

Chesterton Primary  
School  
Curriculum Information  
Pack

2021 - 2021

Year 4 - Hazel Class



**Chesterton**  
PRIMARY SCHOOL

Respect | Persevere | Care

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Building aspiration, overcoming barriers and celebrating diversity  
in our community, learning and relationships.

# Hazel Class

Hazel class is the Year 4 class at Chesterton Primary School. Our class teacher is Miss Storey. Mr Ward currently supports us with our learning. We are a lively and caring class with a great sense of humour. In our class, we take great pride in our work and enjoy learning in our outdoor area. Within our classroom environment, we have the opportunity to work with our friends and access

Around our classroom we have lots of high quality recommended texts that we can read during ERIC time. We also have 'investigate and wonder' areas that aim to inspire and enhance the children's subject knowledge around our given theme.

For regular updates on our class, you can follow our learning journey on twitter!  
@CPSHazel

## A Typical Day in Year 4 at Chesterton

	Monday	Tuesday	Wednesday	Thursday	Friday
08:40- 8:50 8:50 Register	Spellings	Spellings	Spelling	Spelling	Spelling
09:00- 09:30	Guided Reading	Guided Reading	Guided Reading	Guided Reading	Assembly Spelling Test / SPaG & Arithmetic
09:30 - 10:30	English	English	English	English	English
10:30 - 10:45	Break	Break	Break	Break	Break
10:45- 12:00	Maths	Maths	Maths	Maths	Maths
12:00 - 12:10	Story	Story	Story	Story	Story
12:05- 12:55	Lunch	Lunch	Lunch	Lunch	Lunch
12:55 - 13:20	Handwriting / Spelling	Handwriting / Spelling	Handwriting / Spelling	PE	Handwriting / Spelling
13:20 - 14:00	Theme	Computing	Theme	Spanish/Music	Theme - Art or D&T
14:00 - 15:00	RE Assembly - 14:45	PE	PSHE		Music
15:00 - 15:15	Story / Home time	Story / Home time	Story / Home time	Story / Home time	Story / Home time

# Curriculum Outline

## Overview:

The learning in Year 4 is organised in a range of ways including group work, independent learning and focused activities. All lessons are taught with a whole class input, which then leads into the focused activities, which are differentiated, by four levels of challenge. The children are able to choose their preferred challenge independently and are then supported through them. Our English and guided reading texts link to our theme to enhance and deepen the children's understanding of the topics studied.

## Core Subjects:

### Maths

At Chesterton, we follow the White Rose Maths scheme of learning (see long-term plans attached). In each lesson, children have the opportunity to practise a newly learnt skill through our fluency work and then apply it in their problem solving and reasoning challenges.

Autumn: <https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/08/Year-4-Full-Autumn-Term-.pdf>

Spring: <https://wrm-13b48.kxcdn.com/wp-content/uploads/2020/12/Year-4-Full-Spring-Term.pdf>

Summer: <https://wrm-13b48.kxcdn.com/wp-content/uploads/2021/03/Year-4-Full-Summer-Term.pdf>

Maths National Curriculum:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335158/PRIMARY\\_national\\_curriculum\\_-\\_Mathematics\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMARY_national_curriculum_-_Mathematics_220714.pdf)

### English

Each half term, we focus on different book and story genre. We use Talk for Writing approach to our English lessons.

#### Talk for Writing

The Talk for Writing approach enables children to read and write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text', as well as close reading. The approach moves from dependence towards independence, with the teacher using shared and guided teaching to develop the ability in children to write creatively and powerfully.

English National Curriculum:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335186/PRIMARY\\_national\\_curriculum\\_-\\_English\\_220714.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

A brief overview of topics covered in English is on the next page. However, texts change regularly based on the individual class and their learning needs. We link our key texts to our theme where possible.

\*This is subject to change

**Chesterton Primary School**  
English Long Term Plan (Year 4)

Week	Autumn 1 Into the Woods	Autumn 2 Bright Sparks	Spring 1 and Spring 2 Gods and Gladiators		Summer 1 Extreme Earth	Summer 2 Food Glorious Food
1	Voices in the park <i>By Anthony Brown</i>		<b>Focus:</b> Historical fiction	<b>Focus:</b> Myths	The Firework Makers Daughter by Philip Pullman  <b>Linked texts:</b> Ice Palace by Robert Swindells	<b>Focus:</b> Traditional Tale  Hansel and Gretel  <b>Linked texts:</b> <a href="https://www.spanish.academy/blog/11-spanish-fairy-tales-free-spanish-reading-materials/">https://www.spanish.academy/blog/11-spanish-fairy-tales-free-spanish-reading-materials/</a>  The Journey into the lovely Mountain by J R R Tolkien
2	Dot by Peter Reynolds		The Fatal Fire by Terry Deary	Romulus and Remus		
3	<b>Focus:</b>  The Wild Way Home <i>By Sophie Kirtley</i>		<b>Linked texts:</b> Escape from Pompeii by Christina Balit The Thieves of Ostia by Caroline Lawrence Romans on the Rampage by Jeremy Strong			
4	<b>Linked texts</b> The Tunnel by Anthony Brown Where the Wild Things are by Maurice Sendak					
5		Non-chronological report	Instructions <i>How to catch a dinosaur</i>	Recount	Poetry	Persuasion  <i>Ideas : To go on holiday, favourite food, food, design your own food and persuade people to eat it / your own city</i>
6	Poetry on a theme: Nature poems					

