

English

Study When Jessie Came across the Sea and Town is by the Sea.

Discussion Text

To begin to recognise which texts present a single (biased) viewpoint and which try to be more objective and balanced.

Explanation Text

To distinguish between explanatory texts, reports and recounts while recognising that an information book might contain examples of all these forms of text or a combination of these forms.

To contribute to the shared writing of an explanation.

Instructional Text

To evaluate sets of instructions for purpose, organisation and layout, clarity and usefulness. To write a set of instructions and test them out on other people, revise and try them out again.

Narrative

To identify the use of figurative and expressive language to build a fuller picture of a character. To use details to build character descriptions and evoke a response.

Non-Chronological Report

To collect information to write a report in which two or more subjects are compared, using a grid to represent the information.

To draw attention to the precision in the use of technical terminology and how many of the nouns are derived from verbs.

To plan, compose, edit and refine non-chronological comparative report focusing on clarity, conciseness and impersonal style.

Persuasion

To distinguish between texts which try to persuade and those that simply inform, whilst recognising that some texts might contain examples of each of these.

To analyse further how a particular view can most convincingly be presented.

To present a point of view both orally and in writing, linking points persuasively and selecting style and vocabulary appropriate to the listener or reader.

To investigate how style and vocabulary are used to convince the reader.

Poetry

To discuss the poem's form and suggest the effect on the reader.

To vary volume, pace and use appropriate expression when performing use actions, sound effects, musical patterns, and images to enhance a poem's meaning.

To write free verse; use a repeating pattern; experiment with simple forms.

Recount

To watch or listen to third person recounts.

To identify the sequence of main events.

To read examples of third person recounts and recount the same event in a variety of ways, ensuring agreement in the use of pronouns.

French

Tu aimes...? Do you like...?

To express likes and dislikes.

To ask others about their likes and dislikes.

To understand and use vocabulary associated with the zoo.

To understand and use the numbers 31 to 40.

To use adjectives to describe nouns.

Mathematics

Decimals

To compare numbers with the same number of decimal places up to two decimal places.

To round decimals with one decimal place to the nearest whole number.

To recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.

To understand the effect of dividing a one- or two-digit number by 10 or 100.

To identify the value of the digits in the answer as ones, tenths, and hundredths.

Money

To estimate, compare and calculate different measures, including money in pounds and pence.

To solve simple measure and money problems involving fractions and decimals to two decimal places.

Time

To read, write and convert time between analogue and digit 12- and 24-hour clocks.

To solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Statistics

To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Properties of Shapes

To identify acute and obtuse angles and compare and order angles up to two right angles by size.

To compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

To identify lines of symmetry in 2-D shapes presented in different orientations.

To complete a simple symmetric figure with respect to a specific line of symmetry.

Position and Direction

To describe position on a 2-D grid as coordinates in the first quadrant.

To plot specified points and draw sides to complete a given polygon.

To describe movements between positions as translations of a given unit to the left or right and up or down.

History

Coasts

To explain how an event from the past has shaped our life today.

To explain how the lives of wealthy people were different from the lives of poorer people.

To research what it was like for children in a given period of history and present my findings to an audience.

Geography

Coasts

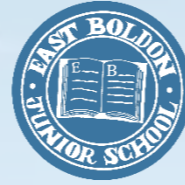
To locate coastal towns and cities of the UK and our region.

To understand and recognise the processes that occur at the coasts, e.g. coastal erosion, through fieldwork.

To identify human and physical geographical features at the coast.

To recognise the impact that tourism has on the coast.

Summer Term Year 4 Coasts!



Music

Lean on Me

To identify and describe the different purposes of music.

To identify the character in a piece of music.

To explain why silence is often needed in music and explain what effect it has.

To understand layers of sounds and discuss their effect on mood and feelings.

To sing songs from memory with accurate pitch.

To improvise using repeated patterns.

Blackbird

To perform a simple part rhythmically.

To improvise using repeated patterns.

To use notation to record and interpret sequences of pitches.

To use notation to record compositions in a small group or on my own.

To explain why silence is often needed in music and explain what effect it has.

To identify the character in a piece of music.

To identify and describe the different purposes of music.

