



Birchfield
PRIMARY SCHOOL

Year 4 Curriculum Overview
Term 2.1

Teaching Team:

Mrs Hickman, Mr Barnes, Miss Beck

SLT: Mr Mazhar

PE Day: Thursday

Homework: Friday

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

Enquiry Question	'How does the sea and the weather change the coastline?'
Significant People	- Andy Warhol
Class Texts	<p><u>The Goose Guards</u></p> <p>387 BC. Rome is under attack from the vicious Gauls and the barbarian army is now preparing to besiege the Temple of Juno on Capitol Hill, home of Brutus, a trainee priest. The temple's inhabitants are offered help from the army of Lord Furius but are not sure if he is to be trusted. However, when rescue eventually comes it is from an even more unlikely source... A tale based on one of the most famous of all Roman legends, full of Terry Deary's dark humour and dry wit.</p>
Reading	At the beginning of this half term, your child will be immersed into our new class text 'The Goose Guards'. 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	This half term, our writing focus will be on creating detailed character and setting descriptions to form the opening of a narrative. The children will learn how to bring their ideas to life by using powerful verbs and adverbs, as well as a range of descriptive language techniques such as similes, metaphors, and expanded noun phrases. They will also explore how to use different sentence types and structures to ensure cohesion and flow throughout their writing. By the end of the unit, pupils will be able to craft engaging openings that capture the reader's attention and set the scene effectively.

Maths	<p>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.</p>
Geography	<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>

Science	<p>This half term in science, the children will be exploring the fascinating topic of sound. They will learn that sound is created by vibrations and investigate how these vibrations are essential for a sound to be heard.</p> <p>As part of their studies, the children will examine the human ear, identifying the key parts that allow us to hear clearly. They will also look closely at the patterns between vibrations and the sounds they produce, developing an understanding of how pitch and volume are affected.</p> <p>To make their learning practical and fun, the children will carry out an investigation into the best materials for making ear defenders, applying their knowledge of sound and vibrations to solve a real-world problem.</p>
Art	<p>Our art focuses this half term will be printing. We will take inspiration from the intricate patterns of Anglo-Saxon jewellery and create printing blocks. The children will then use the work of Andy Warhol as inspiration to create repeated patterns using their layered printing blocks.</p>
Music	<p>Create Music will be delivering Music lessons to Year 4 – teaching children how to play the Ukelele.</p>
Computing	<p>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.</p>
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](#)

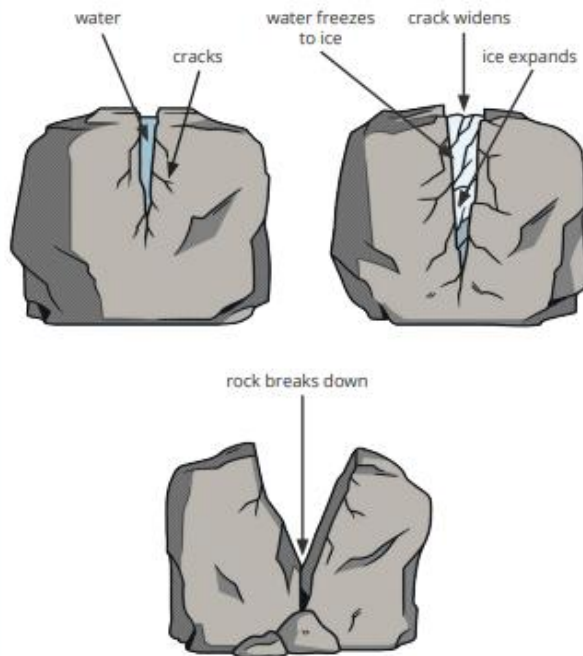
[Kids Active Learning & PE at Home – Think Active](#)

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.



