



# Maths

## Unit 1 Place value – 4-digit numbers 1



- In this unit we will ...
- ⚡ Count in 1,000s
  - ⚡ Represent 4-digit numbers
  - ⚡ Partition 4-digit numbers
  - ⚡ Use number lines
  - ⚡ Say a number 1, 10, 100 or 1,000 more or less than any 4-digit number

What number is represented here?  
Use it to find 100 more.

H	T	O



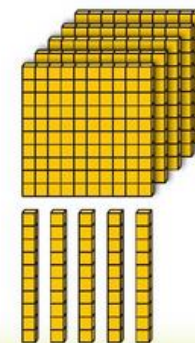
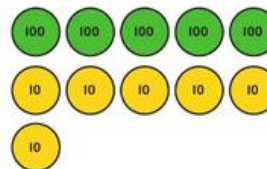
We will need some maths words.  
Which ones have you seen before?  
What do they mean?

tens    hundreds    thousands

partition    place value

number line    multiples    digit

We need to represent numbers in different ways.





# Maths

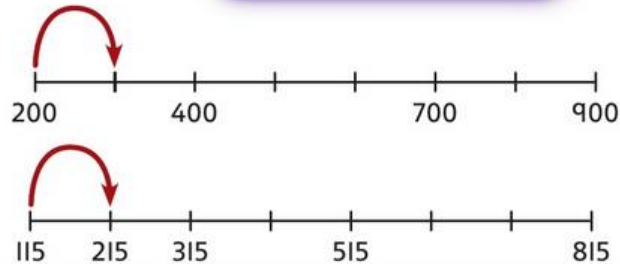
## Unit 2 Place value – 4-digit numbers ②



In this unit we will ...

- ⚡ Find missing numbers on number lines
- ⚡ Estimate numbers on number lines
- ⚡ Compare and order numbers to 10,000
- ⚡ Round numbers to the nearest 1,000, 100 and 10

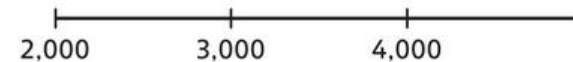
Do you remember how to count in 100s?



We will need some maths words. Which ones have we used before?

- thousands
- ascending
- descending
- round
- order
- multiple
- round up
- round down
- greater than (>)
- less than (<)

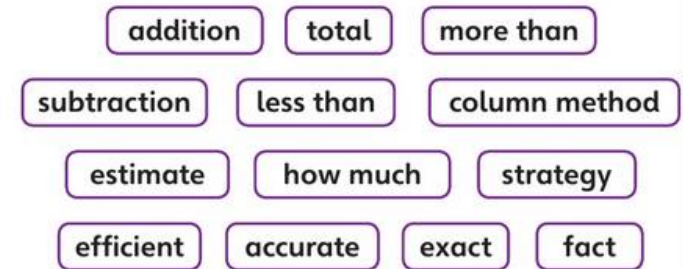
We will need this too!  
Use it to find the next multiple of 1,000.



## Unit 3 Addition and subtraction



We will need some maths words. Do you know what they all mean?

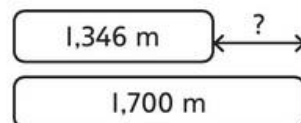


In this unit we will ...

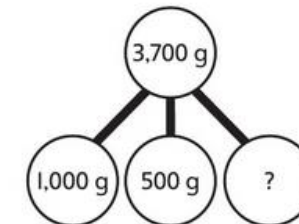
- ⚡ Add and subtract 1s, 10s, 100s and 1,000s
- ⚡ Add and subtract two 4-digit numbers using the column method
- ⚡ Learn how to find and use equivalent difference, and other mental methods
- ⚡ Estimate answers to additions and subtractions
- ⚡ Learn how to check strategies and apply our knowledge



Do you remember what this is called?  
We use it to compare amounts.



We need to use the part-whole model too. It helps us to break down and solve problems.





