



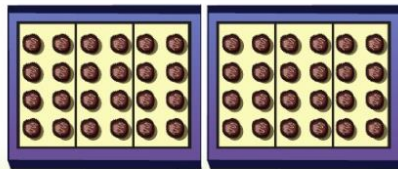
Unit 6 Multiplication and division ②



In this unit we will...

- ⚡ Learn how to find and use factor pairs
- ⚡ Learn how to multiply a number using the written method
- ⚡ Learn how to multiply and divide numbers in our heads
- ⚡ Find the remainder when a number is divided

We have already learnt the times-tables. Can you use the multiplication facts to work out how many chocolates I have? Is there a quicker way?



We will need some maths words. How many of these have you used before?

multiply

divide

times-tables

remainder

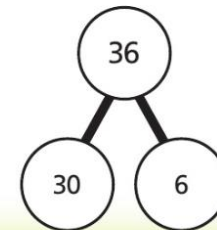
bar model

factor pair

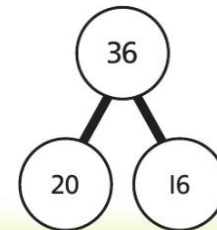
factors

We need to know how to partition a number when we multiply and divide and can use a part-whole model. Is there another way to partition 36?

$$36 = 30 + 6$$



$$36 = 20 + 16$$



Unit 7 Length and perimeter



In this unit we will ...

- ⚡ Convert between kilometres and metres
- ⚡ Find perimeters of shapes
- ⚡ Work out missing lengths
- ⚡ Find solutions involving perimeter

Do you remember how to measure length using squares?
How long is this line?



We will need some maths words.
Which of these are new?

length

width

perimeter

distance

rectangle

square

rectilinear shape

centimetre (cm)

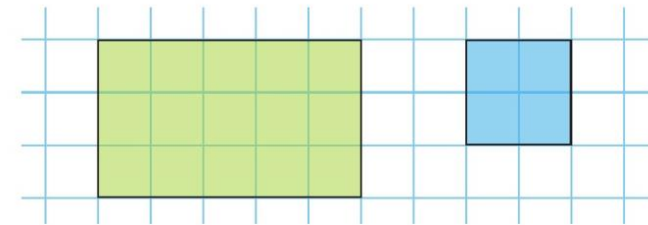
metre (m)

kilometre (km)

equivalent to

regular polygon

What do you remember about the sides of a rectangle and a square?





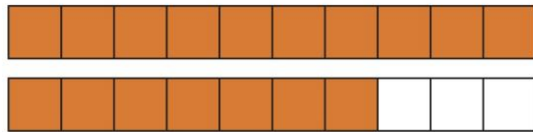
Unit 8 Fractions



In this unit we will ...

- ⚡ Look at fractions that are greater than 1
- ⚡ Convert between mixed numbers and improper fractions
- ⚡ Identify equivalent fractions
- ⚡ Simplify fractions

How many tenths are shown here?



We will need some maths words.
Which of these have you met before?

mixed number

improper fraction

numerator

denominator

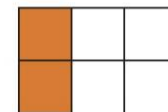
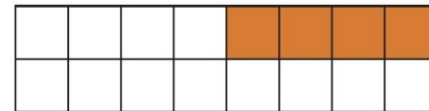
fraction

equivalent

simplify

simplest fraction

Which one of these fractions is not equivalent to the others?





Unit 9 Fractions 2

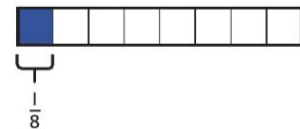
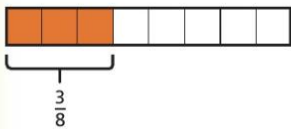


In this unit we will ...

- ⚡ Learn to add and subtract fractions with the same denominator
- ⚡ Learn to subtract a fraction from a whole number
- ⚡ Understand how to find a fraction of an amount

We will use fraction strips to add and subtract fractions.

$$\frac{3}{8} + \frac{1}{8} = \frac{4}{8}$$



We will need some maths words. How many of these do you remember?

numerator

denominator

add

subtract

improper fraction

mixed number

fraction of an amount

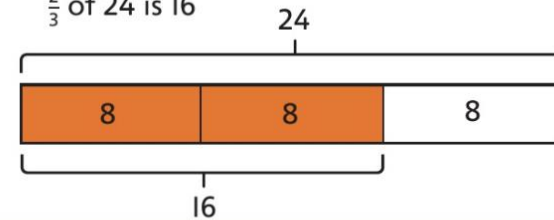
You need to be able to find a fraction of an amount.

Find $\frac{2}{3}$ of 24.

$$24 \div 3 = 8$$

$$8 \times 2 = 16$$

$\frac{2}{3}$ of 24 is 16





Unit 10 Decimals



In this unit we will ...

- ⚡ Learn about the decimal point, and tenth and hundredth columns
- ⚡ Explore tenths and hundredths as decimals
- ⚡ Understand how to divide 1- and 2-digit numbers by 10 and 100
- ⚡ Complete calculations resulting in a decimal answer

Here is a place value grid. Which columns have we used before? Which columns are new? Is there anything else we have not seen before?

T	O	•	Tth	Hth
1	2	•	3	4



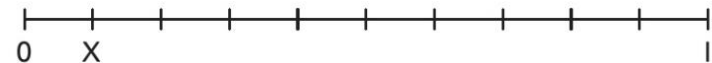
We will need some maths words.
Which words have you seen before?

tens ones decimal point

tenths hundredths equivalent

decimal centimetre millimetre

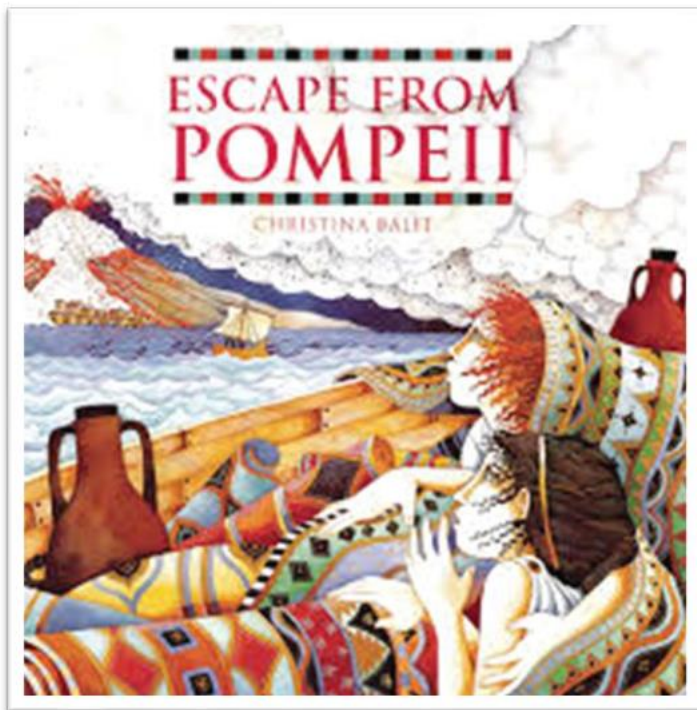
We will need this too!
What number should be shown at X?





