

## Year 4 R.E. – Islam - Approximately 1 week of learning time

Terminology	Definition
Islam	An Abrahamic monotheistic religion centred around the Quran and the teachings of Muhammad. Islam means "submission to the will of God." Followers of Islam are called Muslims.
Muslim	Followers of Islam beliefs. There are approximately 1.9 billion globally and are the world's second-largest religious population after Christians.
Qur'an	The Islamic sacred book, believed to be the word of God as dictated to Muhammad by the archangel Gabriel and written down in Arabic.
Five Pillars of Islam	the basic practices of Islamic faith: the declaration of faith (shahada), prayer (salah), alms-giving (zakat), fasting (sawm) and pilgrimage (hajj)
Mosque	A Muslim place of worship
Muhammad	The last in a chain of prophets sent by God and the founder of Islam.
Allah	Muslims use 99 Names of God to describe God, but "Allah" is the most common of these and means all of them

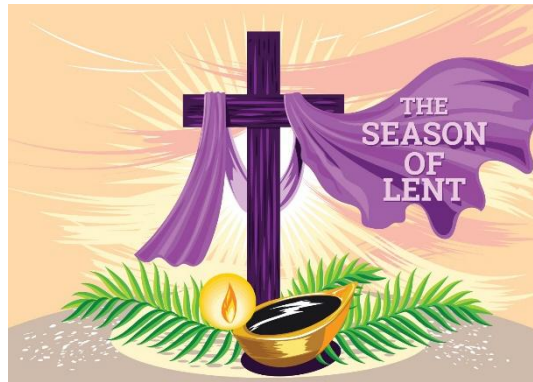


Prior learning	This continues from the children's study of Islam which focused on the Mosque as a place of worship. The activities which take place at the mosque and respect for the importance of the Mosque.
RE objectives	To understand the importance of the Qur'an for the Muslim community. To understand how the five pillars of Islam impact on the Muslim community.



## Year 4 R.E. – Lent – Self-Discipline - Approximately 4 weeks of learning time

Terminology	Definition
Self discipline	To exercise power over ourselves to keep ourselves under control, showing restraint
Maundy Thursday	Holy Thursday that commemorates the Last Supper
Spiritual	A set of beliefs, values, and way of life that reflect the teachings of the Bible
Symbol	Are used to create bridges between consciousness, the world, and the sacred.
Good Friday	The day of Jesus' crucifixion
Lent	A period of penitential preparation leading up to Easter



Prior learning

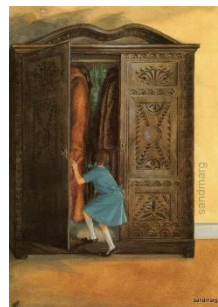
In Year 3, children learned about the Lent in the topic 'Giving'. They revisited the Easter story.

RE objectives

- Retell a narrative that is accurate in its sequence and details and that corresponds to the scripture source used.
- Describe, with increasing detail and accuracy:
  - those actions of believers which arise as a consequence of their beliefs
- Make links between:
  - beliefs & sources, giving reasons for beliefs
  - beliefs & worship, giving reasons for actions and symbols
  - beliefs & life, giving reasons for actions and choices
- Use a range of religious vocabulary
- Ask and respond to questions about their own and others' experiences and feelings about each of the areas of study, in relation to questions of meaning and purpose
- Make links to show how feelings and beliefs affect their behaviour and that of others
- Use a given source to support a point of view
- Express a point of view
- Express a preference



# Year 4 English: The Lion, the Witch and the Wardrobe – Narrative - Approximately 3 weeks of learning time.



**Prior learning**  
This unit builds on previous narratives, using a wider range of grammatical features. It builds on previous fiction book, *The Wind in the Willows*, where both character and setting description were taught. It also revisits concepts taught in 'Matilda' and 'The Firework Maker's Daughter'.

