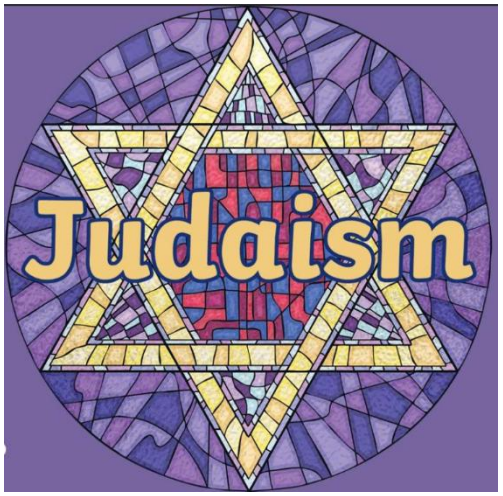
Year 4 R.E. – Other Faiths - Judaism - Approximately 1 week of learning time

Terminology	Definition
Judaism	a religion that began nearly 4000 years ago in the Middle East. Followers are called Jews and believe in one god
Jew	A person that follows the faith of Judaism
Torah	The sacred book of the Jews consisting of the first five books of the Hebrew Bible, Genesis, Exodus, Leviticus, Numbers, and Deuteronomy
Synagogue	A Jewish place of worship
Star of David	Jewish symbol composed of two overlaid equilateral triangles that form a six-pointed star.
yad	A handheld pointer used for reading the sefer torah









Prior learning	In Year 3, children learned about the Jewish place of worship, the synagogue.
RE objectives	(AT1) Describe, with increasing detail and accuracy: - a range of religious beliefs - those actions of believers which arise as a consequence of their beliefs (AT1) Make links between: - beliefs & worship, giving reasons for actions and symbols (AT1) Use a range of religious vocabulary









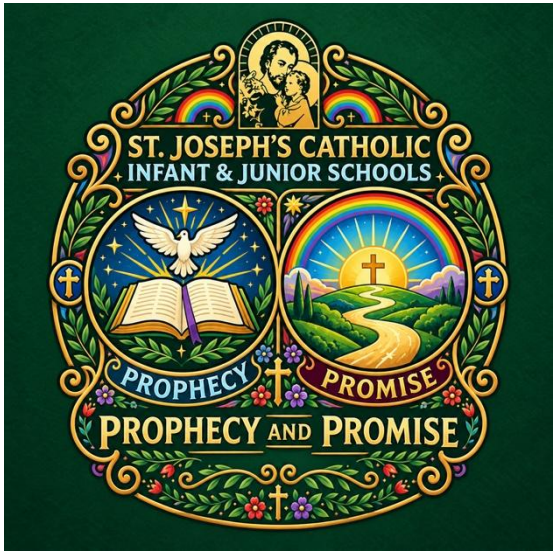
Year 4 R.E. – Branch 2 – Prophecy and Promise - Approximately 5 weeks of learning time

ng sequenced under each lens			
Hear	Believe	Celebrate	Live
1Kings 17:7-14 (Flour & oil); 1Kings 19:4-8 (Elijah's encounter with God – journey) 1Kings 19:9-15 (Elijah's encounter with God – meeting); Mtt 3:1-12 and Mk 1: 1-8 (Preaching of John the Baptist); Is 40: 3 (Prophecy in Mtt & Mk); Mtt 1:1-17 (Ancestry of Jesus)	YC 14: Scripture as truth (not fact) CCC 120: Discerning the Canon of Scripture CCC 522, 718: Elijah, preparing for His coming CCC 523-524, 717-720: John the Baptist CCC 522: Prophets prepare His coming YC 186: End of Liturgical Year: Christ the King CCC 524, 1171: Advent beginning the liturgical year YC 29: Incarnation and second coming in the Creed CCC 195, 668: Unity of Creed: His second coming CCC 524: Advent prepares for His second coming	Solemnity of Christ the King; Nicene Creed: 'He will come again in glory'; The Jesse Tree used in celebration.	How Christians prepare for the coming of Christ during Advent Jesse tree – meaning and representation Depictions of Christ the King

