

### Year 4

Term – Summer 2

### Science

#### Biology - Animals including humans

This year we have increased our learning through investigation. Each half term we have a concluding investigation question that we try to solve based on what we have learnt during the half term. Our question this term is:

#### What can teeth tell us about an animal's diet?

In order to answer this question they will be learning: That animals can be herbivore, omnivore and carnivores and they can gather their nutrients in a variety of ways. They will observe how food is broken down depending on the type of food. They will also understand how different teeth has different functions where they will be able to recognise similarities and differences.

Year 4 will be able to make predictions and explain their reasons using simple scientific vocabulary to communicate their findings which are appropriate for different audiences.

This term we will be learning about...

## The Victorians



We will be visiting The Ragged School Museum on:  
**Friday 12th July.**

### Humanities

Please refer to the fact organiser at the end of this document for details about our History topic: The Victorians.

### DT

Year 4 will learn about international foods, with a focus on European cuisines as well as their own national dishes. They will learn important facts about nutrition, allergies, and the healthiness of different foods. Additionally, they will explore why people around the world eat certain foods, gaining insights into dietary choices influenced by culture, geography, and tradition.

### RSHE - My changes

This term the children will learn the biological changes within a male and female body. Both animals and humans go through life cycles which show key changes in life. Boys' and girls' bodies need to change as they grow older and their bodies develop in ways so they can make babies.

### English

This half term, pupils will be reading the story 'Oliver Twist' by Charles Dickens. The children will write a diary entry from Oliver's point of view. They will be using a variety of techniques for starting sentences, including; fronted adverbials, words ending in 'ing' or 'ed' and similes. In Reading, Year 4 will be reusing their skills to identify themes and evaluating how useful a text is. Later on, pupils will read traditional tales. The children will write a letter to persuade. Year 4 will develop their skills in using a range of conjunctions, persuasive language and using standard English. In Reading, the children will be able to identify how language can contribute to meaning.

### RE

Year 4 pupils will be exploring and discussing reasons why people may choose to get married or not. Using this information, they will begin to express their own views about marriage. They will be researching how Hindu and Muslim weddings are organised and they will be identifying the similarities and differences between them.

### Mathematics

This half term will be looking at data, statistics, geometry involving angles and 2d shapes before moving on the position and direction. Children will explore charts, tables and graphs and solve problems involving all three. Children will develop their understanding of angles in 2d shapes and explore lines of symmetry. Finally, children will learn to reason and explore position on a grid and develop their language and explaining things around this subject. Children will take their multiplication Tables Check (MTC) in the middle of June as the purpose of the MTC is to determine whether pupils can fluently recall their multiplication tables. This will complete our mathematics journey.

### Computing

In this unit, pupils will start to Choose relevant sprite and backdrops for a game they will plan algorithms and create them and include how to show, hide, and move blocks. The children will run their code and explain how it meets the requirements of the task and identify how their project could be improved. Finally children will Evaluate how successfully they met the task and what they could do to improve on their Algorithms.

## You might like to join in with our learning at home by:

### Reading

- Read everyday and record this in the reading record - try a range of text types.

### Watching

Horrible histories: Vile Victorians -  
<https://www.youtube.com/watch?v=HVGaumifWkE>

### Doing




Revise times table facts up to 12x12 and use Times Table Rockstars daily to build timestable fluency.

### Visiting

Ragged School Museum  
<https://raggedschoolmuseum.org.uk/>



# Year 4 - History. Final Enquiry: How good was it to live in Victorian times?

Theme	Learning Goal	Key Questions to be asked	Answers
	The lives of Victorian people were determined by where they lived and worked.	What was life like before Queen Victoria? What was life like for city workers? Did anyone benefit from the new industries?	Most people lived an agrarian life living and working in small villages their whole lives. With industrialisation workers moved to cities to be close to factories and workshops. Factory owners exploited poor workers and became very wealthy. They spent this wealth in the Empire.
	Victorian children had very different lives from children today.	What did children do for work in the cities? How was work different in the countryside? How were children's lives changed for the better?	Due to expensive food and housing every member of the family worked, including children. Work was different depending on where you lived. Country children worked in mining and textiles. Primary schooling became compulsory for all. Charities such as Ragged schools enabled schooling for
	The British empire defined who the Victorians were.	What was the British Empire? What was gained by being the British Empire? What does the Great Exhibition show us about the Victorians?	The empire was at its greatest during the Victorian era. It was said that the sun never set on it. The empire enabled the cheap purchase of raw materials and guaranteed markets for British products. The Great exhibition was held to demonstrate the extent and power of the British empire worldwide.

Timeline of Key events		Key Person	Reason	Key Vocabulary	
1819	Queen Victoria born	<b>Queen Victoria</b>	Second longest reigning monarch, queen from 1837 to 1901.	compulsory	colony
1837	Victoria becomes queen	<b>Charles Darwin</b>	Famous botanist who described evolution in "The Origin of Species"	hardship	exhibition
1838	Slavery abolished in the empire	<b>Prince Albert</b>	Married his cousin Victoria. Pushed for change and modernisation in the palace and throughout the empire.	charity	question
1840	Victoria marries Albert	<b>Alexander Graham Bell</b>	Scottish inventor of the telephone.	poverty	advantage
1845	Irish potato famine	<b>Isambard Kingdom Brunel</b>	Victorian industrialist responsible for many infrastructure projects including railways, clifton bridge and Thames tunnel connecting Rotherhithe to Wapping.	wealth	disadvantage
1851	Great Exhibition opens			factories	impact
1856	A new way to make steel was developed. Steel becomes much cheaper.			unfairness	justify
1861	Prince Albert dies. Victoria goes into mourning that lasts the rest of her life.			nutrition	debate
1863	London Underground opens			industrial revolution	
1880	Schooling made compulsory for children under the age of 10.			federation	
1901	Victoria dies				



**Useful websites**

<a href="https://schoolshistory.org.uk/topics/british-empire/questions-about-the-british-empire/what-countries-were-in-the-british-empire/">https://schoolshistory.org.uk/topics/british-empire/questions-about-the-british-empire/what-countries-were-in-the-british-empire/</a>
<a href="https://www.bbc.co.uk/history/british/victorians/">https://www.bbc.co.uk/history/british/victorians/</a>
<a href="https://www.bbc.co.uk/teach/school-radio/history-the-victorians/zh2w47h">https://www.bbc.co.uk/teach/school-radio/history-the-victorians/zh2w47h</a>
<a href="https://www.historybombs.com/2022/08/how-did-britain-change-under-queen-victoria/?mc_cid=2029bed0bc&amp;mc_eid=2ea6fa4441">https://www.historybombs.com/2022/08/how-did-britain-change-under-queen-victoria/?mc_cid=2029bed0bc&amp;mc_eid=2ea6fa4441</a>

**Historical skills (Disciplinary Knowledge)**

<b>Chronology</b>
Explain how we know about people from the evidence they have left behind.
Name significant events from the past.
State a preference for one thing over another with reference to evidence.
<b>Interpretation</b>
Develop an argument for and against a decision.
Draw a conclusion based on evidence from different sources.
Demonstrate how one point of view differs from another.