

# Woodthorpe Primary School

Executive Headteacher: James McGann  
Head of School: Charlotte Grason-Taylor  
Chair of Governors: Sheriden Hutchinson-Jones

*Our school is a happy, exciting and caring community in which each child thrives.*

<b>Year group:</b>	4	<b>Term:</b>	Summer 1
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## Our term ahead:

In **maths**, we are starting the term off with decimals, before moving onto money. Towards the end of Summer 1, the children will be learning about time, converting between analogue and digital times and converting to and from the 24 hour clock.

In **writing**, we will be starting the term by writing an explanation text about rivers, using the knowledge we learnt in our previous geography topic and during our trip to Howsham Mill. We will then complete a writing unit linked to our RE learning focusing on Sikhism. We will finish the half term off with writing a newspaper article about Vikings and their link to York.

In **science**, we will be learning about living things: Classification and changing habitats. In this topic, the children will learn about vertebrates and invertebrates, plants, habitats and seasonal changes and human and natural impacts and changes on habitats.

In **history**, we will be exploring the question 'were the Vikings raiders or peace-loving settlers?' In this topic, the children will learn about who the Vikings were and why they came to Britain, how they travelled and what Viking life was like in Britain. We will be enhancing our learning by going on a trip to Jorvik and DIG!

In **music**, we will be adapting and transposing motifs, with a focus on the Romans. In this unit, the children will learn to sing a tune in time, compose and notate a motif and develop and perform their work.

In **DT**, the children are exploring structures, and they will be building their own pavilions. In this unit, the children will work in teams to design, build and clad a pavilion that meets a certain design criteria.

In **RE**, children will be exploring the question 'Why is the Bible the best selling book of all time?' In this unit, children will be exploring the importance of the Bible in religion.

In **Computing**, children will be completing a unit focusing on computational thinking. In this topic, the children will explore decomposition, abstraction and pattern recognition and complete algorithm design and apply computational thinking.

In **PSHE**, our unit focus is relationships. Throughout this half term, the children will be learning about jealousy, love and loss, memories and getting on and falling out.

## Things to do at home:

Each child has their own reading record, which should be brought into school daily. It would be brilliant if you could listen to your child read **at least three times a week**. Please make sure these are then logged in your child's reading record every time that they have read so that it can be ticked off on our school reading chart. Spending time reading a book with your child is not only incredibly beneficial for them but it is also a lovely opportunity to spend some quality time together.

The children should also have access to a number of online programmes that can also be used at home to support their learning.

We will continue to use **Times Tables Rockstars**. The children are able to access these at home using their personal logins in order to support their knowledge of times tables. TTR is extremely beneficial in Year 4, as the children will be completing a multiplication check in June. The children also have logins for **Spelling Shed** which they can use to practise their current spelling lists by completing different activities and games. Each week, we will be celebrating successes, effort and participation across these platforms.

**Homework** will be set on a **Friday** and this will need to be in by the following **Thursday**. Each week they will receive spelling homework along with either maths or reading, which will alternate each week.

## Other information:

Osprey and Owl class will complete two PE lessons per week - one main session and one fitness session. This half term, Osprey class will be having their swimming lessons on Thursdays so will need to bring their swimming kit (swimming costume/trunks, goggles, towel, plastic bag for wet items). Owl class will complete their cricket unit, in which the children will develop a range of skills. The children will learn how to direct a hit from a bowled ball and track and intercept a ball.

In fitness, children will practise key skills that will highlight the benefits and importance of keeping active and healthy living.

Children will be expected to have a full PE kit (a white t-shirt with blue/black shorts, leggings or joggers) in school for these sessions along with appropriate footwear. Please ensure this PE is in school throughout the week, ready for the children's PE sessions. For safety reasons, children are required to remove or cover earrings and to tie their hair back.

For children in Osprey class, Miss Lawrie will be available every day on the classroom door at drop off/pick up times.

For children in Owl class, Miss Walker will be available after school on the door. A member of staff will also be on the door every morning.

If you require any further information, we can also be contacted by phoning or emailing the school office.

