



Burscough Village Primary School
Year 4
Summer Curriculum Overview



	Summer 1	Summer 2
Maths	<ul style="list-style-type: none"> ▪ Decimals and fractions in the context of measures. ▪ Written methods of division (bus stop and chunking). ▪ Perimeter, volume, capacity and mass. ▪ Symmetry, translations, coordinates and area. ▪ Multiplication and division facts up to the 12 times table. ▪ Conversion between analogue and digital 12- and 24-hour clock. 	<ul style="list-style-type: none"> ▪ Place value to 2 decimal places and numbers beyond 1000. ▪ Round any number to the nearest whole number, 10, 100 or 1000. ▪ Discrete and continuous data graph interpretation. ▪ Read scales accurately across a range of measures. ▪ Column addition and subtraction, adding numbers with 2 decimal places. ▪ Use estimation and inverse to self-check answers. ▪ Grid method multiplication. ▪ Shapes: Angles and symmetry.
English	<ul style="list-style-type: none"> ▪ Poetry – Children will be able to identify effective use of intonation, tone and volume when presenting a poem. Children will be able to create poems based on a structure (haikus). ▪ Novel with a theme – The Mousehole Cat - Children will be able to write a narrative based on a plot using: noun phrases within sentences, complex sentences using adverb starters, commas to mark clauses in complex sentences, fronted adverbials for 'where'. ▪ Information Booklet – The Romans - Children will be able to write an information text based on a plan using: determiners including quantifiers and demonstratives, commas to mark clauses in complex sentences, paragraphs/sections with key ideas and text type features for information texts. 	<ul style="list-style-type: none"> ▪ Folk Tales - Children will be able to write a new tale based on a plot pattern using: complex sentences with adverb starters, fronted adverbials for 'when' and 'where', apostrophes for singular and plural possession, inverted commas for dialogue and features of folk tales. ▪ Debate - Children will be able to write a discussion text based on a plan using: Standard English verb inflections, commas in complex sentences, paragraphs with key points and supporting evidence and text type features of discussion.
Science	<p>Sound</p> <ul style="list-style-type: none"> ▪ Identify how sounds are made. ▪ Understand that when sound is made something is vibrating. ▪ Recognise that vibrations from sounds travel through a medium to the ear. ▪ Find patterns between the volume of the sound and the strength of the vibrations it produces. ▪ Understand that certain materials can insulate against sound. ▪ Find patterns between the pitch of the sound and the features of the objects that produce it. 	<p>Electricity</p> <ul style="list-style-type: none"> ▪ Identify common appliances that run on electricity. ▪ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. ▪ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. ▪ Recognise some common conductors and insulators, and associate metals with being good conductors.
PSHE	<p>How can our choices make a difference to others' and the environment?</p> <ul style="list-style-type: none"> ▪ Understand how people have shared responsibility to protect the world around them and how everyday choices can affect the environment. ▪ Fairtrade, single use plastics and the effect on the environment and people's lives. ▪ Show care and concern for animals and people. 	<p>How can we manage risk in different places?</p> <ul style="list-style-type: none"> ▪ Recognise, predict, assess and manage risk in different situations. ▪ How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about). ▪ How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online.

History	<p>What did the Romans do for us?</p> <ul style="list-style-type: none"> ▪ Understand what life was like in Roman Britain for a range of different people. ▪ Understand the timeline of the Romans in the context of other significant historical events. ▪ Understand the location aspect of the Romans and where they invaded. ▪ Understand why the Romans were so powerful. ▪ Understand the impact of the Romans on life today. 	
Geography		<p>Fieldwork skills</p> <ul style="list-style-type: none"> ▪ Know how to plan a journey within the UK, using a road map. ▪ Understand Key Vocabulary - North East, North West, South East, South West. ▪ 4 figure grid references - eastings, northings. ▪ Use of an Ordnance Survey (OS) map.
RE	<p>Why do Muslims fast during Ramadan?</p> <ul style="list-style-type: none"> ▪ Understand key values of Islam of submission to Allah and service to God through charitable life and actions. ▪ Consider the role of commitment as part of religious life and reflect on the wider human value of being committed to ideas, to self-improvement or to other people. ▪ Think about their own commitments and the extent to which these have a positive impact on their lives. 	<p>What does 'love thy neighbour' really mean?</p> <ul style="list-style-type: none"> ▪ Christian teaching of agape- a selfless love of others. ▪ Explore how important messages and guidance can be passed on through stories. ▪ Identify Christian teachings contained in the parables that Jesus told to his followers. ▪ Discover examples of how modern Christians show a love for their neighbour and reflect on what they message they would want to pass on to future generations.
PE	<ul style="list-style-type: none"> ▪ Cricket – show a straight drive, catch a small ball, throw a ball underarm with accuracy, return the ball accurately and quickly when fielding and can bowl a ball underarm with accuracy. ▪ Tennis – hold a racket, throw a beanbag/shuttlecock/ball over a barrier, strike a ball with a racket, hold a racket with the correct technique and show the ready position. 	<ul style="list-style-type: none"> ▪ Athletics – perform a hop, step and jump with some control, demonstrate a push and pull throw with control, perform a standing long jump and demonstrate a sling throw with some control. ▪ Outdoor Adventurous Activities- Team work and problem solving – travel and carry equipment during millipede challenges, travel and balance during 'line up', follow precise instructions during a challenge and lift equipment safely when travelling within a game.
Art	<p>Sculpture, Structure, Inventiveness and Determination.</p> <ul style="list-style-type: none"> • Artists can learn from the world around them. • Artists take creative risks. • We can express our personality through the art we make. • Making art can be hard but that doesn't mean we are not good at it. 	
Computing		<ul style="list-style-type: none"> • Animation – To learn about onion skinning in animation. To add background and sounds to animations. To introduce 'stop motion' animation. • Effective Searching – To locate information and search effectively to find out information. • Hardware Investigations – To understand the differed parts that make up a desktop computer.

DT		Creating a night light for child. Electrical systems – Simple programming and drawing skill. Linking with Science and computing skills.
Music	<p>How does music shape our way of life?</p> <ul style="list-style-type: none"> • Demonstrate and use musical language. • Demonstrate an understanding of musical style and a broader understanding of the cultural and historical connections of the music. • Can create a four or six bar melody (composition tasks). • Can follow an instrumental part on the screen by ear or notation, when playing glockenspiels. • Can make an informed decision as to which notes to use when improvising or composing. • Demonstrate an awareness of pulse/beat when listening, moving or performing. 	<p>How does music connect us with the environment?</p> <p>Demonstrate and use musical language</p> <ul style="list-style-type: none"> • Demonstrate an understanding of musical style and a broader understanding of the cultural and historical connections of the music • Can create a four or six bar melody (composition tasks) • Can follow an instrumental part on the screen by ear or notation, when playing glockenspiels • Can make an informed decision as to which notes to use when improvising or composing • Demonstrate an awareness of pulse/beat when listening, moving or performing
Spanish	<p>Telling the time: tell the time on the hour and half past <i>Tic tac hace el reloj</i></p> <p>Grammar and conversation skills: use the negative, take turns in conversations with increased fluency.</p>	