



Curriculum Planner

Term: Summer 2 2021

Year: 4

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Peace	All British Values

Dream big Vocabulary and language enrichment Reading for enjoyment Our local community Global learning	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> Vocabulary focus linked to: Science: States of Matter RE: Islam Geography: Rivers, Mountains and the Water Cycle Class read: When the Mountains Roared by Jess Butterworth Young Leader's Award: Litter picking, writing letters to the elderly and random acts of kindness Global learning: First News comprehension activities and reading the articles/newspapers Language of the moment Class reader book linked to diversity 	<ul style="list-style-type: none"> Peace - Collective worship focus. Class collective worship book. Class reflection area. Visits to the Peace Garden. Cultural capital Litter picking in the community Geography: Identifying the dangers and consequences of pollution in local river Young Leaders' Award: Community Project with a focus on the local environment 	<ul style="list-style-type: none"> PSHE/RSE – Health and Wellbeing and Living in the Wider World Cultural capital Golden Mile and Get Active daily Handwashing and social distancing Cool down station and activities in the classroom Thoughts and feelings box in the classroom

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p data-bbox="210 240 680 272">Explanation Texts: The Water Cycle</p> <ul data-bbox="114 316 770 826" style="list-style-type: none"> • Anchor Text: A Drop in the Ocean: The Story of Water by Jacqui Bailey • Extend the range of sentences with more than one clause, by using a wider range of conjunctions • Present tense • Third person • Use adverbs, conjunctions and prepositions to express time and clause. • Create a flow chart to explain how something works • Use notes to write an explanation in an impersonal style <p data-bbox="322 869 568 901">Adventure Stories</p> <ul data-bbox="114 944 732 1216" style="list-style-type: none"> • Extend a range of sentences with more than one clause, by using a wider range of conjunctions • Use a or an correctly • Use inverted commas for direct speech • Extend sentences using fronted adverbials • Organise paragraphs around a theme 	<p data-bbox="808 240 927 272">Statistics</p> <ul data-bbox="808 284 1406 395" style="list-style-type: none"> • Interpret charts • Comparison, sum and difference problems • Line graphs <p data-bbox="808 443 1167 475">Multiplication and Division</p> <ul data-bbox="808 486 1444 638" style="list-style-type: none"> • Factor pairs • Multiply up to 3-digits by 1 digit • Divide 2-digit by 1-digit, including remainders • Problem solving <p data-bbox="808 686 1039 718">Geometry: Shape</p> <ul data-bbox="808 729 1411 920" style="list-style-type: none"> • Turns and angles • Identify, compare and order angles • Triangles and quadrilaterals • Horizontal and vertical • Lines of symmetry and symmetrical figures <p data-bbox="808 968 1249 1000">Geometry: Position and Direction</p> <ul data-bbox="808 1011 1236 1123" style="list-style-type: none"> • Describe position • Draw and move on a grid • Describe movement on a grid <p data-bbox="808 1171 1433 1203"><i>Consolidation of Year 4 skills previously taught.</i></p>	<ul data-bbox="1505 240 2078 710" style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p data-bbox="1655 758 1951 790"><u>Working scientifically:</u></p> <ul data-bbox="1505 837 2096 1461" style="list-style-type: none"> • Grouping and classifying a variety of different materials • Exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). • Researching the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. • Observing and recording evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigating the effect of temperature on washing

