Birchfield PRIMARY SCHOOL

Year 4 Curriculum Overview Term 3.2

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

SLT:
Mr Mazhar

PE Days: Thursday

Homework: Monday & Friday

Enquiry Question	What was the impact of the Vikings on Britain?
Significant People	- Cressida Cowell
Class Texts	How to Train Your Dragon – Cressida Cowell
Reading	This half term, the children shall develop key reading skills through reading *How to Train Your Dragon*. They shall cover the following: vocabulary in context (2a), such as interpreting adventurous or unfamiliar Viking and dragon-related words using surrounding clues; retrieve key information (2b), including identifying important details about characters, settings, and events like Hiccup's dragon training; make inferences (2d) by reading between the lines to explain characters' thoughts and feelings, supported by evidence (for example, Hiccup's insecurity and growth); and summarise main ideas (2c) by condensing information across chapters, such as the development of Hiccup and Toothless's relationship. Together, these skills help pupils engage deeply with the text while building comprehension through an imaginative and meaningful narrative.
Writing	This half term, the children will begin by exploring narratives. They will learn how to correctly punctuate direct speech with inverted commas. They will also utilise expanded noun phrases with more ambitious vocabulary to develop their descriptions of characters and settings. Following this, the children will move on to writing an explanation text that focusses on their current history topic of the Vikings. They will use a range of sentence types and punctuation to explain key characteristics of the Vikings.

Maths	The children will be learning to use and apply their understanding of money, including writing amounts in decimals, converting between pounds and pence, and solving real-life problems using the four operations. They will also develop their understanding of time, including converting between units, reading analogue and digital clocks, and using the 12- and 24-hour clock. In addition, they will learn about geometry by identifying and classifying shapes and angles, exploring symmetry, and using coordinates to describe position and movement on a grid.
History	This half term, the children shall develop an understanding of the Viking Age by identifying when it took place and who the Vikings were, while exploring initial impressions through images and sources before considering how historical interpretations are formed. They will place the Vikings within a chronological timeline alongside previous studies, including the Stone Age, Egyptians, Romans and Anglo-Saxons, and learn why Vikings came to Britain, including settlement and raiding. Pupils will study key events such as the raid on Lindisfarne and the spread of Viking control, while evaluating the reliability and bias of different sources, including monk accounts and Viking perspectives. They will explore Viking life in depth, including society, beliefs, jobs and the hierarchical system, as well as their skills as traders, explorers and farmers, not just raiders. Children will also investigate Viking weapons, ships and strategies, comparing these with Roman Britain, and learn about significant figures such as Alfred the Great and Athelstan and their impact on Britain. Finally, pupils will consider the lasting legacy of the Vikings, including their influence on language, trade, farming and navigation.

Science	This term, Year Four will explore the fascinating world of living things and the environments they depend on. The children will begin by learning how to classify animals, understanding the difference between vertebrates and invertebrates, and using classification keys to sort and identify a range of organisms. They will then investigate different habitats and microhabitats, discussing what living things need to survive and how plants and animals are adapted to their environments. As the unit progresses, pupils will study food chains, food webs and the idea of interdependence — discovering how all living things rely on each other for survival. They will also learn how seasonal changes affect habitats, exploring which animals hibernate or migrate and how these behaviours help them cope with changing conditions. Finally, the children will examine how both natural events and human actions, such as deforestation and pollution, can impact ecosystems. Through this, they will develop an

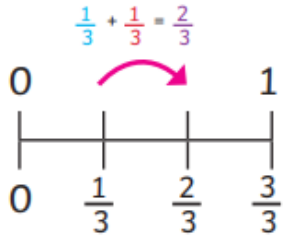
	understanding of how environmental changes affect habitats and the animals that live within them.
DT	In this topic, the children will explore seasonality of fruits to plan, bake and decorate fruit tarts with crème patisserie. The children will begin by researching seasonal summer fruits that they would like to include in their tarts. They will then practise their cutting skills using the bridge and claw technique to slice fruit. Following that, the children will design, bake and decorate their tarts following a recipe and thinking about how they can make their tarts aesthetically pleasing. The children will finish the topic by evaluating their tarts against their plans and think about how it could be improved if they were to do it again.
Music	Round And Round This unit focuses on developing vocal accuracy, ensemble skills, and confidence in performing. Children learn to sing rounds and songs that include challenging melodic intervals, practising small and large pitch leaps. The lessons combine listening, vocal warm-ups, and practical rehearsal, gradually building towards performing a range of songs for peers and in school assemblies. Emphasis is placed on pulse, pitch control, rhythm, dynamics, and blending voices in a group context. Lessons integrate opportunities for self- and peer-assessment, enabling children to evaluate phrasing, diction, and expression. By the end of the unit, children will be confident singers, capable of performing individually and collaboratively, and will be able to share their learning through engaging, polished performances.
Computing	The computing lessons this half term will focus on programming and the repetition of code in online games. The children will explore the site scratch and use it to code sprites (characters) to move, change colour and react using coding scripts and algorithms. They will also develop their debugging skills by using a range of techniques to carefully review their code to identify mistakes and correct them to ensure the code works.

