



Year 4 Term 4 Topic Web

Home Learning/ Supporting at Home:

Each week, pupils will have 'Home Learning Books' sent home on **Wednesday**.

These will contain:

- 1 x Maths home learning assignment
- 1 x English home learning assignment
- Weekly spelling lists (8 spellings)

We ask that pupils complete the assignments and hand them in for the following **Tuesday**. This allows teaching staff to look over the completed assignments and support pupils where needed.

Spellings will be tested each **Wednesday**.

Pupils have their reading books and diaries based on their reading level. We encourage parents to read with pupils as much as possible, as the benefits of reading across all areas of learning are significant. Reading diaries will be checked each week and books changed on a weekly basis where necessary. Please ensure that when your child reads with an adult at home, this is signed in the reading record.



Leopard Class



Jaguar Class

Year 4 MTC Check:

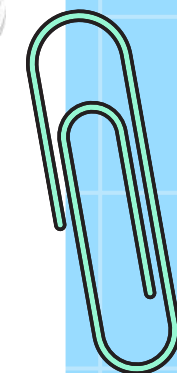
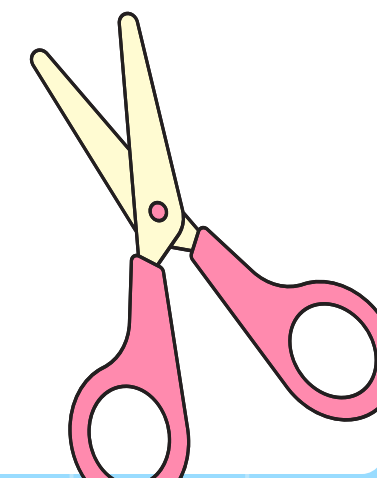
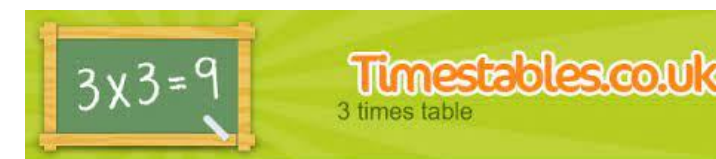
Information about the Year 4 Multiplication Tables Check can be found in the Maths section of this document. Pupils will have logins for <https://www.timestables.co.uk/> and for TTRS <https://trockstars.com/> which have excellent resources and a platform which replicates the actual MTC Check. The 'Soundcheck' facility of TTRS website is a useful facility to practice the MTC. Daily practice of X-tables is extremely useful as multiplication and corresponding division facts are needed across multiple domains of the Maths curriculum.

Welcome to the Term 4 Topic Web which provides the details of pupil learning and curriculum content for the forthcoming term.

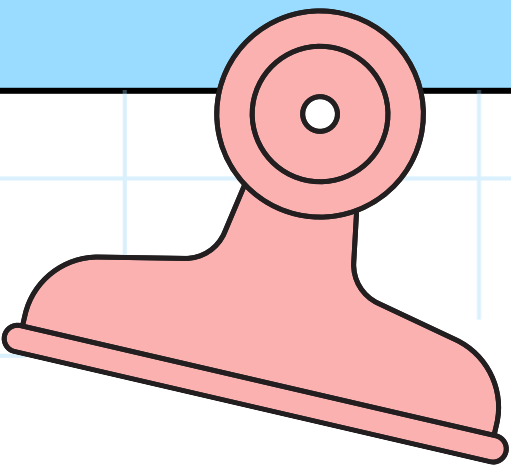
Supplementary Learning:

Pupils have logins for both **Doodle Maths** and **Spelling Shed**.

These are fantastic additional optional resources for pupils to support their learning in Maths and English.



T4 Spelling Progression



Week 2: Words where a suffix is added to words ending in y

Spelling Shed
Words where a suffix is added to words ending in 'y'

merriment
happiness
plentiful
happily
prettiest
nastiness
beautiful
silliness

Week 3: Words ending in 'ious' and 'eus'

Spelling Shed
Words ending in '-ious' and '-eous'

victorious
various
courteous
spontaneous
hideous
curious
obvious
serious

Week 4: Challenge Words

Spelling Shed
Challenge Words 4.18

breath
business
caught
different
exercise
possession
although
thought

Week 6: Words ending in '-tion'

Spelling Shed
Words ending in '-tion'

invention
injection
action
hesitation
completion
communication
migration
selection

Week 5: Words where 'au' makes an /ou/ sound

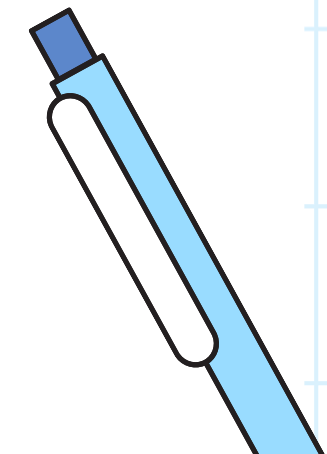
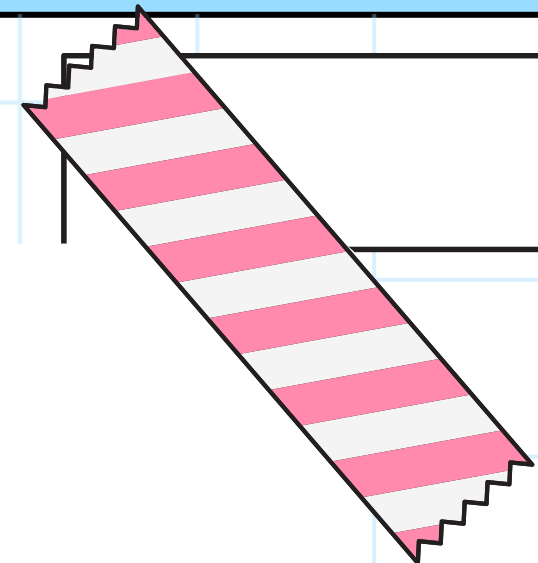
Spelling Shed
Words where 'au' makes an /ou/ sound

automatic
astronaut
cause
author
August
launch
autumn
audience

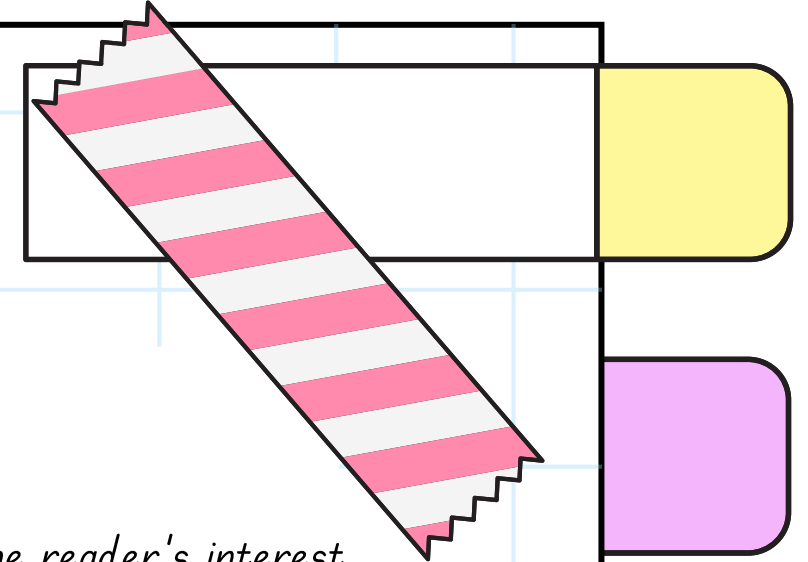
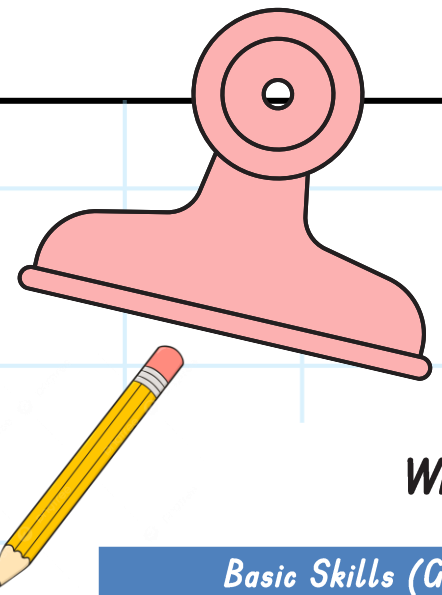
Spelling word list for Year 3 and Year 4

100 words that children in England are expected to be able to spell by the end of Year 4 (age 9). How many can you spell?

