


Y4 Summer catch up (38 day half term)

Subject	Key Skills	Move to another year group?
<p style="text-align: center;"><u>English</u></p> <p>Summer 1: English: Journey</p> <p>Mastery focus: Recap : Use of inverted commas and other punctuation to indicate direct speech. Use of commas after fronted adverbials.</p> <p>Narrative Outcome: Write an adventure story about a journey to another world.</p> <p><i>Reading linked to Geography – comprehension about the UK.</i></p>	<p>Common Exception Words: <u>group, minute, separate,</u></p> <p>New Learning Spelling Rules: Suffix: -ous (root words end in 'y' or 'e') Prefix: inter-, anti-, auto-, ex-, non-</p> <p>Spelling rules to recap: Assessment of Y3/4 words ready to pass up to Y5 teacher.</p> <p>Writing: Write an adventure story about a journey to another world.</p> <p>Language: All mastery grammar focus objectives have been covered in class. Not completely embedded. Main objectives to focus on return – Expanding noun phrases using modifying adjectives etc</p> <p>Reading: Objectives to embed further – summarising, discussing words and phrases that capture the reader's attention, identify how language, structure and presentation contribute to meaning.</p>	<p>Reading on return:</p> <p>1:1 Daily (or as often as poss) – 5 children</p> <p>Extra guided Reading group – 4 children (presuming no progress made since shut down)</p>
<p style="text-align: center;"><u>Maths</u></p> <p>Summer 1: Wk1, Place Value consolidation / Time Rounding</p>	<p>(Most important units to be teacher taught upon return) Decimals 1 – 10 lessons Decimals 2 – 7 lessons</p>	<p>Depending on length of time that school remains closed for Y4, the units from previous column will need to be brought over for Y5 teacher.</p>

<p>Comparing Analogue to digital and vice versa</p> <p>Wk2, Time: W/R Flash back 24 hour clock Converting units of time: mins – secs, mins – hours, days – Weeks, months - years</p> <p>Wk3, Statistics: W/R Flash back Pictograms Bar charts Line graph introduction</p> <p>Wk4, Geometry 2d Shapes: W/R Flash back Shape classifying (recap) Classifying triangles Classifying quadrilaterals Symmetry – patterns and pictures</p> <p>Wk5, Geometry Position and Direction: W/R Flash back Co-ordinates in first quadrant Translation: left/right, up/down Draw polygons using co-ordinates</p>	<p>Money – 9 lessons</p> <p>Geometry – angles, comparing and ordering, symmetry – 4 days</p> <p>Total time for new learning: 4 days</p> <p>8 days remaining.</p> <p>Remaining learning spent on times tables, applying number facts and problem solving, consolidating fractions and decimals. Focus on these areas whilst school remains closed to Y4.</p>	
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<p style="text-align: center;"><u>Science</u></p> <p>Digestion and Food chains as planned.</p> <p>Digestion https://www.bbc.co.uk/bitesize https://content.twinkl.co.uk/resource/cc/c3/t-t-15804-homemade-digestive-system-awe-and-wonder-science-activity-ver_2.pdf? token _exp=1588086398~acl=%2Fresource%2Fcc%2Ft-t-15804-homemade-digestive-system-awe-and-wonder-science-activity-ver_2.pdf%2A~hmac=dbf46898fae9333ba17005d406035ac460f03c18690208862cbe9b8ca7675a7f /topics/z27kng8 https://www.theschoolrun.com/homework-help/human-digestive-system</p>	<p>As planned Living Things and their Habitats.</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things. 	<p>None</p>
<p style="text-align: center;"><u>Geography</u></p> <p>Summer 1: Home Learning</p> <p>Comparisons of the UK – A UK Tour <i>(Cheshire and Lancashire)</i></p> <p>Task 1, Ask geographical questions task about Lancashire and Cheshire – fact find. Use google maps to find the places in the UK 24/04/20 Reading comprehension – The UK. Task 2, Compare the two counties – what is similar and what is different. 01/05/20 Task 3, Make a video/ PowerPoint/ leaflet to explain the comparative study about Lancashire and Cheshire. 08/05/20</p>	<ul style="list-style-type: none"> • Ask and answer questions about physical and human characteristics of a location. • Use maps, atlases, globes and digital computer mapping to name and locate counties:(Cheshire and Lancashire) • Identify geographical regions by their human and physical characteristics. • Use a range of resources. 	<p>Yr4 Summer 2 Enquiry question: How has the Earth’s Climate changed?</p> <ul style="list-style-type: none"> • Use 8 compass symbols and keys to communicate knowledge of the UK. • Fieldwork – sketch maps and plans.
<p style="text-align: center;"><u>DT</u></p> <p>Home learning Summer 1:</p> <p>DT - Food – Healthy Snack (already covered)</p>	<p>DT - structures- packaging for healthy snack Food: Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe.</p>	<p>Y5 - Food – celebrating culture and seasonality- history link</p>

