HOOK JUNIOR SCHOOL

Year 4 Autumn Term 2023 - Learning Overview Summary

Inspire, Learn and Achieve

Key Concepts: Consequences, Relationships and Respect.

English

As readers and writers we will immerse ourselves in the inspiring story of Ernest Shackleton, a British explorer who made several expeditions to Antarctica during his life. Reading Shackleton's Journey will be central to our guided reading lessons where we will then write a diary based on the epic trials both Shackleton and his crew faced when crossing the frozen heart of Antarctica. In addition to this, we will create a biography on this inspirational explorer based on Shackleton's incredible achievements. We will then be taken on a journey to the icy, magical expedition with *The Polar Bear Explorers Club*. Stella Starflake Pearl is desperate to be a famous explorer like her father, Felix. Before long, Stella and her team of young explorers are faced with fierce monsters, snow pirates and carnivorous cabbages... From this intense and action-packed story line, the we will write our own suspense narrative developing characters through skills learnt.

Maths

As mathematicians we will be reading, writing, ordering, comparing and rounding numbers up to four-digit numbers in context. We will then deepen our understanding of multiplication and division facts including 3, 6, 7 and 9 times tables. Additionally, we will apply our place value knowledge to multiplying numbers by 10 and 100. This will further support our understanding of converting between mm, cm and m. Perimeter and coordinates will also be explored.

Computing

As computer scientists we will develop our search skills when engaging in web research as well as developing our word processing and presentational skills in PowerPoint. We will also build on our online safety learning about cyberbullying as well as the importance of using sensitive and appropriate language when using online communi-

Science

As scientists we will be building on our prior learning on a variety of everyday materials and how they can be changed. By the end of the unit, we will be able to explain compare and group materials using the terminology solids, liquids and gases. We will then observe how some materials change state when they are heated or cooled. Finally, we will explore the part played by evaporation and condensation on the water cycle.

MFL

As linguists we will continue to build on our accurate pronunciation and intonation, applying core language structures we have previously learnt to say greetings, numbers 1-30 and family members.

Music

As musicians we will learn how to read musical notes and know how many beats they represent. Our understanding of pulse, rhythm, pitch and dynamics will be applied to our performance of the Christmas production.

History

As historians we will be exploring the question, 'The Anglo-Saxons: the ruin of Britain?' in which we will explore, interpret and evaluate different sources about how and why these people came to Britain and their impact on the country.

Geography

As geographers we will be locating volcanoes around the world, understanding the structure and formation of volcanoes and looking at why people live near them. We will also be understanding what an earthquake is and the affects it can have.

Religious Education

As citizens, we will explore the concepts of good and evil and how this can be applied within our own lives before looking at the Hindu festival of Diwali. We will then explore the concept of stereotypes, firstly within our own lives before then looking at how angels are interpreted by Christians.

PSHE

As British citizens we will be extending our knowledge and understanding of a growth mindset, learning that failure is part of the learning process and identify strategies when mistakes are made. Following this, we will explore what positively and negatively affects physical, mental and emotional health with a focus on how the media can impact this. Collaboratively, we will identify self-care techniques.

Design & Technology

As designers we will deepen our understanding of nutrition and healthy eating where we will further develop our skills of peeling, chopping, slicing, mixing, frying and simmering to make a vegetable curry.

Art

As artists we will develop our drawing skills creating tonal images of animals and people, use painting techniques and mark making to show the environment of the landscape as well as block painting to create figures and movement. This will all be developed into our Explorers' zigzag book.

Physical Education

As athletes we will develop our throwing and catching skills associated with Netball, learn and apply the footwork rule and begin to understand the attacking and defending formations in mini games. In our weekly gymnastics or dance lessons we will develop a range of actions, body shapes and balances in a performance, including individual and partner balances.