# Maths

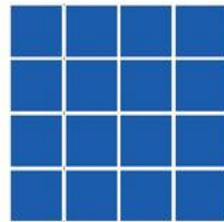
## Unit 4 Measure – area



In this unit we will ...

- ⚡ Learn what 'area' means
- ⚡ Find areas of shapes by counting squares
- ⚡ Draw shapes with different areas
- ⚡ Compare the areas of different shapes

How many small squares fit into this large square?



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

space

area

rectangle

square

rectilinear shape

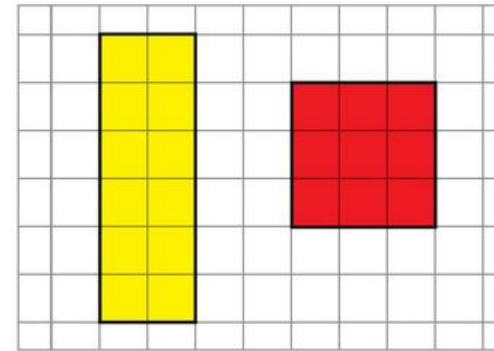
unit

larger

greater

smaller

Which shape do you think is larger? Why?





# Maths

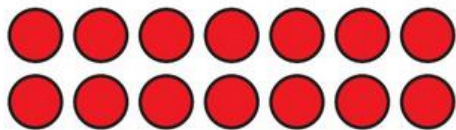
## Unit 5 Multiplication and division 1



In this unit we will ...

- ⚡ Multiply and divide by 0 and 1
- ⚡ Learn all of our times-tables from 1 to 12
- ⚡ Understand related multiplication and division facts
- ⚡ Multiply three numbers

Do you remember what this is called? Use it to find  $2 \times 7$  or  $7 \times 2$ .



We will need some maths words. Are any of these new?

multiply ( $\times$ )

divide ( $\div$ )

multiplication fact

division fact

factor

groups of

times-table

array

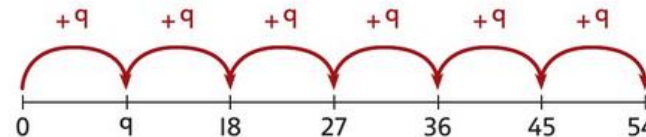
product

fact family

related fact

We need to use the number line too! Use it to support your counting in groups.

$$6 \times 9 = 54$$

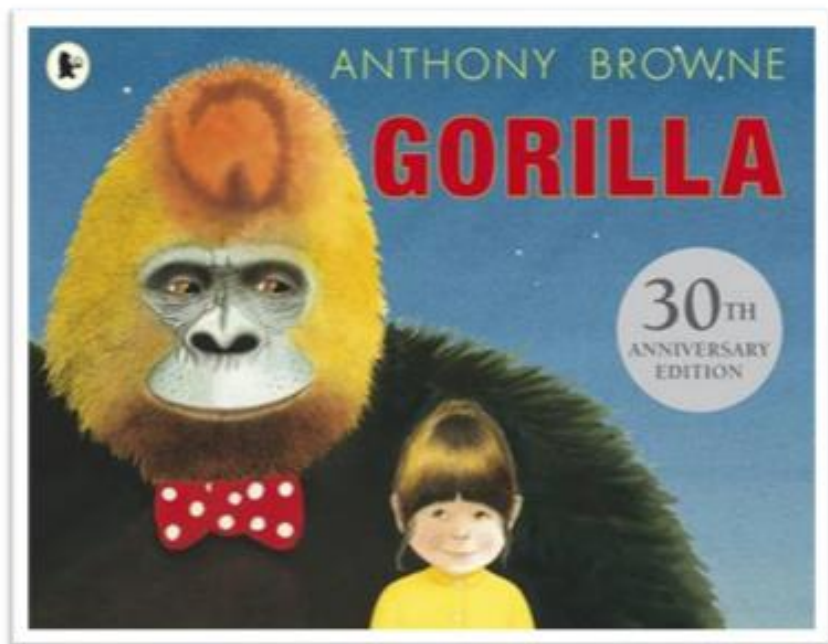




# English

## Gorilla

by Anthony Browne



Year 4 Pathways to Write: Autumn 1

**Outcome:** Fiction - Fantasy

**Writing outcome:**

To write a narrative based on the story of 'Gorilla'