PSHE	In PSHE, we will be looking at 'Health and Wellbeing'. The children will be learning how to recognise, assess and manage risks in a variety of situations, both in real life and online. They will explore how to stay safe when out and about—such as near roads, water, railways and during activities like fireworks—while also understanding how peer pressure can influence their choices. They will also learn how to keep themselves safe online, make responsible decisions about sharing information, and know how to report concerns or unsafe behaviour.
RE	In RE, we will be focusing on the unit of 'Being Imaginative and Explorative / Appreciating Beauty', this unit focuses on the religious teachings of Christianity, Islam and Judaism.
PE	During this half term the children will complete the following PE units: Athletics Striking & Fielding (Cricket)

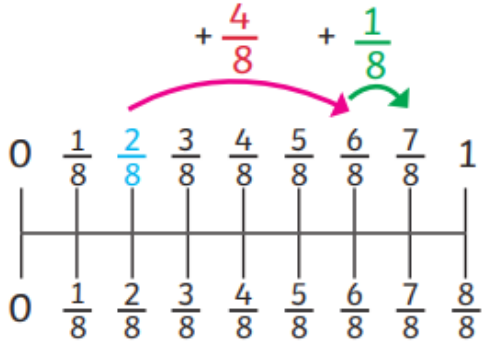
Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

Fractions can be added when the denominators are the same.

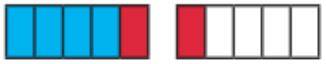
$\frac{1}{3} + \frac{1}{3} = \frac{2}{3}$

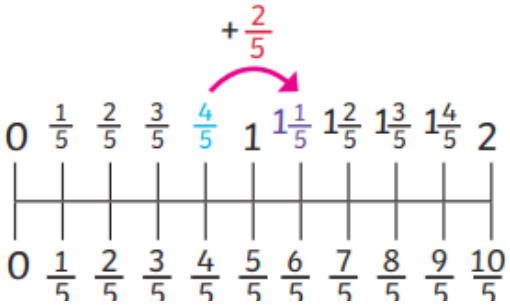


$\frac{2}{8} + \frac{4}{8} + \frac{1}{8} = \frac{7}{8}$



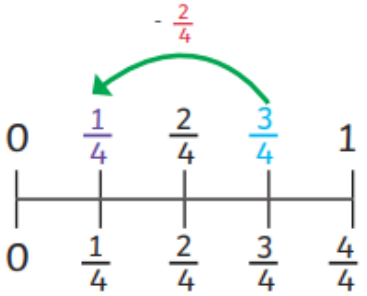
$\frac{4}{5} + \frac{2}{5} = \frac{6}{5}$ or $1\frac{1}{5}$



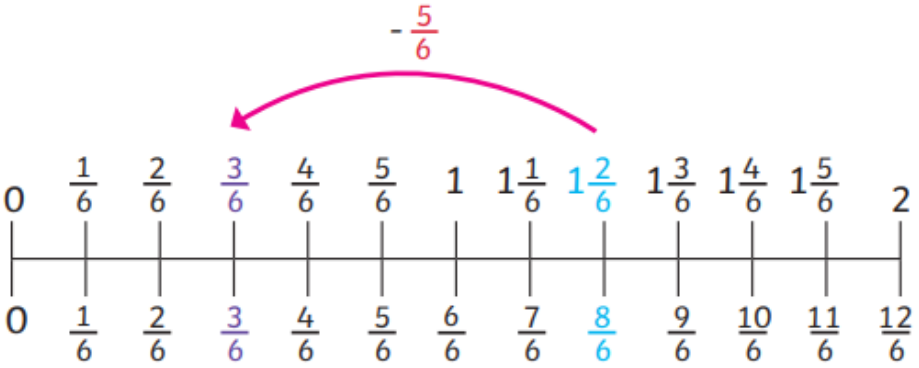


Fractions can be subtracted when the denominators are the same.

