

WOODLANDS PRIMARY SCHOOL

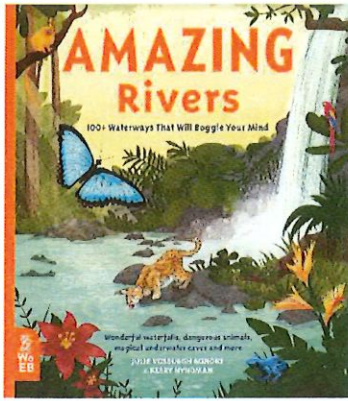


Year 4

Autumn 1 Curriculum

Ready · Respectful · Safe

English Writing Mastery Targets



My mastery targets for this term are:

- Build a varied and rich vocabulary
- to expand noun phrases by adding in a modifying adjective, noun or prepositional phrase
- to begin to use fronted adverbials followed by a comma
- to organise paragraphs around a theme

The text types I will explore are:

- A setting description of a river
- A fact file about kingfishers
- River Dee information leaflet

Vocabulary I will use this term..

My words:
complete
continue
earth
enough
favourite
important
knowledge
natural
occasionally
particular
perhaps
position
purpose
regular
straight
therefore

Key words I may use:

tributary
meander
erosion
precipitation
run-off
sediment
habitat
pollution
contamination
sewage

MATHS: PLACE VALUE



XXIV

LIX

LXXXVII

XCVII



What new **knowledge** will I learn?

- To round any number to the nearest 10, 100 or 1,000
- To identify, represent and estimate numbers using different representations
- Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones)
- Identify, represent and estimate numbers using different representations

What **mathematical sentences** will I use?

- "This number has ____ tens and ____ ones."
- "____ can be partitioned into ____ thousands ____ hundreds ____ tens and ____ ones."
- "____ is greater/less than ____ because it has more/less tens/hundreds."
- "I know this because ____."
- "____ is closer to ____ than ____"

What **vocabulary** will I use?

Ones/tens/hundreds/thousands/ten thousands

Place value

Digit

Round to the nearest

Value

Intervals

Rivers

What should I already know?

- I know that water can be found in different places, such as rivers, seas, lakes and ponds.
- I know that weather changes and rain helps fill rivers, lakes and puddles.
- I know that a map can show us where places are and can help us find rivers and seas.
- I know that land and water are different physical features of the Earth.
- I know that some places are near water and people use water for drinking, washing and travelling.

What vocabulary will I use this term:

Source	Where a river begins, usually high up in the hills or mountains.
Mouth	Where a river ends and flows into the sea, a lake or another river.
Tributary	A smaller stream or river that joins a bigger river.
Erosion	When water wears away the land and rocks over time.
Deposition	when a river drops and leaves behind sand, mud or stones it has carried.

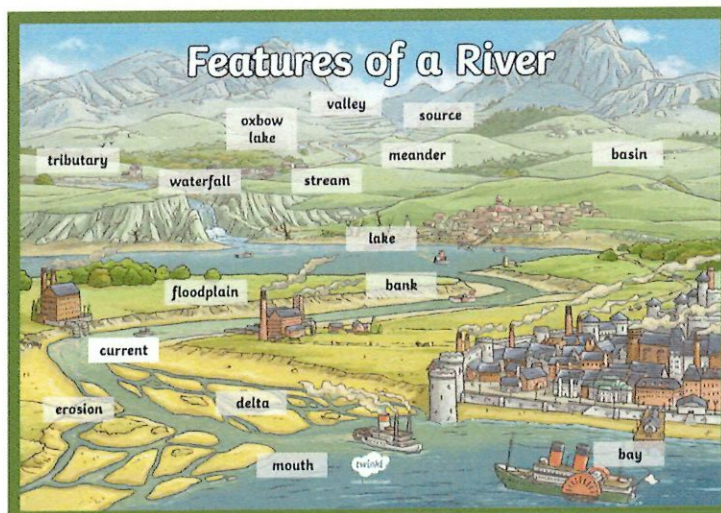
What new knowledge will I learn?

- I know there are more than 4 points on a compass (NE, SE, NW, SW)
- I know a river starts at its source (in hills or mountains) and ends at its mouth (sea, lake or estuary).
- I know rivers flow downhill and join other streams called tributaries.
- I know the mouth of the river is where the river joins the sea.
- I know rivers shape the land by erosion and deposition.
- I know some rivers in the UK like the River Mersey, River Dee and the Thames.
- I know the water cycle explains where the water in rivers comes from.



What skills will I use?

