



**Birchfield**  
PRIMARY SCHOOL

Year 4 Curriculum Overview  
Term 2.1

Teaching Team:

Miss Fisher, Miss Rehman, Mr Barnes, Mrs Khatri

PE Day: Thursday

Homework: Tuesday & Friday

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Please see below an overview of the main themes, knowledge and skills we will be covering this half term.

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Enquiry Question	'How do rivers and mountains change our world?'
Significant People	William Morris - Designer
Class Texts	King of the Cloud Forests  'Escaping from China as the Japanese invade, Ashely and Uncle Sung embark on a perilous journey across the Himalayas. Then Ashley finds himself alone in the hostile mountains, battling for his life. He is about to give up all hope when he has a mysterious and terrifying encounter.'
Reading	At the beginning of this half term, your child will be learning how to predict, retrieve and infer information from the text, consolidating their learning from last term. They will be looking at the P.E.E (point, evidence, explain) method and revisiting this skill to structure their answers. As we move into the second part of the half term, your child will begin to make comparisons between characters, settings, and key events in the stories they have been exposed to.
Writing	The children will begin this half term learning how to write newspaper articles. These will be written about a famous explorer, a missing child, and a topic of their choice. When writing these, the children will need to think carefully about the layout, writing in the third person, past tense and using the 5Ws to answer any questions the reader may have.  At the end of the half term, the children will examine poetry, using a range of figurative language to write their own poems.
Maths	This half term, our focus will be multiplication and division. The children will be learning how to multiply and divide numbers by 1, 0 and itself. They will also be learning how to multiply and divide by 3,6,7 and 9 as well as learning the multiplication and division facts for the times tables above. The children will also be learning how to multiply 3 numbers together, learn about factor pairs and efficient multiplication. They will also be learning how to multiply and divide, 2-digit numbers by 1-digit numbers, multiply, 3-digit numbers by 1-digit numbers, using both formal and informal methods and looking at written methods of multiplication.

<p>Geography.</p>	<p>This half term, our focus will be Geography. In the Misty Mountain, Winding River project, your child will learn about the characteristics and physical processes of rivers, including how they shape the landscape over time, their significance around the world and the impact of flooding. The children will learn how to use the eight points of a compass, four and six-figure grid references, symbols, and keys to locate and plot geographical places and features on a map, as well as how contour lines are used to show topography of an area. The children will have the opportunity to learn about the stages of the water cycle and about mountains and their different formation, studying mountain ranges in the United Kingdom and around the world.</p>
<p>Science</p>	<p>At the beginning of the half term, our science focus will be 'States of Matter.' In this project, your child will identify and classify solids, liquids, and gases. They will learn the properties of solids, liquids and gases and discover that some materials have properties of more than one state. Your child will learn that particles make up all matter and how their arrangement determines whether the material is a solid, liquid or gas. They will find that materials can change from one state to another and learn about how this change can happen. Moving into the second part of the half term, your child will begin a project named 'Grouping and Classifying.' In this project, your child will learn why we sort and group things and the important classification skills of observing and questioning. Your child will learn what a classification key is and how they are used to identify living things. In this project, we will also be introducing the five main vertebrate groups and the six main invertebrate groups. Your child will learn how to identify vascular and non-vascular plants and sort them into three main groups.</p>
<p>Art</p>	<p>Our art focuses this half term will be 'Animal.' This project will teach your child about the historical and cultural portrayal of animals in art. Your child will study the visual qualities of animals through sketching, printmaking, and clay modelling.</p>
<p>Music</p>	<p>During their music lessons, the children will focus on the theme 'ABBA' who were a Swedish pop group formed in 1972. They will</p>

	learn about the structure of a song and will be able to perform and share.
Computing	This half term, your child will begin to create programs by planning, modifying, and testing commands to create shapes and patterns. Your child will use Logo, a text-based programming language.
PSHE	<p>This half term we shall complete the 'How can we manage our feelings?' strand of PSHE. Our lessons shall include:</p> <ul style="list-style-type: none"> <li>- How everyday things can affect our feelings.</li> <li>- How feelings can change over time.</li> <li>- The importance of expressing feelings and how they can be expressed in different ways.</li> <li>- Responding properly to the feelings of others.</li> <li>- Managing feelings at times of loss or grief.</li> </ul>
RE	<p>This half term, the children will be learning how to be modest and how to listen to others. Our lessons will include:</p> <ul style="list-style-type: none"> <li>- The story of the wise and foolish builders.</li> <li>- Examples of historic and contemporary faith and behaviour stories - Salah.</li> </ul> <p>During the second half of the half term, the children will be covering: creating inclusion, identity and belonging. Our lessons will include:</p> <ul style="list-style-type: none"> <li>- Significant Clothes</li> <li>- Pilgrimage</li> </ul>
PE	<p>During the first half of this half term, your child will participate in gymnastics. They will focus on creating a routine based on different skills including balance, rolls and shapes. Your child will be thinking about how to use movement to explore and communicate ideas and issues and their own feelings and thoughts. As we progress into the second part of the half term, your child will participate in dodgeball. In this unit, your child will improve the key skills utilised in dodgeball such as throwing, dodging, and catching. They will also learn how to apply simple tactics to the game to outwit their opponent.</p>

## Home Learning and Useful Links:

### **Homework Books**

At the end of each week, your child will return home with their homework books in both English and Maths. They will be given two pages to complete based on the learning they have completed that week or the learning they will be doing the following week.

