WOODLANDS PRIMARY SCHOOL

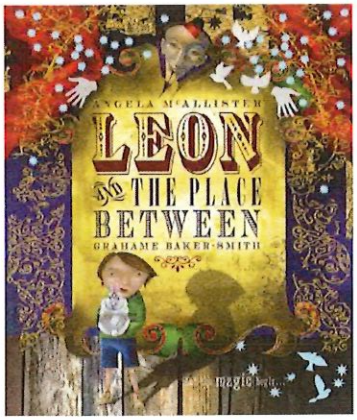


Year 4

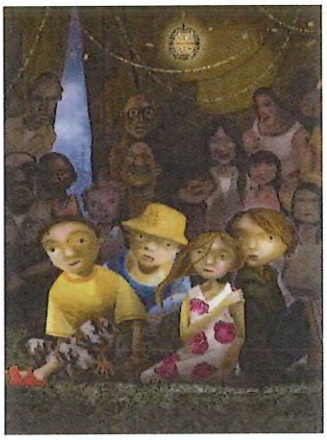
Autumn 2 Curriculum

Ready · Respectful · Safe

English Writing Mastery Targets







My mastery targets for this term are:

- to use standard English forms of verb inflections
- to use conjunctions such as if, when, because and although to join ideas and create sentences with more than one clause.
- to build a varied and rich vocabulary
- to indicate possession by using the possessive apostrophe for singular and plural nouns

The text types I will explore are:

- A first-person recount of their first encounter with the magical tent
- A character description of Abdul Kazam
- A secret diary in role, as Leon, about what really happened in 'the Place Between.'

Vocabulary I will use this term...

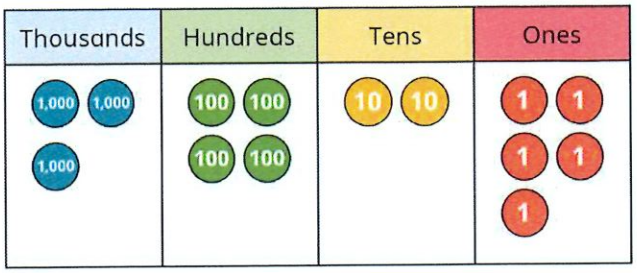
My words:

appear
describe
disappear
famous
favourite
imagine
special
various
material

Key words I may use:

impatient
lantern
fidget
swish
awkward
applause
Big Top
braid
barrel organ
carousel
mechanical
majestic

MATHS: ADDITION & SUBTRACTION



		Th	H	T	O	
		2	1	7	6	
	+	3	4	5	8	

What new **knowledge** will I learn?

- We will use known number facts and scale them by 10 and 100 to create related facts.
- We will add a 1-digit number to a 3 or 4-digit number using bridging strategies.
- We will subtract a 1-digit number from a 3 or 4-digit number using bridging strategies.
- We will understand the inverse relationship between addition and subtraction and use this to generate fact families.

What **mathematical sentences** will I use?

- I know that ____+ ____= because ____
- When I add/subtract ___ and ____ I get____
- ____ is more/less than____
- "I know this because ____."
- "I noticed that ____."

What **vocabulary** will I use?

Add, total, plus, sum, more, altogether, difference, subtract, less, minus, take away, column addition, column subtraction, exchange, estimate, inverse operation, solve problems, number facts, place value

States of matter

What should I already know?

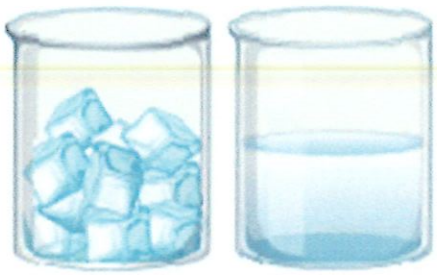
- I know that materials can be identified and grouped by their properties.
- I know that some materials can be changed by heating or cooling.
- I know that water can be found as ice, liquid water and water vapour.
- I know that we can observe, measure and record changes during an investigation.

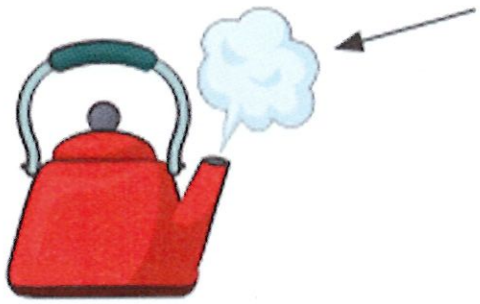
What vocabulary will I use this term:

Solid	A state of matter with a fixed shape and volume.
Liquid	A state of matter with no fixed shape but a fixed volume.
Gas	A state of matter with no fixed shape and volume.
Condensation	The change of state from a gas to a liquid.
Evaporation	The change of state from a liquid to a gas, which happens slowly from the surface of the liquid

What new knowledge will I learn?