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



T4 English: Wisp - A Story of Hope



Writing skills within this unit:

Basic Skills (Gateway Keys)	Mastery Keys	Feature Keys
<ul style="list-style-type: none"> Extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although Organise paragraphs around a theme Use fronted adverbials 	<ul style="list-style-type: none"> Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Use inverted commas and other punctuation to punctuate direct speech Use commas after fronted adverbials 	<ul style="list-style-type: none"> Use paragraphs and use different ways to introduce paragraphs Create dialogue between characters that shows their relationship with each other Use 1st or 3rd person consistently Use tenses appropriately

Reading comprehension covered:

- Read for a range of purposes
- Discuss words and phrases that capture the reader's interest
- Check text makes sense
- Ask questions to improve understanding of a text
- Draw inferences (characters' feelings, thoughts and motives); justify with evidence
- Predict from details stated and implied
- Participate in discussion about books

Vocabulary:

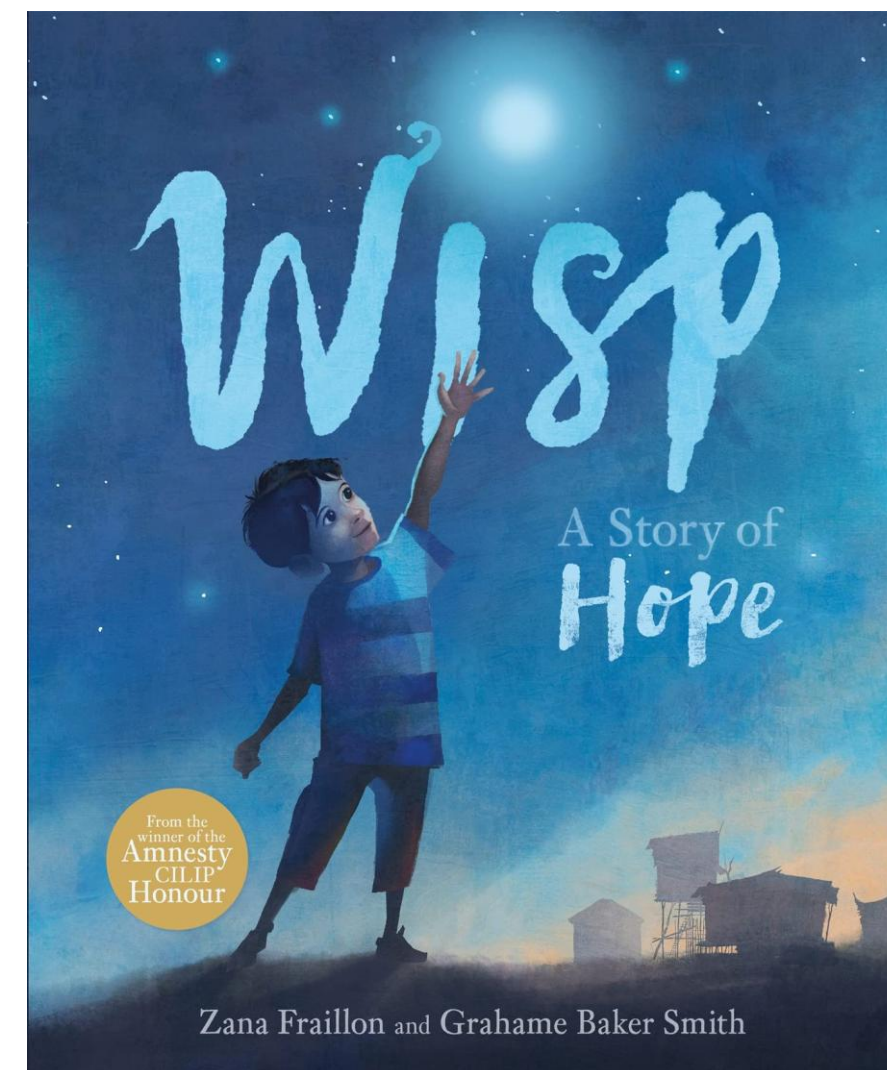
Vocabulary to explore within this unit:

NC Word List - Years 3 and 4		Developing Vocabulary	
appear	heard	barren	murmur
arrive	heart	barricade	pulsed
believe	imagine	bleak	refugee
caught	peculiar	bustled	softlied
different	promise	dulled	sprawling
disappear	remember	etched	stilled
Earth	special	flitting	trampled
experience	strange	gentlied	volunteer
		glare	

Writing Outcome: To write a narrative from the perspective of a Wisp.

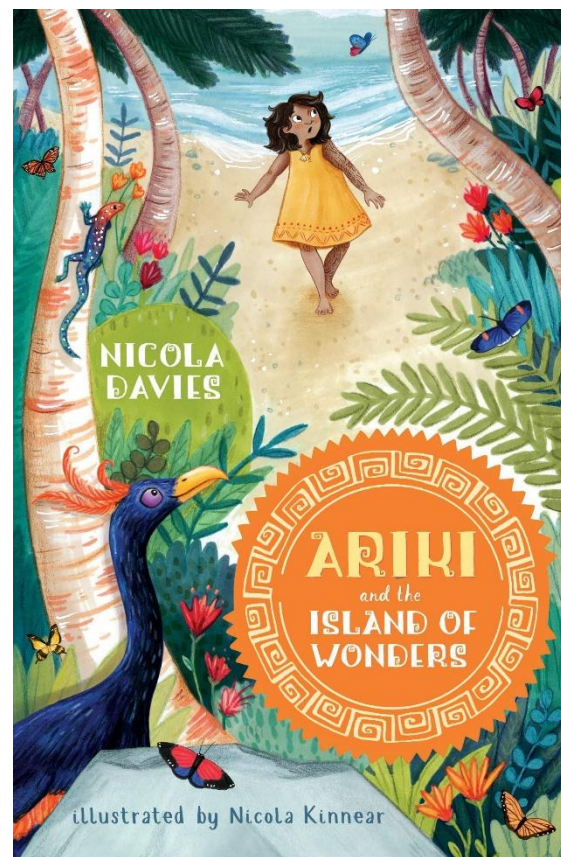
In this unit, pupils will be immersed in the life of a young refugee named Idris. Idris has lived his entire life in a refugee camp surrounded by fences and tents. When a tiny, magical, glowing light called a Wisp appears, it brings memories of the outside world to the adults. Unlike the others, Idris has no memories of the past, so the Wisp instead gives him the promise of a better future.

Pupils will explore what it means to be a refugee. Their writing will focus on including rich and detailed descriptions of memories of old and demonstrate empathy towards the stories of each character.



T4 Reading: Ariki and the Island of Wonders

"Ariki and the Island of Wonders by zoologist Nicola Davies is a thrilling, nature-focused chapter book for young readers. It follows a brave, Polynesian-inspired girl named Ariki, her friend Ipo, and her mischievous pet pig, Bad Boy, as they get lost at sea and wash up on an uncharted island. The story is widely praised for its empowering heroine, vivid descriptions of nature, and strong conservation message."



Through reading Volcanoes both as a class and independently, the following skills are practised:



As well as the necessary skills to read and comprehend a text, we will also have a mastery focus on:

- Drawing inferences (inferring characters' feelings, thoughts and motives from their actions); justify with evidence*
- Discussing words and phrases that capture the reader's interest and imagination*

Recommended reading approaches to develop fluency:

- **Teacher-led:** read aloud to model fluency while pupils follow the text
- **Choral:** teacher read aloud to model fluency while pupils read aloud alongside
- **Echo:** teacher read aloud a small section of text and pupils echo the same section
- **Paired:** pupils read to each other alternating sentences, paragraphs or sections
- **Individual at speed:** pupils practise reading a section of text in an allocated time to improve fluency; repeat and beat their previous time
- **Repeated (1:1):** pupil reads aloud a section of text – adult gives feedback, and the pupil tries it again, repeat until 99% accurate with appropriate fluency
- **Silent:** pupils read the text silently at their own pace

T4 Mathematics:

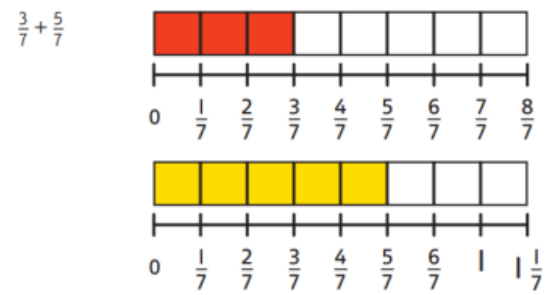
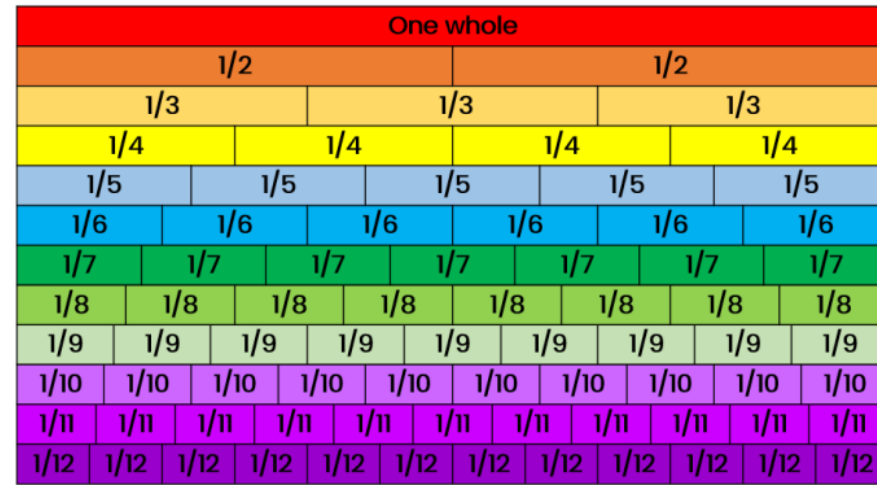
Fractions (continued)

In this unit, pupils will deepen their understanding of fractions and how they relate to whole numbers. Children will learn to count beyond one whole and explore mixed numbers and improper fractions, including how to convert between them. They will use number lines to compare, order and identify equivalent fractions, helping them see how fractions fit together.

Pupils will also practise adding and subtracting fractions and mixed numbers, including subtracting from whole amounts, to develop confidence in solving fraction problems accurately.

Decimals

In Term 4, pupils will be learning to recognise and write decimal numbers, including tenths and hundredths. They will develop their understanding of the relationship between fractions and decimals, count in tenths and hundredths, and use place value knowledge to read, write and represent decimal numbers. Pupils will also compare and order decimals with up to two decimal places, round decimals with one decimal place to the nearest whole number, and apply their learning to solve problems involving money and measures. Using place value, pupils will learn how to multiply and divide numbers by 10 and 100 and methods to complete these calculations efficiently.



$$\frac{3}{7} + \frac{5}{7} = \frac{8}{7}$$

Key Vocabulary:

Decimals:

decimal point
Tenths
Hundredths
place value
Compare
Order
Round
fraction
equivalent.

