



# Year 4 Curriculum Term 1

Topic Title: Burps, Bottom and Bile	
English	Maths
<p>In our Termly Overview, the focus for our Whole Class Reading will be on the book 'The Nothing to See Here Hotel'. This term, our reading lessons will follow a structured format to ensure comprehensive understanding and development of key skills.</p> <p><b>Lesson 1:</b> During this lesson, we will delve into vocabulary exploration, general knowledge enhancement, and context setting to lay a strong foundation for the text.</p> <p><b>Lesson 2:</b> 'Just Read' session where pupils will take turns reading aloud while the teacher provides necessary clarifications to ensure full comprehension of the text.</p> <p><b>Lesson 3:</b> In 'Close Read' lesson, we will concentrate on honing reading skills such as inference, summarising, skimming, scanning, and ordering events within the text.</p> <p><b>Lesson 4:</b> A dedicated session for Comprehension activities where pupils will demonstrate their understanding of the text through various tasks and questions.</p> <p><b>Lesson 5:</b> Our final lesson of the term will involve a 'Read for Pleasure' session held in the school library. Pupils will have the opportunity to choose books from their accelerated readers collection and indulge in reading for pure enjoyment. This session aims to foster a love for reading and further develop their reading skills in a relaxed and enjoyable environment.</p> <p><b>Writing</b> <b>Fiction- Writing a Warning Story</b> <b>Focus on enhancing descriptions of settings</b> <b>Toolkit features for Settings</b></p> <ul style="list-style-type: none"><li>- Choose an interesting name for the setting and vary the setting eg. Fantasy, sci-fi</li><li>- Select the time of the day and weather to create an effect eg the thunder rumbled through the darkness</li><li>- Show how a character reacts to the setting through Show not tell eg Jo shivered</li><li>- Show the setting through the character's eyes eg. Jo shivered</li></ul>	<p><b>Place Value</b></p> <ol style="list-style-type: none"><li>1. <b>Recognise and Represent Numbers:</b> Pupils should confidently recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).</li><li>2. <b>Ordering and Comparing Numbers:</b> By the end of Year 4, pupils are expected to be able to order and compare numbers beyond 1000, and read and write them in both numerals and words.</li><li>3. <b>Rounding Numbers:</b> Pupils should be able to round any number to the nearest 10, 100, or 1000, demonstrating understanding of the rounding rules.</li><li>4. <b>Number Sequences:</b> Year 4 pupils should be able to identify and continue number sequences, including those involving multiples of a range of numbers up to and including 12.</li></ol> <p><b>Addition and Subtraction</b></p> <ol style="list-style-type: none"><li>1. <b>Add and Subtract Numbers:</b> Pupils should be fluent in adding and subtracting numbers with up to four digits using the formal written methods of columnar addition and subtraction.</li><li>2. <b>Estimate and Use Inverse Operations:</b> Pupils need to estimate and check answers to calculations using inverse operations. They should also solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li><li>3. <b>Efficiency and Precision:</b> By the end of Year 4, students should be able to choose appropriate strategies for solving addition and subtraction problems, ensuring accuracy and efficiency.</li><li>4. <b>Mental Calculation:</b> Develop efficient mental strategies for addition and subtraction calculations such as using known facts, deriving facts, and using partitioning.</li></ol>

**Courage**

**Resilience**

**Honesty**

**Kindness**

Matthew 7:24 - "Therefore everyone who hears these words of mine and puts them into practice is like a wise man who built his house on the rock"



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- Use prepositions to extend descriptions- below the hill:
- Use a change of setting, weather or time to create a new atmosphere

Pupils will write a warning story

## Non - Fiction

### To write a balanced argument

In the Year 4 curriculum, a key focus will be on developing the skill of writing balanced arguments. Students will learn how to present both sides of an argument clearly and persuasively, using sentence starters to introduce their points. They will also be encouraged to structure their writing into paragraphs, ensuring a logical flow of ideas and arguments.

By the end of the term, students in Year 4 will have gained a solid understanding of how to construct a well-rounded argument, using coherent paragraphs and effective sentence starters to articulate their thoughts and opinions clearly.

## RE

### CORE:

- Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.)
- Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.

### KNOWLEDGE BUILDING BLOCKS

#### PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:

- God the Creator cares for the creation, including human beings.
- As human beings are part of God's good creation, they do best when they listen to God.
- The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).

## PSHE

### Get Heartsmart and the St Nicholas Way

- **The St Nicholas Way:** it's who we are
- Words have power: Demonstrating consequences of the words we use about ourselves and others
- Reap what you sow: Suggesting ways we can grow a desired characteristic e.g. kindness
- Wily wolf: Thinking about and discussing how we know who we can trust
- Family Recipe: Thinking about the characteristics that make a healthy family life
- Healthy Minds Recognising what positively and negatively affects our mental health
- Reflection and self-evaluation

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- [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.

