

Weare Academy C of E First School Year Four Curriculum Overview

Year 4 Autumn Term 1		
<p>Science:</p> <p>Animals Including Humans</p> <ul style="list-style-type: none"> Identify the different types of teeth in humans and their simple functions –I can explain that humans have two sets of teeth and understand the functions of adult teeth I can compare the teeth of different mammals. (egg experiment, arrange children as teeth, look at real skulls and teeth) Describe the simple functions of the basic parts of the digestive system in humans I can name and describe the simple function of parts of the digestive system (string to show length, digestive system demo, look at torso, journey of food through system) Construct and interpret a variety of food chains, identifying producers, predators and prey I can draw and label a food chain and explain what is happening (food chain information posters including decomposers – range of habitats) <p>Working Scientifically</p> <ul style="list-style-type: none"> Setting up simple practical enquiries Recording findings using simple scientific language (looking after your teeth) Making systematic and careful observations (comparing teeth) Using results to draw simple conclusions (egg experiment) Asking relevant questions Identifying similarities and differences (skulls and teeth – canines and herbivores) Using straightforward scientific evidence to answer questions and support findings <p>Scientist Focus: Jane Goodall</p>	<p>Art: Roman Mosaics</p> <p>Create sketchbooks to record their observations and use them to review and revisit ideas</p> <ul style="list-style-type: none"> use a range of pencils to observe different tonal values practise using these diff. pencils by sketching famous Roman emperors How do we make our 2d sketches look 3d? experiment with shading Observe Roman pots/vases – pupils design their own pots in sketchbooks. What is its function? Decorative/ to hold water/ to hold pens etc? Make clay pots. Reflect and Evaluate in books. 	<p>Music: Listening and appraising Famous Books & Great Composers</p> <ul style="list-style-type: none"> Listen to and talk about the works of famous composers Respond to music heard by sharing their likes and dislikes Find out information about a composer that interests them Research and record an interesting fact

<p>History: The Romans Continue to develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the attempted invasion by Julius Caesar and the successful invasion and conquest by Claudius.</p> <ul style="list-style-type: none"> • Explain the spread of the Roman empire and recall key facts about the invasion of Britain. <p>Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman roads.</p> <ul style="list-style-type: none"> • Understand why the Romans built new roads in Britain, know where some of the main roads ran from and to and know how the roads were made <p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the resistance of Queen Boudicca and understanding different perspectives.</p> <ul style="list-style-type: none"> • Understand how the Roman empire affected different people and how they felt and reacted to the changes that were being made <p>Construct informed responses that involve thoughtful selection and organisation of historical information by knowing when, how and why Hadrian's Wall was built.</p> <ul style="list-style-type: none"> • Describe who Emperor Hadrian was, say when, how and why he built a wall and explain the features. 			<ul style="list-style-type: none"> • In sketchbooks, design work in GP style onto outlines of Roman vases, using a range of art media and considering mark making choices. • Use poster paint/acrylic paint to add designs to the clay pots in the style of Grayson Perry • Artist Focus: Grayson Perry 	
<p>R.E.: Resource - Understanding Christianity LKS2 Unit 2A.1 Creation/ Fall and Harvest:</p> <ul style="list-style-type: none"> • What do Christians learn from the Creation Story? • How would God want us to look after his creation? • What is the impact of "The Fall"? <p>Christian Value: Thankfulness</p>	<p>PSHE/RSE: Resource - Jigsaw Being Me in My World</p> <ul style="list-style-type: none"> • Set personal goals • Face new challenges positively, make responsible choices and ask for help when I need it • Understand why rules are needed and how they relate to rights and responsibilities • Understand that my actions affect myself and others and I care about other people's feelings • Make responsible choices and take action • Understand my actions affect others and try to see things from their points of view 	<p>Computing: Resource - eLIM Active Bytes – 'I am kind and responsible' Programming 1:</p> <ul style="list-style-type: none"> • Scratch Games (5 sessions) • know that I need to keep testing my program while I am putting it together • Use a variety of tools to create a program • Recognise an error in a program and debug it • Use an efficient procedure to simplify a program • Use logical thinking to solve a problem by breaking it up into smaller parts • Use a sensor to detect a change which can select an action in a program • Recognise that an algorithm will help me sequence more complex programs. 	<p>French:</p> <ul style="list-style-type: none"> • Family members- Dans ma famille il y a... Family members' names and ages Brothers/ sisters- J'ai... (Recycle name/ age FIRST) <p>P.E.: Tag Rugby/Football</p> <ul style="list-style-type: none"> • Pass/kick with increasing accuracy and control. • Send and receive in various ways to keep possession. • Travel with the ball. • Dodge, mark, intercept and signal. • Understand "possession" • Co-operate in a team and communicate with others. • Develop tactics for attack and defence. 	