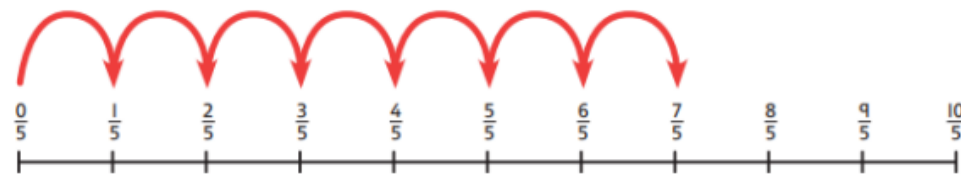
Fractions

Whole
Fraction
Denominator
Improper fraction
Fraction family
Compare
Greater than
Equal to
Add
Total
Difference
Part
Numerator
Mixed number
Equivalent fraction
Number line
Order
Less than
Convert
Subtract

DECIMAL PLACE VALUE CHART							
Thousands	Hundreds	Tens	Ones	tenths	hundredths	thousandths	
Th	H	T	O	.	t	h	th

Problem Solving and Reasoning:

As part of our approach to Maths, we aim for pupils to be fluent with key concepts. There are also regular problem solving and reasoning challenges to develop a deeper understanding of the concepts.



Multiplying and Dividing by 10, 100 and 1000

10 000	1000	100	10	1	•	$\frac{1}{10}$	$\frac{1}{100}$	$\frac{1}{1000}$
					•			

Multiplying

X 10
X 100
X 1000



Dividing

÷ 10
÷ 100
÷ 1000



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- numerator, denominator
- fraction, whole number, mixed number, proper fraction, improper fraction
- add (+), subtract (-), multiply (x), divide (÷), sign, greater than (>), less than (<)
- whole, part, find ... of ...
- fraction strip, represent, number line, diagram, problem solving

Year 4 Multiplication Tables Check

Overview of the Multiplication Tables Check (MTC)

The multiplication tables check (MTC) is statutory for all year 4 pupils in England.

The purpose of the MTC is to determine whether pupils can recall their times tables fluently up to 12, through a set of 25 timed questions. This skill is essential for future success in mathematics, and the check will help schools identify pupils who have not yet mastered this and provide additional support.

In 2026, schools must administer the MTC in the 2-week period between **Monday 1st June and Friday 12th June.**

Information for Parents

An information document for parents from the DfE can be found by following the link below:

<https://www.gov.uk/government/publications/multiplication-tables-check-information-for-parents>

How can you help at home:?

Pupils will now have a [timestables.co.uk](https://www.timestables.co.uk) login sent home with them. On this website, there is a replica MTC trial run. This will help pupils to familiarise themselves with the assessment, so that it becomes second nature.

A good way to prepare is to start early and build a daily routine practising the times tables. With regular practise pupils will learn all the questions and gain confidence. We suggest practising 10 to 15 minutes a day for optimal results and the website has a variety of games and activities to support with this.

<https://www.timestables.co.uk/>

The screenshot shows the homepage of Timestables.co.uk. At the top, there's a navigation bar with 'Teacher login', 'Login', and 'Create free account' buttons. Below that, a grid of buttons allows users to select their grade level from Pre-K to 8th Grade. The main content area is titled 'Learn your times tables' and includes a brief introduction, a selection grid for times tables (1 to 12), and options to 'Practise the Multiplication tables check' or 'Play against other players!'. A 'Menu' sidebar on the right lists various resources like 'Home', 'Times tables games', 'Speed Test X', 'Times Tables diploma', 'Multiplication Tables Check', 'Times tables grid', 'Worksheets', 'Trophy Cabinet', and 'Contact'.

Multiplication tables check

Multiplication tables check

Start

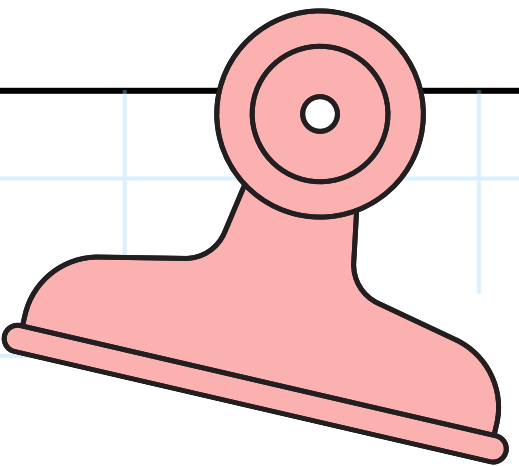
Settings

You can change the difficulty by using more time or no time limit at all per question. After the test you can print the results.

Show previous results

What is the Multiplication Tables Check





T4 Science: States of Matter

Through this project, pupils will be taught about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.

Glossary:

Glossary

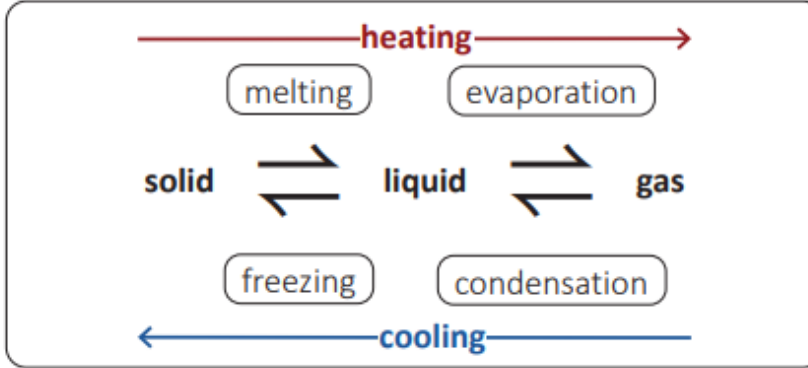
arrangement	The way in which things are placed.
compress	To squash.
gaseous	In the form of a gas.
matter	What all things are made from.
process	A series of actions taken to achieve a result.
reversible	Capable of being reversed so that the previous state is restored.
variable	A factor, such as an object or condition, that changes during an investigation.

British Science Week will take place in Term 4. The theme for this year is **'Curiosity: What's your Question?'** More information will follow about an exciting week of hands-on, immersive and investigative Science.



Changing state

Materials can exist as solids, liquids or gases. However, some materials change state when heat is added or removed. The processes involved in changing state are melting, freezing, evaporation and condensation. These changes are reversible.



Lesson Sequence:

<p>Learning Launcher: Unusual States of Matter</p> <p>WALT: Group and sort materials into solids, liquids or gases.</p>	<p>Particle Theory:</p> <p>WALT: Use scientific vocabulary to report and answer questions.</p>	<p>Melting, Freezing, Evaporation and Condensation:</p> <p>WALT: Observe and explain that some materials change state when they are heated or cooled.</p>	<p>Innovate Task: Focus on Water</p> <p>Observing and Measuring Changes Over Time</p> <p>Practical Investigation</p> <p>WALT: Investigate the changing states of water.</p>	<p>Innovate Task: Focus on Water</p> <p>Observing and Measuring Changes Over Time</p> <p>Practical Investigation</p> <p>WALT: Investigate the changing states of water.</p>	<p>Melting and Boiling Points</p> <p>WALT: Research the changes of state of a range of materials</p> <p>Knowledge Capture</p>
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Properties of solids



- Solids can be held.
- They keep their shape and do not flow.
- They always take up the same amount of space.
- They cannot be compressed.

Examples



Properties of liquids



- Liquids cannot be held easily.
- They flow and can be poured.
- They take the shape of the container they are in.
- They cannot be compressed.

Examples



Properties of gases



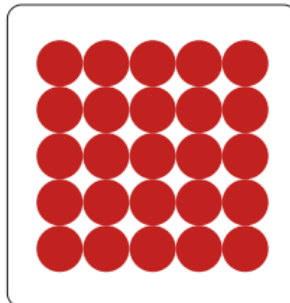
- Gases cannot be held.
- They have no fixed shape and fill the available space in the container.
- They can be compressed.
- They are normally invisible.

Examples

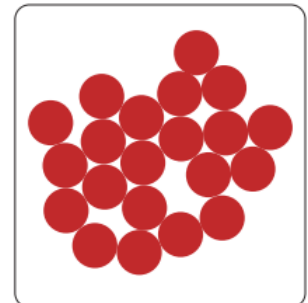


Particle theory

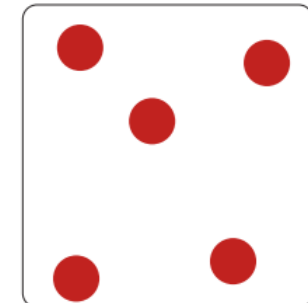
All matter is made from tiny particles. Particles are single pieces of matter that are too small to be seen. The arrangement of particles in solids, liquids and gases explains their different properties.



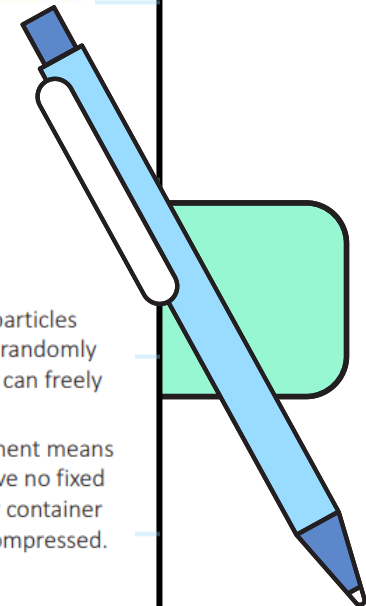
In a **solid**, the particles are close together, arranged in a regular pattern and cannot move around each other. This arrangement means that solids keep their shape, always take up the same amount of space and cannot be compressed.

