|  |  |  |  |
| --- | --- | --- | --- |
| **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 setting  To retell a story | **Free Fall**  To make predictions about a text  How to write a descriptive poem.  How to write a persuasive letter  How to write Kennings  How to write an information text (fantasy) | |
| **Reading** | Ashley Booth Reading Comprehensions  Class Novel: Way Home  Linked Text Literacy: Toys Go Out | Ashley Booth Reading Comprehensions  Class Novel: Free Fall  Linked Text Literacy: The Mysteries of Harris Burdick (Resistant) | |
| **Maths** | Number: Decimals  Measurement: Money  Measurement: Time  Statistics | Geometry: Properties of shape  Geometry: Position and Direction  Consolidation | |
| **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? | |
| **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 Bell  Thomas Edison  Emile Berliner  Guglielmo Marconi  Robert Boyle  Ernst Mach  Heinrich 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. | |
| **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. | |
| **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 | |
| **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. | |
| **Enrichment opportunities** | Forest School sessions | Residential | |