- I can use maps and globes to find and locate rivers in the UK.
- I can use the 8 compass points to describe the location of rivers on maps.
- I can use map keys and symbols to identify rivers and related features on maps.
- I can draw and label simple diagrams to show the parts of a river (source, mouth, tributaries).
- I can describe how rivers shape the land through processes like erosion and deposition.
- I can explain the water cycle and describe how it contributes to rivers and rainfall.



Group and classify living things

What should I already know? - I know that living things include animals and plants. - I know that animals and plants can be grouped by their features. - I know that living things live in habitats that provide what they need to survive. - I know that we can observe, compare and sort living things.	What <u>vocabulary</u> will I use this term:	
	Vertebrate	An animal with a spine.
	Invertebrate	An animal without a spine.
	Flowering plant	A plant that can produce flowers and fruit.
	Non-flowering plant	A plant that does not produce flowers and fruit
	Deciduous	A tree that loses all of its leaves.
What new <u>knowledge</u> will I learn? - I know animals with a spine are called vertebrates. These are mammals, birds, fish, reptiles and amphibians. - I know animals without a spine are called invertebrates. These include insects, spiders, worms and slugs. - I know classification keys are yes/no questions that help us sort and name animals and plants. - I know flowering plants grow flowers and fruit. Non-flowering plants, like mosses and ferns, do not. - I know we can use classification keys to group plants by how they look. - I know living things around us can be grouped as vertebrates, invertebrates, flowering or non-flowering plants. - I know deciduous trees lose their leaves in autumn. Evergreen trees keep their leaves all year. - I know some animals get ready for winter in autumn by storing food or building up fat.		
What <u>skills</u> will I use? - I can ask relevant questions about how to group and classify living things and how their numbers or behaviour change through the year. - I can gather, record and classify data about animals and plants in our local area using tables, tallies, and classification keys. - I can present my findings clearly using bar charts, pictograms, tables, diagrams and written explanations, and use these to spot patterns and trends. - I can answer questions and make conclusions by using data to describe, compare and predict what might happen at different times of the year. - I can evaluate my data by identifying patterns, explaining what it shows, and suggesting ways to improve how I collect or present information.		

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Knowledge Organiser – Mamma Mia – Year 4, Unit 1

1 – Listen & Appraise: Mamma Mia (Pop)

Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

Instruments/voices you can hear: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

Find the pulse as you are listening

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using up to 2 notes – G + A.

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

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

Bronze: G | Silver: G, sometimes 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 G, A, B, D + E (the pentatonic scale)

3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? 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

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About this Unit

Theme: ABBA's music.

Facts/info: ABBA was a Swedish pop group formed in 1972.

Listen to 4 other ABBA songs/pieces:

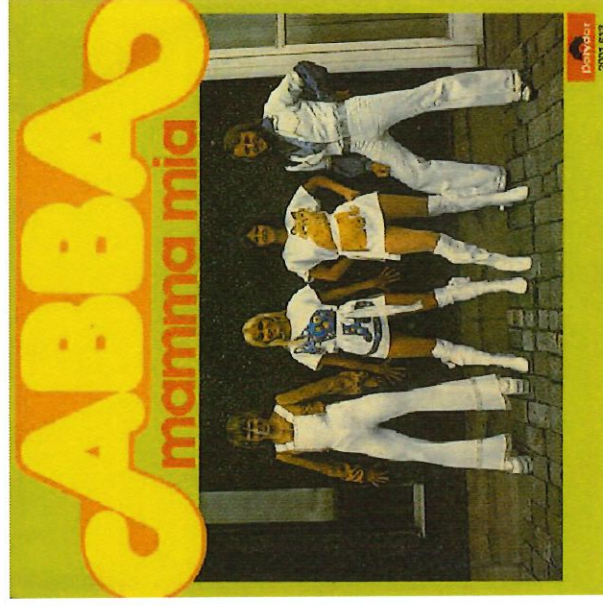
- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterlo
- Super Trouper
- Thank You For The Music

Vocabulary Keyboard, electric guitar, bass, drums. improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

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?





Physical Education

Tag Rugby Year 4

Unit Purpose

The unit of work will develop pupils' ability to apply the principles of **attack** vs **defence**. Pupils will combine passing and moving to develop ways of **creating space** to beat an opponent to score a try. Pupils will also develop **tagging** and to explore different ways the defending team can prevent the attackers from scoring.

Inspire Me

The **Webb Ellis Cup** or as it is more commonly known the Rugby World Cup is named after the inventor of rugby William Webb Ellis. The inaugural World Cup was held in 1987 and is now played every four years.