Please encourage your child to complete these to the best of their ability and return to school by Wednesday for them to be marked and any issues to be addressed.

### **Spellings**

These are words your child will be using daily and will need to be familiar with. We will also be sending home words with your children that are key in Year 3 and 4. Please encourage your child to practise their spellings at the weekend and across the course of the week, as they will be tested on these at the end of each week.

### **Times tables**

Each week, your child will receive a sheet of times tables to help prepare them for the Y4 Multiplication Check.

Please encourage your child to practise these times tables ready for a small test **every Monday.**

**Your child should be to completing at least 5 minutes of times table practice daily.**

**Please use the website below**

**Times Table Multiplication Check Website:**

<https://www.timestables.co.uk/multiplication-tables-check/>

### **Reading:**

At the end of each week, your child will also come home with a reading book.

Please encourage your child to read this book regularly and listen to them read when you can.

Within their reading diary, we ask that you please make a comment on how your child has read, whether they are enjoying their book or even any questions you may have asked them and discussed about their story.

Both the reading book and reading diary need to be returned to school by Wednesday.

## Reading:

[Oxford Owl for School and Home](#)

[Reading and comprehension - English - Learning with BBC Bitesize - BBC Bitesize Books for Year 4 children aged 8-9 | School Reading List](#)

## Phonics:

[Letters and Sounds, English Games for 5-7 Years - Topmarks PhonicsPlay](#)

[Phase 2 Games – Letters and Sounds \(letters-and-sounds.com\)](#)

## Writing:

[Year 4 English - BBC Bitesize](#)

[Writing in Year 4 \(age 8–9\) - Oxford Owl for Home](#)

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

## Maths:

[Year 4 Maths Curriculum Toolkit | 8 & 9 Year Olds | Home Learning \(thirdspacelearning.com\)](#)

[Key Stage 2 Maths - Topmarks Search <https://www.timestables.co.uk/multiplication-tables-check/>](#)

## Science:

[What are the states of matter? - BBC Bitesize](#)

[Science KS2 / KS3: Classification of organisms - BBC Teach](#)

[Home | WowScience - Science games and activities for kids](#)

## History/Geography:

[The natural world - KS2 Geography - BBC Bitesize](#)

[Rivers - BBC Teach](#)

[Explore rivers - BBC Bitesize](#)

## Computing:

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Parents and Carers - UK Safer Internet Centre](#)

[Parental Controls & Privacy Settings Guides | Internet Matters](#)

## PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

[How to make an emergency 999 call – West Midlands Ambulance Service University NHS Foundation Trust \(wmas.nhs.uk\)](#)

## PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

[Kids Active Learning & PE at Home – Think Active](#)

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Knowledge Organisers:

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## Rivers

A river is a body of water that flows downhill, usually to the sea. Rivers start in mountains or upland areas and flow downstream, collecting water from small, narrow streams, springs, rainfall, or other water sources on the way to the sea.

## River Features

A variety of physical features can be found along the course of a river:

Delta	A triangular piece of land at the mouth of a river that has formed because of a build-up of sediment.
Floodplain	An area of flat land next to a river that floods when the river bursts its banks.
Interlocking Spurs	Ridges that are formed when a river meanders around areas of harder rock.
Meander	A bend in a river or stream.
Oxbow Lake	A curved lake that was once a meander in a river.
V-shaped valley	A deep, straight channel that has been cut into rock by erosion.
Waterfall	A cascade of water that falls from a higher level to a lower level.



## River Stages

### The Upper Course:

The upper course of a river is narrow. Water flows quickly over the riverbed, carrying rocks that erode the land and create steep-sided, v-shaped valleys.

### The Middle Course

The middle course of a river grows wider and deeper as the land becomes flatter. Bends called meanders form.

### The Lower Course

The lower course is the widest, part of a river. The land is flat and the water flows into the sea at the river's mouth.

## Uses of Rivers

Settlements have been built next to rivers for thousands of years because rivers provide essential water, food, and power for people in the past. Today, rivers provide habitats for wildlife, hydroelectric power, and water for crops. Rivers are also used for leisure activities such as canoeing, fishing and for transporting goods and people.