English

Escape from Pompeii by Christina Balit



Year 4 Pathways to Write: Spring 1


Outcome: Fiction – Historical narrative from character’s point of view

Writing outcome:

Write the story from the point of view of one of the children

Greater depth writing outcome:

Write from the point of view of the captain

 Gateway keys (non-negotiables/basic skills)	Pathways to Write keys	
	↔ Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)
<ul style="list-style-type: none"> • Use punctuation at Y2 standard correctly (full stops, capital letters - including for proper nouns, exclamation marks, question marks, commas in a list, apostrophes for contraction and singular noun possession) • Use conjunctions, adverbs and prepositions to express time, place and cause • Create characters, settings and plot in narrative • Group related ideas into paragraphs 	<ul style="list-style-type: none"> • Variety of verb forms used correctly and consistently including the progressive and the present perfect forms • Use Standard English for verb inflections • Organise paragraphs around a theme (using fronted adverbial to introduce or connect paragraphs) • Use and punctuate direct speech (using dialogue to show the relationship between characters) 	<ul style="list-style-type: none"> • Write a sequence of events to follow the structure of the model story • Write an opening paragraph and further paragraphs for each stage • Create dialogue between characters that shows their relationship with each other • Use 3rd or 1st person consistently • Use tenses appropriately • Add historical detail to describe characters, setting and events

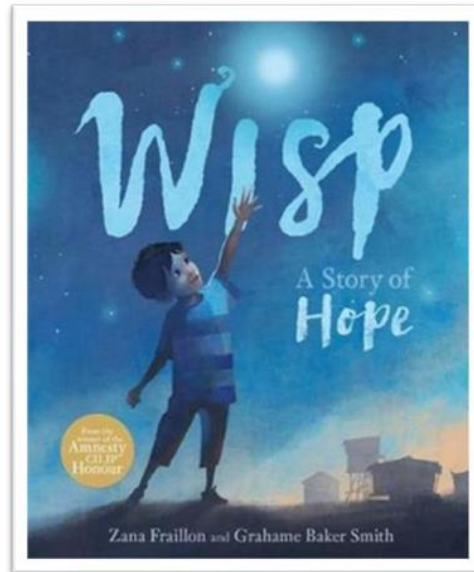
English



Wisp

A Story of Hope

by Zana Fraillon and Grahame Baker-Smith



Year 4 Pathways to Write: Spring 2

Essential texts:

Home by Carson Ellis

Dreams of Freedom by Amnesty International

Outcome: Fiction – First Person Recount

Writing outcome:

To write a narrative from the point of view of the Wisp.

Greater depth writing outcome:

To write a narrative from the point of view of the Wisp, including a diary entry from Idris in the Wisp's narrative.

Key		Pathways to Write keys	
Gateway keys (non-negotiables/basic skills)	Mastery keys (year group national curriculum expectations)	Feature keys (vocabulary, manipulating sentences and tense, structure)	
<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Organise paragraphs around a theme Use fronted adverbials 	<ul style="list-style-type: none"> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials 	<ul style="list-style-type: none"> Use paragraphs and use different ways to introduce paragraphs Create dialogue between characters that shows their relationship with each other Use 1st or 3rd person consistently Use tenses appropriately 	



Science



Science - States of matter

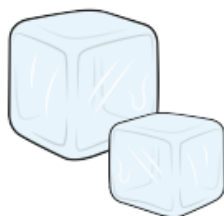
Matter takes up space and can be weighed. There are three states of matter: solid, liquid and gas.

Solids have a fixed shape and volume. The shape can be changed by applying a force.

Liquids have a fixed volume but not a fixed shape. They will flow when poured and take the shape of the container they are in.

Gases do not have a fixed shape or volume. They will spread out to fill a container.

solid



melting



freezing

liquid



evaporating



condensing

gas



cold

hot

Cooling a liquid below its **freezing point** will cause it to freeze. **Freezing** is a change of state from a liquid to a solid.

Heating a solid above its **melting point** will cause it to melt. **Melting** is a change of state from a solid to a liquid.

Cooling a gas below its **condensing point** will cause it to condense. **Condensing** is a change of state from a gas to a liquid.

Heating a liquid above its **boiling point** will cause it to evaporate. **Evaporating** is a change of state from a liquid to a gas.