Key Success Criteria

- P** Pupils will be able to apply a secure understanding of passing, moving to create space and score. Pupils will apply tagging to prevent an attacker scoring.
- C** Pupils will demonstrate a growing understanding of the difference between attack and defence, understanding when and why to apply certain skills.
- S** Pupils will develop and apply 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

Space: is an open area on the pitch that is unoccupied by a defender or the defending team. If the ball carrier identifies an open space they can choose to either run into it or pass the ball to a team member to run into in an attempt to score a try.

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

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 try.



Sport Specific Vocabulary

Forward Pass: The ball can only be passed sideways or backwards. If the ball is passed forwards to a team member this is an illegal pass. This is known as a forward pass.

Offside: occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker intercepts the first pass, this is known as offside.



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Decision Making

Refine defending as a team

Develop passing and moving creating space

Explore different passes that can be used to outwit defenders

Develop defending

Refine passing and moving to create attacks

Cooperation

Extend learning into 3v3 games

Resilience

Develop defending in games

Reflection

Combine passing and moving to create attacks



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Physical Education

Health and Wellbeing

Unit Purpose

The unit of work will focus on exploring positive and negative **emotions** and managing them through using mindfulness techniques such as visualisation, using music, **meditative balances**, **mime** and **deep breathing**.

Pupils will be able to bring these emotions to life and understand how we can manage them.

Inspire Me

Did you know ... that Buddhism is a religion that focuses on mindfulness, personal and spiritual development and meditation.

Buddhism is one of the world's largest religions and originated 2,500 years ago in India.



Key Success Criteria

- P** Pupils will be able to use their skills of deep breathing, meditative balances and mime in order to focus and apply these techniques in a variety of activities.
- C** Pupils will be able to discuss and explain their emotions, understanding why it is important to use mindfulness techniques in order to combat negative emotions.
- S** Pupils will effectively apply life skills such as communication as they collaborate with others and support each other to develop their mindfulness techniques.
- W** Pupils will develop their ability to stay focused when using various mindfulness techniques as they strive to improve their performances showing integrity.

Transition
to Year 5

Self Motivation

Introduce and understand about **flexibility**
Introduce and understand about **strength**
Use mime to explore positive and negative **emotions**
Introduce and understand about **cardio fitness**

Reflection

Create movement sequences to **express emotions**

Communication

Performing meditative balances incorporating **mindfulness techniques**

Integrity

Combine and perform mime with **meditative balances**.

Year 4
Learning
Journey

Vocabulary for Learning

Emotions: An emotion is how we are feeling. An emotion is a psychological feeling brought on as a reaction to what happens to us and around us.

Mindfulness: Is the ability to maintain awareness and keep control of our thoughts and feelings.

Relaxed: means when we are calm and free from stress, tension and anxiety.

Expression: is the action of making our thoughts or feelings known.



Sport Specific Vocabulary

Relaxation techniques: Relaxation techniques are methods, such as breathing, meditation and exercise, that can be used by an individual to help reduce stress and anxiety levels.

Meditative Balances: A meditative balance is a still position that pupils hold still for at least ten seconds or three long in, and out breaths.

Deep Breathing: Deep breathing is a relaxation technique that is used to help us to relax and to feel calm.

Mime: Mime is acting without words, using only gestures, expression and movements.

Year 3/4 - Autumn 1

How do Jewish people demonstrate their faith through their communities?



RE Skills to develop

I can explore belief in action and make connections with my own life and communities.
I can give thoughtful responses using different forms of expression.
I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.

Our Enquiry Steps:

What happens at a Synagogue?
What happens at Pesach?
What is Sukkot?
How do Jews remember the giving of the Torah? Shavuot
What rules for Jews are there to follow in the Torah?
What happens during the life journey of a Jew?

Key Stories



Key Artefacts and Symbols



Torah



Synagogue



Ner tamid

Our End Points:

Emerging: Can tell you what happens at the Seder Meal and knows how the Torah Scrolls are kept at the Synagogue.
Expected: I can talk about how Jews worship at home and in the Synagogue and different events and festivals which are celebrated
Exceeding: Understands the importance of worship and the remembrance of festivals to an individual, the family and the community.

