

## Year 4: Summer Term (First Half)

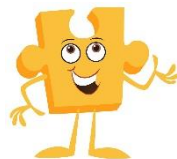
### English

- discuss words & phrases that capture the imagination
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say
- recognise a variety of forms of poetry
- identify & summarise ideas
- use VIPERS to ask and answer questions about texts
- plan writing based on familiar forms
- organise writing into paragraphs
- evaluate own and others' writing
- write narratives with a clear beginning, middle and end with a clear plot
- create detailed settings, characters and plot
- use a variety of sentence types (taught as 'blue sentences' to add interest and detail
- use inverted commas to punctuate direct speech
- choose pronouns or nouns appropriately within a sentence to avoid ambiguity (verb, person sentences)
- spelling – plural possessive apostrophes, challenge words, revision of spelling patterns taught so far

### PSHE / Jigsaw

#### Relationships

- recognise that loss is a normal part of relationships
- know that sometimes it is better for a friendship or relationship to end if it is causing negative feelings or is unsafe
- suggest ways to manage relationship changes including how to negotiate
- identify the feelings and emotions that accompany loss



### Art

#### 3D Form (paper sculpture):



- know that simple structures can be made stronger by adding layers, folding and rolling
- know how to use basic shapes to form more complex shapes and patterns
- discuss the work of other sculptors and architects and how these have influenced their own work / designs
- adapt work when necessary and explain why
- demonstrate awareness in environmental sculpture
- understand that some artists choose to display their work on "plinths"
- understand that the way a work is displayed can affect the way the audience sees the work.
- think about how the audience might react and capture this in artwork.
- know that an art installation is often a room or environment in which the viewer 'experiences' the art all around them

### Maths

- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Recognise and write decimal equivalents to  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{3}{4}$
- Find the effect of dividing a one or two digit number by ten and one hundred identifying the value of the digits in the answer as ones, tenths and hundredths.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.



### RE

#### Islam: How does a mosque help us to understand Islamic faith?

- explain the meaning behind the key features, artefacts and symbols found in a mosque.
- know that the mosque is a place of worship and learning, and is led by an Imam.
- describe how features of Muslim prayer reveal Muslim beliefs, using appropriate vocabulary, and compare these with my own beliefs about prayer
- explain how the main Islamic festivals of Eid al-Fitr and Eid al-Adha link with the importance of the mosque and the five pillars of Islam.



### Design Technology

### Science (States of Matter)

- I can compare and group materials together, according to whether they are solids, liquids or gases
- I can 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)
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature



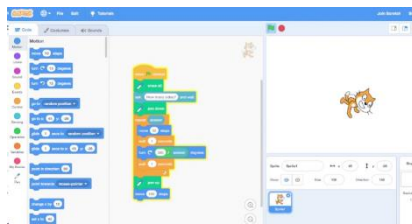
### Geography

### Music (Kapow – Haiku)

- Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.
- Recognise, name and describe the effect of the interrelated dimensions of music.
- Select instruments and sounds which match their vocabulary.
- Work as a group to create a piece of music.
- Perform a piece of music as part of a group.

### Computing (Programming - Repetition in Games)

- develop the use of count-controlled loops in a different programming environment
- explain that in programming there are infinite loops and count controlled loops
- develop a design which includes two or more loops which run at the same time
- modify an infinite loop in a given program
- design a project that includes repetition
- create a project that includes repetition



### History

Why did the Vikings raid then invade? Was Alfred the Great really so great?

#### To know that:

#### Chronology:

- The period of Viking invasion and settlement overlaps with Anglo-Saxon era.
- The Viking invasions occurred after the Roman's occupied Britain.
- Vikings raided Britain from about 787CE.
- From 865CE, Vikings started to invade and settle in Britain.

#### Cause and Consequence:

- The Vikings raided to steal gold from monasteries, and to take people as slaves.
- The Vikings sold the things that they stole so that they had money to buy the things that they wanted.

