

# WOODLANDS PRIMARY SCHOOL

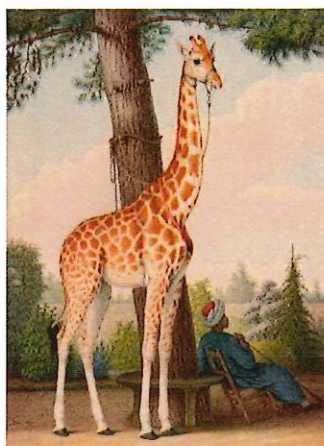
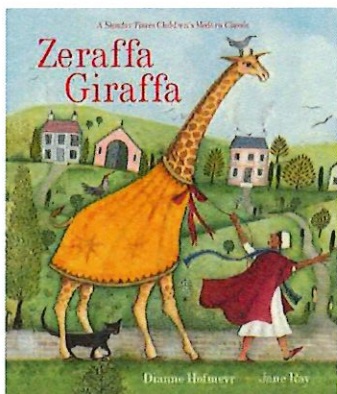


Year 4

Summer 2 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 sentences 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.

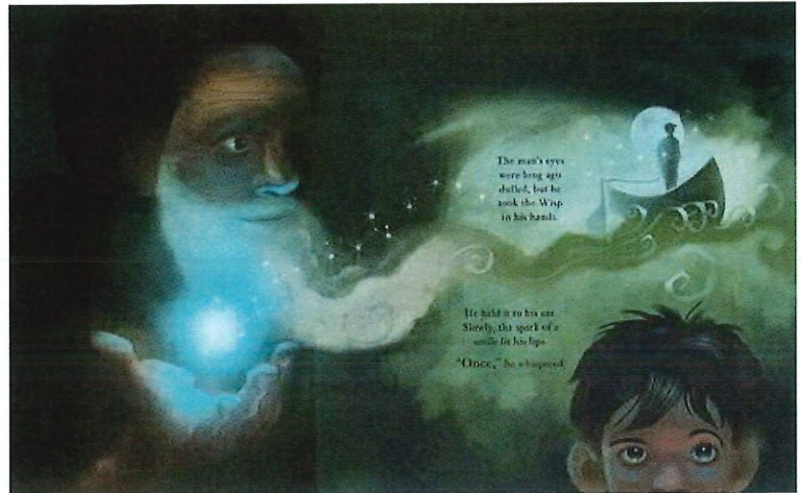
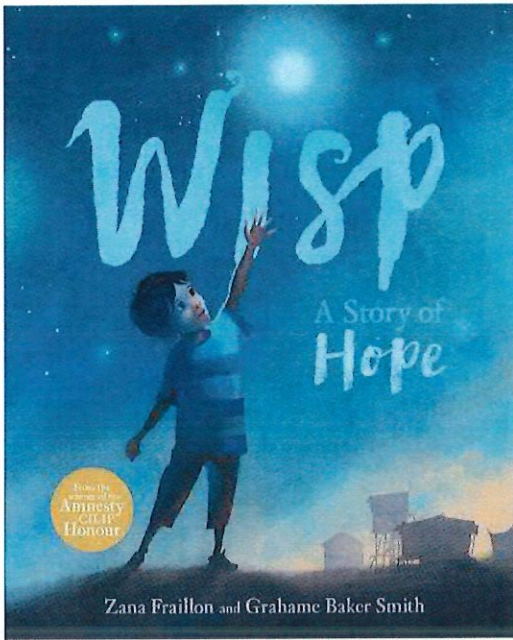
Vocabulary I will use this term...

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   |



My mastery targets for this term are:

- Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- Use and punctuate direct speech
- Use commas after fronted adverbials

The text type I will explore is:

- a narrative from the point of view of the Wisp.

Vocabulary I will use this term..

