



Masefield Primary School

Masefield Road, Little Lever, Bolton, BL3 1NG



Executive Headteacher
Mrs. L. Whittaker

Head of School
Mr. A. Done

06 September 2024

RE: Autumn 1 Curriculum

Dear Parents and Carers,

At Masefield, our curriculum design is focused on the knowledge and understanding of our pupils and their needs in order that all children achieve their full potential. Our school curriculum provides for academic achievement but places the role of developing spiritual, moral, cultural and social development at the heart of all we do with the ultimate aim of ensuring all pupils leave Masefield with the confidence and skills to become successful and independent lifelong learners who can make a positive contribution to our diverse and democratic society. The curriculum in its widest sense is used to enhance pupil experiences and give opportunities that pupils may not have access to outside of school.

Attached is an overview of the content studied in the Autumn 1 term as well as the knowledge organisers which link to each unit. To understand fully what your child will be learning this term and be able to support your child at home, please take the time to read over these knowledge organisers.

Your child will also bring home this term's 'Home Learning Menu' today. This clearly explains the expectations for homework, as well as additional project-based learning you may wish to complete with your child to deepen their understanding of the learning taking place in class. Teachers at Masefield encourage all children to complete these projects and return them to school before the final Wednesday of the half term, when their home-learning projects will be showcased to their peers.

I would like to take this opportunity for your continued support in reinforcing the learning that takes place at Masefield.

A. Done

Mr A. Done

Head of School

01204 333714

office@masefield.bolton.sch.uk

www.masefield.bolton.sch.uk



Year Four – Autumn 1

Reading

Children will complete a daily Reading Lesson.
Please read daily with your child.

English

This half term, Year Four will explore Persuasive Writing and Description. We will be reading *The Roman Diary of Iliona* and *Alice's Adventures in Wonderland*.

Mathematics

This half term, Year Four will explore Place Value & Addition and Subtraction.

Science

This half term, Year Four will explore Sound. This falls under the strand of Physics.

History

This half term, Year Four will explore The Romans. They will learn about invasions in British history.

Art and Design

This half term, Year Four will explore Drawing.

Computing

This half term, Year Four will explore Digital Citizenship. Through this unit, we will learn about keeping safe online.

PSHCE

This half term, Year Four will explore Rights Respecting. We will be thinking about how special and unique we are.

Physical Education

This half term, Year Four will be learning about Tennis and Outdoor Learning.

Religious Education

This half term, Year Four will explore 'What kind of world did Jesus want?'

Music

This half term, Year Four will be performing Hey Ho through their Ukelele Project. They will learn to combine pitch, rhythm, improvising and playing in a whole class performance.

Spanish

This half term, Year Four will explore Los Basicos (Level 1).

Reading at Home

Parent Advice



How Can I Support My Child With Reading At Home?

Studies show that reading for pleasure makes a big difference to children's educational performance. The evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. With the help of parents, children can learn how to read and can practise reading until they can read for their own enjoyment. Then they will have a whole world of information and knowledge at their fingertips! Below you will find some tips and advice on how you can help to support your child with reading at home.

10 top tips for parents to support children to read from the DfE

1. Encourage your child to read

Reading helps your child's wellbeing, develops imagination and has educational benefits too. Just a few minutes a day can have a big impact on children of all ages.

2. Read aloud regularly

Try to read to your child every day. It's a special time to snuggle up and enjoy a story. Stories matter and children love re-reading them and poring over the pictures. Try adding funny voices to bring characters to life.

3. Encourage reading choice

Give children lots of opportunities to read different things in their own time - it doesn't just have to be books. There's fiction, non-fiction, poetry, comics, magazines, recipes and much more. Try leaving interesting reading material in different places around the home and see who picks it up.

4. Read together

Choose a favourite time to read together as a family and enjoy it. This might be everyone reading the same book together, reading different things at the same time, or getting your children to read to each other. This time spent reading together can be relaxing for all.

5. Create a comfortable environment

Make a calm, comfortable place for your family to relax and read independently - or together.

6. Make use of your local library

Local libraries also offer brilliant online materials, including audiobooks and ebooks to borrow. See Libraries Connected for more digital library services and resources.

7. Talk about books

This is a great way to make connections, develop understanding and make reading even more enjoyable. Start by discussing the front cover and talking about what it reveals and suggests the book could be about. Then talk about what you've been reading and share ideas. You could discuss something that happened that surprised you, or something new that you found out. You could talk about how the book makes you feel and whether it reminds you of anything.

