

# WOODLANDS PRIMARY SCHOOL

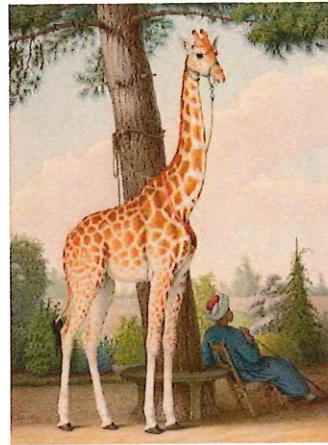
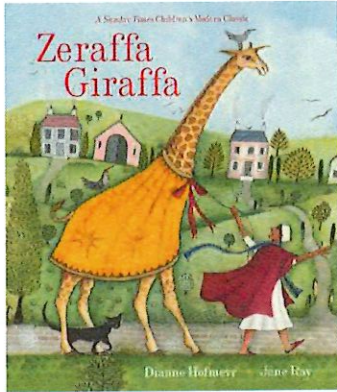


Year 4

Summer 1 Curriculum

Ready · Respectful · Safe

# English Writing Mastery Targets



My mastery targets for this term are:

- Build a varied and rich vocabulary and an increasing range of sentence structures
- Variety of verb forms used correctly and consistently
- Use paragraphs to organise information and ideas around a theme
- The grammatical difference between plural and possessive 's'

The text types I will explore are:

- Diary entry detailing Atir's journey down the river Nile.
- An eyewitness account written by a member of the crowd as Zeraffa passes by.
- A persuasive guide for visiting Zeraffa at the Jardin des Plantes in Paris.

Vocabulary I will use this term...

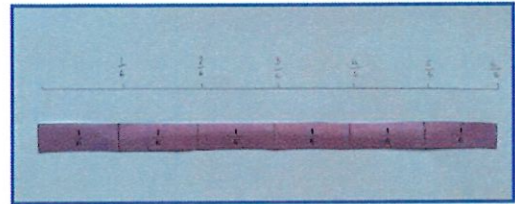
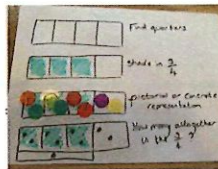
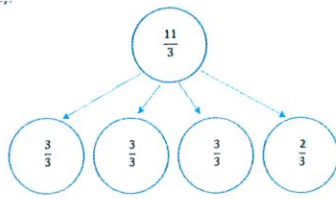
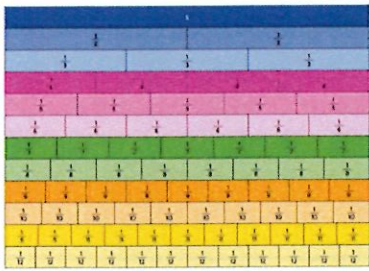
Year 3/4 Words:

|           |            |
|-----------|------------|
| address   | opposite   |
| business  | medicine   |
| complete  | opposite   |
| difficult | particular |
| exercise  | popular    |
| famous    | possession |
| height    | pressure   |
| library   | promise    |
| material  | purpose    |
| occasion  | reign      |
| medicine  |            |

Key words I may use:

|              |          |
|--------------|----------|
| astonishing  | acacia   |
| epic         | Pasha    |
| see-sawed    | felucca  |
| sip          | pivot    |
| cobblestones | awning   |
| glimpse      | amulet   |
| salon        | taffeta  |
| soiree       | vineyard |
| rustle       | mistral  |
| balmy        | mosaic   |

## 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

# Forces and magnets

## What should I already know?

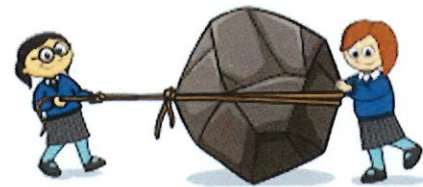
- I know that a force is a push or a pull.
- I know that pushes and pulls can make things start moving, stop moving, go faster, slow down or change direction.
- I know that different surfaces feel different, and some make objects move more easily than others.
- I know that magnets can pull some objects towards them.