Maths: Resource – White Rose Maths Hub		Literacy
<p>Place Value:</p> <ul style="list-style-type: none"> • Numbers to 1000 • 100s, 10s and 1s • Number line to 1000 • Round to nearest 10 • Round to nearest 100 • Count in 1000s • Represent numbers to 10,000 • 1000s, 100s, 10s and 1s • Partitioning • The number line to 10,000 • Find 1,10, 100 more or less • 1000 more or less • Compare 4-digit numbers • Order numbers • Round to the nearest 1000 • Count in 25s • Negative numbers • Roman numerals 	<p>Number: Addition and Subtraction:</p> <ul style="list-style-type: none"> • Add and subtract 1s, 10s, 100s and 1000s • Add two 3-digit numbers, not crossing 10 or 100 • Add two 4-digit numbers, no exchange • Add two 3-digit numbers – crossing 10 or 100 <p>Daily Mental Maths Resources:</p> <ul style="list-style-type: none"> • Arithmekit • Twinkl • TT Rockstars • Mathematic Shed • Add two 4-digit numbers – one exchange • Add two 4-digit numbers – with more than one exchange 	<p>Writing: Talk 4 Writing</p> <ul style="list-style-type: none"> • Figurative Poetry – 1 week • Narrative - Magician’s Shop T4W (3 weeks) • Trip Recount (1 week) • Roman Diary (2 weeks) • Buddy Letters <p>Grammar Focus:</p> <ul style="list-style-type: none"> • Time conjunctions • Paragraphs to organise ideas • Interesting adjectives • Similes and metaphors • Prepositions and prepositional phrases <p>Resources:</p> <ul style="list-style-type: none"> • <p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading – differentiated in 5 groups • Whole class reading, 1 to 1 reading. • Reading Comprehension <p>Author Focus: Roald Dahl - BFG</p> <p>Phonics and Spelling: (phonics is differentiated)</p> <ul style="list-style-type: none"> • Pupils are placed in groups and starting points are determined according to end of July <p>Resources:</p> <ul style="list-style-type: none"> • Westover Green <p>Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives.</p>
<p>Additional Curriculum Days</p> <ul style="list-style-type: none"> • Trip to Caerleon • Harvest festival – Church 		

Science: Electricity

- **Identify common appliances that run on electricity** - separate electrical and non- electrical appliances. Separate battery and mains powered appliances (what is electricity, sorting actual appliances)
- **Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers** - Understand that an electrical circuit needs to be complete in order for an electric current to flow and components to work (making a circuit to light a bulb and adding in buzzers and bulbs)
- **Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery-** Predict if a bulb will light or not – and prove it. (Prediction and testing with a set of problem cards)
- **Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit** - Explain how a switch works (what is a switch, what are the uses, experimenting with switches in circuits)
- **Recognise some common conductors and insulators, and associate metals with being good conductors** - Find out what materials are good conductors and which are good insulators (experiment with a range of materials and present in a table – draw conclusions)

Working Scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Recording findings using simple scientific language, drawings, labelled diagrams, and tables
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
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D.T: (link with Literacy – Healthy pizzas)

- Develop their design ideas through discussion, observation, drawing and modelling.
- Identify design criteria
- Make drawings and label parts for the design process
- Select tools and materials
- Measure, cut and score with some accuracy
- Use hand tools safely and appropriately
- Identify design criteria
- Make drawings and label parts for design process

Activity:

- Blanket stitching and felt stockings
- Look at a range of Roman footwear discovered by archaeologists at Vindolanda in Northumberland
- The children will design and create their own Roman style shoe, using their sketchbooks to initially design and then they will actually make the shoe,

Music: Celebrations Gospels and Carols

Singing:

- Become familiar with a range of traditional Christmas carols
- Learn about the tradition of carol singing
- Sing and perform a range of familiar Christmas songs
- Evaluate Christmas songs using appropriate musical vocabulary

Performing:

- Rehearse and perform a Christmas performance as part of a group
- Listen to and talk about the Christmas Story
- Develop an understanding of what it means to make a special journey
- Join in with musical games and activities as part of a group

