

All subjects will be taught discretely, making links to other areas of learning where appropriate. These links will be to prior learning and to other subject areas to give knowledge meaning and context.

Computing This half term, the children will be studying Computer Systems and Networks looking at the World Wide Web, opportunities for communication and collaboration. They will use online developing their confidence in working digitally. Recognise what appropriate behaviour looks like when collaborating with others online and understand the importance of being respectful and responsible when communicating in digital spaces.

RE This half term, the children will explore how Jews use stories to remember God's covenant. They will learn what a promise is and how promises can be kept, before recognising that Abraham is the father of Judaism. They will ask and respond to questions about the story of Moses, making links between ideas about unfairness and the experiences of the Jewish people.

History This half term, the children will be studying mining and how it has changed over time. They will learn about mining in the past, explore the daily life of a miner, and how children as young as 10 years old once worked in the mines. They will also research old mines in our local area, helping them to make links between the past and their own community. This unit builds on prior learning about textile mills in KS1 and the Luddites in Year 3.

Science This half term, the children will be studying Living Things and Classification. They will explore and use classification keys to help group, identify and name a variety of living things found in both our local and wider environment. As part of their science learning, they will also develop their working scientifically skills by reporting on the findings from their enquiries.

Art This half term, the children will be studying drawing, with a focus on exploring tone, texture and proportion. They will learn how to use these elements to create drawings that are both realistic and expressive, developing their observational skills and artistic confidence. Their work will be inspired by the artists Sarah Graham, Nicola McBride and Beatriz Milhazes.

PE This half term, the children will be studying Fundamentals, Cross Country and Outdoor and Adventurous Activities (OAA) in PE. They will develop their problem-solving skills through a range of challenges, learning how to work effectively as a pair and in small groups. The children will be encouraged to plan, solve, reflect and improve their strategies, building resilience, teamwork and confidence as they take part in both physical and thinking-based activities.

French During this unit, pupils will develop their French vocabulary and confidence in speaking, reading and writing. They will learn to ask and answer simple questions about themselves, recall and use classroom commands, and recognise and say numbers from 0 to 20. They will also practise naming the days and months in French, identify and write the names of rooms in school, and learn the French nouns for common classroom objects.

PSHE This half term, the children will be studying Families and Relationships. They will use respectful language to discuss the many different forms families can take and learn that every family is unique. The children will also explore physical and emotional boundaries in friendships, considering how our actions and behaviour can affect other people. In addition, they will discuss how to support someone who has experienced a bereavement, helping them to develop empathy, understanding and kindness towards others.

Music

Music will be delivered by Musica Kirklees on a Tuesday afternoon.

DT This half term, the children will be studying Textiles – Fastenings. They will design a personalised book sleeve, using a paper template to measure, mark and cut fabric accurately. The children will then learn how to select an appropriate stitch style to join fabric pieces together, before sewing neatly using small, regular stitches. Through this project, they will develop their confidence in using textile techniques safely and carefully to create a finished product.

How can you help?

Ask your child about their learning in school.
Be aware of what your child is accessing online.

Ensure they read for at least 10 minutes, 5 times per week with an adult.
Access TT Rockstars 5 times per week.

Art – Drawing: : Exploring tone, texture and proportion Year 4	What should I already know?
Sticky Knowledge	
	Recognise how artists use shape in drawing. Know how to develop shading skills and know how to blend them. To be able to use careful observation for adding detail to drawing. To be able to use line, shape and tone in an imaginative drawing.

Tone

How light or dark something is.



Texture

The way that something feels when it is touched. For example, fluffy.



Composition

Arranging different materials together and sticking them to a surface.



Artists

- Sarah Graham.
- Nicola McBride.
- Joel Penkman.

Shadow

A dark shape that appears when something blocks the light.



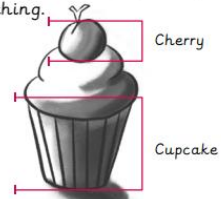
Highlight

A bright spot or area that makes something stand out or look shiny.