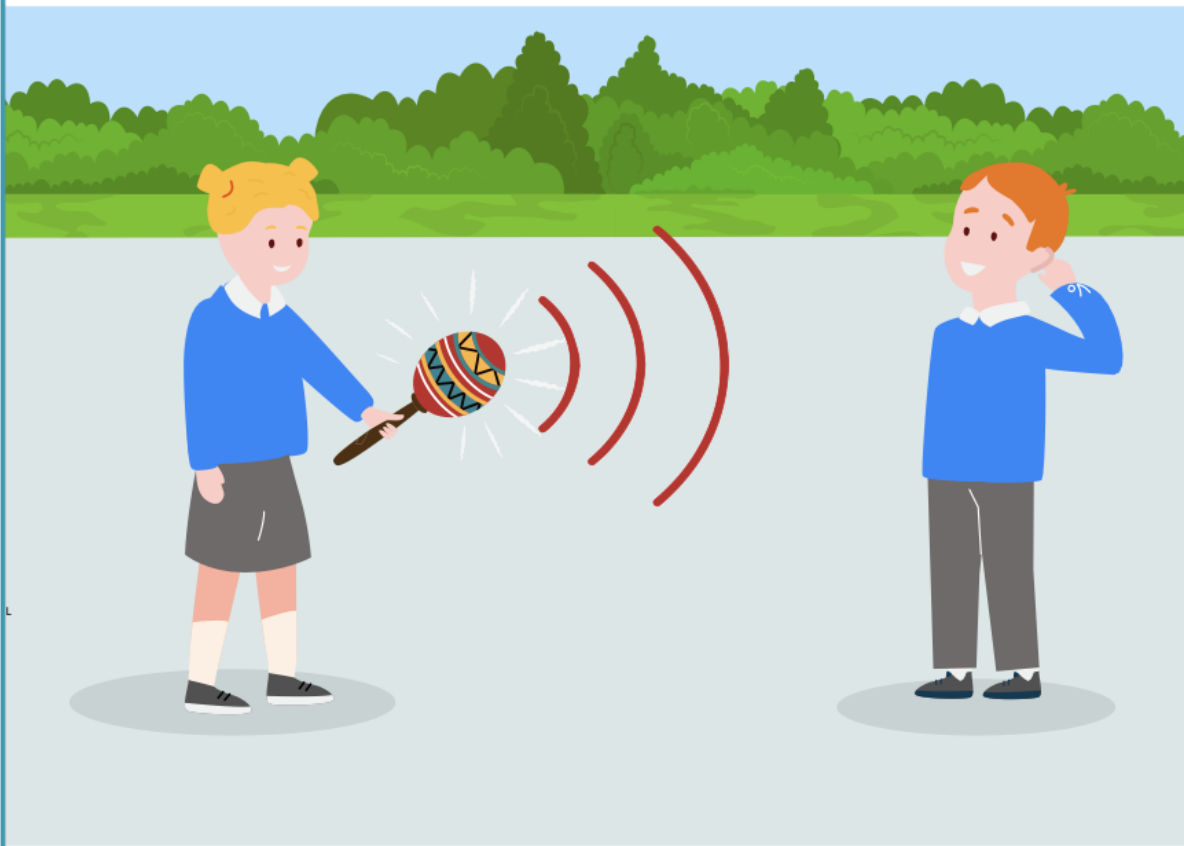


Science



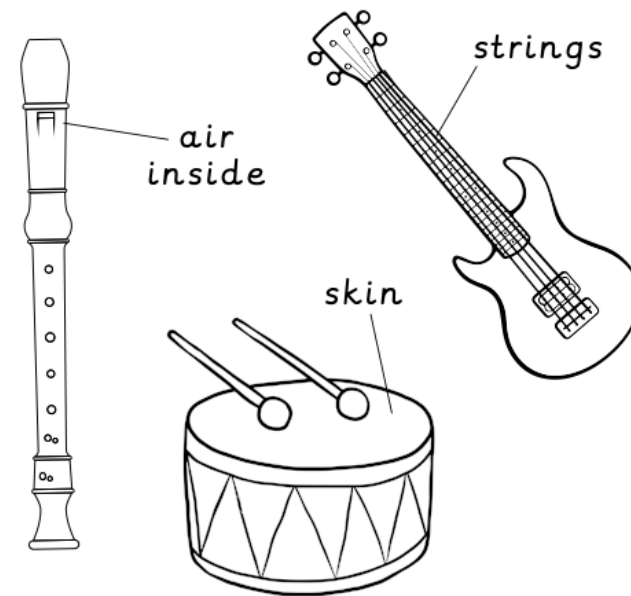
Science - Sound and vibrations

Sound is made by vibrations. When something vibrates, it moves the air around it, creating a sound wave. Sound waves can travel through different mediums (solids, liquids and gases) to our ears, allowing us to hear sounds.



Sound waves travel fastest and farthest through solids, then liquids and slowest through gases.

Different musical instruments make vibrations in different ways:



The volume of an instrument can be changed, for example by plucking, blowing or hitting harder.

The pitch of some instruments can be changed, for example by pressing a different key or plucking a different string.

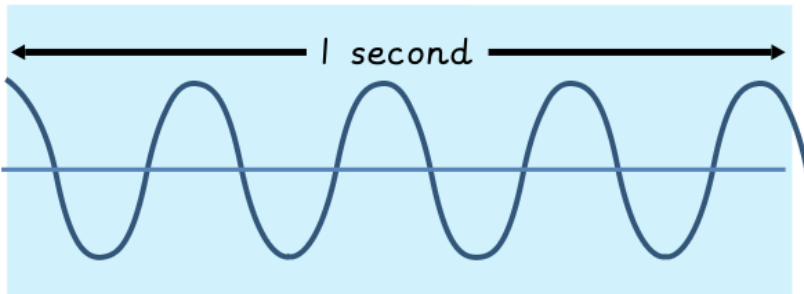


Science

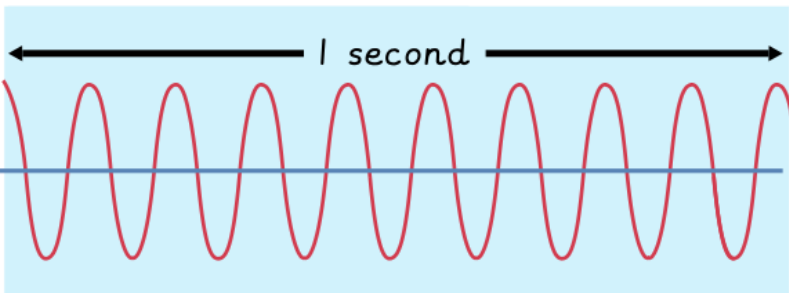


Science - Sound and vibrations

slower waves = lower pitch sound



faster waves = higher pitch sound



The **pitch** of a sound depends on the speed of the vibrations.

Pitch can be measured in **hertz (Hz)**. High-pitched sounds can be dangerous to the ear and cause hearing loss.

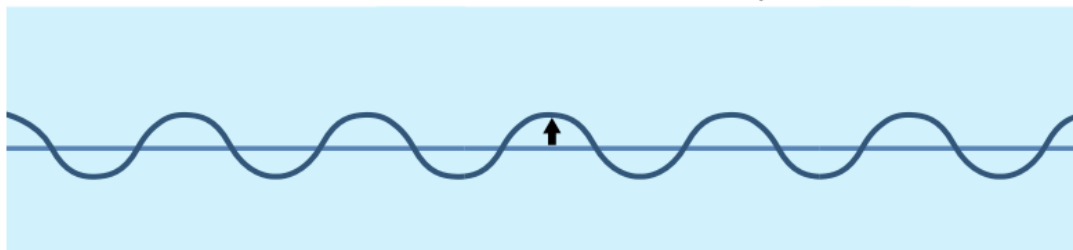
Materials that do not let sounds pass through quickly are called **insulators** and can be used to muffle loud sounds.