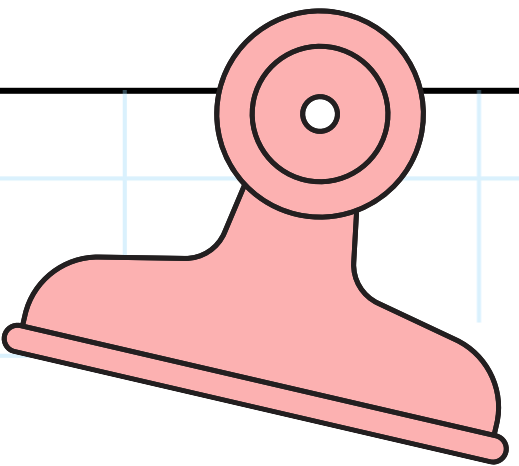


In a **liquid**, the particles are close together but arranged randomly, which means they can move around each other. This arrangement means that liquids can flow, take the shape of the container and cannot be compressed.



In a **gas**, the particles are far apart, randomly arranged and can freely move. This arrangement means that gases have no fixed shape, fill any container and can be compressed.





T4 Art: Animal

In Art this term, Year 4 pupils will explore how animals have been represented throughout history and across different cultures. They will study the visual qualities of a range of animals, developing their observational skills through sketching and drawing. Pupils will also experiment with printmaking techniques and use clay to create animal-inspired sculptures, learning how artists use different materials and methods to capture shape, texture and form. Through this topic, children will develop their creativity, artistic skills and appreciation of animal art from around the world.

Glossary:

Glossary

- anatomy** The structure of an animal's body.
- ivory** The substance from which elephants' tusks are made.
- realistic** Resembling real life.
- simplistic** Simpler than it really is.
- surreal** Something shown in a strange way, with a dreamlike quality.



Historical periods and art forms

Animals have appeared in art from the prehistoric period to the modern age. Some early artworks were simplistic, consisting of simple lines and shapes. However, some sculptures in bone, stone or ivory show great detail, revealing that some ancient civilisations were more advanced than others. Later artworks were more realistic, capturing minute, anatomical details. Some modern artworks are surreal, exaggerating the animals' actual form to make a statement.



Prehistoric cave painting, c17,000–c15,000 BC



Molly Long-legs with her Jockey by George Stubbs, 1762



Untitled (Horse on Square) by Tom Claassen, 1996

Human relationships with animals

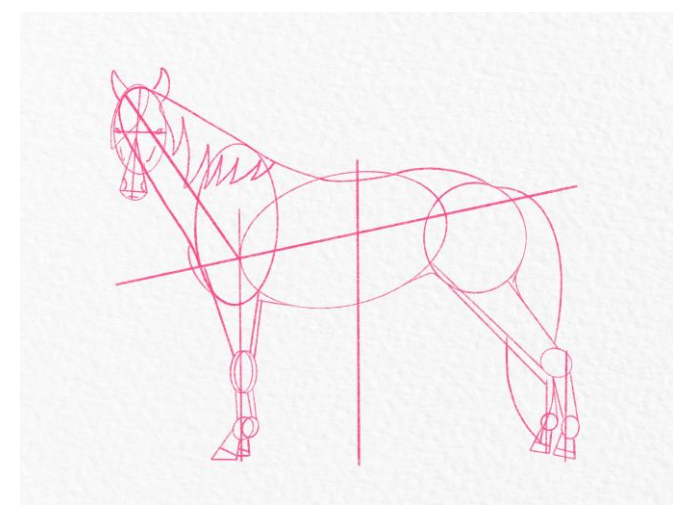
Some ancient cultures used animal sculptures to represent the gods and used vessels in the shape of animals in religious rituals. Many artworks show the close relationship between humans and animals on the farm or in the home. Others show human dominance over animals, as the animals have been put to work or been hunted.



Aztec jaguar *cuauhxicalli* (eagle gourd bowl), c1300–1521 BC

Drawing animals

Animals can be drawn as a series of simple shapes. For example, heads are circles and beaks are triangles. Hard pencils are used to draw the initial shapes, which are then joined to form the animal's outline. Soft pencils are used to refine the line drawing, then an eraser removes the original lines for a neat finish.



Bankura horses

A Bankura horse is a sculpted terracotta horse, crafted in the Panchmura Village in the Bankura District of West Bengal, India. They are used for decorative and religious purposes. The horse sculptures have long necks, elongated ears and slightly protruding eyes.

Animal coverings

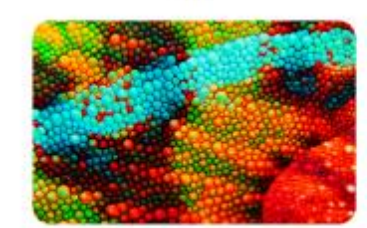
Animals are covered in fur, feathers, scales or a shell. Artists try to capture these coverings through their use of shape, colour, pattern and texture.



fur



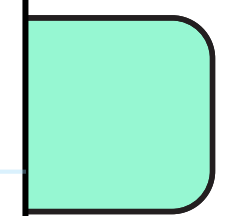
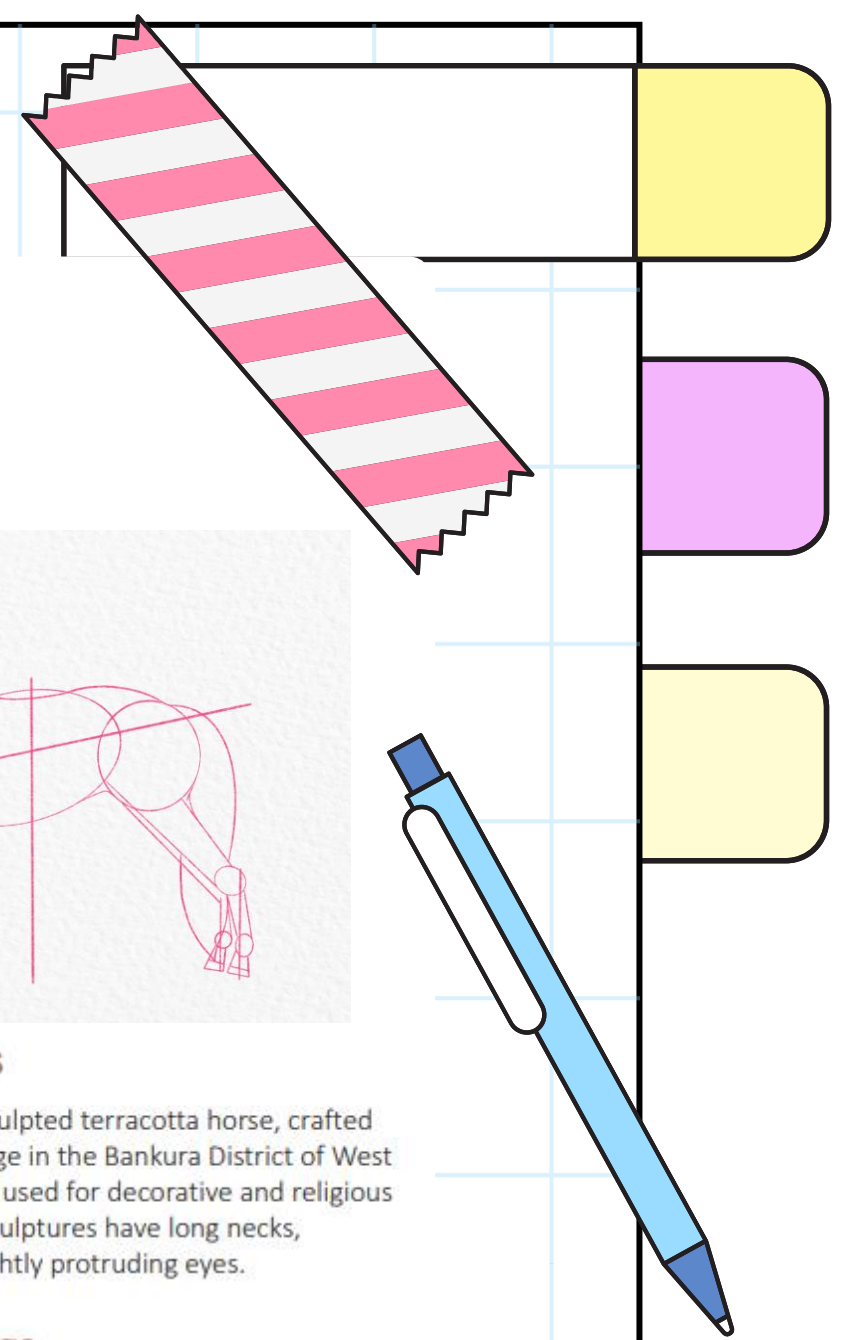
feathers



scales



shell



T4 Geography: Misty Mountain, Winding River

In Geography this term, Year 4 pupils will explore the fascinating world of rivers and mountains. They will learn about the key features and characteristics of rivers and mountain ranges around the world, including how they are formed and how they shape the landscape. Pupils will investigate the physical processes that create and change these environments, such as erosion, weathering and deposition, and discover the important role rivers and mountains play in supporting a variety of ecosystems. Through map work, research and geographical enquiry, children will develop their understanding of the natural world and the connections between people, places and environments.

Glossary

altitude	The height of an object or point above sea level.
altitudinal zone	One layer out of many that naturally occur in mountainous regions to form a particular habitat.
collection	The process of water gathering in oceans, rivers, lakes and streams after falling as precipitation.
condensation	The process of a gas or vapour cooling down and changing state into a liquid.
contaminate	The process of making something poisonous or less pure.
dredge	The clearing of the bed of an area of water by removing mud, weeds and rubbish.
evaporation	The process of a liquid heating up and changing state into a gas or vapour.
plate boundary	The place where two tectonic plates meet.
ridge	Long, narrow sections of rocky ground that connect mountains.
sediment	Very small pieces of sand, soil and stone that form through the process of erosion.
topography	The physical appearance of an area of land, especially relating to its shape and surface.

Types of mountain

Mountains can be classified according to what they look like and how they were formed.