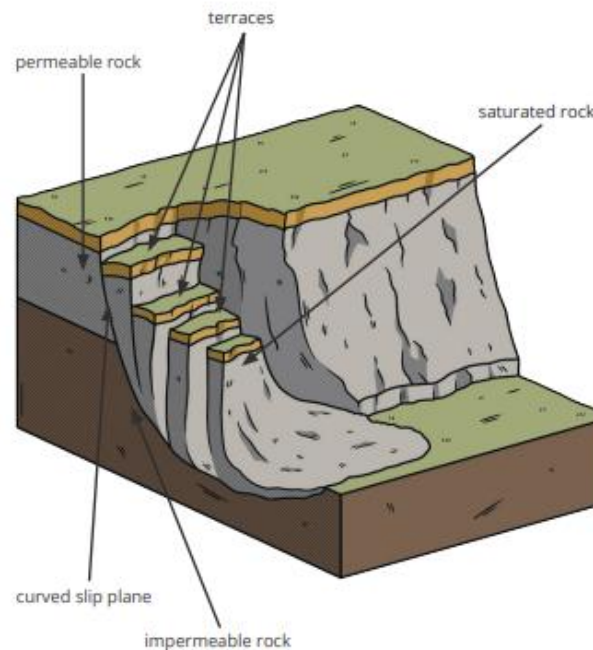
Chemical Weathering - The break-down of rocks caused by a chemical change within the rock. At the coast, this type of weathering is often the result of the seawater containing certain minerals that react with, change and dissolve the minerals in the rocks.

Mass Movement (Sub-Aerial Processes)

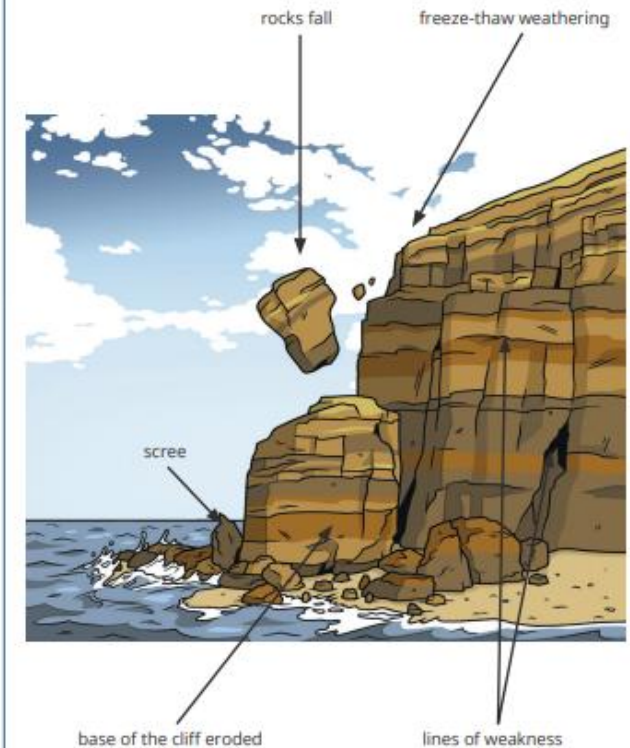
The downhill movement of sediment due to gravity. For example, rock falls, slumping, mudflows or landslides.

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.