The **volume** of a sound depends on the strength of the vibrations.

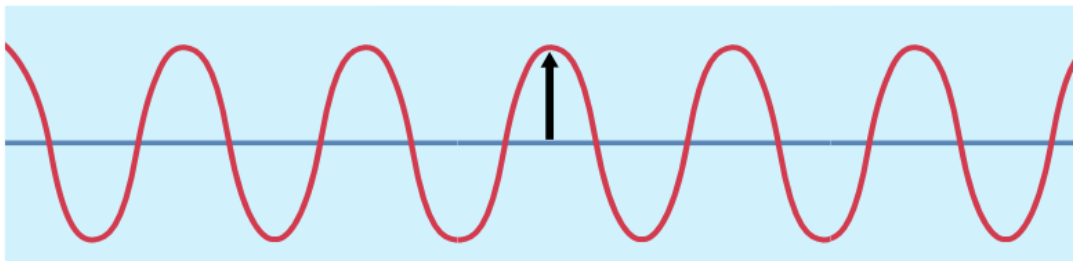
The volume of a sound decreases as the **distance** from the source increases.

Volume can be measured in **decibels (dB)** using a decibel meter. Sounds above 80 dB can be dangerous to the ear and cause hearing loss. **Ear protectors** can be worn to muffle loud sounds.

weaker vibrations = smaller waves = quieter sounds



stronger vibrations = bigger waves = louder sounds



Religious Education

RELIGIOUS EDUCATION

Y4 SP1 KNOWLEDGE MAT



HOW DO FESTIVALS AND WORSHIP SHOW WHAT MATTERS TO MUSLIMS?

OUTCOMES

- Identify beliefs about God expressed in Surah 1
- Give examples of ibadah in Islam.
- Make links between Muslim beliefs about God and a range of ways in which Muslims worship.
- Raise questions and suggest answers about the value of submission and self-control.
- Raise questions and suggest answers about the value of harmony

IBADAH	SUBMISSION
Is an Arabic word meaning service or servitude. In Islam Ibadah is usually translated as worship. The word linguistically means obedience with submission.	It is about recognising that Allah is to be obeyed at all times. Allah is the one true God; the most important being in the universe. That Allah should be obeyed in every way.
HARMONY	SURAH
In Islam harmony is related to the concepts of moderation, balance, and justice; and also as an end product of peace making and reconciliation among people.	Chapter in the Qur'an. Each of the 114 surahs encompasses one or more revelations received by Muhammad from Allah.

Salah refers to the Arabic word used to describe the prayers Muslims perform on a daily basis. Salat is the obligatory Muslim prayers, performed five times each day by Muslims. It is the second Pillar of Islam.

Al-Fatiha (the opening) is the first sura of the Quran. It consists of seven verses (ayat) which consist of a prayer for guidance and mercy...

Praise belongs to God, Lord of the Worlds, the Lord of Mercy, the Giver of Mercy, Master of the Day of Judgement. It is You we worship; it is You we ask for help.
Guide us to the straight path: the path of those You have blessed, those who incur no anger and who have not gone astray.





Religious Education

RELIGIOUS EDUCATION

Y4 SP2 KNOWLEDGE MAT



PRE-TEACHING RECALL TASK: 'WHY DO CHRISTIANS CALL THE DAY DIED GOOD FRIDAY?' DEEPER

OUTCOMES

- Offer suggestions of why the last supper is important about the last supper, Judas betrayal, and Peter's denial means— including for some Christians today.
- Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including communion.
- Describe how Christians show their beliefs about Jesus in their everyday lives: e.g., prayer, serving, sharing the message and the example of Jesus.
- Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how we think and live.

HOLY WEEK	MAUNDY THURSDAY
The week leading up to Jesus' resurrection at Easter.	The day when Christians remember the last supper that Jesus ate with his disciples.
GOOD FRIDAY	HOLY COMMUNION
The day when Christians remember Jesus' crucifixion.	A sacred time of fellowship with God, where Christians remember Jesus' sacrifice on the cross. It includes the sharing of bread and wine— symbols of Jesus' body and blood. This is based on the words of Jesus at the last
SALVATION	
The saving of a person from the consequence of sin.	

Christians believe that their lives, should reflect the good news that Jesus brought	Easter is the most holy festival for many Christians, it is a time to remember the death and resurrection of Jesus.
Holy Week and Easter are seen as the most important days in Jesus' life on earth; and today there are many Christians services held across the week	Christians believe that Jesus' death and resurrection bring the hope of resurrection and the promise of new life.

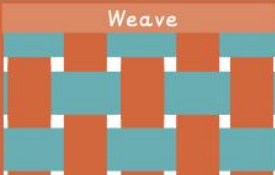


Design and Technology

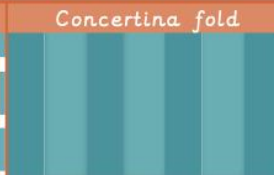
Structure - Pavilions

Aesthetic	How an object or product looks.
Cladding	A material put on top of another material or on a structure as protection or to improve appearance.
Design criteria	A set of rules to help designers focus their ideas and test the success of them.
Evaluation	When you look at the good and bad points about something, then think about how you could improve it.
Frame structure	A way of building something so that the inside supports are built first and the outside covering is added afterwards as cladding.
Function	The purpose of an object (for example a chair needs to hold a person when sitting down); or how the product works (for example a torch needs to provide light in a dark space).
Inspiration	To gain ideas from different sources such as the internet, magazines and books.
Pavilion	A decorative building or structure for leisure activities.
Reinforce	To make a structure or material stronger, especially by adding another material or element to it.
Stable	Object does not easily topple over.
Structure	Something that has been made and put together and can usually stand on its own (e.g. a building, a bridge, a chair).
Target audience	A person or particular group of people at whom a product is aimed.
Target customer	A person or particular group of people who you expect to buy the product.
Texture	The way that something feels when you touch it (e.g. soft, rough, smooth).
Theme	An idea or specific design that your product or structure is based on (e.g. space-themed).

You can create all sorts of textures for your cladding designs using different materials and techniques.