**Greater depth writing outcome:**

To write the narrative from the animal's viewpoint and include some speech



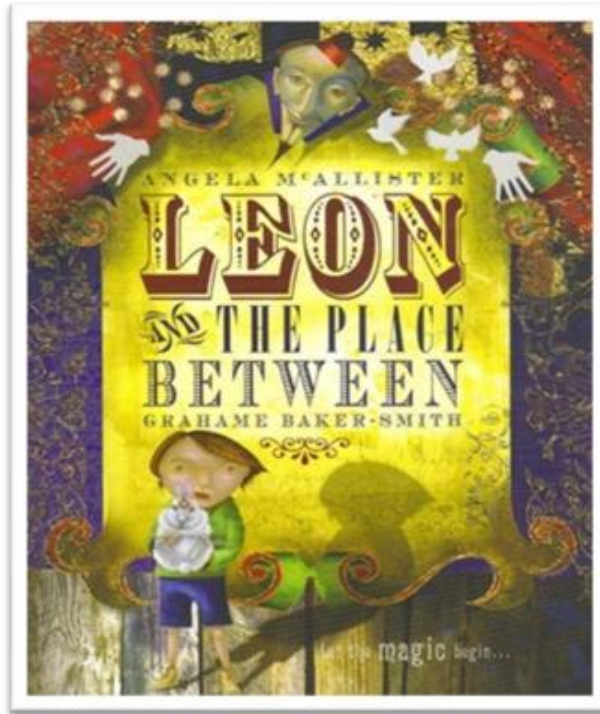
### Pathways to Write keys

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"> <li>Use punctuation correctly - full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular) (Y2)</li> <li>Use prepositions, conjunctions and adverbs to express time, place and cause (Y3)</li> <li>Group related ideas into paragraphs (Y3)</li> <li>Use past and present tenses correctly and consistently including the present perfect tense (Y2 /3)</li> </ul>	<ul style="list-style-type: none"> <li><b>Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases</b></li> <li><b>Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</b></li> <li><b>Use fronted adverbials</b></li> <li><b>Organise paragraphs around a theme (to organise and sequence more extended narrative structures)</b></li> <li><b>Use commas after fronted adverbials</b></li> </ul> <p>Re-cap: Use inverted commas for direct speech (Year 3)</p>	<ul style="list-style-type: none"> <li>Use small details to describe characters</li> <li>Use small details for time, place and mood</li> <li>Use 1st or 3rd person consistently</li> <li>Use tenses appropriately</li> <li>Sequence stories in different stages: introduction, build up, climax, resolution</li> </ul>



# LEON AND THE PLACE BETWEEN

BY GRAHAME BAKER SMITH & ANGELA MCALLISTER



Year 4 Pathways to Write: Autumn 2

**Outcome:** Recount – Diary writing

**Writing outcome:**

To write Leon's secret diary about what really happened in 'the place between', including conversation between Leon and the boy

**Greater depth writing outcome:**

To write a diary from Abdul Kazam's point of view



## 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"> <li>Develop character and setting</li> <li>Group related ideas into paragraphs</li> <li>Use conjunctions to express time, place and cause</li> <li>Build an increasing range of sentence structures</li> </ul>	<ul style="list-style-type: none"> <li>Use Standard English forms for verb inflections</li> <li>Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although</li> <li>Indicate possession by using the possessive apostrophe with plural nouns</li> <li>Recognise the difference between plural and possessive 's'</li> <li>Build a varied and rich vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Use small details to describe characters and evoke a response</li> <li>Use small details for time, place and mood</li> <li>Use 1st person consistently</li> <li>Write in consistent past tense</li> <li>Chronological order</li> <li>Write an opening paragraph to share thoughts and feelings and to summarise the day</li> <li>Finish with a personal comment about hopes or concerns for the future</li> </ul>

