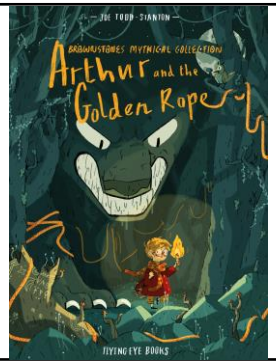
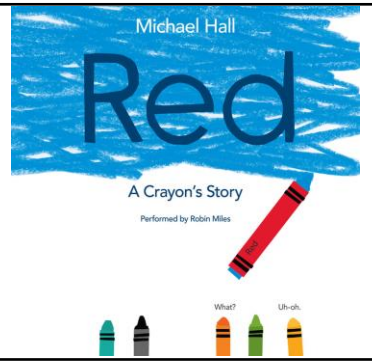
YEAR 4 / SUMMER 2

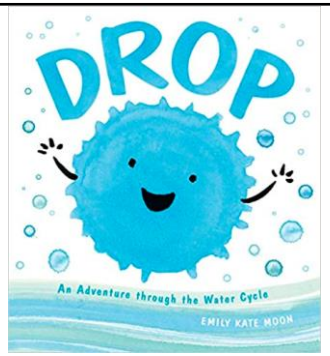
Water and Our Environment

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
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.	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. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.	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. We will be challenging ourselves, extending our boundaries and developing our independence.	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.

KEY TEXTS







ACADEMIC EXCELLENCE	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
POSSIBILITES AND RISKS	Challenging learning opportunities for children to be outside comfort zone Learn to discuss opinions openly without fear Make decisions about how to present work

LEARNING TO LEARN	Review and develop understanding of 5Rs with particular focus on readiness Celebrate successes and learning from mistakes Work towards Learning to Learn Awards Modelling of effective learning skills by staff
SOCIAL INTELLIGENCE	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

ENGLISH	**READING**	Read a range of genres Draw inferences, such as inferring characters' feelings, thoughts and motives from their action Support inferences with evidence Summarise key points in text Identify how language contribute to meanings Discuss new and challenging vocabulary to use in writing Discussing words and phrases that capture the reader's interest and imagination Identifying main ideas drawn from more than one paragraph and summarising these
	WRITING	To write a formal letter of reply To write to inform To write an instructional guide on how to defeat a monster Plan writing in paragraphs around a theme Use headings, sub-headings, bullet points and numbers to organise their text Use a formal tone Use technical language Use commas after fronted adverbials Correctly use of pronouns and noun phrases to avoid repetition Correctly using apostrophes for possession (singular and plural) Understand the correct use of apostrophes for contraction Increase the legibility and quality of handwriting Proof read for spelling and punctuation errors
	SPELLING / PHONICS	Use commas after fronted adverbials Secure spelling in homophones and year 3/4 statutory spellings Correctly use apostrophe for possession- singular and plural Words with 'c' before 'i' and 'e' Words containing 'sol' , 'real' , 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto-' Words with the prefix 'bi-' meaning two
	SPOKEN LANGUAGE	To speak audibly and fluently with an increasing command of Standard English To participate and prepare a short drama piece based on a text.

MATHS	**Geometry** To be able to identify right, acute and obtuse angles. To be able to compare and order angles by size. To be able to compare and classify triangles. To be able to compare and classify quadrilaterals. To be able to identify lines of symmetry in 2-D shapes. To be able to complete a simple symmetric figure with respect to a specific line of symmetry. To be able to draw a line of symmetry for a 2-D shape. To be able to compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. **Position and Movement** To be able to describe positions on a 2-D grid as coordinates in the first quadrant. To be able to plot specified points and draw sides to complete a given polygon. To be able to describe movements between positions as translations of a given unit to the left/right and up/down. **Roman Numerals** To be able to write Roman numerals to 100.

SCIENCE	**Working scientifically** 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). **Habitats** 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. **Digestive System** 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.
HISTORY	Continuing with topic objectives from last half term.

COMPUTING	**Animations** 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 **Making Music** 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.
GEOGRAPHY	**Water Cycle** Identify the states of matter to understand the water cycle Explain the key parts of the water cycle Observe evaporation and condensation in action. Name the main rivers in the four countries of the UK. Investigate the lengths of these rivers and rank in order of size. Track the River Mersey from source to mouth. Study map symbols on OS maps linked to their river. Study weather in the North West. Look at contours of North west region and compare these with chosen region of European country.

ALDERLEY EDGE COMMUNITY PRIMARY SCHOOL

An Inclusive Community Inspiring Life Long Learning

MFL	**Family members and re-telling a known story** 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
DESIGN TECHNOLOGY	**Mechanisms - Moving toys** 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
MUSIC	**Polyrhythm and Cross-rhythm -Samba** 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
PSHE	**Staying Safe** 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 No Outsiders

PHYSICAL EDUCATION	**Cricket** To develop overarm and underarm throwing and apply these to a striking and fielding game. To develop bowling technique and learn the rules of the skill within this game. To develop batting technique and understand where to hit the ball To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament **OAA** To develop co-operation and teamwork skills. To orientate a map and navigate around a grid. To develop observational skills, listening to others and following instructions. To develop trust whilst listening to others and following instructions. To be able to identify, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions.
ART AND DESIGN	**College** 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.
RELIGIOUS EDUCATION	**How and why do people mark the significant events in life?** Understand what different religions believe about love, promises and commitment. Describe what happens in ceremonies like weddings, baptisms, or sacred thread ceremonies and what they mean. Explore how religious and non-religious people show love and commitment in their lives and celebrations. Compare how different people and religions celebrate commitment in different ways. Think about why ceremonies and life milestones might be important and share your own opinions.
ENRICHMENT	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 take part in the Great Science Share Transition