Year 4D Summer 2024

English

Reading

Checking that the book makes sense to them discussing their understanding and exploring the meaning of words in context.

Asking questions to improve their understanding.

Predicting what might happen from details stated and implied.

Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.

Provide reasoned justifications for their views.

Read books that are structured in different ways.

Reading for a range of purposes.

Discuss words and phrases that capture the reader's interest and imagination.

Identify how language contributes to meaning.

Discuss and evaluate how authors use language including figurative language and consider the impact on the reader.

Phonics/Spelling

Following Superhero Spelling scheme.

Spellings with a variety of suffixes.

Distinguish between homophones and other words which are often confused.

Use dictionaries to check the spelling and meaning of words.

Grammar/Punctuation

Use expanded noun phrases to describe a setting.

Use commas to clarify meaning.

Use devices to build cohesion within and across paragraphs.

Extend sentences with more than one clause by using a wide range of conjunctions e.g. when, if, because, although

Writing

Identify the audience and purpose for a piece of writing and consider this carefully when selecting the language and structures to use.

Note and develop initial ideas drawing on reading and research where necessary.

Develop and clarify ideas through talk, noting key events and vocabulary on a written plan.

Plan writing by drawing on a writing model.

Consider how authors have developed characters and settings.

Mathematics

Decimals:

-Tenths and hundredths as fractions and decimals and on a number line

-Divide a 1- or 2-digit number by 10 and 100

-Compare, order and round decimals

-Pounds and pence, estimate and order money

-Four operations

Time:

-Hours, minutes seconds

-Years, months, weeks & days

-12-hour clock (analogue to digital)

-24-hour clock (analogue to digital)

Statistics:

-Line graphs

Shape:

-Identify, compare and order angles

-Triangles and quadrilaterals

-Lines of symmetry and symmetric figures

Position & direction:

-Describe position, move on a grid and describe movement

*Continually revise all multiplication and division facts (up to 12 times tables)

Religion

-**Transformation** – How can energy transform? (Pentecost)

-**Freedom & Responsibility** – How do rules bring freedom? (Reconciliation)

-**Stewardship** – Can I be a steward of creation?

Reference to scripture throughout.

Science	Geography	History	Design Technology	Art
Living things and their habitats: **-**Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. -Describe the life process of reproduction in some plants and animals. **Animals including humans:** **-**Describe the changes as humans develop to old age.	Linked to history: -Identify major cities in the UK -Name and locate counties in the UK -Use place name endings to identify Anglo-Saxon and Viking towns and cities in the UK	**Anglo-Saxons & Vikings** Who got what in the struggle for England? -Describe what happened to Britain after the Romans left -Find out what life was like in an Anglo-Saxon village -Use historical evidence to draw conclusions about the Sutton Hoo burial. -Describe why the Vikings raided Britain. -Understand how Anglo-Saxons influenced Britain. -Explain the similarities and differences between the Anglo-Saxons and Vikings.	In D&T, we will be designing, creating and evaluating our own **mini greenhouses.** We will study **seasonal foods.**	**Painting & mixed media** – portraits: -Poem portrait -Developing drawings -Self-portraits -Changing faces -Mixed-media portraits

Computing	Spanish	Physical Education	Music	RHE
We are musicians: Can I create my own morning radio jingle? The pupils will be using the software programmes 'Isle of Tune' and 'Chrome Music Lab' to create their own musical compositions. **We are co-authors:** Can we create a class Wikipedia page?	Verb: Quiero comer/beber/dormir Questions and answers eg ¿Que quieres hacer? Quiero comer	-OAA (outdoor adventures activities) -Cricket -Athletics -Rounders	**Words, Meaning and Expression:** Staff Notation revised. (Treble Clef) Compose: using the Pentatonic Scale (Using the Stave) Listening: 80's Synth/Pop: Smalltown Boy (Bronski Beat) Nigeria- Drumming: Jin-Go-La-Ba (Drums of Passion) (Babatunde Olatunji) **Identifying Important Musical Elements:** Working in pairs, compose a short piece in Ternary Form (A,B,A) Listening: South Africa – Choral: Inkanyezi Nezazi (Ladysmith Black Mambazo)	**Created to Live in Community -** Living in the Wider World: -Reaching out -The world of work -Money and me