<p>DT - structures- packaging for healthy snack – change to builds a structure to house a mini-beast/ bughouse – 2 week project set 01/05/20</p> <p>T1 – design, plan and annotate ideas</p> <p>T2 – Build a bug house – upload the image of what they have made</p> <p>T3 - Evaluate</p>	<ul style="list-style-type: none"> • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).Covered <p>Making a package to house the food: This was replaced – build a bughouse structure (Shell structures)</p> <ul style="list-style-type: none"> • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut-outs). • Select appropriate joining techniques. 	
<p style="text-align: center;"><u>Art</u></p> <p><u>Summer 2</u></p> <p>Digital Media art</p> <p>Task 1. What is digital art? Find out what it means.</p> <p>Task 2</p> <ol style="list-style-type: none"> 1. Click onto: https://www.tate.org.uk/kids/games-quizzes/tate-paint 2. Click the arrow in the green circle. 2. Click on 'Inspire me', then choose 'Natural world' 3. Choose a canvas 4. Click on the 'light bulb' icon 5. Choose the 'Inspire me' activity with the caterpillar. 6. Create your own piece of digital artwork, save and upload onto Seesaw.  <p>Task 3:</p>	<p>Create images, video and sound recordings and explain why they were created.</p>	<p>To be investigated!!!</p>

1. Click onto: <https://www.tate.org.uk/kids/games-quizzes/tate-paint>
2. Click the arrow in the green circle.
2. Click on 'Inspire me', then choose 'Natural world'
3. Choose a canvas
4. Click on the 'light bulb' icon
5. Choose the 'Inspire me' activity with the lions on it.



6. Create your own piece of digital artwork, save and upload onto Seesaw.

Task 4:

1. Click onto: <https://www.tate.org.uk/kids/games-quizzes/tate-paint>
2. Click the arrow in the green circle.
2. Click on 'Inspire me', then choose 'Natural world'
3. Choose a canvas
4. Click on the 'light bulb' icon
5. Choose the 'Inspire me' activity with the lions on it.



6. Create your own piece of digital artwork, save and upload onto Seesaw.

Task 5:

Click onto: <https://www.tate.org.uk/kids/games-quizzes/street-art>

<p style="text-align: center;"><u>PSHE</u></p> <p>Summer 1, Home learning: PSHE: T1 – Activities from Seesaw – reading comprehension- outcome - make a poster explaining why it is a good idea to stop smoking. T2 – to understand the laws related to smoking and school rules T3 - respiration and circulation.(science link) Name and describe the main organs linked to respiratory and circulatory systems. (Seesaw activity) T4 – investigation linked to exercise. T5 – How can we lead a healthy lifestyle?</p> <p>In addition, mental health and wellbeing activities – being kind to each other, helping at home, thinking of others, ideas for parents. (on-going)</p>	<p>Smoking</p> <ul style="list-style-type: none"> • To know the school rules regarding smoking • To explore attitudes to smoking • To increase knowledge of the dangers of smoking and its damaging effects on health • To identify reasons for adults and children smoking cigarettes • To introduce the concept of peer pressure • To practice resistance to peer pressure within a safe environment • To understand laws relating to smoking <p>Respiration and Circulation</p> <ul style="list-style-type: none"> • To name and describe the main organs of the respiratory & circulatory systems • Understand that oxygen is vital for life • To understand the effects of exercise on respiration and circulation • To become aware of how our health is affected by lifestyle <p>Feelings and Emotions – link to transition</p> <ul style="list-style-type: none"> • To enable children to begin to recognise emotions and their causes • To develop a vocabulary for expressing emotions 	<p>Summer 2 Feelings and Emotions – link to transition</p> <ul style="list-style-type: none"> • To enable children to begin to recognise emotions and their causes • To develop a vocabulary for expressing emotions <p>Year 5 – Spring 2 PSHE: Drug Awareness</p> <p>Exercise and Diet</p>
<p style="text-align: center;"><u>RE</u></p> <p>Spring 2, Home learning: Easter covered – linked to Easter around the world, other religions. Making sacrifices, Nelson Mandela</p> <p>Summer 1 - RE: Christianity Why are some occasions sacred to a believer? T1 – think of special occasions within the Christian religion. Why are these sacred to the believer? T2 – Investigate the inside of a church – link to special occasions such as marriage, baptism</p>	<p>Why are some occasions sacred to a believer?</p> <p>'What is expected of a person following a religion or belief?'</p>	<p>RE: Y5</p> <p>Sikh- why do people follow sacred books?</p>

Summer 2

RE:

Sikh- why do people follow sacred books?

Beginning Task: Make a small book –

Create title page: Sikhism

'What is expected of a person following a religion or belief?'

Task 2: <https://www.wikihow.com/Make-a-Paper-Book>

<https://www.bbc.co.uk/bitesize/topics/zsjpyrd>

On Bitesize there are 3 learner guides to find out:

Task 3: What is Sikhism?

Task 4: Who was Guru Nanak?

Task 5: What is Vaisakhi?

Use the 13 video clips to answer the three questions.

Task 6: Why do Sikhs follow the 'Guru Granth Sahib'?

Task 7: Read your book about Sikhism using video and upload it onto Seesaw, being sure to show your booklet as you read! Your booklet can contain images and writing in as much or as little detail as you like!

Prior Learning:

Y1 - How do people find out about God?