

YEAR 4 - Summer 2024

Art & D&T

- ❖ To use sketch books to record observations and use them to review and revisit ideas
- ❖ To improve mastery of drawing and painting techniques.
- ❖ To create sketch books to record their observations and use them to review and revisit ideas.
- ❖ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- ❖ To learn about great artists, architects and designers in history.

English

- ❖ Newspaper – Titanic Disaster
- ❖ - Portal Story – can they change the fate of the Titanic?
- ❖ Myths and Legends – mythical sea creatures
- ❖ 'What lurks beneath' tanka poetry

Science

Teeth and Digestion

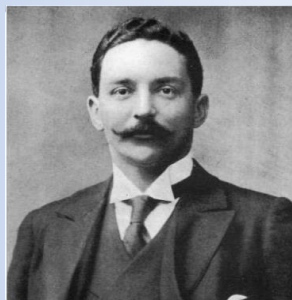
- ❖ Identify and classify carnivores, herbivores and omnivores.
- ❖ Construct and interpret a variety of food chains
- ❖ Identify the different types of teeth in humans and identify their functions.
- ❖ Explore different ways of keeping teeth healthy
- ❖ Investigate how the digestive system works
- ❖ Describe the functions of the basic parts of the digestive system

Living Things and Their Habitats

- ❖ Identify a variety of habitats and explore why organisms live in different habitats
- ❖ Group organisms according to their characteristics
- ❖ Classify animals into specific groups according to their characteristics
- ❖ Use a classification key to identify animals
- ❖ Identify and classify a variety of British plants.
- ❖ Explore the human impact on habitats and environments.

History

- ❖ Understand why the Titanic was significant.
- ❖ identify different types of historical source and determine their reliability.
- ❖ investigate what life was like on board for the different classes
- ❖ investigate the people on board the Titanic
- ❖ gather information to back up opinions
- ❖ reflect on how the sinking of the Titanic changed following events



Geography

- ❖ Find out what coasts are and how they are formed.
- ❖ Find out about the physical features of coasts and the processes of erosion that affect them.
- ❖ Explore different strategies of coastal management
- ❖ Identify different types of beaches
- ❖ Use maps and secondary sources to research and describe coastal areas
- ❖ Learn how changes in land use will affect people and the environment in different ways.

Design and Technology

- ❖ Create a range of different shaped frame structures
- ❖ Explain the purpose of world expos and pavilions
- ❖ Know what a pavilion is
- ❖ Use appropriate materials to build a strong free-standing structure
- ❖ Select appropriate materials

PE

- ❖ Understand why breathing is important throughout all of Pilates moves.
- ❖ Master Pilates moves with accuracy and control and understand the value of doing them.
- ❖ Complete a circuit that includes different aerobic activities.
- ❖ Perform a boxercise routine with precision.
- ❖ Understand the importance of a warm-up
- ❖ Motivate self and others to perform well.
- ❖ Master movements, as well as develop balance, agility and co-ordination.
- ❖ Practise and apply a sequences of step moves to the beat of the music.

Religious Education

Pentecost

- ❖ Describe what things a Christian/Hindu does to show their faith, making connections to a belief, teaching or story from their tradition
- ❖ Give some reasons why Christians and Hindus help other people, noting similarities and differences
- ❖ Give some examples about how being part of a faith community can be both inspiring and challenging for some people.

Hinduism

- ❖ Recognise that samsara is the cycle of birth, death and rebirth.
- ❖ Give examples of how Hindu beliefs may affect how a Hindu lives their life.
- ❖ Identify some different ways in which Hindus respond to big questions about the purpose of life and the fact of death.
- ❖ Identify the terms 'dharma', 'atman' and 'moksha' and say what they mean.

Anti-Racist

- ❖ Identify and talk about 2 or more examples of racism, simply using the language of fairness and unfairness.
- ❖ Consider the meaning of selected texts and examples from two religions and suggest how these relate to the concept of fairness.
- ❖ Make simple connections between what religions say about what can reduce racism and prejudice.
- ❖ Suggest ways to that racism can be reduced.