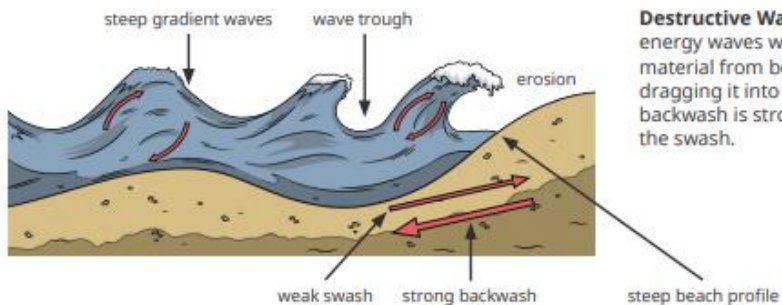
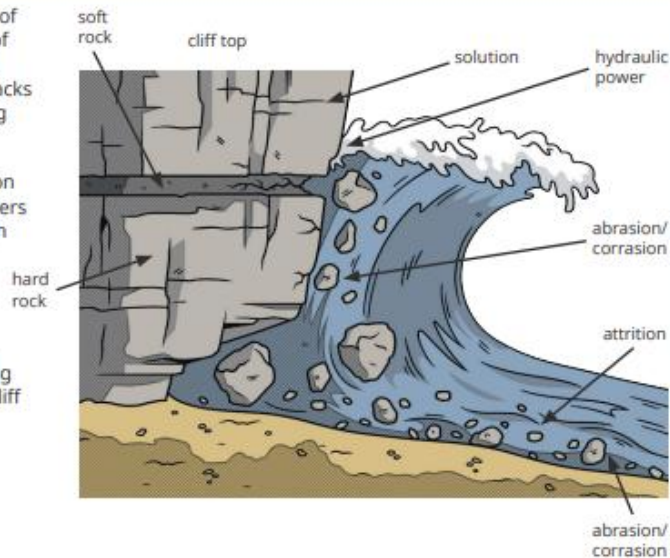
Coastal Processes

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.

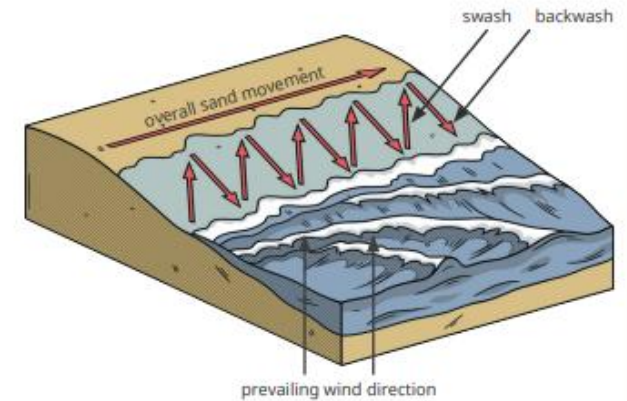
Abrasion/Corrosion – A type of erosion caused by sediment, flung by breaking waves, wearing away the cliff face.



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.

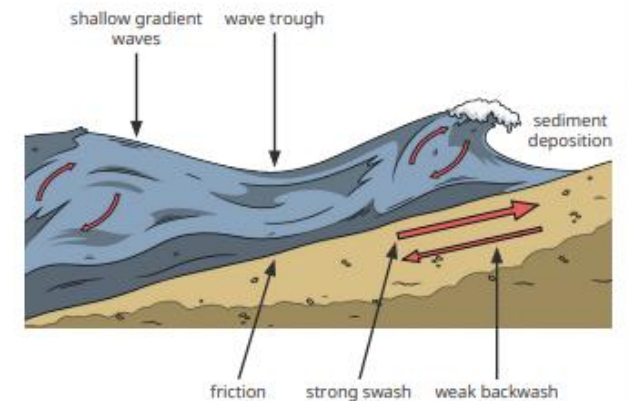


Deposition

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.

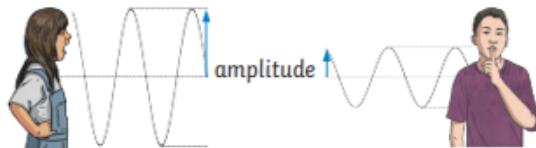


What is Sound?

All sounds are created by vibrations. You might not be able to see vibrations but when an object vibrates, the air around the object also vibrates. These vibrations travel through the air particles into our ears. When they reach the eardrum and inner ear, sounds can be heard. These vibrations are called sound waves and can travel through any medium, including solids, liquids and gases.

