



METROPOLITAN BOROUGH OF CALDERDALE
Woodhouse Primary School

Daisy Road, Brighouse, West Yorkshire HD6 3SX
Tel : 01484 714750
Email: admin@woodhouse.calderdale.sch.uk



Headteacher: **Mrs Anne Crane**
Deputy Headteacher: **Mrs Smaldon**
Assistant Headteacher: **Mr Freeman**

Y4 Curriculum letter: Spring 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>During the Spring term, our class reader is 'Friend or Foe' by Micheal Morpurgo.</p> <p>Our first writing focus will be writing newspapers based on Traditional Tales. We will then focus on writing a narrative based on our class reader 'Friend or Foe'.</p>	<p>During the Spring term, our main focus is fractions, ordering and rounding decimals and shape, space and measure. Throughout this unit we will be learning to find fractions of amounts using division, to identify tenths and hundredths as fractions and decimals, multiplying and dividing numbers by 10 and 100, ordering and rounding decimals to one decimal place, learning how many days are in a week/month/year and finding the area and perimeter of 2D shapes.</p>



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We are also studying:

<u>RESPECT</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Respectful relationships</u> What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><u>Belonging to a community</u> The children will look at their community and the benefits of living in a community and shared responsibilities.</p> <p><u>Media literacy and Digital resilience</u> Children will learn how their data is shared and used and that people sometimes behave differently online.</p> <p><u>Money and Work</u> The children will learn about making decisions about money, using and keeping money safe.</p>	<ul style="list-style-type: none"> • To know about the different groups that make up and contribute to a community. • To know how to keep track of money and why it is important to know how much is being spent. • To know that everything shared online has a digital footprint and that organisations can use personal information to encourage people to buy things. • To recognise what online adverts look like and compare content shared for factual purposes and for advertising. • How people make different spending decisions based on their budget, values and needs and how to keep track of money. • Children will know different ways to pay for things such as cash, cards, e-payment and the reasons 	<p>stereotype community responsibilities volunteering compassion Digital Footprint advertising budget</p>



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	for using them and how people spend money can have positive or negative effects on others e.g. charities, single use plastics.	
<u>RE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>How do the five pillars of Islam guide Muslims?</u></p> <p>The unit of study includes work on Muslim beliefs and practices, including the belief in Allah and the importance of the Prophet Muhammad (peace and blessings be upon him). It expands and develops learning about the Five Pillars of Islam as a way of focusing on key beliefs for Muslims.</p>	<ul style="list-style-type: none"> • Where Islam originated from and that it started with the First Man & Woman, Aadam and his wife Hawaa Pbut . • To know what the Five Pillars of Islam are and explain the meaning of each. 	<p>Allah Prophet Muhammad (pbuh) Qur'an Hadith Shahadah Salaah Sawm Ramadhaan Zakaah Hajj, Mecca/Makkah Eid ul Fitr Eid ul Adha Qiblah wudhu</p>



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<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Living things and their habitats</u></p> <p>Children will use classification keys to group and identify living things in the local and wider environment. They will construct and interpret food chains using scientific vocabulary and explore the environmental changes and dangers on living things.</p> <p><u>Animals (including humans)</u></p> <p>Children will identify teeth and their functions. They will also build on prior knowledge learnt about the digestive system and describe each function.</p>	<ul style="list-style-type: none">• how to identify examples of how an environment may change both naturally and due to human impact (refer to current issues e.g wildfires)• how classification keys work and how to use them to sort living things <ul style="list-style-type: none">• the process of digestion (mouth, oesophagus, stomach, small intestine) and can label the main parts on a diagram of the human body.• Three different types of teeth and can talk about their shape and uses.• Examples of producers, prey and predators in a food chain.• How to construct food chains.	<p>environment habitat migrate hibernate</p> <p>digestive system digestion herbivore carnivore omnivore producer consumer predator</p>



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		prey food chain
<u>Design Technology</u>	<u>Pupils will know how to</u>	<u>Key Vocab</u>
<p><u>Structures: Pavilions</u></p> <p>Children will explore a range of different frames and structures and their purpose, design their own pavilion and use their design criteria to create this using a range of materials. They will build a frame structure and add cladding to this.</p>	<ul style="list-style-type: none"> • Produce a range of free-standing frame structures of different shapes and sizes. • Design a pavilion that is strong, stable and aesthetically pleasing. • Select appropriate materials and construction techniques to create a stable, free-standing frame structure. • Select appropriate materials and techniques to add cladding to their pavilion. 	<p>3D shapes Cladding Design criteria Innovative Natural Reinforce Structure</p>