<p>History: (Continued from Autumn Term 1)</p> <ul style="list-style-type: none"> • Construct informed responses that involve thoughtful selection and organisation of historical information by learning about the religious beliefs and the gods and goddesses that the Romans worshipped. • Understand what the religious beliefs the Romans had and know about some of the gods and goddesses that they worshipped. • Construct informed responses that involve thoughtful selection and organisation of historical information by learning about Roman baths. • Explain what the Roman baths were and know about the different amenities they contained. • Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the Gunpowder Plot and the reasons for it (linked with Literacy) 		<p>before eventually reflecting and evaluating on the final product (6-week unit)</p> <p>Artist Focus: Vincent Van Gogh</p> <ul style="list-style-type: none"> • Van Gogh’s, Poppy Fields painting – do this for Remembrance Day 	
<p>R.E.: Resource - Understanding Christianity LKS2 Unit2A.3</p> <p>Incarnation/ God and understanding the Christmas Story.</p> <ul style="list-style-type: none"> • What is meant by the Trinity? • What is the difference between a prayer and a Grace? • How do Christians use art and poetry to understand the Trinity? <p>Christian Value: Kindness/ compassion</p>	<p>PSHE/RSE: Resource - Jigsaw Celebrating Differences</p> <ul style="list-style-type: none"> • Understand that everyone’s family is different and important to them • Understand that differences and conflicts happen among family members • Know what it means to be a witness to bullying • Know that witnesses can make a situation better or worse depending on what they do • Recognise that some words are used in hurtful ways • Tell about a time when my words affected someone’s feelings and what the consequences were. 	<p>Computing: Resource - eLIM</p> <p>Active Bytes:</p> <ul style="list-style-type: none"> • choose a secure password and an appropriate screen name when explain about the ways to protect self and others from harm online. • use the safety features of websites as well as reporting concerns to an adult. • know that anything shared online can be seen by others. • choose websites, apps and games that are age appropriate. • help friends make good choices about the time they spend online. • talk about why it is important to ask a trusted adult before downloading files and games from the Internet. • Comment positively and respectfully online and through text messages. <p>Handling Data 2 – CHOICE My Favourite Games (2 sessions)</p> <ul style="list-style-type: none"> • Collect data about favourite games • Add data to graphing software / apps and use to interrogate data • Create branching database of characters (optional)and interpret graph about animals <p>Multimedia – CORE Make My eBook (3 sessions)</p> <ul style="list-style-type: none"> • Look at a selection of eBooks and decide what makes them engaging • Prepare photos and text for eBook • Learn how to create their own eBook adding text, images (and hyperlinks) • Add sound to create a narration to their eBook • Share their eBook with classmates and others 	<p>French:</p> <ul style="list-style-type: none"> • Activities with family Numbers to 31 • (Recycle days of the week added to activities) <hr/> <p>P.E.: Gymnastics/Dance</p> <ul style="list-style-type: none"> • I can explore and demonstrate different ways of travelling - using different Levels and Pathways. • I can devise a short sequence in pairs using different movement styles. • I can Improve quality of work by extending fingers and toes to create body tension.

Maths: White Rose Maths Hub			Literacy
<p>Number: Addition and Subtraction</p> <ul style="list-style-type: none"> Subtract a 3-digit number from a 3-digit number – no exchange Subtract two 4-digit numbers – no exchange Subtract a 3-digit from a 3-digit – exchange Subtract two 4-digit numbers – one exchange Subtract two 4-digit numbers – more than one exchange Efficient subtraction Estimate answers Checking strategies 	<p>Measurement: Length and Perimeter</p> <ul style="list-style-type: none"> Equivalent lengths, m and cm Equivalent lengths, cm and mm Kilometres Add lengths Subtract lengths Measure perimeter Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes 	<p>Multiplication and Division:</p> <ul style="list-style-type: none"> Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 and itself Multiply and divide by 3 The 3 times table Multiply and divide by 6 6-times table and division facts Multiply and divide by 9 9-times table and division facts Multiply and divide by 7 7-times table and division facts <p>Daily Mental Maths:</p> <ul style="list-style-type: none"> Arithmekit Twinkl TT Rockstars Mathematic Shed 	<p>Writing: (Talk 4 Writing)</p> <ul style="list-style-type: none"> Instruction Texts – Link with DT – Healthy Pizzas to make at the end (2-weeks) Children’s Christmas Narratives – published and given to Reception/Year 1 buddies (3 weeks) Drama - Christmas Play <p>Possible additional ideas:</p> <ul style="list-style-type: none"> Gunpowder plot – Newspaper report, non-chronological report, biographical writing Poetry – Remembrance Day <p>Grammar:</p> <ul style="list-style-type: none"> Using apostrophes for plural possessions Knowing the plural and possessive Using bullet points and sub-headings <p>Resources: The Lion, The Witch, And The Wardrobe</p> <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension <p>Author Focus: C.S Lewis</p> <p>Phonics and Spelling: (phonics is differentiated)</p> <ul style="list-style-type: none"> Pupils are placed in groups and next steps are determined from end of term assessments <p>Resources: Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives</p> <ul style="list-style-type: none"> Westover Green
<p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> Roman Day Roman Homework Award Ceremony Christmas Play Christmas Carol Service 			