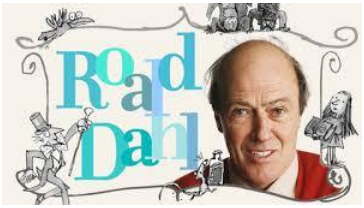
Lessons	
H1	Creation and Covenant discovered
H2	Prophecy and Promise uncovered
H3	Prophecy and Promise to explore
1	The Prophet Elijah
2	Elijah's Challenge
3	Elijah encounters God
4	Prophecy
5	John the Baptist
6	Advent: His Second Coming
7	Coming in glory
8	The kingship and kingdom of Jesus
9	To describe the feast of Christ the King
10	Christ Pantocrator
11	Jesus is Coming
12	Ancestry f Jesus
13	The Jesse Tree
14	Art of the Jesse Tree
15	A good leader



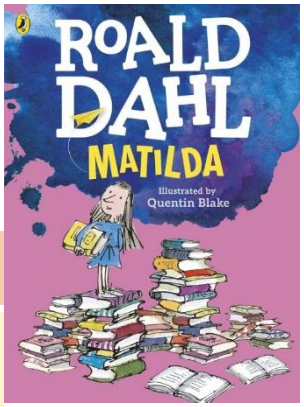
Expected Outcomes
Understand
U4.2.1 Describe what a prophet is drawing on Elijah and John the Baptist as examples. U4.2.2 Show some understanding of the cultural and religious context of Elijah's time and why people needed to be reminded of God's covenant. U4.2.3. Compare the description of John the Baptist in Mark and Matthew's accounts and describe the beliefs about John the Baptist the gospel writers show. U4.2.4. Make links with the words of Isaiah, the preaching of John the Baptist, and the season of Advent. U4.2.5 Know that the feast of Christ the King marks the end of the Church's year and describe what is celebrated. U4.2.6 Make links with the ancestry of Jesus and the Jesse tree.
Discern
D4.2.1 Responding to a variety of artistic ways in which the Jesse tree is portrayed. Suggest reasons for the artist's choices and give reasons for their personal preference. D4.2.2. Talking about the type of king they think Jesus would be and give reasons for their answers. D4.2.3. Responding to a variety of artistic ways in Christ the King portrayed. Suggest reasons for the artist's choices, give reasons for their personal preference and compare their ideas with others.
Reflect
R4.2.1 Reflecting on how Elijah and John the Baptist's words speak to people today. R4.2.2. Reflecting on what it means to be a good leader and talk to others about their ideas. (RVE)



Year 4 English: Matilda by Roald Dahl –Narrative - Approximately 3 weeks of learning time.



Terminology	Definition
Adverbials	a word or group of words that functions as an adverb
fronted adverbials	words or phrases placed at the beginning of a sentence which are used to describe the action that follows
synonym	a word which means the same or is similar to another word
Subordinate clause	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
Complex sentences	contain one independent clause and at least one dependent clause. Dependent clauses rely on the independent clauses in the sentences to provide context
Expanded noun phrase	these more add more detail to the noun, by adding one or more adjectives
Protagonist	the main character in a story
Antagonist	a character or force that opposes the protagonist, or main character, in a story





