

Summer in Year 4

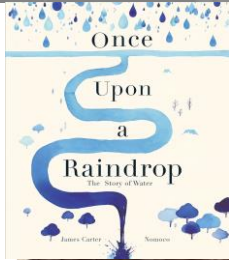
English

In English we are practising our reading skills through the Myth, Romulus and Remus. We will then be moving on to writing our own stories inspired by the picture book Float.

Using the key text Once Upon a Raindrop, pupils will explore the water cycle and write a script.

Finally, they will explore a narrative poem 'The River' by Valerie Bloom.

We are reading...



Maths

We begin summer by revisiting decimals and then move on to money and time. In Summer 2, we then move onto properties of shape and position and direction.

Pupils are expected to know all their times tables up to 12 x 12 by the end of year 4, so this is a big focus this term.

Science

In Summer 1, year 4 will be learning about sound. The children will learn about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. The children will learn about how sounds are made, carrying out demonstrations of vibrations, and completing a sound survey of their school.

In Summer 2, our learning will move to states of matter, providing an opportunity to consolidate previous learning of the water cycle. The children will learn about the differences between solids, liquids and gases, classifying objects and identifying their properties. The children will work scientifically and collaboratively to investigate the weight of a gas. Furthermore, they will have chance to find the ideal temperature to melt chocolate. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.

French

We will be learning the names of the family members En Famille (our family).

Art & DT

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In Art, the children will work with pattern in a mindful way to create artwork which can be applied to many outcomes. The children will complete a sensory drawing by making holes in a page with a sharp pencil and needle. The repetitive nature of the activity will encourage pupils to make decisions as they go to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity and will respond to her work in a class discussion.

In DT, the children will identify the features, benefits and disadvantages of a range of fastening types. They will write a design criterion and design a sleeve that satisfies the criteria. They will then make a template for their book sleeve. And finally, assemble their case using any stitch they are comfortable with.



Geography

We will be answering the question; What are rivers and how are they used?

Pupils will be learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. They will identify water stores and processes in the water cycle, describe the three courses of a river, name the physical features of a river, name some major rivers and their location, describe different ways a river is used, list some of the problems around rivers, describe human and physical features around a river, identify the location of a river on an OS map and make suggestions on how a river environment could be improved.

History

We will be answering the question; Were the Vikings raiders, traders or settlers?

The children will be investigating whether the Vikings were raiders, traders or settlers, making boats to see if the Vikings were engineers and exploring causes and consequences. Making deductions from sources, identifying the author's viewpoint and explaining how this impacts the accuracy of the source. Identify the different reasons for migration to Britain, sequence events according to their significance for groups of people, explain where the Vikings came from and why they came to Britain, find evidence within a source to support their reasoning, describe the parts of a longboat, design and creating a longboat, describe what the Vikings traded, identify Viking trading routes and identify important events in the Anglo-Saxon and Viking struggle for Britain.

Music

In summer 1, year 4 will be exploring animation. We will learn about the history of animation and different types. Year 4 will have the opportunity to create a range of animations throughout the unit. We will finish the year with our final unit, 'using and applying'. This is a project-based approach whereby the children can take any element of their learning throughout the year alongside developing key skills.

PE

In PE, we will be starting with striking and fielding through the game of cricket. They will then move onto football and athletics.

PSHCE

Our PSHCE lessons for the remainder of the year, are to explore three different themes; creating and maintain healthy relationships, discrimination and economic awareness.

Computing

In summer 1, year 4 will be exploring animation. We will learn about the history of animation and different types. Year 4 will have the opportunity to create a range of animations throughout the unit. We will finish the year with our final unit, 'using and applying'. This is a project-based approach whereby the children can take any element of their learning throughout the year alongside developing key skills.

RE

RE will begin with exploring the question; How and why do people try to make the world a better place? They will then focus on exploring; Why do some people think life is like a journey? How and why do people mark the significant events of life?