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| **Year 4 Summer Term Overview** |
|  | **Summer 1** | **Summer 2** |
| **Focus Christian Value** | **Respect** (cycle 1)**Compassion** (cycle 2) | **Trust** (cycle 1)**Truth** (cycle 2) |
| **English** | **Way Home by Libby Hawthorn**To write a diary entry How an author uses small details to build character and settingTo retell a story  | **Free Fall** To make predictions about a text How to write a descriptive poem.How to write a persuasive letterHow to write KenningsHow to write an information text (fantasy)  |
| **Reading**  | Ashley Booth Reading ComprehensionsClass Novel: Way HomeLinked Text Literacy: Toys Go Out | Ashley Booth Reading ComprehensionsClass Novel: Free FallLinked Text Literacy: The Mysteries of Harris Burdick (Resistant) |
| **Maths** | Number: DecimalsMeasurement: MoneyMeasurement: TimeStatistics | Geometry: Properties of shapeGeometry: Position and DirectionConsolidation |
| **RE** | **Multi faith** * What can we learn from visiting sacred places?
* What makes a special place?
* What can we learn from visiting places of worship?
 | **Multi faith** * What makes a church sacred for Christian believers?

**Islam*** Why is a Mosque a special sacred place for Muslims?
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| **Science** | **Sound*** To identify how sounds are made, associating some of them with something vibrating.
* To recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created.
* To find patterns between the pitch of a sound and features of the object that produced it.
* To find patterns between the volume of a sound and the strength of the vibrations that produced it.
* To recognise that sounds get fainter as the distance from the sound source increases.

**Scientist(s):** Alexander Graham BellThomas EdisonEmile BerlinerGuglielmo MarconiRobert BoyleErnst MachHeinrich Hertz | **Habitats*** To be able to identify a variety of habitats and explore why organisms live in different habitats.
* To recognise that living things can be grouped in a variety of ways.
* To explore and use classification keys to help identify, group and name a variety of living things in their local and wider environment.
* To use a classification key to identify invertebrates.
* To create a classification key.
* To recognise that environments can change and that this can sometimes pose dangers to living things.

**Scientist(s):**Jacques Cousteau |
| **History** |  |  |
| **Geography** | **How can we live more sustainably?** * Describe and explain using examples what living sustainably means;
* Identify, describe and explain the differences between renewable and non-renewable resources.
* Undertake an environmental review of different categories of sustainability at their school and draw up an Action Plan to identify and explain priorities to help the school become more sustainable;
* Understand in basic terms how solar panels and wind turbines generate electricity;
* Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing;
* Explain how electricity is generated in hydroelectric power stations;
* Understand why creating new habitats for birds are good examples of sustainable development;
* Describe, observe, explain and make a judgement as to why introducing solar cookers in some of the world’s poorest countries makes the lives of people more sustainable.
 | **Why are jungles so wet and deserts so dry?** * Observe, describe and explain in basic terms the pattern of climate in the United Kingdom;
* Identify, describe and begin to offer reasons for the distribution of different types of climate around the world;
* Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world;
* Construct a climate graph from temperature and rainfall data for their home location and compare and contrast this with climate graphs of other locations to reach conclusions and make judgements;
* Understand how climate affects both the landscape of different biomes and the plants and animals that can live there;
* Observe, describe and explain why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;
* Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world.
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| **Art** | **Sculpture*** To create a musical instrument from recycled materials
* To decorate musical instruments from recycled materials

**Artist:** Giuseppe Arcimboldo(fruit and veg) |   |
| **DT** | **Food: Adapting a recipe*** To follow a baking recipe
* To make and test a prototype
* To design a biscuit to a given budget
* To make a biscuit that meets a given design brief
 | **Textiles: Fastenings** * To identify and evaluate different types of fastenings
* To design a product that meets a design criteria
* To make and test a paper template
* To assemble a book jacket.
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| **ICT** | The Internet* To understand a network
* To recognise the parts of the internet
* To understand a website’s journey
* To explore the role of routers
* To understand the role of packets
 | Website design* To explore the features of Google Sites to learn how to create content for a web page
* To plan content for a web page as a collaborative online piece of work
* To create a web page as part of a collaborative class website
* To plan and create a website
* To create a website and evaluate its success
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| **Music** |  | Composing music with pictures- pictures at an exhibition |
| **PE** | **Gym- What’s My Direction?*** To accelerate and decelerate whilst moving.
* To develop some knowledge of Rhythmic Gymnastics.
* To perform a roll using control, body tension and flow.
* To use equipment with sequence.
* To identify well performed skills when watching other groups.

 **Tennis** | **Dribbling, movement and teamwork (Invasion Hockey and Football)*** To play games competitively.
* To develop teamwork and team play.
* To develop attacking and defending skills.
* To consolidate dribbling using a football and/ or a hockey stick.
* To develop skills in finding and using space.

**Sports coach** |
| **MFL****Spanish** | **The classroom** | **Goldilocks** |
| Spanish Home learning: [www.languageangels.com](http://www.languageangels.com) |
| **PSHE** | **Being my best** * Understand how to keep healthy and explain the benefits of looking after yourself.
* Understand how to look after theenvironmentand give examples of things we can do**.**
 | **Growing and Changing** * Understand reasons why a teenager might experience difficult feelings (e.g. conflict with parents) and suggests ways to compromise and reduce conflict.
* Understand reasons why people choose to get married and others don’t.
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| **Enrichment opportunities** | Forest School sessions | Residential  |