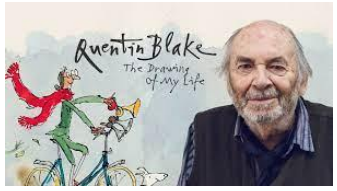




Prior learning	This unit builds on previous narratives, using a wider range of grammatical features. It builds on previous fiction book, The Wind in the Willows, where both character and setting description were taught.
Reading	· Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. · Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. · Use effective intonation, stress and expression that indicate comprehension. · Maintain pace and accuracy. · Discuss how the choice of point of view affects the reader's understanding of the story and characters. · Discuss and compare texts from a wide variety of classic fictional writers. · Identify how language, point of view, structure and presentation contribute to meaning. · Identify main ideas drawn from more than one paragraph and summarise these. · Discuss vocabulary used to capture readers' interest and imagination. · Draw inferences from the main characters thoughts and feelings using the text to justify their views · Explore how language and point of view, especially how the third person limited narration contributes to our understanding of the protagonist
Writing	· Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. · Consistently organise their writing into paragraphs around a theme to add cohesion and to aid the reader. · Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are not joined · Produce detailed character descriptions based on descriptions in the text, developing the use of contrast between positive and negative. · Consistently organise writing into paragraphs to emphasise differences to aid the reader. · Correct errors in grammar and punctuation, ensuring the meaning is clear for the reader.
Grammar and Punctuation	· Distinguish between main and subordinate clause · Identify and write complex sentences that open with a main clause, followed by a subordinate clause (because, if, when, that) · To know that complex sentences use subordinating not coordinating conjunctions · Develop expanded noun phrases to add detail. · Use adverbial phrases to direct the reader. · Use subordination to draw attention to details (fronting when describing characters).
Oracy	Consider the impact of their words on others when giving feedback. Through hot seating of characters from the text, children will: · Ask probing questions of a character in role. · Use more natural prompts when turn taking within a group. · Deliberately select movements and gestures to portray character.





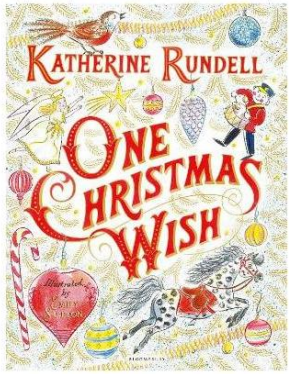


Year 4 English: One Christmas Wish by Katherine Rundell –Narrative - Approximately 3 weeks of learning time.





Terminology	Definition
paragraph	a group of sentences that share a common idea or topic, and are used to introduce new sections of a story, characters, or information.
formal	Language that is used for serious, official, and academic purposes, and is characterized by a serious, impersonal, and unemotional tone. Formal language uses more complex vocabulary, technical words, and jargon. It avoids slang, colloquialisms, and contractions. Formal language follows standard grammar, spelling, and punctuation rules
informal	Language that is a casual and relaxed style of speech and writing that is used when communicating with people you know or would like to get to know. It's often used in friendly settings or in casual conversations with family and friends. Informal language differs from Standard English in a few ways. It is more personal than formal language. Informal language often deviates from the typical rules of grammar and uses simple grammar. It often includes slang words, contractions, colloquial phrases, abbreviations, acronyms, and initialisms.
verb inflection	a change in the form of a verb to indicate a grammatical function, such as a change in tense
apostrophe for possession in plurals	used for plural possession/to indicate that something belongs to more than one person or thing with the apostrophe after the 's'

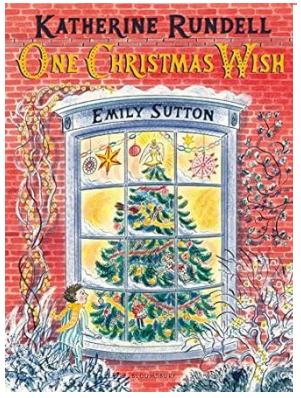








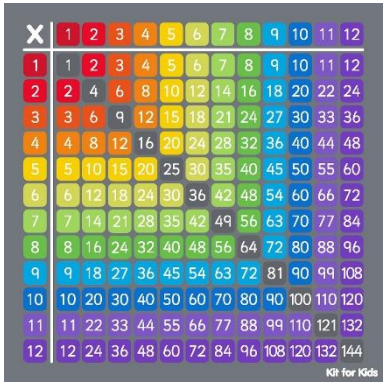
Prior learning	This unit builds on previous narratives, using a wider range of grammatical features. It builds on previous fiction books, The Wind in the Willows and Matilda, where both character and setting description were taught.
Reading	• To identify the main ideas drawn from more than one paragraph • To discuss the vocabulary used to capture the readers' interest
Writing	• To understand the conventions of letter writing • To identify the difference between formal and informal register • To use non-fiction with appropriate form and structure for a letter
Grammar and Punctuation	• To use standard English form of verb inflections instead of local spoken forms • To use plural possessive apostrophe • To give supporting detail on topic sentence in non-fiction letter writing
Oracy	• To carefully consider the words and adjectives they are using to express their ideas • To actively listen to others reading aloud

