



# Brooklands Primary School – Curriculum Information for Parents 2023-24

## Year 4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Educational Visits:	<b>Eureka</b>		<b>Ancient Egyptian Workshop</b>		<b>Tatton Park – Anglo Saxons</b>	
Mathematics	<p>The children will develop their understanding of addition and subtraction using the column method. They will then learn about the value of digits in numbers up to 10,000 practise comparing, ordering and rounding these numbers. They will learn about perimeter and measure the perimeter of different shapes. They will learn about the relationship between multiplication and division and the effects of multiplying and dividing by 10 and 100. We will be practising finding patterns in the 3, 6, 9 and 7 times tables.</p>		<p>The children will continue to develop their understanding of the relationship between multiplication and division. They will learn about different structures and methods for carrying out calculations and apply their understanding to solving problems. We will learn about giving co-ordinates on a grid and review our learning on fractions. We will continue to practise learning our times tables.</p>		<p>We will develop our understanding of fractions by learning about fraction greater than 1, and the different ways that these can be represented. We will also learn about the properties of 2D shapes, including symmetry. The children develop their understanding of time and practise division with remainders.</p>	
English	<p><b><u>Writing to Entertain - Narrative</u></b> The children will explore characters and settings in depth (linked to their class novel ‘Varjak Paw’) and write setting and character descriptions. They will also write a shared story, before planning and writing their own independent story.</p> <p><b><u>Writing to Entertain – Poetry</u></b> The children will read and perform a variety of poems, learning about intonation, pitch and volume. They will learn about the use of imagery and figurative language and write their own poems.</p> <p><b><u>Writing to Inform</u></b> The children will also learn about the features of non-chronological reports before writing their own reports to inform linked to an aspect of their topic work – Ancient Egypt society.</p>		<p><b><u>Writing to Entertain - Narrative</u></b> The children will study the book ‘The Nowhere Emporium’. They will look at the style of writing and then write a new chapter for the book. The children will also learn about the features of playscripts and will have the opportunity to write their own script.</p> <p><b><u>Writing to Entertain - Poetry</u></b> In poetry, the children will explore different forms such as haiku, cinquain and kennings.</p> <p><b><u>Writing to Persuade</u></b> When writing to persuade, they will create adverts linked to our work on Europe, TV adverts as well as estate agent style advertisements.</p>		<p><b><u>Writing to Entertain - Narrative</u></b> The children will further develop their narrative skills using the class novel ‘How To Train Your Dragon’, writing extended descriptions and using a variety of different sentence structures.</p> <p><b><u>Writing to Entertain – Poetry</u></b> In poetry, the children will continue to build on their knowledge of imagery and figurative language through studying a range of poetry including Lewis Carroll’s ‘The Jabberwocky’.</p> <p><b><u>Writing to Inform</u></b> Building on their earlier writing to inform work, the children will create animal fact-files and blog entries based on imaginary creatures such as the Jabberwocky.</p>	
Topic (Includes History, Geography, Art and Design Technology)	<p><b><u>Tomb Raiders</u></b> The children will learn all about what life was like in Ancient Egypt including the importance of the River Nile and the social hierarchy that existed. They will learn about early settlers in the Nile Valley and how it has changed over time. They will also learn about how the Egyptians used hieroglyphics to communicate before trying their hand at</p>		<p><b><u>A European Adventure</u></b> To begin, the children will go on a virtual journey across Europe, locating the main sights, cities, rivers and mountains. They will use maps to explore the human and physical features (including mountains and rivers) and find out what it is like to live in different countries. They will look at the country of France in depth. They will locate regions and cities as well as the major landmarks of Paris. They</p>		<p><b><u>Invaders and Settlers</u></b> The topic begins with the children finding out who the Anglo Saxons were and what it was like to live in an Anglo Saxon settlement. The children will learn about Anglo Saxon weaving techniques and have a go at weaving their own cloth. They go on to design and sew their own purse for an Anglo Saxon. They will also create still life drawings and explore the work of the artists Van Gogh.</p>	

