



## 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.	<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>	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





<b>ACADEMIC EXCELLENCE</b>	<p>Quality First Teaching</p> <p>Focus on knowing more, doing more and remembering more</p> <p>Set challenging goals and work towards these</p> <p>Focus on next steps and acting on feedback to improve</p> <p>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</p> <p>Learn to discuss opinions openly without fear</p> <p>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</p> <p>Celebrate successes and learning from mistakes</p> <p>Work towards Learning to Learn Awards</p> <p>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</p> <p>Develop maturity in understanding emotions and how to effectively deal with them</p> <p>Develop understanding of the variety of families in our society</p> <p>Understand the different faiths in our communities</p>



ENGLISH	READING	<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>
	WRITING	<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>
	SPELLING / PHONICS	<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>
	SPOKEN LANGUAGE	<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>

MATHS	<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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SCIENCE	<p><b>Human Impact</b></p> <p>To give examples of positive and negative ways in which humans change the environment</p> <p>To plan a litter survey</p> <p>To be able to group and classify things</p> <p>To carry out a litter survey, collecting and presenting data</p> <p>To look for patterns</p> <p>To research and present information about the impact of litter on animals</p> <p>To find things out using secondary sources of information</p> <p>To demonstrate understanding of the potential human impact on food chains in a UK habitat</p>
HISTORY	<p>Geography Focus</p>

COMPUTING	<p><b>Animations</b></p> <p>To discuss what makes a good animated film or cartoon.</p> <p>To learn how animations are created by hand.</p> <p>To find out how animation can be created in a similar way using the computer.</p> <p>To learn about onion skinning in animation.</p> <p>To add backgrounds and sounds to animations.</p> <p>To be introduced to 'stop motion' animation.</p> <p>To share animation</p>
GEOGRAPHY	<p><b>Water Cycle</b></p> <p>Identify the states of matter to understand the water cycle</p> <p>Explain the key parts of the water cycle</p> <p>Understand water pollution and how to treat it</p>



MFL	<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	PHYSICAL EDUCATION	<b>Athletics</b> To develop competence and confidence in running skills and techniques using different running speeds and distances Continue to develop fluency and pace running over obstacles To develop the correct throwing action of a foam javelin introducing a run up To develop the technique for throwing a shot put and discus for distance To refine the scissor action when performing the high jump To increase confidence and competence in jumping for distance using different techniques for the long jump  <b>Dance</b> Learn and choreograph movement phrases to a given piece of music to create a short performance To perform a dance from memory with all the elements in the correct order	
DESIGN TECHNOLOGY	<b>Structures</b> To know that triangles can be used to strengthen structures Understand how to strengthen, stiffen and reinforce 3-D frameworks Know and use technical vocabulary relevant to the project. To use tetrahedrons as strong shapes To apply knowledge of electricity and circuits To select tools and equipment suitable for the task and explain choice To explain their choice of materials and components according to functional properties and aesthetic qualities To assemble, join and combine materials and components with some accuracy		ART AND DESIGN	<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.
MUSIC	<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		RELIGIOUS EDUCATION	<b>Islam</b> What is family? What is most important? Why is Muhammad important to Muslims? Explain how Muslims’ organisations help people in need.
PSHE	Learn about changes to our bodies when we are growing Discuss what it takes to be proud of who you are and to make your views heard		ENRICHMENT	To take part in various activities and trips during Sports Week To take part in Sports Day To take part in the school’s end of year KS2 production. Watch the KS1 end of year production