8. Bring reading to life

You could try cooking a recipe you've read together. Would you recommend it to a friend? Alternatively, play a game where you pretend to be the characters in a book, or discuss an interesting article you've read.

9. Make reading active

Play games that involve making connections between pictures, objects and words, such as reading about an object and finding similar things in your home. You could organise treasure hunts related to what you're reading. Try creating your child's very own book by using photos from your day and adding captions.

10. Engage your child in reading in a way that suits them

You know your child best and you'll know the best times for your child to read. If they have special educational needs and disabilities (SEND) then short, creative activities may be the way to get them most interested. If English is an additional language, encourage reading in a child's first language, as well as in English. What matters most is that they enjoy it.

What difference can I make as a parent/carer?

You can make a **huge** difference. Sharing a book with your child allows you to share adventures and experiences in the safe world of the book. It allows you to ask questions, talk about what has happened and decide what you think together.

Here are some more helpful hints for reading with your child:

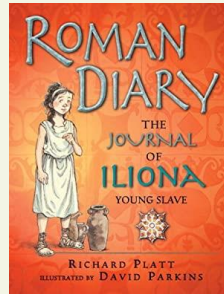
- Bring the characters to life – talk about the characters, the drawings and the events so that the story starts to come alive
- Don't be afraid to try different voices or try out your acting skills. Your child will enjoy your performance and appreciate the story even more
- Remember that your face says it all – so exaggerate your normal expression times three like a children's TV presenter: children will love it
- Turn off the television and concentrate on enjoying the book
- Try audio books that children can listen to on the car stereo, on computers or phones – this is a great way to build a child's understanding of stories and improve their listening skills
- Make books part of your family life – always have books around so that you and your children are ready to read whenever there's a chance
- Bedtime stories – regularly read with your child or children at bedtime. It's a great way to end the day and to spend valuable time with your child

Year Four: English

Knowledge Organiser



We will be reading...



Roman Diary: The Journal of Iliona

Author: Richard Platt
Illustrator: David Parkins

We will be learning to

expanded noun phrases

Noun phrases which are expanded by the addition of modifying adjectives, nouns and preposition phrases.

The teacher becomes...

The strict maths teacher with curly hair.

fronted adverbial sentences

Fronted adverbials are words or phrases placed at the beginning of a sentence which are used to describe the action that follows.

After the rain stopped, Sophie went outside to play.

compound sentences with semi-colons

We can use a semi-colon between closely related independent clauses which are not joined by a coordinating conjunction.

I missed the bus; I guess I'm walking to school.

main and subordinate clauses

A main clause is a clause that contains a subject and an object. Main clauses make sense on their own.

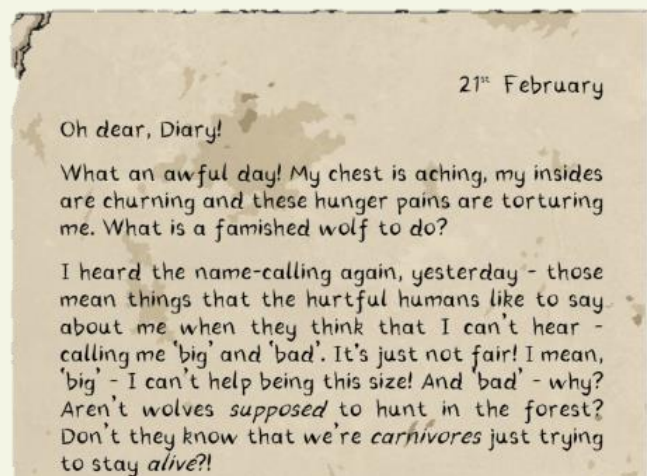
A subordinate clause contains a subject and a verb, but it needs to be attached to a main clause because it cannot make sense on its own.

We will produce diary entries.

