



## YEAR 4 / SUMMER 2

### Water and Our Environment

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.</p>	<p>We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.</p>

#### KEY TEXTS





<b>ACADEMIC EXCELLENCE</b>	<p>Quality First Teaching                  Focus on knowing more, doing more and remembering more                  Set challenging goals and work towards these                  Focus on next steps and acting on feedback to improve                  Review progress against own targets know that only our best is good enough</p>
<b>POSSIBILITIES AND RISKS</b>	<p>Challenging learning opportunities for children to be outside comfort zone                  Learn to discuss opinions openly without fear                  Make decisions about how to present work</p>

<b>LEARNING TO LEARN</b>	<p>Review and develop understanding of 5Rs with particular focus on reflectiveness                  Celebrate successes and learning from mistakes                  Work towards Learning to Learn Awards                  Modelling of effective learning skills by staff</p>
<b>SOCIAL INTELLIGENCE</b>	<p>Develop maturity in attitude towards other pupils by learning how to come to resolutions                  Develop maturity in understanding emotions and how to effectively deal with them                  Develop understanding of the variety of families in our society                  Understand the different faiths in our communities</p>



<b>ENGLISH</b>	<b>READING</b>	<p>Read a range of genres</p> <p>Draw inferences, such as inferring characters' feelings, thoughts and motives from their action</p> <p>Support inferences with evidence</p> <p>Summarise key points in text Identify how language contribute to meanings</p> <p>Discuss new and challenging vocabulary to use in writing</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p>
	<b>WRITING</b>	<p>To write a formal letter of reply</p> <p>To write to inform</p> <p>To write an instructional guide on how to defeat a monster</p> <p>Plan writing in paragraphs around a theme</p> <p>Use headings, sub-headings, bullet points and numbers to organise their text</p> <p>Use a formal tone</p> <p>Use technical language</p> <p>Use commas after fronted adverbials</p> <p>Correctly use of pronouns and noun phrases to avoid repetition</p> <p>Correctly using apostrophes for possession (singular and plural)</p> <p>Understand the correct use of apostrophes for contraction</p> <p>Increase the legibility and quality of handwriting</p> <p>Proof read for spelling and punctuation errors</p>
	<b>SPELLING / PHONICS</b>	<p>Use commas after fronted adverbials</p> <p>Secure spelling in homophones and year 3/4 statutory spellings</p> <p>Correctly use apostrophe for possession- singular and plural</p> <p>Prefixes: Revise 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</p> <p>Suffix: '-ous', '-ly' added to words ending in 'y', 'le' and 'ic'</p>
	<b>SPOKEN LANGUAGE</b>	<p>To speak audibly and fluently with an increasing command of Standard English</p> <p>To participate and prepare a short drama piece based on a text</p> <p>To perform a poem as a group</p>

<b>MATHS</b>	<p><b>Geometry</b></p> <p>To be able to identify right, acute and obtuse angles.</p> <p>To be able to compare and order angles by size.</p> <p>To be able to compare and classify triangles.</p> <p>To be able to compare and classify quadrilaterals.</p> <p>To be able to identify lines of symmetry in 2-D shapes.</p> <p>To be able to complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>To be able to draw a line of symmetry for a 2-D shape.</p> <p>To be able to compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p><b>Position and Movement</b></p> <p>To be able to describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>To be able to plot specified points and draw sides to complete a given polygon.</p> <p>To be able to describe movements between positions as translations of a given unit to the left/right and up/down.</p> <p><b>Roman Numerals</b></p> <p>To be able to write Roman numerals to 100.</p>
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<b>SCIENCE</b>	<p><b>Working scientifically</b>                  To ask relevant questions and use different types of scientific enquiries to answer them.                  Setting up simple practical enquiries, comparative and fair tests.                  Gather, record, classify and present data in a variety of ways, to help in answering questions.                  Identify differences, similarities or changes related to simple scientific ideas and processes.                  Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.                  Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.                  Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations (non-statutory).</p> <p><b>Habitats</b>                  To 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.</p> <p><b>Digestive System</b>                  Identify the different types of teeth in humans and their simple functions.                  Compare the teeth of carnivores and herbivores and suggest reasons for differences (non-statutory).                  Describe the simple functions of the basic parts of the digestive system in humans.</p>
<b>HISTORY</b>	<p>Continuing with topic objectives from last half term.</p>

