

Science

Year 4

Summer 1: States of Matter

Compare and group materials together, according to whether they are solids, liquids or gases.

Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).

Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Summer 2: Living things and their habitats

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.

RE

Year 4

Summer 1: Judaism

What is the best way for a Jew to show commitment to God?

Summer 2: Christianity

Do people need to go to church to show they are Christians?

Music

Y4 - Singing/Composition

Music:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

Year 4:

Could you survive as a prehistoric person?

Geography

LKS2 skills

Identifying origins of Bronze and Iron Ore

Can I use a globe, maps and some OS symbols on maps to name geographical regions and identifying physical and human characteristics, including cities, rivers, mountains, hills, key topographical features, land-use patterns?-

Can I describe and understand key aspects of physical geography including rivers and mountains?

Can I name and locate geographical regions in the UK and their physical and human characteristics including some cities and some topographical features including hills, mountains, coasts and rivers?

Art

- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
- Learn about great artists, architects and designers in history.

History

LKS2 skills

Could you survive as a prehistoric person? - Bronze Age to the Iron Age

Do I understand that the past is divided into differently named periods of time and use some dates to explain British, local, world history?

Can I place events, people and changes of British local and world history on a timeline using appropriate dates/chronological conventions?

Can I place artefacts or information in chronological order?

Can I give a few reasons for and the results of the main events and changes of a time studied?

Can I make a few connections and contrasts?

Can I tell you a range of similarities/ differences between different times in the past or periods covered so far?

Can I develop a personal perspective and judgment?

Can I describe how the past can be represented or interpreted in a few different ways?

Can I answer and sometimes devise my own historically valid questions?- English link

Can I use more than one source of information to help me answer questions about the past in sentences?- Through English

Can I present recalled or selected information in a variety of ways using specialist terms?

D&T

Y4 Skills:

- Investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work .
- Understand how key events and individuals in design and technology have helped shape the world.

Philosophy

Philosophy:

In Ramadan Muslims fast during the daytime, why do you think they do this?

Key discussion: It's ok to forgive but only if the person is sorry

Key discussion: Every team needs a leader in order to be successful.

If people know that helping others is kind, why do some people choose not to?

If making mistakes is ok, then why do people not like making them?

Discussion: Imagine you, next year...describe yourself in 3 words

Class assemblies: (Spring and Summer term)
Ramadan- Islam
Getting on and falling out - SEE SEAL
Team Work
Helping and Encouraging Others- Sports day link
Problem Solving- Growth mindset

Computing

Programming/E-Safety/multimedia.

e-Safety:

- I choose a secure password and appropriate screen name when I am using a website.
- I can talk about the ways I can protect myself and my friends from harm online.
- I use the safety features of websites as well as reporting concerns to an adult.
- I know that anything I share online can be seen by others.
- I choose websites, apps and games that are appropriate for my age.
- I can help my friends make good choices about the time they spend online.
- I can talk about why I need to ask a trusted adult before downloading files and games from the Internet.
- I comment positively and respectfully online and through text messages

Handling Data

- I can organise data in different ways.
- I can collect data and identify where it could be inaccurate.
- I can plan, create and search a database to answer questions.
- I can choose the best way to present data to my friends.
- I can use a data logger to record and share my readings with my friends.

English/Maths

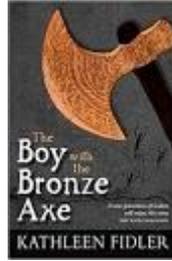
Assessment tool: Assertive mentoring and teacher assessment

English:

Adrift- Moderation piece

Our book this term is: The Boy with the Bronze Axe

Narrative stories, letter writing, poetry,
Non- fiction- leaflets, instructions



Spelling:

- use further prefixes and suffixes and understand how to add them
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Handwriting

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting

Composition:

- Plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- Draft and write by:
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- Evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar:

- Develop their understanding of the concepts by:
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

Maths Ongoing skills throughout the term

Number and place value:

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value

Addition and subtraction:

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Multiplication and division:

- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems.

Fractions:

- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places

Measure:

- convert between different units of measure [for example, kilometre to metre; hour to minute]
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks

- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for years 3 and 4
- Indicate grammatical and other features by:
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.

Ongoing skills throughout term dependent on text type.

- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

Geometry:

- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon

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

Covering in Summer term