- I know solids have a fixed shape and size.
- I know liquids change shape to fit their container but keep the same amount.
- I know gases spread out to fill all the space they can.
- I know some solids, like sand or rice, can be poured, and some liquids, like honey, flow slowly.
- I know materials can change between solid, liquid and gas when they are heated or cooled.
- I know water can be ice, liquid or water vapour, and these changes can be reversed.
- I know a thermometer measures temperature in degrees Celsius (°C) and a stopwatch measures time.
- I know the melting point is when a solid changes into a liquid.
- I know the water cycle shows how water moves by evaporation, condensation and precipitation, and this has happened for billions of years.





What skills will I use?

- I can ask relevant questions about how materials change state and how temperature affects evaporation.
- I can plan fair tests by deciding what to change, what to measure and what to keep the same when investigating melting and evaporation.
- I can make systematic observations and take accurate measurements of temperature and time using thermometers and stopwatches.
- I can gather, record and present data about how materials change state using tables, charts, diagrams and written explanations.
- I can draw simple conclusions from data, explain what I have observed, and suggest how an investigation could be improved.



HISTORY - How was Britain changed by the Romans?

What should I already know?

I know that people lived in Britain a long time ago and their lives were different from ours.

I know that Britain has been ruled by different groups of people throughout history.

I know that people in the past used different tools, weapons and ways of building.

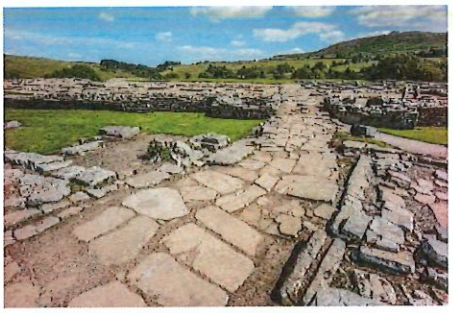
I know that we can learn about the past by looking at objects, pictures and stories.

What vocabulary will I use this term:

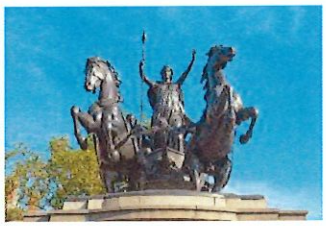
Battle	A fight between two armed persons or forces during a war.
Emperor	The male ruler of an Empire.
Empire	a number of countries (or "territories") ruled over by one single ruler or country and created by countries that wish to control lands outside their borders.
Legionnaire	A member of a legion.
Legion	A 500 strong army in Ancient Rome that was made up of soldiers on foot and on horseback.
Invade	To enter as an enemy, by force, in order to conquer.

What new knowledge will I learn?

- I know that the Romans came from Italy and invaded Britain in 43AD.
- I know that the Romans tried to invade Britain three times: first by Julius Caesar in 55 BC and 54 BC, and finally by Emperor Claudius in AD 43.
- The Roman army was successful because they were organised and had effective armour.
- I know that not all people in Britain accepted Roman rule; some tribes resisted, like Boudica and the Iceni.
- I know that the Romans built roads, towns, forts and Hadrian's Wall in Britain.
- I know that the Romans introduced new ideas such as central heating, aqueducts, public baths and new foods.
- I know that Roman religion, language (Latin) and culture left a legacy that can still be seen today in place names, buildings and words we use.







What skills will I use?

- I can place the three Roman invasions of Britain on a timeline: Julius Caesar's invasions in 55 BC and 54 BC, and Emperor Claudius's successful invasion in AD 43.
- I can pose and answer historical questions about why the Romans came and what changed in Britain as they settled.
- I can describe how the Romans changed life in Britain by bringing things like roads, towns, and baths, and say what stayed the same.
- I can study different artefacts to learn how Roman soldiers protected themselves.
- I can use historical vocabulary such as empire, invasion, settlement, resistance, legacy, centurion, villa.

GOLDEN THREADS - MONARCY AND POWER/INVASION AND WARFARE

Physical Education
Hockey 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

The **Great Britain's Women's Hockey Team** won gold at the 2016 Olympics beating Netherlands on penalties. Goalkeeper, Maddie Hinch was one of the heroines saving four consecutive penalties.

Key Success Criteria

(P) Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks.

(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 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 or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to 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

Dribbling: is a method of moving with the ball using our stick. When we dribble we can only use the flat side of our stick.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.

Sport Specific Vocabulary

Tackling: Is method of defending in hockey. It involves a defender using their stick to knock the ball out of the possession of an attacker.