Weave



Concertina fold

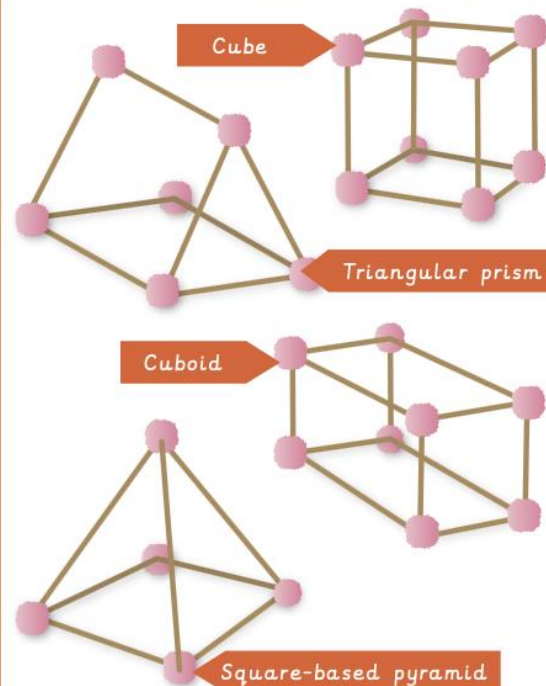


Cut-outs

Key facts



There are variety of ways to assemble a frame structure.



What materials and equipment could you use to make your structure?



History



History - What changed in Britain after the Anglo-Saxon invasion?

claimant	A person who believes they are entitled to be the king or queen.
inference	A conclusion reached by using evidence.
invasion*	A military attack in which an army uses force to take over another country.
kingdom	A part of England which was ruled by a king or queen.
missionary	A person sent to an area to promote Christianity.
oath	A solemn promise.
settlement*	A place where a community of people live.
settlers	People who move to a new country and stay there permanently.
Viking raids	Attacks on Britain in which the Vikings landed to steal items.
Vikings	Seafaring people from Scandinavia who raided and invaded Britain.

Anglo-Saxon settlements

The Anglo-Saxons lived in single-roomed huts in villages. Houses were made out of wattle and daub and wood with a thatched roof. They had most things they needed: food, warmth and family. They left their villages only to trade with others for essential items.



Anglo-Saxon kingdoms

By AD 600, England was organised into five kingdoms: Northumbria, Mercia, Wessex, East Anglia and Kent. Each one was ruled by a king who made laws. Over time, Wessex became the most important kingdom and in AD 925, Aethlstan became the first king of England.



Christian missionaries

Columba, Aidan and Augustine were important Anglo-Saxon missionaries who arrived in Britain in the 6th and 7th centuries. Columba founded a monastery on the island of Iona and spread Christianity in Scotland. Aidan, from Iona, became a missionary in Northumbria, founding the monastery at Lindisfarne. Augustine was sent by the Pope to convert the Anglo-Saxons in Kent, establishing a church in Canterbury. Their work helped spread Christianity across Britain.





History



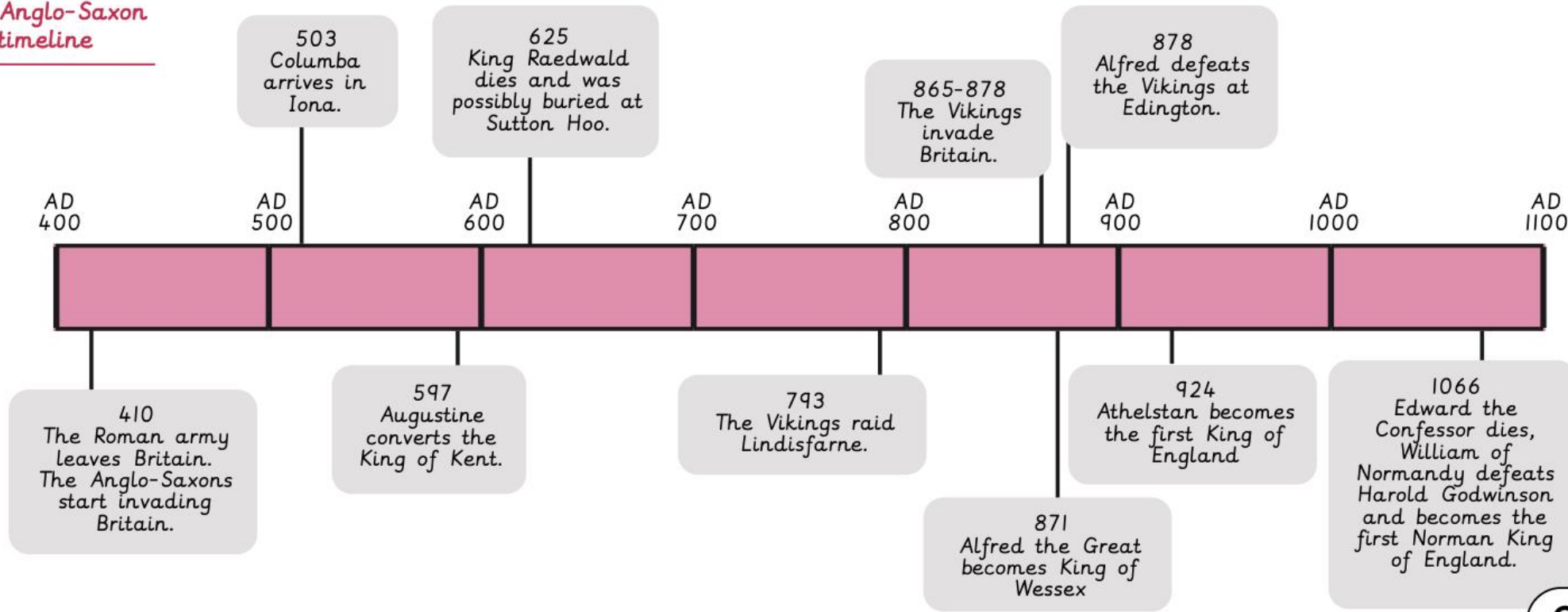
History - What changed in Britain after the Anglo-Saxon invasion?

The Viking raids

The Vikings raided Britain to steal items to trade. Over time, they decided they wanted to stay and settled in parts of northern England. In AD 878, Alfred the Great defeated the Vikings at the Battle of Edington and made a deal to split the country in two: Danelaw (the Viking part) and Wessex (the Anglo-Saxon part). Athelstan ended the Vikings' invasion by defeating them at York in AD 927 and became the first Anglo-Saxon king of England.