## What vocabulary will I use this term?

|          |  |
|----------|--|
| Force    | a push or a pull that can make something move, stop, or change direction.  |
| Friction | a force that slows things down when they rub against a surface.            |
| Surface  | the outside part of something (it can be smooth or rough).                 |
| Magnet   | an object that can pull certain materials (like iron or steel) towards it. |
| Pole     | the two ends of a magnet (north and south) where the force is strongest.   |

## What new knowledge will I learn?

- A contact force happens when things touch each other.
- Friction is a contact force that slows things down when they move across a surface.
- Smooth surfaces have less friction than rough ones, so things move further on smooth surfaces.
- Rough surfaces have more friction, so things don't move as far.
- Magnets make a non-contact force and can pull things without touching them.
- Some materials like iron and steel are magnetic, but wood and plastic are not.
- Not all metals are magnetic. Iron and steel are, but aluminium isn't.
- Magnets have two poles - north and south. Opposite poles attract, the same poles push away (repel).



## What skills will I use?

- I can make careful observations about how objects move on different surfaces and how magnets interact with materials.
- I can answer questions and make conclusions about how friction and magnetism affect movement, using evidence from my investigation.
- I can gather, record and classify data about forces, surfaces, and magnetic materials using tables, diagrams, and charts.  
I can plan a fair test to investigate how surfaces or magnets affect movement, identifying what to change, measure, and keep the same.
- I can present my findings clearly using diagrams, tables, written explanations, and presentations.

**attract** - a magnetic force that pulls



**repel** - a magnetic force that pushes two magnets apart

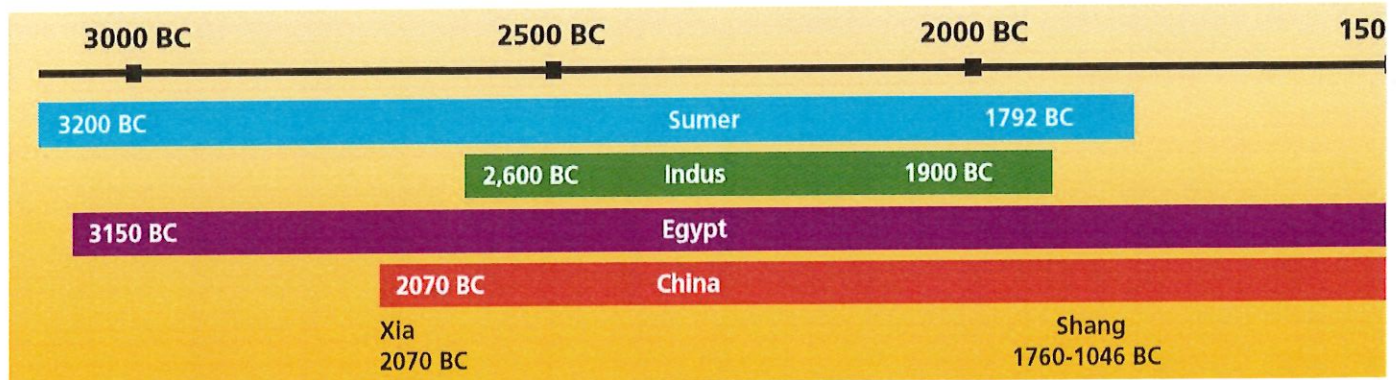


## Early Civilisations

Why did the world's first civilisations all begin near rivers?

|  |  |   |
|--|--|---|
| <p>What should I already know?</p> <ul style="list-style-type: none"> <li>I know that the past is what happened before now.</li> <li>I know that people lived differently in the past compared to today.</li> <li>I know that we can find out about the past from stories, pictures and objects.</li> <li>I know that homes, clothes and transport have changed over time.</li> <li>I know that people in the past needed food, water and shelter, just like we do today.</li> </ul> | What <u>vocabulary</u> will I use this term: |   |
|  | Civilisation                                 | A group of people living together with their own cities, rules and way of life.   |
|  | River Valley                                 | The land around a river where people settle because the soil is good for farming. |
|  | Trade  | The exchange of goods or services between people.                                 |
|  | Irrigation                                   | Using water from rivers to help grow crops.                                       |
|  | Writing system                               | A way of recording information using symbols or letters.                          |