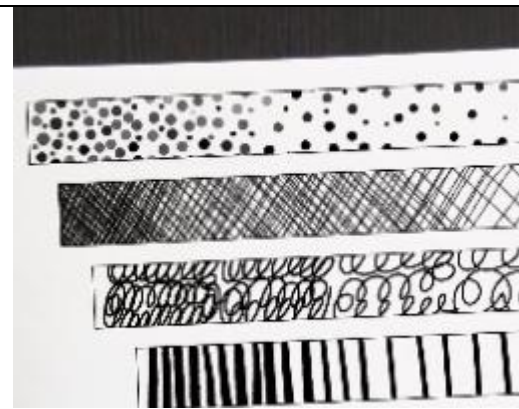
Proportion

How big one element of an artwork appears compared to the whole thing.



The four rules of shading

1. Use the side of the pencil.
2. Work in one direction.
3. Press evenly.
4. Leave no gaps.



Year 4 DT: Textiles – Fastenings

Sticky Knowledge

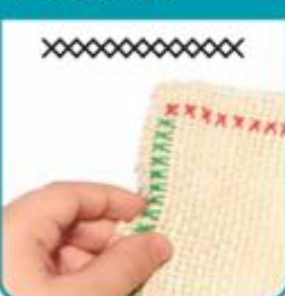
There are a number of fastenings that you can use to bring two pieces of fabric together.



A 2D net made from card can be created to check the size for the book sleeve, before using fabric.

When it is folded into a 3D shape, we can test if it needs to be made bigger or smaller

Cross-stitch



Running stitch



The hole in the needle is called the 'eye', and when we push cotton through the eye, we call this 'threading the needle'.

Be very careful when threading the needle through the fabric, watch your fingers and ask an adult if you are unsure.

What should I already know?

How to sew a running stitch with regular-sized stitches and understand that both ends must be knotted.

How to prepare and cut fabric to make a pouch from a template.

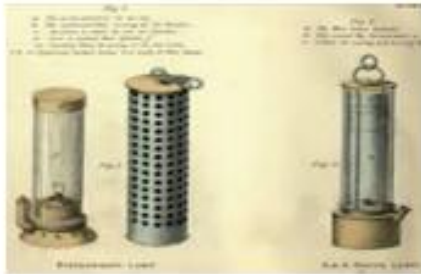
How to use a running stitch to join the two pieces of fabric together.

How to use a cross-stitch to join two pieces of fabric together.

How to use appliqué and cross-stitch.



Year 4 History: Local History – Mining

Sticky Knowledge		What should I already know?
A pit pony, otherwise known as a mining horse, was a horse, pony or mule commonly used underground in mines.	  	Children didn't go to school unless they were rich – children worked in the mills under poor working conditions The names and location of local villages – Hartshead, Gomersal, Liversedge, Heckmondwike, Scholes
Horse and wagons were used (pit ponies) until they were replaced by fixed engines along a track		Important people, places and ideas
Working conditions in the pits were very dangerous		
A Davey lamp is a lamp that could light the way, without causing a disastrous explosion.		Humphrey Davey Inventor of the safety lamp
Iron tags that colliers would tie on to the tubs of coal that they had mined were called Motty's. This would let mine managers know how much coal each of their miners had mined.		
Children as young as 10 could work in the mines,		Coal seams lay beneath the whole of Spen Valley. Prospect Pit was the mine in Roberttown, Strawberry Bank/Liversedge Colliery (Headlands), Gomersal Colliery (last pit to close in 1973) and Soap House Pit in Hartshead in the 1850s – almost 50 mines in our area Use of railway at Scholes and Heckmondwike transported the coal.
Previously to pits they had 'day holes' and 'bell pits' – but because of the Industrial Revolution shafts were built.		
Miners' pay was linked to the amount of coal got out (mined).		

RE – Year 4

How do Jews use stories to remember God's covenant?

The story of Noah shows the meaning of covenant, as both Noah and God make promises to each other.

Abraham is known for his faith and obedience to God. God made covenants with both Noah and Abraham.

Pharaoh was the ruler of Egypt and was also the religious leader. Moses was the prophet who led the Hebrew slaves out of Egypt. The Israelites were slaves in Egypt – they were 'owned' by the Egyptians and worked without pay or rights.

Pesach is the Hebrew word for Passover. Pesach celebrates the Exodus, when the first Passover meal was prepared, before the escape from Egypt.

