



METROPOLITAN BOROUGH OF CALDERDALE  
**Woodhouse Primary School**

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



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

**Y4 Curriculum letter: Autumn 1**

**Key learning this half term:**

| <b><u>English</u></b>  | <b><u>Maths</u></b>  |
|--|--|
| <p>During the Autumn term, our class reader is Gangsta Granny from our 50 Book Challenge. Our first writing focus will be Persuasive letters centered around the story of The Great Kapok Tree. Linking to our Geography topic of Rainforests, we will then write a non-chronological report about an animal hybrid.</p> | <p>During the Autumn term, our main focus is Place Value. Throughout this unit we will be learning to use and apply Roman Numerals, partitioning 4 digit numbers, rounding to the nearest 10,100 and 1000, estimating numbers on a number line, ordering 4 digit numbers, finding 1000 more and less, counting in 25s and ordering negative numbers.</p> |



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**We are also studying:**

| <u>RESPECT</u>   | <u>Pupils will know</u>   | <u>Key Vocab</u>  |
|--|---|---|
| <p><b>Relationships</b><br/>Children will learn about the importance of healthy friendships and their characteristics and how to recognise people they should trust. They will also learn about the different types of bullying, including cyber bullying.</p> | <ul style="list-style-type: none"><li>• How to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed</li><li>• Strategies on how to manage conflict and arguments between friends and family members</li><li>• When it is right to keep or share a secret, including if it relates to keeping someone safe</li><li>• The difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable</li><li>• That knowing someone online differs from knowing someone face-to-face and that there are risks in communicating with someone they don't know</li><li>• How to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online</li></ul> | <p>Friendships<br/>Relationships<br/>Peer pressure<br/>Bullying<br/>Cyber bullying<br/>Conflict</p> |



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| <u>RE</u>  | <u>Pupils will know</u>   | <u>Key Vocab</u>  |
|--|---|---|
| <p><b><u>What faiths are shared in our community?</u></b><br/>           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"> <li>• Why we should and how we can respect people with different beliefs/values to us.</li> <li>• How to identify at least 3 artefacts used in a church and explain their importance/ how they are used</li> <li>• Which faiths are represented in our local area (Calderdale).</li> </ul>   | Church<br>Mosque<br>Gurdwara<br>Synagogue<br>Community<br>Faith<br>Belief<br>Believer   |
| <u>Science</u>   | <u>Pupils will know</u>   | <u>Key Vocab</u>  |
| <p><b><u>Animals including humans</u></b><br/>           Children will learn about the different parts and functions of the digestive system, explore digestive systems in humans, know the different types of teeth and their functions, understand how to care for your teeth and investigate food chains and explore food webs.</p> | <ul style="list-style-type: none"> <li>• The process of digestion (mouth, oesophagus, stomach, small intestine) and can label the main parts on a diagram of the human body.</li> <li>• Three different types of teeth and can talk about their shape and uses.</li> <li>• Examples of producers, prey and predators in a food chain.</li> <li>• How to construct food chains.</li> </ul> | Digestive system<br>Oesophagus<br>Saliva<br>Peristalsis<br>Incisors<br>Molars<br>Enamel<br>Fluoride<br>Consumer<br>Predator<br>Tundra |



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| <u>Art and Design</u>  | <u>Pupils will know how to</u>   | Hide<br><u>Key Vocab</u>   |
|--|--|--|
| <p><b><u>Drawing: Power Prints</u></b><br/>           Children will use mechanical engravings as a starting point, and develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a drawing into a print.</p> | <ul style="list-style-type: none"> <li>• Create several pencil tones when shading and create a simple 3D effect.</li> <li>• Explore the effect of holding a pencil in different ways and applying different pressures.</li> <li>• Use charcoal and rubber to show areas of light and dark in their drawings.</li> <li>• Demonstrate an awareness of the relative size of the objects they draw.</li> <li>• Use scissors with care and purpose to cut out images.</li> <li>• Try out multiple arrangements of cut images to decide on their composition.</li> <li>• Use different tools to create marks and patterns when scratching into a painted surface.</li> <li>• Show some awareness of how to create contrast by including areas with more and less marks.</li> <li>• Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern.</li> </ul> | <p>collaborate, collage, composition, engraving, printing technique, proportion, Shading, tone, wax-resist</p> |



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|  | <ul style="list-style-type: none"> <li>Work co-operatively to create a joint artwork, experimenting with their methods.</li> </ul>   |   |
| <b>Computing</b>   | <b>Pupils will know</b>  | <b>Key Vocab</b>  |
| <p><b>Online Safety</b><br/>         Children will discuss and sign the Acceptable Use Policy and understand how to stay safe online and that information online leaves a digital footprint. Children will identify the positive and negative influences of technology on health and the environment.</p> <p><b>Effective Searching</b><br/>         Children will learn how to research a topic effectively and safely using search engines and be able to identify if information is reliable.</p> | <ul style="list-style-type: none"> <li>They have a right to privacy both on and offline</li> <li>To explain and demonstrate the importance of keeping safe online and behaving respectfully</li> <li>How to recognise that wellbeing can be affected by the use of technology</li> <li>How to report with ease any concerns with content and contact online and know immediate strategies to keep safe</li> <li>To locate information on the search results page</li> <li>To use search effectively to find out information</li> <li>To assess whether an information source is true and reliable</li> </ul> | <p>AdFly, collaborate, digital footprint, plagiarism, spam, attachment, cookies, malware, ransomware, virus, citation, copyright, phishing, SMART rules, watermark</p> <p>balanced view, internet, reliability, results page, search engine</p> |