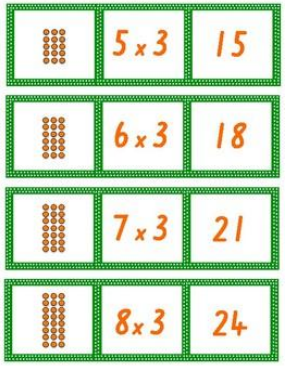


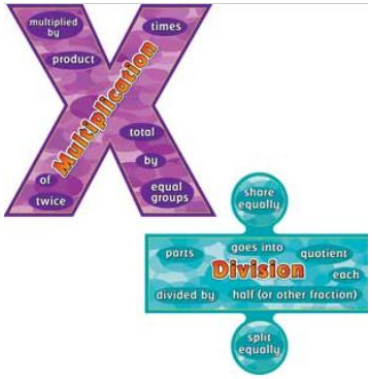


Year 4 Mathematics: Multiplication and Division – Approximately 3 weeks of learning time.

Terminology	Definition
Equal groups, times, multiplied by, of, product	words that mean to multiply
Share equally, each, groups of, parts,	words that mean to divide
column multiplication	formal written method whereby numbers are written in columns according to their place value, multiplying by the ones before the tens
commutativity	where multiplication can be done in any order eg, 9x5 or 5x9
distributive law	the rule where you can partition a number and multiply each digit then add the total together
factor pairs	2 numbers that are multiplied together to give a product, eg 4x3=12 4 and 3 are factor pairs
array	An arrangement of objects in rows and columns to represent multiplication and division







Short division

98 ÷ 7 becomes

$$7\overline{)98}$$

Answer: 14

432 ÷ 5 becomes

$$5\overline{)432}$$

Answer: 86 remainder 2

496 ÷ 11 becomes

$$11\overline{)496}$$

Answer: $45\frac{1}{11}$

123 x 5

1st Step

$$\begin{array}{r} 123 \\ \times\ 5 \\ \hline 5 \\ {\scriptstyle 1} \end{array}$$

2nd Step

$$\begin{array}{r} 123 \\ \times\ 5 \\ \hline 15 \\ {\scriptstyle 1\ 1} \end{array}$$

3rd Step

$$\begin{array}{r} 123 \\ \times\ 5 \\ \hline 615 \\ {\scriptstyle 1\ 1} \end{array}$$

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: ▪ recall multiplication and division facts for multiplication tables up to 12 × 12 ▪ use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers ▪ recognise and use factor pairs and commutativity in mental calculations ▪ multiply two-digit and three-digit numbers by a one-digit number using formal written layout solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Year 4 Science – Animals Including Humans - Approximately 6 weeks of learning time











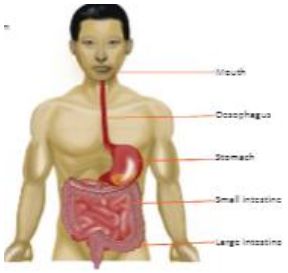




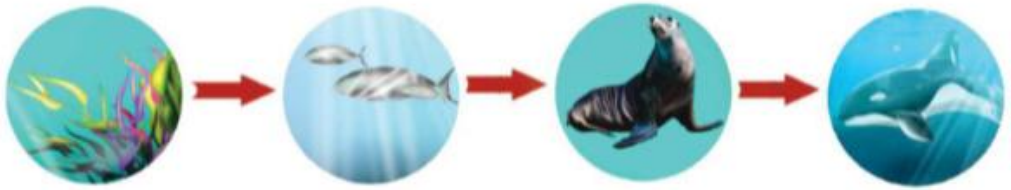


Terminology	Definition
carnivore	Consumer that eats mostly meat
herbivore	Consumer that eats only plants
omnivore	Consumer that eats both meat and plants
food chain	Organising feeding groups beginning with a producer
canines	4 pointed teeth either side of the incisors
incisors	Chisel-shaped sharp teeth for biting
molars	Flat teeth at the back of the mouth for grinding
absorption	Broken down food that enters the bloodstream