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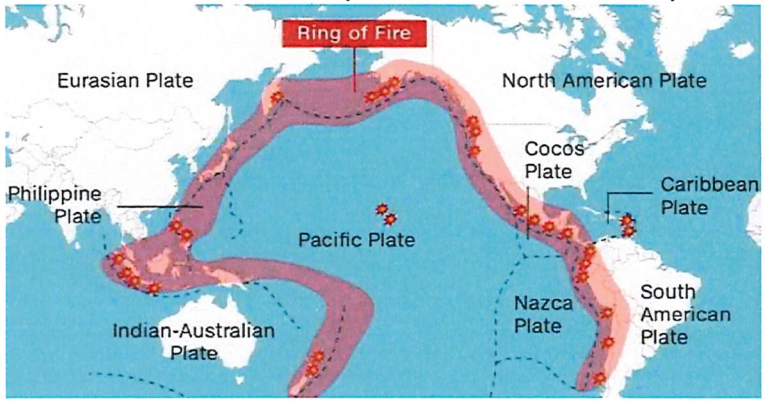
Geography - Volcanoes and Earthquakes (Year 4)

What I should already know

- Continents of the world
- Location of Hook in the UK, Europe and the world
- Human and physical features of areas

Key concepts- What I will know by the end of the unit

- Location of volcanoes around the world linked to tectonic plate boundaries
- That volcanoes are formed due to movement of tectonic plate boundaries
- The process of eruption of volcanoes
- That volcanoes can have very negative impacts (destruction of land, loss of life) but can also be positive for areas (fertile soil, tourism)
- That responses to eruptions can differ depending on the economy of a country
- To know what earthquakes are and their impacts on surrounding areas



Glossary of terms	Or translation of key vocabulary and a picture
Volcano	An opening in the earth's crust from which molten lava, rock fragments, ash, gases and dust are ejected
Earthquake	A shaking of the earth's crust caused by sudden tectonic movement
Tectonic Plates	A large section of the earth's crust
Ring of Fire	A region around the edge of the Pacific Ocean where lots of volcanic eruptions and earthquakes occur
Economic activity	Jobs or industry that earn someone or a company money
Tourism	Travelling to visit somewhere for pleasure

HOOK JUNIOR SCHOOL

Name of Unit – History - Britain's settlement by Anglo-Saxons & Scots – (Year 4)

What I should already know

- Knowledge of the chronology of the Roman period learnt in Year 3 as the Anglo Saxons begins after the Romans withdrew.
- Simple understanding of Cause and Consequence from the Roman topic.

Key concepts- What I will know by the end of the unit

- Who the Anglo Saxons were and where they came from
- The kingdoms of the Anglo-Saxon era
- How the people were converted to Christianity
- Gaining knowledge about the Anglo-Saxon legacy

Glossary of terms	Or translation of key vocabulary and a picture
Migration	Movement from one part to another
Jutes	A member of the German people who helped invade Britain
Invade	To enter a country to occupy it
Conversion	Causing something to change
Angles	A member of the German people who helped invade Britain
Saxons	A member of the German people who helped invade Britain

HOOK JUNIOR SCHOOL

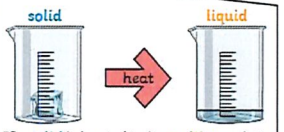
Name of Unit – Science States of Matter – (Year 4)

Key concepts- What I will know by the end of the unit

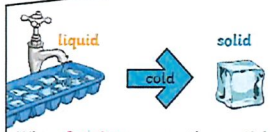
There are three states of matter.

Solid	Liquid	Gas
Particles in a solid are close together and cannot move. They can only vibrate.	Particles in a liquid are close together but can move around each other easily.	Particles in a gas are spread out and can move around very quickly in all directions.

When water and other liquids reach a certain temperature, they change state into a solid or a gas. The temperatures that these changes happen at are called the boiling, melting or freezing point.

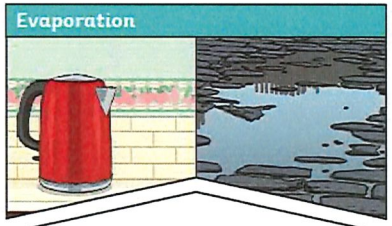


If a solid is heated to its melting point, it melts and changes to a liquid. This is because the particles start to move faster and faster until they are able to move over and around each other.