Thank you for your support,  
Miss Lawrie and Miss Walker

## Knowledge mats

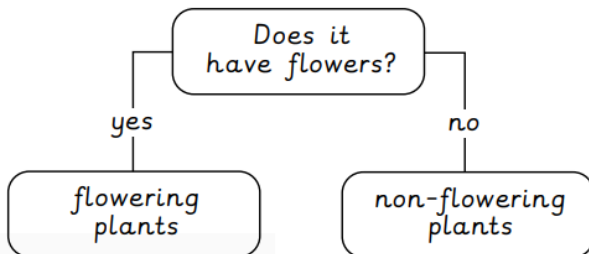
To help support learning and the retention of key knowledge, we will be embedding knowledge mats for each new unit of learning. The knowledge mats will be used to help children remember key facts, vocabulary and other important information. The knowledge mats for the first part of the Summer Term can be found below - if you have any questions, please do not hesitate to speak to your child's class teacher, or Mrs Grason-Taylor (Head of School).

## Science

### Science - Classification and changing habitats



Living things can be sorted and identified with a tool called a **classification key**, which uses a series of yes/no questions:



**Taxonomists** are scientists who sort, group, identify and name living things.

### Habitats can change because of negative human impacts:

- Plastic pollution is building up in our seas, hurting animals that get trapped in it or ingest it.
- Climate change, caused by human activities, is heating up the Earth, which can disrupt habitats and affect species survival.
- Coral bleaching, a result of increased sea temperatures, is making it difficult for coral and the animals that live there to survive.
- Deforestation involves the cutting down of large areas of forest, which destroys the habitats of many plants and animals.





### Habitats can change because of natural disasters:

- Earthquakes can make mountains change shape. They can also cause volcanoes to erupt, destroy animals' shelters and uproot plants.
- Wildfires can destroy large areas, burning all the plants. This can cause animals to die or lose their homes.
- Floods can make plants waterlogged or uproot them. They can wash away soil, destroy animals' shelters and cause animals to drown. Floods can also spread disease.



Living things can be **classified** into different **groups** according to their shared **characteristics**.






Animals **without backbones** are classified as **invertebrates**. They include the following groups:

worms	snails and slugs	insects	spiders
			



**Conservationists** are scientists who protect and restore habitats. They are working to reverse negative human impacts.

Animals **with backbones** are classified as **vertebrates**. They include the following groups:

fish	amphibians	reptiles	birds	mammals
				

Conservationists help by:

- Studying nature.
- Protecting and restoring habitats.
- Cleaning up pollution.
- Fighting climate change.
- Helping endangered species.
- Making laws and rules to protect the environment.
- Educating others about the environment.



# History



## Were the Vikings raiders, traders or settlers?

<b>balanced</b>	Considering all views in a fair way.
<b>bias</b>	Allowing personal opinions to influence a viewpoint.
<b>cause</b>	Something that makes an event happen.
<b>consequence</b>	The result of an event.
<b>Danelaw</b>	The northern, central, and eastern regions of England controlled by the Vikings.
<b>longboat</b>	A long, narrow Viking boat powered by oars or sail.
<b>one-sided</b>	A viewpoint which shows only one side of an argument.
<b>perspective</b>	The way a person thinks about something.
<b>Viking</b>	A group of Scandinavian people who lived in the eighth to the eleventh centuries.

### traders

Using longboats, the Vikings established trading routes throughout Europe and as far as America, Iraq and Jerusalem. They sold items like timber, wheat, wool, fur and fish; and exchanged them for silver, spices, wine, jewellery, silk and glass.



### Raiders

The Viking raids of Britain started in AD 793 when Lindisfarne's monastery was attacked. In general, the Vikings raided in the summer when it was easier to cross the sea. They stole valuable items from monasteries and villages, and they enslaved people before returning home. For the Vikings, raiding demonstrated bravery - a characteristic they valued highly.

