Birchfield PRIMARY SCHOOL

# Year 4 Curriculum Overview Term 2.2

Teaching Team:
Mr Barnes, Miss Beck, Mrs Hickman, Mrs Khatri

SLT:
Mr Mazhar

PE Days: Thursday

Homework: Tuesday & Friday

| | |
|---|---|
| Enquiry Question | What life like for an Anglo-Saxon? |
| Significant People | - Professor Joe Finley – inventor of Micro:Bit Lancaster University<br>- Thomas Eddison – First Working Lightbulb<br>- Joesph Swan – Incandescent Lightbulb |
| Class Texts | Romans on the Rampage – Jeremy Strong |
| Reading | During this half term, the children will be exploring the class text *Romans on the Rampage*. They will begin by developing their understanding of unfamiliar vocabulary using strategies such as reading around the word and word substitution. The children will then practise retrieving key information from the text and summarising important events. Finally, they will develop their inference skills by exploring characters' motives and justifying their ideas using evidence from the text, while continuing to build effective exam techniques such as skimming, scanning and identifying key words in questions. |
| Writing | Next half term, the children will begin by exploring diary writing. They will learn how to use apostrophes for possession, experiment with a range of sentence types, and develop their understanding of irregular past tense verbs to write detailed and engaging diary entries. Following this, the children will move on to writing formal letters. In this unit, they will focus on recognising and using key organisational features, applying commas accurately, and selecting appropriate articles and quantifiers to suit a formal tone and purpose. |

| | |
|---|---|
| Maths | This half term, the children will be learning about what a fraction is, unit and non-unit fractions. They will also be learning about equivalent fractions and fractions that are greater than 1. The children will add 2 fractions and 2 or more fractions together, as well as this, they will subtract fractions and subtract fractions from whole amounts and fractions of a set of objects. The children will also begin to explore decimal numbers up to two decimal places and their relationship with fractions. |
| History | This term, the children will be learning about the Anglo-Saxons and their impact on Britain. They will explore who the Anglo-Saxons were, why they invaded Britain and how they came to rule, while developing key historical skills such as using evidence, questioning the reliability of sources and explaining causes of change. The children will learn about important events and figures, Anglo-Saxon warriors, settlements and daily life, as well as their culture, beliefs and traditions, including storytelling, religion and artefacts. Throughout the unit, pupils will use historical vocabulary and a range of sources to build a clear understanding of life in Anglo-Saxon Britain. |

| | |
|---|---|
| Science | This half term in Science, Year 4 will be learning about electricity by exploring how electrical appliances are powered, identifying the components of simple circuits, and understanding how electricity flows. They will build and test their own circuits using bulbs, batteries and switches, learn to draw accurate circuit diagrams with scientific symbols, and investigate which materials act as conductors or insulators. Throughout the unit, children will also develop important scientific skills such as predicting outcomes, planning and carrying out fair tests, recording results, and learning key electrical safety rules to help them use everyday devices safely. |
| DT | This half term, the children will be creating a night light using recycled materials. They will be exploring electrical systems and writing algorithms. The children will be using micro-bits and will debug their algorithms if necessary. |
| Music | This term in music, the children will be exploring musical contrasts through singing, playing instruments and working as an ensemble. They will learn how music can change using dynamics (loud and quiet), pitch and articulation (smooth and short sounds), while developing their confidence in performing, listening carefully to others and layering musical parts. The unit will culminate in a group |

| | |
|---|---|
| | performance that demonstrates teamwork, expression and an understanding of how contrasting elements can be used effectively in music. |
| Computing | This half term, your child will begin to develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices. |
| PSHE | This half term we shall complete the 'how can we help in an accident or emergency' strand of PSHE. Our lessons shall include:<br>- How to carry out basic first aid.<br>- How do we support someone with a head injury.<br>- What should we do when someone is having an asthma attack or bleeding?<br>- Seeking adult help.<br>- Contacting the emergency services. |
| RE | This half term, the children will be learning how to be merciful and forgiving. Our lessons will include:<br>- The Joseph story in Genesis 35:23 – 29 and exploring what it has to say about forgiveness.<br>- What do Christianity and Judaism say/think about forgiveness? - What do Christians believe about forgiveness as a result of Jesus' death on the cross?<br>During the second half of the half term, the children will be covering: responding to suffering. Our lessons will include:<br>- What kind of things hurt people?<br>- How do Muslims respond to the suffering of others?<br>- The Easter Story |
| PE | During this half term the children will be swimming.<br><br>The children will also be taking part in Boccia lessons. |

