

“Learn, Sparkle and Shine”



Curriculum guidance for Year 4 Parents.

Autumn term



Unlocking your child's potential!

Dear Parents, Guardians and Carers,

The information within our leaflet has been put together by our teaching staff. Research tells us that children who are supported with their education at home and read regularly do better at school than children who do not!

Please use this curriculum information document as a guide to what your child should be doing regularly to ensure they are becoming a confident learner.

Reading ; Children in **Year 4** will make good to outstanding progress in reading if they;

- read for 15 - 20 minutes, 5 to 6 times a week independently or to an adult;
- have a Reading Age of above 9 years;
- can begin to discuss what they like to read and when they like to read;
- read with expression and intonation in their voice pausing at full stops and changing voice for question marks and exclamation marks and speech marks;
- identify and talk about new vocabulary and use these words in their own writing;
- can talk confidently about the books they have read and answer questions explaining what they know from the book;
- read a range of text types – non-fiction, fiction, magazines, onscreen information; newspapers and so on;
- read for a sustained period of time in an environment that is comfortable, and with few distractions.

By the end of **Year 4** children will be reading with fluently and competently and have an established reading routine more importantly have a love of reading!

Writing

During Year 4 children should be able to:

- use paragraphs in story writing to organise and sequence the story
- develop the use of settings in own writing, making use of work on adjectives and figurative language to describe settings effectively
- make notes
- write own longer stories from a plan
- write poems experimenting with different styles and structures, discussing if and why different forms are more suitable than others
- use editing to improve writing through the use of vocabulary, connectives, openers and punctuation

Spelling; Your child is now expected to know a set of words by the end of a two year phase. Therefore if your child is in Year Three they have until the end of Year Four to know the key words. To help you and your child we have listed the words that the children must know by the end of Year 4.

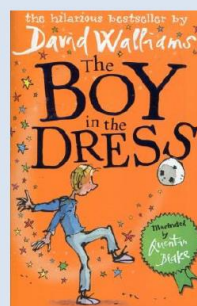
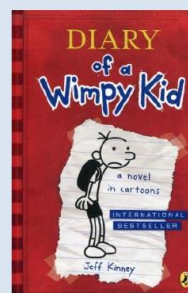
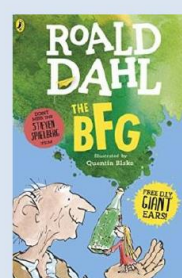
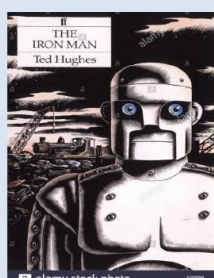
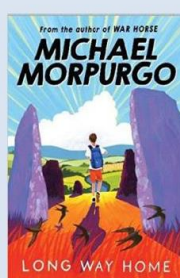
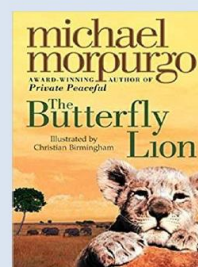
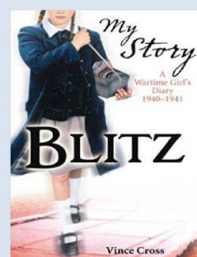
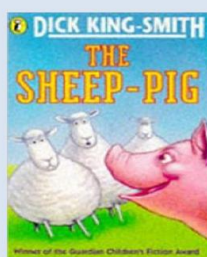
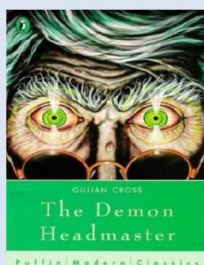
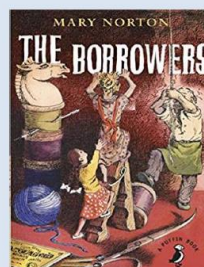
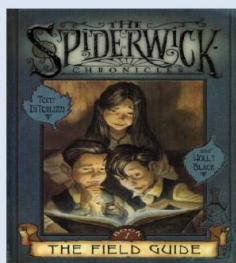
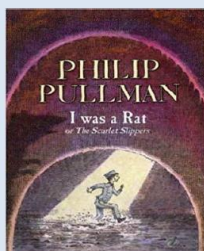
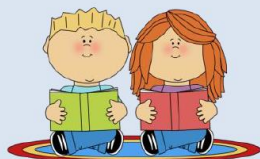
Year Three and Four Key Word Spelling list		
accident(ally) actual(ly) address answer appear arrive believe bicycle breath breathe build busy/business calendar caught centre century certain circle complete consider continue decide describe different difficult disappear early earth eight/eighth enough exercise experience experiment	extreme famous favourite February forward(s) fruit grammar group guard guide heard heart height history imagine increase important interest island knowledge learn length library material medicine mention minute natural naughty notice occasion(ally) often opposite	ordinary particular peculiar perhaps popular position possess(ion) possible potatoes pressure probably promise purpose quarter question recent regular reign remember sentence separate special straight strange strength suppose surprise therefore though/although thought through various weight woman/women

Reading Challenge!

This year we are having a reading challenge throughout school! Each year group has a set of 15 books that we are asking the children to read across the school year. As they achieve 5 books, then 10 and finally 15 books there will be rewards and treats for this! All the books are available in school so look out for your children bringing one home!

St. Peter's CE Primary School, Farnworth

Year 4 reading challenge



“Learn, Sparkle & Shine...”



Branching Out Through Reading

Name: _____

These are my challenges:



I can use Vocabulary, Grammar and Punctuation.