## Music

### Musicianship:

- Simple rhythmic patterns using minims, crotchets, quavers and their rests
- Key Signature: C major (no sharps/flats)
- Simple melodic patterns using the notes C D E
- Improvisation – notes C D E G A (1,2,3 or 5 notes)

**Listen and Respond:** Selection of songs (see overview)

**Singing:** Selection of songs (see overview)

**Playing:** Glockenspiel – notes – FGABC (4 levels)

### Improvising and composition:

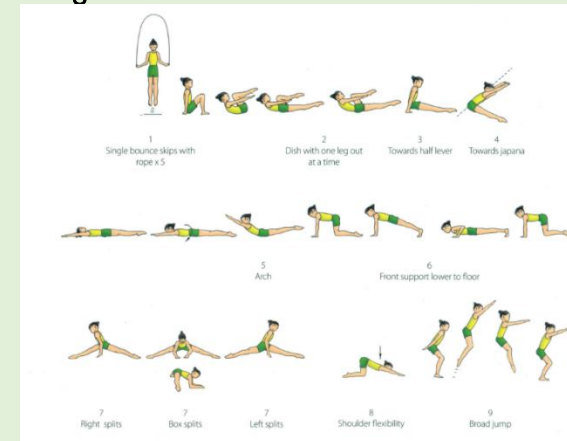
- Create a Graphic Score: Living In The Country
- Compose with a Theme: Living In The Country – GAB
- Music Notepad – piano keyboard/note names

**Performing:** Perform and share what has taken place in the lesson

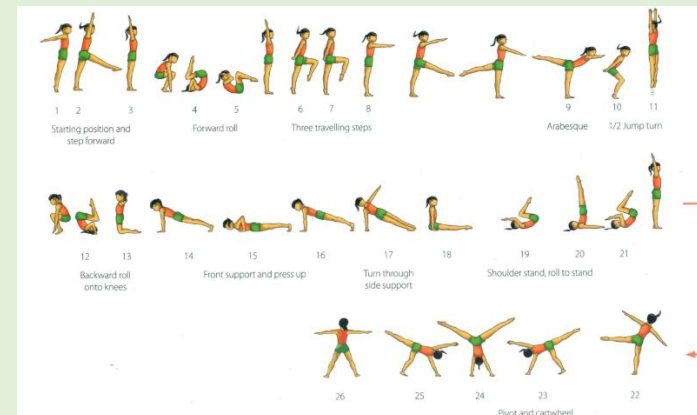
## PE

### Teacher Led Gymnastics

#### Body Management:



#### Floor Exercise



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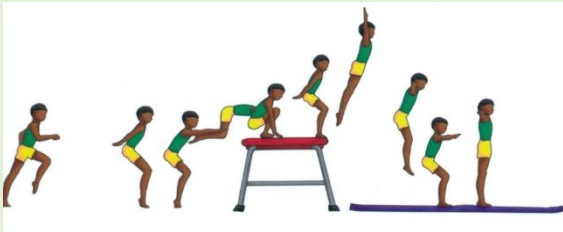
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	<p><b>Vault</b></p>  <p><b>TSC- Athletics</b></p> <p>Pupils will be taught to: use running (long &amp; short distance), jumping and throwing in isolation and in combination as well as play competitive games, modified where appropriate.</p> <p><b>Fundamental Movement Skills addressed:</b>          Locomotor- Running, Walking, Hopping, Jumping (height &amp; distance)          Body Control- Landing, Stretching, Balancing, Turning, Stopping, Bending, Twisting          Object Control- Control</p>
French	Computing
<p><b>Unit 8 - J'ai un chat</b> Animals</p> <p><b>Unit 9 - Luc adore les serpents</b> saying you like/love/dislike/ hate something</p> <p><b>Unit 10 - Dimanche c'est mon</b> <b>Anniversaire</b> days of the week</p>	<p><b><u>Computing Systems and Networks – The Internet</u></b></p> <ul style="list-style-type: none"> <li>▪ To describe how networks physically connect to other networks</li> <li>▪ To recognise how networked devices make up the internet</li> <li>▪ To outline how websites can be shared via the World Wide Web</li> <li>▪ To describe how content can be added and accessed on the World Wide Web</li> <li>▪ To recognise how the content of the WWW is created by people</li> <li>▪ To evaluate the consequences of unreliable content</li> </ul>

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# Year 4 Curriculum Term 1

## Connected Curriculum

### Science

#### Substantive Knowledge

#### Types of Teeth

##### Incisors:

Characteristics: Flat, thin, sharp edges

Function: Cutting and chopping food

##### Canines:

Characteristics: Pointed, sharp

Function: Piercing and tearing food

##### Premolars:

Characteristics: Flat surface, two or three roots

Function: Crushing and grinding food

##### Molars:

Characteristics: Large surface area, multiple roots

Function: Grinding and chewing food

##### Endpoints:

1. Identify and describe the four main types of teeth.
2. Understand the structure and functions of each type of tooth.
3. Explain the importance of different teeth in the chewing process

#### Investigating Tooth Decay

The enamel on our teeth protects them from decay.

