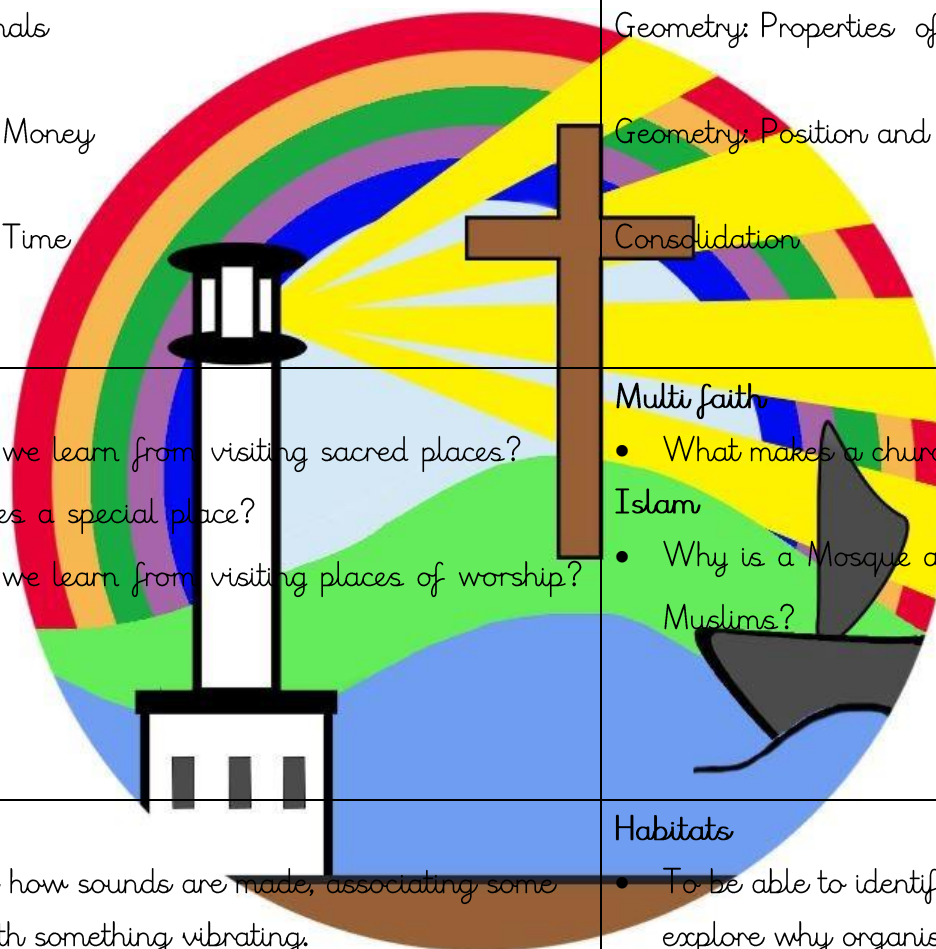


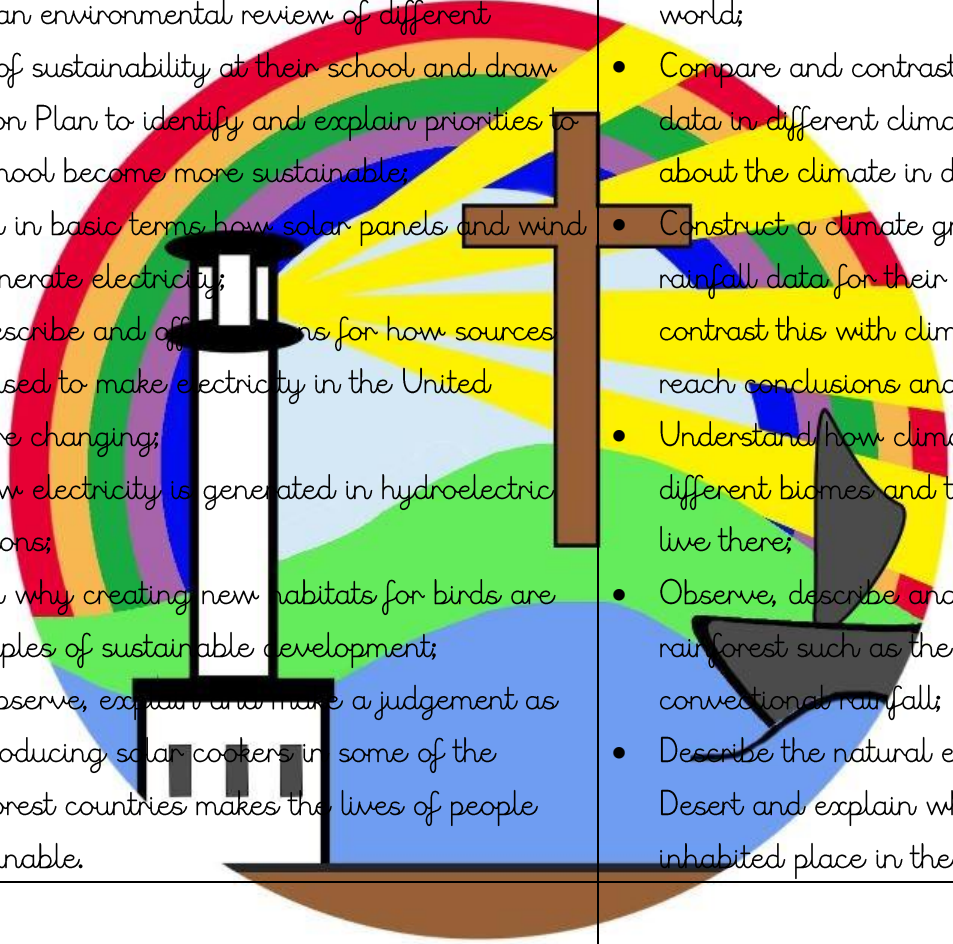
## Year 4 Summer Term Overview

	Summer 1	Summer 2
Focus Christian Value	Respect (cycle 1)  Compassion (cycle 2)	Trust (cycle 1)  Truth (cycle 2)
English	The Creature-Non-fiction newspaper report  Newspaper Report- Save Our Planet	The Great Kapok Tree How to write a balance argument How to write an informal letter How to write a balanced argument  Way Home by Libby Hathorn To write a diary entry How an author uses small details to build character and setting To retell a story
Reading	Ashley Booth Reading Comprehensions Class Novel: The Creature, Newspaper reports	Ashley Booth Reading Comprehensions Class Novel: The Great Kapok Tree, Way Home

	Linked Text Literacy: The Miraculous Journey of Edward Tulain (Great Book)	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 <ul style="list-style-type: none"> <li>• What can we learn from visiting sacred places?</li> <li>• What makes a special place?</li> <li>• What can we learn from visiting places of worship?</li> </ul>	Multi faith <ul style="list-style-type: none"> <li>• What makes a church sacred for Christian believers?</li> </ul> Islam <ul style="list-style-type: none"> <li>• Why is a Mosque a special sacred place for Muslims?</li> </ul>
Science	Sound <ul style="list-style-type: none"> <li>• To identify how sounds are made, associating some of them with something vibrating.</li> </ul>	Habitats <ul style="list-style-type: none"> <li>• To be able to identify a variety of habitats and explore why organisms live in different habitats.</li> <li>• To recognise that living things can be grouped in a variety of ways.</li> </ul>



	<ul style="list-style-type: none"> <li>To recognise that vibrations from sounds travel through a medium to the ear, by exploring how high and low sounds are created.</li> <li>To find patterns between the pitch of a sound and features of the object that produced it.</li> <li>To find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>To recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p>Scientist(s):  Alexander Graham Bell  Thomas Edison  Emile Berliner  Guglielmo Marconi  Robert Boyle  Ernst Mach  Heinrich Hertz</p>	<ul style="list-style-type: none"> <li>To explore and use classification keys to help identify, group and name a variety of living things in their local and wider environment.</li> <li>To use a classification key to identify invertebrates.</li> <li>To create a classification key.</li> <li>To recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Scientist(s):  Jacques Cousteau</p>