#### Significance:

- Alfred saved England from being completely controlled by the Vikings, and


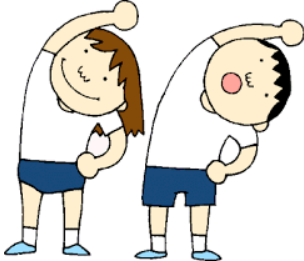
### PE

#### Athletics

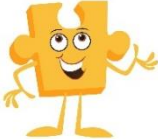
- demonstrate the difference in sprinting and jogging techniques.
- jump for distance with balance and control.
- throw with some accuracy and power to a target area.
- show determination to improve my personal best.
- support and encourage others to work to their best.
- explain what happens in my body when warming up.
- identify when successful moves were made and areas for improvement

#### Gymnastics

- plan and perform sequences with a partner that include a change of level and shape.
- provide feedback using appropriate language relating to the lesson.
- safely perform balances individually and with a partner.

	<p>began the process of re-claiming England for the Saxons.</p> <ul style="list-style-type: none"> <li>Alfred promoted education, law and the Church, laying the foundations for a special 'English identity', which continued to develop during the medieval period. Alfred left a legacy behind due to his achievements.</li> </ul>	<ul style="list-style-type: none"> <li>watch, describe and suggest possible improvements to self and others' performances.</li> <li>understand how body tension can improve the control and quality of gymnastic movements.</li> <li>identify some muscle groups used in gymnastic activities.</li> <li>explain what happens to the body during exercise and how this helps to make people healthy.</li> </ul>
	<p style="text-align: center;"><b>French</b></p> <div style="text-align: right;"></div> <ul style="list-style-type: none"> <li>participate in conversations about which animals I like</li> <li>ask and answer questions about how many things there are</li> <li>use a numeral as a determiner</li> <li>be introduced to the concept of elision in spoken language</li> <li>understand how elision affects the spelling of words (use of the apostrophe to replace missing letters)</li> </ul>	<div style="text-align: center;"></div>

## Year 4: Summer Term (Second Half)

English	PSHE / Jigsaw	Art
<ul style="list-style-type: none"> <li>Discuss words &amp; phrases that capture the imagination</li> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> <li>Recognise a variety of forms of poetry</li> <li>Identify &amp; summarise ideas</li> <li>Use VIPERS to ask and answer questions about texts</li> <li>Plan writing based on familiar forms</li> <li>Organise writing into paragraphs</li> <li>Use simple organisational devices</li> <li>Vary sentence openers</li> <li>Use fronted adverbials with commas</li> <li>Evaluate own and others' writing</li> <li>Spelling – revision of Y3/4 word list; application of spellings taught so far</li> </ul>	<p style="text-align: center;"><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>know the names of the internal and external body parts that are needed to make a baby</li> <li>know that change can bring about a range of different emotions</li> <li>suggest strategies for managing emotions related to change</li> <li>express any concerns about puberty</li> </ul> <div style="text-align: center;"></div>	

### Maths

- Recall multiplication facts up to 12 x 12
- 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 two right angles by size
- Identify lines of symmetry in 2D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry
- Money – solving simple money problems involving fractions and decimals to 2 decimal places.
- Measurement –including converting between different units of measure, perimeter and area.
- Time – reading, writing and converting between analogue and digital 12 and 24 hour clocks; solving problems involving time conversions.

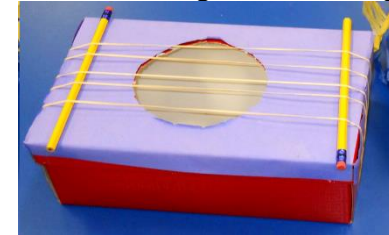
### RE

#### Kingdom of God – when Jesus left, what was the impact of Pentecost?

- engage with the question: “what is the kingdom of God?” adding my own thoughts, opinions and questions.
- know that Christians believe after Jesus returned to be with God, he sent the Holy Spirit at Pentecost to help the church make Jesus’ kingdom visible by spreading the good news and living in a way that reflects the love of God.
- recount the events of the day of Pentecost and know that without this event, the Christian Church would not exist.
- recognise the symbols used for the Holy spirit e.g. Wind/Fire/Dove/Water/ Comforter, identify them as used in art and explain the symbolism.
- know the term ‘Fruits of the spirit’ and how Christians believe that these are the qualities they should develop with the help of the Holy Spirit.
- use knowledge built through this and previous units as well as collective worship to explain the impact of Pentecost on the early disciples of Jesus and the Christian Church today.