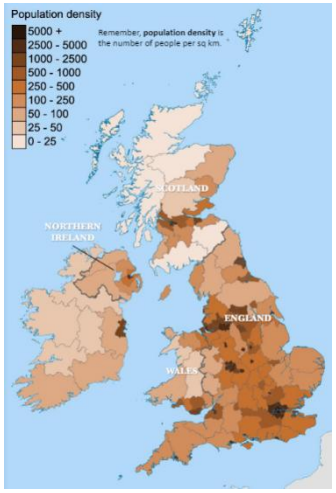
Prior learning	Children learned about the importance of nutrition in Year 3. They studied various skeletons and their purpose.
Science objectives	Pupils should be taught to: • describe the simple functions of the basic parts of the digestive system in humans • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey.
Weekly focus	1. Can we group animals by what they eat? 2. Who eats what? 3. Why are we born without teeth? 4. Why doesn't the stomach eat itself? 5. How big is the small intestine? 6. Are all bacteria bad for us?







Year 4 Geography – Population - Approximately 6 weeks of learning time











Prior learning	Pupils studied settlements in year 3 so have a good understanding of rural and urban settlements. They also studied London and Cardiff.
Geography objectives	1. What is population? 2. Migration 3. Multi-ethnic London 4. Multi-ethnic Cardiff 5. The Welsh language and culture 6. Welsh and British identity

Terminology	Definition
population	The number of people who live in a certain place
population density	The number of people that live in an area and the size of the area
Population distribution	How the population is spread over a country
migration	When people move from one place to another to live
rural	Less densely populated such as hamlets and villages
urban	More densely populated such as towns and cities
ethnic	Belonging to a population group or subgroup made up of people who share a common cultural background or descent
diversity	Having people from many different backgrounds, eg religious, ethnic, gender
census	A questionnaire every adult must complete every 10 years





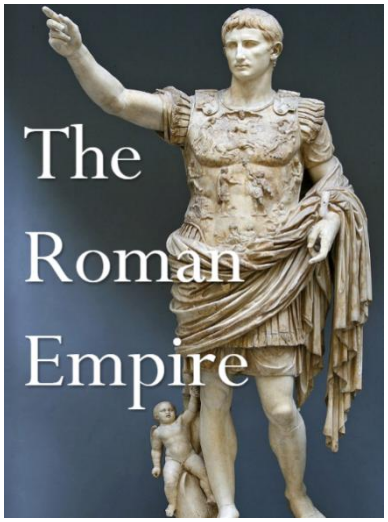








Year 4 History – The Roman Empire - Approximately 6 weeks of learning time















Prior learning	This builds on the previous unit, The Roman Republic. Pupils have prior knowledge of ancient civilisations from year 3 and how leaders conquered new territories.
History objectives	**Enquiry question: How did the Roman empire expand?** 1. The Roman army 2. Julius Caesar 3. Augustus: the first emperor 4. Emperors Claudius and Nero 5. Pompeii and the eruption of Vesuvius 6. The Jewish-Roman war

Terminology	Definition
province	Territory taken over by the Romans
centurion	A soldier in charge of a century (around 100 miles)
legion	6 centuries made a cohort, 10 cohorts made a legion
frontier	The edge of the empire
forts	Buildings along the frontier where soldiers lived
standard	Emblems that represented each legion, often with an eagle on top
aqueducts	Channels used to carry water to towns and cities
rebellion	A violent resistance or uprising to a leader or government







Year 4 Design Technology – Did the Romans Eat Pizza? - Approximately 5 weeks of learning time