Anglo-Saxon timeline



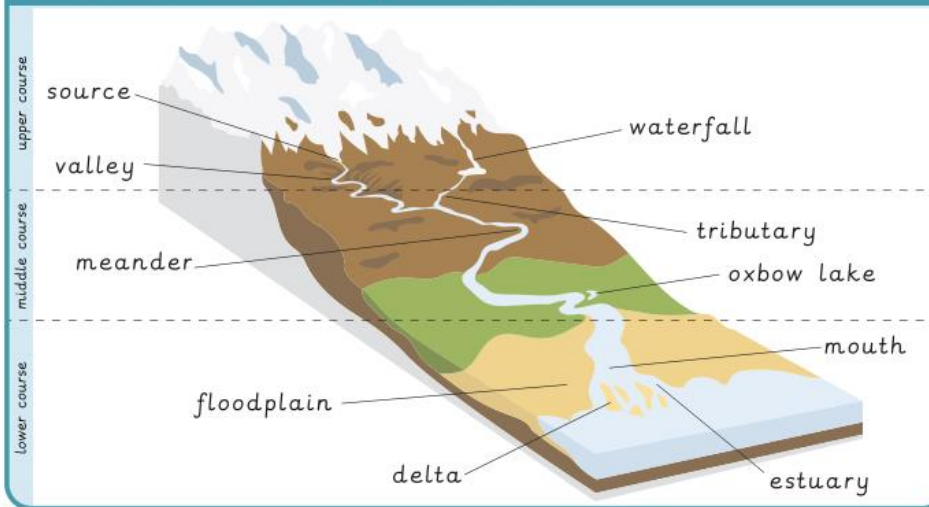


Geography

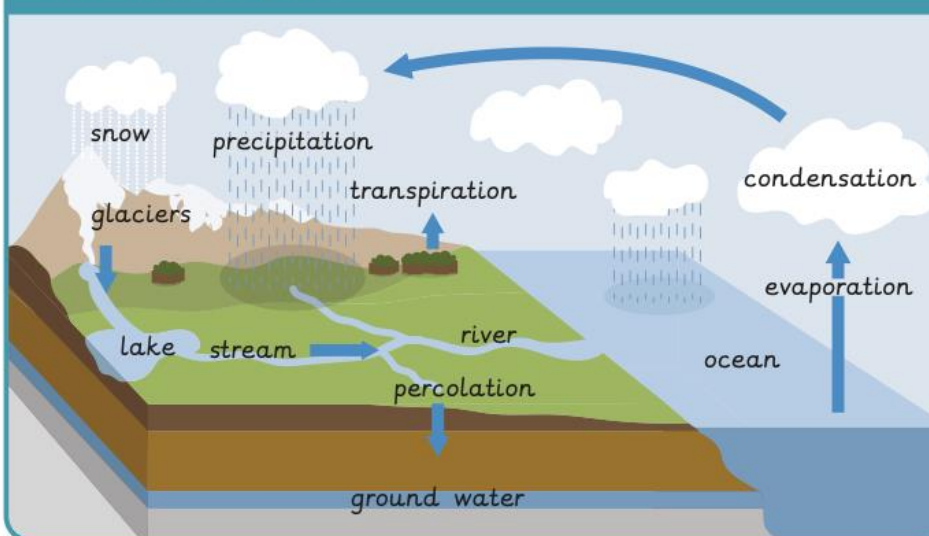


What are rivers and how are they used?

River courses and features



The water cycle



How are rivers used?

- Rivers are important habitats for plants and animals.
- They provide a supply of food and drink for humans and animals.
- Rivers can help crops grow by dispersing nutrients and making soil more fertile.
- Rivers contain valuable minerals such as gold and diamonds which people can find and sell.
- They offer transport routes for people and goods.
- Rivers can be used for leisure activities such as boating, swimming, fishing and many other fun activities.
- Many settlements and communities are built along rivers.
- Some people live on rivers in houseboats.
- Water from rivers can be used for irrigation on farmland.
- Renewable energy, called hydroelectric power, can be generated by moving water.





Geography



What are rivers and how are they used?

evaporation	The process in which warm water turns from a liquid to a gas in the air (water vapour).
condensation	The process in which water vapour rises in the air, cools down and turns into small water droplets.
precipitation	The process in which water falls from clouds to the ground, in the form of rain, sleet, snow or hail.
delta	A wide area near where a river meets the sea which features a build-up of sand and sediment.
estuary	The area where fresh water from a river meets salt water from the sea.
floodplain	Areas of flat land on either side of a river that can become flooded if the river gets too full.
meander	A bend or curve in a river.
oxbow lake	A bend in a river that has been separated from the main river.
river mouth	The place where a river flows into the sea.
source	The place where a river starts.
tributary	A stream that flows into a larger stream or river.
valley	An area of low land between two hills or mountains, usually with a river running through it.



Longest river in the UK:
The River Severn.

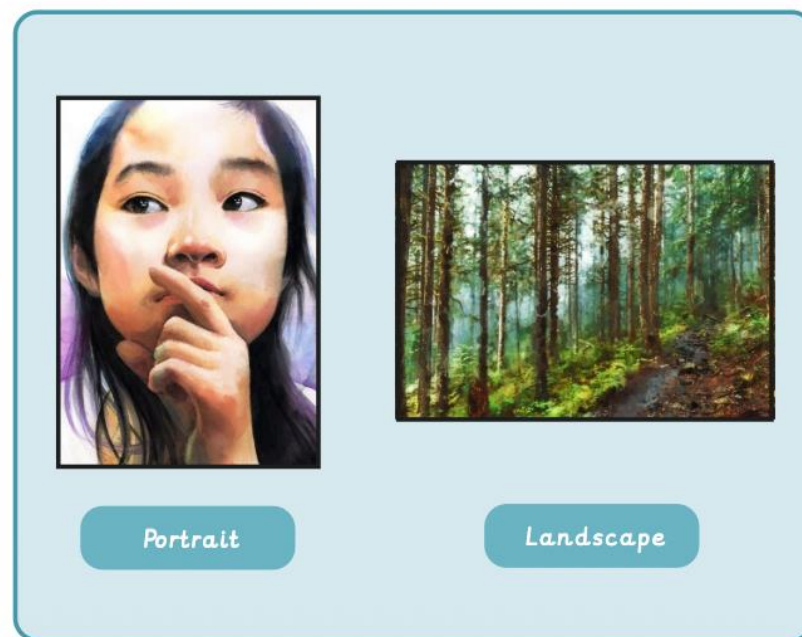
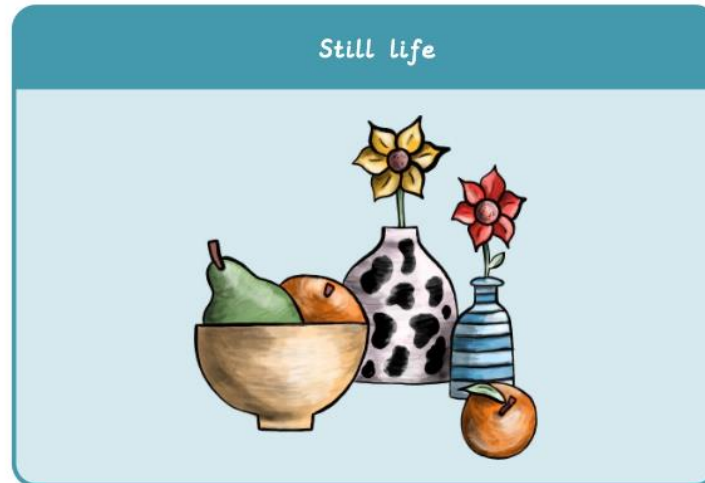
Longest river in the world:
The River Nile, Africa