	<p>using block printing techniques to create their own cartouche.</p> <p>The children will play history detectives exploring the mystery of Tutankhamun. They will explore the discovery of his tomb by Howard Carter and find out about the events that followed, including the 'curse of Tutankhamun'. They will learn about why the discovery was so important and investigate the significance of the items found in his tomb.</p> <p>The children will move onto learning about the process of mummification and the ancient Egyptian belief in the afterlife. They will also design and make their own amulet using clay; before applying their knowledge of circuits to design and make an alarm system to protect an Egyptian tomb.</p>	<p>will find out about the French culture and what it is like to live in France. They will study the work of the French artists Monet and Seurat, creating their own impressionist and pointillism artwork. They will also discover more about French cuisine and have the opportunity to plan and make a delicious French salad and dressings.</p> <p>The children will then choose a contrasting European location and discover what life is like there. They will compare and contrast it with their own lives, life in Britain and life in France.</p> <p>Finally, the children's adventure will lead them to the volcanoes of Italy and Iceland. They will find out where they are located, how they are formed and what happens when they explode.</p>	<p>This will lead on to the children investigating the mystery of Sutton Hoo. They will find out about what was discovered there and use enquiry skills to deduce and infer information about Anglo Saxon life from the artefacts.</p> <p>The children will then move onto learning about the Vikings. They will discover where they came from, why they came to Britain and where they settled. They will compare and contrast Viking life with Anglo Saxon life and learn about the raid on Lindisfarne. Throughout the topic, the children will also learn about the significant individuals of King Alfred the Great, King Athelstan, Edward the Confessor, King Cnut, Guthrum, and Edward the Confessor.</p> <p>Finally, they will learn about what happened when people broke the law in Anglo Saxon and Viking times. They will find out about the crimes committed and what the punishments were, comparing them to the modern day system we have today.</p>			
<p><b>Computing</b></p>	<p><b><u>The Internet</u></b> Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. This unit requires devices with an internet connection. Chrome Music Lab is used in one lesson to demonstrate</p>	<p><b><u>Programming A – Repetition in Shapes</u></b> This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p>	<p><b><u>Photo editing</u></b> Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>	<p><b><u>Data Logging</u></b> In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p><b><u>Programming B – Repetition in Games</u></b> This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>	<p><b><u>Creating Media – Audio editing</u></b> Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>