Fold mountains form when tectonic plates collide with each other. One plate is pushed down while the other is pushed up and compressed, forming folds.



Volcanic mountains are formed when lava, ash and gases erupt and then cool. This type of mountain often has steep, symmetrical slopes.



Fault-block mountains form at plate boundaries. The earth on one side of the boundary is forced up, and the other side collapses.



Dome mountains are the result of when magma is pushed upwards against the Earth's crust. Instead of erupting through the crust, the magma cools and hardens.



Plateau mountains are formed when land is lifted by magma below the Earth's crust. Large, flat areas of land are forced upwards, creating a plateau.



River stages

The upper course

The upper course of a river is narrow. Water flows over the riverbed, carrying rocks that erode the land and create steep-sided, V-shaped valleys.



The middle course

The middle course of a river grows wider and deeper as the land becomes flatter. Bends called meanders form.



The lower course

The lower course is the widest part of a river. The land is flat, and the water flows into the sea at the river's mouth.



Changing landscapes

Rivers, seas and oceans transform a landscape through erosion, deposition and transportation.

Erosion

Erosion is the wearing away and removal of rock and soil by means of wind or water.

Transportation

Transportation is when rocks and soil that have been dislodged and worn away by erosion are transported in flowing water.

Deposition

Deposition happens when flowing water slows down. Eroded rock and soil that have been transported are left behind.

River features

A variety of physical features can be found along the course of a river.

delta	A triangular piece of land at the mouth of a river that has formed because of a build up of sediment.
floodplain	An area of flat land next to a river that floods when the river bursts its banks.
interlocking spurs	Ridges that are formed when a river meanders around areas of harder rock.
meander	A bend in a river or stream.
oxbow lake	A curved lake that was once a meander in a river.
V-shaped valley	A deep, straight channel that has been cut into the rock by erosion.
waterfall	A cascade of water that falls from a higher level to a lower level.

Lesson Sequence:

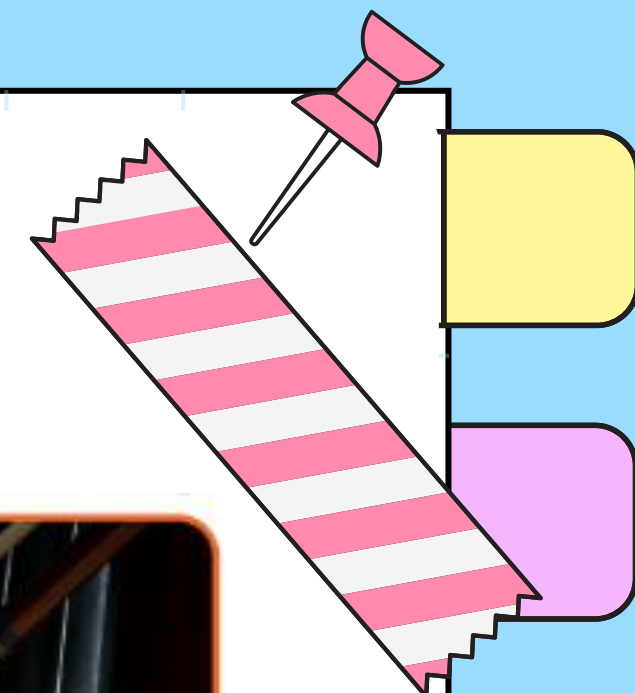
Term 4 - Misty Mountain, Winding River	Learning Launcher: The Journey of a River: WALT: Explore and profile the journeys of major rivers in the UK.	Changing Landscapes: WALT: Explain how the physical processes of a river, sea or ocean have changed a landscape over time.	Rivers Rivers of the World and their Importance: WALT: Name, locate and explain the importance of significant rivers and their uses.	What are the Different Mountain Types? WALT: Identify, describe and explain the formation of different mountain types.	Mountains of the UK and Around the World: WALT: Create a detailed study of mountains of the world.	Innovate Task: The Lake District WALT: Apply geographical skills and knowledge to create a tourist information pack of the Lake District. Knowledge Capture
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Musical style: Classical

Exploring music inspired by trees, including the cherry blossom festival, Hanami. Learning how each composer uses different timbres in their pieces to describe the movements of trees in the wind and using this as inspiration for musical haiku compositions.



T4 Music: Haiku, Music and Performance

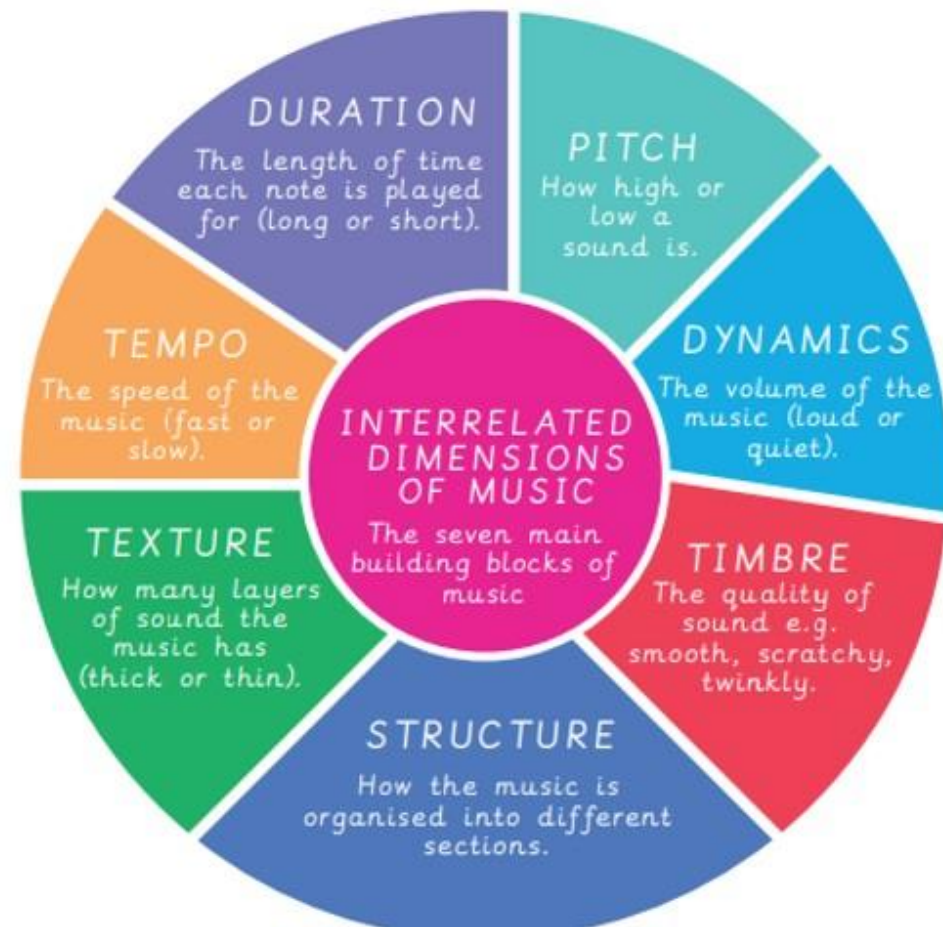


Key Vocabulary:

- Hanami
- cherry blossom
- pitch
- sound
- glissando
- pizzicato
- composer
- composition
- col legno
- haiku
- syllables
- melody
- dynamics
- tempo

Knowledge and Skills:

In Music this term, Year 4 pupils will explore how sounds can be used to represent and describe their experiences outdoors. They will develop their understanding of the interrelated dimensions of music, learning to recognise, name and describe how elements such as pitch, tempo, dynamics and timbre affect a piece of music. Pupils will select appropriate instruments and sounds to match descriptive vocabulary, working collaboratively to compose and refine their own musical pieces. They will also build their performance skills by rehearsing and performing as part of a group, demonstrating confidence, creativity and teamwork.



Col legno

A way of playing a stringed instrument by striking the string with the wooden part of the bow.



Pizzicato

Staccato sounds played by plucking the strings.



Haiku

A Japanese three line poem which has a strict syllable structure of 5,7,5.

A Winter's Night ❄️

It is cold outside,
So we will stay warm indoors
Next to the log fire. ❄️

Glissando

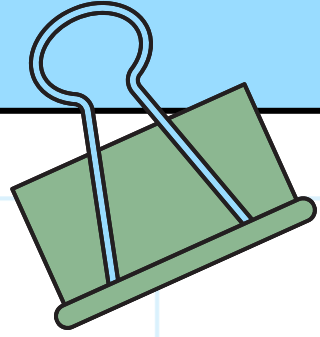
A continuous slide upwards or downwards between notes.



Staccato

A musical term to describe short sounds.