|  |  |
|--|--|
| <p>What new <u>knowledge</u> will I learn?</p> <ul style="list-style-type: none"> <li>The first civilisations developed around 5,000 years ago.</li> <li>The earliest civilisations were Sumer, Indus Valley, Shang Dynasty and Egypt.</li> <li>All early civilisations grew near rivers (e.g. Nile, Tigris, Euphrates, Indus, Yellow River).</li> <li>Rivers were important for water, farming, transport and trade.</li> <li>Early civilisations developed writing systems to record information.</li> <li>Early cities needed rules, jobs, buildings and systems to work successfully.</li> </ul> | <p>What <u>skills</u> will I use?</p> <ul style="list-style-type: none"> <li>I will place early civilisations on a timeline and use terms such as BC/BCE and AD/CE.</li> <li>I will use maps to locate where early civilisations were in the world.</li> <li>I will explain cause and consequence, e.g. <i>why rivers led to settlements</i>.</li> <li>I will identify similarities and differences between early civilisations.</li> <li>I will use historical sources (artefacts, images, texts) to find out about the past.</li> <li>I will ask and answer historical questions about how we know about early civilisations.</li> </ul> |
|--|--|





## Christianity Year 3/4



### What is my point of view about God? Why do Christians have faith?

#### RE Skills to develop:

I can explore and make personal informed responses to ultimate questions..

I can explain the religions and worldviews which I encounter clearly, reasonably and coherently.

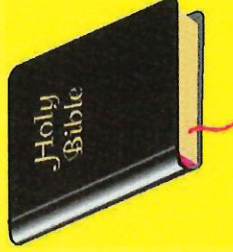
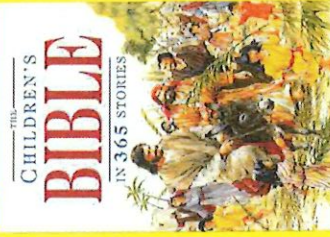
I can explore belief in action and make connections with my own life and communities.

I understand the commitment and dedication needed for those who follow a religion or non-religious worldview.

#### Our Enquiry Steps:

- What do I think about God?
- Who is God?
- How are symbols used to represent the trinity?
- What do philosophers say about God and how does this compare to your worldview?
- How does faith impact on decisions? What did Abraham's faith mean to him?
- What questions do I have to interview Christians about their belief in God?

#### Key Artefacts and Symbols



| Key Vocabulary | Definition   |
|----------------|--|
| 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.  |
| Holy Sprit     | The third person of the Trinity.   |
| Christian      | Christians are people who believe that Jesus Christ is the Son of God, and follow his teachings and those of the Christian Churches. |
| Heaven         | The dwelling-place of God and the angels.  |
| Testaments     | Either of two main divisions of the Bible.<br>Old Testament: Before Jesus' birth.<br>New Testament: After the birth of Jesus.        |
| Faith          | A deep trust, belief, and commitment to a deity or spiritual truth.  |

#### Our End Points:

**Emerging:** Can explain what the Christian symbols mean? (Including the Trinity).

**Expected:** Can recognise a Christian belief about God from these statements .

# Knowledge Organiser – Bringing Us Together – Year 3, Unit 5

## 1 – Listen and Appraise: Bringing Us Together (Disco)

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

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 – C + A.

Bronze: no notes | Silver: C + A | Gold: C + 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 – C, A + G. Which part did you play?

Improvise using up to 2 notes – C + A.

Bronze: C | Silver: C, and sometimes A |

Gold: C + A challenge.

Which challenge did you get to?

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

**Theme:** This is a Disco song about friendship, peace, hope and unity.

**Facts/Info:** Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.

### Listen to 5 other disco songs

- Good Times by Nile Rodgers
- Ain't Nobody by Chaka Khan
- We Are Family by Sister Sledge
- Ain't No Stopping Us Now by McFadden and Whitehead
- Car Wash by Rose Royce

