



Birchfield
PRIMARY SCHOOL

Year 4 Curriculum Overview
Term 2.1

Teaching Team:
Miss Fisher, Mr Barnes, Miss Beck
SLT: Mr Mazhar
PE Day: Thursday

Homework: Tuesday & Friday

Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

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|--------------------|---|
| Enquiry Question | 'How do rivers and mountains change our world?' |
| Significant People | - William Morris |
| Class Texts | King of the Cloud Forests 'Escaping from China as the Japanese invade, Ashley and Uncle Sung embark on a perilous journey across the Himalayas. Then Ashley finds himself alone in the hostile mountains, battling for his life. He is just about to give up all hope, when he has a mysterious and terrifying encounter.' |
| Reading | At the beginning of this half term, your child will be immersed into our new class text 'King of the Cloud Forest'. They will make predictions based on the front cover and blurb of the book. The children will then move onto explaining the meaning of words in context, summarising from more than one paragraph in the book and retrieval. When retrieving, the children will locate the evidence in the text by skimming and scanning to find the information. They will order the events in the story and find and copy words and phrases. Towards the end of the half term the children will consolidate their learning on inference by finding clues in the text to back up their point. |
| Writing | The children will begin this half term learning how to write persuasive adverts. They will be using rhetorical questions, facts and statistics, their opinion, emotive language and alliteration to persuade someone to do something and buy something. They will then move onto writing newspaper articles. The articles will be written about a famous explorer, a missing child, and a topic of their choice. When writing a newspaper article, the children will need to think carefully about the layout, writing in third person, past tense and using the 5Ws (who, what, where, when, why) to answer any questions the reader may have. |
| Maths | This half term, our focus will be multiplication and division. The children will be learning how to multiply and divide, 2-digit numbers by 1-digit numbers, multiply, 3-digit numbers by 1-digit numbers, using both formal and informal methods and looking at written methods of multiplication. Following this they will be solving correspondence problems and using efficient multiplication. |

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| <p>Geography.</p> | <p>This half term, our focus will be Geography. In the counties and coasts topic, your child will learn about the features of coasts, including how they are formed, how they erode over time and how beaches are formed. The children will also learn how to use symbols and a key when reading a map to locate cities and countries. The children will have the opportunity to learn about climate change during this topic and about how this impacts coastlines.</p> |
| <p>Science</p> | <p>At the beginning of the half term, our science focus will be 'Grouping and Classifying.' In this project, your child will learn why we sort and group living things and the importance of classification skills, observing and questioning. Your child will learn what a classification key is and how they are used to identify living things. They will also create their own classification key. In this project, we will also be introducing the five main vertebrate groups and the six main invertebrate groups.</p> <p>Moving into the second part of the half term the children will learn about 'States of Matter.' In this project, your child will identify and classify solids, liquids, and gases. They will learn the properties of solids, liquids and gases and discover that some materials have properties of more than one state. Your child will learn that particles make up all matter and how their arrangement determines whether the material is a solid, liquid or gas. They will find that materials can change from one state to another and learn about how this change can happen through scientific investigations.</p> |
| <p>Art</p> | <p>Our art focuses this half term will be 'Animal.' This project will teach your child about the historical and cultural portrayal of animals in art. Your child will study the visual qualities of animals through sketching, printmaking, and clay modelling.</p> |
| <p>Music</p> | <p>During their music lessons, the children will focus on the theme 'ABBA' who were a Swedish pop group formed in 1972. They will learn about the structure of a song and will be able to perform and share. They will focus on the song 'Mamma Mia' learning how to sing confidently using clarity, control, fluently and being in time the music. They</p> |