Terminology	Definition
Dough	a thick, pliable mixture of flour, liquid, and other ingredients that can be kneaded, baked, and eaten
Knead	to work the dough with your hands
Prove	a step in the preparation of yeast bread and other baked goods in which the dough is allowed to rest and rise a final time before baking
Yeast	tiny one-celled organisms. Some are harmful to humans, but most are very useful, especially in making bread and other food and drinks
Base	also known as the crust, is the foundation for a pizza and is made from a disc of dough
Topping	a food item that is placed on top of a pizza to add flavour or decoration
Carbohydrates	food group containing starch that gives energy, eg bread, pasta
Healthy diet	one that provides the body with the right nutrients, vitamins, and minerals in the right amounts
Seasonal	fresh food that is ready to eat during its preferred season. It is grown and harvested during its natural growing season, which ensures optimal flavour and nutritional value
Processed	food that has been altered in some way during its preparation – this may be as simple as freezing, canning, baking or drying.













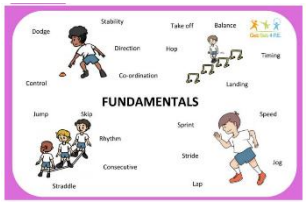


Prior learning	This unit further develops children's experience of food from Nourish Food in Year 3. They also made healthy sandwiches so have some experience of a healthy diet.
Design	generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams how to cook and apply the principles of nutrition and healthy eating understand and apply the principles of a healthy and varied diet understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed
Make	prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques, including kneading select from and use a wider range of tools and equipment to perform practical tasks select from and use a wider range of materials and components, including ingredients, according to their functional properties and aesthetic qualities
evaluate	investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work





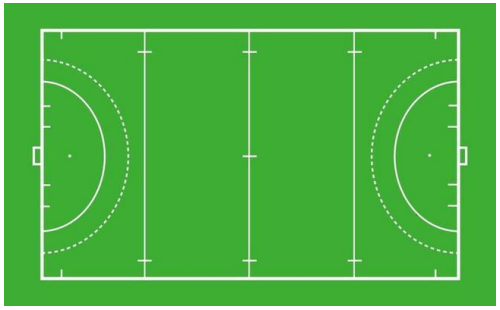
Year 4 P.E. – Hockey - Approximately 6 weeks of learning time



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
Spatial awareness	Spatial awareness is the ability to see and understand two or more objects in relation to each other and to one's body in terms of space and distance.
Tactics	Tactics are a plan or strategy put into place to allow the best outcome for an individual or team in sporting competition.
Formation	Formation are the positions players of a team are put into during a competitive match. There are different formations depending on your strategy
Accuracy	How precise a pass, shot or throw is when aiming for a specific target.
Movement patterns	lateral motion, weight transfer, forward motion, up and down motion, and coordinating upper and lower body movements
ABCs	Ability, balance and co-ordination.



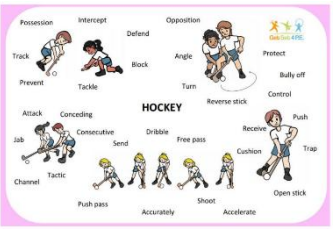




Prior learning	Children have experience of many team sports that involve balls. They have previously played basketball and netball.
P.E. objectives	**Hockey** • To travel with the ball whilst considering the positions of attackers • To quickly change direction with the ball. • To block from an attacker • To shoot with increasing accuracy. • To apply taught skills in games • To begin to use tactics • **Fundamental Movements** • To talk about how movement link to sports and the importance of practicing them • To start to work in pairs on movement patterns • To improve ABCs







Year 4 Spanish – In class and at home

Jaune Knowledge Organiser - Autumn Term B

En classe (in class)

avoir – to have | having
j'ai – I have
tu as – you have
il a – he has
elle a – she has
un, une – a/an (m), a/an (f)
question (f) – question
réponse (f) – response
idéal, idéale – ideal (m), ideal (f)
quoi – what
ou - or
chaque – each, every
pour – for
moi – me
toi – you

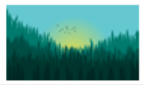
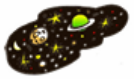
À la maison (at home)

bureau (m) – desk
chat (m) – cat
crayon (m) – pencil
dessin (m) – drawing
lit (m) - bed
message (m) – message
affiche (f) – poster
carte (f) – card
chaise (f) - chair
chambre (f) – bedroom
idée (f) - idea
dans – in
sous – under
sur - on

Joyeux Noël !
Happy Christmas!