Titanic



Maths

- ❖ Decimals
- ❖ Money
- ❖ Time
- ❖ Shape
- ❖ Statistics
- ❖ Position and direction

Computing

- ❖ To locate information on the search results page.
- ❖ To use search effectively to find out information
- ❖ To assess whether an information source is true or reliable
- ❖ To understand and recall the different parts that make up a computer

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

Reading	Reading	Writing	Transcription
<p>Becoming a Reader Develop a love of books and reading Value and enjoy reading in their spare time Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves Identify and remember common structural and language conventions in different text types <u>Independently read for a range of purposes</u></p> <p>Word Reading Continue to use phonic knowledge and skills with unfamiliar words 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>Fluency <u>Read Year 4 texts fluently</u></p>	<p>Reading Comprehension Understand that words can have varied meanings depending on the context Build a bank of vocabulary by spotting, collecting and discussing new words and phrases from texts and linking these with words already known (including idioms and figurative language) Empathise with characters and their situations Develop understanding by making connections between texts in terms of plot, characters, structure, same author etc. Ask questions to improve their understanding of a text Ask questions about character and motivation, vocabulary and plot Apply previous retrieving objectives to year 4 texts Check that the text makes sense to them and discuss their understanding <u>Use textual details and examples to support inferences and explanations about a text's meaning</u> Use precise language to encapsulate an inference made Predict what may happen and explain using stated and implied detail from the text <u>Summarise a text using the key points</u> <u>Answer questions giving evidence from the text in their response</u></p> <p>Becoming 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</p>	<p>Planning, Composing and Evaluating Collect ideas for writing from the world around them <u>Generate ideas for their writing, by combining observations, reading and imagination</u> <u>Plan and write their own texts for a specific (often real) audience and a clear purpose based on the underlying structures, grammar and vocabulary of texts that they have studied</u> Compose and orally rehearse sentences and lines of poetry which are increasingly rich in structure and vocabulary Use the key narrative writing skills of telling, description, dialogue and action (see Appendix C) Use the key non-narrative writing skills of informing, recounting, instructing, persuading and explanation (see Appendix C) Use exciting and interesting vocabulary appropriate to the text type Improve their writing style by adding new techniques to their repertoire (from Appendix A – year 4) Improve their writing by using some new vocabulary (from Appendix B – year 4) Proof-read their work for spelling, grammar and punctuation errors <u>Change vocabulary and grammar for consistency and impact</u> <u>Edit their work effectively and make improvements based on this</u> Evaluate the work of others and suggest improvements</p>	<p>Spelling Use a dictionary to check words <u>Combine phonics, morphology and spelling conventions to spell unfamiliar words</u> Investigate spelling patterns and conventions Use etymology to aid spelling 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>

+ Objectives to teach in the Summer Term of Year 4

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

Spoken Language	Reading	Writing	Transcription
<p>Speaking, Listening and Discussion</p> <p>Use formal/informal registers when appropriate</p> <p>Ask relevant questions after listening to build understanding</p> <p>Help to organise work in a group to ensure success</p> <p>Drama</p> <p>In a group, present their own play by learning lines, making props and creating simple sound and light effects</p>	<p>Fluency</p> <p>Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume, action, intonation, tone and word emphasis</p> <p>Reading Comprehension</p> <p><u>Extract information from a text when information is hidden within a longer paragraph</u></p> <p>Make inferences from evidence found throughout a paragraph</p> <p>Distinguish between fact and opinion when discussing viewpoint</p> <p>Identify instances where structure and layout contribute to meaning</p> <p>Engage in a discussion on an author's use of language</p>	<p>Planning, Composing and Evaluating</p> <p><u>Link ideas within a paragraph or section</u></p> <p>Communicate feelings, emotions and opinions</p> <p>Make the form of writing consistently clear, relevant and organised</p> <p>Take a viewpoint in a piece of writing</p> <p>Write a satisfying ending</p> <p>Grammar and Punctuation</p> <p>Know what a subordinate clause is</p> <p>Use a wider range of conjunctions to extend sentences including when, if, because, although</p> <p>Know what a complex sentence is</p> <p><u>Write and use complex sentences</u></p> <p>Use commas for marking subordinate clauses (contributes to EXS KS2 and GD KS2)</p>	<p>Spelling</p> <p>Spell words where the k sound is spelt ch (Greek origin) e.g. chorus</p> <p>Spell words where the sh sound is spelt ch (French origin) e.g. chalet</p> <p>Spell -gue and -que words (French origin) e.g. tongue, antique</p> <p>Spell words where the s sound is spelt sc (Latin origin) e.g. scene</p> <p>Spell the more uncommon ei, eigh and ey graphemes for the a sound e.g. vein, sleigh, obey</p> <p>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 (WTS KS2)</p> <p>Handwriting and Presentation</p> <p><u>Write consistently with neat, legible and joined handwriting</u></p> <p>Present on-screen texts which consistently appeal to the reader</p>