr> </table>	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.
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### 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 – The Dragon Song – Year 3, Unit 4

## 1 – Listen and Appraise: The Dragon Song

**Themes:** Kindness, respect, friendship, acceptance and happiness.

**Instruments/voices you can hear.** Keyboard, drums, bass, a female singer.

**Do the words of the song tell a story? Does the music create a story in your imagination? What story?**

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 3 notes – G + A.

**Bronze:** no notes | **Silver:** G, sometimes A |

**Gold:** G + A challenge.

*Which challenge did you get to?*

**Singing** in 2 parts.

**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 – G, A + B. *Which part did you play?*

**Improvise** using up to 3 notes – G, A + B.

**Bronze:** G | **Silver:** G + A | **Gold:** G, A + B challenge.

*Which challenge did you get to?*

**Compose** a simple melody using simple rhythms

choosing from the notes G, A + B or D, E, G, A + B.

(Pentatonic scale)

## 3 – Perform & Share

Decide how you going to perform this song. It tells an important story. 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:** Traditional Folk tunes from around the world, celebrating our differences and being kind to one another.

**Facts/info:** This song tells the story of Lesley the Dragon who flies around the world in search of friendship. Think about the issues of kindness, respect, friendship, acceptance and happiness. Use your imaginations to create your own performance of the song.

**Listen to 5 folk melodies from around the world:**

- Birdsong – Chinese Folk Music
- Vaishnava Java – A Hindu Song
- A Turkish Traditional Tune
- Aitutaki Drum Dance from Polynesia
- Zebaidir Song from Sudan

**Vocabulary:** Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, melody

## Reflection

*This song will help you to think about many things, including the respect we must have for each other and the environment.*

*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?*





# Physical Education

## Netball 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

**Geva Kate** Mentor, CBE is an English International netball player. Mentor was selected for the England national team in 2000, debuting the following year against New Zealand, at age 16.



### Key Success Criteria

- P** Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team.
- C** Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics.
- 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.



### Vocabulary for Learning

- Attacker:** We are considered an 'attacker' when we are in possession of the ball or in control of the ball. A player whose task is to attack the opposition in an attempt to score. Space for one more line!
- Defender:** We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. A player whose task it is to prevent the opposition scoring and to regain possession.
- Possession:** Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score.



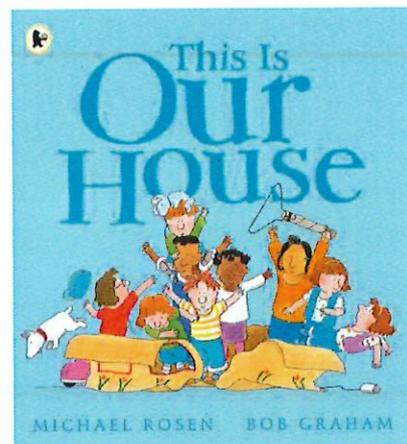
### Sport Specific Vocabulary

- Chest Pass:** Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should strive to throw the ball to the receiver's chest level.
- Footwork:** A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction.



What story will I use?

This is our house by Michael Rosen



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 - Moving our bodies

Primary  
Languages  
Network

**Knowledge organiser: Moving our bodies**

<p><b>Nouns Bank</b></p> <p><u>Singular:</u>  <b>la tête</b> – the head  <b>l'épaule</b> – the shoulder  <b>le genou</b> – the knee  <b>le pied</b> – the foot  <b>la jambe</b> – the leg  <b>le bras</b> – the arm  <b>la main</b> – the hand  <b>le corps</b> – the body</p> <p>un oeil – one eye</p> <p><u>Plural:</u>  <b>les épaules</b> – the shoulders  <b>les genoux</b> – the knees  <b>les pieds</b> – the feet  <b>les jambes</b> – the legs  <b>les bras</b> – the arms</p>	<p><b>Command Bank (verbs)</b></p> <p><b>Bougez</b> – Move  <b>Relaxez</b> – Relax  <b>Touchez</b> – Touch</p> <p><b>Levez</b> – Lift  <b>Pliez</b> – Bend  <b>Respirez</b> – Breathe  <b>Restez immobile</b> – Stand still  <b>Tournez</b> – Turn  <b>Étirez</b> – Stretch</p>	<p><b>Grammar</b></p> <p>The plural word for “the” in French is “<b>les</b>”. “<b>s</b>” and “<b>x</b>” are silent letters that are often added to end of the noun to make the plural ending of the noun e.g. <b>le pied</b> /<b>les pieds</b></p>
<p><b>Phonics</b></p> <p>“<b>ou</b>” (<b>bougez</b>, <b>genou</b>, <b>tournez</b>)                  “<b>ez</b>” (<b>relaxez</b>, <b>touchez</b>, <b>pliez</b>)  <b>silent letters:</b> “<b>bras</b>”, “<b>corps</b>”, “<b>pied</b>”</p>		<p><b>Grammar</b></p> <p>We say and write colours as adjectives after the noun in French, for example: “<b>le pied rouge</b>”, “<b>le genou vert</b>”.</p> <p>When we say and write colours as adjectives after the noun in French the spelling may change to match the noun, for example: “<b>la jambe verte</b>”, “<b>la main blanche</b>”</p>
<p><b>Fact Bank</b></p> <p>In French, the “<b>s</b>” and the “<b>x</b>” on the end of a word are silent letters. For example: <b>épaules</b>, <b>jambes</b>, <b>genoux</b>.</p>		