**Reading**  
The children will learn to:

- Predict what might happen in text and justify predictions from details stated and implied (building on character motives in 'The Firework Makers Daughter' Y4)
- Discuss and share vocabulary used to capture the readers imagination in the detailed descriptions of Narnia (building on semantic field focus in Y3)

**Writing**  
The children will learn to:

- Consistently organise their writing into structured paragraphs
- Develop cohesion between ideas and paragraphs
- Assess the effectiveness of their writing and that of a peer suggesting improvements
- Proofread their writing by reading it aloud with a focus on clear punctuation

**Grammar and Punctuation**  
The children will learn to:

- Utilise expanded noun phrases to strengthen an argument (building from expanded noun phrases in 'Matilda' Y4)
- Write complex sentence that opens with a main clause followed by a subordinate (building on complex sentences in 'Matilda' Y4)
- Use subordinating conjunctions to develop their argument (building from argument in 'The Wind in the Willows' Y4)

**Oracy**  
The children will learn to:

- Speak increasing confidence in front of peers
- Make brief notes on others thoughts and record any questions (building on active listening in 'One Christmas Wish' Y4)
- Consider the impact of their words on others when giving feedback
- Deliberately select movement and gesture
- Use pauses for effect (building on 'Matilda' Y4)

Terminology	Definition
imagery	a literary device that uses descriptive language to help readers visualize what's being described, eg using senses
subordinate conjunction	a group of words in a sentence that contains a subject and a verb but cannot function as a complete sentence on its own. It depends on an independent clause for its full meaning. eg 'The house had stood there for years, although no one had ever been inside it.'
subordinate clause	connects a subordinate clause, also known as a dependent clause, to the rest of the sentence. Common subordinating conjunctions include: if, since, when, although, while, after and until.
complex sentence	contains one independent clause and at least one dependent clause. Dependent clauses rely on the independent clauses in the sentences to provide context. e.g. 'Before you enter my house, take off your shoes', or 'Matt plays six different instruments, yet never performs in public.'
expanded noun phrase	Determiner and noun often expanded with an adjective or a descriptive phrase beginning with 'that' or 'with' eg, the forest – the dense forest that was covered in snow
paragraph	groups of linked sentences about a single main topic. They divide texts into sections to make it easier to read and understand what is being said.
cohesion	how sentences and paragraphs in a text are connected so that the meaning flows smoothly and the reader is interested
argument	a piece of writing that presents a position for or against a subject

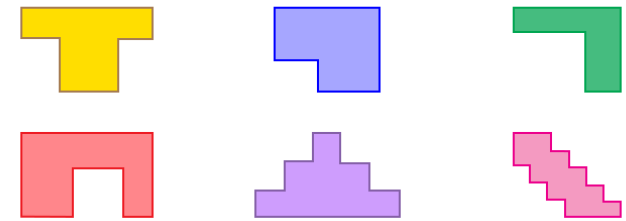


# Year 4 Mathematics: Measurement – Approximately 2 week of learning time.

Terminology	Definition
Units of measurement	Helps us measure length, height, weight, temperature, mass, capacity, etc. We use the metric system ie mm, cm, m, km, g, kg, °C, l, ml,
Perimeter	The distance all the way round the outside of a 2D shape
Rectilinear shape	A 2D shape that has straight sides that all meet at right angles
Area	The amount of space taken up by a 2D shapes
Convert	To change a value from one unit of measurement to another



## Rectilinear figures

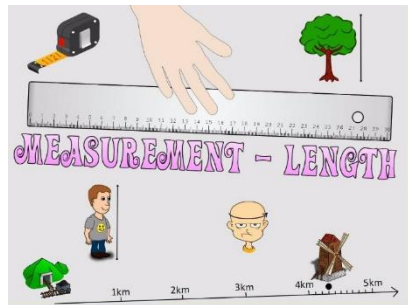
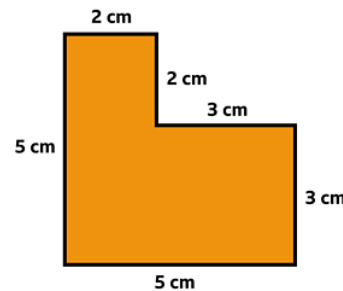


**Prior learning** Children are building on measurement and properties of shapes taught in Year 3 and Year 4

**Math learning objectives**

Pupils should be taught to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares



Measurement conversions

### Capacity

1 litre = 1000 millilitres

1 centilitre = 10 millilitres



l  
cl  
ml

Measurement conversions

### Weight

1 tonne = 1000 kilograms

1 kilogram = 1000 grams

1 gram = 1000 milligrams



t  
kg  
g  
mg

Measurement conversions

### Length

1 kilometre = 1000 metres

1 metre = 100 centimetres

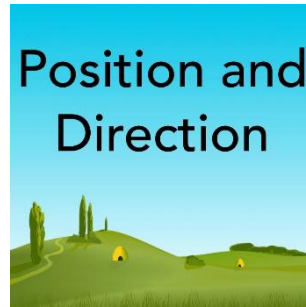
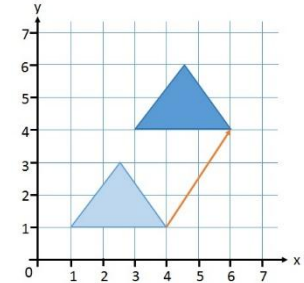
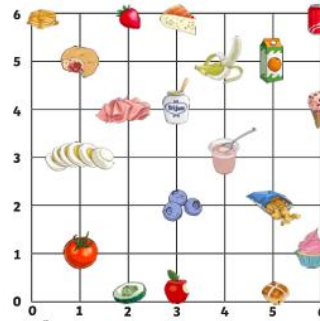
1 centimetre = 10 millimetres



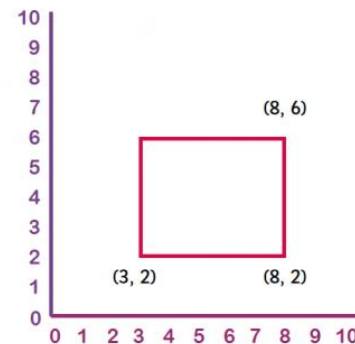
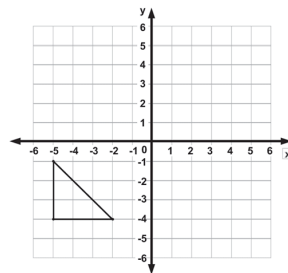
km  
m  
cm  
mm

# Year 4 Mathematics: Geometry (position and direction) – Approximately 1 week of learning time.

Terminology	Definition
intersection	Where two lines cross over
perpendicular	Where two lines cross at 90° angle
translation	When shapes move up, down, left and/or right
coordinate	The 2 numbers on a grid that identify a position
quadrant	One of 4 areas divided by the x and y axis
polygon	A flat two-dimensional shape with straight sides that are fully closed
x axis	The horizontal line in the coordinate plane
y axis	The vertical line in the coordinate plane
horizontal	A line that runs from left to right
vertical	A line that runs from top to bottom

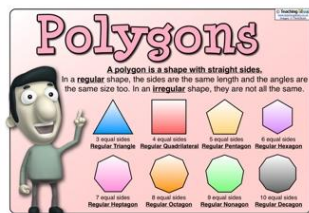


Prior learning	Children are building on their basic knowledge of direction
Math learning objectives	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>plot specified points and draw sides to complete a given polygon.</li> </ul>



## Perpendicular

Perpendicular lines are lines which meet or cross at a right angle. (90°)

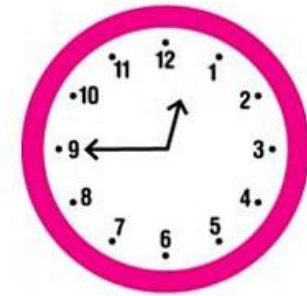


# Year 4 Mathematics: Time – Approximately 1 week of learning time.

Terminology	Definition
second	The basic unit of time. One second is approximately the time of one heartbeat.
minute	60 seconds
hour	60 minutes
analogue clock	A clock with moving hands usually number 1-12
digital clock	Time shown in digital format with the hour first then the minutes. It can be 12 or 24 hour time
day	24 hours. There are 365 days in a year
week	7 days. There are 52 weeks in a year
month	There are 12 months in a year. They are between 28 and 31 days long.
year	365 days, 52 weeks, 12 months

### Converting Units of Time

60 sec = 1 min  
 60 min = 1 hour  
 24 hrs = 1 day  
 7 days = 1 week  
 4 weeks = 1 month  
 12 months = 1 year  
 10 years = 1 decade  
 10 decades = 1 century  
 10 centuries = 1 millennium

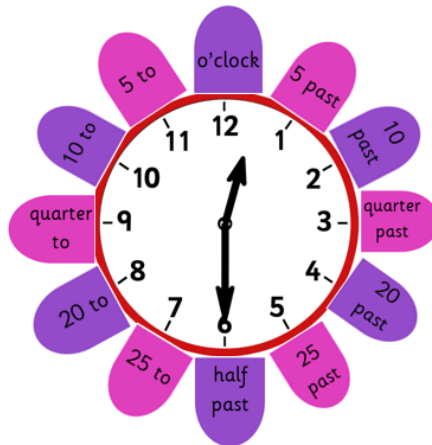


Prior learning: Children began column addition and subtraction in Year 3 and have some experience of regrouping

Math learning objectives

Pupils should be taught to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.