### Erosion:

Erosion is the wearing away and removal of rock and soil by means of wind or water.

### Transportation:

Transportation is when rocks and soil that have been dislodged and worn away by erosion are transported in flowing water.

### Deposition:

Deposition happens when flowing water slows down. Eroded rock and soil that have been transported are left behind.

## Changing Landscapes

Rivers, seas and oceans transform a landscape through erosion, deposition and transportation.

## Mountains

A mountain is a large, raised part of the Earth's surface. A mountain's highest point is called its peak or summit. Mountains are at least 610M in height. A mountain range is a chain of mountains that are close together. They are usually arranged in a line connected by ridges.

## Altitudinal Zones

In mountainous areas, there are large differences in altitude. These differences mean that the climate, landscape, and oxygen levels at the bottom of a mountain can be very different from those at the top. These differences create altitudinal zones, with each zone supporting a range of different plants and animals.

## Contour Lines

Contour lines are used on maps to show the topography of the land. They join places of equal height and are usually labelled in intervals of 10M. If contour lines on a map are close together the land is steep. If they are far apart, the land is flat.



## Types of Mountain

**Fold Mountains:** form when tectonic plates collide with each other. One plate is pushed down while the other is pushed up and compressed forming folds.



**Volcanic Mountains:** are formed when lava, ashes and gas erupt and then cool.



**Fault-block Mountains:** form at plate boundaries. The earth on one side of the boundary is forced up and the other side collapses.



**Dome Mountains:** are the result of when magma is pushed upwards against the Earth's crust. Instead of erupting through the crust the magma cools and hardens.



**Plateau Mountains:** are formed when land is lifted by magma below the Earth's crust. Large, flat areas of land are forced upwards, creating a plateau.



Altitude	The height of an object or point above sea level.
Altitudinal Zone	One layer, out of many, that naturally occur in mountainous regions to form a habitat.
Collection	The process of water gathering in oceans, rivers, lakes, and streams after rainfall.
Condensation	The process of a gas or vapour cooling down and changing state into a liquid.
Contaminate	Making something poisonous or less pure.
Dredge	The clearing of the bed of an area of water by removing mud, weeds, and rubbish.
Evaporation	The process of a liquid heating up and changing state into a gas or vapour.
Plate Boundary	The place where two tectonic plates meet.
Ridge	Long, narrow sections of rocky ground that connect mountains.
Sediment	Very small pieces of sand, soil and stone that form through the process of erosion.
Topography	The physical appearance of an area of land.

## King of the Cloud Forests

## Year 4 Knowledge Organiser

### Plot

The Anderson family have moved to China to help with the sick in a small town called Ping Ting Chow.

Not long after, the country is invaded by Japan, and it is not safe to stay. Ashley, with the help of a family friend, flees to India, but they must cross the Himalayas.

Sadly, Ashley and Uncle Sung are separated, but Ashley is looked after by some creatures. Will they ever find each other again and make it to India?

### Themes

- Love
- Loyalty
- Friendship
- Death
- Reunion



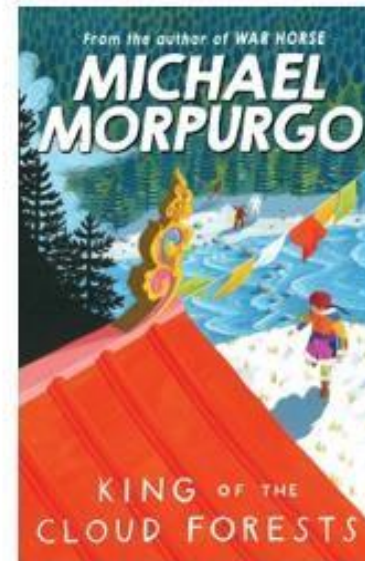
### Characters

Ashely Anderson – a young boy who lives with his father in China.

Ashley's Father – a missionary helping the sick in a town called Ping Ting Chow in China.

Uncle Sung – a family friend from Tibet who helps Ashely escape China as the Japanese have invaded.

The Yetis – a community of strange creature that befriend and help Ashley.