Features of diary entries

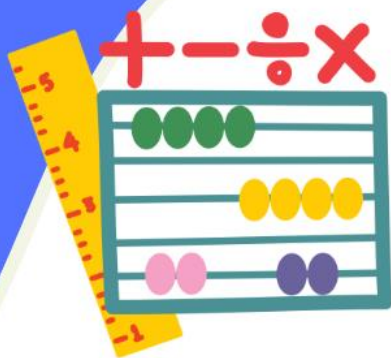
When writing a diary entry, I should:

- Include the date.
- Include a greeting ('Dear...')
- Write in the first person.
- Use the past tense for main events.
- Include an introduction to set the scene.
- Tell events in chronological order.
- Include personal emotions and feelings.
- Use time conjunctions and adverbials.



Year Four: Maths

Knowledge Organiser



We will be learning about...

Place Value

Counting in 6s, 7s, 9s, 25s and 1000s

Counting in 6s

0	6	12	18	24	30	36	42	48	54	60
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Counting in 7s

0	7	14	21	28	35	42	49	56	63	70
---	---	----	----	----	----	----	----	----	----	----

Counting in 9s

0	9	18	27	36	45	54	63	72	81	90
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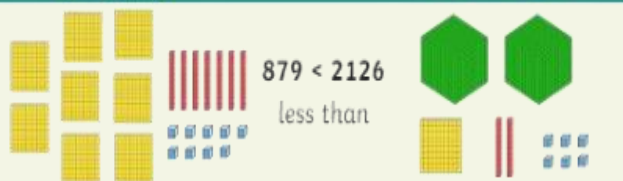
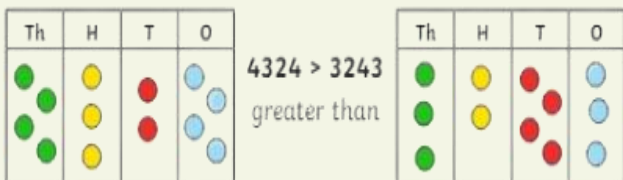
Counting in 25s

0	25	50	75	100	125	150	175	200	225	250
---	----	----	----	-----	-----	-----	-----	-----	-----	-----

Counting in 1000s

0	1000	2000	3000	4000	5000	6000	7000	8000	9000	10 000
---	------	------	------	------	------	------	------	------	------	--------

Compare and order numbers



2497	2508	3012	3521	3530	4002
smallest					greatest

1000 more and less



Vocabulary

thousands
place value

hundreds
greater than
partition

tens
less than
digit

ones
zero
order



Year Four: Sound Knowledge Organiser

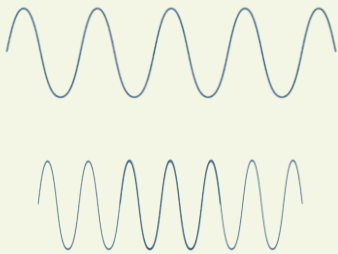


The Big Idea

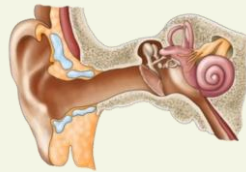
Sound is created from a source and travels outwards in the form of a sound wave in all directions. Sound waves are caused by vibrating molecules in either solids, liquids or gases. Bigger sound waves create louder sounds and longer wave lengths create lower frequencies (pitches).

How sounds are made

Sounds are made when something vibrates. The vibration travels through the air to our ear in a wave.



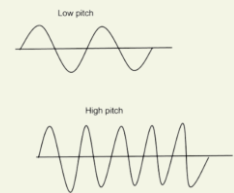
How sound waves travel through the ear



The eardrum is a thin piece of stretched skin which vibrates. These vibrations then travel through small bones to the cochlea. Small hairs in the cochlea convert the vibrations into impulses, sending information to the brain.

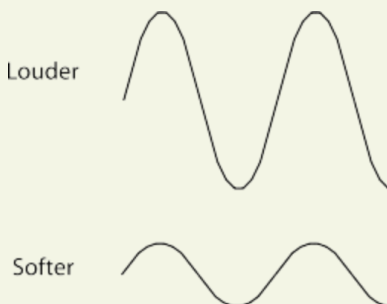
Pitch

Pitch is how high or low a sound is. A short string gives a higher-pitched sound than a long string when they are plucked. A tight drum skin gives a higher-pitched sound than a loose drum skin.



Volume

Volume is how faint or loud a sound is. The stronger the vibrations, the louder the sound.



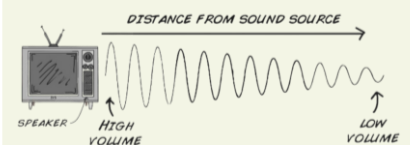
Instruments



Instruments produce a sound when a part of it vibrates, such as a string or a drum skin.