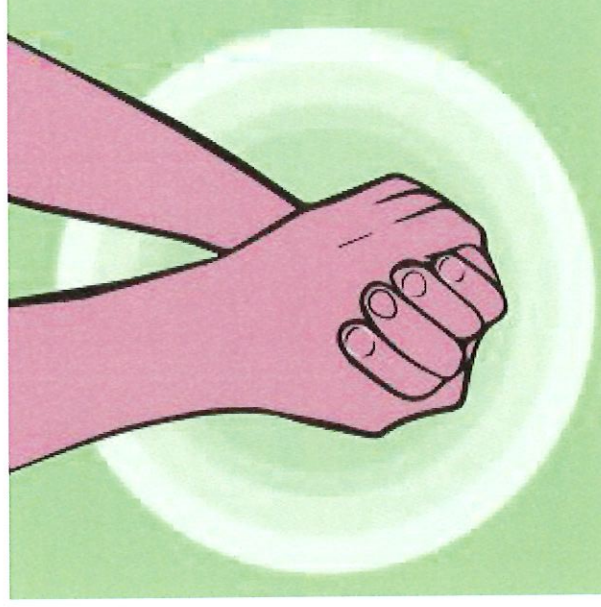
**Vocabulary:** Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody

## 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?

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





# Physical Education

## Tennis Year 4

### Unit Purpose

The unit of work will **develop pupils' ability to apply** the principles of attack vs defence in order to win a game of tennis. Pupils will **create space** to win points and apply the developing racket skills using forehand and backhand techniques.

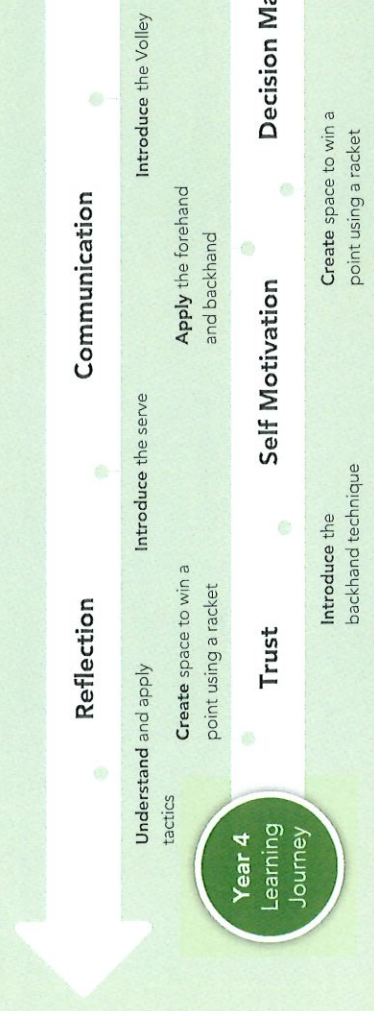
### Inspire Me

The **Williams sisters**, Venus and Serena are two professional American tennis players who have dominated the women's game since the late 90s. Between them they have won over 60 grand slam titles and 5 Olympic titles.

### Key Success Criteria



- P** Pupils will hit the ball into space on their opponents side of the court, creating space for the next shot that will win them the point.
- C** Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court.
- S** Pupils will develop life skills such as trust and cooperation as they collaborate with others, applying 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

- Outwit:** means using your intelligence to trick or out smart your opponent to win a point.
- Space:** is an open area on the court that is unoccupied by your opponent. This could be at the side, front or back of the court.
- Accuracy:** is the ability to control where we hit the ball on our opponents side of the court.
- Power:** is the intensity and speed that a ball is hit.



### Sport Specific Vocabulary

- Baseline:** The baseline runs parallel to the net and defines the back of the court on each side.
- Forehand:** A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.
- Backhand:** A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.
- Rally:** A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball.
- Out:** is the term used when the ball is returned over the net and does not bounce on the inside of the court.





# Physical Education Athletics Year 4

## Unit Purpose

The unit of work will develop pupils' ability to develop their own **sprinting technique**, analysing their own performance. Pupils will **compare** sprinting to running for distance and pacing. The unit will introduce throwing for distance with **javelins** and explore the **triple jump**.

## Inspire Me

**Did you know...** that the longest standing mens world record is the discus throw set by Jürgen Schult in 1986. The longest standing women's world record is the 800m set by Jarmila Kratochvílová in 1983.



