



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: Summer 2

Key learning this half term:

<u>English</u>	<u>Maths</u>
<p>Our class reader is: The Lion, the Witch and the Wardrobe</p> <p>Our first unit will be writing a narrative based on the story of The Lion, the Witch and the Wardrobe where we will use expanded noun phrases and figurative language to describe characters and settings before learning how to correctly punctuate speech. Children will begin to use different verb forms accurately and consistently, including past progressive.</p> <p>Our second unit will be based on the Vikings. Children will write Viking diaries, focusing on the use of informal tone, past perfect verb forms and the use of subordinating conjunctions.</p>	<p>During the summer term, our main focus is shape, space, measure and statistics. Throughout this unit we will be learning to identify and name 3D shapes and their properties, reflect shapes using symmetry, interpret information from charts and graphs, collect and present our own data using charts and graphs. We will also be completing our MTC this half term.</p>



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We are also studying:

RESPECT	Pupils will know	Key Vocab
<p><u>Physical Health and Mental Wellbeing</u> Children will learn how to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally.</p> <p><u>Growing and Changing</u> Children will learn the key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p><u>Keeping Safe</u> Children will learn about legal and illegal substances, the associated risks and how different drugs affect the body.</p>	<ul style="list-style-type: none"> • To know what good physical health means, how to recognise signs of physical illness, that common illnesses can be quickly and easily treated with the right care. • How to maintain oral hygiene and dental health and the importance of regular visits to the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The importance of personal hygiene routines during puberty including washing regularly and using deodorant, how to discuss the challenges of puberty with a trusted adult and how to get information, help and advice. • The importance of taking medicines correctly and using household products safely. • Facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects and that for some people using drugs can become a habit which is difficult to break (caffeine). 	<p>diet physical health mental health legal illegal harmful substances medicine benefits risks hygiene puberty</p>



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RE	Pupils will know	Key Vocab
<p><u>Why are Guru's at the heart of Sikh belief and practice?</u> This unit explores the concept of 'guru' in Sikhism as an introduction to Sikh religious belief and practice.</p>	<ul style="list-style-type: none">• That in Sikhism a Guru is a teacher• How to identify qualities that make a good teacher or leader• That Guru Nanak was the first Sikh Guru and that everyone is equal	<p>Mool (Mul) Mantar Panjab Guru Nanak Guru Gobind Singh Guru Granth Sahib guru Khalsa Amristar Ikk Oankar Enlightenment Gurdwara</p>



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<u>Science</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>States of matter</u> Children will compare and group materials into solids, liquids and gases. Through investigation, they will observe changes of state. Using scientific vocabulary, children will explore and describe the water cycle.</p> <p><u>Electricity</u> Children will identify electronic appliances and consider potential dangers. They will construct a simple circuit and explore whether a circuit is complete or not and we will investigate conductors.</p>	<ul style="list-style-type: none">• The properties of solids, liquids and gases (including: solids hold their shape, liquids can be poured easily, gases are often invisible and do not have a fixed shape)• How to group materials into solids, liquids and gases• How to identify everyday examples of melting and freezing (including water - ice, butter melting)• How the water cycle works and can explain this using the vocabulary: precipitation, evaporation, condensation)• That water boils at 100°C and freezes at 0°C <ul style="list-style-type: none">• Identify items that require electricity to function and that some plug into mains and some run on batteries.• To conduct a simple circuit.• To identify components in a circuit.• To know that if there is a break in the circuit it will not work.• To understand the function of a switch in a circuit.• To know the difference between a conductor or an insulator and be able to give examples.	<p>change of state melting freezing melting point boiling point evaporation condensation water cycle temperature</p> <p>Electricity Batteries Circuit Bulb Motor Switch Wires Component Conductor Insulator</p>



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<u>Design and Technology</u>	<u>Pupils will know</u>	<u>Key Vocab</u>
<p><u>Mechanical systems: Making a slingshot car</u></p> <p>Children will learn about chassis and launch mechanisms and how to build their own. They will design their own car body and be able to assemble this to a car chassis. This will then be tested against a criteria to see whose car is the fastest and most air resistant.</p>	<ul style="list-style-type: none">• How to work independently to produce an accurate, functioning car chassis.• How to design a shape that is suitable for the project.• How to attempt to reduce air resistance through the design of the shape.• How to produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.• How to construct car bodies effectively.• How to conduct a trial accurately and draw conclusions and improvements from the results.	<p>chassis energy kinetic mechanism air resistance design structure graphics research model template</p>