History		
Geography	<p>How can we live more sustainably?</p> <ul style="list-style-type: none"> <li>Describe and explain using examples what living sustainably means;</li> </ul>	<p>Why are jungles so wet and deserts so dry?</p> <ul style="list-style-type: none"> <li>Observe, describe and explain in basic terms the pattern of climate in the United Kingdom;</li> </ul>

	 <ul style="list-style-type: none"> <li>• Identify, describe and explain the differences between renewable and non-renewable resources.</li> <li>• 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;</li> <li>• Understand in basic terms how solar panels and wind turbines generate electricity;</li> <li>• Identify, describe and offer reasons for how sources of energy used to make electricity in the United Kingdom are changing;</li> <li>• Explain how electricity is generated in hydroelectric power stations;</li> <li>• Understand why creating new habitats for birds are good examples of sustainable development;</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, describe and begin to offer reasons for the distribution of different types of climate around the world;</li> <li>• Compare and contrast the temperature and rainfall data in different climate graphs to reach conclusions about the climate in different locations in the world;</li> <li>• 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;</li> <li>• Understand how climate affects both the landscape of different biomes and the plants and animals that can live there;</li> <li>• Observe, describe and explain why areas of tropical rain forest such as the Amazon Basin have so much convectional rainfall;</li> <li>• Describe the natural environment of the Atacama Desert and explain why the city of Arica is the driest inhabited place in the world.</li> </ul>
Art	<p><b>Sculpture</b></p> <ul style="list-style-type: none"> <li>• To create a musical instrument from recycled materials</li> </ul>	