Different drinks can affect our teeth in different ways.

Acidic drinks like fruit juice and fizzy drinks can harm tooth enamel.

Milk and water are healthier options for teeth.

#### Disciplinary Knowledge

##### Diagrams

Include labels and captions to describe shapes, sizes, parts, and functions of each tooth type

##### Tooth Cross-Section

Parts: Pulp, enamel, blood vessels, nerve, dentine

Draw and label these parts in a clear cross-section diagram

##### Science Skills:

Observation: Noting changes in the eggs/shells.

Recording: Keeping a detailed photographic diary of observations.

Comparison: Contrasting the effects of different liquids on the eggs/shells.

Drawing Conclusions: Inferring the impact of various drinks on tooth enamel.

##### Understanding of Variables:

Independent Variable: Type of liquid (fruit juice, full sugar fizzy drinks, sugar-free fizzy drinks, milk, water, coffee, tea).

Dependent Variable: Changes in the eggs/shells.

Controlled Variables: Size of eggs/shells, duration of immersion, temperature.

##### Observations

Use plaque disclosing tablets to identify areas of plaque on teeth.

Note the coloured areas where plaque remains after brushing.

##### Improvements

Brush teeth in small circular motions to ensure all surfaces are cleaned.

Reach all areas, including the back teeth and along the gumline.

##### Biology:

Understanding the structure and function of different digestive organs

Relating the organs to the process of digestion and nutrient absorption

##### Anatomy:

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# Year 4 Curriculum Term 1

Coffee and tea can stain teeth but are less damaging than sugary drinks.

## Endpoints:

1. Identify and record any visible changes in the eggshells.
2. Compare the effects of the different liquids on the eggshells.
3. Draw conclusions about the potential impact of these liquids on dental health.

## Effective Teeth Brushing

### Oral Hygiene and Plaque

Plaque is a sticky film of bacteria that can harm teeth and gums.

Good oral hygiene, including regular brushing, helps remove plaque.

### Importance of Toothbrushing:

Toothbrushing is essential for maintaining good oral hygiene.

It helps prevent cavities, gum disease, and bad breath.

Proper toothbrushing removes plaque and food debris from teeth.

### Effective Brushing Techniques:

Brush teeth twice a day for two minutes each time.

Use a pea-sized amount of fluoride toothpaste.

Brush in circular motions to clean all tooth surfaces.

Remember to brush the gum line and the back teeth.

## Endpoints

1. Identify and demonstrate proper brushing techniques.
2. Understand the role of brushing in maintaining oral health.
3. Evaluate personal brushing effectiveness using plaque disclosing tablets.

## Human Body/ Digestive Organs

The digestive system is a group of organs working together to convert food into energy and basic nutrients to feed the entire body.

Learning about the location and importance of each organ in the digestive system

Understanding how the organs work together to process food

## Classification of Materials

Materials can be classified into solids, liquids, and gases based on their properties.

Properties include shape, volume, and how particles are arranged.

By observing how materials behave, we can determine their classification.

## Scientific Investigations:

Observation: Noting changes in materials when heated or cooled.

Measurement: Use of thermometers to measure temperature changes.

## Experimentation:

Role of Heat: Applying heat sources like Bunsen burners or water baths.

Recording Data: Documenting temperatures before and after state changes.

- [British Dental Association – Kids Zone](#)
- [BBC Bitesize – Teeth and Eating](#)
- [Science Kids – Dental Health Experiment](#)
- [Colgate Kids Corner](#)
- [NHS – How to keep kids' teeth healthy](#)
- [BBC Bitesize – Digestive System](#)
- [KidsHealth – Your Digestive System](#)
- [Science Kids – Human Digestive System](#)
- [BBC Bitesize – Solids, Liquids, and Gases](#)
- [Science Kids – Solids, Liquids, and Gases](#)
- [RSC Learn Chemistry – Changing State of Materials](#)

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The main parts of the digestive system are the mouth, oesophagus, stomach, small intestine, large intestine, and anus.

Each part of the digestive system has a specific function in breaking down food and absorbing nutrients to be used by the body.

## 1. Mouth

Chews and breaks down food into smaller pieces.

Mixes food with saliva to make it easier to swallow.

## 2. Oesophagus

Transports food from the mouth to the stomach using muscle contractions.

## 3. Stomach

Digests food using stomach acid and enzymes.

Breaks down food into a liquid form called chyme.

## 4. Small Intestine

Absorbs nutrients from the digested food.

Consists of three parts: Duodenum, Jejunum, and Ileum.