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Computing	Pupils will know	Key Vocab
<p><u>Animation</u> Children will design and create a cartoon animation using 2Animate Tools and stop motion animation. They will learn how animations are created and learn how to add backgrounds and sounds to their own animation design.</p> <p><u>Logo</u> Children will learn about the structure and function of a logo and use 2logo to design and create their own.</p>	<ul style="list-style-type: none">• To discuss what makes a good animated film or cartoon.• To learn how animations are created by hand.• To find out how animation can be created in a similar way using the computer.• To learn about onion skinning in animation.• To add backgrounds and sounds to animations.• To be introduced to 'stop motion' animation.• To share animation on the class display board and by blogging. <ul style="list-style-type: none">• To learn the structure of the coding language of Logo.• To input simple instructions in Logo.• How to use 2Logo to create letter shapes.• How to use the Repeat function in Logo to create shapes.• How to use and build procedures in Logo.	<p>Animation Onion Skinning FPS (Frames Per Second) Pause Frame Stop motion</p> <p>Debugging Logo commands Pen up Grid Prediction LOGO Pen down Procedure Repeat Run speed</p>



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History	Pupils will know	Key Vocab
<p><u>How did the Maya civilisation compare to the Anglo-Saxons?</u></p> <p>Children will recognise when and where the ancient Maya lived, evaluate the challenges of settling in the rainforest, compare and contrast Anglo-Saxon and Maya houses, explain the importance of Maya gods and goddesses, design a map of a Maya city and evaluate the reasons for the decline of Maya cities.</p>	<ul style="list-style-type: none">• How to describe the key physical features of the Maya civilisation.• How to sequence the key periods in the Maya civilisation and identify periods that were happening in Britain at the same time.• How to name the features of the rainforest.• How to explain the challenges facing the Maya in the rainforest.• How to explain how the Maya settled in the rainforest.• How to name the features of Maya houses.• How to identify the similarities and differences between Maya and Anglo-Saxon houses.• How to explain the Maya creation story.• How to identify characteristics of important gods or goddesses.• How to make deductions about cities.• How to name the features of Maya cities.• How to create a plan of a Maya city, including the main features.• How to explain the reasons for the decline of the Maya civilisation.• How to identify similarities and differences between the Maya civilisation and the Anglo-Saxons.	<p>abandon city-state Classic period creation story decline deforestation drought hieroglyphics pyramid rainforest slash and burn tropical rainforest</p>



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French	Pupils will know	Key Vocab
<p>Food Children will learn how to describe and explain what they eat and their opinions on this. The children will then develop the skills to write a paragraph incorporating their previous knowledge.</p>	<ul style="list-style-type: none">• How to describe what they eat• How to express their opinions on foods they eat.	<p>Quelquefois (Sometimes...) Je mange (I eat) Avec mes amis (with my friends) J'aime manger (I like to eat) Je déteste boire (I hate to drink) Bon pour la santé (good for your health) Parce que c'est (because it is)</p>



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Music	Pupils will know	Key Vocab
<p><u>STOP! (Anti-bullying rap)</u> Children will clap rhythms from the songs and begin to learn how to write notes using notation. The children will continue to learn about the composer Vivaldi.</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 ½ 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	Musical style Rapping Lyrics Choreography digital/electronic sounds turntables synthesisers drums unison pulse rhythm pitch tempo dynamics texture structure compose improvise hook riff, melody, solo



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PE	Pupils will know	Key Vocab
<p><u>Indoor – Circuits</u> Children will complete a range of exercises in a circuit to improve their strength and cardio. Each week children will record their reps per station and try and beat their score the following week. Children will work in partners to compare their performances.</p> <p><u>Outdoor - Athletics</u> Children will practise running, javelin throw, bean-bag push, and standing jump in preparation for sports day.</p>	<p><u>Indoor</u></p> <ul style="list-style-type: none">• The importance of daily exercise and the different components of a circuit (core strength, cardio and lower body strength). <p><u>Outdoor</u></p> <ul style="list-style-type: none">• How to throw a javelin using the correct technique in a straight direction• How to throw a bean bag/ball at a target accurately using under or over arm throwing• How to perform a standing jump and swing my arms to gain momentum	<p>Circuit Strength Repetition Rest Cardio</p> <p>Javelin Long jump Team relay Standing jump</p>



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Swimming

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

Swimming
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 skcull 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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