Year 4 Spring Term 1		
<p>Science: Living Things and their Habitats</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways Explain what makes something a living thing. Identify similarities and differences (riddles, Mrs Nerg, grouping leaves) Say what a vertebrate and an invertebrate is and group them Group vertebrates into 5 main groups (Note taking, Presenting information, full description of a new imaginary rain forest species) • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Know what a classification key is Use a classification key Make a simple classification key (Alien game, using keys to identify rainforest plants, drawing a simple key with given animals) • Recognise that environments can change and that this can sometimes pose dangers to living things Understanding the environmental effect of deforestation (geography link to rainforest) and graph work to present results of hyacinth growing/measuring <p>Working Scientifically:</p> <ul style="list-style-type: none"> • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Using straightforward scientific evidence to answer questions or to support their findings • Identifying differences, similarities or changes related to simple scientific ideas and processes <p>Scientist: Charles Darwin</p>	<p>Art: To design and make a lino print to create a class collage</p> <ul style="list-style-type: none"> • Develop personal techniques including control and use of materials. • Experiment through art with an increasing awareness of different kinds of art, craft and design. • Work on more complex outcomes, with varying techniques using different medium. • Drawing, painting, sculpture/3D form, clay, printing, collage • Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales <p>Artist Focus:</p>	<p>Music:</p> <ul style="list-style-type: none"> • Learn how composers use music to tell a story • Critically compare and analyse a selection of popular musical soundtracks <p>Cartoons</p> <ul style="list-style-type: none"> • Create their own short musical animation <p>Musical Soundtracks</p> <ul style="list-style-type: none"> • Listen to and talk about a classic musical soundtrack • Understand that musical soundtracks tell a story • Identify and talk about their favourite musical soundtrack • Listen to soundtracks written by a range of composers
<p>Geography: Our European Neighbours</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Geographical vocabulary</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Key human features, including:n</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • To be able to locate Europe on a world map and find out about its features. • To be able to identify and locate countries in Europe. • To be able to identify European countries according to their features. • To be able to identify the major capital cities of Europe 		

<ul style="list-style-type: none"> To be able to compare two European capital cities (London and Paris) To find out about the human and physical features of a European country 			
<p>R.E. : Resource - Understanding Christianity LKS2 Unit 2A.4</p> <p>Gospel (Agape)</p> <ul style="list-style-type: none"> What kind of world did Jesus want? How do Christians deliver the kind of world Jesus wanted? How do the Gospels spread good news? What does Agape mean to Christians? 	<p>PSHE/RSE: Resource - Jigsaw</p> <p>Dreams and Goals</p> <ul style="list-style-type: none"> Tell you about my hopes and dreams Understand that sometimes hopes and dreams do not come true and that can hurt Know that reflecting on happy and positive experiences can help me to counteract disappointment Know how to make a new plan and set new goals, even when I have been disappointed Know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group Identify the contributions made by myself and others to the group's achievements 	<p>Computing: Resource - eLIM</p> <p>Active Bytes: 'I am safe and secure'</p> <ul style="list-style-type: none"> I know that anything I share online will stay there to be seen and used by others I make safe choices when using technology to communicate responsibly with others <p>Programming 3: Knowing my times tables with Kodu (4 sessions)</p> <ul style="list-style-type: none"> Use a variety of tools to create a program Know that I need to keep testing my program while I am putting it together Recognise an error in a program and debug it. Recognise that an algorithm will help me sequence more complex programs I can use logical thinking to solve an open-ended problem by breaking it up into smaller parts <p>Technology In Our Lives 3 – CHOICE Blog My Technology (3 sessions)</p> <ul style="list-style-type: none"> Discuss how technology has changed over time Talk about their favourite gadget and what it can do Research information about gadgets Write a blog post about a gadget for a class technology blog 	<p>French:</p> <ul style="list-style-type: none"> Months Birthdays- Quelle est la date de ton anniversaire ? Mon anniversaire/ L'anniversaire de mon père c'est le... Festivals (Recycle family members) <hr/> <p>P.E. Netball</p> <ul style="list-style-type: none"> Pass and receive in different ways. Use different shots/passes in different situations. Sequence passes with my teammates Signal for the ball and move to a position to receive the ball. Intercept/find space to keep possession. Keep possession of the ball and progress towards the goal. Work co-operatively in competitive games. Use simple tactics