### Key Quotes

*'I see a ruler stand before me. I tell you, this boy of yours will be king and soon.'*

*'The creature was crouched by the fire and when he rose, his bulk filled the room. He was like a giant man but not yet a man, for he was covered in a coat of long, red hair.'*

Name of book: King of the Cloud Forests

Date Published: 1987

Author: Michael Morpurgo

Genre: Adventure

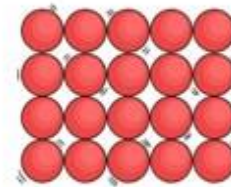
Perilous	Full of danger or risk
Missionary	A place where Christians help whilst promoting the teachings of the Lord.
Bewilderment	A feeling of being confused.
Philling	The Tibetan name for foreigners
Hostility	Unfriendly behaviour towards others
Adamant	Refusing to be persuaded
Baulking	Unwilling to an accept an idea
Beseeching	Begging someone to do something
Denouement	The final part of something.
Mesmerized	Transfixed, caught their complete attention

## States of Matter & Grouping & Classifying

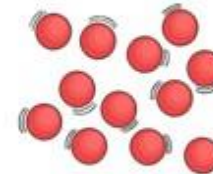
## Year 4 Knowledge Organiser



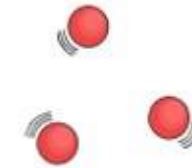
Subject Specific Vocabulary	
States of Matter	Materials can be one of three states: solids, liquids or gases.
Solids	These are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. Solids take up the same amount of space no matter what has happened to them.
Liquids	Liquids take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured.
Gases	Gases can spread out to completely fill the container or room they are in. They do not have any fixed <u>shape</u> but they do have a mass.
Particles	Particles are tiny bits of matter that make up everything in the universe. They are that tiny, we cannot see them.
Reversible	Able to be reversed so that the previous state is restored.
Irreversible	Not able to be undone or changed back to its original state.
Melt	This is when a solid changes to a liquid.
Freeze	Liquid turns into a solid during the freezing process.
Evaporate	Turn a liquid into a gas.
Condense	Turn a gas into a liquid.



Solid Particles  
 Particles in a solid are close together and cannot move. They can only vibrate.



Liquid Particles  
 Particles in a liquid are slightly more spread out and can move around in small spaces.



Gas Particles  
 Particles in a gas are spread out and can move around very quickly in all directions.



If a solid is heated to its melting point, it melts and changes to a liquid. This is because the particles start to move faster and faster until they are able to move over and around each other.

When freezing occurs, the particles in the liquid begin to slow down as they get colder and colder. They can then only move gently on the spot, giving them a solid structure.



Evaporation occurs when water turns into water vapour. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle evaporating in the warm air.



Condensation is when water vapour is cooled down and turns into water. You can see this when droplets of water form on a window. The water vapour in the air then cools when it touches a cool surface.

## Classification

Classification is the arrangement of living and non-living things into groups or categories. It involves breaking down a large group into smaller groups based on their observable features.

There are three types of classification: single-stage classification, multi-stage classification and serial ordering.

## How Classification is Used:

Scientists use classification to put living things into groups. The science of classifying and naming living things is called taxonomy.

Classification helps scientists identify and study living things and understand the origins and evolution of a species.

## Key Vocabulary:

Backbone	A column of bones in the middle of the back of vertebrate animals.
Classify	Arrange in groups or categories according to shared qualities or characteristics.
Evolution	A process where living things change some of their physical or behavioural characteristics slowly over a very long time.
Origin	Where something begins.

## Types of Classification

**Single-stage Classification:** this involves separating a large group of objects into smaller groups based on a single property such as size.

Another type of single-stage classification involves sorting objects according to whether they have a specific property or not. E.G. 'Is it pink?'

**Multi-stage Classification:** involves asking repeated questions about specific properties, to sort groups into subgroups again and again until all the objects in one group are the same.

**Serial Ordering:** involves sorting objects into an order based on a property. For example, items of clothing could be sorted according to size, with the smallest at one end, leading to the largest at the other.

Annelid



Mollusc



Arthropod



## Knowledge Organiser – Mamma Mia – Year 4, Unit 1

### 1 – Listen & Appraise: Mamma Mia (Pop)

**Structure:** Intro, verse, bridge, chorus, introduction, verse, bridge, chorus.

**Instruments/voices you can hear:** Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums.

**Find the pulse as you are listening**

### 2 – Musical Activities using glocks and/or recorders

**Warm-up games** play and copy back using up to 2 notes – G + A.

Bronze: no notes | Silver: G, sometimes A | Gold: G + A challenge.

*Which challenge did you get to?*

**Singing** in unison

**Play instrumental parts** with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. *Which part did you play?*

**Improvise** using up to 3 notes – G, A + B.

Bronze: G | Silver: G, sometimes A | Gold: G, A + B challenge. *Which challenge did you get to?*

**Compose** a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)

### 3 – Perform & Share

Decide how your class will introduce the performance. Perhaps add some funky dance moves? Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

**The performance will include one or more of the following:**

Improvisations • Instrumental performances • Compositions



### About this Unit

**Theme:** ABBA's music.

**Facts/info:** ABBA was a Swedish pop group formed in 1972.

**Listen to 4 other ABBA songs/pieces:**

- Mamma Mia
- Dancing Queen
- The Winner Takes It All
- Waterloo
- Super Trouper
- Thank You For The Music

**Vocabulary** Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison

### Reflection

*What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?*

*Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?*