Year 3/4 words;

|            |          |
|------------|----------|
| appear     | heard    |
| arrive     | heart    |
| believe    | imagine  |
| caught     | peculiar |
| different  | promise  |
| disappear  | remember |
| Earth      | special  |
| experience | strange  |

Key words I may use:

|           |           |
|-----------|-----------|
| barren    | murmur    |
| barricade | pulsed    |
| bleak     | refugee   |
| bustled   | softlied  |
| dulled    | sprawling |
| etched    | stilled   |
| flitting  | trampled  |
| gentlied  | volunteer |
| glare     |           |

## MATHS: Decimals and Money

$$0.5 = \frac{1}{2}$$

|      |      |      |      |      |      |      |      |      |
|------|------|------|------|------|------|------|------|------|
| 1    | 2    | 3    | 4    | 5    | 6    | 7    | 8    | 9    |
| 0.1  | 0.2  | 0.3  | 0.4  | 0.5  | 0.6  | 0.7  | 0.8  | 0.9  |
| 0.01 | 0.02 | 0.03 | 0.04 | 0.05 | 0.06 | 0.07 | 0.08 | 0.09 |



What new knowledge will I learn?

- To learn to count up and down in hundredths.
- To learn to recognise decimal equivalents of tenths and hundredths.
- To learn to write decimal equivalents of any number of tenths or hundredths.
- To learn to recognise the decimal equivalents of  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .
- To learn the effect of dividing a one- or two-digit number by 10 and 100.
- To learn to identify the value of digits in answers as ones, tenths and hundredths.
- To learn to round decimals with one decimal place to the nearest whole number.
- To learn to compare numbers with the same number of decimal places up to two decimal places.
- To learn to estimate, compare and calculate different measures.
- To learn to estimate, compare and calculate money in pounds and pence.
- To learn to solve simple measure problems involving fractions and decimals to two decimal places.
- To learn to solve simple money problems involving fractions and decimals to two decimal places.

What mathematical sentences will I use..

- I will use mathematical language such as hundredths, tenths, decimal point, count forwards and count backwards.
- I will use mathematical terms such as place value, decimal notation, tenths and hundredths.
- I will use fraction and decimal language including one quarter, one half, three quarters, decimal equivalent and equal parts.
- I will use division and place value vocabulary such as divide, divided by, ones, tenths, hundredths and digit value.
- I will use rounding vocabulary such as round up, round down, nearest whole number and decimal place.
- I will use measure vocabulary such as estimate, calculate, compare, length, mass, capacity and units of measure.
- I will use money vocabulary including pounds, pence, total, change, cost and estimate

What vocabulary will I use?

hundredths, tenths, ones, decimal point, decimal, fraction, equivalent, decimal equivalent, place value, digit, value of digits, count up, count down, divide, divided by, division, equal parts, quarter ( $\frac{1}{4}$ ), half ( $\frac{1}{2}$ ), three quarters ( $\frac{3}{4}$ ), round, rounding, nearest whole number, greater than ( $>$ ), less than ( $<$ ), equal to ( $=$ ), compare, order, estimate, calculate, measure, units of measure, length, mass, capacity, money, pounds (£), pence (p), total, change, cost, difference, problem solving, two decimal places, one decimal place.

## Ancient Egypt

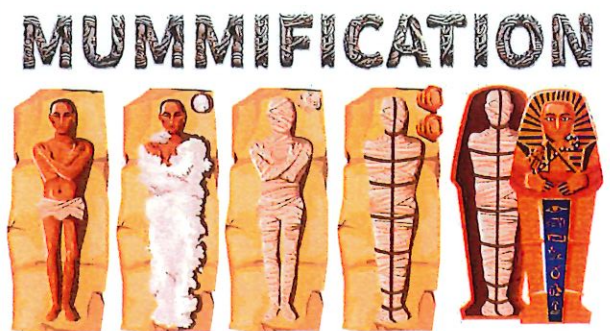
How did the Ancient Egyptians build such an advanced civilisation in the desert?