Maths: White Rose Maths Hub			Literacy
<p>Multiplication and Division:</p> <ul style="list-style-type: none"> • 11 and 12 times tables • Multiply 3 times • Factor pairs • Efficient methods • Written methods • Multiply 2 by 1 digit • Multiply 3 by 1 digits • Divide 2- digits by 1 digit • Divide 3-digits by 1 digit • Correspondence problems 	<p>Area:</p> <ul style="list-style-type: none"> • What is area? • Counting squares • Making shapes • Comparing area • 	<p>Fractions</p> <ul style="list-style-type: none"> • Unit and non-unit fractions • What is a fraction? • Tenths • Counting in tenths • Equivalent fractions • Fractions greater than 1 <p>Daily Mental Maths:</p> <ul style="list-style-type: none"> • Arithmekit • Twinkl • TT Rockstars • Mathematic Shed 	<p>Writing: (Talk 4 Writing)</p> <ul style="list-style-type: none"> • Non-Chronological reports (information leaflet (3 weeks) – linked to Science topic, fictional hybrid animals based • Persuasive writing (3 weeks) – holiday brochure to visit a chosen European country <p>Grammar:</p> <ul style="list-style-type: none"> • Fronted Adverbials • Choosing appropriate nouns and pronouns • To use commas after fronted adverbials <p>Resources:</p> <ul style="list-style-type: none"> • Running Wild <p>Reading:</p> <ul style="list-style-type: none"> • Guided Reading – differentiated in 5 groups • Whole class reading, 1 to 1 reading. • Reading Comprehension <p>Author Focus: Michael Morpurgo</p> <p>Phonics and Spelling: (phonics is differentiated)</p> <ul style="list-style-type: none"> • Pupils are placed in groups and next steps are determined from end of term assessments <p>Resources: Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives</p> <ul style="list-style-type: none"> • Westover Green
<p>Additional Curriculum Days Trip to Bristol Zoo with Rainforest lesson</p>			

Year 4 Spring Term 2

Science: States of Matter:

- Compare and group materials together, according to whether they are solids, liquids or gases - say if a material is a solid liquid or gas and describe the properties of a s,l or g (Sorting real examples, leaflet presenting information including arrangement of particles)
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens degrees celcius
- Understand what is meant by boiling and freezing point
- Explain what is happening as a material changes state and why (ice cube experiment, chocolate melting, possible crispy cakes, evaporation experiment, condensation with kettle demo)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature - explain and draw the water cycle
- Understand how temperature effects evaporation (cress evaporation, dome set up in class, drawing and labelling)

Working Scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Using straightforward scientific evidence to answer questions or to support their findings
- Identifying differences, similarities or changes related to simple scientific ideas and processes

Scientist Focus: Marie Curie

DT:

To be able to draw rainforest animals

Design a rainforest in a bottle

- Develop practical skills and use safely with a range of resistant and non-resistant materials, drawing media tools and equipment in both 2D and 3D.
- Perform simple, useful, practical tasks, making products for a purpose.
- Develop and use a range of common practical skills in contexts such as mechanical, diagnostic and repair tasks.
- Identify design criteria
- Make drawings and label parts for the design process.
- Talk about ideas, saying what they like and dislike about them.
- Evaluate designs by other

Music:

Exploring:

- Explore the music and lyrics of National anthems from around the world e.g. French National Anthem
- Listen to and talk about the British National Anthem
- Listen to anthems from around the World
- Sing or perform a variety of National Anthems

Creating:

- Create their own class/school anthem

<p>Geography: The Rainforest</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Geographical vocabulary</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied <p>Key human features, including:</p> <ul style="list-style-type: none"> Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> To find out what a rainforest is and where they are found To explore the layers or vegetation in the rainforest To investigate the climate of the rainforest To find out about the people and settlements of the rainforest To explore why the rainforest is under threat and the measures taken to protect it 	<p>people to learn from them.</p> <ul style="list-style-type: none"> Appreciate the need for good design by evaluating a range of design and designers. <p>Artist Focus: To explore and replicate the art of Henri Rousseau</p>		
<p>R.E.: Resource – Understanding Christianity LKS2 Unit 2A.5</p> <p>Salvation/Easter</p> <ul style="list-style-type: none"> Why do Christians call Good Friday “Good” Describe the main parts of the Easter story. Understand how Christians celebrate Easter and why they represent in various ways. How do Christians show the 3 emotions of joy, sadness/despair and hope <p>Christian Value: Forgiveness</p>	<p>PSHE/RSE: Resources - Jigsaw</p> <p>Healthy Me</p> <ul style="list-style-type: none"> Recognise how different friendship groups are formed, how I fit into them and the friends I value the most Understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations Understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke Understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol Recognise when people are putting me under pressure and can explain ways to resist this when I want Know myself well enough to have a clear picture of what I believe is right and wrong 	<p>Computing: Resource - eLIM</p> <p>Active Bytes: I am safe and secure</p> <ul style="list-style-type: none"> I explain why I need to ask a trusted adult before downloading files and games from the internet <p>Multimedia 1 – CORE My Comic Book (5 sessions) (choose from Comic Life /Power Point units)</p> <ul style="list-style-type: none"> Explore the conventions of comic books Create their own comic book about their school Share their comic books with classmates and provide feedback Create a comic book to support Science learning 	<p>French:</p> <ul style="list-style-type: none"> Geographical location- Où habites-tu? J’habite à... Places in town- Je vais... Activities in town (Recycle family members) Je vais au café avec mon frère and days of the week/ months) <hr/> <p>P.E.: Tennis</p> <ul style="list-style-type: none"> Use a racquet to strike a ball with accuracy and control. Aim a ball over a net. Can combine my skills to play a 1 vs 1 net game. Know and use the rules of the game.

