



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 1

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>During the Autumn term, our class reader is I was a Rat by Philip Pullman.</p> <p>Our first writing focus will be diary entries centered around the story of Philip Pullman's 'I was a Rat.' We will focus on using subordinating conjunctions to extend sentences, use prepositional phrases and begin to use different verb forms. Next, we will focus on poetry inspired by a collection of poems by John Lyons called 'Dancing in the Rain'. We will learn how to perform and recite poetry, analyse the structure, language and themes of different poems and write our own verses.</p>	<p>During the Spring term, our main focus is division and fractions. Throughout this unit we will be learning to use the bus stop method for division with remainders, to use the inverse operation to check addition and subtraction calculations, to find equivalent fractions, identify fractions greater than one whole, to count in fractions in ascending order and to add and subtract fractions with the same denominator. We are also continuing to develop out multiplication and division knowledge and this is a good opportunity for children to practice their times tables.</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<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 for using them and how people spend money can have positive or negative effects on others e.g. charities, single use plastics. 	<p>stereotype community responsibilities volunteering compassion Digital Footprint advertising budget</p>



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RE	Pupils will know	Key Vocab
<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>	<ul style="list-style-type: none">• how to group animals in different ways and how to come up with their own ways• 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• that vertebrates are animals with a backbone and invertebrates are animals without a backbone	<p>classification classification key environment habitat migrate hibernate vertebrates invertebrates mammal reptile insect amphibian bird fish</p>



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<u>Art and Design</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Painting and mixed media: Light and dark</u></p> <p>Children will explore different painting techniques and how to use shading and tinting to create a 3D effect and then apply their knowledge of this to create their own final composition.</p>	<ul style="list-style-type: none">• How to share their ideas about a painting.• How to describe the difference between a tint and a shade.• How to mix tints and shades by adding black or white paint.• How to discuss their real-life experiences of how colours can appear different.• How to use tints and shades to paint an object in 3D.• How to try different arrangements of objects for a composition, explaining their decisions.• How to produce a clear sketch that reflects the arrangement of their objects.• How to create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.• How to paint with care and control to make a still life with recognisable objects.	<p>abstract composition contrasting dabbing paint detailed figurative formal grid landscape mark-making muted paint wash patterned pointillism portrait shade shadow stippling paint technique, texture three dimensional (3D) tint, vivid</p>



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Computing	Pupils will know	Key Vocab
<p>Effective Searching In this unit, the children will learn what a search engine is and how to use the effectively to search and answer questions</p>	<ul style="list-style-type: none"> • How to locate information on the search results page. • How to use search effectively to find out information. • How to assess whether an information source is true and reliable. 	<p>Balanced view , Easter eggs Internet , Key words Reliability, Results page Search engine</p>
Geography	Pupils will know	Key Vocab
<p>Children will explore where their food comes from and the impact this has on the environment. They will explore a range of food packaging and their school dinners as well as develop their understanding of where and how chocolate is made and what is meant by fair trade.</p>	<ul style="list-style-type: none"> • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • That food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. • Collect data through an interview process. • Analyse interview responses to answer an enquiry question. • Discuss any trends in data collected. 	<p>air freight, carbon footprint consume, distribution export, fertiliser food bank, food miles grant, import pesticides, produce qualitative, quantitative reliability, responsible trade sample size, scale bar seasonal food, source sustainability trade, trend</p>



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French	Pupils will know	Key Vocab
<p><u>Describing my school</u></p> <p>The children will be describing the lessons that they do in school and their opinions of this.</p>	<ul style="list-style-type: none"> • How to express what they do at school using verbs. • How to express their opinion and apply adjectives to describe school subjects. 	<p>Au collège? (At school...) J'étudie (I study) Je préfère (I prefer) Nous étudions (we study) J'adore (I love) Je déteste (I hate) Parce que c'est (because it is)</p>
Music	Pupils will know	Key Vocab
<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>



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<u>PE</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>(Indoor) - Dancing through the decades</u> Children will study a range of dance styles from the 1930's to present day and recreate a partnered routine based on these styles.</p> <p><u>(Outdoor) - Cricket</u> Children will learn and develop skills such as: catching, throwing, bowling the ball, batting and fielding in preparation for mini games of cricket.</p>	<ul style="list-style-type: none">• How to lead my partner when performing a dance• How to practise and refine a movement to improve the technique• How to perform a range of movements in a routine accurately and consistently• How to perform to music and keep to the beat <ul style="list-style-type: none">• How to control the ball with both hands• How to hit the ball accurately in a variety of ways• I can catch a ball with 2 hands often• How to throw the ball accurately	<p>Leader, follower Step, rocking Lindy Hop, Jitter Bug Rock and Roll 4/4 beat twirls mash potato , hand jive synchronization, rhythm</p> <p>batters bowlers fielder wicket keeper wicket stump bowl stance grip</p>



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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
- 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.



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