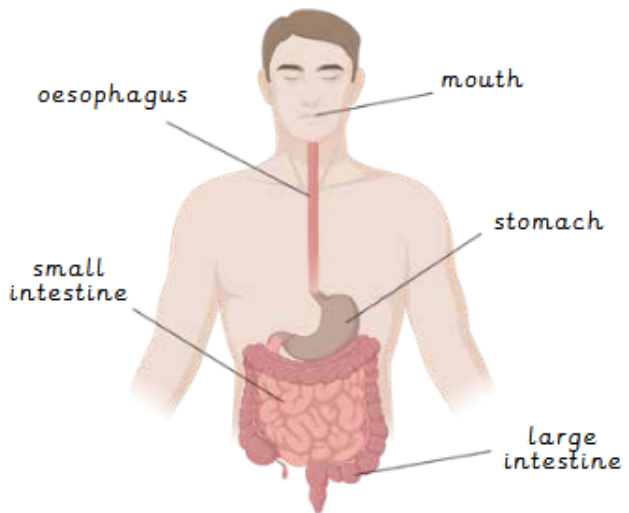


# Science



## Science - Digestion and food

### The human digestive system



**Mouth:** teeth are used for cutting and grinding and saliva softens and breaks up food.

**Oesophagus:** carries food from the mouth to the stomach.

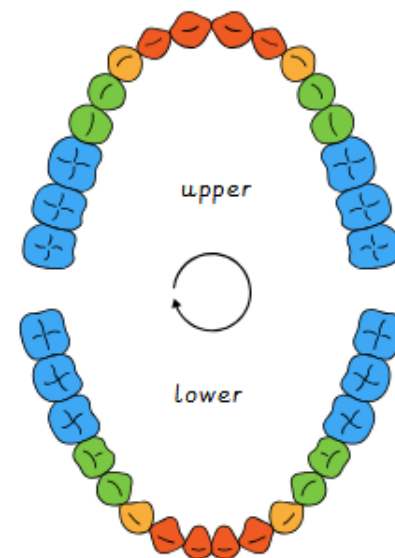
**Stomach:** breaks up food using acid.


**Small intestine:** breaks up food and absorbs nutrients into the blood.


**Large intestine:** absorbs water into the blood.


### Human teeth


Secondary (permanent) teeth



 **Incisor:** a tooth at the front of the mouth, useful for cutting.

 **Canine:** a pointed tooth, useful for tearing.

 **Premolar:** a tooth in front of the molars, useful for grinding.

 **Molar:** a tooth at the back of the mouth, useful for grinding.

### Teeth in different animals

Animals have different shaped teeth depending on their diet.

**Carnivores** tend to have much larger canines to help catch and tear their prey.

**Herbivores** tend to have larger, flatter molars to grind and crush the plants they eat.





# Science



## Science - Electricity and circuits

### Electrical appliances

Electrical appliances are found all around us.



An electrical circuit is the pathway through which electrical charge flows in an appliance.

For a circuit to work, it must include:

- A power source.
- A complete pathway.
- A device or component, such as a bulb.

**Power source:** something that transfers electrical energy to make an appliance work.

### Mains power



- Provides high power for larger appliances.
- Requires access to an electrical socket.
- Appliances are fixed in place.

### Batteries



- Allows an appliance to be portable and used anywhere.
- Allows an appliance to be used where no electrical sockets are available.
- Batteries run out and need replacing.
- Batteries are harmful and must not go to landfill.



# Religious Education

## RELIGIOUS EDUCATION

Y4 A1 KNOWLEDGE MAT

### WHAT IS IT LIKE FOR SOMEONE TO FOLLOW GOD?

#### OUTCOMES

- To understand what a covenant is.
- Make clear links between the story of Noah and the idea of covenant.
- To reach conclusions about what it would have been like for Noah and his family to follow God.
- To consider the agreements (covenants) that are made today.
- Agree promises that the pupils could make around looking after the world.
- Make links between the promises Christians may make today and the story of Noah e.g. wedding vows.