|   |  |   |
|---|--|---|
| <p><b>What should I already know?</b></p> <ul style="list-style-type: none"> <li>I know that things happened a long time ago and that we can find out about the past in different ways.</li> <li>I understand the words past, present, old and new.</li> <li>I know we use artefacts, buildings or pictures to learn about the past.</li> <li>I understand that people's lives looked very different: clothes, homes, transport, food, and jobs were not the same.</li> </ul> | <p><b>What <u>vocabulary</u> will I use this term:</b></p> |   |
|   | Mummification  | Drying and wrapping a body to keep it safe for the afterlife                    |
|   | canopic jars   | Decorative pots used to hold and protect the body's organs during mummification |
|   | Sarcophagus  | A stone box that protects a mummy   |
|   | Hieroglyphics  | Picture writing used by the Ancient Egyptians to record stories or messages     |
|   | Pyramids   | Giant triangle-shaped tombs for Egyptian kings and queens                       |

|   |
|---|
| <p><b>What new <u>knowledge</u> will I learn?</b></p> <ul style="list-style-type: none"> <li>I know Ancient Egypt is one of the first civilisations and lasted from about 3,100 BC to 30 BC</li> <li>I know the River Nile was important for the Ancient Egyptians for food, transport, and reeds.</li> <li>I know the Ancient Egyptians wrote using hieroglyphics, which helps historians understand their lives.</li> <li>I know artefacts like statues, jewellery, and everyday objects give clues about Egyptian society and beliefs.</li> <li>I know Ancient Egyptians believed in the afterlife they mummified bodies.</li> </ul> |
|---|



|   |
|---|
| <p><b>What <u>skills</u> will I use?</b></p> <ul style="list-style-type: none"> <li>I can place Ancient Egypt in the correct position on a timeline and include key dates, from approximately 3,100 BC to 30 BC.</li> <li>I can use a range of sources such as pictures, artefacts, and writing, to find out about Ancient Egypt.</li> <li>I can pose and answer historical questions about evidence, significance and daily life.</li> <li>I can describe the steps of mummification and act them out to show how Ancient Egyptians prepared bodies for the afterlife.</li> <li>I can begin to recognise that some historical accounts are interpreted differently by historians.</li> <li>I can use historical vocabulary such as mummification, canopic jars, Sarcophagus, hieroglyphics, and River Nile.</li> </ul> |
|---|



## Plants

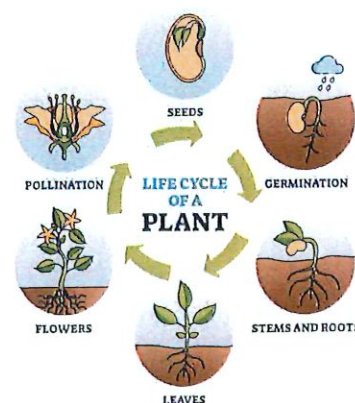
| What should I already know?  | What <u>vocabulary</u> will I use this term: |  |
|--|--|--|
| I know that plants are living things and need water and light to stay healthy.             | Stem   | the part of the plant that carries water and supports the plant.                       |
| I know that seeds and bulbs grow into plants.  | Seed dispersal                               | the way seeds spread away from the parent plant by wind, water, animals or explosions. |
| I know that different plants can look different.   | Pollination                                  | when pollen moves from the stamen to the pistil so seeds can be made.                  |
| I know the names of some basic parts of a plant, such as roots, stem, leaves and flowers.. | Pollen                                       | a powder made by the stamen that is needed for plants to reproduce.                    |
|  | Germination                                  | when a seed starts to grow into a new plant.   |

### What new knowledge will I learn?

- Stems carry water and hold up the plant, and I know leaves make food using sunlight.
- All plants have roots, stems, leaves and flowers but they can look different.
- Plants need air, light, water, nutrients and space to grow well.
- Roots soak up water and stems carry it to the leaves and flowers through tiny tubes.
- The stamen makes pollen and the pistil receives pollen.
- Pollination happens when pollen goes from the stamen to the pistil by animals, wind or other ways.
- Seeds spread away from the parent plant by wind, water, animals or explosions to get space to grow.
- Plants have a life cycle: seed → germination → growth → pollination → seed making → seed spreading → then it starts again.

