

## Year 4 Summer Term

### English

#### Playscripts

To identify features of a playscript and prepare and perform one with a group.

#### Balanced Arguments

To identify features of a balanced argument and produce a formal piece of writing with explanations.

#### Poems Aloud – Joseph Coelho

To perform and identify features of a poem and write and perform one in the style of the author.

#### The Pebble in my Pocket - Meredith Hooper

To recognise explanation as a non-fiction genre. To identify its purpose and audience. To recognise the use of subject specific language in explanatory texts.

#### The Firework- Maker's Daughter – Philip Pullman

To empathise with a book and characters from another culture.

#### Reading

- develop positive attitudes to reading and understanding of what they read by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

### Maths

#### Decimals

- Compare numbers with the same number of decimal places up to two decimal places.
- Round decimals with one decimal place to the nearest whole number.
- Recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$  and  $\frac{3}{4}$ .
- Understand the effect of dividing a one or two-digit number by 10 or 100. Identifying the value of the digits in the answer as ones, tenths and hundredths.

#### Money

- Estimate, compare and calculate different measures, including money in pounds and pence.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

#### Time

- Read, write and convert time between analogue and digital 12-and 24-hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

#### Statistics

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination
- preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- understand what they read, in books they can read independently, by:
  - *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context*
  - *asking questions to improve their understanding of a text*
  - *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence*
  - *predicting what might happen from details stated and implied*
  - *identifying main ideas drawn from more than one paragraph and summarising these*
  - *identifying how language, structure, and presentation contribute to meaning*
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- recognising some different forms of poetry [for example, free verse, narrative poetry]

- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

### Properties of Shape

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify acute and obtuse angles and compare and order angles up to two right angles by size
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry.

### Position and Direction

- Describe positions on a 2-D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Plot specified points and draw sides to complete a given polygon.

## Writing

Achieve creativity

- Encourage imaginative and creative writing by using a variety of different examples.

Plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

Evaluate and edit by:

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

## SPaG

- Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]

- Use commas after fronted adverbials
- Organise paragraphs around a theme
- Consolidation of all of the Year 3 and 4 skills

### History

#### **The Tudors**

To discover the history of the Tudors and their beginnings.  
 To understand the impact of Henry VIII on Britain.  
 Tudor England: daily life of the rich and poor, including housing, clothing, food, education, and entertainment.  
 Characteristic features of the periods and societies studied, including ideas, beliefs, attitudes and experiences of men, women and children.  
 To identify and describe reasons for, and results of events and changes.  
 To describe and make links between events, and changes across periods.  
 To use a variety of sources to find out about events, people and changes.  
 To ask and answer questions. Select and record relevant information.  
 To use dates and historical vocabulary to describe the period.  
 To look at the local community and to evaluate how the Tudors have had an impact.

### Computing

#### **iData**

To understand that computers represent data as numbers and count using switches of 'on' and 'off' (0 and 1).  
 To sort record cards using field names.  
 To understand that storing information in an organised way helps answer questions.  
 To search a database to answer questions.  
 To use the information in a database to create a simple chart.

### Geography

#### **Volcanoes and Earthquakes**

Understand and use a range of geographical terms  
 Understand how volcanoes and earthquakes are formed  
 Understand the effect of the landscape features on the area  
 Understand similarities and differences within areas

### Art / D & T

#### **Cooking and nutrition**

To follow a baking recipe  
 To make and test a prototype  
 To design a biscuit to a given budget  
 To make a biscuit that meets a given design brief.

#### **Mechanical systems**

To build a car chassis  
 To design a shape that reduces air resistance

<p><b><u>iAnimate</u></b>          To understand what an animation is.          To create a scene for an animation.          To understand that animations can be created using digital tools.          To create an animated scene.          To storyboard and create a short animation</p>	<p>To make a model based on a chosen design          To design and test my completed product</p> <p><b><u>Art</u></b>          To develop ideas for 3D work through drawing and visualisation in 2D.          To use more complex techniques to shape materials.          To explore how shapes can be formed and joined in wire.          To consider the effect of how sculpture is displayed.          To choose and join a variety of materials to make sculpture.</p>
<p><b>Science</b></p>	<p><b>PE / Games</b></p>
<p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>• To recognise what is sound and how it is created.</li> <li>• To understand how to change sound.</li> <li>• To be able to label the parts of the ear and understand how it works.</li> <li>• To recognise how sound can travel through different mediums.</li> </ul> <p><b><u>Teeth and Digestion</u></b></p> <ul style="list-style-type: none"> <li>• To classify and identify different types of teeth and their functions.</li> <li>• To recognise why and how we must take good care of them</li> <li>• To make observations and form conclusions.</li> <li>• To describe the functions of parts of the human digestive system.</li> <li>• To make observations and record findings using scientific language and labelled diagrams.</li> <li>• To recognise what a food chain represents.</li> <li>• To construct and interpret a variety of food chains.</li> <li>• To identify producers, predators and prey.</li> </ul>	<p><b><u>Athletics/Rounders/Tag Rugby/Dance</u></b></p> <ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>• perform dances using a range of movement patterns</li> <li>• take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

RE	PSHE
<p><b><u>For Christians, what was the impact of Pentecost?</u></b>            Make clear links between the story of the Pentecost and Christian beliefs about the 'kingdom of God' on Earth.            Describe how Christians show their beliefs about the Holy Spirit in worship.            Make links between the kingdom of God in the Bible and what people believe about following God today.</p> <p><b><u>How do festivals and worship show what matters to a Muslim?</u></b>            Identify some beliefs about God in Islam.            Give examples of ibadah in Islam and describe what they involve.            Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.</p>	<p><b><u>Economic Wellbeing</u></b>            To recognise factors influencing value for money.            To understand the importance of monitoring money.            To describe different ways of keeping money safe.            To understand how different factors can influence career choices.            To explain why people can have more than one career in their life.            To identify and challenge stereotyping in the workplace.</p> <p><b><u>RSE</u></b>            To explore the human lifecycle            To identify some basic facts about puberty            To explore how puberty is linked to reproduction            To explore respect in a range of relationships            To discuss the characteristics of healthy relationships</p>
MFL	Music
<p><b><u>French Food</u></b>            To begin to understand a conversation in French.            To read and say amounts of money in French            To say the names of French shops correctly            To work out the meaning of unfamiliar words            To create a French menu based on authentic texts</p> <p><b><u>Eurovision Song Contest</u></b>            To say which musical instrument you play or that you don't play an instrument            To say what kind of music you like            To research and write information about European countries in French            To write a short, simple text, using familiar language</p>	<p><b><u>Changes in pitch, dynamics and tempo</u></b>            To sing in two parts using expression and dynamics.            To recognise key elements of music.            To perform a vocal ostinato.            To create and perform an ostinato.            To improve and perform a piece of music based around ostinatos.</p> <p><b><u>Caribbean</u></b>            To understand the main features of calypso music.            To improvise a vocal part in the style of Calypso.            To understand how and why percussion instruments can be used in Calypso music.            To recognise and perform quavers from staff notation.            To improvise in a Calypso style with a pentatonic scale.</p>

To perform a song in French from memory with accurate pronunciation