## 5. Large Intestine (Colon)

Absorbs water from undigested food.

Forms waste products (faeces) for excretion.

## 6. Liver

Produces bile to help digest fats.

Filters toxins from the blood.

## 7. Pancreas

Produces digestive enzymes to further break down food in the small intestine.

### Endpoints:

1. Explain the purpose of the digestive system.
2. Identify and describe the main parts of the digestive system.

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# Year 4 Curriculum Term 1

3. Understand the function of each part in the digestion process.

## Identification and Classification

### Solids:

Defined shape and volume

Particles are closely packed

Examples: wood, metal, plastic

### Liquids:

Defined volume but take the shape of their container

Particles are loosely packed

Examples: water, milk, juice

### Gases:

No defined shape or volume

Particles are spread out and move freely

Examples: air, helium, oxygen

### Endpoints

1. Describe the properties of solids, liquids, and gases.
2. Identify examples of each state of matter.
3. Classify materials into solids, liquids, or gases based on their properties.

## Changes Lesson

### Definitions:

State of Matter: The physical form in which a substance exists, such as solid, liquid, or gas.

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# Year 4 Curriculum Term 1

Change of State: When a substance transitions from one state of matter to another, such as melting, freezing, evaporating, or condensing.

## Key Concepts:

Heating and Cooling: Heating causes most substances to change from solid to liquid to gas, while cooling causes the reverse.

Temperature: The measure of how hot or cold a substance is.

Degrees Celsius (°C): A unit used to measure temperature.

## Examples of Materials Changing State:

Ice (solid) → Water (liquid) → Steam (gas) – Transition through heating and cooling.

Wax (solid) → Melted wax (liquid) – Transition through heating.

Water (liquid) → Ice (solid) – Transition through cooling.

## Endpoints

1. Identify different states of matter and their transitions.
2. Understand the concept of temperature and measure it in degrees Celsius.
3. Conduct simple experiments to observe materials changing state through heating and cooling.

## Design and Technology

### Substantive Knowledge

## Healthy Snacks

### What Makes a Healthy Snack?

A healthy snack should be balanced, containing a mix of nutrients like carbohydrates, proteins, and fats.

It should be low in sugar and unhealthy fats, and high in vitamins and minerals.

Healthy snacks can include fruits, vegetables, whole grains, nuts, and dairy products.

### Fruit Kebabs

### Disciplinary Knowledge

#### Research:

Look up healthy snack ideas online or in cookbooks.

Consider nutritional value, ease of preparation, and appeal to children.

#### Planning:

Create a simple recipe card outlining ingredients and steps.

Consider food allergies or dietary restrictions of potential consumers.

#### Creating:

Follow the recipe carefully, practicing safe food handling and hygiene.

Experiment with flavours and textures to create a unique snack.

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<p>Ingredients: Assorted fruits (e.g., strawberries, grapes, pineapple chunks)</p> <p>Method: Thread the fruits onto skewers in a colourful pattern</p> <p>Taste Test: Sweet and refreshing; students may enjoy the variety of flavours and textures</p> <p><b>Homemade Trail Mix</b></p> <p>Ingredients: Nuts (<b>not used in school</b>), seeds, dried fruits, whole grain cereals</p> <p>Method: Mix the ingredients together in a bowl</p> <p>Taste Test: Nutty and crunchy; some students may prefer the sweet bursts from the dried fruits</p> <p><b>Veggie Sticks with Hummus</b></p> <p>Ingredients: Carrot sticks, cucumber slices, cherry tomatoes, hummus</p> <p>Method: Arrange the veggie sticks on a plate with a dollop of hummus</p> <p>Taste Test: Crunchy and creamy; students may like the combination of flavours and the dipping aspect</p> <p><b>Cheese and Crackers</b></p> <p>Ingredients: Cheese cubes, whole grain crackers</p> <p>Method: Pair the cheese cubes with crackers on a plate</p> <p>Taste Test: Savoury and satisfying; some students may enjoy the contrast between the cheese and the crackers</p> <p><b>Endpoints</b></p> <ol style="list-style-type: none"><li>1. Create a design for a healthy snack</li><li>2. Use a variety of ingredients to make the snack</li><li>3. Evaluate the taste and appearance of the snack</li><li>4. Understand the nutritional value of chosen ingredients</li><li>5. Present the snack in an appealing way</li></ol>	<p><b>Evaluating:</b></p> <p>Consider the taste, appearance, and texture of the snack.</p> <p>Ask peers to taste-test and provide feedback for improvement</p> <ul style="list-style-type: none"><li>• <a href="#">Change4Life – Healthy Eating Tips</a></li><li>• <a href="#">BBC Good Food – Healthy Snack Recipes</a></li><li>• <a href="#">Food – a Fact of Life – Food Technology Resources</a></li></ul>
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