### What skills will I use?

- I can ask relevant questions about how plants grow, reproduce and adapt, and decide how to investigate them.
- I can plan a fair test to investigate what affects plant growth, identifying what I will change, measure, and keep the same.
- I can make careful observations of plants and record what happens over time.
- I can gather, record and classify data about plants using tables, drawings, and charts.
- I can answer questions and draw simple conclusions from evidence, explaining what I observed and why it happened.
- I can present my findings clearly using labelled diagrams, charts, tables, and written explanations.





# Physical Education

## Rounders 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 the concept of batting. Pupils will continue to develop and apply a variety of fielding skills such as **throwing** and **stopping the ball** to keep the batter's score low.

### Inspire Me

**Did you know...** Rounders is a sport that is predominately played in Great Britain, Ireland and Canada. Rounders has lots of similarities to the America sports softball and baseball.



### Key Success Criteria

- P** Pupils will be able to apply developing batting skills in order to score points. Pupils will continue to develop accurate throwing, catching and retrieving skills.
- C** Pupils will understand the difference between batting and fielding. Pupils will understand why batters need to aim at space when striking the ball.
- 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

**Batting:** Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many rounders as possible.

**Tactics:** Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

**Bowling:** is the action of propelling the ball towards the batter, with the intention of getting the batter out or preventing them from scoring a rounder.

**Catching:** means holding the ball with our hands that is hit or thrown to us. This includes holding a ball struck by a batter before it touches the ground.



### Sport Specific Vocabulary

**Backstop:** The backstop is a fielder who stands a safe distance behind the batting square, opposite the bowler ready to catch and stop the ball.

**1/2 a Rounder:** Is the method of scoring used in rounders. If the batter misses the ball and runs around the outside of the bases and reaches the 4<sup>th</sup> base before the ball, the batting team scores 1/2 a rounder.





# 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.

Transition to Year 5

#### Evaluation

Throwing for distance: Shot Put  
Sprinting: Evaluate and improve  
Understand and apply tactics when running  
Sprinting: Finishing a race

#### Reflection

Running for pace

#### Resilience

Throwing for distance: Javelin

#### Communication

Jumping for distance: Triple Jump

Year 4 Learning Journey

# 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 are 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?



What story will I use?

Two Monsters by David McKee

What key questions will I discuss?

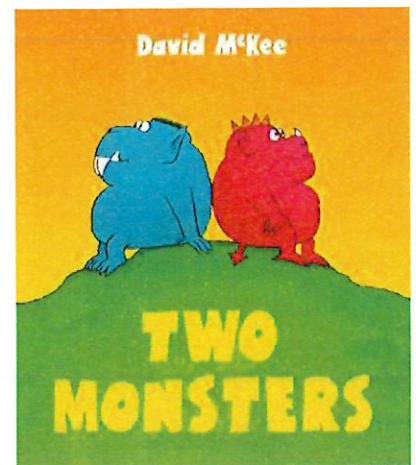
- How can being different affect someone?
- How might being different make someone feel left out?

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 - Summertime

Knowledge organiser: Summertime



Weather question and answers bank

Quel temps fait-il? - what's the weather like?

- Il y a du soleil - It's sunny
- Il y a du vent - It's windy
- Il y a du brouillard - It's foggy
- Il y a des nuages - It's cloudy
- Il fait chaud - It's hot
- Il fait froid - it's cold
- Il neige - It's snowy
- Il pleut - It's raining

À Paris, il y a du soleil. - In Paris, it is sunny.  
 À Lille, il pleut et il fait froid. - In Lille, it is rainy, and it is cold

ice cream flavours bank

- la glace - the ice cream
- la glace au chocolat - the chocolate ice cream
- la glace au citron - the lemon ice cream
- la glace à la fraise - the strawberry ice cream
- la glace à la vanille - the vanilla ice cream
- la glace à la menthe chocolat - the mint chocolate ice cream
- la glace au chewing gum - a bubble gum ice cream
- Ma glace préférée est... - My favourite ice cream is...
- J'aime - I like
- J'adore - I love
- Je n'aime pas - I don't like

Fact Bank

Did you know that the weather in France can be very different depending on where you are? In the south, it's often sunny and warm, while in the mountains, like the Alps, there's lots of snow in the winter! Paris gets a mix of everything—sometimes rain, sometimes sun, and sometimes even a little snow!