COVENANT	PROMISE
Promises or pact made by two people to each other	Saying you will or will not do something and sticking to your word.
COMMANDMENTS	BIBLE
God's laws to follow.	A collection of books that is divided into the old and new testaments.

Christians believe that God has made a number of covenants with people and Noah is one of those.	Christians believe that God promised never to flood the world again. Christians believe that they can trust God's promises
Christians believe following God includes: trusting , obeying and believing His promises.	Christians still make covenants today, e.g. during weddings, baptisms, and confirmations. If possible, these should not be broken.

# Religious Education



## RELIGIOUS EDUCATION

Y4 A2 KNOWLEDGE MAT



### WHAT IS THE TRINITY?' (DEEPER)

#### OUTCOMES

- Understand that John 1 is part of John's gospel
- Recognise there is a difference between John's gospel and those written by Matthew and Luke.
- Offer suggestion for what texts about God might mean.
- Explain what some texts might mean for Christians today.
- Describe how a belief in the Trinity impact how Christians live.
- Be able to discuss their own thinking about God

THE GOSPELS	INCARNATION
The books in the Bible that tell the story of Jesus' life.	The belief that God came to Earth as a baby Christians believe that Jesus is God in flesh.
TRINITY	THE HOLY SPIRIT
A Christian belief that there is one God – Father, Son, and Holy Spirit.	A person of the Holy Trinity, sometimes associated with the power of God.

Christians believe in the Trinity - God the Father, Son, and Holy Spirit.	Christians believe that the Trinity is present at Jesus' baptism – the voice is the Father, the dove is the Holy Spirit and Jesus, the Son.
Baptism is a Christian ceremony to symbolise a commitment to living a life as a Christian. Water is used as a symbol of new life.	Christian use symbols as ways of explaining God. Light is one of those symbols.

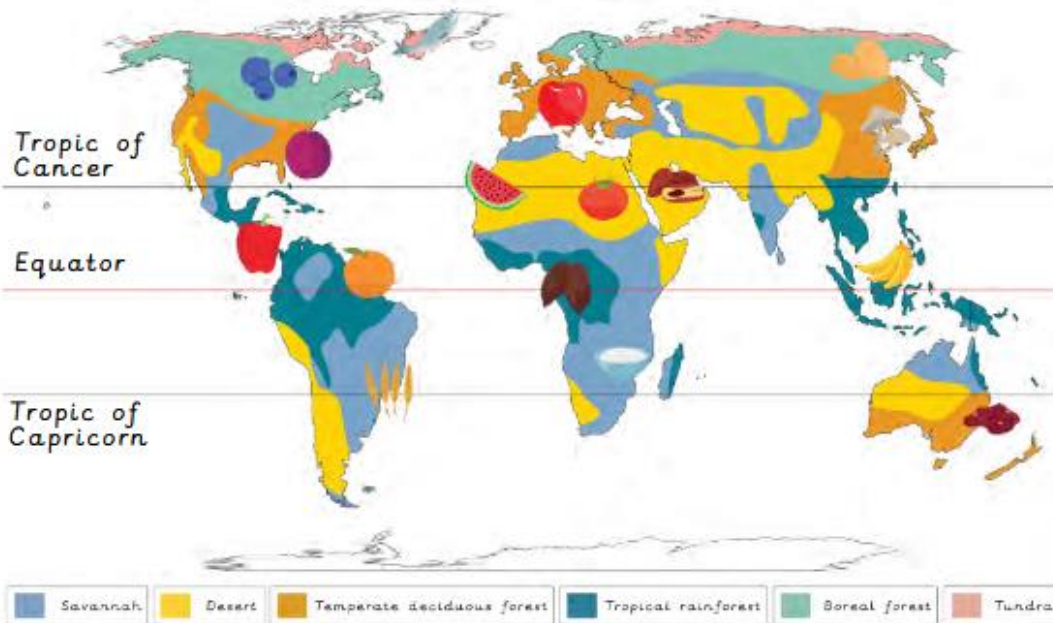


# Geography



## Where does our food come from?

### Map of biomes



Different foods require different conditions, such as temperature, rainfall, type of soil and amount of sunlight. Therefore, each biome's unique conditions mean that only certain food can grow there.