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

# Knowledge Organiser – Stop! – Year 4, Unit 3

charanga MUSICAL SCHOOL

## 1 – Listen & Appraise: Stop! (Grime)

**Structure:** Intro and 6 rapped verses, each with a sung chorus.

**Instruments/voices you can hear:** Digital/electronic sounds, turntables, synthesisers, drums.

***Can you find the pulse as you are listening?*** Dance, clap, sway, march, be an animal or a pop star.

## 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes – C + D.
Bronze: no notes | Silver: C, sometimes D | Gold: C + D challenge.
*Which challenge did you get to?*

**Singing** and rapping in unison and in parts.

**Compose** your own rapped lyrics about bullying or another topic or theme that you decide.


## 3 — Perform & Share

Decide how your class will introduce the performance. Perhaps add some choreography? 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 • Compositions • Rapped lyrics that you composed

## About this Unit

**Theme:** Grime and other styles of music.

**Facts/info:** Stop! is a song/rap written in a Grime style for you to compose your own lyrics.

**Listen to 5 pieces of music in different styles:**

- Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop)
- Radetzky March by Strauss (Classical)
- Can't Stop The Feeling! by Justin Timberlake (Pop with Soul, Funk and Disco influence)
- Libertango by Astor Piazzolla (Tango)
- Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop)

**Vocabulary:** Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

## 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?

# Romans on the Rampage – Jeremy Strong

**Title:** *Romans on the Rampage*

**Author:** Jeremy Strong

**Genre:** Humorous historical fiction

**Setting:** Ancient Rome and Roman Britain

**Main Themes:**

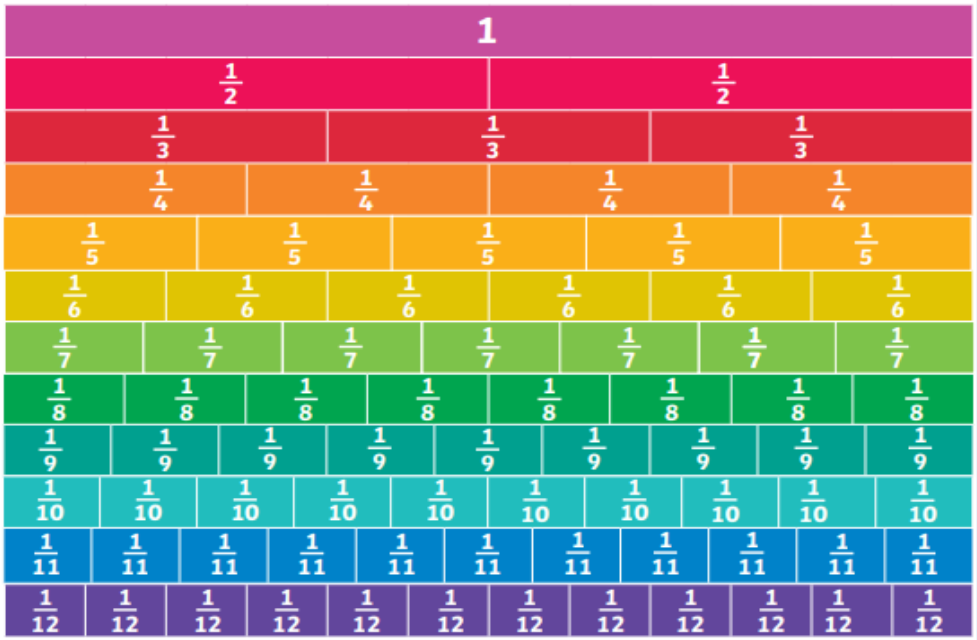
- Friendship
- Adventure
- Roman life and culture
- Comedy and misunderstandings

Main Characters in Romans on the Rampage:

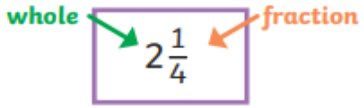
- Perilus: The main protagonist, a Roman boy who dreams of being a charioteer and practices in a homemade chariot pulled by the family goat.
- Croakbag: A talking raven who serves as the narrator and often saves the day.
- Krysis (Perilus's Dad): Head of the Imperial Mint who gets arrested for stealing money, forcing the family into trouble.
- Perilus's Family: Described as unpredictable and chaotic.
- Scorcha: A famous charioteer and hero to Perilus, who goes missing on the day of a big race.


*Romans on the Rampage* by Jeremy Strong is a hilarious, illustrated children's book following Perilus who is a Roman boy who is *crazy* about chariot racing. He loves to practise in his own homemade chariot (pulled by the family goat) and dreams of riding in the Circus Maximus himself one day. But when Perilus's hero, the brilliant charioteer Scorcha, goes missing on the day of the big race, Perilus finds his wish coming true sooner than he'd imagined!