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

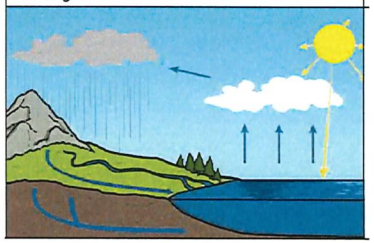


Evaporation occurs when water turns into water vapour. This happens very quickly when the water is hot, like in a kettle, but it can also happen slowly, like a puddle evaporating in the warm air.

Condensation

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 cools when it touches the cold surface.

Condensation and evaporation occur within the water cycle.



1. Water from lakes, puddles, rivers and seas is evaporated by the sun's heat, turning it into water vapour.
2. This water vapour rises, then cools down to form water droplets in clouds (condensation).
3. When the droplets get too heavy, they fall back to the earth as rain, sleet, hail or snow (precipitation).

Glossary of terms	Or translation of key vocabulary and a picture
Solids	These are materials that keep their shape unless a force is applied to them. Solids take up the same amount of space no matter what happened to them.
Liquids	Liquids take the shape of their container. They change shape but do not change the amount of space they take up.
Gases	Gases can spread out to completely fill a container or room they are in. they do not have a fixed shape.
States of matter	Materials can be one of three states - solids, liquids or gases
Melt	This is when a solids changes to a liquid
Freeze	Liquid turns to a solid during the freezing process
Evaporate	Turn a liquid to a gas
Condense	Turn a gas into a liquid

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Name of Unit – Art - Explorers (Year 4)

What I should already know

- how to use water colour paints
- how to activate and use water colour pencils
- how to apply different pressure with pencils

Key concepts- What I will know by the end of the unit

- how to mix a range of specific colours
- how to choose colours to fit mood and reflect setting
- how to use cardboard to make marks using paint
- the correct proportions for drawing the human figure

Glossary of terms	Meaning
medium	A material used e.g. paint
mixed media	A variety of materials used e.g. paint and pastel
composition	The arrangement of images/mark making on the page to create a complete image
background	Furthest away
middle ground	centre
foreground	Closest to viewer
horizon	Where sky meets the land
blending	Combining / merging colours or tones together
layering	Multiple media placed on top of each other with parts of the image from each layer showing through
mark making	Variety of ways we can make marks using different tools e.g. straight lines, stippling
scale	How big or small something is. The size of it.
perspective	How something appears to the viewer e.g. birds eye
tonal scale	Dark through to light
proportion	How big or small something is in relation to another object

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Name of Unit: : Design and Technology – Cooking and Nutrition – Vegetable Curry (Year 4)

What I should already know

Cutting using the bridge technique

Cutting using the claw technique

Key concepts - What I will know by the end of the unit

- To understand that a healthy diet is made up from a variety and balance of different food and drink.
- To know how to use appropriate equipment and utensils to prepare and combine food.
- To know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.
- To know and use relevant sensory vocabulary appropriately.

Analysing existing products

Filling	Appearance	Smell	Flavour/Taste	Texture	Dislike ☹	Neither 😐	Like ☺
1							
2							
3							
4							
Word bank	Colourful Dark/pale Greasy Moist	Fruity Meaty Smoky Oniony Garlicky Fishy	Salty Herby Spicy Fishy Smoky	Crispy Crunchy Soft Chewy Sticky Smooth Hard			

Glossary of terms	Or translation of key vocabulary and a picture
Food Hygiene	The practice used to ensure cleanliness and preventing spread of germs before and during cooking.
Appearance	How the food looks to the eye.
Texture	How the product feels in the mouth.
Aroma	How the product smells.
User	The person or group of people you intend to design and make your product for.
Utensils	Household tools or equipment used for cooking.

HOOK JUNIOR SCHOOL

Name of Unit - PSHE Growth Mindset (Year 4)

What I should already know

- Introduction to growth vs fixed mindset.
- What it means to fail
- What happens to your brain when you learn
- How making mistakes are part of the learning process

Key concepts- What I will know by the end of the unit

To understand and apply a growth mindset to their learning. Further looking at failure as part of the learning process and mistakes. Identify what they believe makes an effective learning as well as describing the learning process in their own words. Look at ways to keep themselves well physically and mentally.