Minimum Expectations

- Plural and possessive – s
- Standard English forms for **verb inflections** instead of local spoken forms
- Appropriate choice of pronoun or noun within a **sentence**
- **Fronted adverbials**
- Inverted commas to **punctuate** direct speech
- **Apostrophes** to mark singular and plural possession



I understand Standard English Forms for verb inflections instead of local spoken forms (we were instead of we was, I did instead of I done)	I understand how to use fronted adverbials (e.g. Later that day, I heard good news)		I know to put commas after fronted adverbials		I understand which letters, when adjacent to one another, are best left unjoined
I know how to use possessive - s	I can expand noun phrases by adding preposition phrases	I can aid cohesion by choosing appropriate pronoun and nouns across sentences to avoid repetition.	I can use apostrophes to mark plural possession (e.g. the girl's name, the girls' name)	I understand this terminology; Determiner Pronoun Possessive pronoun adverbial	The legibility, consistency and quality of my handwriting is improving
I know how to use plural - s	I can expand noun phrases by adding modifying adjectives	I can use paragraphs to organise ideas around a theme.	I can use all the punctuation associated with speech appropriately; e.g. a comma after the reporting clause; end punctuation with inverted commas " The conductor shouted, "Sit down!"		I can use the diagonal and horizontal strokes that are needed to join letters

Word

Sentence

Text

Punctuation

Terminology

Handwriting

Autumn 1 – ensure coverage is given to each of these areas below: (7 weeks)	Autumn 2 - ensure coverage is given to each of these areas below: (8 weeks)
Topic - Romans Science – Living things and their Habitats	Topic – Romans Science – Animals including Humans (Teeth and Digestion)
  Novel World/Topical theme: Harvest Performance Poetry: Harvest (for the Harvest Service) Visual literacy: Amazing World – natural pictures for description Adrift (Literacy Shed)	 Novel World/Topical theme: Advent/ Christian Values Performance Poetry: whole school poetry week – poem TBC annually Visual literacy: Sprout Advert (Literacy Shed) Spy Fox (Literacy Shed)
Genres to be taught: Fiction • Fiction – text based; Character description • Fiction – detailed setting; • poetry Non-fiction • Report (chronological)	Genres to be taught: • Poetry • Newspaper • Fiction – detailed setting; • Fiction - Recount
Cross curricular genres • Poetry • Reports • Recounts • Explanation text	Cross curricular genres • Instructions • Report (Teeth)

Year 4 - **Autumn 1** spellings linked to the teaching sequence from no-nonsense spelling.

Words highlighted **blue** are the **Autumn term test words**.

Words highlighted **green** are **statutory spelling words** and may be found on the science/topic/RE autumn term knowledge organiser.

Tier two words are a year 4 vocabulary focus and their meaning must be taught explicitly. These words are to be displayed with their definition within a contextual sentence throughout the autumn term.

	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6
Test date Week beginning:	11.09.23	18.09.23	25.09.23	02.10.23	09.10.23	16.10.23
	Reign	Treasure	Different	Peace	Hire	Fruit
	Build	Measure	Difficult	Piece	Higher	Grammar
	century	Pleasure	Earth	Main	Check	Heart
	Guard	Enclosure	Enough	Mane	Cheque	Height
	History	Calendar	various	Fare	Serial	Island
	Famous	Centre	Favourite	Fair	Cereal	Imagine
	Believe	Accidentally	February	Hair	Aloud	Increase
	Certain	Caught	Forward	Hare	Allowed	Important
	Appear	Complete	extreme	Hear	New	Knowledge
	Recent	Closure	Island	ear	knew	Popular
Tier 2 words. These are to be taught in school and practised at home/school in context.	ancestor	abrupt	anticipate	annual	essential	variety
	mistrust	accelerate	recognise	mock	descend	address
	humble	valiant	appeal	impact	content	shabby
	envy				capital	

Year 4 - **Autumn 2** spellings linked to the teaching sequence from no-nonsense spelling.

Words highlighted **blue** are the **Autumn term test words**.

Words highlighted **green** are **statutory spelling words** and may be found on the science/topic or RE autumn term knowledge organiser.

Tier two words are a year 4 vocabulary focus and their meaning must be taught explicitly. These words are to be displayed with their definition within a contextual sentence throughout the autumn term.

	Set 1	Set 2	Set 3	Set 4	Set 5	Set 6	Set 7
Test date Week beginning:	06.11.23	13.11.23	20.11.23	27.11.23	04.12.23	11.12.23	18.12.23
	Breathe	Impossible	Impossible	Sleigh	Questioning	Lengthening	Guide
	Experiment	Inexperience	Immature	Chief	Fastening	Strengthening	Guard
	Fruit	Illegal	Immobile	Brochure	Surprised	Fastening	Guitar
	Caught	Illogical	Impatient	Parachute	Supposed	Straightening	Guardian
	Important	Inactive	Impolite	Machine	Preferred	Minuting	Guest
	Length	Incapable	Irregular	Young	Sentenced	Noticing	Guarantee
	Arrive	Illegible	Irrational	Chef	Separated	Promising	Guess
	Difficult	Illiterate	Irresponsible	Grey	Limiting	Positioning	Guestbook
	Ordinary	Incredible	Irresistible	Important	Forgetting		Century
							Purpose
Tier 2 words. These are to be taught in school and practised at home/school in context.	dense	desire	vast	former	flexible	typical	arena
	deposit	erupt	release	noble	destructive	venture	orchard
	increase	tragic	shallow	indicate	crafty	represent	inspire
	extraordinary					Queasy	

My Maths Targets



I can read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

I can solve number and practical problems that involve all of the below.

I can round any number to the nearest 10, 100 or 1000.

I can identify, represent and estimate numbers.

I can compare and order numbers beyond 1000.