Maths: White Rose Maths Hub		Literacy
<p>Fractions:</p> <ul style="list-style-type: none"> Count in fractions Add fractions Add 2 or more fractions Subtract fractions Subtract 2 fractions Subtract from whole amounts Fractions of a set of objects Calculate fractions of a quantity Problem-solving – calculating quantities 	<p>Decimals:</p> <ul style="list-style-type: none"> Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1 digit by 10 Divide 2 digits by 10 Hundredths Hundredths as decimals Hundredths on a place value grid Divide 1 or 2 digits by 100 <p>Daily Mental Maths:</p> <ul style="list-style-type: none"> Arithmekit Twinkl TT Rockstars Mathematic Shed 	<p>Writing: (Talk 4 Writing)</p> <ul style="list-style-type: none"> Explanation Text – Survival Guide for the Amazon/ Daintree Rainforest (3 weeks) Narrative – The Great Kapok Tree, (3 weeks) T4W <p>Grammar:</p> <ul style="list-style-type: none"> Sentence types – complex, compound and simple sentences Causal conjunctions (explanations) Using a comma after fronted adverbials <p>Resources:</p> <ul style="list-style-type: none"> The Great Kapok Tree <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension <p>Author Focus: Michael Morpurgo</p> <p>Phonics and Spelling: (phonics is differentiated)</p> <ul style="list-style-type: none"> Pupils are placed in groups and next steps are determined from end of term assessments <p>Resources: Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives</p> <ul style="list-style-type: none"> Westover Green
<p>Additional Curriculum Days</p> <ul style="list-style-type: none"> E-Safety Day – Whole School British Science Week World Book Day Easter service at St Gregory’s Church Rainforest Homework Award Ceremony 		

Year 4 Summer Term 1

Science: Sound

- Identify how sounds are made, associating some of them with something vibrating
- Begin to understand how sounds are made (sound walk, drum/rice, mind map)
- Recognise that vibrations from sounds travel through a medium to the ear - Understand sound needs a medium to travel through (vibrations through table, pebble in water, tuning fork, string telephone)
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- I can suggest ways to alter pitch
- ask questions related to pitch and find ways to answer them (altering instruments and ways they make sound, making instruments) Recognise that sounds get fainter as the distance from the sound source increases
- Investigate different ways sound travels and investigate ways to absorb sound (sound-proofing investigation, drum)

Working Scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Using straightforward scientific evidence to answer questions or to support their findings
- Setting up simple practical enquiries, comparative and fair tests
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, a range of Equipment - thermometers and data loggers

History: The Stone Age

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.
To find out what happened in the Stone Age.
- Understand how our knowledge of the past is constructed from a range of sources.
To create pictures in the style of cave paintings.
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms. **To look at different homes from the Palaeolithic, Mesolithic and Neolithic times.**
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms. **To find out what people ate in the Stone Age and how their diet changed.**
- To develop a chronologically secure knowledge of events **in the Stone Age**
- Understand how our knowledge of the past is constructed from a range of sources.
To find out what we know about Skara Brae.
- Address historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- **Consider life in the Stone Age and how it compares to life to today**

Art:

- Stone Age paintings;
Pottery; Fabric Dyeing;
Stone Age Houses – homework project; Stone Henge
- Experiment through art with an increasing awareness of different kinds of art, craft and design.
 - Improve their mastery of techniques such as drawing, painting and sculpture with varying materials (e.g. pencil, charcoal, paint, clay)

Work on more complex outcomes, with varying techniques using different medium

- Drawing, painting, sculpture/3D form, clay, printing, collage
- Work on their own and collaboratively with others on projects in 2 and 3 dimensions and on different scales

Music: Listening and Appraising

History of the Blues:

- Listen to the jazz version of songs and compare with other versions
- Identify the offbeat and learn the word syncopation
- Click or clap to the off beat
- Recognise the different instruments by listening to them.