| | |
|-----------|---|
| Computing | This half term, your child will begin to create programs by planning, modifying, and testing commands to create shapes and patterns. Your child will use Logo, a text-based programming language. |
| PSHE | <p>This half term we shall complete the 'how can we manage our feelings?' strand of PSHE. Our lessons shall include:</p> <ul style="list-style-type: none"> - How everyday things can affect our feelings. - How feelings can change over time. - The importance of expressing feelings and how they can be expressed in different ways. - Responding properly to the feelings of others. - Managing feelings at times of loss or grief. |
| RE | <p>This half term, the children will be learning how to be modest and how to listen to others. Our lessons will include:</p> <ul style="list-style-type: none"> - The story of the wise and foolish builders. - Examples of historic and contemporary faith and behaviour stories. - Salah. <p>During the second half of the half term, the children will be covering: Cultivating inclusion, identity and belonging. Our lessons will include:</p> <ul style="list-style-type: none"> - Significant Clothes - Pilgrimage |
| PE | <p>During the first half of this half term, your child will participate in Dance. They will focus on creating a routine based on Space. Your child will explore movement through improvisation, introducing unison and matching. As we progress into the second part of the half term, your child will participate in dodgeball. In this unit, your child will improve on key skills used in dodgeball such as throwing, dodging, and catching. They will also learn how to apply simple tactics to the game to outwit their opponent.</p> |

Home Learning and Useful Links:

Homework Books

At the end of each week, your child will return home with their homework books in both English and Maths. They will be given two pages to complete based on the learning they have completed that week or the learning they will be doing the following week.

Please encourage your child to complete these to the best of their ability and return to school by Wednesday for them to be marked and any issues to be addressed.

Spellings

These are words your child will be using daily and will need to be familiar with. We will also be sending home words with your children that are key in Year 3 and 4. Please encourage your child to practise their spellings at the weekend and across the course of the week, as they will be tested on these at the end of each week.

Times tables

Each week, your child will receive a sheet of times tables to help prepare them for the Y4 Multiplication Check.

Please encourage your child to practise these times tables ready for a small test **every Monday.**

Your child should be to completing at least 5 minutes of times table practice daily.

Please use the website below

Times Table Multiplication Check Website:

<https://www.timestables.co.uk/multiplication-tables-check/>

Reading:

At the end of each week, your child will also come home with a reading book.

Please encourage your child to read this book regularly and listen to them read when you can.

Within their reading diary, we ask that you please make a comment on how your child has read, whether they are enjoying their book or even any questions you may have asked them and discussed about their story.

Both the reading book and reading diary need to be returned to school by Wednesday.

Reading:

[Oxford Owl for School and Home](#)

[Reading and comprehension - English - Learning with BBC Bitesize - BBC Bitesize Books for Year 4 children aged 8-9 | School Reading List](#)

Phonics:

[Letters and Sounds, English Games for 5-7 Years - Topmarks PhonicsPlay](#)

[Phase 2 Games – Letters and Sounds \(letters-and-sounds.com\)](#)

Writing:

[Year 4 English - BBC Bitesize](#)

[Writing in Year 4 \(age 8–9\) - Oxford Owl for Home](#)

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

Maths:

[Year 4 Maths Curriculum Toolkit | 8 & 9 Year Olds | Home Learning \(thirdspacelearning.com\)](#)

[Key Stage 2 Maths - Topmarks Search <https://www.timestables.co.uk/multiplication-tables-check/>](#)

Science:

[What are the states of matter? - BBC Bitesize](#)

[Science KS2 / KS3: Classification of organisms - BBC Teach](#)

[Home | WowScience - Science games and activities for kids](#)

History/Geography:

[The natural world - KS2 Geography - BBC Bitesize](#)

[Rivers - BBC Teach](#)

[Explore rivers - BBC Bitesize](#)

Computing:

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Parents and Carers - UK Safer Internet Centre](#)

[Parental Controls & Privacy Settings Guides | Internet Matters](#)

PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

[How to make an emergency 999 call – West Midlands Ambulance Service University NHS Foundation Trust \(wmas.nhs.uk\)](#)

PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

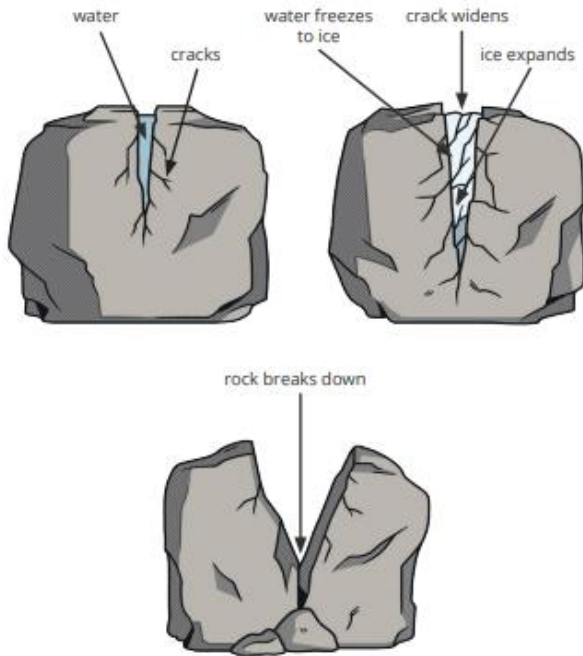
[Kids Active Learning & PE at Home – Think Active](#)

Knowledge Organisers:

Coastal Processes

Weathering Processes

Freeze-Thaw Weathering - A type of erosion that occurs when water continually seeps into cracks, freezes and expands, eventually widening the cracks and breaking the rock apart.



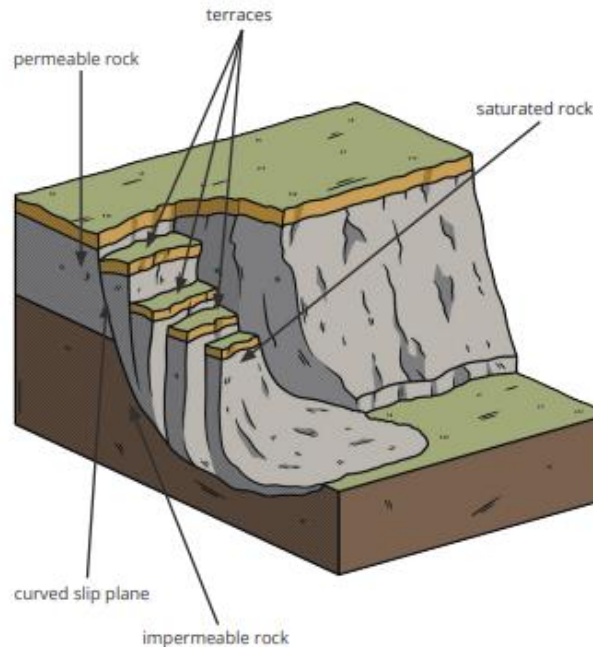
Chemical Weathering - The break-down of rocks caused by a chemical change within the rock. At the coast, this type of weathering is often the result of the seawater containing certain minerals that react with, change and dissolve the minerals in the rocks.

Mass Movement (Sub-Aerial Processes)