I can recognise the place value of each digit in a four - digit number.

I can count backwards through zero to include negative numbers.

I can find 1000 more or less than a given number.

I can count in multiples of 6, 7, 9, 25 and 1000.

I can solve subtraction two-step problems deciding which operations and methods to use and why.

I can solve addition two-step problems deciding which operations and methods to use and why.

I can use inverse operations check answers to a calculation.

I can estimate to check answers to a calculation.

I can subtract numbers with up to 4 digits using efficient methods.

I can add numbers with up to 4 digits using efficient methods.

I can solve multiplication and division problems.

I can multiply three-digit numbers by one-digit number.

I can multiply two-digit numbers by one-digit number.

I can recognise and use factor pairs in mental calculations.

I can multiply together three numbers.

I can use place value and known derived facts to divide mentally.

I can use place value and known derived facts to multiply mentally.

I can recall multiplication and division facts for $\times$ times up to 12×12 .

I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

I can read, write and convert time between analogue and digital 12- and 24-hour clocks

I can estimate, compare and calculate different measures, including money in pounds and pence.

I can find the area of rectilinear shapes by counting squares.

I can measure and calculate the perimeter of a rectilinear figure in cm and m.

I can convert between different units of measure.

I can solve simple measure and money problems involving fractions and decimals.

I can compare numbers with the same number of decimal places.

I can round decimals with one decimal place to the nearest whole number.

I can find the effect of $\div$ a number by 10 and 100 and identify the value of the digits in the answer.

I can recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.

I can recognise and write decimal equivalents of any number of tenths or hundredths.

I can add and subtract fractions with the same denominator.

I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

I can recognise and show, using diagrams, families of common equivalent fractions.

I can plot specified points and draw sides to complete a given polygon.

I describe movements between positions as translations of a given unit to the left/right and up/down.

I can describe positions on a 2-D grid as coordinates in the first quadrant.

I can complete a simple symmetric figure with respect to a specific line of symmetry.

I can identify lines of symmetry in 2-D shapes presented in different orientations.

I can identify acute and obtuse angles and compare and order angles up to two right angles by size.

I can compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

I can solve 'difference' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'sum' problems using information presented in bar charts, pictograms, tables and other graphs.

I can solve 'comparison' problems using information presented in bar charts, pictograms, tables and other graphs.

I can interpret and present data using time graphs.

I can interpret and present data using bar charts.

Number and Place Value

Addition and Subtraction

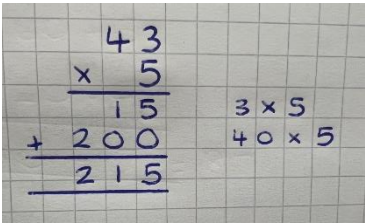
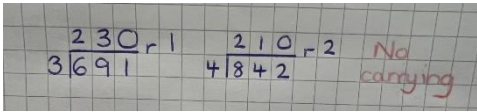
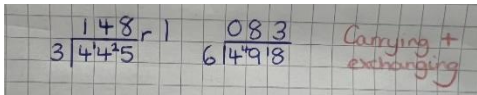
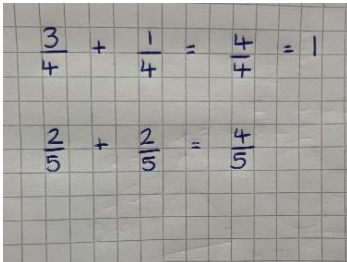
Multiplication and Division

Measurements

Fractions and Decimals

Geometry

Statistics

	Addition	Subtraction	Multiplication	Division	F/D/P
Year 4	Continue to reinforce column method Increase number of digits up to 4 digits	Continue to reinforce column method Increase number of digits up to 4 digits	Partitioning and adding - Setting it out as short multiplication then adding underneath  Short multiplication – formal written method including carrying - Not writing out the partitioning	Continue to reinforce bus stop method – initially with no remainders/carrying to reinforce what Y3 have introduced Then move onto remainders  Then move onto carrying 	Adding fractions with the same denominator Add the numerator and leave the denominator the same 

Measures – base line questions
Year 4

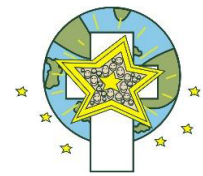
We ask the children to learn key measures facts at home that are linked to their maths work in school. These are called Mega Measures and we test the children on these each half term. By the end of Year 4 the children should know all of these facts as they are so helpful for their work and life skills.

Measures – Year 4

1. How many seconds in 2 minutes? 120 seconds
2. How many minutes in 3 hours? 180 minutes
3. How many hours in a day? 24 hours
4. How many days in 3 weeks? 21 days
5. How many months in 2 years? 24 months
6. How many days in a year? 365 days
7. How many days in a leap year? 366 days
8. How many days in December? 31 days
9. How many days in September? 30 days
10. How many cm in 2 m? 200cm
11. How many cm in $\frac{1}{4}$ m? 25 cm
12. How many m in 1 km? 1000m
13. 3000m is how many km? 3km
14. How many m in $\frac{1}{4}$ km? 250m
15. How many g in 1kg? 1000g
16. How many g in $\frac{1}{2}$ kg? 500g
17. How many g in 5 $\frac{1}{2}$ kg? 5500g
18. How many ml in 1l? 1000ml
19. How many ml in $\frac{1}{2}$ l? 500ml
20. How many ml in 4l? 4000ml



How did the Romans affect life in Britain?



The Roman Empire

- The Roman Empire began in Rome and spread out across Europe.
- The Roman era was from 43AD until 410AD.
- The army was one of the most powerful in history!
- The organised army had advanced weapons and techniques.
- They built Hadrian's Wall in 122AD to separate Scotland and England.
- Boudicca was the queen of the Iceni tribe who revolted against the Romans.