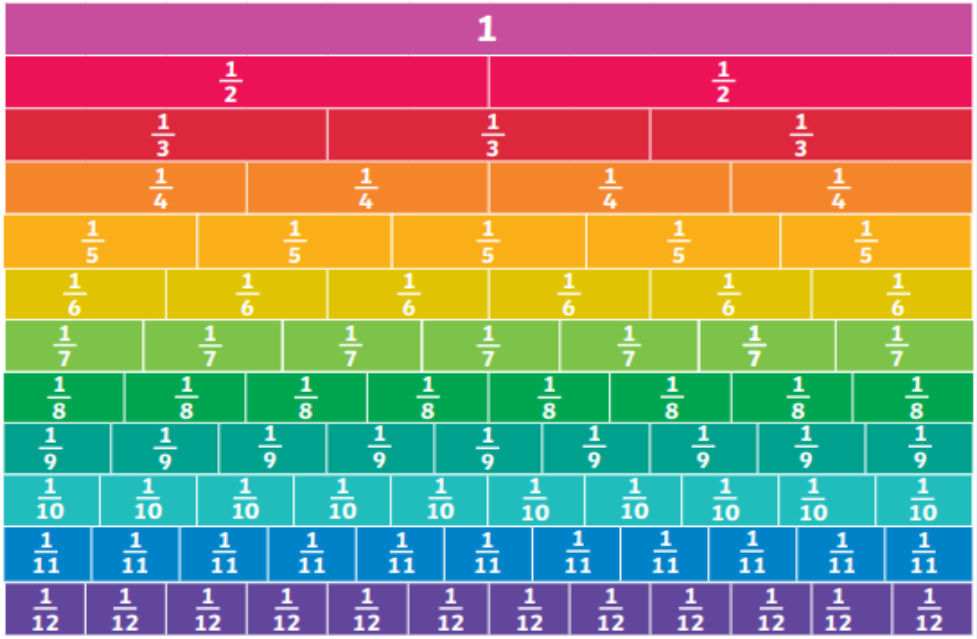
$\frac{3}{4} - \frac{2}{4} = \frac{1}{4}$



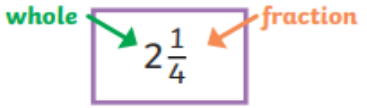
$1\frac{2}{6} - \frac{5}{6} = \frac{3}{6}$



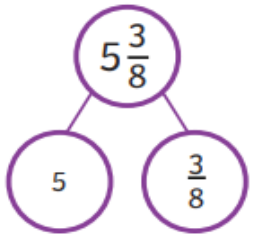
- numerator
- denominator
- unit fraction
- non-unit fraction
- equivalent
- quantities
- whole
- halves
- thirds
- quarters
- fifths
- sixths
- sevenths
- eighths
- ninths
- tenths
- elevenths
- twelfths
- mixed number
- improper fraction



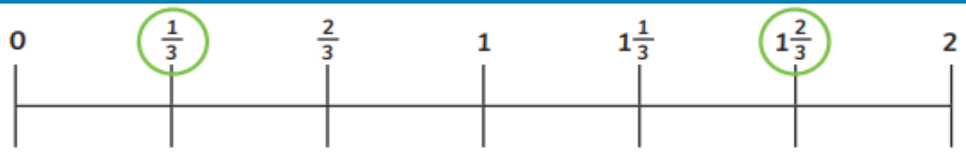
Mixed numbers contain a whole number and a fraction.

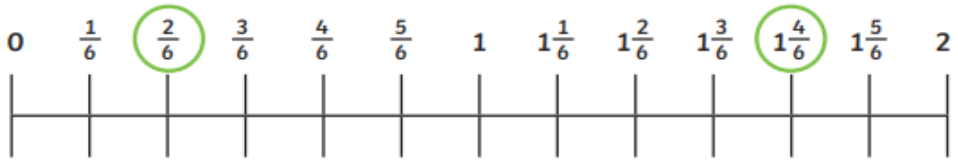


$= 2 + \frac{2}{3} = 2\frac{2}{3}$



Equivalent Fractions

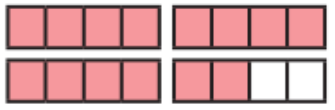




Improper Fractions

An improper fraction has a numerator which is greater than or equal to the denominator.

$\frac{5}{3}$



$= 3\frac{2}{4} = \frac{14}{4}$

Food and the Digestive System

Producers and consumers

A producer is a living thing that makes its own food through the process of photosynthesis. Almost all producers are plants. A consumer is a living thing that feeds on other living things. All consumers fit into one of three groups depending on what they eat: herbivores eat plant parts, carnivores eat meat from other animals and omnivores eat both meat and plant parts. Animals that are hunted and eaten by other animals are called prey. Animals that hunt other animals for food are called predators.