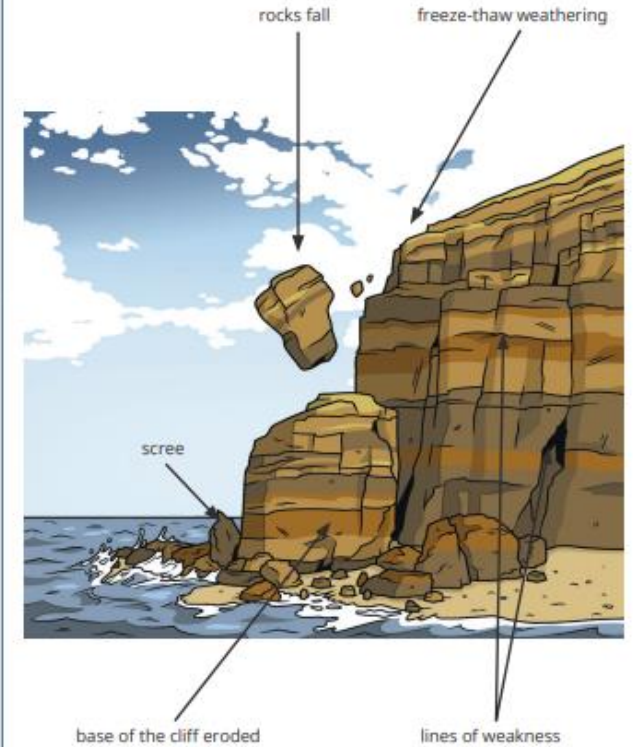
The downhill movement of sediment due to gravity. For example, rock falls, slumping, mudflows or landslides.

Sliding - When loose surface material becomes so saturated after a period of heavy rain that the extra weight causes the material to become unstable and move rapidly downhill.

Slumping - A rapid mass movement of rocks and debris down-slope.



Rock Falls - A type of mass movement where fragments of rock fall from the cliff face, often due to processes such as freeze-thaw weathering. The unsupported rock falls due to gravity and breaks down into smaller pieces.



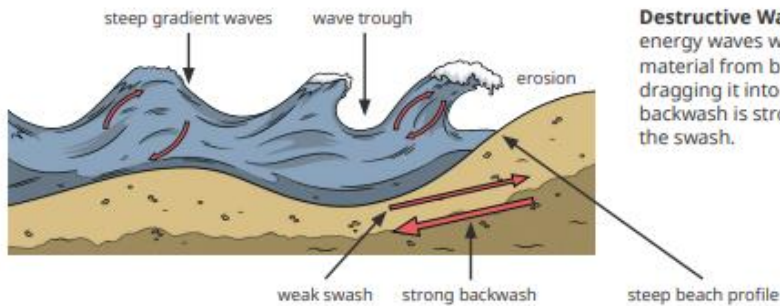
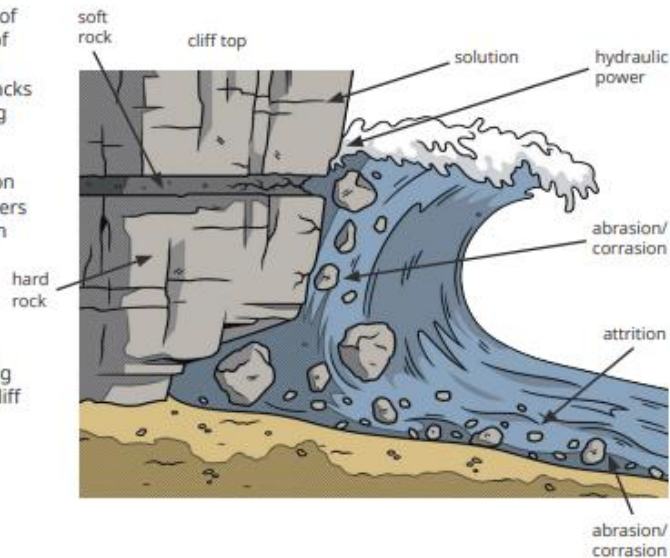
Coastal Processes

Erosion

Hydraulic Power – A type of erosion where the power of seawater crashing against rocks forces air into the cracks in the rocks or land causing them to break apart.

Attrition – A type of erosion caused by rocks and boulders colliding and breaking each other apart into smaller pieces.