How Have They Impacted Britain?

- They invented many things that we still used today including brick houses, central heating, bathing, roads and currency.
- English people during the Roman invasion lived a very different life to the Roman people.
- They lived in roundhouses, didn't wash very often and were quite uncivilised! There was no money, instead they bartered goods.



What do we already know?

- The past can be yesterday or a long time ago
- The Stone Age and Iron Age were periods of time that followed on from each other

Roman Numerals

The Romans had their own system for counting, which is still used today.

I = 1

V = 5

X = 10

L = 50

C = 100

D = 500

Key Vocabulary

Boudicca	The queen of the Iceni Tribe.
Hadrian's Wall	The wall between England and Scotland.
Iceni	The group of Celtic people that were ruled by Boudicca and had lived here before the Romans invaded. They were the indigenous tribe.
Colchester	The capital city of Roman England
Vindolanda	A fortified settlement on Hadrian's Wall.
Housesteads	A fortified settlement on Hadrian's Wall.
currency	Money, which would have been coins in Roman times.
tribe	A group of people who make a community.
roundhouse	A house that was round and was usually built from mud and manure.
settlements	Places where people live.
bartered	Swapped objects for other objects instead of buying things.
revolted	A group of people who fought against the Romans for their rights.
indigenous	A group of people that originally live in a country.

Y3/4 Spellings

build
century
guard
reign
history
famous
imagine
believe
certain
appear



All Living Things

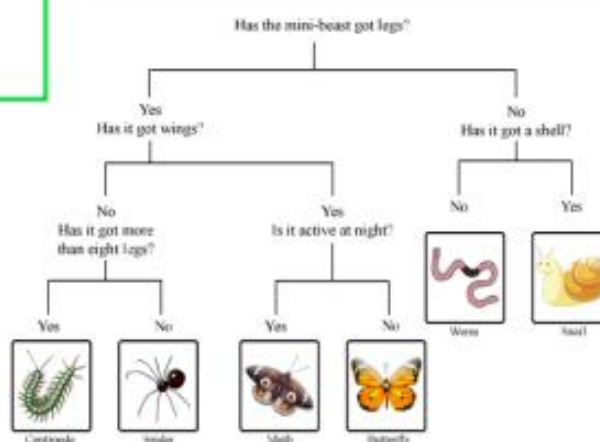


Important facts we will be learning:

- An organism is a living thing.
- A habitat is where a living thing lives. Habitats can be large (e.g. a forest or ocean), mini (e.g. a pond or tree) or micro (e.g. a leaf).
- Habitats can change over time. This might be because of the seasons or the weather. It can also be because of human actions, such as deforestation or pollution, which can have a negative impact on the organisms living there.



- A classification key is a series of questions that helps to us to identify and group a variety of living things.
- Groups of plants and animals will have similar characteristics even though they may look different (e.g. a shark and a lobster both live in the sea but they look very different!)
- These groups can then be separated further by looking more closely at their characteristics.



Relevant Year 3/4 spellings

- extreme
- earth
- popular
- various
- different
- breathe
- natural

What do we already know?

- There are 7 life processes for all living things (MRS NERG)
- Most living things live in habitats to which they are suited (e.g. a frog living in a pond, not a desert).
- Habitats provide the basic needs for a living thing, like food and shelter.
- A microhabitat is a very small habitat.

Key vocabulary and definitions

organisms	A living thing. It can be plants or animals.	mammal	A warm blooded vertebrate that gives birth to babies.
habitat	Where living things live!	amphibian	A cold blooded vertebrate that can spend time on land but needs water to have babies and grow
environment	All the things around a living organism that affect its life.	fish	A cold blooded vertebrate that lives in water.
vertebrate	An animal with a spine or back bone.	bird	A two-legged, warm blooded animal that lays eggs.
invertebrate	An animal that does not have a spine or back bone.	human impact	The way that humans have affected an area. This can be positive or negative.
reptile	A cold blooded vertebrate that breathes air and lays eggs.	nature reserve	A managed and protected area of land usually containing rare plants or animals.



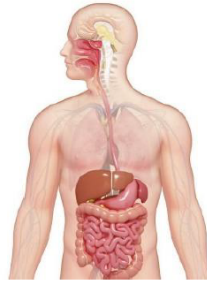
Amazing Animals

Autumn 2



Important facts we will be learning:

- Throughout a human's life, they have 2 sets of teeth – milk teeth and adult teeth.
- There are 20 teeth in a full set of milk teeth.
- There are 32 teeth in a full set of adult teeth.
- There are 4 different types of teeth, each with a different function:
 - ~Canines – rip food
 - ~ Incisors – cut food
 - ~ Molars and pre-molars – grind food into smaller pieces.

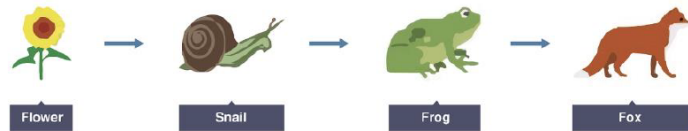


- The digestive system helps turn the food we eat into energy that our bodies can use.
- Food travels from the mouth, down the oesophagus, into our stomach and then through the intestines.
- The body then gets rid of waste products so that the cycle can continue.

- A food chain shows the feeding relationship between living things.
- Food chains begin with a producer which does not eat anything else. The producer is usually a plant.
- An animal eats the producer: this animal is the consumer. Another animal will then eat that animal.
- Some food chains can be very long, others are very short.