## Key Success Criteria

- P** Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin.
- C** Pupils will apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.
- S** Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.
- 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

- Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.
- Speed:** Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.
- Distance:** is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.
- Pace:** Pace is used to measure an athletes speed. It is the amount of time it takes an athlete to cover a specific distance. It is important for long distance runners to pace themselves, if they go to fast to early, they will finish the race slower.
- Power:** is the intensity and speed that an object is thrown towards or how an athlete uses their body to increase the distance they jump.



## Sport Specific Vocabulary

**Stride Pattern:** Is the distance covered when an athlete takes a step. An athletes stride pattern will differ depending on the distance that athlete is running.



What story will I use?

The Hueys in the New Jumper by Oliver Jeffers

What key questions will I discuss?

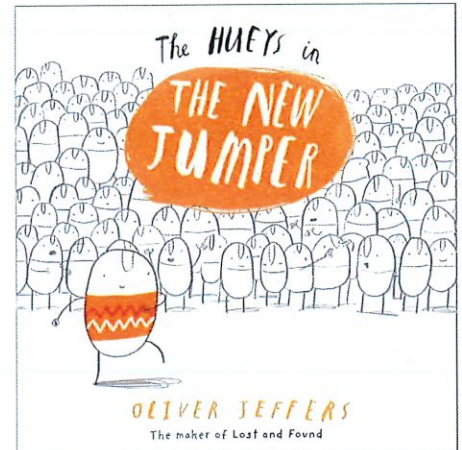
- How can being different affect someone?
- How might being different make someone feel left out?

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 - At the doctors and Jungle Animals

Knowledge organiser: At the doctors and jungle animals

Primary Languages Network



"At the doctors" Questions and Answers bank

**Qu'est-ce qu'il y a ?** - What's wrong?  
**Je ne me sens pas bien** - I don't feel well

**J'ai mal à la tête** - I have a headache  
**J'ai mal aux dents** - I have toothache  
**J'ai mal aux oreilles** - I have earache  
**J'ai mal au ventre** - I have tummy ache  
**Je me suis cassé(e) le bras** - I have broken my arm

Phonics

**"qu"** (qu'est-ce qu'il y a ? perroquet)  
**"g"** (girafe, singe,  
**"i"** (bien, tigre, petit)  
**"j"** (je, j'ai)  
**Silent letters:** aux, dents, serpent,  
 perroquet, éléphant, petit, gros, grand,  
 long, rapide)

Jungle animals bank

**la jungle** - the jungle  
**une girafe** - a giraffe  
**un serpent** - a snake  
**un perroquet** - a parrot  
**un singe** - a monkey  
**un tigre** - a tiger  
**un éléphant** - an elephant

**C'est** - It is  
**est** - is  
**C'est petit et rapide** - It is small and fast!  
**Un serpent est vert et long** - A snake is green and long.

Adjectives bank

**petit** - small  
**gros** - big  
**grand** - tall  
**long** - long  
**rapide** - quick  
**multicolore** - multicoloured  
**terrible** - fierce/frightening

Grammar

There are two words for "a" in French. These words are "un" and "une".

Grammar

Adjectives agree with the noun they describe. The spelling of the same adjective can change if you are describing a masculine (un) noun or a feminine (une) noun.

For example :

small : petit > petite  
 tall: grand > grande  
 big: gros > grosse  
 long: long > longue

**Une girafe est grande**  
**Un éléphant est gros.**  
**Une souris est petite.**  
**Un lapin est petit.**

What new knowledge will I learn?

- I know how different textures can convey feelings, expression, or meaning in a product.
- I know that materials can be layered or combined to add decorative detail and interest.
- I know how Ancient Egyptian art and artefacts used surface texture and embellishments to tell stories and show importance.

What skills will I use?

- I can experiment with creating different textures using a range of tools and techniques (e.g. scoring, pressing, carving).
- I can use paper to plan and trial textures before applying to clay.
- I can add and combine materials (e.g. beads, string, natural objects) to enhance detail and visual interest.
- I can evaluate which textures and details are most effective for communicating ideas.

Outcomes

Children design and make an Ancient Egyptian-inspired amulet, experimenting with texture and detail to express ideas connected to *Zeraffa Giraffa* and the significance of animals in Ancient Egyptian culture.

Art Vocabulary

coils, arches, donuts, twists, braids, tearing, spirals, curls, chains, folding, rolling, collage, sculpture