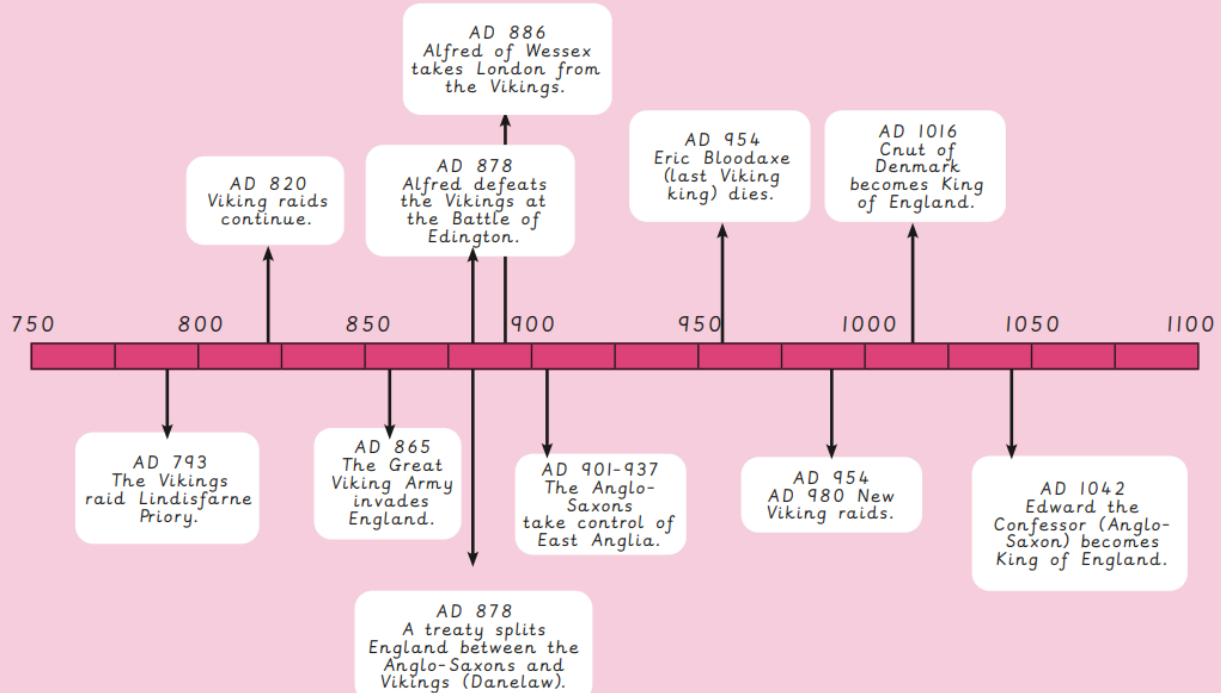


### Settlers

In Britain, the Vikings started to stay over the winter months. Eventually, they settled down on land they had seized in eastern and northern England. Sometimes, the Anglo-Saxons gave them land to stop the Vikings from attacking them. In AD 878, Alfred the Great made a peace deal with the Vikings which split England into Anglo-Saxon and Viking-controlled areas. The Viking area, known as Danelaw, was settled and peaceful.



### Timeline



# Music

## Year 4: Adapting and transposing motifs (Romans)

Kapow Primary

### Musical style: Motifs

Using Roman mosaics to explore musical motifs.



### Vocabulary

<b>Motif</b>	A short repeated pattern of notes.
<b>Ostinato</b>	A repeating musical pattern.
<b>Riff</b>	A short repeated phrase in pop music and jazz.
<b>Rhythm</b>	A pattern of long and short sounds (and silences) within a piece of music.
<b>Backing track</b>	A recorded musical accompaniment.
<b>Transpose</b>	Move a whole tune or piece of music up or down in key by starting it on a different note.

#### Sharp notes



Notes that sound a semitone higher than notes that appear on the lines and spaces of a musical staff.

#### Flat notes

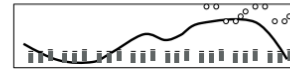


Notes that sound a semitone lower than notes that appear on the lines and spaces of a musical staff.

**Notation.** The way that music is written so that others can play it.

#### Graphic score

A way of writing music down using pictures or symbols, rather than standard music notation.



#### Letter notation

Writing the notes in a melody using letters.



#### Rhythmic notation

A way of writing musical notes so that the duration of each note is clear.



**Did you know?** The sharp and flat keys are the black keys on a piano and the top row of keys on a glockenspiel.

#### Sharp keys

A sharp indicates a higher pitch in the music.



#### Flat keys

A flat indicates a lower pitch in the music.