Year 4 - Painting and mixed media



Composition	Putting different elements together in a pleasing way
Hue	Describing an exact colour: sky blue, dark green, rose pink
Proportion	How big a part of something looks compared to the rest of it
Shade	Adding black to a colour makes a shade
Shadow	A dark area created when light is blocked
Still life	An artwork showing a collection of things that don't move, e.g. objects rather than people
Tint	Adding white to a colour makes a tint
Tone	The light and dark something is





Art

Year 4 - Painting and mixed media









Colour mixing


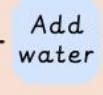
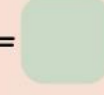


Making colours lighter:

- + a lighter colour
- + water
- + white




 +  = 




 +  = 




 +  = 

Making colours darker:

- + a darker colour
- + black

 +  = 

 +  = 

 +  = 

Painting techniques



Dabbing



Stippling



Pointillism



Adding texture to paint



Washes



Using different tools



Computing



Computing - Collaborative learning

collaborate	Working with others to achieve a specific goal.
comment	Notes to express an opinion on something.
e-document	An electronic file with text, images, tables or charts.
edit	To change and amend something.
reply	To say or write a message in response to something said.
reviewing comments	Looking at comments written by others on a document to help the collaborative process.
share	To show or give a part of something to someone else.
spreadsheet	An electronic document that organises numbers and information into rows and columns.

You can work together online on presentations, documents and spreadsheets.



Working on an online document editor together

Animals that live in the Arabian desert

- > Bactrian camels. Penguins don't live in the desert!
- > Emporer penguins.
- > Snakes
- > Addax antelope.
- > Scorpion. Ooo I like this!! I think the background could be brighter?

Comments:

- Hiya, please can we change the font? I don't like this one...
- Yes I think the same! Which one?
- 17:30: Annie wrote 'Animals that live in the Arabian Desert'
- 17:30 Derek wrote '> Bactrian camels'
- 17:31 Derek left a comment
- 17:33 Annie left a comment
- 17:49 Jack replied to a comment
- 17:55 Jack left a comment
- 18:12 Sophie replied to a comment
- 18:38 Layla left a comment
- ...Layla is editing the background...
- ...Jack is editing 'Scorpionian'
- I think you spell this 's-c-o-r-p-i-o-n'
- Okay I will check the dictionary :)

User Status:

- offline
- away
- online
- online



Computing

Website design

Collaboration	Working with others to achieve a specific goal.
Content	All information and media contained in something, for example a webpage.
Create	To make something.
Design	To make, draw or write plans for something.
Edit	To change and amend something.
Embed	Media files (video, music) which can be stored and viewed within a webpage.
Feature	The individual parts that make up something.
Header	Text at the top of the page.
Hyperlink	A link commonly used in a web page or document, to direct you to another website or file.
Insert (file)	To place a file into a web page or piece of software.
Online	When a person is accessing the internet through an electronic device.
Plan	An idea about how to do something in future.
Tab	A way of opening and organising multiple websites in a single window on an internet browser.
Web page	A hypertext page that can be viewed through an internet browser.
Website	A series of web pages and other content, which can be discovered and read through an internet browser, that all belong to a single domain name.
WWW	The acronym used to express the 'World Wide Web'. It is found at the beginning of website addresses e.g. www.kapowprimary.com

Essential skills checklist: Can you?

- | | | | | | |
|-----------------|--------------------------|------------------|--------------------------|------------------|--------------------------|
| Make a new site | <input type="checkbox"/> | Build a new page | <input type="checkbox"/> | Place a text box | <input type="checkbox"/> |
| Insert a file | <input type="checkbox"/> | Change the theme | <input type="checkbox"/> | Embed a link | <input type="checkbox"/> |

Key facts



Building a website:



Music



Music - Changes in pitch, tempo and dynamics (Rivers)

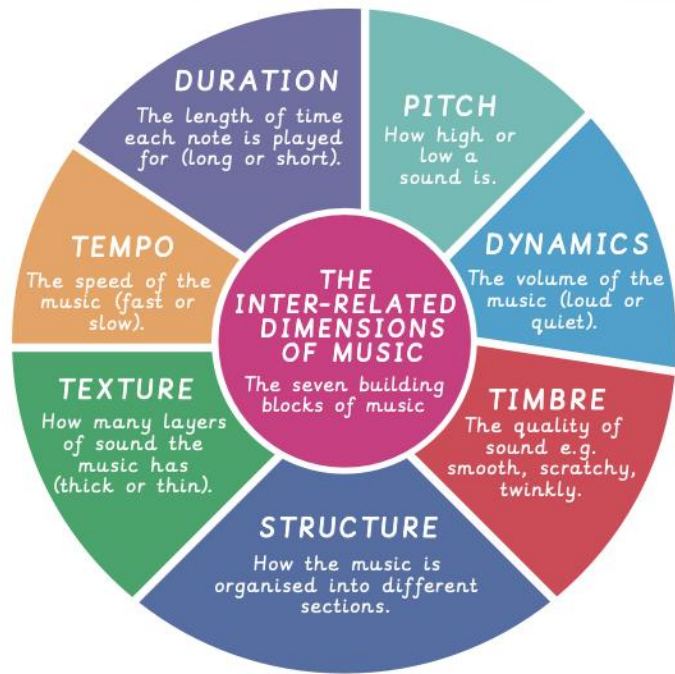
Musical style: Classical

Classical music is music that has been created by musicians who are trained in composing (writing music), such as Smetana (pictured below left), Vivaldi, Beethoven and Holst. The term 'classical music' can also refer to music composed in the classical period 1750 to 1825.