Phonics

[un]  un	lundi 	brun 	jungle 	commun 
Liaison	t-liaison with c'est before a vowel	C'est un livre. 	C'est une peluche. 	
[ch] chercher 	dimanche 	chat 	marché 	bouche 
[on] Non ! 	crayon 	pont 	monde 	onze 11
[au/eau/o] gauche 	faux 	eau 	aussi also	photo 
[ou] nous  we	Bonjour ! Hello!	jour 	douze 12	jouer to play
[u] tu 	univers 	Salut ! 	amusant 	utiliser to use

Gender of nouns

In French, **things**, as well as people and animals, are either **masculine** or **feminine**. We say that they have **gender**.
This is **grammatical**, not biological gender!
A table (**une table**) is not female, it is a **feminine noun.**



Indefinite articles – 'a'

To say **a** (or **an)** in French use ***un*** before a masculine noun and ***une*** before a feminine noun.

un crayon ➜ 

une orange ➜ 

Saying what people have with the verb *avoir*



Asking yes/no questions

Change a statement into a question by raising your voice at the end.

Il a une photo.
He has a photo.



Il a une photo ?
Does he have a photo?

Cognates are words that have the same spelling in both languages. How many can you think of?

Questions with *quoi*

Put **quoi** at the end to make a *what* question:

C'est quoi ?
What is it?



Tu as quoi ?
What do you have?



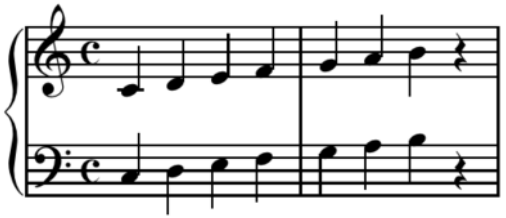
culture

In Haiti the first day of the week ➜ **C'est dimanche.**

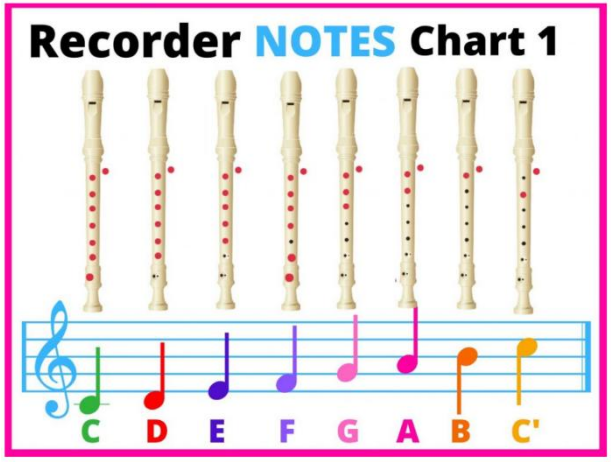
In France the first day of the week ➜ **C'est lundi.**



Year 4 Music – Musical Structures - Approximately 6 weeks of learning time



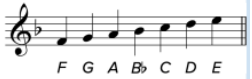
Terminology	Definition
tempo	The speed of the song or piece of music
time signature	Tells you how many beats in the bar
key signature	Tells you how many sharps or flats are in the piece of music, which defines its key
baroque	European music written between 1600 and 1750
classical	Music largely written between 1750 and 1810, with an emphasis on elegance
timbre	The quality of sound which often helps distinguish between different instruments
treble clef	A symbol that appears at the beginning of lines of sheet music. It tells musicians what the notes of the staff represent
piano	Means 'soft' in Italian
forte	Means 'loud' in Italian



SONG 1
Hoedown
Style: 20th and 21st Century Orchestral

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: F major — there is one flat in the key signature