<b>COMPUTING</b>	<p><b>Animations</b>                  To discuss what makes a good animated film or cartoon.                  To learn how animations are created by hand.                  To find out how animation can be created in a similar way using the computer.                  To learn about onion skinning in animation.                  To add backgrounds and sounds to animations.                  To be introduced to 'stop motion' animation.                  To share animations</p> <p><b>Hardware Investigations</b>                  To recall the different parts that make up a computer.                  To understand the different parts that make up a desktop computer.</p> <p><b>Making Music</b>                  To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture.                  To understand and experiment with rhythm and tempo.                  To create a melodic phrase.                  To compose a piece of electronic music.</p>
<b>GEOGRAPHY</b>	<p><b>Water Cycle</b>                  Identify the states of matter to understand the water cycle                  Explain the key parts of the water cycle                  Understand water pollution and how to treat it</p>



MFL	<p><b>Family members and re-telling a known story</b> To extend and apply their knowledge of adjectives to create a description of a family To listen, read and follow stories in French To re-tell a French story</p>	PHYSICAL EDUCATION	<p><b>Athletics</b> To develop an over-arm throwing action of a foam javelin introducing a short approach run To develop the technique for throwing a shot put from a standing position To develop the grip, swing and release techniques of the throwing of a quoit/discus To practise jumping for height over an obstacle, developing an approaching run identify a preferred leading leg To further develop the smooth baton changeover technique in various forms of relays Practise sprint distances up to 60m combining starting, finishing and acceleration techniques To take part and develop new and existing skills in a variety of physical activities during Sports week <b>Striking and Fielding</b> To position themselves correctly in a batting stance, using the correct batting grip; To be able to strike a ball, usually going in their chosen direction; To direct a bowled ball towards an intended target, with some accuracy, making the ball bounce at least once with each delivery; apply learnt striking and fielding skills during a competitive match; To show an understanding of the importance of communication and teamwork in games.</p>
DESIGN TECHNOLOGY	<p><b>Mechanisms - Moving toys</b> Use mathematical skills to help with the design of products Create a product that is aesthetically pleasing and functional Explain how mechanical systems such as cams and gears can create movement Evaluate final product using subject specific vocabulary</p>	ART AND DESIGN	<p><b>College</b> Develop abstract ways to show ideas for effect Select a range of materials for a striking effect Select materials by colour, texture and shape to match a theme.</p>
MUSIC	<p><b>Polyrhythm and Cross-rhythm -Samba</b> Developing co-ordination and hearing of parts Perform songs for the summer show Contribute to a class performance of Samba Listen to examples of Samba groups Using graphic scores, create and record ideas for compositions</p>	RELIGIOUS EDUCATION	<p><b>How do religious and non- religious people talk about God?</b> To explore the Christian, Jewish and Muslim understanding of God. To compare similarities and differences. To make links with other views about God in Buddhism, Humanism and other non-religious worldviews.</p>
PSHE	<p><b>Staying Safe – Online Safety</b> What is a strong password? What information do we share and why? Age restrictions and why? How to report concerns? Communicating online - if you can't say anything nice, don't say anything at all Looking after our Mental Health and Well Being – managing anxieties My Happy Mind PSHE – First Aid No Outsiders – lesson 5</p>	ENRICHMENT	<p>To take part in various activities and trips during Sports Week, including Sports Day Watch the KS1 and UKS2 end of year productions To take part in a charity bales race To make a difference by planting plants. To take part in the Great Science Share Trip to a local mosque Celebrate the Olympics Take part in an orienteering challenge</p>