What new knowledge will I learn?

- I know that printing is an artistic process used to create multiple copies of an image.
- I know that Hokusai used woodblock printing, layering colours to achieve depth and impact.
- I know the difference between **relief printing** (raised surface holds the ink) and **incised printing** (ink sits in carved lines).
- I know that patterns and textures in nature can inspire print designs (e.g. waves, scales, shells).
- I know layers of colour can be built up to create interest and detail in a print.
- I know repeating patterns can be used for decorative effect.

What skills will I use?

- I can make simple printing blocks using safe materials (e.g. coiled string, foam, card) to create relief or incised effects.
- I can replicate patterns observed in the natural environment (e.g. wave patterns, fish scales, shells).
- I can apply and layer two or more colours when printing.
- I can position blocks accurately to create precise repeating patterns.
- I can experiment with overlapping colours and shapes for effect.
- I can combine printed elements with digital media (e.g. scanning prints, adding digital colour, or arranging patterns online).

What vocabulary will I use?

printing block, relief printing, incised printing, repeating pattern, motif, repeat





# Physical Education

## Dodgeball Year 4

### Unit Purpose

The unit of work will develop pupils' ability to apply the principles of **attack** vs **defence** in games.

Pupils will apply their **throwing**, **catching** and **dodging** skills combining these with their understanding of team work to try and win the game.

### Inspire Me

**Did you know...** a record was set for a dodgeball game with the most players on 25 September, 2012 by the University of California. The game consisted of a whopping 6,084 players.



### Key Success Criteria

- P** Pupils will be able to apply a secure understanding of dodging, throwing, jumping, ducking and catching skills to outwit their opponents and win the game.
- C** Pupils will demonstrate an understanding of the importance of apply skills at the right time (where, when and why) in order to win a game.
- S** Pupils will develop life skills such as encouragement 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 integrity and self motivation as they strive to improve their own performance and understanding.

### Vocabulary for Learning

**Attacker:** We are considered an 'attacker' when we are in possession of the ball or when we throw the ball. The aim of the game for the attackers is to throw their ball hitting an opponent.

**Defender:** We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. The aim of the defenders is to avoid being hit by the ball.



### Sport Specific Vocabulary

**Dodge:** is a method of moving quickly from one side to the other to avoid being hit by a ball.

**Ducking:** Is a method of defending to avoid being hit by a ball. It involves a defender lowering their body towards the floor, allowing the ball to travel over them.

**Jumping:** Is a method of defending to avoid being hit by a ball. It involves a defender raising their body towards the air, allowing the ball to travel under them.

**Aiming:** is when the attacker in possession of the ball directs their throw towards a specific target.





# Christianity Year 3/4

What do I think about Jesus and how is he portrayed in art from around the world?  
Why is the cross important for Christians?



### RE Skills to develop

- I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.
- I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.
- I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- I can give thoughtful responses using different forms of expression.

### Our Enquiry Steps:

- How do pictures of Jesus from around the world show a personal relationship with Christians?
- What do the Gospels tell us about Jesus as a person?
- Can we find links to pieces of art based on text?
- Jesus described himself as "The bread of Life, The Light of the World and The Good Shepherd." How has this inspired art?
- Why is the cross and important symbol for Christians?
- What can we recognise as a symbol on crosses from El Salvador?

### Key Artefacts and Symbols



Key Vocabulary	Definition
Easter	A Christian festival that celebrates Jesus coming back to life.
Ressurrection	Coming back to life after dying.
Saviour	Someone who saves or helps others.
God	The creator of the world, who Christians believe loves and cares for everyone.
Symbols	Pictures or objects that represent something else.
Trinity	Christians believe God is three in one: the Father, the Son (Jesus), and the Holy Spirit.
Bible	The holy book of Christianity.
Messiah	A special person sent by God to help and save people.

### Our End Points:

**Emerging:** I can say that the cross is important to Christians.

**Expected:** I can explain that the cross reminds Christians of Jesus' sacrifice and the promise of salvation.