To learn to identify the style of work of Beethoven, Mozart and Elgar.

Art

Every Picture Tells a Story

To know that artists tell stories in their artwork and that art can be about feelings.

To look hard at a picture to see details and understand the artwork.

To describe the formal elements in a picture.

To describe the formal elements in a picture.

To understand and describe the story behind a painting.

To focus on different parts of a picture, interpreting the meaning and stories behind them.

Sculpture

To see further uses for recycled materials.

To create circular prints of consistent size and shape.

To create a musical themed design or pattern.

To draw recognisable musical notes and symbols.

To use wax resist to create a pattern.

To know that pitch is affected by the size of the object struck.

To create a collage of contrasting images.

To recognise the work of Arcimboldo.

To know about the work of Sokari Douglas Camp.

To create a sculpture from reused materials.

To discuss how recycling or reusing material helps the environment.

Computing

Collaborative Learning

To understand that software can be used collaboratively online to work as a team.

To understand how to contribute to someone else's work effectively.

To understand how to create effective presentations.

To understand how to create and share Google Forms.

To understand how to use a shared spreadsheet to explore data.

Computational Thinking

To understand that computational thinking is made up of 4 key strands.

To understand what decomposition is and how to apply it to solve problems.

To understand what pattern recognition and abstraction mean.

To understand how to create an algorithm and what it can be used for.

To combine computational thinking skills to solve a problem.

Science

Living things

To recognise that living things can be grouped in a variety of ways.

To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

To recognise that environments can change and that this can sometimes pose dangers to living things.

The big build

To ask relevant questions and use different types of scientific enquiries to answer them.

To set up simple practical enquiries, comparative and fair tests.

To make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

To gather, record, classify and present data in a variety of ways to help in answering questions.

To record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.

To report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

To use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

To identify differences, similarities or changes related to simple scientific ideas and processes.

To use straightforward scientific evidence to answer questions or to support their findings.

PSHE

Sex and Relationships education

To learn about the way we grow and change throughout the human lifecycle.

To learn the physical changes associated with puberty.

To learn about menstruation and wet dreams.

To learn about the impact of puberty on physical hygiene and strategies for managing this.

To learn how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty.

To learn strategies to deal with feelings in the context of relationships.

DT

Textiles – Fastenings

To know what the main types of fastenings are. To explain the advantages and disadvantages of each fastening type.

To design a product based on a design criteria.

To write a design criteria.

To create a design including a fastening.

To make a paper template.

To join fabric by sewing.

To stick to the design criteria.

To make a product that fits for purpose.

Electrical Systems – Torches

To identify electrical products.

To know what conductors and insulators are.

To know that a battery contains stored electricity and can be used to power products.

To identify the features of a torch.

To say what is good and bad about different torches.

To factor in who the product is for in the design criteria.

To design a torch which satisfies both the design and success criteria.

To make a working circuit with a switch.

To use appropriate equipment to cut and attach materials.

To assemble a torch according to the design criteria.

To test a torch to evaluate its success.

RE

Christian beliefs about God

To understand God as creator, ruler, provider, just, loving shown through metaphors such as Potter, Father, Rock, Shepherd, Shield.

To recognise the otherness of God who inspires awe, wonder and devotion.

To have an initial understanding of the Trinity (Father, Son and Holy Spirit) with God as creative, loving and powerful.

To know how Christians show they believe in God.

To recognise how belief in God affects the lives of Christians (e.g. prayer, belief in life after death, meaning of life) and understand that sometimes this can be difficult.

PE

Swimming

To move effectively and efficiently through the water using alternating and simultaneous strokes on front and back, such as front crawl, back crawl, breaststroke and butterfly.

To improve aquatic breathing.

To submerge and swim under water.

To improve stroke technique and increase distance covered.

To develop self-rescue 'make a star on your back'.

To take part in fun competition-relay races.

Outdoor and Adventurous

To accurately follow and give instructions.

To work effectively with a partner and a small group.

To identify key symbols on a map and use a key to help navigate around a grid.

To plan and apply strategies to solve problems.

Striking and Fielding

To use overarm and underarm throwing and catching skills with increasing accuracy.

To strike a bowled ball after a bounce.

To bowl a ball with some accuracy, and consistency.