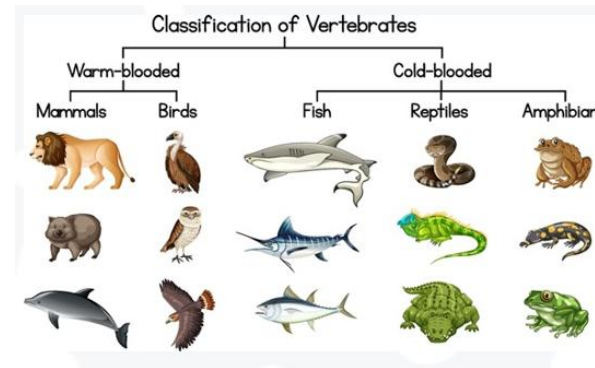
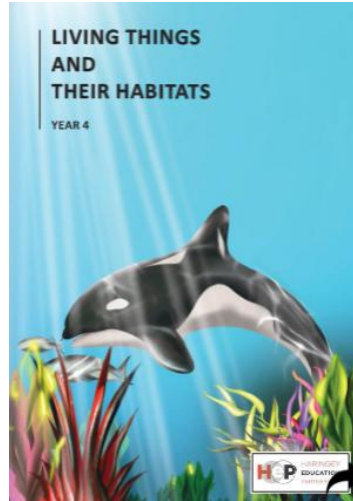
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

<b>January 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>February 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29	<b>March 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>April 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30
<b>May 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>June 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>July 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>August 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31
<b>September 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>October 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	<b>November 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	<b>December 2024</b> Mo Tu We Th Fr Sa Su 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31

### Telling the Time

# Year 4 Science – Living Things and their Habitats - Approximately 5 weeks of learning time

Terminology	Definition
vertebrates	Animals with a skeleton inside their bodies with a backbone or spine
invertebrates	Animals without a skeleton inside their bodies and do not have backbone or spine
characteristics	The way living things look and behave
mammals	Animals that can live on land or water. They breathe using lungs. They are covered in hair and give to live young
amphibians	Animals that live in water when they are young and on land as they grow
reptiles	Animals that have lungs and dry scales. They mostly lay eggs
birds	Animals with 2 legs and wings. Most have feathers. They lay eggs
warm blooded	Animals that can produce their own heat and keep their bodies warm
cold blooded	Animals that are unable to keep their bodies warm themselves
extinct	When all of a particular animal or plant has died off



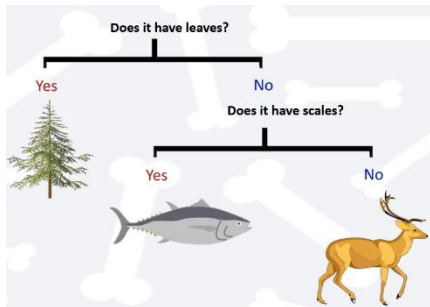
Prior learning

Children will have existing knowledge of electricity in their environment and know that certain items need electricity to work. They already know that switches turn objects on and off.

Science objectives

Pupils should be taught to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.