<p>R.E.: Resource - AMV Unit 3 – Hinduism</p> <ul style="list-style-type: none"> • What do Hindu people believe? • Dharma, Deity and Atman? • Brahman – the one God • Hindu deities • Dharma – and ‘doing the right thing’ • Dharma and Diwali (Rama and Sita) • Atman and worship – Puja. <p>Christian Value: Responsibility</p>	<p>PSHE/RSE: Resource - Jigsaw</p> <p>Relationships</p> <ul style="list-style-type: none"> • Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females • Identify and put into practice some of the skills of friendship eg. taking turns, being a good listener • Know and can use some strategies to keep me safe online • Explain how some of the actions and work of people around the world help and influence my life • Understand how my needs and rights are shared by children around the world and can identify how our lives may be different. • Know how to express my appreciation to my friends and family 	<p>Computing: Resource - eLI</p> <p>Active Bytes: I am Healthy</p> <ul style="list-style-type: none"> • Explain how digitally altered images in the media make me feel • Ignore or close adverts that appear on my device and explain my reasons <p>Programming 4 – CHOICE</p> <p>‘Getting to Know My Micro:Bit (3 sessions)</p> <ul style="list-style-type: none"> • Discover basic blocks in micro:bit block editor • Create short sequences to solve simple challenges • Download programs to micro:bit • Think through the algorithm required to solve simple challenges • Discover some of the input, loop and logic blocks <p>Technology in our Lives –1 - CORE</p> <p>Check My Facts (2 sessions)</p> <ul style="list-style-type: none"> • Use an online tool (Padlet) to share ideas. • Discuss what is ‘true’ online and how we can check for reliable information • Research a topic and begin to consider plagiarism 	<p>French:</p> <ul style="list-style-type: none"> • Numbers 1-100 Euros Le Café (Recycle Je voudrais...) <hr/> <p>• P.E.: Athletics</p> <ul style="list-style-type: none"> • Consolidate & improve the quality, range & consistency of the techniques I use for running, jumping and throwing. • Develop my ability to choose & use simple tactics & strategies in different situations. • Measure & describe the short-term effects of exercise on the body • Describe how the body reacts to different types of activity. <p>Swimming:</p> <ul style="list-style-type: none"> • To develop basic pool safety skills and confidence in water. • To develop travel in vertical or horizontal position and introduce floats. • To develop push and glides, any kick action on front and back with or without support aids. • To develop entry and exit, travel further, float and submerge. • To develop balance, link activities and travel further on whole stroke. • To show breath control. Introduction to deeper water. Treading water.
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Maths: White Rose Maths Hub			Literacy
<p>Decimals</p> <ul style="list-style-type: none"> Recap bonds 10 – 100 Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and Quarters 	<p>Measurement: Money</p> <ul style="list-style-type: none"> Pounds and pence Ordering money Estimating money Convert pounds and pence Add money Subtract money Find change Working with money Four operations 	<p>Measurement: Time</p> <ul style="list-style-type: none"> Telling the time to 5-minutes Telling the time to a minute am and pm 24-hour clock Hours, minutes and seconds Years, months, weeks and days Analogue to digital – 12 hours Analogue to digital – 24 hours <p>Daily Mental Maths:</p> <ul style="list-style-type: none"> Arithmekit Twinkl TT Rockstars Mathematic Shed 	<p>Writing: (Talk 4 Writing)</p> <ul style="list-style-type: none"> Recount of their Easter Holidays Recount Text – Newspaper Writing T4W (3 weeks) Historical Narrative – T4W – Stone Age Boy (3 weeks) <p>Grammar:</p> <ul style="list-style-type: none"> Using inverted commas to punctuate speech Writing noun phrases with modifying adjectives, nouns and prepositional phrases Using paragraphs to organise ideas <p>Resources:</p> <ul style="list-style-type: none"> Satoshi Kitamura - Stone Age Boy <p>Reading:</p> <ul style="list-style-type: none"> Guided Reading – differentiated in 5 groups Whole class reading, 1 to 1 reading. Reading Comprehension <p>Author Focus:</p> <ul style="list-style-type: none"> Clive King – Stig of the Dump <p>Phonics and Spelling: (phonics is differentiated)</p> <ul style="list-style-type: none"> Pupils are placed in groups and next steps are determined from end of term assessments <p>Resources: Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives</p> <ul style="list-style-type: none"> Westover Green
<p>Additional Curriculum Days:</p> <ul style="list-style-type: none"> Residential trip to Kilve Stone Age Wow Day Homework Award Ceremony for Stone Age projects 			

Year 4 Summer Term 2

Science: Living Things and their habitats

- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Identify trees in my local environment using identification charts
- Identify invertebrates in my local environment using classification keys
- Identify micro habitats within my local environment (explore the dangers posed to our local environment (litter, population development) and what we can do about it (parks, nature reserves ponds), make simple guides with keys to identify and explore local living things)

Working Scientifically:

- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

History: Stone Age (continued from last half term)

- Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives - To find out what happened in the Stone Age
- Understand how our knowledge of the past is constructed from a range of sources - To create pictures in the style of cave paintings
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms - To look at different homes from the Palaeolithic, Mesolithic and Neolithic time
- Note connections, contrasts and trends over time and develop the appropriate use of historical terms - To find out what people ate in the Stone Age and how their diet changed
- To develop a chronologically secure knowledge of events in the Stone Age-Understand how our knowledge of the past is constructed from a range of sources - To find out what we know about Skara Brae
- Address historically valid questions about change, cause, similarity and difference, and significance. Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

DT:

Silhouette of transport
Technical drawing of the transport

- Perform simple, useful, practical tasks, making products for a purpose.
- Develop and use a range of common practical skills in contexts such as mechanical, diagnostic and repair tasks.
- Appreciate the need for good design by evaluating a range of design and designers.