### Advantages of buying local food:

- Reduces food miles.
- Provides people with fresh seasonal food.
- Creates jobs in the local community.

### Disadvantages of buying local food:

- May mean greenhouses are used to grow food out of season.
- May be more expensive if farmers sell independently.
- Means food may go bad quickly if grown without pesticides.



Energy used to grind wheat and bake bread can produce greenhouse gasses.

Meat contributes around 14.5 % of greenhouse gas emissions.





# Geography



## Where does our food come from?

Vocabulary	Definition
food miles	The distance food has travelled to reach you.
import	An item brought in from a different country.
consume	To buy, use or eat.
trade	The buying and selling of goods or services.
cooperative	A group of people working together who share ideas and income.
responsible trade	A process to ensure workers have a voice, can get the best deal for their product and work in safe conditions.
seasonal food	Food which is best eaten in a particular season.
sustainability	A way of doing something that does not harm the environment.
source	A place where something can be originally found.

### Advantages of importing food:

- Helps support communities in developing countries.
- Provides people with a wider variety of food.
- Creates relationships with other countries.

### Disadvantages of importing food:

- May encourage deforestation to produce enough food.
- Increases food miles.
- Can sometimes be more expensive if they have been produced through a responsible trade organisation.



### Trading responsibly:

- Helps workers to get the best deal they can for their product.
- Protects workers against changes in the price of their product and natural disasters.
- Helps farmers share ideas.
- Gives communities extra money to spend on whatever they need.
- Aims to preserve natural habitats and support the climate.



# History

## History - How have children's lives changed?



<b>apprentice*</b>	A young person who learns a trade or occupation in return for accommodation, clothing and food.
<b>change</b>	Things that are different.
<b>childhood*</b>	The time between infancy and adolescence.
<b>continuity*</b>	Things that remain the same.
<b>deduction*</b>	Conclusions reached after looking at sources.
<b>historically significant</b>	A person, event, place or idea that is considered important.
<b>law</b>	A rule that everyone in a place must follow, decided by the people in charge.
<b>modern</b>	Relating to the present or recent past.
<b>poverty*</b>	Having little money to pay for accommodation, food, heating or clothing.
<b>primary source</b>	An object or record created at the time of an event or period.
<b>secondary source</b>	An object or record created after an event or period.
<b>servant*</b>	A member of staff who kept the house clean and looked after the family.
<b>working conditions*</b>	The environment in which people work, including safety, hours and pay.

## Health

Many children did not live to adulthood in Tudor and Victorian England. They were malnourished due to poor harvests. Diseases such as smallpox, cholera and the plague spread rapidly. The development of vaccines, antibiotics and medical care has led to children recovering from illnesses.





# History

## History - How have children's lives changed?



During the Tudor period, fairs were held to celebrate saint's days in local towns. Children would have watched jesters walking on stilts, juggling or performing tricks; watched archery demonstrations; bought food; and enjoyed plays. By the Victorian period, there were swingboats and carousels. Today, technology has transformed fairgrounds into huge theme parks.

### Lord Shaftesbury 1801-1885

Lord Shaftesbury encouraged the establishment of schools to give working children an education. He also publicised the poor working conditions of children and introduced parliamentary bills to reduce the numbers of hours children worked.



### Apprentices

Tudor and Victorian children as young as seven left home to become apprentices. They swore an oath to remain loyal to their master. In return, they received training, food and lodging. Children - mostly boys - trained to become blacksmiths, cobblers, gong farmers, shipmakers, publishers and more.