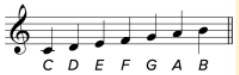
Circle the part you played:

Part 1: F, G, A, B♭, C
Part 2: F, G, A, B♭
Part 3: F, G, A, B♭, C
Part 4: F, G

SONG 2
I'm Always There
Style: Soul Ballad

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: C major — there are no sharps or flats in the key signature

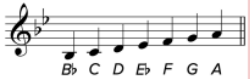


Discuss together what this song was about. Write down three words about the song:

SONG 3
Martin Luther King
Style: Contemporary R&B

Time signature: 4/4 — there are four crotchet beats in a bar

Key signature: B♭ major — there are two flats in the key signature

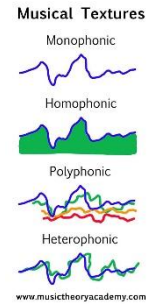


Discuss together what this song was about. Write down three words about the song:

Treble Clef



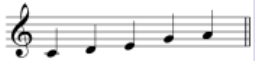




Prior learning	Children have experience of the names of the notes and have some experience of composing. They were introduced to how music makes us feel in Year 3.
Music objectives	**Music Critique: History, appraisal and theory** Revise the musical features of baroque, classical and romantic Compose a rhythm using crotchets, minims, dotted minims and semibreves To learn three songs in the style of 20th/21st century, a soul ballad and contemporary R&B, Compose a melody on the treble clef Understand different tempo and dynamic markings Describe if a piece of music is monophonic, homophonic or polyphonic in texture Explore different timbres with percussion instruments **Introduction to recorder** To learn parts of the recorder, string note names and how to hold the recorder. To begin to understand finger changes and note lengths/breathing. To introduce the treble clef and notation on the stave of B, A and G. To begin to demonstrate more competence in moving from G/A/B using different rhythms involving crotchet, minim and semibreve. To continue to recognise rhythms and introduce Italian terms for dynamics e.g. piano (soft)/forte (loud). To play songs to a backing track as a whole class, keeping in-time and working together as a class ensemble. To introduce notes C and high D.

Improvise Together

Time signature:	4/4
Key signature:	C major
Notes:	C, D, E, G, A (C pentatonic)



Understanding Music

Tempo:	Moderato — at a moderate speed (112bpm)
Time signature:	4/4 — there are four crotchet beats in a bar
Key signature:	C major — there are no sharps or flats in the key signature
Rhythmic patterns using:	Minims, dotted crotchets, crotchets, quavers

Year 4 Computing –Audio Production- Approximately 6 weeks of learning time

Terminology	Definition
audio	sound, especially when recorded, transmitted, or reproduced sound, especially when recorded, transmitted, or reproduced
microphone	a device that captures audio by converting sound waves into an electrical signal
podcast	A digital audio file made available on the internet for downloading
align	to arrange in such a way that the audios start at the same point, considering their waveforms, ensuring that the recorded tracks are properly synchronized with one another
trim	the process of cutting off either a part of the beginning or the end of a file to reduce its total length
MP3	is an abbreviation for MPEG-1 Audio Layer 3, for encoding digital audio



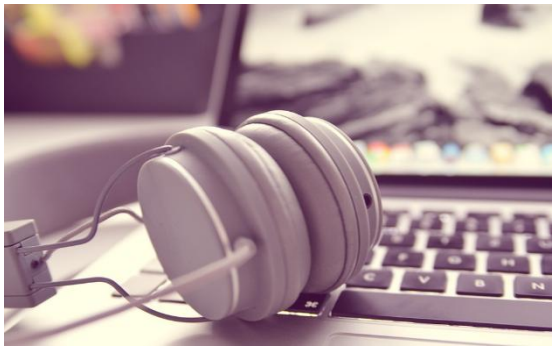












Prior learning	Children have experience of adding sound to an animation from Year 3.
Computing objectives	To identify that sound can be recorded To explain that audio recordings can be edited To recognise the different parts of creating a podcast project To apply audio editing skills independently To combine audio to enhance my podcast project To evaluate the effective use of audio