The Seder meal reminds Jews of God's faithfulness and their escape from slavery. Haggadah is a special book that is read during the Seder meal, to retell the story of the first Passover. Jews rid the house of chametz (anything that has grain in and has 'risen'). Only unleavened bread – Matzah is eaten over Passover.



What should I already know?

What it means to belong to a community of belief.

Making good choices – the ten commandments.

How Jews pray at home and in the synagogue.
The Festival of Sukkot.

The Torah and some of its messages and morals.

The story of Moses

What it is like to be Jewish and Jewish beliefs about God

Abraham is the founding father of the Jewish people.
God made special promises to His people.

Moses is a key leader in the Jewish tradition.

The Torah is the Jewish sacred text.

Jewish people celebrate the festival of Pesach and the weekly Shabbat, illustrating how Jewish people try to live.

Transferable Question

How have practices changed or stayed the same over time?



Year 4 PSHE – My Healthy Self		What should I already know?
Sticky Knowledge Sleep, hobbies, exercise and time with others can all help you to look after your feelings Some simple healthy choices you can make to incorporate physical activity into their normal day (for example, walking or cycling to school, taking the stairs, carrying their own bag). Some activities make your heart beat faster, your body warmer, and your breathing heavier, and this means your body is working hard and getting stronger. Physical activity strengthens your heart, lungs, muscles and bones. Being active helps with coordination, balance and energy levels. Sitting still for long periods (for example, lots of screen time with no breaks) is not good for your bodies and can cause low energy A balanced diet includes a variety of food groups. Different food groups do different jobs in the body. Too much sugar, salt or fat can cause health problems over time, and these are commonly found in processed foods. You should aim to eat at least five portions of fruit or vegetables a day to get the vitamins and minerals you need. They should aim to drink 1.5 litres (6–8 glasses) of water a day to stay hydrated. Nutrients are the helpful parts in food that the body needs to grow, stay healthy and have energy. Processed foods are foods that have been changed or added to, like turning potatoes into crisps or fruit into fruit-flavoured sweets. Natural or less processed foods usually have more nutrients.	   	Many different feeling words can be used to identify and describe their emotions How to recognise and name the following emotions and associated feelings: happiness (confident, hopeful); sadness (disappointed); fear (nervous); anger (frustrated, jealous, guilty); disgust (offended); surprise (curious). Their feelings and behavioural responses to a situation (e.g. bereavement, change) may differ from those of others.
		Feelings can feel stronger or weaker depending on the situation. Emotions and feelings can affect thoughts, decisions and behaviour. Recognising and talking about feelings and emotions early can help us stay in control of our behaviour.
		Trusted adults (including teachers and other school staff) are there to help with problems, whether big or small. Seeking help early can make a significant difference for someone struggling with their feelings or mood.
		Children of their age should get between 9–12 hours of sleep every night. Poor sleep can affect concentration and mood, making people feel grumpy, worried or upset more easily.
		When someone is bullied repeatedly, they may start to believe the negative things said about them.
		Getting help: Always ask for help from a trusted adult if you or someone you know needs it. I am feeling... I am worried about... I need help because... I think <u>needs</u> help.. I do not know what to do about...