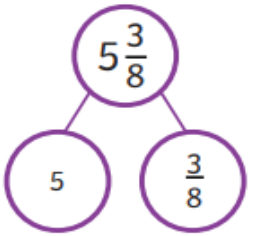
- numerator
- denominator
- unit fraction
- non-unit fraction
- equivalent
- quantities
- whole
- halves
- thirds
- quarters
- fifths
- sixths
- sevenths
- eighths
- ninths
- tenths
- elevenths
- twelfths
- mixed number
- improper fraction



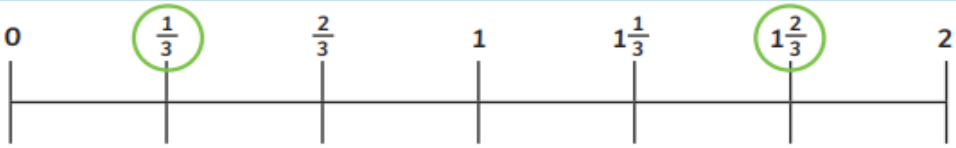

Mixed numbers contain a whole number and a fraction.

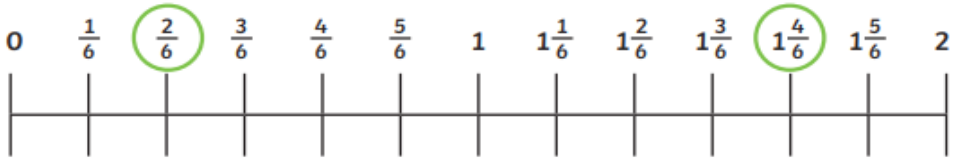






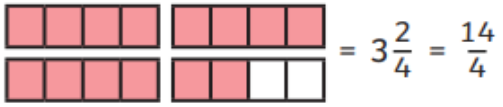

## Equivalent Fractions



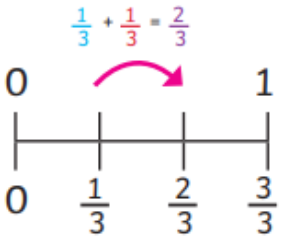

## Improper Fractions

An improper fraction has a numerator which is greater than or equal to the denominator. $\frac{5}{3}$

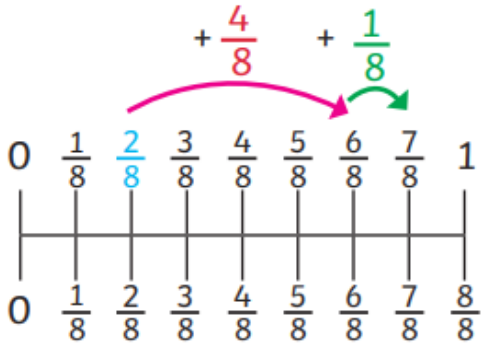


**led when the denominators are the same.**

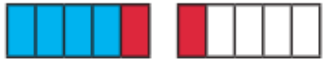
$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