Distance and Volume

As sounds travel, the vibrations become weaker because they lose energy. This means that the volume of the sound will decrease the further away the ear is from the sound source.



Vocabulary

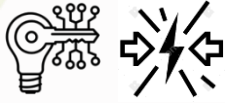
sound source vibrate pitch volume faint loud
 insulation ear sound wave frequency

Year Four: The Romans

Knowledge Organiser



The Big Idea



Rome spread knowledge and goods throughout their Empire. Not just Roman culture, but the culture from the Middle East to the west and the European culture to the Middle East and every point in between. The Roman Empire was remarkably successful in this pursuit.

When and why did the Romans invade Britain?

In 55BC, an army general from Rome called Julius Caesar invaded Britain. The Romans wanted Britain's precious metals (gold, tin and iron) and its cattle.



What was the Roman army like?



The Roman army gave Rome the power to create the Roman Empire. The people they conquered were allowed to join the army but were paid less. This provided fresh troops and kept the young men busy which stopped them trying to rebel.

Who was Claudius the Conqueror?

Claudius became the Roman emperor in 41AD but people didn't think much of him because he had a stammer, a limp and was often ill. He decided to invade Britain as a way of showing his power.



What did the Romans bring from Rome to Britain?

The Romans began turning the settlements they had already conquered into 'Roman towns' which were similar to the towns back in Italy. Around 50AD the Romans built a small city called Londinium, which we now know as London.



Who was Boudicca?

Boudicca was a Celtic queen who led a revolt against Roman rule in ancient Britain in 60 or 61AD.

Why was Hadrian's Wall built?

The Romans withdrew from Scotland in 100AD. The Roman Emperor, Hadrian, built a wall to separate Scotland and England.

What impact did the Romans have on Britain?

The Romans built straight roads, which let them take the shortest route across the country. Some of these are still in use today. People from Rome travelled peacefully to Britain to trade goods.



Vocabulary

centurion emperor gladiator Londinium conquer
invade Romanisation amphitheatre Hadrian's Wall

Year Four: Drawing

Knowledge Organiser



The Big Idea

Claude Monet achieved fame for being the initiator, leader and unswerving advocate of the impressionist style. We can use pencil to create pattern and texture in finer detail over larger areas.

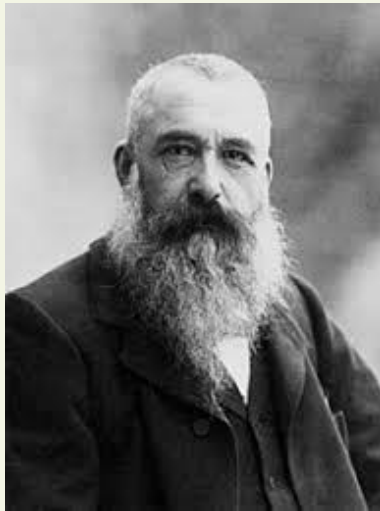
Vocabulary

purpose

detail

tone

Research the Artist



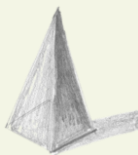
Claude Monet
Impressionist Artist

- Claude Monet was born on 14th November 1840 in Paris, France.
- Monet suffered with cataracts. In 1923, he had surgery to remove them from his eyes. The works he painted when he had cataracts are more red than the ones he painted after his operation.
- Claude Monet was the founder of the impressionist movement.
- Paintings by Claude Monet now sell for tens of millions of pounds. He produced more than 1000 individual paintings during his career. He is probably most well-known for his series of paintings of water lillies.

Shape Drawing

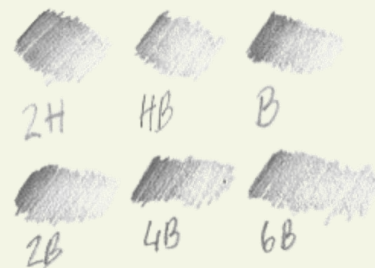


I can draw these shapes freehand.



Tone is the relative scale of light to dark values in an image. It is vital to creating depth and solidity in a drawing or painting.

Pencil Gradients



A B grade pencil means the core has more graphite, and will make a bolder, darker line, and also be a little smudgier than a light pencil.

An H grade pencil means the core has more clay, and will make a lighter, finer line, and will be less smudgy than a dark pencil.

