

Year 4 Summer Overview

UNICEF Rights Respecting Focus: Article 13 (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information, as long as it is within the law.			
R E	New Life - hearing and living the Easter message	Building Bridges - admitting wrong, being reconciled with God and each other	God's People - a study of different saints and how they show what God is like
E n g l i s h	<p>Class Texts:</p> <ol style="list-style-type: none"> 1. The Butterfly Lion by Michael Morpurg 2. The true story of the three little pigs by Jon Scieszka 3. The shirt Machine by John Davis (film) 4. Volcanoes (Opening Worlds) 5. The Lady of Shalott by Alfred Lord Tennyson (Poetry) <ul style="list-style-type: none"> • Write an autobiographical story - Adapt, plan and write a 4 part story using language to evoke mood and atmosphere and develop the theme. Plan and write a story where the main character faces a problem that needs to be resolved. • Discussion - Consider different sides of an argument and decide on a course of action, create a conclusion summarising reasons using the class text • Explanation - Create a flowchart to explain how a new invention works; use the notes to write an explanation using an impersonal style • Poetry - Research a particular poet. Personal responses to poetry. Recite familiar poems by heart. Read, write and perform free verse poetry <p>Reading Comprehension</p> <ul style="list-style-type: none"> • Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story. • Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons. • Explain the meaning of words in context; use dictionaries to check meanings. <p>Handwriting</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters. • Increase the legibility, consistency and quality of handwriting. <p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> • Using standard English (was/were, did/done, I or me, have not of, these/those not them) • Identifying and using paragraphs • Revision of determiners, conjunctions, adverbs,, tenses, root words and apostrophes <p>Spelling</p> <ul style="list-style-type: none"> • The prefixes il, ir, im and re • I spelt y • Words with Greek/French/Latin origins • The suffix ous/eous • Year 3/4 common exception words 		

M a t h s	<p>Number - decimals</p> <ul style="list-style-type: none"> • 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 1/4, 1/2 and 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 <p>Measurement - money</p> <ul style="list-style-type: none"> • 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. <p>Measurement - time</p> <ul style="list-style-type: none"> • 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 <p>Geometry - properties of shape</p> <ul style="list-style-type: none"> • Identify acute and obtuse angles and compare and order angles up to two right angles by size • Compare and classify geometric shapes based on properties and sizes. • Identify lines of symmetry in 2D shapes in different orientations • Complete a simple symmetrical pattern or shape with a specific line of symmetry <p>Statistics</p> <ul style="list-style-type: none"> • Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. • Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p>Geometry - position and direction</p> <ul style="list-style-type: none"> • Describe positions on a 2D grid • Plot specified points • Describe movements of shapes
	<p>S c i e n c e</p> <p>Living things and their habitats</p> <ul style="list-style-type: none"> • Children will learn to group living things in a range of ways and generate questions to use in a classification key. • They will learn the difference between vertebrates and invertebrates. • They will learn to record observations from the local environment in different ways. <p>Electricity</p> <ul style="list-style-type: none"> • How electricity is generated • How to use electricity safely • How circuits work • How conductors and insulators work • How switches work <p>Working scientifically</p> <ul style="list-style-type: none"> • Ask relevant questions and use different types of scientific enquiries to answer them. • Set up simple practical enquiries, comparative and fair tests. • Use straightforward scientific evidence to answer questions or support their findings.
C o m p u t i n g	<p>ICT</p> <ul style="list-style-type: none"> • Touch typing • Sending Emails <p>Digital Literacy</p> <ul style="list-style-type: none"> • Using search engines correctly and effectively • Be Internet Legends

H i s t o r y & G e o g r a p h y	<p><u>Geography</u></p> <p><u>Summer 1 - Volcanoes</u> The journey no one will make What happens when a volcano erupts? How volcanoes formed? Active, dormant and extinct volcanoes Mount Etna Why do people choose to be near a dangerous volcano?</p> <p><u>Summer 2- Climate and Biomes</u> The continent of Europe Climate zones Climate and oceans Climate and biomes The Mediterranean climate The temperate climate@ Britain and the Rhine</p>	<p><u>History</u></p> <p><u>Summer 1- Ancient Greece</u> Athens tries something different The Peloponnesian War The Parthenon Greek literature The Odyssey The Greeks loved philosophy</p> <p><u>Summer 2- Alexander the Great</u> Greece and Macedon Kind Philip makes Macedon great Alexander: from boy to king Alexander's battles Alexander conquers Persia The wonderful library of Alexandria</p>
A r t A n d D T	<p><u>Printing and texture</u></p> <ul style="list-style-type: none"> • Draw and create art from observation. • Use sketchbooks to recording textures and pattern. • Form string roller prints to create continuous patterns. • Develop individual and group collages working on a range of scales. • Study the work of collage artists Picasso and Njideka Akunyili Crosby 	<p><u>Textiles (DT) - sewing</u></p> <ul style="list-style-type: none"> • Research the history of sewing • Research, design and sew an Anglo-Saxon money purse • Apply finishing detail in the style of Anglo-Saxon design • Evaluate my own work and suggest improvement
M u s i c	<p><u>Blackbird</u></p> <ul style="list-style-type: none"> • To sing in unison • To play a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale) • Play instrumental parts with the song by ear and/or from notation 	<p><u>Reflect, Rewind and Replay</u></p> <ul style="list-style-type: none"> • Listen and Appraise Classical music • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Play instruments within the song • Improvisation using voices and instruments
F r e n c h	<p><u>Describing things and other people</u></p> <ul style="list-style-type: none"> • Mother's Day • At the zoo • Tintin • Favourites 	<p><u>Expressing likes and saying what I and others do</u></p> <ul style="list-style-type: none"> • At school • Friendship <p><u>The Very Hungry Caterpillar</u></p> <ul style="list-style-type: none"> • Revisit key ideas
P . E .	<p><u>Fitness and agility</u></p> <ul style="list-style-type: none"> • Games and tasks to improve fitness, agility and team work. • <p><u>Swimming (Wednesdays- children to come to school in their PE kit)</u></p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke. 	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • Apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin • Apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important • Develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop <p><u>No swimming in Summer Term 2</u></p>

How can our choices make a difference to others and the environment? (Living in the wider world)

- Recognise that their increasing independence brings increased responsibility to keep themselves and others safe
- Know how to use technology safely
- Judge well what kind of physical contact is acceptable or unacceptable and how to respond
- Understand the effect that a range of substances can have on the body.

How can we manage risk in different places? (Health and Wellbeing)

- Know we are made in the image of God, which means we are made to love God and others, and be loved by God and others
- Know the Church family comprises of home, school and parish (which is part of the diocese)
- Develop their understanding of what 'charity' means and what charities do
- Find new, practical ways that they can show love to others