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| <u>Geography</u>   | <u>Pupils will know</u>  | <u>Key Vocab</u>  |
|--|--|---|
| <p><b><u>Why rainforests important to us?</u></b><br/>           Children will develop an understanding of biomes, ecosystems and tropics; map features of the Amazon rainforest and learn about its layers; investigate how communities in Manaus use the Amazon's resources; discuss the global human impact on the Amazon; and carry out fieldwork to compare and contrast two types of forest.</p> | <ul style="list-style-type: none"> <li>• How to describe a biome and give an example</li> <li>• State the location and some key features of the Amazon rainforest</li> <li>• Name and describe the four layers of tropical rainforests</li> <li>• Understand that trees and plants adapt to living in the rainforest and give an example</li> <li>• Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources</li> <li>• Name one way in which the Amazon is changing</li> <li>• Articulate why the Amazon rainforest is important</li> <li>• Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help</li> <li>• Use a variety of data collection methods with support</li> <li>• Summarise how the local woodland is used and suggest changes to improve the area</li> </ul> | <p>global warming, biome, tropical rainforest, mining, logging, deforestation, emergent layer, canopy layer, understory layer, forest floor, Tropic of Cancer, Tropic of Capricorn, equator</p> |



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| French   | Pupils will know   | Key Vocab  |
|--|--|--|
| <p><b><u>Home and our local area</u></b><br/>           Children will learn how to describe where they live and what is and isn't in their town. Children will use their knowledge to write their own description in French about where they live.</p> | <ul style="list-style-type: none"> <li>• How to describe where they live</li> <li>• How to expand their sentences by adding an adjective about where they live</li> <li>• How to describe what is and isn't in their town.</li> <li>• To write a description about their local area.</li> <li>• Children will be able to introduce themselves and describe their age in addition to describing their own.</li> </ul> | <p>J'habite (I live)<br/>           Il y a (There is/are)<br/>           Il n'y a pas de (There isn't/aren't)<br/>           Dans ma ville (In my town)<br/>           J'ai (I have)<br/>           Je suis (I am)<br/>           Je m'appelle (My name is)<br/>           Avec (with)</p> |
| Music  | Pupils will know   | Key Vocab  |
| <p><b><u>Mamma Mia</u></b><br/>           The children will listen to and appraise music by Abba. They will begin to learn about the elements</p>  | <ul style="list-style-type: none"> <li>• To sing songs in unison from memory with accurate pitch and begin to use expression using dynamics</li> <li>• To perform a simple part rhythmically</li> </ul>  | <p>Lyrics, improvise, composing, semibreve, quaver, melodic, notation</p>  |



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| <p>in music and use the correct vocabulary to describe music.</p>   | <ul style="list-style-type: none"> <li>• To perform from rhythm grids and begin to perform from rhythm notation</li> <li>• To know that a semibreve is worth 4 beats and a quaver is worth 1/2 a beat</li> <li>• To use notation to record compositions in a small group or individually</li> <li>• To explain why silence is needed and what effect it has</li> <li>• To describe and identify the different purposes of music</li> <li>• To know the style indicators of pop music</li> </ul>   |  |
| <p><b>PE</b></p> <p><b><u>Fitness</u></b></p> <p>Children will undertake a range of activities in different circuits. Children will record and try and improve their stamina over a period of time</p> <p><b><u>Netball</u></b></p> | <p><b><u>Pupils will know</u></b></p> <ul style="list-style-type: none"> <li>• To know that Circuit training is a combination of six or more exercises performed with short rest periods between them</li> <li>• To know that balance is a term used to describe the ability</li> <li>• to maintain an upright position, e.g, stalk balance</li> <li>• To know that when exercising you may have to maintain balance when moving e.g. hopping on one leg</li> </ul><br><ul style="list-style-type: none"> <li>• Children will learn to pass and receive, stepping into the pass with control (chest, bounce and shoulder pass)</li> </ul> | <p><b><u>Key Vocab</u></b></p> <p>Mountain climbers<br/>         Press ups<br/>         Froggy jumps<br/>         Squat<br/>         Seal Claps<br/>         Lunge<br/>         Jumping Jack<br/>         Star lunges</p><br><p>Landing foot<br/>         Attacker</p> |





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Children will develop their netball skills and build up to playing netball games ensuring they understand the rules, position and skills needed.

**Swimming**

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

- Children will learn to perform a stride and jump stop with a pivot
- Children will learn to perform two different dodges (Drive and the dodge) creating space to receive the ball
- Children will learn how to Mark a player, standing side on, sticking to player
- Children will learn how to Shoot- focus on bending the knees and place hand under the ball to shoot

**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:**

Defender  
Marking  
Control  
Contact  
Drive  
Dodge  
Free pass



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|  | <ul style="list-style-type: none"><li>• How to perform a feet first scull for 5m.</li><li>• How to do skull and then log turn with a partner.</li><li>• How to swim 10m backstroke, front crawl and breaststroke.</li><li>• How to perform a forwards somersault in the water.</li><li>• How to demonstrate how to signal for help.</li></ul> |  |
|--|---|--|