Year 4 French- Welcome to School 		What should I already know?
Sticky Knowledge Noun Bank <u>la cour de récréation</u> – the playground <u>la cantine</u> – the dinner hall <u>les toilettes</u> – the toilets <u>le bureau</u> – the office <u>la salle de classe</u> – the classroom <u>le gymnase</u> – the hall <u>l'école</u> – the school <u>une gomme</u> – a rubber <u>une règle</u> – a ruler <u>un tube de colle</u> – a glue stick <u>un crayon</u> – a pencil <u>un cahier</u> – an exercise book <u>un stylo</u> – a pen <u>un taille-crayon</u> – a pencil sharpener <u>des ciseaux</u> – a pair of scissors <u>des crayons de couleurs</u> – colouring pencils Classroom Commands Bank <u>Écoutez!</u> – Listen! <u>Regardez!</u> – Look! <u>Répétez!</u> – Repeat! <u>Levez-vous!</u> – Stand up! <u>Asseyez-vous!</u> – Sit down <u>Montrez-moi!</u> – Show me! <u>Silence!</u> – Be quiet!	Question and answer Bank Comment <u>ça va?</u> – How are you? Comment <u>t'appelles-tu?</u> – What's your name? Où <u>habites-tu?</u> – Where do you live? Quel <u>âge as-tu?</u> – How old are you? Et <u>toi?</u> – And <u>you?</u> <u>Ça va bien</u> – I am well <u>Ça va mal</u> – I am bad <u>Ça va comme-ci, comme-ça</u> - I am OK Je <u>m'appelle</u> .. - My name is... J' <u>habite à</u> ... - I live in... J'ai <u>ans</u> .. - I am ... years old Phonics "ez" (<u>Écoutez!</u> <u>Répétez!</u>) "eau" (<u>bureau</u> , <u>ciseaux</u>)	- Say a greeting and a farewell in French. Bonjour (Hello) Salut (Hi) Au revoir (Goodbye) À bientôt (See you soon) - Ask "How are you?" and be able to reply. <u>Comment ça va?</u>– how are you? <u>Ça va bien</u> – I am feeling good <u>Ça va très bien</u> – I am feeling <u>really good</u> <u>Ça va comme-ci comme-ça</u>- I am feeling okay <u>Ça va mal</u>- I am not feeling good <u>Ça va très mal</u>- I am feeling <u>really bad</u> - Say "My name is ..." and also ask "What is your name" in French. Comment <u>t'appelles -tu?</u>– What are you called? Je <u>m'appelle</u>.. I am called..... - Say some numbers between 0 and 10. - Remember and write some numbers - Say some colours in French
		Grammar Bank There are two words for 'the' in <u>French</u> : le and la. There are two words for 'a' in French: un and <u>une</u> . With plural nouns they <u>become</u> : les and des When you ask a question in French, raise the pitch of your voice at end of the question, this is called intonation. Classroom commands are example of verbs in the imperative form.

Group and classify living things - Year 4

What should I already know?

Sticky Knowledge

Animals with a spine are called vertebrates.

All mammals, birds, fish, amphibians and reptiles are vertebrates.

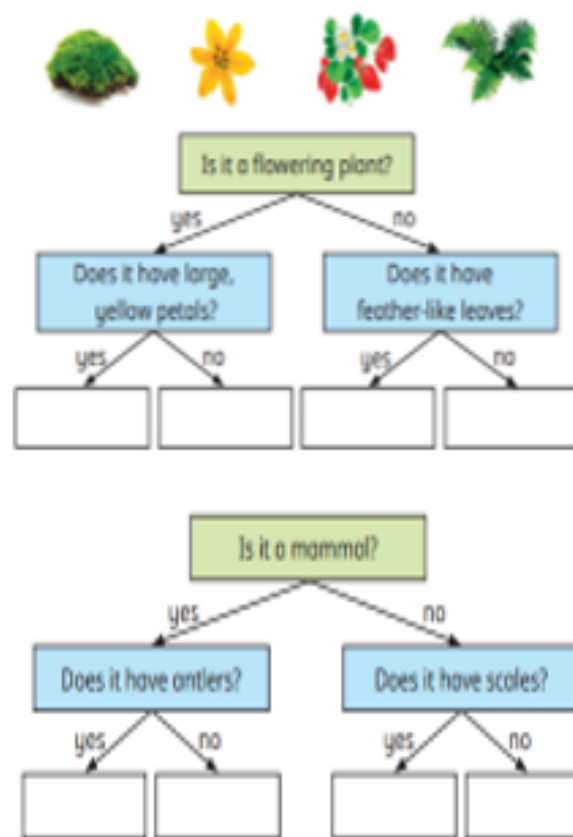
Each vertebrate group has different physical features.

Animals without a spine are called invertebrates.

Insects and spiders are invertebrates. Slugs and snails are soft-bodied invertebrates.

Non-flowering plants include mosses and ferns. Flowering plants can produce flowers and fruit.

Deciduous trees lose their leaves in autumn. Evergreen trees keep their leaves all year round.



Living things are plants and animals. Living things need food, water, air and space.

Animals can be grouped by their features. Mammals, birds, fish, amphibians and reptiles have a skeleton.

Animal skeletons are made up of lots of different bones.



penguin



sheep



robbit

Classification

Classification keys can be used to classify plants.

Closed questions are used in classification keys – yes or no answers