### Design Technology (Musical Instrument)

- explain what ACCESS FM stands for
- use the ACCESS FM elements while designing and explain the making process referring to step-by-step instructions for making.
- justify the material used, referring back to knowledge gained in the autumn term.
- explain why using reclaimed materials is more environmentally friendly.
- demonstrate knowledge of materials by explaining choices made when joining
- create and play a working musical instrument to use in the music lesson
- evaluate instrument against the design brief.



### Science (Sound)

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the features of the object that produced it
- recognise that sounds get fainter as the distance from the sound source increases

### Geography

#### Is West Sussex the best county?

- use some OS symbols.
- offer explanations for the location of some human and physical features in different localities.
- offer reasons for some of my observations and judgements about places.
- use 8 points of a compass and 4-figure grid references to build knowledge of the UK and locate features on a map.
- locate and name some of the main counties and cities in England and around Sussex.
- identify some key topographical features of the UK.
- compare regions of the UK.
- describe and understand types of settlements in modern Britain: villages, towns, cities- compared to types of settlements in Saxon Britain.



### Music (Kapow – Rainforest)

- Identify the structure of a piece of music.
  - Have an idea as to when there is one layer in a piece of music and when there are two.
  - Play a sequence in the correct order in time with their partner.
  - Have two contrasting rhythms being played together.
  - Have two different melodies being played together.
- Have a complete piece of music with four different layers with an appropriate structure.



	<p style="text-align: center;"><b>French</b></p> <ul style="list-style-type: none"> <li>• <b>SPEAKING:</b> ask and answer questions about which animals people like/ don't like: J'aime/ Je n'aime pas/ Quel est ton animal preferee?</li> <li>• <b>LISTENING:</b> listen to short recordings of people talking about animals/ houses and answer questions about these in English.</li> <li>• <b>READING:</b> use knowledge of pronunciation and intonation in order to read sentences aloud accurately and answer questions about a short French text in English, using the vocabulary I have learned so far.</li> <li>• <b>WRITING:</b> use knowledge and vocabulary learned so far to give a written description of my house, and the animals and objects found in my garden or nearest park.</li> </ul>	
<p style="text-align: center;"><b>Computing (Creating Media – audio production)</b></p> <ul style="list-style-type: none"> <li>• identify that sound can be digitally recorded</li> <li>• use a digital device to record sound</li> <li>• explain that a digital recording is stored as a file</li> <li>• explain that audio can be changed through editing</li> <li>• show that different types of audio can be combined and played together</li> <li>• evaluate editing choices made</li> </ul>	<p style="text-align: center;"><b>History</b></p>	<p style="text-align: center;"><b>PE</b></p> <p><b>Cricket:</b></p> <ul style="list-style-type: none"> <li>• bowl a ball with some accuracy and consistency.</li> <li>• strike a bowled ball after a bounce.</li> <li>• use overarm and underarm throwing, and catching skills with increasing accuracy.</li> <li>• communicate with teammates to apply simple tactics.</li> <li>• persevere when learning a new skill.</li> <li>• provide feedback using key terminology and understand how to improve.</li> <li>• share ideas and work with others to manage a game.</li> <li>• Begin to learn the rules of the game and begin to use them to play honestly and fairly.</li> </ul> <p><b>Mindfulness (Yoga)</b></p> <ul style="list-style-type: none"> <li>• describe how yoga feels and talk about the benefits of body mindfulness exercises</li> <li>• link poses together to create a yoga flow.</li> <li>• provide feedback using key terminology and understand how to improve.</li> <li>• transition from pose to pose in time with breath.</li> <li>• work collaboratively and effectively with others.</li> <li>• demonstrate yoga poses, which show clear shapes.</li> <li>• show increasing control and balance when moving from one pose to another.</li> </ul>