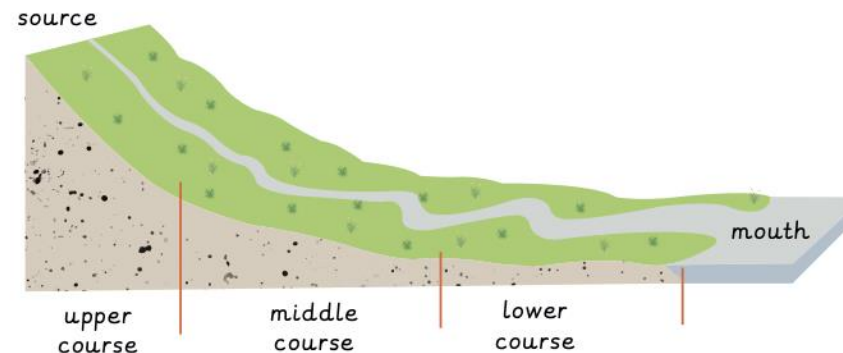


Vocabulary

- ostinato** A repeating musical pattern.
- a cappella** Singing without musical accompaniment.
- round** A song sung by two or more groups of people in which one group starts singing then the next group starts to sing the same song shortly after.
- harmony** Playing or singing more than one pitched note at the same time.
- cue** A signal (in either the music or from a conductor) which helps the performer know when to begin.



A river's course





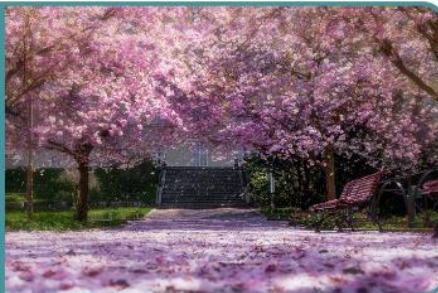
Music



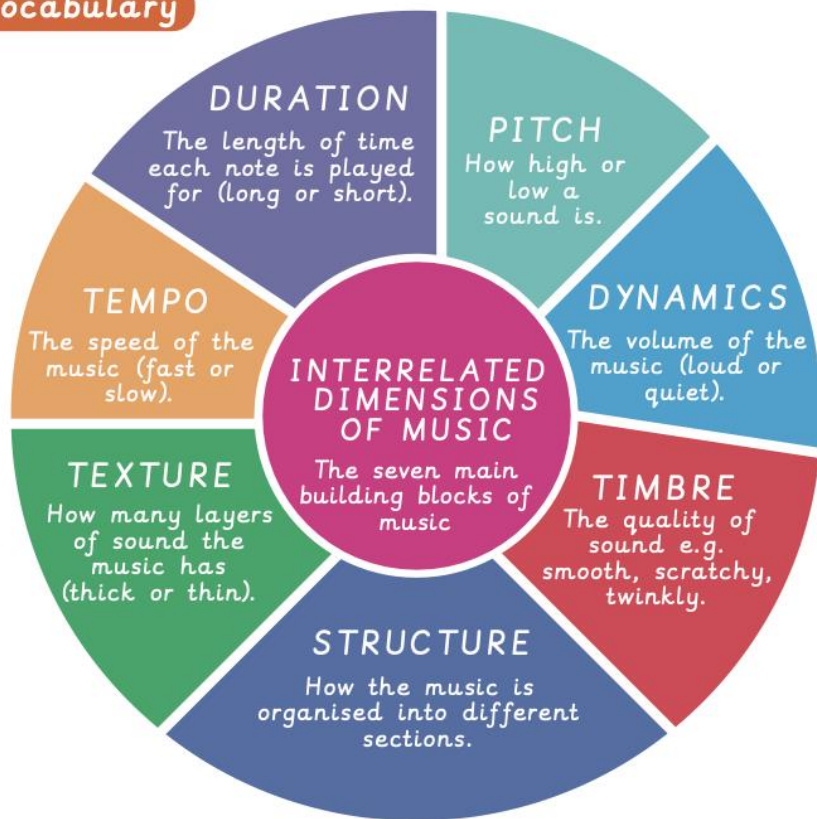
Year 4: Haiku, music and performance (Hanami festival)

Musical style: Classical

Exploring music inspired by trees, including the cherry blossom festival, Hanami. Learning how each composer uses different timbres in their pieces to describe the movements of trees in the wind and using this as inspiration for musical haiku compositions.



Vocabulary



Col legno

A way of playing a stringed instrument by striking the string with the wooden part of the bow.

Pizzicato

Staccato sounds played by plucking the strings.

Haiku

A Japanese three line poem which has a strict syllable structure of 5,7,5.

A Winter's Night ❄️

It is cold outside,
So we will stay warm indoors
Next to the log fire.

Glissando

A continuous slide upwards or downwards between notes.

Staccato

A musical term to describe short sounds.

Improvising Making up music as it is played or performed.

Melody Notes of different pitches played in a sequence to create a tune.

Inspiration Something that encourages you to be creative.



PSHE

RSE&PSHE - Safety and changing the body



age restriction	A rule that says you can only do or use something when you are a certain age.
asthma	A common lung condition that causes breathing problems. If someone is having an asthma attack, keep them calm and help them to use their inhaler.
law	Rules enforced by the government that define what we can and cannot do.
tobacco and smoking	Tobacco is a plant used to make cigarettes. Smoking tobacco can harm your lungs, heart and body. It also contains nicotine, which makes it hard to stop smoking.
genitals	The external sex organs. This word is used for both males and females.
hygiene	Keeping clean helps people stay healthy and feel fresh.
puberty	The physical and emotional changes a child goes through to become an adult.

Age restrictions are there to protect children.

Some adults choose to smoke tobacco and this can harm their bodies.



Surprises are positive as they are usually something nice. Secrets are often negative as they are things people want to hide.

Search engines do not always list the most useful or reliable websites first.

Sharing information and images on the internet can be risky.

When you look for information online, think about whether the website is reliable.

Getting help

If you are worried about something, talk to an adult you trust.



In an emergency, call 111 or 999.

Contact: Childline www.childline.org | 0800 1111
Calls **do not** show on the phone bill.

Remember the PANTS rule:

- P - Privates are private.
- A - Always remember your body belongs to you.
- N - No means no.
- T - Talk about secrets that upset you.
- S - Speak up - someone can help.