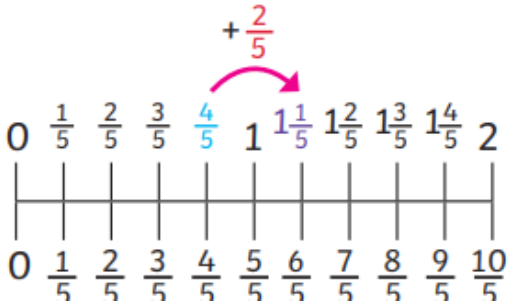



$\frac{2}{8} + \frac{4}{8} + \frac{1}{8} = \frac{7}{8}$



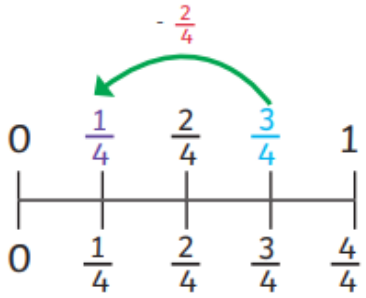

$\frac{4}{5} + \frac{2}{5} = \frac{6}{5}$ or $1\frac{1}{5}$



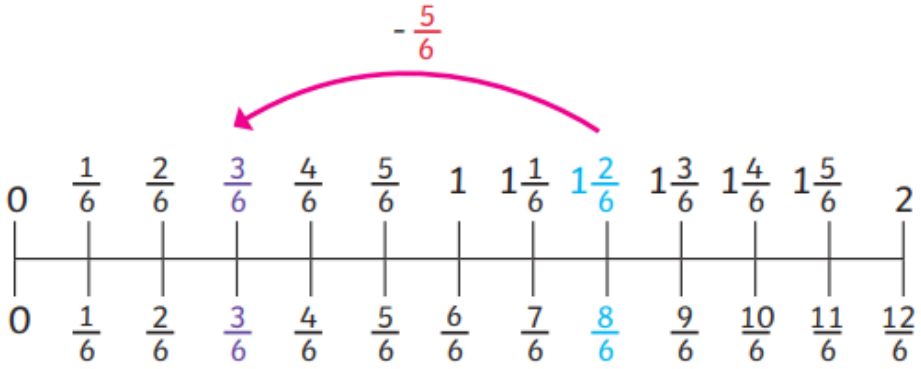



**Fractions can be subtracted when the denominators are the same.**

$\frac{3}{4} - \frac{2}{4} = \frac{1}{4}$




$1\frac{2}{6} - \frac{5}{6} = \frac{3}{6}$

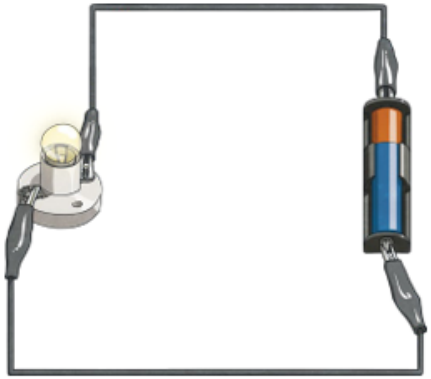


# Electricity — Year 4

| Key Vocabulary | |
|---|---|
| **electricity** | **Electricity** is a type of energy that can flow through certain materials, e.g. from a power source through wires to an appliance. |
| **circuit** | A **circuit** is a complete route that **electricity** can flow around. |
| **cell** | A **cell** is a component that converts stored chemical energy to electrical energy. |
| **battery** | A **battery** is a device that stores electrical energy as chemical energy. Two or more **cells** joined together form a **battery**. |

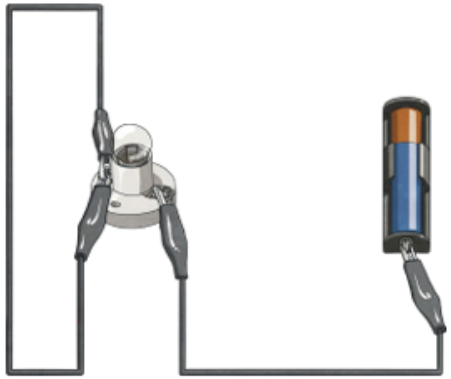
## Complete Circuit

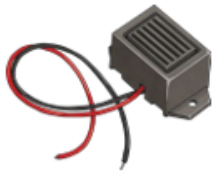
Complete **circuits** will work because the components are all connected as part of a continuous loop.



## Incomplete Circuit

An incomplete **circuit** will not work because it will either be missing components or connected in such a way that it does not form a continuous loop.



| Cell | Bulb | Wires | Buzzer | Motor | Switch |
|---|---|---|---|---|---|
|  |  |  |  |  |  |
| A **cell** is a component that converts stored chemical energy to electrical energy. | A bulb is an electrical component that produces light. | Wires are a component that connect other components together to create a **circuit**. | A buzzer is an electrical component that produces sound. | A motor is an electrical component that produces movement. | A switch is a component that controls the flow of **electricity** in a **circuit**. |

# Electricity

Year 4

## Key Vocabulary

| | |
|---|---|
| **appliance** | An **appliance** is a piece of equipment or device designed to perform a particular job. |
| **electrical conductor** | An **electrical conductor** is a material that allows **electricity** to flow through it. |
| **electrical insulator** | An **electrical insulator** is a material that does not allow **electricity** to flow through it. |
| **mains electricity** | **Mains electricity** is **electricity** supplied to buildings through a network of power lines. |

## Electrical Appliances

### Battery-Powered Appliances

These appliances require the use of **batteries** as an electrical power supply.


### Mains-Powered Appliances

These appliances require the use of **mains electricit** y as an electrical power supply.

## Non-Electrical Appliances

These appliances do not require the use of **electricity**.

## Electricity Conductors

water

graphite

metal

## Electrical Insulators

plastic

rubber

wood

## Electrical Safety


Exposed electrical wires can cause electric shocks or result in fires.

Keep electrical appliances and components away from water.

# Home Learning and Useful Links:

**Homework**

Your child's homework will be on Atom Learning. Please make sure they are logging on to complete this. They will have 3 pieces to complete – reading, SPAG and maths.

https://app.atomlearning.com/school/

**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

Home | WowScience - Science games and activities for kids

## History:

Vikings - KS2 History - 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