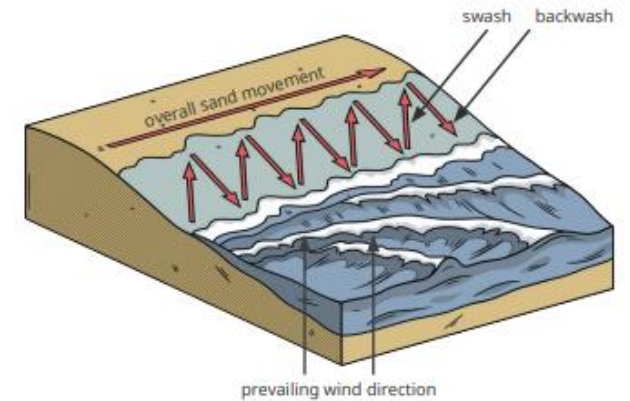
Abrasion/Corrasion – A type of erosion caused by sediment, flung by breaking waves, wearing away the cliff face.



Destructive Waves – High-energy waves which remove material from beaches by dragging it into the sea. The backwash is stronger than the swash.

Transportation

Longshore Drift – The process by which material is transported along a beach through a combination of swash and backwash.

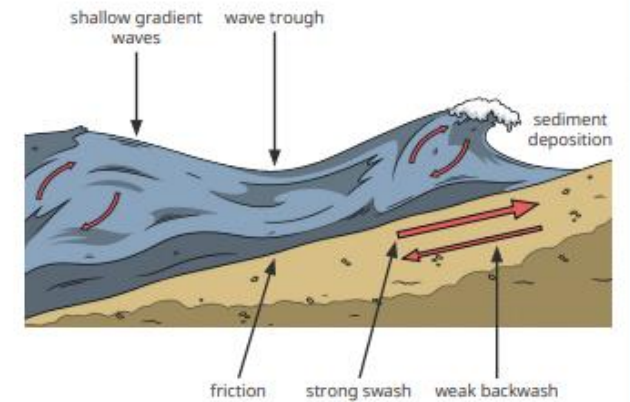


Deposition

Constructive Waves – Waves which add material to beaches by carrying sediment onto the beach when the swash is stronger than backwash.

Key characteristics:

- low and long waves;
- low frequency waves (6-8 waves a minute);
- the wash is more powerful than the backwash, depositing material on the coast.



King of the Cloud Forests

Year 4 Knowledge Organiser



Plot

The Anderson family have moved to China to help with the sick in a small town called Ping Ting Chow. Not long after, the country is invaded by Japan, and it is not safe to stay. Ashley, with the help of a family friend, flees to India, but they must cross the Himalayas. Sadly, Ashley and Uncle Sung are separated, but Ashley is looked after by some creatures. Will they ever find each other again and make it to India?

Themes

- Love
- Loyalty
- Friendship
- Death
- Reunion



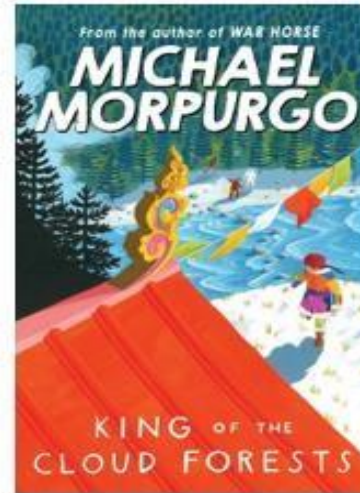
Characters

Ashely Anderson – a young boy who lives with his father in China.

Ashley's Father – a missionary helping the sick in a town called Ping Ting Chow in China.

Uncle Sung – a family friend from Tibet who helps Ashely escape China as the Japanese have invaded.

The Yetis – a community of strange creature that befriend and help Ashley.



Key Quotes

'I see a ruler stand before me. I tell you, this boy of yours will be king and soon.'

'The creature was crouched by the fire and when he rose, his bulk filled the room. He was like a giant man but not yet a man, for he was covered in a coat of long, red hair.'