<p style="text-align: center;"><u>Religious Education</u></p> <p style="text-align: center;">Islam: How do people express their religion and beliefs?</p> <ul style="list-style-type: none"> • The role of the mosque within the community • The significance of Sawm for Muslims • The importance of Hajj to Muslims • The symbolic actions involved in Wudu and Salat • Family and community preparation for Eid 	<p style="text-align: center;"><u>Geography</u></p> <p style="text-align: center;">Rivers, Mountains and the Water Cycle</p> <p>Human and physical geography:</p> <ul style="list-style-type: none"> • Describe and understand key aspects of rivers, mountains and the water cycle <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none"> • Use fieldwork to observe, record, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">4M: Athletics (Synergy Coach)</p> <ul style="list-style-type: none"> • Investigate ways of performing running, jumping and throwing activities. • Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws. • Compete against self and others developing simple technique • Work collaboratively and individually to help improve self and others. <p style="text-align: center;">4C: Tennis (Synergy Coach)</p> <ul style="list-style-type: none"> • Explore different shots (forehand, backhand) • Work to return the serve • Positions in gameplay • Play competitively against others • Work hard to challenge self to improve the consistency of shots • Implement basic tactics
<p style="text-align: center;"><u>Art</u></p> <p style="text-align: center;">Photography/Painting Poster /Album Cover</p> <ul style="list-style-type: none"> • Know about photography composition, cropping and printing • Match colours with increasing accuracy • Plan and create different effects and textures • Combine two media for effect 	<p style="text-align: center;"><u>Music</u> <u>Charanga:</u></p> <p style="text-align: center;">Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> • Listen to and appraise classical music • Continue to embed the foundations of the interrelated dimensions of music • Improvisations using voices and instruments 	<p style="text-align: center;"><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> • Exploring all of the British Values • Keeping our bodies healthy from birth to present RSE: What does a baby need to keep it happy and healthy? • Celebrating differences and diversity RSE: What should I do if my friends or family don't see things the way I do?

<ul style="list-style-type: none"> • Work collaboratively • Compare ideas and methods with others • Focus Artist: Aliza Razell 	<ul style="list-style-type: none"> • Continue to develop composition skills • Develop a context for the 'History of Music' and the 'Language of Music' • Consolidation of learning within Year 4. 	<ul style="list-style-type: none"> • Discussing equality, stereotyping and prejudice • Developing and practising personal coping strategies • Reflection and transition
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p style="text-align: center;">Hardware Investigators</p> <ul style="list-style-type: none"> • Understand the different parts that make up a computer • Recall the different parts that make up a computer <p style="text-align: center;">Making Music</p> <ul style="list-style-type: none"> • Identify and discuss the main elements of music • Understand and experiment with rhythm and tempo • Create a melodic phrase • Electronically compose a piece of music 	<p style="text-align: center;"><u>SMSC</u></p> <p><u>Spiritual development</u> Using Collective Worship to explore peace Actively engaging in a Hinduism workshop Developing coping strategies for when we are feeling worried or anxious. Personal reflection of this year's successes and development</p> <p><u>Moral development</u> Young Leaders' Award: Acting on our moral responsibility to our local community Exploring the aspects of morality within the Islamic faith</p> <p><u>Social development</u> Sports Day: Positively contributing within a team PSHE: Recognising the impact of stereotyping and the role that we have as individual members of society Young Leaders' Award: Working with peers to make a positive change.</p> <p><u>Cultural development</u> Geography: Understanding the importance of protecting our local environment (pollution in rivers) PSHE: Respecting our own culture and that of others. Actively engaging in a Hinduism workshop.</p>	<p style="text-align: center;"><u>Language of the Moment/ French</u></p> <ul style="list-style-type: none"> • Items of Clothing • Consolidation of Year 4 learning: <ul style="list-style-type: none"> - Parts of the Body - Members of the Family - Initiating a conversation

<p><u>Parental engagement:</u> Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading. Photographs will be put on the school website and Facebook to keep parents informed about their children’s learning. Invite parents to participate in local geographic enquiry (pollution in rivers)</p>	<p><u>Visits and visitors:</u> Hinduism Workshop (Spaced Learning) – Friday 18th June Local Geographic Enquiry: Exploring pollution in rivers – Tuesday 29th June Young Leaders Project: Litter Picking – Friday 16th July</p>
<p><u>Cultural Capital:</u> Daily Class reader and books linked to diversity. Cool down station/reflection area within the classroom. Golden mile and healthy school meals. Peace Garden available for reflection time at playtimes. Valuing the diverse culture and languages that the children bring to Year, including language of the month.</p>	<p><u>Global Learning:</u> First News comprehension activities and reading the articles/newspapers. Language of the month during registration. Reading a range of books linked to different global themes Class reader book linked to diversity: India</p>
<p><u>Caring for the environment and each other:</u> Recycling paper in the classroom Young Leaders’ Project: Litter picking in the community Geography: Understanding the importance of protecting our local environment (pollution in rivers) Hand washing regularly and ensuring children know how to keep themselves safe physically and mentally</p>	