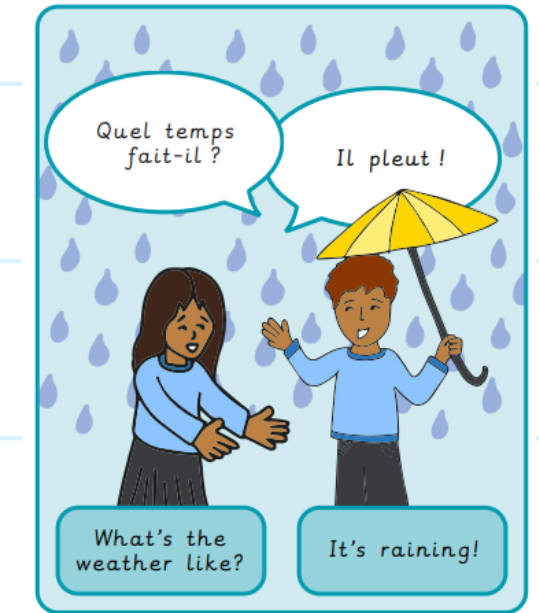
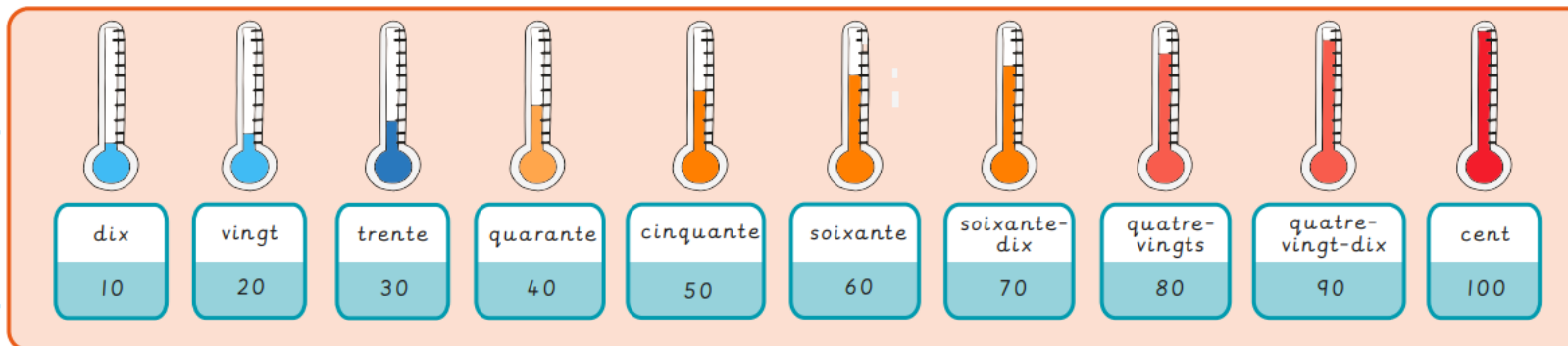
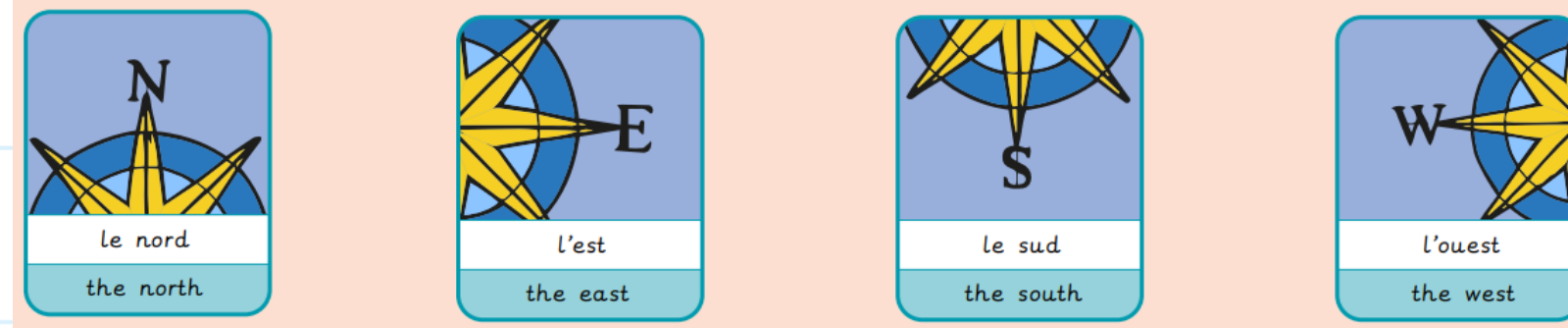




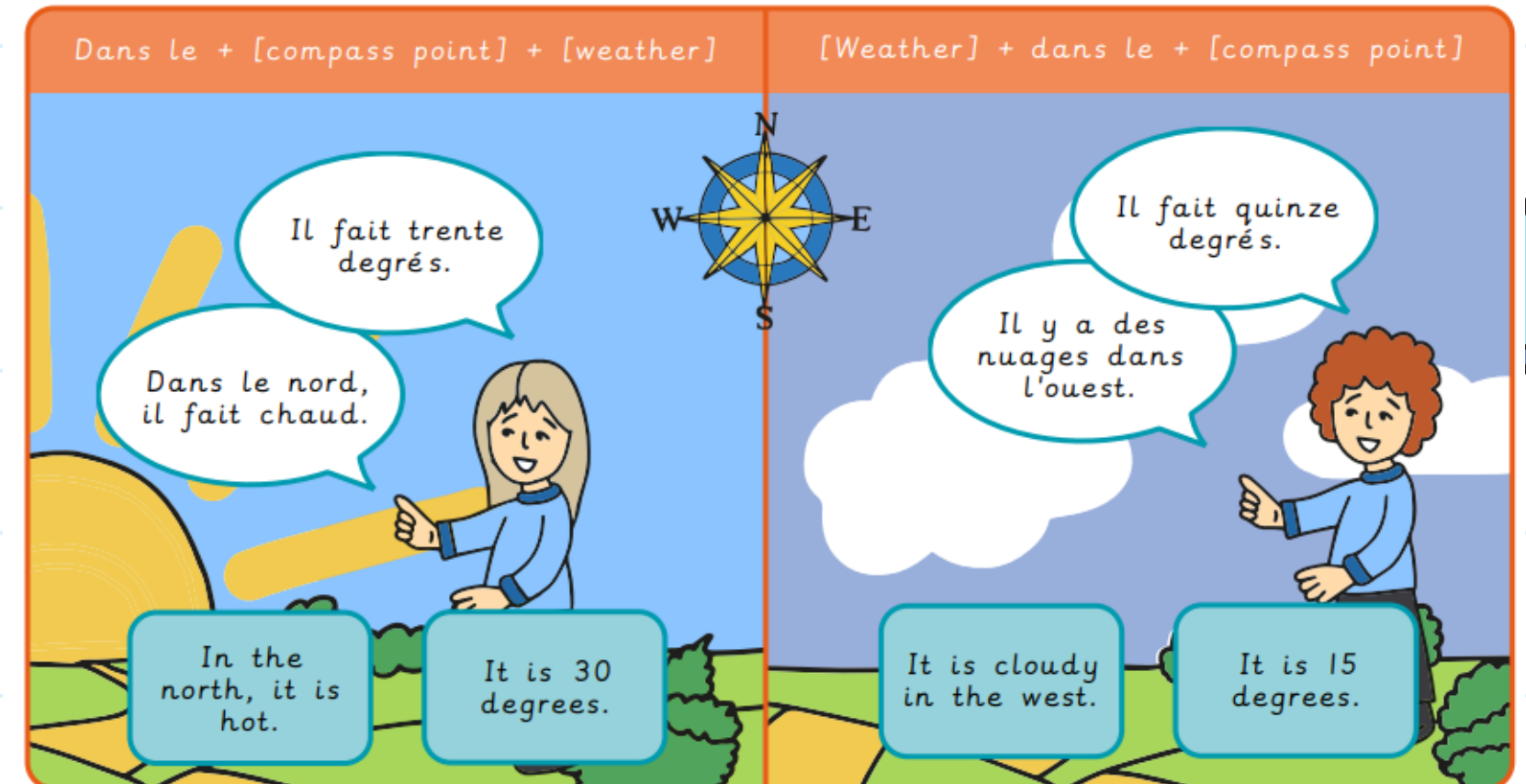
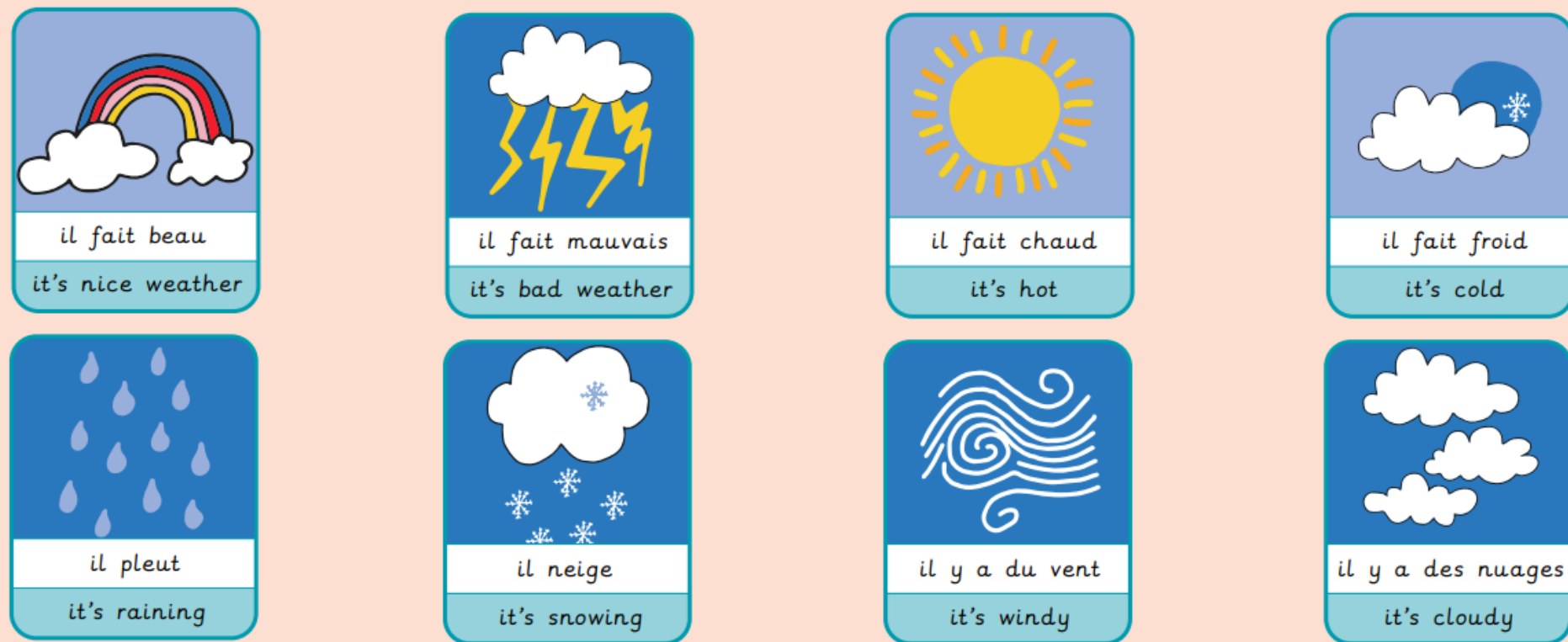
T4 French: Weather and the Water Cycle