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<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Hardware investigators</u> Children will begin to understand the different components that make up a computer and be able to recall this.</p> <p><u>Spreadsheets</u> Children will use spreadsheets to add formulae and explore formatting cells. This will include adding timers and buttons, line graphs and calculations for budgeting and place value.</p>	<ul style="list-style-type: none">• To understand the different parts that make up a desktop computer.• To recall the different parts that make up a computer. • To explore how the numbers entered into cells can be set to either currency or decimal.• To find out how to add formulae to a cell.• To explore how tools can be combined to use 2Calculate to make number games.• To explore the use of the timer, random number and spin button tools.	<p>Components CPU Graphics card Hard drive Input Motherboard Network card Output Peripherals RAM Software</p> <p>Average Spreadsheet formula Column Budget Chart Data Format cell</p>



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	<ul style="list-style-type: none"> To use the line graphing tool in 2Calculate with appropriate data To interpret a line graph to estimate values between data readings. 	Formula wizard
<u>History</u>	<u>Pupils will know how to:</u>	<u>Key Vocab</u>
<p><u>How hard was it to invade and settle in Britain?</u></p> <p>Children will develop an understanding of why people invaded and settled in Britain, learning about Anglo-Saxon beliefs and the spread of Christianity and assessing the contribution of the Anglo-Saxons to modern Britain.</p>	<ul style="list-style-type: none"> Explain how the Britons felt when the Romans left Britain. Suggest reasons for the Anglo-Saxon invasion of Britain. Name the key features of Anglo-Saxon settlements. Identify changes and continuities in settlements from prehistoric Britain. Make inferences about artefacts. Describe how Anglo-Saxon beliefs changed. Explain how missionaries spread Christianity. Explain the threat the Vikings posed to the Anglo-Saxons. 	<p>Angles Britons convert empire inference invasion Kingdom missionary paganism Pope Romans Saxons settlement settlers Vikings</p>



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	<ul style="list-style-type: none"> Identify the qualities needed to be a monarch in 1066. 	
French	Pupils will know how to:	Key Vocab
Hobbies Children will learn to describe and explain their hobbies and express their opinions on this. The children will then develop the skills to write a paragraph incorporating their previous knowledge along with their hobbies	<ul style="list-style-type: none"> Be able to describe your hobbies. Be able to describe activities you like and don't like doing and why. 	Normalement (Normally...) Je vais au cinéma (I go to the cinema) Avec mes amis (with my friends) J'aime (we study) J'adore (I love) Je déteste (I hate) Parce que c'est
Music	Pupils will know	Key Vocab



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<p><u>Blackbird</u></p> <p>Children will listen to and appraise 'Blackbird' and a range of other songs by the Beatles. The children will study the lyrics of the song and find out information about the band.</p>	<ul style="list-style-type: none"> • To sing songs in unison from memory with accurate pitch and begin to use expression using dynamics • To perform a simple part rhythmically • To perform from rhythm grids and begin to perform from rhythm notation • To know that a semibreve is worth 4 beats and a quaver is worth 1/2 a beat • To use notation to record compositions • To explain why silence is needed and what effect it has • To describe and identify the different purposes of music • To know the style indicators of pop music 	<p>Lyrics improvise composing semibreve quaver melodic notation</p>
<p>PE</p>	<p>Pupils will know how to:</p>	<p>Key Vocab</p>
<p><u>Indoor – Zumba:</u> Children will observe and then perform a range of Zumba routines. Children will create their own Zumba routine to perform and evaluate.</p> <p><u>Outdoor – Tennis:</u></p>	<ul style="list-style-type: none"> • Lead my partner when performing a dance. • To practice and refine a movement to improve my technique. • Perform a range of movements in a routine accurately and consistently • Perform to music and keep to the beat • Move with balance and control to catch a ball 	<p>Grapevine Box step Left/right Forward/backwards Circle</p> <p>Consecutive</p>



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Children will learn and develop skills such as: controlling and holding the ball, serving, a range of swings and hitting or passing to a target.

- Hit a ball into a target from a variety of distances/ angles with no bounce
- Hit/bounce ball on racket when moving
- Hit ball in forehand/ backhand position with drop feed
- Play a game communicating as a team
- Play adapted games
- Children encouraged to think of tactics

Drop feed
 Hand feed
 Accuracy
 Position
 Compete
 Grip
 Communicate

Swimming

Children will learn how to use a range of swimming strokes across 10m.

Frog

- How to hold breath for 10 seconds under water
- How to perform a sequence of 3 floating shapes
- How to push and glide from the wall and then roll
- How to push and glide from the wall to the floor
- How to swim 10m backstroke



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- How to swim 10m breaststroke OR front crawl
- How to do headfirst scull for 5m
- How to Swim 10m of a chosen stroke using the correct technique

Angelfish:

- How to perform a feet first scull for 5m.
- How to do skull and then log turn with a partner.
- How to swim 10m backstroke, front crawl and breaststroke.
- How to perform a forwards somersault in the water.
- How to demonstrate how to signal for help.