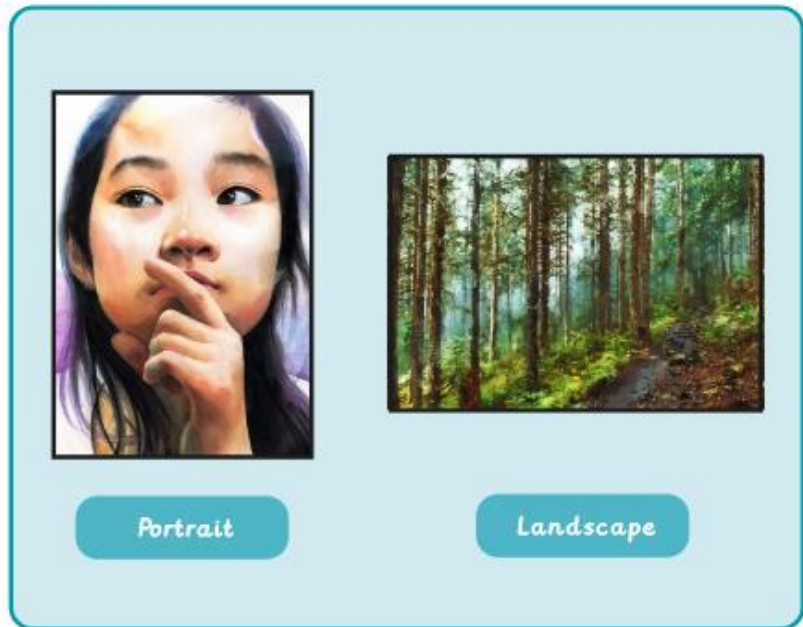
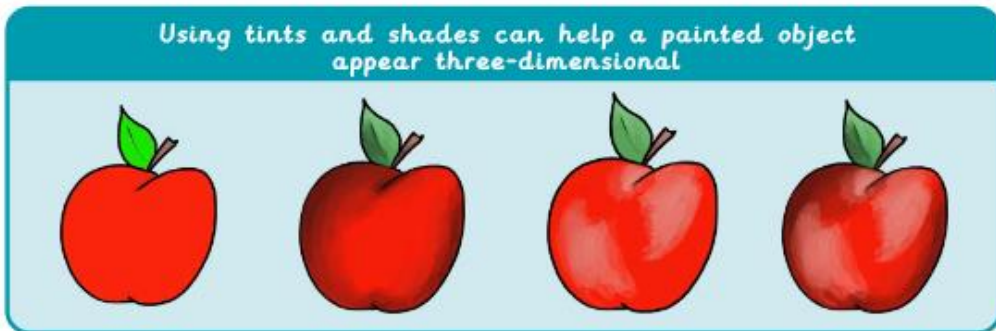
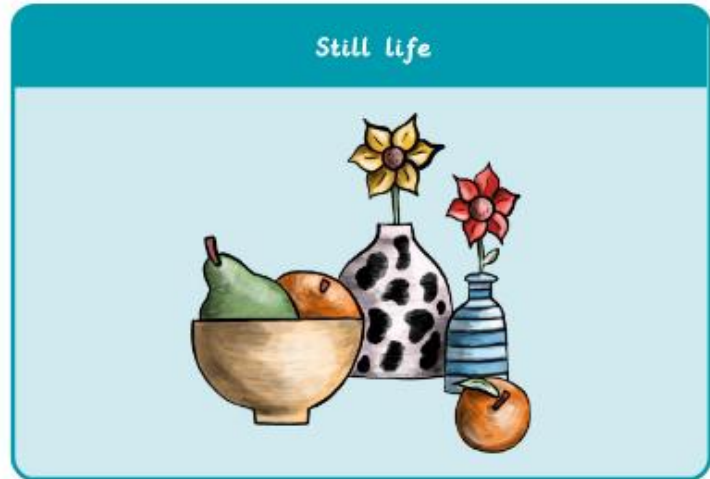