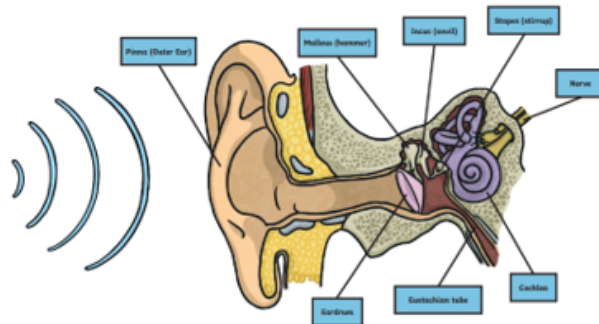
Volume:

The volume of a sound is how loud or quiet it is. Loud sounds are made by bigger vibrations. Amplitude is a measure of how big a vibration is. Louder sounds have a larger amplitude. Quiet sounds have smaller vibrations and a smaller amplitude.



Key Vocabulary	
Ear	The ear is an organ that allows humans and animals to hear.
Distance	Distance is a measure of the length between two points.
Volume	Volume is a measure of how loud a sound is.
Vibration	A vibration is a very quick, continuous movement.
Pitch	Pitch is a measure of how high or low a sound is.
Absorb	'Absorb' means to take in or keep inside.
Amplitude	Amplitude is a measure of the greatest distance that a vibration moves across, and the height of the sound wave it produces.
Sound Wave	A sound wave is the movement of energy created by the vibration of a sound source.
Soundproof	Soundproof objects and materials do not allow sound to pass into or through them.
Eardrum	The eardrum is the piece of thin, stretched skin inside the ear that is moved by vibrations.

The Ear:



Sounds in Solids:

The vibrations that create sound move from particle to particle. The particles in a solid are closely held together. This means that it is easier for sound to travel through a solid object than through other states of matter.



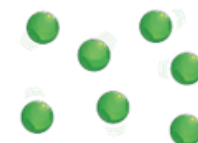
Sounds in Liquids:

In a liquid, the particles are quite close together and can move freely over each other. This means that the vibrations from a sound can't travel as easily as in a solid. Sound can still travel through liquids but not as well as in a solid.



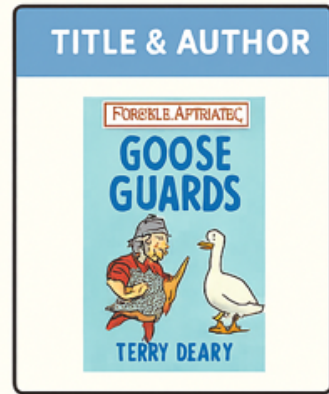
Sounds in Gases:

Gas particles are spread far apart. It is more difficult for vibrations to travel through a gas than through a liquid or a solid. Sound can still travel through gases. Most of what we hear travels through the air.



Absorbing Sound:

When we don't want a sound to be heard, we can try to absorb the sound waves or vibrations. If the vibrations are absorbed, the sound is muffled. Different materials can be used to absorb sound, and these materials can be used in ear defenders or ear plugs. It is even possible to soundproof a whole room, such as a music studio. Ear defenders can be used to reduce unwanted noise from reaching our ears. Some people find it difficult to hear loud noises, constant background noise or strange sounds so ear defenders help them.



The cruel Gauls are attacking Rome. High on the Capitol Hill, the priests have been defending the temple of Juno for weeks. But food is running out and their only hope of help is from the army of Lord Furius.

Will he arrive in time? And what will they do if he doesn't?

Main Characters:

The cruel Gauls

Lord Furius

Fabia

Marius

The Goose Guards

Themes:

Courage

Loyalty

Importance of animals in
history

Ancient Roman life and warfare

Vocabulary:

Capitoline Hill = a hill in Rome where the
temple stood

Gauls - people that were from France

Senate - a Roman council of leaders

Legion - a unite of Roman soldiers

Questions to Consider:

Why were the geese important in the story?

How did the Romans defend their city?

What does this story tell us about Roman beliefs?