Green = Narrative

Blue = Non-fiction

Orange = Poetry

## Theme:

In Year 4, we guide our learning through the children's interests. We do this through a channel of a Big Question. At the beginning of a topic, the children are asked the Big Question and have a chance to share what they know already and what they would like to learn about. Accessing the learning in this form allows the children to become engrossed and engaged into the topic and encourages them to ask further questions to deepen their knowledge.

Our theme subjects are:

- History (taught for 3 half terms of the year)
- Geography (taught for 3 half terms of the year)
- Design and Technology (taught for 3 half terms of the year)
- Art (taught for 3 half terms of the year)
- Science (taught for all 6 half terms)

Our learning objectives and Big Questions come from the National Curriculum. Please find the links to each subject's program of study here:

History:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239035/PRIMARY\\_national\\_curriculum\\_-\\_History.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239035/PRIMARY_national_curriculum_-_History.pdf)

Geography:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239044/PRIMARY\\_national\\_curriculum\\_-\\_Geography.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239044/PRIMARY_national_curriculum_-_Geography.pdf)

Art:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239018/PRIMARY\\_national\\_curriculum\\_-\\_Art\\_and\\_design.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239018/PRIMARY_national_curriculum_-_Art_and_design.pdf)

Design and Technology:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239041/PRIMARY\\_national\\_curriculum\\_-\\_Design\\_and\\_technology.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239041/PRIMARY_national_curriculum_-_Design_and_technology.pdf)

Languages (Spanish):

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239042/PRIMARY\\_national\\_curriculum\\_-\\_Languages.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239042/PRIMARY_national_curriculum_-_Languages.pdf)

Computing:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239033/PRIMARY\\_national\\_curriculum\\_-\\_Computing.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239033/PRIMARY_national_curriculum_-_Computing.pdf)

Music:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/239037/PRIMARY\\_national\\_curriculum\\_-\\_Music.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf)

We use Language Angels to teach Spanish, Discovery RE for our RE topics and Purple Mash for the computing scheme of work.

# Theme Long Term Plan - Year 4

	Autumn 1 Into the Woods	Autumn 2 Bright Sparks	Spring 1 Gods and Gladiators	Spring 2 Gods and Gladiators	Summer 1 Extreme Earth	Summer 2 Food Glorious Food
Science	<p>How would you classify the horseshoe crab?</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><a href="http://www-saps.plantsci.cam.ac.uk/trees/index.htm">http://www-saps.plantsci.cam.ac.uk/trees/index.htm</a></p>	<p>Can you ever control electricity?</p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery..</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Who was the first Iron Man?</p> <p><b>Keeping healthy</b> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>	<p>What would you hear at a Roman festival?</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>Which is the odd one out, water, ice or steam?</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Is it right or wrong to eat meat?</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>

# Theme Long Term Plan - Year 4 - continued

<p>History/ Geography</p>	<p><u>History</u> Can a landscape tell a story? Ferland stories Complete a local history study. Map with stories Mike - come in and read stories</p> <p>Boggarts Dead hand Bogles Hoaky man</p> <p>Story session - @museum Fens today Musician</p>	<p><u>Geography</u> How do our actions impact on the wider world? Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied</p> <p>Describe and understand key aspects of: human geography, including: the distribution of natural resources including energy.</p>	<p><u>History</u> ...and the Oscar goes to? (Which Roman God would you choose to receive a special award?)</p> <p>Develop an understanding of Roman beliefs/lifestyle.</p> <p>Recognise features of the Roman Empire and its impact on Britain.</p> <p>Develop an understanding of the legacy of Roman culture (art, architecture or literature) on later periods in British history, including the present day..</p>		<p><u>Geography</u> What makes the Earth angry? Describe and understand physical geography, including volcanoes and earthquakes.</p>	<p><u>Geography</u> Why do so many people choose to go to Spain for their holidays? Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>
<p>Art/DT</p>	<p><u>Art</u> What would I see down in the woods today? Mask making - animals/monsters/ imaginative Develop sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p><u>DT</u> How can I light up my decorations? Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]. Apply their understanding of computing to program, monitor and control their products.</p>	<p><u>Art</u> Can you build a mosaic without glue? Develop sketch books to record their observations and use them to review and revisit ideas. Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</p>	<p><u>DT</u> How far can you catapult the sweet? <b>STEM enginners</b> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities. Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example,</p>	<p><u>Art</u> What makes a great print? Learn about great <b>artists</b> architects and designers in history (Hokusai: The Wave.) Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. <a href="https://www.accessart.org.uk/curriculum-planning-printmaking/">https://www.accessart.org.uk/curriculum-planning-printmaking/</a></p>	<p><u>DT</u> Is Spanish food the best food in the world? Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>