# Art

## 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





# Design and Technology



## D&T - Cooking and nutrition: Adapting a recipe

<b>adapt</b>	To change something to make it suitable for a new purpose.	<b>hygiene</b>	Keeping things clean.
<b>budget</b>	A plan of how to spend money.	<b>ingredients</b>	The foods used in a recipe.
<b>combine</b>	Mixing two or more ingredients together.	<b>market research</b>	Gathering information from the target audience.
<b>construct</b>	To build something.	<b>sieve</b>	A piece of kitchen equipment often used to remove lumps.
<b>cuboid</b>	A 3D shape with six rectangular sides.	<b>sift</b>	The process of removing lumps and adding air.
<b>design</b>	A plan for a recipe or product.	<b>target audience</b>	Groups of people that a product is made for.
<b>evaluate</b>	To decide how good something is.	<b>taste</b>	The flavour of a food.
<b>fold</b>	To bend something for a purpose.	<b>texture</b>	The feel of a food when eaten.



Working to a budget is spending a certain amount of money so the final product is affordable for the people who want to buy it.



# Computing

## Year 4 - Online safety

ad	Short for advertisement, companies pay to have their website at the top of the list of search engine results.
belief	Something we accept to exist or be true, usually without proof.
bot	A computer program, sometimes referred to as a chatbot, that can act like a living thing (e.g. speaking to Alexa).
fact	Something that can be proven to be true by evidence.
in-app purchases	Extra content or services that are advertised and can be bought when using an app.
influencer	A person who recommends products or services on social media.
opinion	A view or judgement about something.
respectful	Being considerate and polite to others, such as treating people kindly and with good manners.
snippets	A short summary.

Companies use lots of techniques to try and encourage you to buy online.

special offers

extra lives/objects

pay to stop advertisements

## Key facts

search bar

search results

adverts

snippets

All search engines work slightly differently. It is important to understand how the results are found and displayed.

We should behave safely and respectfully both on and offline.

Technology can be both a positive and negative distraction. If technology is making you feel sad, angry or you are spending too much time on it, then try to find something else to do that does not involve screentime.



# 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



## Year 4: Rock and Roll

### Musical style: Rock and Roll

Rock and roll was created in America in the 1950s after the war and was made to depict happiness and a new life. The name comes from the phrase 'rocking and rolling' which was used by mariners to explain the movement of a ship, which influenced the dance steps.



Rock and roll stems from jazz, gospel and blues music and uses the blues structure and chords. It often has a fast tempo with strong vocals, which may use screaming and shouting. Rock and roll formed the basis of our modern day rock music.

### Vocabulary

**Bass line** The lowest part of the music, played by a bass or bass guitar in rock and roll.

**Walking bass** A bass line that moves step by step using pitches that are next to each other.

**Notation** The way that music is written so that others can play it.

**In time** Playing or singing at the same speed as the music.

### Hand jive

A rock and roll dance where you move your hands a lot!



**In tune** Singing or playing with the correct pitch.

**Tempo** The speed or pace of the music. It can change throughout a piece of music.

**Dynamics** The volume of the notes. This often changes throughout a piece of music.

**Pitch** How high or low a note sounds.

### Instruments





# Music



## Music - Samba and carnival sounds and instruments (South America)

### Musical style: Samba



Samba is a Brazilian music style which forms a part of everyday life in Brazil. It is used for celebrations, including the Rio Carnival and even in football. It is a style of music which layers syncopated rhythms on multiple percussion instruments.

### Instruments

Untuned percussion

Percussion instruments you **cannot** play a tune on.

agogo



caixa



chocahlo



ganza



repique



surdo



tamborim



### Vocabulary

rhythm

A pattern of long and short sounds (and silences) within a piece of music.

syncopation

A type of musical rhythm in which the strong notes are not on the beat.

off-beat

The beats in between the ones you would naturally clap on.

break

A four or eight beat rhythm which is usually played once or twice.