# DT

## Structure - Pavilions

<b>Aesthetic</b>	How an object or product looks.
<b>Cladding</b>	A material put on top of another material or on a structure as protection or to improve appearance.
<b>Design criteria</b>	A set of rules to help designers focus their ideas and test the success of them.
<b>Evaluation</b>	When you look at the good and bad points about something, then think about how you could improve it.
<b>Frame structure</b>	A way of building something so that the inside supports are built first and the outside covering is added afterwards as cladding.
<b>Function</b>	The purpose of an object (for example a chair needs to hold a person when sitting down); or how the product works (for example a torch needs to provide light in a dark space).
<b>Inspiration</b>	To gain ideas from different sources such as the internet, magazines and books.
<b>Pavilion</b>	A decorative building or structure for leisure activities.
<b>Reinforce</b>	To make a structure or material stronger, especially by adding another material or element to it.
<b>Stable</b>	Object does not easily topple over.
<b>Structure</b>	Something that has been made and put together and can usually stand on its own (e.g. a building, a bridge, a chair).
<b>Target audience</b>	A person or particular group of people at whom a product is aimed.
<b>Target customer</b>	A person or particular group of people who you expect to buy the product.
<b>Texture</b>	The way that something feels when you touch it (e.g. soft, rough, smooth).
<b>Theme</b>	An idea or specific design that your product or structure is based on (e.g. space-themed).

You can create all sorts of **textures** for your **cladding** designs using different materials and techniques.



Weave



Concertina fold



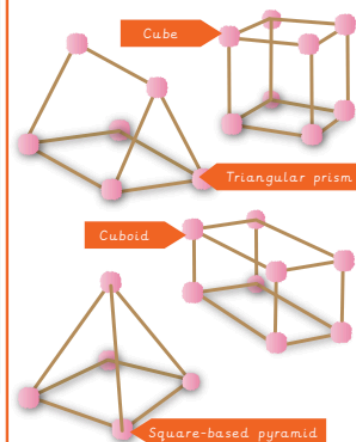
Cut-outs

## Key facts

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There are variety of ways to assemble a **frame structure**.



What materials and equipment could you use to make your **structure**?



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# Computing

## Year 4 Computing knowledge mat: Computational thinking

Subject Specific Vocabulary	
Abstraction	Identifying the important detail and ignoring irrelevant information.
Algorithm design	Creating a formula or set of instructions to solve the problem.
Code (computer)	A set of instructions written in programming language, to tell a computer what to do.
Code blocks	A visual representation for a section of code that performs a certain job. They can be snapped together to build a program.
Computational thinking	A method of tackling a complex problem, to devise a solution which both computers and humans can understand.
Computer	Electronic machines that accept and process information to produce an output, and then store the results.
Decompose	To break something down into smaller chunks.
Pattern recognition	Identifying similarities and recurrences in data.
Problem	A matter of situation that needs to be resolved.
Sequence	A set order or pattern for something to follow.

**Key Knowledge**

I know that combining computational thinking skills can help you to solve a problem.

I understand that pattern recognition means identifying patterns to help to work out how the code works.

I understand that algorithms can be used for a number of purposes e.g. animation, games design etc.

**Prior Learning**

Year 4:

- I know that a variable is a value that can change.
- I know what a conditional statement is in programming.

Year 3:

- I understand how decomposition is used in programming.

Year 2:

- I know that abstraction is the removing of unnecessary detail to help solve a problem.

Year 1:

- I understand that an algorithm is when instructions are put into an exact order.
- I understand that decomposition means breaking a problem into manageable chunks and that it is important in computing.




# PSHE

## Year 4 PSHE Knowledge Mat: Relationships

**Relationships : Prior Knowledge**

- ✓ Know that different family members carry out different roles or have different responsibilities within the family.
- ✓ Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc.
- ✓ Know some of the skills of friendship, e.g. taking turns, being a good listener.
- ✓ Know some strategies for keeping themselves safe online.
- ✓ Know how some of the actions and work of people around the world help and influence my life.
- ✓ Know that they and all children have rights (UNCRC) and the lives of children around the world can be different from their own.



**Relationships : Key Knowledge**

I know some reasons why people feel jealousy and that jealousy can be damaging to relationships.

I know that loss is a normal part of relationships.




I know that negative feelings are a normal part of loss.

I know that memories can support us when we lose a special person or animal.

I know that change is a natural part of relationships/ friendship.

I know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe.