				<i>gears, pulleys, cams, levers and linkages</i>		
Languages	Spanish					
Computing	<ul style="list-style-type: none"> <li>• Online Safety</li> <li>• Coding</li> </ul>	<ul style="list-style-type: none"> <li>• Spreadsheets</li> </ul>	<ul style="list-style-type: none"> <li>• Writing for different audiences</li> </ul>	<ul style="list-style-type: none"> <li>• Logo</li> <li>• Animation</li> </ul>	<ul style="list-style-type: none"> <li>• Effective searching</li> </ul>	<ul style="list-style-type: none"> <li>• Hardware</li> </ul>
RE (Discovery RE)	<b>Theme:</b> Buddha's teachings <b>Key Question:</b> Is it possible for everyone to be happy? <b>Religion:</b> Buddhism	<b>Theme:</b> Christmas Concept: Incarnation <b>Key Question:</b> What is the most significant part of the nativity story for Christians today? <b>Religion:</b> Christianity	<b>Theme:</b> The 8-fold path <b>Key Question:</b> Can the Buddha's teachings make the world a better place? <b>Religion:</b> Buddhism	<b>Theme:</b> Easter Concept: Salvation <b>Key Question:</b> Is forgiveness always possible for Christians? <b>Religion:</b> Christianity	<b>Theme:</b> The 8-fold path <b>Key Question:</b> What is the best way for a Buddhist to lead a good life? <b>Religion:</b> Buddhism	<b>Theme:</b> Prayer and Worship <b>Key Question:</b> Do people need to go to church to show they are Christians? <b>Religion:</b> Christianity
Music	Mamma Mia	Glockenspiel stage 2	Stop!	Lean on me	Blackbird	Reflect, rewind and replay
PE	Outdoor/Adventurous	Gymnastics	Games	Swimming	Dance	Athletics
PSHE	PSHE YEAR A YEAR B	Beginning and belonging Rights, Rules and responsibilities	Family and Friends Anti-bullying My emotions	Working together Financial capability Diversity and communities	Sex and relationships Drug education	Managing risk Safety contexts Personal safety

# Assessment

## Termly Assessments: PiXL

At Chesterton, we use PiXL assessments each term (Autumn 1, Spring 1 and Summer 1) to assess the children's academic level. The children will sit a:

- Spelling, punctuation and grammar paper
- Reading Paper
- Spelling
- Arithmetic
- Maths reasoning papers x2

These are a combination of learning objectives taught in the current year and previous years. These assessments are for the teachers to plan and ensure all gaps in learning are covered where possible.

Alongside these assessments, we use our own teacher assessments day to day to assess the children's understanding of each learning objective covered. If the child has met the objective, the objective is highlighted in pink. If they are not quite there yet, the objective is highlighted in green for growth.

## Multiplication Test Check

### Purpose:

The purpose of the check is to determine whether pupils can fluently recall their times tables up to 12, which is essential for future success in mathematics. It will also help your child's school to identify pupils who may need additional support.

### What is it?

The MTC is an on-screen check consisting of 25 times tables questions. Your child will answer 3 practice questions before moving on to the official check and will then have 6 seconds to answer each question. On average, the check should take no longer than 5 minutes to complete.

### When is it?

Schools have a 3-week check window in June to administer the MTC. Teachers will have the flexibility to administer the check to individual pupils, small groups or a whole class at the same time. To reduce worries about the check, the children will not know when they are sitting the real test. This looks the same as the practise ones.

More information can be found at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/971837/2021\\_Information\\_for\\_parents\\_Multiplication\\_tables\\_check\\_WEBHO.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/971837/2021_Information_for_parents_Multiplication_tables_check_WEBHO.pdf)

**New guidance will be published in March 2021**

## Trips, Visits and Enrichment Activities

Most of our trips/visits in year 4 are locally based. At the end of our year, we have an opportunity to go on a residential trip. In the past, we have taken our year 4 or 5 pupils to Bushcraft.

An outline of potential trips/visits or enrichment activities are below:

Autumn 1:

- Local Area Walk - Science Link

Autumn 2:

- Visit - Electricity link

Spring 2:

- Roman Day to end the topic

Summer 2:

- Residential - Bushcraft
- Visit to local supermarket/bakery/ restaurant