	content which can be produced on the World Wide Web.					
<b>Science</b>	<b>The Human Body</b> The children will learn all about the human digestive system, identify types of teeth and their functions and explore food chains.	<b>Electricity</b> The children will explore appliances that use electricity and learn about simple circuits, naming the basic elements. They will carry out investigations involving lighting bulbs in a circuit, using a switch and powering circuits. They will also look at conductors and insulators	<b>Materials</b> The children will learn the difference between solids, liquids and gases. They will look at changes in state when materials are heated or cooled and investigate evaporation and condensation in the water cycle.		<b>Habitats</b> Children will learn about living things and their habitats. They will use classification keys and look at human impact on different types of environments.	<b>Sound</b> The children will learn about how sounds are made and about vibrations. They will investigate pitch and volume, and look at how instruments work.
<b>R.E.</b>	Why is Jesus inspiring to some people?	How do people from religious and non-religious communities celebrate key festivals?	What can we learn from religions about right & wrong?	Why do some people think life is a journey?	What does it mean to be a Hindu in Britain?	
<b>P.E.</b>	<b>Outdoor</b> – Hockey <b>Indoor</b> – OAA/Swimming	<b>Outdoor</b> – Basketball <b>Indoor</b> – Dance/Swimming	<b>Outdoor</b> – Lacrosse <b>Indoor</b> – Gymnastics /Swimming	<b>Outdoor</b> – Handball <b>Indoor</b> – Health related fitness/ Swimming	<b>Outdoor</b> - Athletics <b>Indoor</b> – Dodgeball/ Swimming	<b>Outdoor</b> - Cricket <b>Indoor</b> – Tennis/ Swimming
<b>PSHE/SEAL</b>	<p><b>Rules, Rights and Responsibilities:</b> The children will learn to understand why and how rules and laws that protect themselves and others are made and enforced. They will go on to explore why different rules are needed in different situations. This will be linked to how information on social media can be misrepresented or misleading.</p> <p><b>Mental Wellbeing:</b> The children will be encouraged to reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals for themselves. This will lead the children to understand that mental well-being is a normal part of daily life and to identify what can positive and negatively affect it. The children will then learn to extend their feeling vocabulary and the skills to be able to explain the intensity of their feelings to others.</p> <p><b>Respectful Relationships:</b> The children will continue to learn about the importance of respecting others, even when they are very different from themselves, make different choices or have different preferences or beliefs. Moreover, the children will be encouraged to develop their confidence in being able to</p>		<p><b>Money:</b> The children will be taught how to manage their own money and understand how to be a critical consumer.</p> <p><b>Me and my Community:</b> The children will come to understand what being part of a community means, and about the varied institutions that support communities locally and nationally. Furthermore, the children will be made aware of the consequences of anti-social and aggressive behaviours such as discrimination of communities and bullying. The children will develop strategies for getting support for themselves at others at risk.</p> <p><b>Being Safe (including online safety):</b> The children will learn strategies for keeping physically and emotionally safe including road safety, water safety and safety online. They will understand how to recognise risk, harmful content and how to report it. The children will acknowledge the importance of taking care of their body and that they have the right to protect themselves from unwanted contact. Furthermore, the children will continue to develop their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. They will learn how to ask for help and techniques</p>		<p><b>Healthy life style:</b> The children will develop their awareness of what can positively and negatively affect their physical health; including the early symptoms of illness. They will be developing skills to make their own choices about food, understanding what might be influencing their choice and the benefits of eating a balanced diet. Furthermore, the children will be reminded of the importance of dental health and the benefits of good oral hygiene.</p> <p><b>Families and people who care for me:</b> The children will continue to recognise how important those they identify as family to be as they can give love, security and stability. They will also understand the importance of maintaining healthy family relationships by showing commitment, spending time together and sharing each other's lives. This will lead the children to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support.</p> <p><b>Caring friendships:</b> The children will be able to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain a healthy relationship. They will also be able to</p>	

	raise their own opinions and concerns while taking into consideration other people's feelings and constructively challenge others' points of view. This will lead the children to understand that they have personal boundaries to help maintain privacy and respect to themselves. The children's understanding of bullying and abuse in all forms will continue to develop.		to avoid social pressures to do something dangerous or makes them feel uncomfortable.		acknowledge that friendships have their ups and downs and develop strategies to resolve disputes and conflicts.  <b>Online relationships:</b> The children will understand that sometimes people behave differently online, including by pretending to be someone they are not. They will learn to understand that the rules and principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
<b>MFL</b>	Welcome to school Super learners	My local area, your local area	Family tree and faces	Celebrating carnival / body parts/Clothes, colours	Feeling unwell / jungle animals Summer time
<b>MUSIC</b>	<b><u>Musical Structures</u></b> The children will explore how music brings people together. They will be identifying patterns in music and learning how it provides structure to the music.	<b><u>Exploring Feelings When You Play</u></b> The children will learn how music can connect us with our past. They will explore how special effects in music can make the words more meaningful.	<b><u>Compose with Your Friends</u></b> The children will explore how music can improve our world. They will make music in groups and try to create their own home note.	<b><u>Year 4 Production</u></b> The children will take part in a musical play where they work collaboratively to sing and act.	<b><u>Wider Opportunities</u></b> The children will work with specialist teachers from Trafford Music Service to learn to play an instrument.