jellyfish



hippopotamus



lobster



beetle

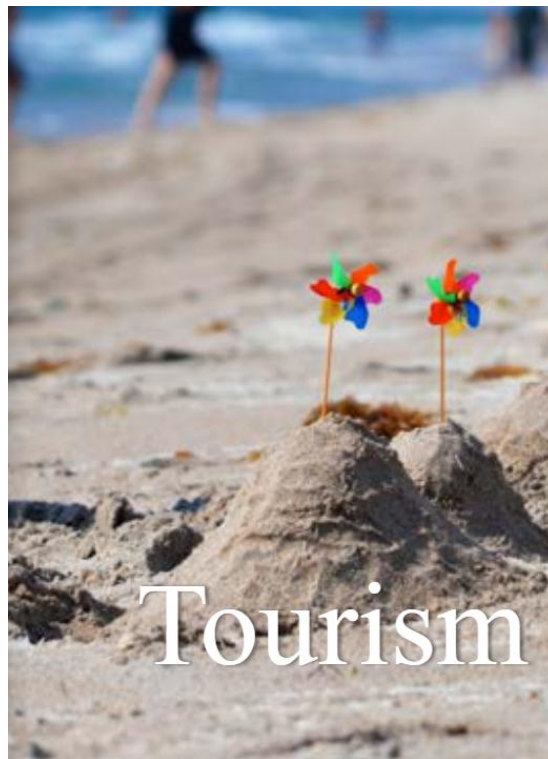


shoebill



Tortoise

# Year 4 Geography – Tourism - Approximately 6 weeks of learning time



Terminology	Definition
Pier	A structure from the coast into the sea, usually to walk along
Promenade	A wide flat path built right next to the sea
Tourist	A traveller, staying away from home
Souvenir	Things tourists buy to remind them of places they have visited
Environment	The place with living things
Airlines	Companies that own aeroplanes
Mainland	The main part of a country excluding islands
Package holiday	Holiday that includes flights and accommodation
Accommodation	Places to stay, such as hotels or apartments
Sustainable	Living well without harming the environment
Ecotourism	Experience special places whilst limiting damage to the environment

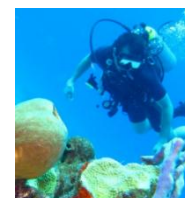


*Prior learning* Pupils have covered rivers and mountains last year which features in this unit. They have also learned about climates around the world.

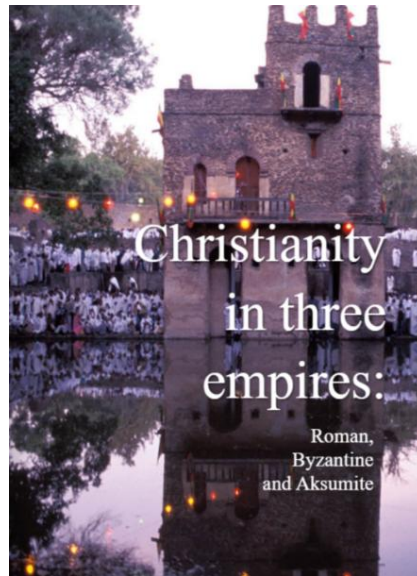
*Disciplinary focus: interaction* How do tourists interact with a place?

- Oh! I do like to be beside the seaside!  
We are learning reasons why seaside holidays are so popular
- Types of tourism  
We are learning some of the types of tourism
- Mountain adventure  
We are learning why mountain holidays are so popular
- Changing tourism  
We are learning reasons why holiday destinations have changed over time
- Summer in the sun  
We are learning reasons why Spain is the most popular tourist destination
- Sustainable tourism  
We are learning the importance of sustainable tourism

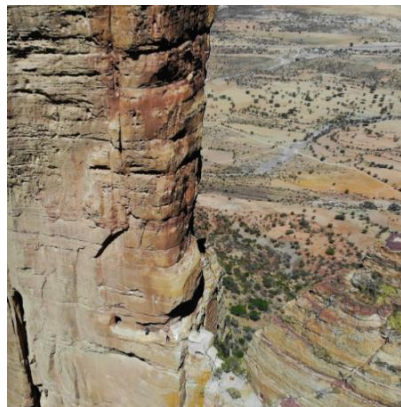
*Geography objectives*



# Year 4 History – Christianity in three empires - Approximately 6 weeks of learning time



Terminology	Definition
Persecution	When people are hunted down, imprisoned or tortured because of their beliefs
Martyrs	Believers who are killed for their faith
Mosaic	A picture or pattern made up of lots of tiny pieces of stone, glass or metal
Hippodrome	A vast stadium for races
Plateau	A high flat area
Lowlands	Down from the high areas towards the sea
Hewn	Carved
Sacred	Very holy
Patriarch	The leader of other Christians in Africa



*Prior learning* This unit builds further on the children's knowledge of the Roman Empire. It also links to their own knowledge of Christianity from R.E. across the school and beyond.