Topic Overview:

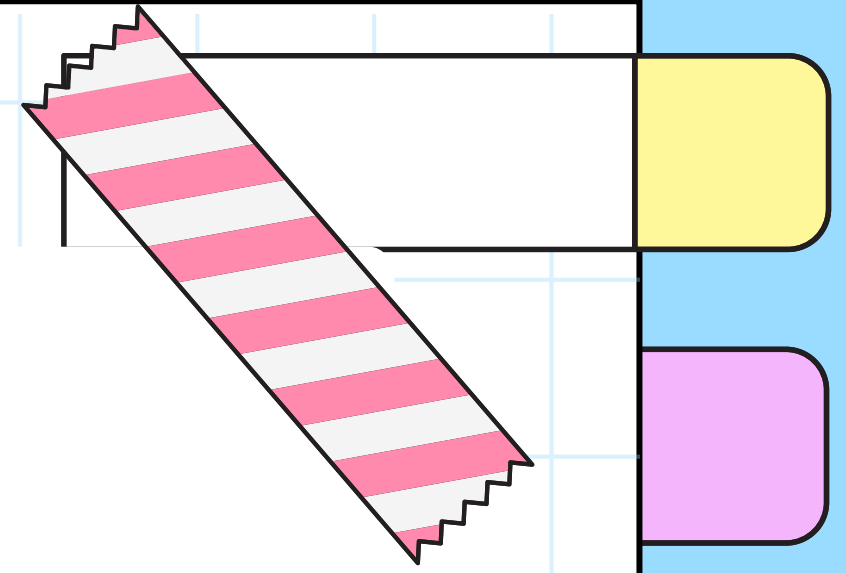
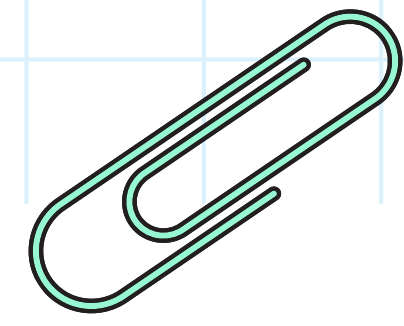
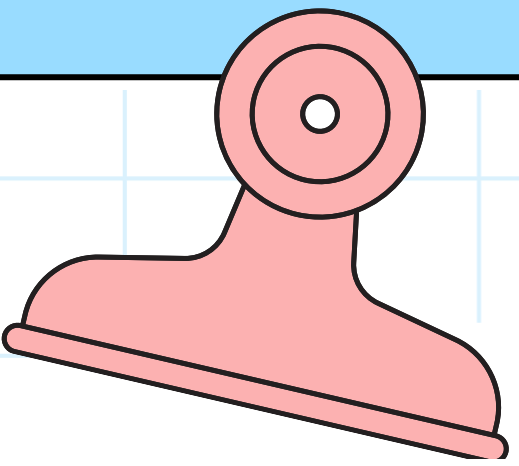
In French this term, Year 4 pupils will learn to talk about the weather using a range of weather phrases and temperatures. They will develop their speaking and listening skills by responding physically to weather vocabulary, repeating new phrases with accurate pronunciation, and describing the weather in different places using simple sentences. Pupils will learn the compass points and use them to give and understand directions, as well as placing weather symbols correctly on maps. They will also practise recognising and saying temperatures, matching numerals to number words, and deepen their understanding of the water cycle through key vocabulary and cognates in both English and French. Through a range of interactive activities, children will build confidence in using French to communicate information about weather and the environment.



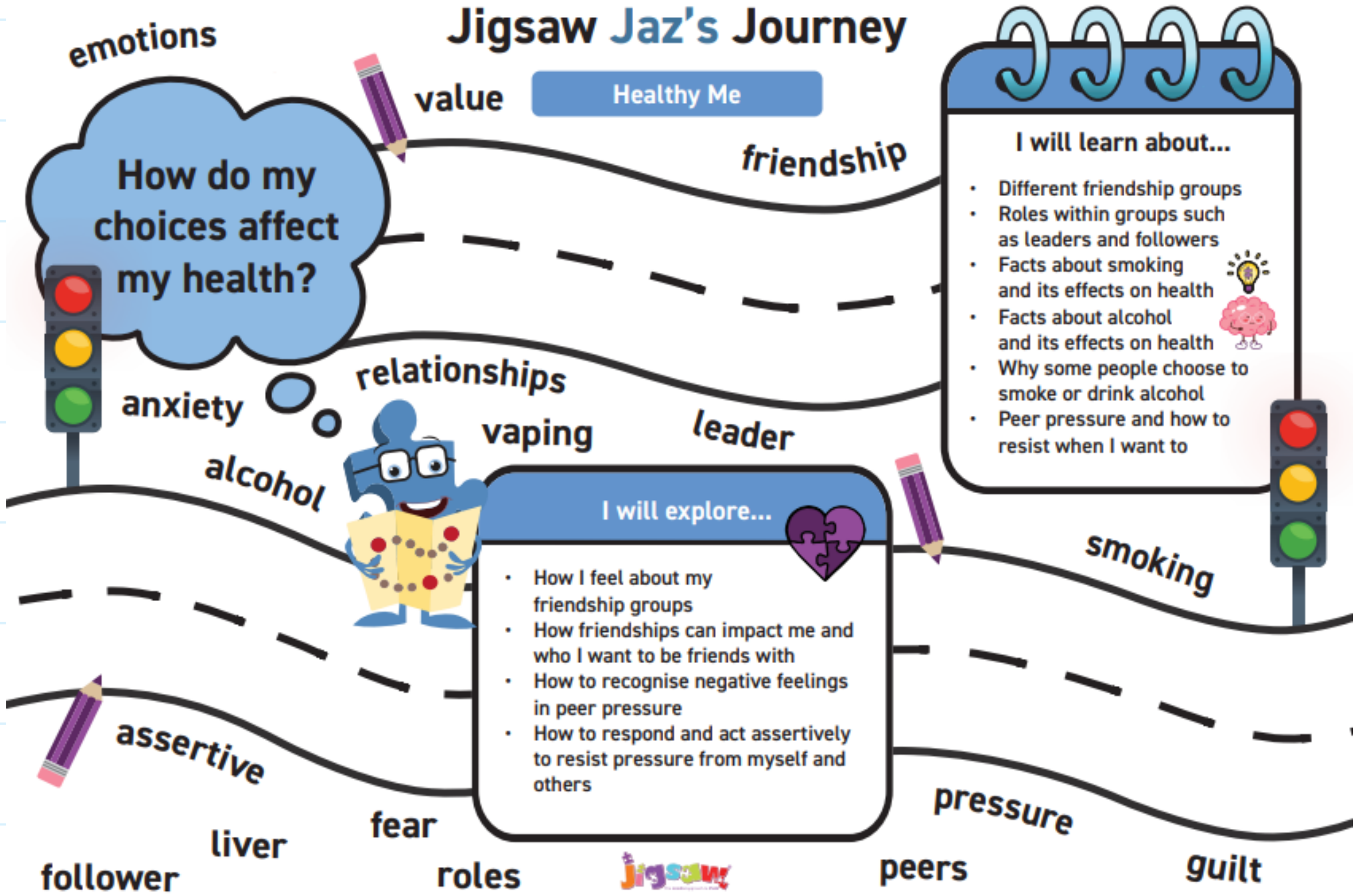
French Vocabulary:



T4 PSHE: Healthy Me



Jigsaw Jaz's Journey



Healthy Me Overview:

In PSHE this term, Year 4 pupils will explore friendships, group dynamics and the importance of making positive choices. They will learn how different friendship groups are formed, the roles people can take within groups, and how relationships can influence thoughts, feelings and behaviour. Pupils will reflect on the qualities they value in friendships and develop strategies for managing peer pressure by recognising what is right and wrong and drawing on their own inner strength. They will also learn about the effects of smoking, vaping and alcohol on health, as well as some of the reasons why people may choose to engage in these behaviours. Through discussion and reflection, children will build confidence in identifying and expressing their feelings, understanding the impact of others on their wellbeing, and making safe and responsible decisions.



T4 Computing: Creating Media (Website Design)

Topic Overview:

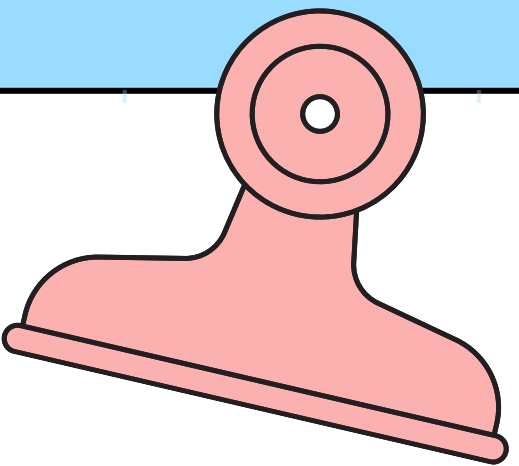
In Computing this term, Year 4 pupils will learn how to design and create their own websites using Google Sites. They will explore a range of tools and features, including tabs such as Insert, Pages and Themes, to develop professional-looking web pages. Pupils will plan their websites carefully, using checklists to guide their design choices and ensure information is organised clearly and effectively. They will create a website containing at least four linked pages, incorporating a variety of features to make their site engaging, informative and easy to navigate. Through this project, children will develop their digital creativity, design skills and understanding of how websites are structured for users.