Relevant Year 3/4 spellings

- breathe
- experiment
- fruit
- caught
- important
- length



What do we already know?

- Carnivores eat meat, omnivores eat meat and plants (like fruit and vegetables), herbivores eat only plants
- Animals get their nutrition from plants and other animals.

Key vocabulary and definitions

Incisor	Narrow teeth at the front of the mouth for cutting.	Stomach	An organ where food is digested.
Molar	Wide back teeth for grinding food.	Intestine	Long tubes inside your lower body where food is broken down.
Canine	Pointy teeth that tear your food.	Saliva	Liquid in your mouth that begins the digestion process.
Pre-molar	Wide back teeth for grinding food.	Oesophagus	Tube that links the mouth and stomach
Enamel	White covering over your teeth.	Food chain	A list of animals that eat each other, starting with a producer.
Carnivore	An animal that only eats meat.	Consumer	Something that eats something.
Herbivore	An animal that only eats plants.	Producer	Something that created food.
Omnivore	An animal that eats both plants and meat.		

Jesus - Son of God

Autumn 1

Our Christian Values:

love, forgiveness, trust,
honesty, respect,
friendship, hope.

Authority: The right or power to give orders

Jesus: The Son of God in Christianity

Disciples: Followers of Christ

Baptism: To receive somebody into the family of God

Gospels: The teachings of Christ

Sabbath: A day for rest and prayer (Saturday for Jews, Sunday for Christians)

Pharisees: The Jewish leaders who kept the laws

Challenge: To question when something is true or correct



Y3/4 spellings

believe

certain

consider

describe

difficult

guide

promise



What is authority and who has authority?

People in all sectors have authority. The police have the authority to uphold the law and a judge has the authority to sentence someone for breaking the law. Jesus' authority came from God and this was recognised during his Baptism

How did Jesus show his authority?

In his acts and these stories can be found in the Gospels. Examples are healing people, calming the storm, walking on water and demonstrating how important trust and faith in God is.

How did Jesus challenge authority?

Jesus wanted to show that people had become blinded by the law and he wanted them to open their eyes and hearts to God. Some saw him as a trouble maker who was undermining their power and others saw him as a teacher and a man of God. Jesus was teaching that a relationship with God was most important.

What did Jesus want us to know about the Sabbath (Shabbat)?

The Jewish holy day runs from sunset to sunset rather than from midnight to midnight. Shabbat starts on Friday evening, actually 20 minutes before sunset.

All housework has to be done before the Sabbath begins, the house will be cleaned and all foods cooked and no more work will be done before sunset the next day.

Are people right to challenge authority?

People in authority are to be respected. However, there are times when it is right to challenge authority:

William Wilberforce campaigning for the abolition of slavery

Oscar Romero, Archbishop who was assassinated for his faith

Henry Longa made a stand against the Zimbabwean government

The Fair trade movement working for all goods to be fairly traded across the world

What do we already know?

Shabbat is the Jewish holy day where they do no work and spend time with family.

Jesus had authority from God and worked hard to spread God's word.

Stories about Jesus and his work can be found in the New Testament of the Bible.





Christmas - Light

Autumn 2



Our Christian Values:

love, forgiveness,
respect, friendship,
hope.

Key Vocabulary:

light: bringing joy to someone through acts of kindness, love and respect

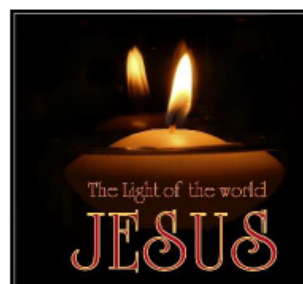
real-life superhero: someone who improves the lives of others.

charity: give support to and raise money for people.

light of the world: a phrase to describe Jesus and his disciples.

Advent: a period of waiting and preparation

Advent wreath: a tradition that symbolises and marks the passing of the four weeks before Christmas



Superheroes don't always wear costumes and masks – they can be an ordinary person who wants to make a difference to the lives of other people

We can bring 'light' into the lives of people by doing random acts of kindness – through messages, cards, kind words and actions

Jesus was seen as the 'light of the world' and brought light into the lives of all kinds of different people no matter what had happened in their past

Advent means 'waiting' and 'getting ready' for the birth of Jesus

The advent wreath is made up of a circular base that symbolises the eternal love of God, evergreen leaves that are a symbol of life, and candles to remind people that Jesus is the light of the world.

What do we already know?

- Light can be man made like light bulbs or fire
- Light can be happiness or joy



Y3/4 Spellings

believe

arrive

difficult

ordinary

calendar

remember

important

special

No act of kindness,
no matter how small,
is ever wasted.

- Aesop

Year 4

Roaming Romans

Autumn 1 & 2

This topic explores the way the Romans have influenced life today.

The topic looks at ancient Roman art through pottery and mosaics.

The Romans were hugely influential in the development of roads, sport and travel.

We will be looking at the way chariots played a huge part in Roman life.

Skills.

During this topic you will learn to draw 3 dimensionally.

To paint and portray Roman culture through artwork.

To manipulate clay to appear as a mosaic representing Roman culture.

To understand and create repeating patterns using mosaic tiles.

To understand types of joins and construction through making a Roman chariot.

To make a cam mechanism to make a soldier move up and down.

Spellings

arrive	guard	mechanism
believe	history	Romans
build	length	chariot
century		horses
circle		mosaic
complete		
colour		

Knowledge.

The Romans didn't spend all their time fighting – they were amazing architects and engineers too! They built roads and walls.

The Romans liked to enjoy their food, often lying down on a couch while eating with their hands.

The Romans believed in gods and goddesses who ruled over different areas of life.