Blocking: A block occurs when an attackers takes a shot and a defender uses their stick to prevent the ball from going towards the goal.

Free Hit: A free hit is awarded when a foul occurs or the ball hits a players foot. The free hit is taken from where the violation took place.

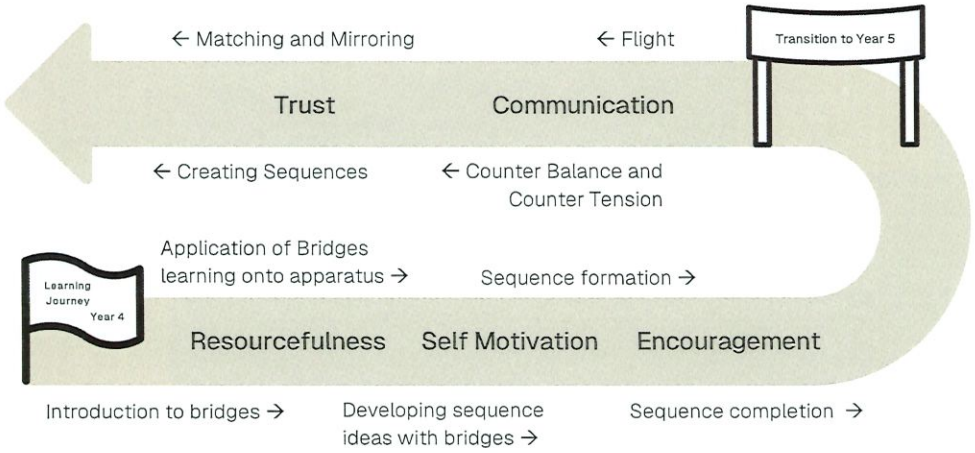
Complete P.E.

Knowledge Organiser

Bridges Year 4

Unit Purpose

The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.



Inspire Me

Max Whitlock became Britain's first ever gold medallist in artistic gymnastics when he won both the men's floor and horse exercises at the 2016 Summer Olympics. He is the most successful gymnast in Britain's history.



Complete P.E.

Key Success Criteria

Physical, Cognitive, Social and Emotional Unit Success

P Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.

C Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.

S Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.

E Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.

Vocabulary for Learning

Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance and can hold it still for at least four seconds.

Bridge: A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies.

Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

Control: This refers to pupils being able to move their bodies silently.

Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

Extension: This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.

Woodlands Primary School

Why do Christians think about incarnation at Christmas?

I can describe religions and world views, connecting my ideas and prior learning.
I can consider and discuss examples of key leaders in stories from different faiths as peacemakers and what this means.

Key Concepts:

Incarnation of Jesus



Word Made Flesh



Jesus the Light of the World





Prince of Peace



Our Enquiry Steps:

How do different Bibles tell the story of the Nativity?
What is a Christingle and how does it help us develop our understanding of the Incarnation?
Why is the incarnation an important concept in Christianity?
How do Christians around the world celebrate the Incarnation?
How can we think more deeply about incarnation using Christmas Carols?
How do Christians worship at Christmas? which words from the Bible about incarnation may be read in church at this time?

Songs:

Hope of Heaven
https://www.youtube.com/watch?v=_O6PAV2cFCU

Our End Points:

Emerging:. I can retell the Christmas story and explain what it means to Christians and how it is viewed as Good News.
Expected; I can explain what the term "Incarnation" means and how this is an important concept for Christianity.
Exceeding:. I can explain the significance of the Incarnation and refer to Biblical text.

Key Vocabulary	Definition
Incarnation	Is the belief that **Jesus**, who is the non-created second person of the triune God; took on a human body and everything that is human and became both man and God.
Prince of Peace	Jesus alone is able to restore every broken relationship, provide a well-ordered and balanced life, and offer assurance of eternal life.
Christingle	Is a symbolic object used in the Advent, Christmas, and Epiphany services of many Christian denominations. **Christingle**, from a word of German origin, Christkindl, **meaning** 'Little Christ **Child**', is used to celebrate Jesus Christ as the "Light of the World".
Word made Flesh	The premise of the Bible is that the God who created the universe wants to be known by human beings. ... God the only Son, who is at the Father's side, has **made** God known" (1:18). We speak of this idea of the **Word** becoming **flesh** as the Incarnation.
Gaudete'	Is a Latin verb that **means** rejoice. Gaudete Sunday is the 3rd Sunday of Advent.
Pilgrim/Pilgrimage	A person who travels to a holy place as an act of religious devotion. A pilgrimage is when people travel to a place of worship that is usually far away and is done for spiritual or religious reasons.
Worship	To honour or respect as a divine being

Knowledge Organiser – Glockenspiel Stage 2 – Year 4, Unit 2

charanga MUSICAL SCHOOL

1 – Musical Activities using glocks

Learn more complex rhythm patterns.