Glossary of terms	Or translation of key vocabulary/ picture
Growth mindset	a belief that you can develop your skills and talents through hard work, the right strategies, and guidance from others
Fixed mindset	a belief *that* describes people who see their qualities as fixed traits that cannot change *and who are more likely to give up*
Determination	a positive emotional feeling that involves persevering towards a difficult goal in spite of obstacles.
Resilience	the process and outcome of successfully adapting to difficult or challenging life experiences/ not giving up
Characteristics	a feature or quality belonging typically to a person, place, or thing and serving to identify them
Effective	successful in producing a desired or intended result.
Proportionate	corresponding in size or amount to something else

HOOK JUNIOR SCHOOL

Name of Unit – RE - Good and Evil (Year 4)

What I should already know

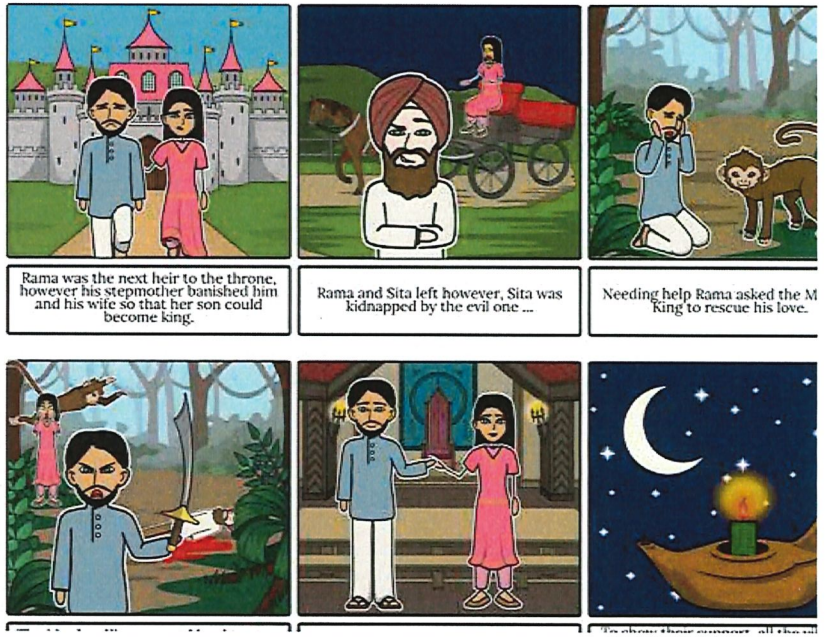
Developed understanding of Enquiry cycle and what the different stages entail.

Beginning to learn about different Hindu and Christian festivals and ways of life including concepts of Devotion, communication, Emotions and Temptation.

Key concepts- What I will know by the end of the unit

What is the difference between Good and Evil?

- To be able to define concepts of Good and Evil
- To know and understand how good and evil is shown in the Ramayana story.
- To describe ways in which Hindus remember good and evil in the story of celebrations of Diwali.
- To know how and why Hindus celebrate Diwali.
- To describe the importance of Hindus valuing good overcoming evil.



Glossary of terms	Or translation of key vocabulary and a picture
Diva	*A* person skilled in telling stories.
Rama	In the Hindu religion, Rama is the god of virtue and the embodiment of Lord Vishnu. Rama and Sita, triumph over evil, in the form of the demon king, Ravana.
Sita	Rama's wife who is the embodiment of the goddess Lakshmi.
Good	Morally excellent, honourable, righteous or a kind and caring person.
Evil	Something which is morally bad or wicked. The opposite of good.
Ravana	Ravana was the mighty king of the kingdom of Lanka. He kidnaps Sita from the forest and is later killed by Rama.