Ecosystems

An ecosystem is a community of living organisms and their environments that interact with each other, such as a rainforest, desert or ocean. Ecosystems have biotic, or living, features including plants, animals and microorganisms. They also have abiotic, or non-living, features, such as sunlight, water, air, soil and temperature.

rainforest

desert

Interdependence

All living things depend on the biotic and abiotic features of their ecosystems to survive. This is called interdependence.

For example, the hummingbird depends on abiotic features, such as water to drink and oxygen to breathe. It also depends on biotic features, including the hibiscus flower for nutrition and trees for shelter.

Balance and change

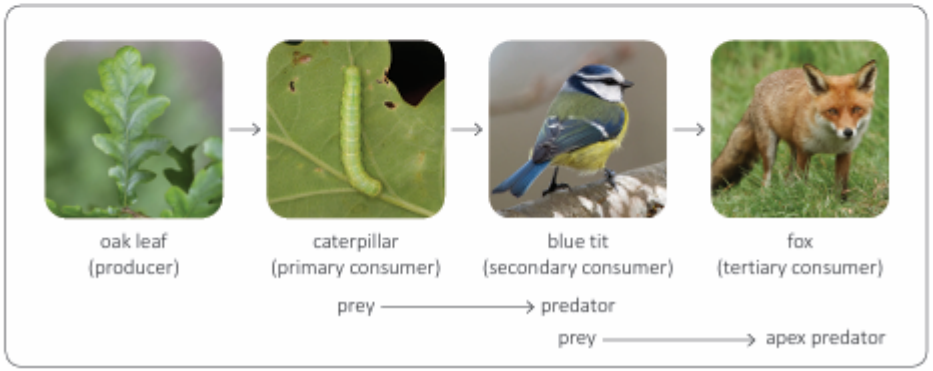
All the biotic and abiotic features of an ecosystem are finely balanced. Any change to one part will affect all the other parts. For example, a drought, or water shortage, can affect a plant's ability to grow. Animals that depend on that plant for food begin to starve and die unless they can adapt or move to a new ecosystem to survive. Human activity, such as deforestation and pollution, and natural events such as disease, floods, wildfires and drought, can damage ecosystems.

drought

Food chains

Plants and animals need energy from food to survive. A food chain is a diagram that shows how food energy is transferred from one living thing to another.

Food chains start with a producer that makes its own food. Primary consumers are herbivores that eat the producers. Secondary consumers can be carnivores or omnivores that feed on primary consumers and producers. Tertiary consumers at the end of the food chain mainly feed on the secondary and primary consumers. They are called apex predators.

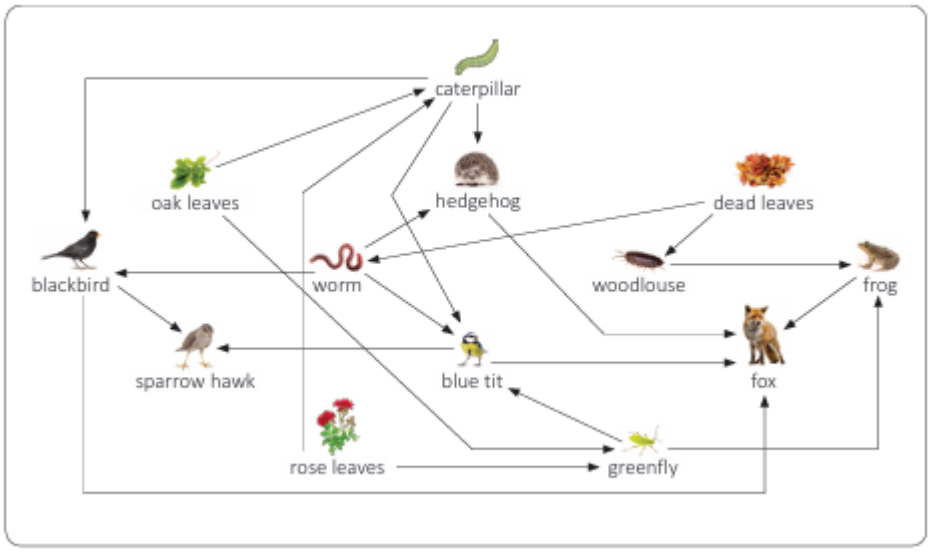


a food chain

Food webs

All the different food chains in a specific ecosystem can be linked together to make a food web.

Food webs show how different plants and animals in an ecosystem are connected through their interdependence.



a food web

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