*History objectives*

**Enquiry question: How did the Roman empire expand?**

- To the lions! Christians in the Roman Empire  
We are learning why and how Christians were persecuted by early Romans
- Emperor Constantine makes big changes  
We are learning how Emperor Constantine made big changes
- The Byzantine Empire carries on  
We are learning reasons why the Byzantine Empire grew
- An African empire: Aksum  
We are learning the importance of the African empire Aksum
- A high and holy place  
We are learning about the high and holy places in Aksum
- How Aksum became a Christian state  
We are learning how Aksum became a Christian state



# Year 4 Design Technology – To make a slingshot car - Approximately 5 weeks of learning time

Terminology	Definition
research	an investigation or study to find out facts in order to reach a conclusion
chassis	a supporting frame
slingshot	a projectile weapon used to launch things
Air resistance	the level of drag on an object as it is forced through the air
mechanism	the parts of an object that move together as part of a machine
kinetic energy	the energy that causes an object to move
structure	An object constructed of several parts
graphics	Visual elements often used to point viewers to information



**Prior learning** Children have experience of forces in Science in Year 3. They have experience of designing and evaluating their own designs

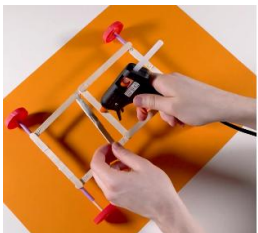
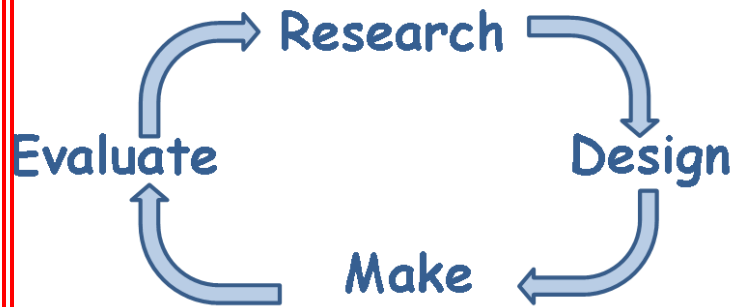
**DT objectives**

Pupils who are secure will be able to:

- Work independently to produce an accurate, functioning car chassis.
- Design a shape that is suitable for the project.
- Attempt to reduce air resistance through the design of the shape.
- Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.
- Construct car bodies effectively.
- Conduct a trial accurately and draw conclusions and improvements from the results.

**Key Knowledge and Skills**

- Designing a shape that reduces air resistance.
- Drawing a net to create a structure from.
- Choosing shapes that increase or decrease speed as a result of air resistance.
- Personalising a design.
- Measuring, marking, cutting and assembling with increasing accuracy.
- Making a model based on a chosen design.
- Evaluating the speed of a final product based on: the effect of shape on speed and the accuracy of workmanship on performance.
- To understand that all moving things have kinetic energy.
- To understand that kinetic energy is the energy that something (object/person) has by being in motion.
- To know that air resistance is the level of drag on an object as it is forced through the air.
- To understand that the shape of a moving object will affect how it moves due to air resistance.



## Year 4 P.E. – Lacrosse - Approximately 6 weeks of learning time



Terminology	Definition
Attack	From the centre pass up to shooting, the ball should be passed between the players of a team, strategically avoiding the players of the opposing team and a goal should be scored by shooting the ball
Defence	To gain possession of the ball from the opposing team. This can be achieved by interception or even blocking the opposing team players. Positioning is critical as you need to be able to read the play and stay ready for any opportunity to intercept the ball
Ball handling skills	The control of the ball, maintaining possession and accurate passing
Lacrosse stick	A long-handled stick used for playing lacrosse, having a curved L-shaped or triangular frame at one end with a piece of netting in the angle
Underarm	Underarm catches minimise the chance of defenders interfering
Interception	When a player on the opposing team catches a pass that was intended for a teammate
Groundballs	A loose ball that is not in the possession of either team and is then gained by one team
Squat	A strength exercise that involves lowering the hips from a standing position and then standing back up. It's a staple exercise for lacrosse players to develop lower body strength and core strength, which are important for the sport
Crease	The circle around the goal that provides a protective area for the goalie.