HOOK JUNIOR SCHOOL

Name of Unit – Music – Singing (Year 4)

What I should already know

Dynamics - How loud or quiet the music is.	
Pianissimo	Very quiet
Piano	Quiet
Mezzo Piano	Quite quiet
Mezzo Forte	Quite loud
Forte	Loud
Fortissimo	Very loud
Inter-related dimensions of music	
Rhythm	The combination of long and short notes to create a pattern.
Pitch	How high or low a note is.
Dynamics	How loud or quiet music is.
Extra Vocabulary	
Call and response	The caller sings a tune and the ensemble responds, usually with a different rhythm.
Sustain	To hold a note for a long time.
Diaphragm	A muscle that helps you to breathe.
Exhale	To breathe out.
Diction	How you pronounce (say) the words of a song.
Round	Where two or more people are singing a tune but the words and the starting point are different for each person.
Conductor	A person who directs a musical performance.
Projection	When the voice is used to sing powerfully and clearly.

Key concepts- What I will know by the end of the unit

The importance of warm-ups exercises and how they improve our singing.

How to sight-read simple tunes and rhythms.

To sing in unison using the inter-related dimensions of music to add interest and feeling.

To sing in parts, following a conductor to support.

Glossary of terms	Or translation of key vocabulary and a picture
posture	How to hold your body
Aural skills	Listening skills
harmony	2 melodies sung at the same time which are pleasing to the ear.
round	Where 2 or more people are singing a melody but starting at different times.

HOOK JUNIOR SCHOOL

Name of Unit: Computing – Search Engines (Year 4)

What I should already know:

- Have previously looked at search engines in Year 3
- Understand different search engines that can be used
- Have looked at how to stay safe online
- Have looked at reliable and unreliable sources

Key concepts- What I will know by the end of the unit

Search Engine

A search engine is a service you use on the Internet to help you find information via the World Wide Web.

They allow us to input words or phrases into the search bar or address bar. The search engine then provides a list of websites or web pages that link to the words or phrases that were inputted.

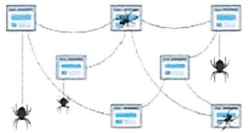
What Does a Search Engine Results Page (SERP) Look Like?

Each search engine's results page will look different, however they will all contain the same content, such as web pages or websites, images, videos, shopping links and advertisements. The suggested web pages or websites are based on a users inputted search terms, which could be a word or set of keywords. The order of the search results is based on a page ranking computer program.

How Do Search Engines Work?

When a user inputs their search terms, a search engine will scan its index of web pages to find results that relate to the search terms. A search engine makes its own index through a program called spider or web crawler.

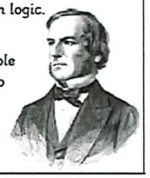
A spider or web crawler is programmed to visit web pages through hyperlinks and store information about each website they visit.



Boolean Operators

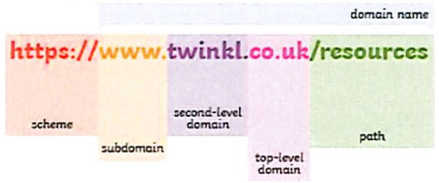
George Boole, who was a British mathematician and computer scientist, created the idea of Boolean logic.

A user can alter their search results by using Boolean operators. Boolean operators are simple words (AND, OR, NOT) used as conjunctions to combine or exclude keywords in a search. Using Boolean operators can help to narrow or broaden the search in a search engine.



Parts of the URL

A web page's URL is located in the address bar.



Glossary of terms	Or translation of key vocabulary and a picture
Internet	The Internet is a vast network of computers connected to each other all around the world.
Search engine optimization (SEO)	The process of getting more clicks onto a web page from a search engine by improving the web page content.
Search engine results page (SERP)	Search engine results pages is the list of web pages, images and videos generated by search engines in response to inputted search terms.
Uniform Resource Locator (URL)	This is the address given to find web pages on a web browser.
Web browser	A web browser allows you to access the Internet, including search engines and other web pages.
Web crawler	A computer program that crawls across the World Wide Web to find and index pages for search engines. It is sometimes called a spider.
Web page	This is a specific page that is viewed on a web browser by entering a URL address. It can display text, images and hyperlinks to other pages.
Website	This is a collection of web pages grouped together.