Google Sites

Website design

Collaboration	Working with others to achieve a specific goal.
Content	All information and media contained in something, for example a webpage.
Create	To make something.
Design	To make, draw or write plans for something.
Edit	To change and amend something.
Embed	Media files (video, music) which can be stored and viewed within a webpage.
Feature	The individual parts that make up something.
Header	Text at the top of the page.
Hyperlink	A link commonly used in a web page or document, to direct you to another website or file.
Insert (file)	To place a file into a web page or piece of software.
Online	When a person is accessing the internet through an electronic device.
Plan	An idea about how to do something in future.
Tab	A way of opening and organising multiple websites in a single window on an internet browser.
Web page	A hypertext page that can be viewed through an internet browser.
Website	A series of web pages and other content, which can be discovered and read through an internet browser, that all belong to a single domain name.
WWW	The acronym used to express the 'World Wide Web'. It is found at the beginning of website addresses e.g. www.kapowprimary.com



T4 PE: Fitness

Unit Overview:

Regular physical activity can do so many wonderful things to your overall health and fitness. It helps improve memory, makes you feel happier and gives you more energy. Regular exercise helps to build strong bones, strengthen your muscles and even improves sleep. Physical fitness includes many different parts such as agility, balance, coordination, speed, stamina and strength. These elements are so important in everyday activities.

In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.



Key Objectives:

- I can collect and record my scores and identify areas I need to improve.
- I can use key points to help me to improve my sprinting technique.
- I share ideas and work with others to manage activities.
- I show balance when changing direction at speed.
- I show control when completing activities to improve balance.
- I show determination to continue working over a period of time.
- I understand there are different areas of fitness and that each area challenges my body differently

Key Vocabulary:

Key Vocabulary

accelerate: speed up
agility: the ability to change direction quickly
balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
co-ordination: moving two or more body parts at the same time
control: being able to perform a skill with good technique
decelerate: slow down
direction: forwards, backwards, sideways
dynamic: on the move
muscle: tissue that helps us to move our bodies
progress: to improve
react: to respond to quickly
record: to make note of
speed: how fast you are travelling
stamina: the ability to move for sustained periods of time
static: on the spot
strength: the amount of force your body can use
technique: the action used correctly

Ladder Knowledge

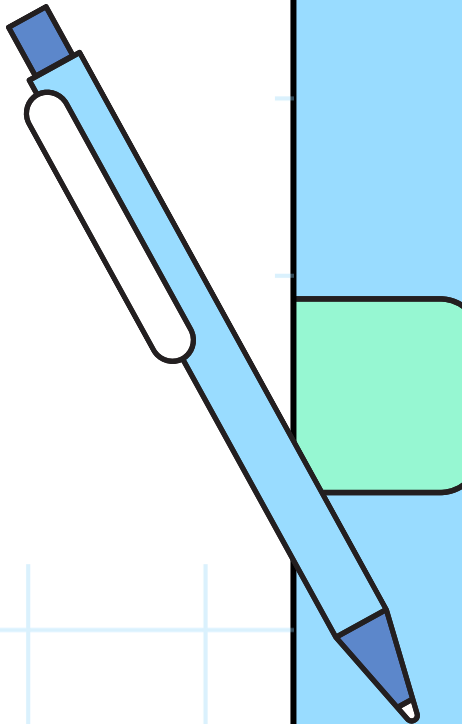
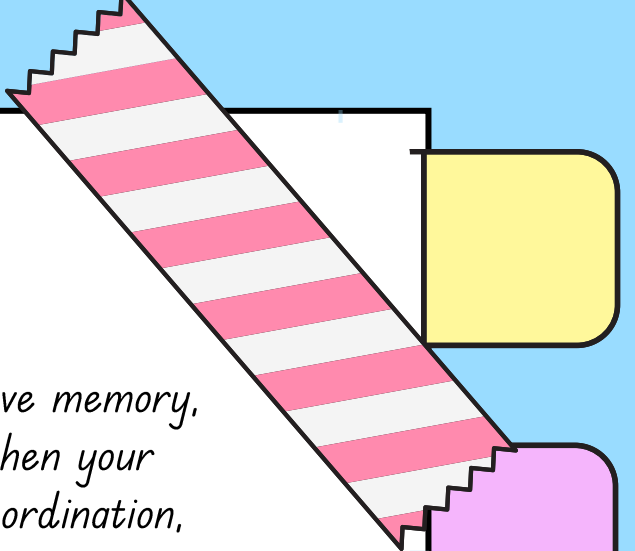
Agility: Keep your elbows bent when changing direction to help you to stay balanced.	Balance: You need to squeeze different muscles to help you to stay balanced in different activities.	Co-ordination: If you begin in a ready position, you can react quicker.
Stamina: You need to pace yourself when running further or for a long period of time.	Speed: A high knee drive, pumping your arms and running on the balls of your feet will give you more power.	Strength: Strength comes from different muscles and it can be improved in different ways.

This unit will also help you to develop other important skills.

- Social** support others, work safely, communication
- Emotional** perseverance, determination, honesty
- Thinking** identify areas of strength and areas for development

Strategy

Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.



T4 PE: Hockey

Key Objectives:

- I can delay an opponent and help to prevent the other team from scoring.
- I can dribble, pass, receive and shoot the ball with increasing control.
- I can move to space to help my team to keep possession and score goals.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.
- I understand the rules of the game and I can use them often and honestly.

Unit Overview:
 Hockey is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.

Key Vocabulary

accelerate: speed up
agility: the ability to change direction quickly
balance: the ability to maintain stability when stationary (static balance) or when moving (dynamic balance)
co-ordination: moving two or more body parts at the same time
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technique: the action used correctly



Ladder Knowledge



Agility:

Keep your elbows bent when changing direction to help you to stay balanced.

Stamina:

You need to pace yourself when running further or for a long period of time.

Balance:

You need to squeeze different muscles to help you to stay balanced in different activities.

Speed:

A high knee drive, pumping your arms and running on the balls of your feet will give you more power.

Co-ordination:

If you begin in a ready position, you can react quicker.

Strength:

Strength comes from different muscles and it can be improved in different ways.

Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

This unit will also help you to develop other important skills.

Social support others, work safely, communication

Emotional perseverance, determination, honesty

Thinking identify areas of strength and areas for development

Strategy

Identify your areas of strength and your areas for development. Then, think of everyday activities where you could practice e.g. standing on one foot while brushing your teeth will develop balance and co-ordination.

T5 RE and World Views: Eid ul-Adha (Islam)

What Is Eid Al-Adha?

Eid Al-Adha is a Muslim festival celebrated every year. It is also known as the Greater Eid or the Festival of Sacrifice. This is because of a special story about loyalty, obedience and sacrifice.

The story behind Eid ul Adha

Eid ul-Adha celebrates the time when Ibrahim had a dream which he believed was a message from Allah asking him to sacrifice his son Isma'il as an act of obedience to God.

The devil tempted Ibrahim by saying he should disobey Allah and spare his son. As Ibrahim was about to kill his son as a sacrifice, Allah stopped him and gave him a lamb instead.

Glossary

Allah
The Arabic word for God.

charity
Giving to others who are in need.

Five Pillars of Islam
The five things Muslims must do.

Hajj
The annual pilgrimage to Mecca – one of the Five Pillars of Islam.

Ibrahim (Abraham)
A prophet.

Isma'il (Ishmael)
A prophet (son of Ibrahim).

Muslim
A follower of the Islamic faith.

sacrifice
To give up something.

Zakat
Paying tax and giving to charity to benefit the poor – one of the Five Pillars of Islam.



Did You Know...?

A Sacrifice means giving up something one loves and Eid Al-Adha commemorates the sacrifices that Prophet Ibrahim (PBUH) made.



2026 ISLAMIC DATES (UAE FORECAST)

- Ramadan Begins Wednesday, 18 February 2026
- Eid al-Fitr Friday, 20 March 2026
- Eid al-Adha Tuesday, 26 May 2026

Celebrating Eid Al-Adha •

- Muslim families celebrate Eid Al-Adha by wearing new clothes and going to the Mosque
- They give thanks to Allah for the blessings they have received.
- They share meals with family and friends.
- Some families will sacrifice a lamb or a goat.
- They will give meat to family, friends and the poor.
- Some Muslims will make the journey (Hajj) to Mecca, where they praise and worship Allah.
- They send cards to one another and give gifts.
- Hands may be decorated with mehndi patterns. Mehndi is made from crushed henna leaves mixed with oil and other liquids such as lemon juice, water or tea.

Hajj

Every year around 2 million Muslims from all over the world visit Makkah for Hajj.

Muslims celebrate Eid ul-Adha on the last day of the Hajj. The Hajj is pilgrimage to Makkah in Saudi Arabia. It occurs every year and is the Fifth Pillar of Islam (and therefore very important).

All Muslims who are fit and able to travel should make the visit to Makkah at least once in their lives.

During the Hajj the pilgrims perform acts of worship and renew their faith and sense of purpose in the world. They stand before the Ka'bah, a shrine built by Ibrahim, and praise Allah together.

The Ka'bah

The Ka'bah is the most important monument in Islam.

Pilgrims walk around the Ka'bah seven times and many of them try to touch the Black Stone located at the corner

Muslim Hajj: Step-By-Step Guide

1. Intention and Ihram	2. Tawaf	3. Saee: Walking and Running Between Al-Safa and Al-Marwah
4. Spending the Night in Mina	5. Arafah Day	6. Spending the Night in Muzdalifah
7. Throwing the Pebbles	8. The Day of the Sacrifice	9. Shaving the Head
10. Tawaf and Saee Once More: Tawaf Al-Ijadah	11. Throwing the Pebbles at the Three Pillars	12. The Farewell Tawaf