One of the most famous buildings left by the Ancient Romans is the Colosseum – a huge amphitheatre in the centre of Rome. This is where members of the public would come to watch sporting events and games, including battles between Roman gladiators!

The floors of Roman buildings were often richly decorated with mosaics - tiny coloured stones. Many mosaics captured scenes of history and everyday Roman life.

The Chariot

The Roman chariot was a two- or four-wheeled cart usually pulled by horses. The chariots used in racing were two-wheeled and made of wood so that they were lightweight.

The Horse

Racing chariots were normally pulled by teams of two to four horses. The horses were beautifully decorated; some even had gorgeous gems braided into their mane or tail. Winning horses became very famous.

The Charioteers

The charioteers were the fearless drivers of the chariots. They were usually slaves, who upon winning enough races could actually earn enough money to buy their freedom.

To protect themselves, charioteers wore helmets, knee pads and shin pads in case of a crash. They even carried a curved knife fastened to their waists or backs to cut themselves free if they got entangled in the reins.

Year 4 Autumn Food Technology – linked to the Roaming Romans topic.



[Recipes](#) ▾ [How to](#) ▾ [Health](#) ▾ [Inspiration](#) ▾ [Reviews](#) ▾ [Drinks](#) [Subscribe now](#)

[Home](#) > [Recipes](#) > [Spanish chicken stew](#)



Spanish chicken stew (Roman pottage)

By [Jennifer Joyce](#)

★★★★★ 27 ratings [Rate](#) [5 comments](#)

[Magazine subscription – 5 issues for only £5](#)

Prep: 10 mins Easy Serves 4
 Cook: 30 mins

A healthy, hearty stew to feed the family, that you can prepare in just 10 minutes. This rustic meal is best served with chunks of crusty bread or rice

Ingredients

2 tbsp [olive oil](#)

500g [skinless boneless chicken thighs](#)

1 [red pepper](#) , cut into chunky pieces

12 baby potatoes

2 [garlic cloves](#) , chopped

20g pack basil leaves

1 tbsp plain flour

400ml chicken stock

Method

STEP 1

- In a large saucepan, heat 1 tbsp of the oil. Season the chicken and brown on both sides for 7-8 mins until golden, then
- set aside on a plate. Put the remaining 1
- tbsp oil in the pan with the pepper, potatoes and garlic. Fry on a medium heat for 8
- mins or until slightly golden.

STEP 2

- Return the chicken to the pan with the basil
- leaves and stock. Bring to the boil, then
- turn down to simmer for 25 mins until
- the chicken is cooked through.

Year 4 Autumn Food Technology – linked to the Roaming Romans topic.



[Recipes](#) ▾ [How to](#) ▾ [Health](#) ▾ [Inspiration](#) ▾ [Reviews](#) ▾ [Drinks](#) [Subscribe now](#)

[Home](#) > [Recipes](#) > [Cornish pasty](#)



Cornish pasty

By [Sara Buenfeld](#)

★★★★☆ 92 ratings [Rate](#) [98 comments](#)

[Magazine subscription – 5 issues for only £5](#)

Prep: 25 mins **More effort** **Makes** 4
Cook: 55 mins
Plus chilling

Reawaken childhood memories of summer holidays with Sara Buenfeld's eat-by-the-sea favourite, the Cornish pasty

Ingredients

For the pastry

125g [chilled and diced butter](#)

125g lard

500g [plain flour](#), plus extra

1 [egg](#), beaten

For the filling

1 pack of mince beef

½ onion

½ carrot

½ potato

Method

STEP 1

Rub the butter and lard into the flour with a pinch of salt using your fingertips or a food processor, then blend in 6 tbsp cold water to make a firm dough. Cut equally into 4, then chill for 20 mins.

STEP 2

Heat oven to 220C/fan 200C/gas 7. Mix together the filling ingredients with 1 tsp salt. Roll out each piece of dough on a lightly floured surface until large enough to make a round about 23cm across – use a plate to trim it to shape. Firmly pack a quarter of the filling along the centre of each round, leaving a margin at each end. Brush the pastry all the way round the edge with beaten egg, carefully draw up both sides so that they meet at the top, then pinch them together to seal. Lift onto a non-stick baking tray and brush with the remaining egg to glaze.

STEP 3

Bake for 10 mins, then lower oven to 180C/fan 160C/gas 4 and cook for 45 mins more until golden. Great served warm.

The Road Building Song

Key Vocabulary

Pulse

Rhythm

Tuned

Untuned

Percussion

Legato

Staccato



The Road Building Song is a cross curricular song linked to the Romans. What can you learn from the song about how Romans built their roads?

Children will learn to sing in two parts following the “call and response” pattern in the song. We will learn to sing with control of breathing and accurate tuning so that we can perform with accuracy and expression. Who can show the pulse whilst singing the song like the Romans did when marching?

Compose and Improvise

The Romans used music to control their legions and intimidate their enemies. Can you create sounds that will help to motivate a Roman legion whilst walking along their roads? What instruments might you include? What will the pulse and rhythm sound like?

Notation

We will be learning how to notate a four beat rhythm.



Knowledge Organiser

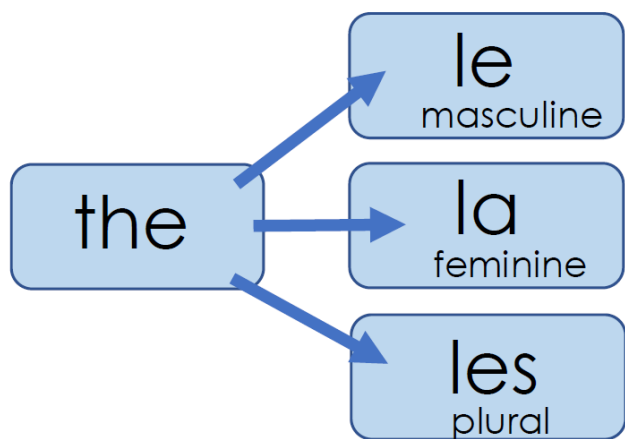
C'est Moi!

