

Year 4 Summer Term Curriculum - "True life is lived when tiny changes occur."

The Big Question: What life do we want to live?

Theme Words: Trust Care Change Common Good Inspire

Visitor/Visit Visit Brockholes Nature Reserve: Maps and Orienteering, Environmental Art

Topic Linked Subjects

English

Class Texts: Why The Whales Came

- Please see Progression of Skills document

Geography/History

Topic: Community Changes

- describe the main changes in a period in history
- use evidence to describe what was important to people from the past
- use evidence to show how the lives of rich and poor people from the past differed
- describe how some of the things studied from the past affect/influence life today
- use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums or galleries and visits to sites to collect evidence about the past
- communicate ideas about the past using different genres of writing, drawing, diagrams, data-handling, drama role-play, storytelling and using ICT
- name and locate counties and cities of the UK
- Follow a route on a large scale map
- locate places on a range of maps (variety of scales)
- identify features on an aerial photograph, digital or computer map and match position of a photo to a map
- begin to use 8 figure compass and four figure grid references to identify features on a map
- recognise and use OS map symbols, including completion of a key and understanding why it is important
- draw a sketch map from a high viewpoint
- use observational skills to measure and record the human and physical features in the local area
- collecting data from fieldtrips e.g a tally chart with headings decided by the children,
- sketch a simple fieldwork map or plan including descriptive and explanatory labels
- use a digital device in the field to record what is seen or heard and consider the usefulness of the evidence it provides
- express opinions and personal views about what they like and don't like in relation to geographical features e.g new houses being built on a field
- explore how a locality has changed over time with reference to human and/or physical features

Science

Topic: The Cycle of Food

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- recognise that living things can be grouped in a variety of ways
- 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
- construct and interpret a variety of food chains, identifying producers, predators and prey
- ask relevant questions and using different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- gather, record, classify and present data in a variety of ways to help in answering questions

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| | <ul style="list-style-type: none"> • identify differences, similarities or changes related to simple scientific ideas and processes • use results to draw simple conclusions, make predictions for values, suggest improvements and raise more questions • report on findings from enquiries, including oral / written explanations, or presentations of results and conclusions |
| Art Topic: School of Sculptures | <ul style="list-style-type: none"> • collect visual information and to explore ideas for a sculpture • explore ideas using digital sources • record, collect and store visual information digitally • be able to design a specific sculpture appropriate for selected environment • experiment with constructing and joining recycled, natural and manmade materials • work in monochrome – shades of one colour • mix primary and secondary colours and use tints and shades |
| Discreet Subjects | |
| Maths | <ul style="list-style-type: none"> • Please see Progression of Skills document |
| RE The Resurrection and Speaking Up For Your Faith The Church | <ul style="list-style-type: none"> • retell Mark's account of the Resurrection and understand how it challenged believers at the time and Christians today • understand that the Church began at Pentecost • describe certain actions for believers of Mark's account of the Resurrection • retell the Pentecost story and recognise the difficulties that the disciples faced • know and understand the faith and actions of a martyr • give reasons for certain actions by believers • show understanding of how religious belief shapes life • Understand that the Church is a family • understand that the Church is 'good news' for people • know about the different seasons in the Church's year • know about the Communion of Saints and the Holy Souls • know about God's call to individuals • deepen our understanding of Mary |
| PSHE Breaking Down Barriers HRSE: Journey in Love | Breaking Down Barriers <ul style="list-style-type: none"> • recognise positive attributes in others • explain why being different is okay • recognising and understanding strengths and goals and how they are different • identify how to overcome barriers and promote equality • to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice HRSE: Journey in Love <ul style="list-style-type: none"> • know that God loves us in our differences • to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking |
| Computing | Presentation, Web Design and eBook creation (animals) <ul style="list-style-type: none"> • create an interactive quiz eBook introducing hyperlinks. •create an eBook with text, images and sound • create a presentation demonstrating my understanding with a range of media • create a digital timeline/mindmap and include different media – sound and video Photography and Digital Art (Science – living things) <ul style="list-style-type: none"> • enhance digital images and photographs using crop, brightness, contrast & resize • manipulate shapes to create digital art |

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| | <ul style="list-style-type: none"> • draw a series of images and export as an animated GIF <p>Video Creation (Science/ Geography-History topic)</p> <ul style="list-style-type: none"> • add music and sound effects to my films • add animated titles and transitions • add simple subtitles to a video clip • use confidently use green screen adding animated backgrounds. |
| <p>PE Athletics and Games</p> | <p>Swimming</p> <ul style="list-style-type: none"> • swim between 25 and 50 metres unaided • swim using 3 different strokes on their front and back • swim with confidence on the surface and under water • perform safe self- rescue techniques in and around water <p>Athletics</p> <ul style="list-style-type: none"> • choose different running styles for different distances e.g. jogging style vs sprinting style • perform combinations of jumps e.g. hop, step, jump • explore different styles of throwing e.g. pull throw, push throw, sling throw |
| <p>Music</p> | <ul style="list-style-type: none"> • listen to music from other cultures, countries and times • say whether or not I like a piece of music giving a reason why • listen with attention to detail and recall sounds heard • reflect on the moods created by different pieces of music (e.g. calming / frightening etc) • perform in groups of a variety of sizes • throw, catch, kick and strike a ball when under limited pressure in a mini game • be aware of space and use it to support team-mates and cause problems for the opposition • work well as a team in competitive games • orientate a map and locate positions on a map a familiar environment e.g. playground, school field (through Geog/Hist topic) • follow a map in a more demanding familiar environment e.g. school grounds |
| <p>French</p> | <ul style="list-style-type: none"> • sing and do the actions to a French song with little help • understand several parts of the body when they're spoken • read the numbers 11-20 aloud and say some of them from memory, pronouncing them accurately • respond to a simple question by saying what month their birthday is in • recognise plural nouns when listening to or reading vocabulary |