Name of book: King of the Cloud Forests
Date Published: 1987
Author: Michael Morpurgo
Genre: Adventure

| | |
|--------------|---|
| Perilous | Full of danger or risk |
| Missionary | A place where Christians help whilst promoting the teachings of the Lord. |
| Bewilderment | A feeling of being confused. |
| Philling | The Tibetan name for foreigners |
| Hostility | Unfriendly behaviour towards others |
| Adamant | Refusing to be persuaded |
| Baulking | Unwilling to an accept an idea |
| Beseeching | Begging someone to do something |
| Denouement | The final part of something. |
| Mesmerized | Transfixed, caught their complete attention |

States of Matter & Grouping & Classifying

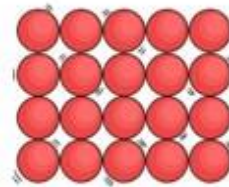
| Subject Specific Vocabulary | |
|-----------------------------|---|
| States of Matter | Materials can be one of three states: solids, liquids or gases. |
| Solids | These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. Solids take up the same amount of space no matter what has happened to them. |
| Liquids | Liquids take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured. |
| Gases | Gases can spread out to completely fill the container or room they are in. They do not have any fixed <u>shape</u> but they do have a mass. |
| Particles | Particles are tiny bits of matter that make up everything in the universe. They are that tiny, we cannot see them. |
| Reversible | Able to be reversed so that the previous state is restored. |
| Irreversible | Not able to be undone or changed back to its original state. |
| Melt | This is when a solid changes to a liquid. |
| Freeze | Liquid turns into a solid during the freezing process. |
| Evaporate | Turn a liquid into a gas. |
| Condense | Turn a gas into a liquid. |



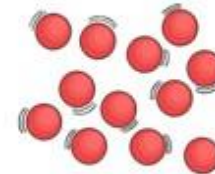
If a solid is heated to its melting point, it melts and changes to a liquid. This is because the particles start to move faster and faster until they are able to move over and around each other.

When freezing occurs, the particles in the liquid begin to slow down as they get colder and colder. They can then only move gently on the spot, giving them a solid structure.

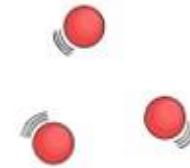
Year 4 Knowledge Organiser



Solid Particles
Particles in a solid are close together and cannot move. They can only vibrate.



Liquid Particles
Particles in a liquid are slightly more spread out and can move around in small spaces.



Gas Particles
Particles in a gas are spread out and can move around very quickly in all directions.



Evaporation occurs when water turns into water vapour. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle evaporating in the warm air.



Condensation is when water vapour is cooled down and turns into water. You can see this when droplets of water form on a window. The water vapour in the air then cools when it touches a cool surface.

Classification

Classification is the arrangement of living and non-living things into groups or categories. It involves breaking down a large group into smaller groups based on their observable features.

There are three types of classification: single-stage classification, multi-stage classification and serial ordering.

How Classification is Used:

Scientists use classification to put living things into groups. The science of classifying and naming living things is called taxonomy.

Classification helps scientists identify and study living things and understand the origins and evolution of a species.

Key Vocabulary:

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| Backbone | A column of bones in the middle of the back of vertebrate animals. |
| Classify | Arrange in groups or categories according to shared qualities or characteristics. |
| Evolution | A process where living things change some of their physical or behavioural characteristics slowly over a very long time. |
| Origin | Where something begins. |

Types of Classification

Single-stage Classification: this involves separating a large group of objects into smaller groups based on a single property such as size.

Another type of single-stage classification involves sorting objects according to whether they have a specific property or not. E.G. 'Is it pink?'

Multi-stage Classification: involves asking repeated questions about specific properties, to sort groups into subgroups again and again until all the objects in one group are the same.

Serial Ordering: involves sorting objects into an order based on a property. For example, items of clothing could be sorted according to size, with the smallest at one end, leading to the largest at the other.

Annelid



Mollusc



Arthropod



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



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
- Waterloo
- 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?