	<ul style="list-style-type: none"> <li>To decorate musical instruments from recycled materials</li> </ul>	
DT	<p><b>Food: Adapting a recipe</b></p> <ul style="list-style-type: none"> <li>To follow a baking recipe</li> <li>To make and test a prototype</li> <li>To design a biscuit to a given budget</li> <li>To make a biscuit that meets a given design brief</li> </ul>	<p><b>Textiles: Fastenings</b></p> <ul style="list-style-type: none"> <li>To identify and evaluate different types of fastenings</li> <li>To design a product that meets a design criteria</li> <li>To make and test a paper template</li> <li>To assemble a book jacket</li> </ul>
ICT	<p><b>E-safety unit: Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>I can explain how using technology can be a distraction from other things, in both a positive and negative way.</li> <li>I can identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time.</li> </ul> <p><b>Computing Unit: Creating digital audio</b></p> <ul style="list-style-type: none"> <li>To identify that sound can be digitally recorded</li> <li>To use a digital device to record sound</li> </ul>	<p><b>E-safety unit: Copyright and ownership</b></p> <ul style="list-style-type: none"> <li>When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.</li> <li>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.</li> </ul> <p><b>Computing Unit: Photo editing</b></p> <ul style="list-style-type: none"> <li>To explain that digital images can be changed</li> <li>To change the composition of an image</li> <li>To describe how images can be changed for different uses</li> </ul>

	<ul style="list-style-type: none"> <li>To explain that a digital recording is stored as a file</li> <li>To explain that audio can be changed through editing</li> <li>To show that different types of audio can be combined and played together</li> <li>To evaluate editing choices made.</li> </ul>	<ul style="list-style-type: none"> <li>To make good choices when selecting different tools</li> <li>To recognise that not all images are real</li> <li>To evaluate how changes can improve an image.</li> </ul>
Music		Music with Mr Clarke
PE	<p>Record Breaking (Athletics)</p> <ul style="list-style-type: none"> <li>To jump for height &amp; distance to explore different body positions in flight.</li> <li>To jump hurdles with developing technique. To communicate clearly with partners &amp; team mates.</li> <li>To locate some of the major muscles in the body.</li> </ul> <p>Sports Coach</p> <p>Tennis</p>	<p>Decisions (Outdoor Adventure)</p> <ul style="list-style-type: none"> <li>Develop some knowledge of orienteering</li> <li>To create their own course for a partner to follow</li> <li>To learn some common map symbols</li> <li>To choose and apply strategies to meet problems.</li> <li>To use a map to travel around a simple course.</li> </ul> <p>Fielding (Strike and Field)</p> <ul style="list-style-type: none"> <li>To throw an object with varying speed and accuracy</li> <li>To throw an object or ball overarm.</li> </ul>

		<ul style="list-style-type: none"> <li>To choose appropriate positioning when fielding.</li> <li>To intercept and object on ball.</li> <li>To work collaboratively in small teams.</li> </ul>
MFL Spanish	<p><b>Family</b></p> <ul style="list-style-type: none"> <li>I can say the words for family members in Spanish and, with support, tell you what relation they are to me, how old they are and what they are called.</li> <li>I can understand numbers 1-100, count and use them in sequence.</li> </ul>	<p><b>Goldilocks</b></p> <p>I can use picture cards to sequence the story correctly.</p> <ul style="list-style-type: none"> <li>I can repeat from memory most of the words that match the pictures and may need a word bank to prompt me for the words I am unable to remember.</li> <li>I can sequence most of the story with phrase cards by finding key words and using these to guide me. I may need an adult to read some of the words to me.</li> <li>I can create my own story board in Spanish if I have all the language in front of me and I may need support.</li> </ul>
PSHE	<p><b>Being my best</b></p> <ul style="list-style-type: none"> <li>Understand how to keep healthy and explain the benefits of looking after yourself.</li> </ul>	<p><b>Growing and Changing</b></p> <ul style="list-style-type: none"> <li>Understand reasons why a teenager might experience difficult feelings (e.g. conflict with parents) and suggests ways to compromise and reduce conflict.</li> </ul>

	<ul style="list-style-type: none"> <li>Understand how to look after the environment and give examples of things we can do.</li> </ul>	<ul style="list-style-type: none"> <li>Understand reasons why people choose to get married and others don't.</li> </ul>
Enrichment opportunities	Forest School sessions	Residential Workington Leisure Centre- Swimming Lessons Forest School sessions