Relationships : Key Vocabulary	
Jealously	Feeling envy of what another person has or can do.
Loss	The fact or process of losing something or someone.
Compromise	A settlement of a disagreement in which each side gives up something, or the result of such a settlement.
Memories	An experience, person, or thing that one remembers.
Trust	Firm belief in the reliability, truth, or ability of someone or something.
Loyal	Showing devotion and faithfulness to someone or something.
Empathy	The ability to understand and share the feelings of another.
Betrayal	To not be loyal or faithful to.

**British Values**

**Democracy**

**Rule of law**  
Know how to stand up for myself and how to negotiate and compromise.

**Tolerance of different faiths & beliefs**  
Recognise situations which can cause jealousy in relationships.

**Mutual respect**  
Know how to show love and appreciation to the people and animals who are special to me.

**Individual liberty**  
Can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.

## Sport

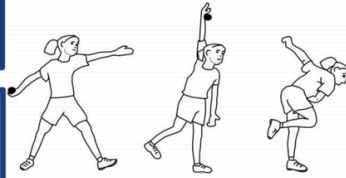


### Knowledge Organiser: Year 4 Cricket

#### Prior Learning:

Adhered to some of the basic rules of cricket. Developed a range of skills to use in isolation and a competitive context. Strike a bowled ball.

**Equipment needed:** Range of balls, range of bats and striking equipment, stumps, button cones, batting cone.



**Unit Focus:** Develop and apply a range of skills in competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply with consistency.

#### Key Vocabulary/Skills

Directing the hit.	Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.
Anticipate when to run to score singles.	
Intercepting the ball with one hand.	
Bowl overarm from a stationary position at a target.	
Attempt a pull shot in a game.	

**Head:** With increasing consistency, choose where to direct a hit from a bowled ball.

**Hand:** Track and intercept the ball along the ground sometimes collecting with 1 hand.

**Heart:** Show fair play such as accepting if they were run out or stumped.

#### Key Questions:

1. When would a player attempt a pull shot in a game?
2. Why do we want to bowl overarm? (More powerful, quickest, can vary the ball to make it harder for the batter to hit).
3. Why is it beneficial to only pick the ball up with one hand?

#### Rules:

- Players bat in pairs and will face two overs between them (12 balls).
- 4's and 6's can be scored on the marked boundaries; players must get to the other set of stumps if taking singles.



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## RE

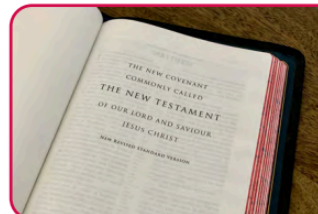
### R&W - Why is the Bible the best-selling book of all time?



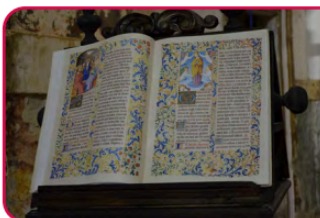
<b>authority</b>	Having the power to make decisions, orders or rules.	<b>interpretation</b>	Explaining or understanding the meaning of something.
<b>canon</b>	A collection of texts that are considered to be the authoritative scriptures of a religion.	<b>relevant</b>	Closely connected or appropriate to something.
<b>culture</b>	The habits, beliefs or ways of life for a particular group of people.	<b>secular</b>	Relating to things that have no religious or spiritual basis.
<b>Gospels</b>	The accounts of Jesus' life and teachings found in the first four books of the New Testament in the Bible.	<b>significance</b>	How important or meaningful something is.
<b>impact</b>	The effect or influence that something has on a situation, person or place.	<b>translation</b>	Changing words so that people can understand them.



The Bible contains the history, key teachings and beliefs of the Christian religion. Many Christians believe its authors heard from or were inspired by God. It is often referred to as holy or sacred.



The Bible canon as it is today was standardised in the 4th century CE. Standard Bibles contain the New and Old Testament and have the same books in each. Some Christian denominations also include additional books.



Over time, people have translated, printed and shared the Bible, leading to its bestseller status.



For many Christians, reading and hearing about the Bible is an important part of their life. They interpret its meaning by praying, listening to sermons, reading and reflecting on the text.



The Bible was written over a period of 1,500 years by many authors. Some were written before Jesus was born and some over 100 years after his birth.