Lorem ipsum

Revise, play and read the notesC, D, E, F + G.

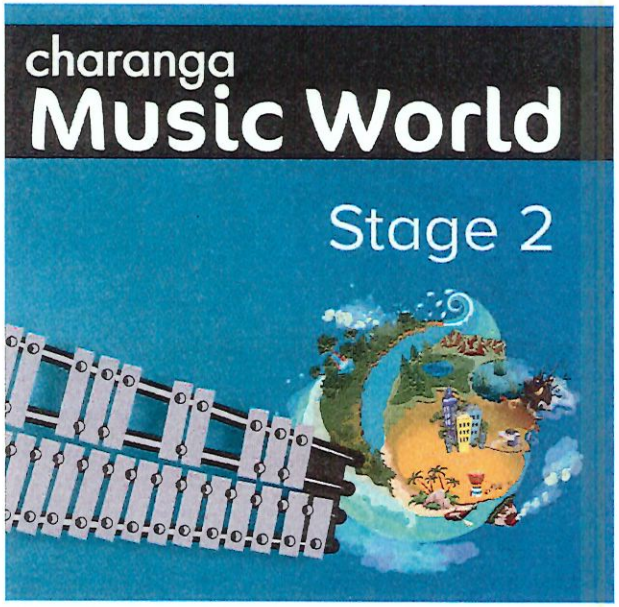
Learn to play these tunes:

- Mardi Gras Groovin'
- Two-Way Radio
- Flea Fly
- Rigadoon
- Mamma Mia

Revisit these tunes from Stage 1:

- Portsmouth
- Strictly D
- Play Your Music
- Drive

Compose using the notes C, D, E, F + G.



2 – Perform & Share

Decide how your class will introduce the performance. Tell your audience how you learnt the music 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: Exploring and developing playing skills using the glockenspiel.

Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure,

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?

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Y4 No Outsiders

What **story** will I use?
King and King by Linda de Haan



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 – My Town, Your Town

Knowledge organiser: My town, your town

Verb Bank
All the words below are part of verbs:

Regardez! - look
Ecoutez! - listen
Répétez! - repeat
Levez-vous! - stand up
Asseyez-vous! - sit down
Comptez avec moi! - count with me
Chantez avec moi! – sing with me
Trouvez moi! - find me
Montrez moi! - show me

Noun Bank

Le café- the cafe
Le cinéma- the cinema
Le restaurant – the restaurant
Le supermarché- the supermarket
Le stade – the stadium
La boulangerie- the bakers
La pharmacie- the chemist
L'école – the school

Facts
In English we have borrowed some French nouns for places in town e.g. **café** , **cinema**, **restaurant**...

Grammar
When a noun begins with a vowel and it is being used with "**le**" or "**la**", then the vowel at the end of "**le**" or "**la**" is replaced with an apostrophe
e.g. **l' é**cole

Question and Answer Bank
Où est....?- Where is ....?
Voici... - Here is .....

Phonics
"**ez**" (regard**ez**, ecout**ez**)
"**an**" (ch**an**tez, boul**an**gerie)
"**ou**" (v**ou**s, b**ou**langerie, tr**ou**vez)

Design Technology

What new knowledge will I learn?

- I know that mechanical systems use parts such as levers, pivots and linkages to create movement.
- I know that designers and sculptors can combine movement and structure to make interactive pieces.
- I know that Karel Grod creates sculptures inspired by movement and imagination.
- I know that strong structures need reinforcement to hold moving parts securely.
- I know that different materials have different properties which affect how well they move and join together.

What skills will I use?

- I can explore and investigate how levers and linkages create movement.
- I can design a mechanical product based on a circus theme.
- I can select and use materials suitable for movement and stability.
- I can measure, cut and join materials accurately.
- I can test and adapt my mechanism to improve movement.
- I can evaluate how effective my final design is.

What **vocabulary** will I use?

Mechanism, lever, linkage, pivot, slot, movement, reinforce, structure, design, evaluate, stability, join

Final Outcome:

A moving circus-inspired mechanical model using levers and linkages.

Computing

What new **knowledge** will I learn?

- I Know what an input and output device is
- I know that I can use a range of technology to record a voice or sound
- I know that I can re-record my own voice to make improvements
- I know that I can save, open and edit my recording

What **skills** will I use?

- I can use a laptop to record sounds
- I can use the trimming tool to trim my recording
- I can plan a podcast
- I can save and edit my podcast
- I can combine sounds to make the podcast more interesting



What **vocabulary** will I use?

input, output, record, edit, podcast