Year 4



Things I will learn in French:

- How to ask and answer questions about name, feelings and age.
- How to extend conversation.
- Numbers to 20 (in and out of order) and extended body parts .
- How to describe eye and hair colour.
- How to pronounce an increasing amount of sounds in French.



Verbs

Avoir To have	Être To be
J'ai (I have)	Je suis (I am)
Tu as (You have)	Tu es (You are)

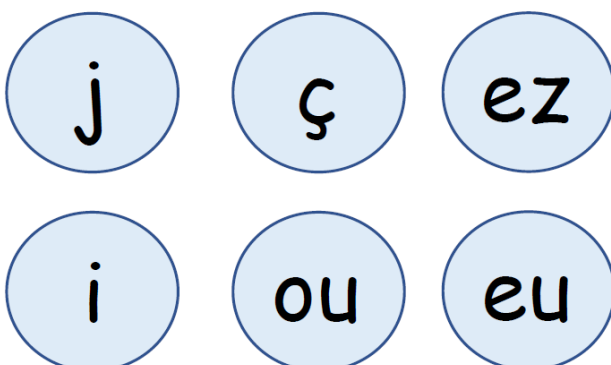
Vocabulaire

Je m'appelle My name is

ça va super	I am great
ça va bien	I am good
oui, ça va	Yes, I'm ok
ça va mal	I'm not good
Je suis fatigué(e)	I am tired

tête	head
épaules	shoulders
genoux	knees
pieds	feet
yeux	eyes
oreilles	ears
bouche	mouth
nez	nose
cheveux	hair
bras	arms

Sounds



Key Questions

Quel âge as-tu?

Ça va?

National Curriculum Links: KS2 Computing

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

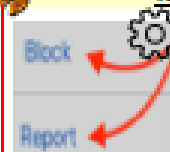
Digital Citizenship Vocabulary

Digital Citizens	A person who develops the skills and knowledge to be online safely and effectively
Digital footprint	The information about you that exists on the internet as a result of your online activity
World Wide Web	Is a collection of webpages found on a network of computers
Privacy settings	These settings allow you to control who sees information about you
Social media	Websites and apps that enable users to create, share or participate whilst online
Self-Image and identity	Ideas that you have about your own qualities and abilities and knowing that this is what makes you unique
Online relationships	Understanding relationships and behaviours that may harm and how positive online interaction can empower the user
Online reputation	What kind of person others think you are based on the things you say and do online
Online bullying	Understanding how to report your concerns and to consider how bullying and the impacts of such behaviour
Health and Wellbeing	Understanding the impact technology has on health, well-being and lifestyle, understanding the positives and negatives and strategies to deal with them

I will know...

- and be able to talk about my digital footprint
- how my online identity can be different to my identity in 'real life'.
- the right decisions about how I interact with others and how others perceive me
- how to be respectful to others online
- how others can find out information about me by looking online
- ways that some of the information about me online could have been created, copied or shared by others
- some online technologies where bullying might take place
- why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them
- how using technology can distract me from other things I might do or should be doing
- times or situations when I might need to limit the amount of time I use technology

What should you do if you get a 'butterfly feeling' when online?

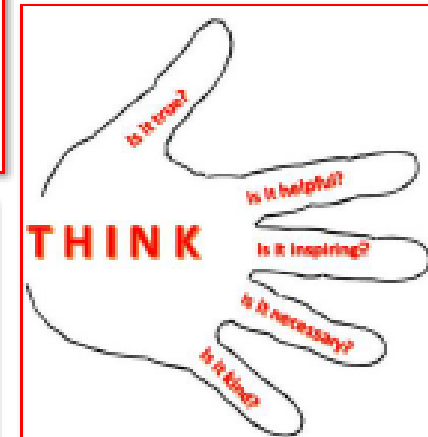
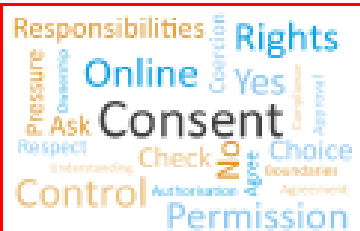


Remember to save evidence of the thing that has made you feel uncomfortable.

Check your privacy settings and use the tools in the game / app to block and report the user.

If you need further advice there are sites that can help E.g. CEOP, Barnardo's and Childline

My Digital Footprint



Digital Literacy Skills
Recap



Formatting Shapes

Click on Insert tab, Shapes to add 2D shapes or speech bubbles (callouts).

Click on Insert tab, Text Box to add a text box.

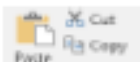
Use the circular arrow to rotate

Use the corner circles to resize (keeping image ratio)

Drag shape to move

Cut, Copy, Paste

Cut – Ctrl + X
Copy – Ctrl + C
Paste – Ctrl + V
Select all – Ctrl + A



Microsoft Excel

Save and Save As

Save As lets you save a file in a new location.
Save lets you update a file in the same location.



Tables

Click on Insert tab, Table and choose the number of rows and columns needed.

Table Tools

Merged cells – two cells become one	Colour	Split	cells
-------------------------------------	--------	-------	-------

Select the cells you want to merge and right click.
Choose Merge Cells.

Colour cells by selecting a cell and clicking fill tool.