Key Vocabulary	Definition
5 Fingers	Judaism, Jews, Torah, Hebrew, Synagogue.
Synagogue	The place where Jews meet to worship God (church for Christians). It means 'meeting place' in Greek.
The Torah	that Jews believe that the Torah is God's way of communicating with them. It is his most precious gift to them. (The first 5 books of the Christian Bible)
The Ark	The most important thing inside a synagogue is the ark , or cabinet, that holds the Torah scrolls.
Bimah	A raised platform in a synagogue from which the Torah is read.
Shavuot	Commemorates the revelation of the Torah on Mt. Sinai given to Moses and the Jewish people. (The Ten Commandments—Christianity)
Ner tamid, "Eternal Light"	Burning before the ark. (In Christian churches the sanctuary lamp , also called a chancel lamp , is placed before the tabernacle to signify the presence of the Lord/Blessed Sacrament.
Pesach/Passover	Celebrates the freedom of the Jews from slavery in ancient Egypt. Moses (the most important prophet in Judaism but also an important prophet in Christianity, Islam and the Bahá'í Faith.
Sedar	This is the sedar plate, and each food is symbolic for an aspect of Passover : A roasted shank bone represents the Pesach sacrifice, an egg represents spring and the circle of life, bitter herbs represent the bitterness of slavery, haroset (an applesauce-like mixture with wine, nuts, apples, etc.)
Sukkot	Commemorates the years that the Jews spent in the desert on their way to the Promised Land, and celebrates the way in which God protected them under difficult desert conditions. Sukkot is also known as the Feast of Tabernacles

Art

What new knowledge will I learn?

- I know that artists can use line, shape and colour to show feelings and personality.
- I know that Pablo Picasso created portraits using unusual shapes, bold colours and different viewpoints.
- I know that portraits can be realistic or abstract and still show important features.
- I know that shading can make drawings look more three-dimensional.
- I know that colours can create mood and emphasis in artwork.
- I know that sketchbooks are used by artists to practise and develop ideas.



What skills will I use?

- I can use sketchbooks to record observations and experiment with portrait ideas.
- I can draw facial features using line, shape and proportion.
- I can use shading to create tone and form in my drawings.
- I can mix and apply paint to create bold colours and contrast.
- I can create an abstract self-portrait inspired by Pablo Picasso using shape and colour.
- I can evaluate my artwork and explain the choices I made.

What vocabulary will I use?

Portrait, abstract, line, shape, proportion, tone, shading, expression, colour, contrast, sketchbook, composition

Final Outcome:

A painted abstract self-portrait inspired by Picasso, showing expression through colour, shape and line.

Computing

What new knowledge will I learn?

- I will know what an identity is.
- I will know what makes up an identity.
- I will know that identities can be similar or different.
- I will know that people may show their identity online.



What skills will I use?

- I can decide what information is safe or not safe to share online.
- I can explain how and why someone might change their identity on different platforms.

What vocabulary will I use?

connection, digital, digital device, input, network, network cables, network sockets, network switch, non-digital, output, process, program, server, wireless access point

Y4 No Outsiders

What story will I use?

Dogs don't do ballet by Anna Kemp

What key questions will I discuss?

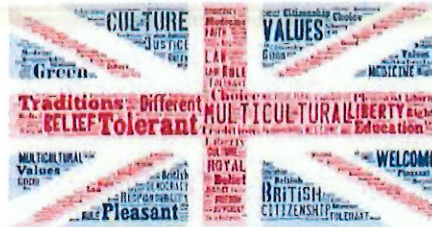
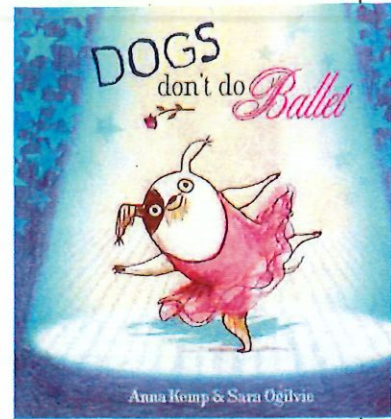
- How can being different affect someone?
- How might being different make someone feel left out?

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 - Welcome to the classroom

French Y4 Stage 2 Autumn 1: Classroom objects and asking for an item.



Language Detectives' Memory Bank: Welcome to school.



Noun Bank

la cour de récréation – the playground
la cantine – the dinner hall
la salle des profs – the staffroom
la salle informatique – the ICT room
les toilettes – the toilets
le bureau du directeur – the headteacher's office (man)
le bureau de la directrice – the headteacher's office (woman)

la salle de classe – the classroom
un sac à dos – the rucksack
un crayon – the pencil
un stylo – the pen
un livre – the book
un taille de crayon – pencil sharpener
une gomme – the eraser
une table – the table
une chaise – the chair
une règle – the ruler
des ciseaux – some scissors
des crayons de couleurs – some coloured pencils
de la colle – some glue

Grammar Bank

To say "I have" in French
we use "J'ai" (I have).
To say the negative (I
have not...) we use "je n'ai
pas..."

Sound spelling

"sty"

"aille"

"eau"

"as"