Year Four: Digital Citizenship Knowledge Organiser



The Big Idea

Digital citizenship means knowing how to use technology safely and respectfully. This includes being respectful, protecting your personal information, balancing screen time with other activities, and being careful about what you share. You shouldn't say or share anything mean or hurtful.

Digital Footprint

Your digital footprint shows what you have done on the internet. It's important that you only put things on the internet that you are proud of.



Vocabulary

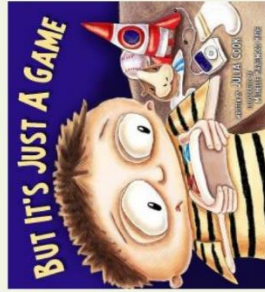
digital citizen
world wide web
health and wellbeing
digital footprint
online bullying
online reputation
self-image
identity

Thoughts and Beliefs

Content shared online may feel unimportant to you, but it may be important to others' thoughts and beliefs.



Our Linked Text



Online vs Offline



Sometimes, your online identity can be different to your offline identity. How might this be?

Pretending

Sometimes, people can pretend to be other people online, even your friends. Why might this be?



Respect



It is important to always be respectful online. It is important to recognise healthy and unhealthy online behaviour.

Searching Online



You can often find information about someone by simply searching their name, this is why it's important to think about what you share under your name.

Online Bullying

It is important to think about how what you post will affect others' feelings and views of themselves.



Distractions



Using technology can be a distraction from other things, both in a positive and negative way.



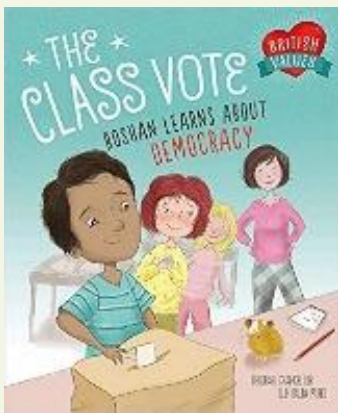
Year Four: Rights Respecting Knowledge Organiser



The Big Idea

It is important that children know that every person has rights and children have their own special rights. They should know what a democracy is and understand democratic processes. They should treat all people equally, even if those people are different from themselves.

Our Linked Text



Rights

There are basic human rights shared by all people and all societies; children have their own special rights set out in the United Nations Declaration of the Rights of the Child.



Democracy



A democracy is a country where the people choose their government. The UK is a democracy.

Protected Characteristics



Equality Act 2010

There are certain characteristics identified in the Equality Act 2010 to protect human rights. Some of these include: age, disability, gender, race and religion.

Listening and Responding



It is important to listen and respond respectfully to all people; caring for their feelings.

Vocabulary

respect human rights equality citizen discrimination
consequence stereotype

Year Four: What kind of world did Jesus want?

Knowledge Organiser

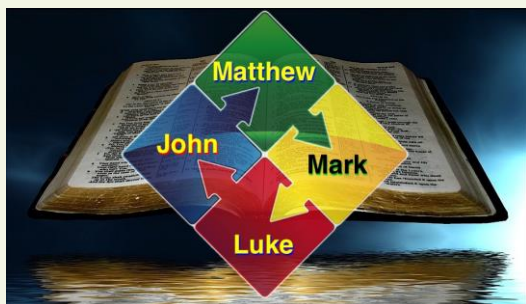


The Big Idea

If Jesus said that we should all love one another, should we fight? If Jesus was friends with people that others didn't like, should we only be friends with 'popular' people?

How were Jesus' first disciples chosen?

The Gospel tells the story of the life and teachings of Jesus. Matthew 4:18-19 teaches Christians about how some of Jesus' first disciples were chosen.



How did the disciples feel when they were chosen?



Disciples were chosen to share the Jesus' good news. How do you think these people might have felt when they were chosen?

What is an Evangelist?

An Evangelist is someone who spends their life telling people about Jesus and the good news that they believe Jesus brings.



How did Jesus respond to people who were unwell?



The story of Jesus in Mark 1:40-44 shows how he cured someone with leprosy.

How does Jesus teach Christians to act?

Jesus teaches his followers to act with love, humility, and compassion towards others, emphasizing the importance of selflessness, forgiveness, and treating others as they would want to be treated.



Vocabulary

gospel leper tax collector commandment