French Towns and Cities Bank

- Lille
- Paris
- Strasbourg
- Lyon
- Nice
- Toulouse
- Bordeaux
- Nantes

Asking for an ice cream

- Bonjour - Hello
- Je voudrais - I would like
- s'il vous plaît - please
- D'accord - OK
- Merci - Thank you
- De rien - You're welcome
- Au revoir - Goodbye
- A bientôt - See you soon

Phonics

- "il" (brouillard, vanille)
- "ge" (nuages, neige)
- "ai/ei" (fait, neige, voudrais)
- Silent final consonants: (vent, brouillard, nuages, chaud, froid, pleut, chocolat, d'accord)

## Design Technology

### What new knowledge will I learn?

- I know that food ingredients can come from different places (local and global) - e.g. grains grown along the Nile.
- I know that Ancient Egyptians used grains like emmer wheat to make simple breads.
- I know that flatbreads are an example of a staple food still eaten today.
- I know that food must be prepared and cooked safely and hygienically.
- I know that different ingredients can be combined for taste and texture.
- I know that cooking changes the properties of ingredients (e.g. dough becomes bread when heated).

### What skills will I use?

- I can follow a simple recipe to make a flatbread dough.
- I can measure and weigh ingredients accurately using standard units.
- I can use tools safely and hygienically (e.g. mixing bowls, measuring jugs, rolling pins).
- I can combine ingredients through mixing and kneading.
- I can shape and roll out dough to a consistent thickness.
- I can cook the flatbreads safely (e.g. on a griddle or in an oven) with adult supervision.
- I can taste and evaluate their finished product, suggesting how it could be improved.

### Outcomes

To design and make a simple flatbread inspired by Ancient Egyptian food

### Art Vocabulary

Weigh, measure, knead, combine, temperature, griddle, bake, flatten





What do Muslims believe happened on ‘The Night of Power’ and how do they worship?

**RE Skills to develop:**

**Questioning** – asking thoughtful questions about Muslim beliefs and worship

**Investigating** – exploring religious stories, symbols and artefacts

**Comparing** – recognising similarities and differences between faiths

**Reflecting** – considering how beliefs influence people’s actions and choices

**Our Enquiry Steps:**

- Explore who Prophet Muhammad is and why he is important to Muslims
- Find out what Muslims believe happened on the Night of Power
- Investigate how Muslims worship at home and in the mosque
- Learn about the importance of the Qur’an and how it is treated with respect
- Reflect on how Muslim beliefs are shown through prayer, worship and daily life

**Key Artefacts and Symbols**



| Key Vocabulary  | Définition   |
|-----------------|--|
| Angels          | Special beings created by Allah who carry out important jobs, like giving messages and protecting people.  |
| Mosque          | A special place where Muslims go to pray and worship Allah.  |
| Iman            | Belief and trust in Allah and the teachings of Islam.  |
| Minaret         | A tall tower on a mosque, often used to call Muslims to prayer.  |
| Jesus           | A very important prophet in Islam and Christianity. Muslims believe he was sent by Allah to teach people.  |
| Muhammad (pbuh) | The final prophet of Islam, who Muslims believe was chosen by Allah to share His message. (pbuh means “peace be upon him” and is said as a sign of respect.) |
| Qur’an          | The holy book of Islam, which Muslims believe contains Allah’s words.  |
| Allah           | The Arabic word for God, worshipped by Muslims.  |
| Mecca           | The holiest city in Islam, where Muslims face when they pray and where many go on pilgrimage called Hajj.  |

**Our End Points:**

**Emerging:** Can explain key Muslim beliefs about the Night of Power and describe how Muslims worship using some religious vocabulary.

**Expected:** Can recall simple facts about Islam and identify some ways Muslims worship wi