HOOK JUNIOR SCHOOL

Name of Unit: All around Town (Year 4 Autumn)

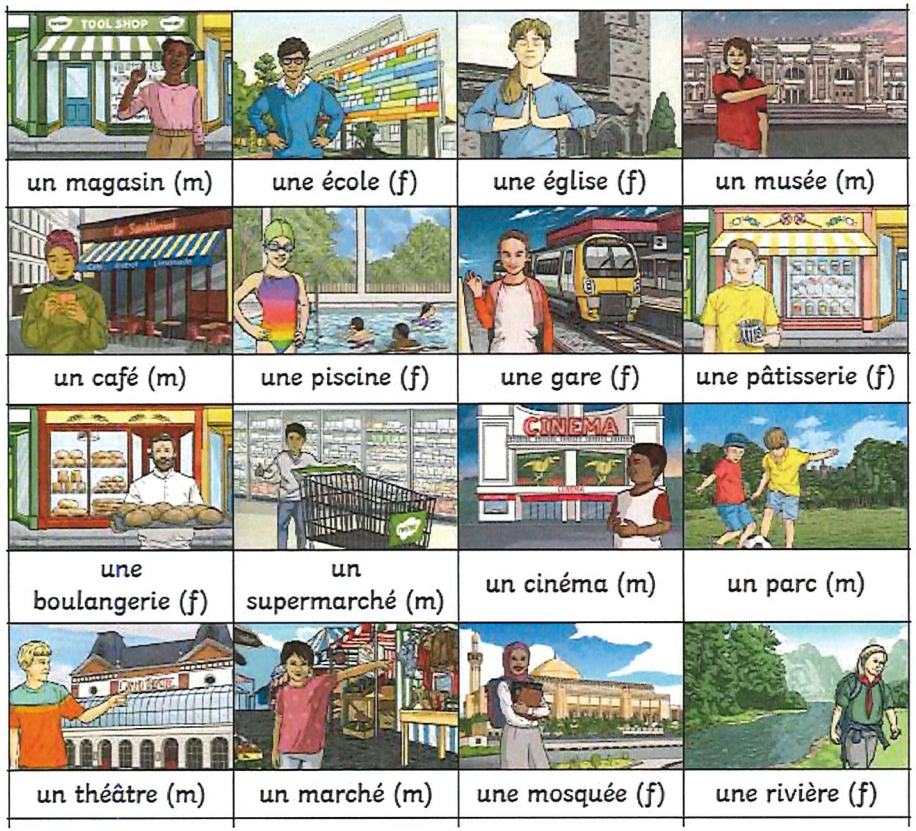
What I should already know

- To greet people
- To introduce myself - name and age
- To discuss how I am feeling
- To count up to 31

Key concepts- What I will know by the end of the unit

- To find out where someone lives
- To describe where I live
- To count in 10 and up to 100
- To develop my ability to understand new words - How do you say? Or using a dictionary

Comment dit-on? *How do we say?*



Où habites-tu?

Where do you live?

Quelle est ton adresse?

What is your address?

Qu'est-ce qu'il y a dans ta ville?

What is there in your town?

J'habite à Marseilles.

I live in Marseilles.

Mon adresse est 23 rue de la Ferme, à Nice.

My address is 23 Farm road, in Nice.

A Bordeaux, il y a une gare.

In Bordeaux, there is a station.

A Nice, il n'y a pas de musée.

In Nice, there is no museum.

un 1	quinze 15	soixante-dix 70
deux 2	seize 16	soixante-et-onze 71
trois 3	dix-sept 17	quatre-vingts 80
quatre 4	dix-huit 18	quatre-vingt-un 81
cinq 5	dix-neuf 19	quatre-vingt-dix 90
six 6	vingt 20	quatre-vingt-onze 91
sept 7	vingt-et-un 21	cent 100
huit 8	vingt-deux 22	plus +
neuf 9	trente 30	moins -
dix 10	trente-et-un 31	fois ×
onze 11	trente-deux 32	divisé par ÷
douze 12	quarante 40	zéro 0
treize 13	cinquante 50	
quatorze 14	soixante 60	