



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:

| English | Maths |
|---|---|
| <p>During the Autumn term, our class reader is 'The Accidental Prime Minister' 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 focusing 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></p> <p>Children will learn about the different types of bullying, including cyber bullying.</p> <p><u>Internet Safety and harms</u></p> <p>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>Why do people follow inspirational leaders?</u></p> <p>This unit will explore the concept of leadership and will be an introduction to Jesus, The Prophet Muhammad and Moses as important leaders for Christians, Muslims and Jews. They will learn about the characteristics of specific leaders, why they are inspirational and how they taught key elements of the faith through stories. Pupils will also have the opportunity to study a modern-day leader, analysing the impact they have had on society.</p> | <ul style="list-style-type: none">• How to describe the characteristics and qualities that a good leader will have.• How to make links between two different leaders (religious and non-religious) describing similarities and differences.• How to give ways in which communities follow their leaders. | <p>Leader Qualities Characteristics Inspiration / Inspirational Jesus Christianity / Christians Prophet Messenger of God Muhammad (PBUH) Islam / Muslim Moses Judaism / Jew</p> |
| <u>Science</u> | <u>Pupils will know</u> | <u>Key Vocab</u> |

| | | |
|--|---|---|
| <p><u>Living Things and Their Habitats</u></p> <p>Children will recognise that living things can be grouped in a variety of ways. They will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> | <ul style="list-style-type: none"> • How to group animals in different ways and come up with their own ways • 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 can use them to sort living things • That vertebrates are animals with a backbone and invertebrates are animals without a backbone | <p>microhabitat habitat adapted camouflage coastal climate species classify vertebrate invertebrate classification key organism ecosystem</p> |
|--|---|---|



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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>Christmas</u></p> <p>We will be consolidating the skills we learnt last half term on rhythm, pulse and playing from notation.</p> <p>We will also be finding out more about our composer of the year – Vivaldi, including facts about him and listening to some of his music.</p> <p>This half term we will be preparing songs for our Christmas celebrations including the church service.</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 | <p>Lyrics improvise composing semibreve quaver melodic notation</p> |



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| PE | Pupils will know | Key Vocab |
|---|---|---|
| <u>Football (Outdoor)</u> This half term, we will be practising skills in football including different ways of passing, dribbling and turning with the ball. The children will be learning how to tackle safely while stationary and moving as well as moving techniques. Children will continue to learn the rules of the game and play small-sided games. | <ul style="list-style-type: none">• Stop a ball using the sole, inside and sometimes the outside of their feet• Can pass a ball using the inside of their feet with accuracy• Can dribble a ball using their feet and turn with some control• Can make a standing tackle in a 1v1• Can kick a moving ball past a goalkeeper with some accuracy• Can play and accept the rules; competing fairly, being gracious in victory and defeat most of the time | Body position Inside hook Outside hook Drag back Fairness Intercept Communication Accuracy |
| <u>Dodgeball (Indoor)</u> Children will learn how to throw a ball accurately and dodge a ball successfully. They will learn to accept the rules of the game and compete fairly. | <ul style="list-style-type: none">• How to throw a ball with good accuracy and technique• How to dodge and avoid the ball• How to block the ball• How to catch the ball in ready position• How to play and accept rules | Throw Control Focus Ready position Grip Block Defender |



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