Prior learning	Children have experience of many team sports that involve balls. They have previously played basketball and netball
P.E. objectives	<ul style="list-style-type: none"> <li>To understand how to use a lacrosse stick accurately and safely.</li> <li>To carry, pass and catch the ball accurately.</li> <li>To quickly change direction with the ball.</li> <li>To block from an attacker.</li> <li>To shoot with increasing accuracy.</li> <li>To understand the players on a lacrosse field.</li> </ul>



# Year 4 French – Activities - Approximately 6 weeks of learning time

## Les activités

- aimer – to like | liking  
- chanter – to sing | singing
- chercher – to look for | looking for
- dessiner – to draw | drawing
- enseigner – to teach | teaching
- jouer – to play | playing
- organiser – to organise | organising
- poser – to put (down), ask (question)
- préférer – to prefer | preferring
- préparer – to prepare | preparing
- présenter – to present | presenting
- prononcer – to pronounce, pronouncing
- visiter – to visit | visiting (place)

## La description

- facile – easy
- grand, grande – tall, big
- intéressant, intéressante – interesting
- petit, petite – short, small, little
- le, la – the (m), the (f)
- mon, ma – my (m), my (f)
- ton, ta – your (m), your (f)
- avec – with
- en ligne – online
- dehors - outside



et – and  
mais – but  
aussi – also, too

## À l'école (at school)

- l'anglais (m) – English
- le français – French
- l'image (f) – image, picture
- le mot - word
- la musique – music
- le sport – sport
- le texte - text
- la visite - visit

- l'émission (f) – programme
- la radio – radio
- la television, télé – television, tv

## Les lieux (places)

- le musée – museum
- le parc – park
- le pays – country
- l'université (f) – university


















## Voici – Here is, there is

- l'ami (m) – (male) friend
- l'amie (f) – (female) friend
- la grand-mère – grandmother
- le grand-père – grandfather
- la tante - aunt

## Phonics

Jaune

## Knowledge Organiser - Spring Term A

[é] [er]	répéter 	écrire 	bébé 
[et] [ez]	parler 	donner 	et  nez [nose] 
open [eu]	peur [fear] 	jeune [young] 	neuf 9  acteur  seul [alone] 
[è] [ê]	fête 	tête [head] 	frère  être [to be, being]  problème 

### Infinitive verbs

Use two meanings in English for infinitive verbs in French:

C'est facile de visiter un parc. → It's easy to visit a park.

Visiter un parc, c'est facile. → Visiting a park is easy.

### Possessive adjectives

The adjectives 'my' and 'your' have different forms to match the gender of the noun they describe:

mon pays, ton pays 

ma tante, ta tante 

### Present tense –ER verbs

préparer – to prepare | preparing 

je prépare → I prepare 

tu prépares → you prepare 

il prépare → he prepares 

elle prépare → she prepares 

### Use of 'de' for possession

Le grand-père de Pierre → The grandfather of Pierre OR Pierre's grandfather.

There is no apostrophe for possession in French. 

### Definite articles – 'the'

To say **the** in French use **le** before a masculine noun and **la** before a feminine noun.

le sport 

la musique 

Use **l'** for any noun that starts with a vowel or h-.  
l'anglais (m), l'émission (f).



## Year 4 Computing –Data-Logging- Approximately 6 weeks of learning time

Terminology	Definition
Data	Information
Table	A structure used to organise data
Layout	How data is displayed
Input device	A piece of hardware used to provide data to a computer used for interaction and control, such as keyboard, microphone, webcam
Sensor	A device that detects a physical quantity (as a movement or a beam of light) and responds by transmitting a signal
Data logger	A compact electronic devices designed to collect and store data over time
Data point	Each moment that data is captured
Interval	The elapsed time between two events
Analyse	To break something down into its inter-related components in order to understand it
Import	When data is pulled into an application from another source
export	To download and save a file into an alternate format for use in a different program.



Prior learning	Children have experience of data as information and databases as the storage of data
Computing objectives	<ul style="list-style-type: none"> <li>To explain that data gathered over time can be used to answer questions</li> <li>To use a digital device to collect data automatically</li> <li>To explain that a data logger collects 'data points' from sensors over time</li> <li>To recognise how a computer can help us analyse data</li> <li>To identify the data needed to answer questions</li> <li>To use data from sensors to answer questions</li> </ul>

