



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: Autumn 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>During the Autumn term, our class reader is 'The accidental prime minster' from our 50 Book Challenge.</p> <p>Our first writing focus will be writing a narrative centered around the story of The Robin's journey. We will then be focussing on diary entries based around the story 'A Christmas Carol'.</p>	<p>During the Autumn term, our main focus is multiplication and division. Throughout this unit we will be learning to use rounding and estimating to solve calculations, multiplying and dividing by 10 and 100, multiplying by 1 and 0, the written method for multiplication and the bus stop method for division. This is a good opportunity for children to learn all their times tables.</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> Children will learn about the different types of bullying, including cyber bullying.</p> <p><u>Internet Safety and harms</u> Children will learn that the internet can also be a negative place where online abuse, trolling, bullying and harassment occurs.</p>	<ul style="list-style-type: none"> • How to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed • Strategies on how to manage conflict and arguments between friends and family members • When it is right to keep or share a secret, including if it relates to keeping someone safe • The difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • That knowing someone online differs from knowing someone face-to-face and that there are risks in communicating with someone they don't know • How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online • That people sometimes behave differently online, including by pretending to be someone they are not. • That everything shared online has a digital footprint. 	<p>Friendships Relationships Peer pressure Bullying Cyber bullying Conflict Digital footprint Identity</p>



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<u>RE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>What faiths are shared in our community?</u></p> <p>This unit looks at different places of worship in the local and wider community and their significance to believers.</p>	<ul style="list-style-type: none"> • Why we should and how we can respect people with different beliefs/values to us. • How to identify at least 3 artefacts used in a church and explain their importance/ how they are used • Which faiths are represented in our local area (Calderdale). 	Church Mosque Gurdwara Synagogue Community Faith Belief Believer
<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Sound</u></p> <p>We will research and investigate how sounds are made and we will learn about different sounds from different objects, pitch and volume and how sound travels.</p>	<ul style="list-style-type: none"> • Sounds are made when an object vibrates. • A sound travels from a source to our ears in waves. • Sounds can travel through different mediums. • Examples of how you can change the volume of a sound. • Sounds get weaker as the distance from the sound source increases. • That pitch can be changed 	sound sound source vibrations pitch volume sound installation



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<u>Design Technology</u>	<u>Pupils will know how to</u>	<u>Key Vocab</u>
<p><u>Electrical Systems: Torches</u></p> <p>Children will work towards building their own electrical circuit and a housing for their own torches, closely following their design.</p>	<ul style="list-style-type: none">• Identify electrical products and explain why they are useful.• Help to make a working switch.• Identify the features of a torch and how it works.• Describe what makes a torch successful.• Create suitable designs that fit the success criteria and their own design criteria.• Create a functioning torch with a switch according to their design criteria.	<p>Battery, bulb, buzzer, conductor Circuit, circuit diagram, electricity Insulator, series circuit Switch, component Design, design criteria Diagram, evaluation LED, model Shape, target audience Input, recyclable Theme, aesthetics Assemble, equipment Ingredients, packaging Properties, sketch, test</p>



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<u>Computing</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Coding (Purple Mash 4.1):</u></p> <p>Children will understand and use key coding vocabulary. Children will design, sketch and create a storyboard using coding programming.</p>	<ul style="list-style-type: none">• How to understand selection in computer programming.• How to understand how an IF statement works.• How to understand how to use co-ordinates in computer programming.• How to understand the 'repeat until' command.• How to understand how an IF/ELSE statement works.• How to understand what a variable is in programming.• How to use a number variable.• How to create a playable game.	<p>Action, Alert Algorithm, Background Button, Code blocks Command, Debug Design, execute Event, Flowchart IF/else statement Input, Nest Object, Prompt Implement, Repeat Predict, Properties Selection, Sequence Timer, Variable</p>



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<u>History</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>How have children's lives changed</u></p> <p>Children will compare and identify the continuity and changes throughout history. They will understand why children worked in Tudor times, the types of jobs Victorian children had and their working conditions, how Lord Shaftesbury changed the lives of children, how leisure time has changed and which diseases children caught and how they were treated.</p>	<ul style="list-style-type: none">• How to make observations and deductions from sources.• Suggest how children's lives have changed.• How to explain why children needed to work.• How to Identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them.• How to identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work.• How to use sources to identify leisure activities and compare them over time.• How to identify diseases from the past and discuss how effective the treatments were.	<p>Childhood, continuity Change, chronological order Inference, observation Apprentice, chaffing wheat hot seat, master oath, primary source secondary source, trapper hurrier/hurrying, gin textile mills, bird scarer domestic servant, working conditions historically significant, Factory Acts Parliament, government ragged schools, poverty bill, reform, leisure time compare, plague, smallpox flu, cholera, treatments, vaccination</p>



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French	Pupils will know	Key Vocab
<p><u>A description of my family</u></p> <p>Learning to identify family members and describe their appearance and personality using adjectives.</p>	<ul style="list-style-type: none"> To recall family members in French To recognise colours to describe hair and eyes To apply adjectives to describe my own family members 	<p>Il a (He has) Elle a (She has) Il est (He is) Elle est (She is) Il/elle s'appelle (He/she is called) J'aime (I like) J'adore (I love) Je n'aime pas (I don't like) Je deteste (I hate)</p>
Music	Pupils will know	Key Vocab
<p><u>Mamma Mia</u></p> <p>The children will listen to and appraise music by Abba. They will begin to learn about the elements in music and use the correct vocabulary to describe music.</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>



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PE	Pupils will know	Key Vocab
<p><u>Indoor: Gymnastics</u></p> <p>Children will perform a sequence of balances, travelling and rolls. Using these skills, children will create a gymnastics routine.</p> <p><u>Outdoor: Hockey</u></p> <p>Children will develop a range of skills such as dribbling, passing and shooting.</p> <p><u>Swimming</u></p> <p>Children will learn how to use a range of swimming strokes across 10m.</p>	<ul style="list-style-type: none"> • How to control the speeds of movements • To perform and hold a balance focusing on a specific shape • To perform a sequence of balances linked by a variety of travels • To work with a partner to create a sequence of 3 moves that flows with a start and finish position • To control a ball using a hockey stick and change direction whilst jogging slowly. • To hit/pass the ball to a target/partner in a variety of ways. <p>Frog:</p> <ul style="list-style-type: none"> • 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 • How to swim 10m breaststroke OR front crawl 	<p>Balance forward roll pencil roll teddy bear roll travelling smooth transition Hockey stick spatial awareness dribbling control waist height control speed passing shooting</p>



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- 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.