

Maths

Statistics

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.

Measurement

Area and perimeter

Geography

Human Geography

Use prior knowledge or physical geography and how mountains are formed to explore indigenous mountain

Computing

• Digital Literacy

Children will be using a range of word processing skills to edit and publish their work

Art and design

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay)

Artist Study: Hokusai

Children to experiment using different media.

Children will create a version of The Great Wave off Kanagawa

French

Use a translation dictionary or glossary to look up new words.

Mountains **Summer 2 2017 - Year 4**



Scientific Enquiry

• Nutrition

Children will be learning how to fuel their bodies and how different foods affect their bodies

Physical Education

Cricket and Rounders

Use running, throwing and catching in isolation and in combination

□ play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

□ develop flexibility, strength, technique, control and balance,

Athletics

• use running, jumping and throwing in isolation and in combination

English

- Fantasy Fiction- children will plan and write their own texts based upon the structure, grammar and vocabulary of a variety of fiction texts based in mountains.
- Persuasive writing- children will use strong positive language to persuade their readers that mountain habitats should be protected.
- Explanation text—children will write texts that explain how mountains are formed.

Music

Identify the character of a piece of music.

Use notation to record a composition.

Famous composer/piece study:

In the Hall of the Mountain King by Edvard Grieg

PSHE

Changes

- Reflecting on past experiences, successes and achievements.
- Looking forward thinking about responsibilities and personal targets.

Sex and Relationships education.

- Know that sexual organs are needed to make a baby.
- Be able to describe what pregnancy is and how a baby

Religious Education

God's Transforming Power: Pupils will reflect upon what makes people powerful and how power can be used. We will learn about how Peter's life changed after Pentecost.

The Circle of the Christian Year: Children are introduced to the pattern of the Church Year and discover how this forms part of the Christian belief and practice.

Objectives for Year 4 Term 3

In addition to previous learning, pupils should learn how to...

| Spoken Language | Reading | Writing | Transcription |
|---|---|---|--|
| <p>Speaking, Listening and Discussion Use formal/informal registers when appropriate Ask relevant questions after listening to build understanding Take different roles in groups e.g. leader, reporter, scribe, mentor</p> <p>Drama In a group, present their own play by learning lines, making props and creating simple sound and light effects</p> | <p>Word Reading Try out different pronunciations to aid the decoding of unfamiliar, longer words Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand) Continue to build a knowledge of unusual grapheme phoneme correspondences</p> <p>Being a Reader Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books Identify and remember common structural and language conventions in different text types Read for a range of purposes Know and recognise some forms of poetry Prepare poems and playscripts to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis</p> <p>Reading Comprehension Ask questions to improve their understanding of a text Empathise with characters and their situations Answer questions giving evidence from the text in their response Predict what may happen and explain using stated and implied detail from the text Summarise a text using the key points Use textual details and examples to support inferences and explanations about a text's meaning Identify instances where structure and layout contribute to meaning Engage in a discussion on an author's use of language Distinguish between fact and opinion when discussing viewpoint Make connections between texts in terms of plot, similar characters, same author etc.</p> <p>Being a Researcher Distinguish between fact and opinion in order to verify the accuracy and reliability of information Appraise the usefulness of a text for a task Use the strategies of skimming, scanning, close reading and key word searches to locate and select information</p> | <p>Planning, Composing and Evaluating Plan and write their own texts to suit a specific audience based on the structures, grammar and vocabulary of texts that they have studied Make the form of writing consistently clear, relevant and organised Experiment with layout when writing poems Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Engage the reader fully at points Link ideas within a paragraph or section Communicate feelings, emotions and opinions Take a viewpoint in a piece of writing Read aloud their own work using a range of strategies (intonation, volume, tone etc.) to make the meaning clear Evaluate the work of others and suggest improvements Evaluate their work effectively and make improvements based on this Proof-read for spelling, grammar and punctuation errors Change vocabulary and grammar for consistency and impact Improve their writing style by adding new techniques to their repertoire (</p> <p>Grammar, Punctuation and Vocabulary Use correct grammatical terminology when discussing their writing Know what a subordinate clause is Use a wider range of conjunctions to extend sentences including when, if, because, although Know what a complex sentence is Write complex sentences Use commas for marking off subordinate clauses</p> | <p>Spelling Use a dictionary to check words Investigate spelling patterns and conventions Use etymology to aid spelling Spell words where the k sound is spelt ch (Greek origin) e.g. chorus Spell words where the sh sound is spelt ch (French origin) e.g. chalet Spell -gue and -que words (French origin) e.g. tongue, antique Spell words where the s sound is spelt sc (Latin origin) e.g. scene Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey Spell the words accident(ally), actual(ly), believe, bicycle, busy, business, calendar, continue, eight, eighth, knowledge, material, medicine, natural, particular, peculiar, separate, special, straight, weight Write, from memory, simple dictated sentences using spelling and punctuation knowledge taught so far Choose the correct spelling by using a visual strategy ('Does it look right?')</p> <p>Handwriting and Presentation Write consistently with neat, legible and joined handwriting Present on-screen texts which consistently appeal to the reader</p> |