Artist Focus:

- Leonardo Di Vinci

Music: Singing and Performing

- Continue from First Half of Summer Term

<p>R.E. : AMV RE curriculum and LKS2 Unit 2A6 Understanding Christianity</p> <p>Humanism:</p> <ul style="list-style-type: none"> • Be familiar with the concepts ‘material world’ and ‘secular’. • Know that ‘secular’ means concerned with the material world’ and ‘not concerned with religion’. • Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world. • Be familiar with what the 'happy human' symbol means to Humanists. • Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies. • Know that Humanists do not believe that knowledge of right and wrong comes from a deity or deities or that good deeds or wrong-doing will be judged and/or punished by a god or gods. • Be able to tell another person what is meant by ‘Humanist’ and ‘atheist’ <p>Kingdom of God:</p> <ul style="list-style-type: none"> • When Jesus left, what was the impact of Pentecost? • Pentecost as the beginning of church. • Making the invisible kingdom visible to reflect the love of God <p>Christian Value: Responsibility</p>	<p>PSHE/RSE: Resource - Jigsaw Changing Me</p> <ul style="list-style-type: none"> • Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby • Understand how babies grow and develop in the mother’s uterus. • Understand what a baby needs to live and grow • Understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies • Identify how boys’ and girls’ bodies change on the outside during this growing up process • Identify how boys’ and girls’ bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up • Start to recognise stereotypical ideas I might have about parenting and family roles • Identify what I am looking forward to when I move to my next class 	<p>Computing: Resource - eLIM Active Bytes: I am healthy</p> <ul style="list-style-type: none"> • Choose apps, games and websites that are appropriate for my age and explain my reasons to my friends • Tell my friends about the sensible choices I make about when and why I use devices <p>Handling Data 1 – CORE Investigating My Sounds (link with Science topic) 3 sessions</p> <ul style="list-style-type: none"> • Consider difference between data and information • Measure sound levels in the classroom using a data logger (discrete data) • Record outside noise and create a line graph to show the changing levels (continuous data) • Investigate insulators of sound 	<p>French:</p> <ul style="list-style-type: none"> • Tout sur moi- transition project introducing yourself to your new French teacher. <hr/> <p>P.E. Cricket/Rounders</p> <ul style="list-style-type: none"> • Explore different throwing and catching techniques with a variety of objects stationary, whilst moving and with pressure. • Take part in competitive situations to apply running, throwing and catching skills. • Describe how to run quickly whilst fielding and why this helps me when I play cricket. • Demonstrate communication & collaboration when working in a team. • To develop basic pool safety skills and confidence in water • To develop travel in vertical or horizontal position and introduce floats • To develop push and glides, any kick action on front and back with or without support aids • To develop entry and exit, travel further, float and submerge • To develop balance, link activities and travel further on whole stroke • To show breath control • Introduction to deeper water • Treading water
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Maths: White Rose Maths Hub			Literacy
Statistics <ul style="list-style-type: none"> • Interpret charts • Comparison, sum and difference • Introducing line graphs • Line graphs 	Geometry: Property of Shapes <ul style="list-style-type: none"> • Turns and angles • Right angles in shapes • Compare angles • Identify angles • Compare and order angles • Recognise and describe 2d shapes • Triangles • Quadrilaterals • Symmetry • Horizontal and vertical • Lines of symmetry • Complete a symmetric figure 	Geometry: Position and Direction <ul style="list-style-type: none"> • Describe position • Draw on a grid • Move on a grid • Describe movement on a grid Daily Mental Maths: <ul style="list-style-type: none"> • Arithmekit • Twinkl • TT Rockstars • Mathematic Shed 	Writing: (Talk 4 Writing) <ul style="list-style-type: none"> • Week 1 - Write a paragraph about each part of the story to create an audio visual book • Week 2 - Write a narrative based on ideas in Journey • Week 3 - Research and write a non-chorological report about different forms of transport Grammar: This term's objectives will vary depending on what the WLT decide for our transition unit and will change annually Resources: <ul style="list-style-type: none"> • Wonder • OR Journey • OR Hermelin Reading: <ul style="list-style-type: none"> • Guided Reading – differentiated in 5 groups • Whole class reading, 1 to 1 reading. • Reading Comprehension Author Focus: <ul style="list-style-type: none"> • R.J Palacio, Wonder • OR Aaron Becke,r Journey • OR Mini Grey, Hermelin Phonics and Spelling: (phonics is differentiated) <ul style="list-style-type: none"> • Pupils are placed in groups and next steps are determined from end of term assessments Resources: Planning is based using the Letters and Sounds Phase progression, within our phonics planning linked to year group objectives <ul style="list-style-type: none"> • Westover Green
Additional Curriculum Days: <ul style="list-style-type: none"> • Transfer Day • Whole School Sports Day 			