Select the cells you want to split and right click.
Choose Split Cells.

	A	B	C	D	E
1	Tuck Shop Item	Price per item	How many sold	Total sales	
2	Apples	£ 0.12	12	£ 1.44	
3	Oranges	£ 0.15	8	£ 1.20	
4	Pears	£ 0.20	8	£ 1.60	
5	Grapes - punet	£ 1.20	9	£ 10.80	
6	Lemons	£ 0.75	1	£ 0.75	
7	Potatoes - bag	£ 2.00	0	£ -	
8	Banana	£ 1.50	6	£ 9.00	
9	Tomatoes	£ 0.17	11	£ 1.87	
10	Strawberries - punet	£ 1.75	15	£ 26.25	
11					
12			Total Daily Income	=SUM(D2:D11)	
13				SUM(number 1, (number2), ...)	
14					

Using AutoSum

Sorting Data

Highlight data you want to sort
Click on Sort & Filter icon
Select how you want to sort
Warning message and then Click on Sort

Sort Warning

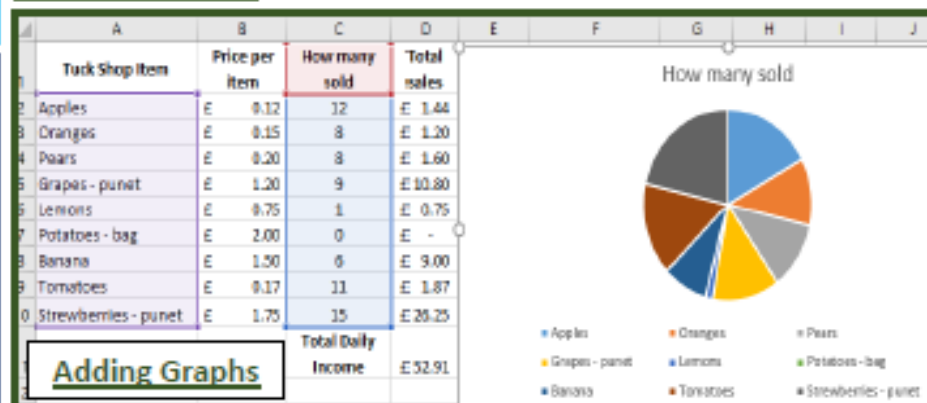
Microsoft Excel found data next to your selection. Since you have not selected this data, it will not be sorted.

What do you want to do?

☒ Expand the selection

☐ Continue with the current selection

Sort Cancel



- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

- how to transfer my word processing skills into other multimedia packages e.g. PowerPoint
- how to include importing images, hyperlinks and the use of sounds recorded
- how to enter a basic mathematical formula into Excel
- how to add basic mathematical formulas
- how to use SUM to calculate the total of a set of numbers in a range of cells

- how to change the look of a spreadsheet by using different formats e.g. text styles, colour, number format inc. currency and date, row and column heights
- how to insert and delete columns and rows in a spreadsheet
- I can use spreadsheets to create a graph
- how to decide on the most appropriate form of graph for a data set and give reasons for my choice
- how to interpret graphs of data collected from sensors

Digital Literacy	Having the skills to live, learn, and work where communication and access to information is increasingly through technology
spreadsheet	Used for accounting and recording data using rows and columns into which information can be entered
formula	A mathematical rule expressed in symbols e.g. $+ - / ^$
SUM	A formula that adds all the numbers in a range of cells
AutoSum	An automatic function that adds together a range of cells and displays the total in the cell below the selected range
sort	To organise data by date, number, alphabetic order etc.
filter	To pick out data that matches a particular circumstance
abstraction	To focus on task before the look and feel e.g. colour, size, background
formatting	Making the text look different.
layout	Different ways to set out information, pictures and tables in documents or presentation.
appropriate	Suitable, proper and connected to the subject.
border	A design around the outside of a document or cells
insert	Put something into a document, like a chart

The screenshot shows the Microsoft Excel interface. The ribbon at the top includes tabs for File, Home, Insert, Page Layout, Formulas, Data, Review, and View. The Home tab is active, showing groups for Clipboard, Font, Paragraph, Styles, Alignment, and Numbers. The worksheet area below has columns labeled A through L and rows numbered 1 through 10. A green shaded area covers cells A1 through B5. A yellow shaded area covers cells A6 through E7. Two dark blue shaded cells are located at F8 and F9. Labels with arrows point to various parts of the interface: 'Formula bar' points to the input area above the grid; 'Columns' points to the column headers; 'Cell Reference' points to cell B3; 'Font and text formatting' points to the Font group on the ribbon; 'Cell Alignment and formatting' points to the Alignment group; 'Number Formatting' points to the Number group; and 'Cells' points to the dark blue shaded cells at F8 and F9.

All formulas start with =

- Addition use +
- Subtractions use -
- Multiplication use *
- Division use /
- When using brackets use (:)

eg What percentage of apples sold more than oranges? 20%

=SUM(C2:C3)/100

The screenshot shows an Excel spreadsheet with a table of sales data. The formula bar at the top displays the formula `=B2*C2` in cell D2. A callout box points to the formula bar with the text "Example of a multiplication formula". The table has columns A (Tuck Shop Item), B (Price per item), C (How many sold), and D (Total sales). The data rows are:

	A	B	C	D
1	Tuck Shop Item	Price per item	How many sold	Total sales
2	Apples	£ 0.12	12	£ 1.44
3	Oranges	£ 0.15	8	£ 1.20

Below the spreadsheet, the Excel ribbon is visible with the following tabs: General, AutoSum, Currency, Sort & Filter, and Text direction.

“ Learn, Sparkle & Shine...”

