

<p>Class: Year 4 - Nuthatches</p>	<p>Lady Katherine Leveson CE Primary School </p>	<p>Term: Spring</p>
<p style="text-align: center;"><u>Mathematics</u></p> <p><u>Decimals</u> Round decimals with one decimal place to the nearest whole number Compare numbers with the same number of decimal places up to two decimal places Solve simple measure and money problems involving fractions and decimals to two decimal places</p> <p><u>Money</u> Estimate, compare and calculate different measures, including money in pounds and pence</p> <p><u>Time</u> Read, write and convert time between analogue and digital 12- and 24-hour clocks Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><u>Statistics</u> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><u>Geometry – Shape</u> Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes Identify acute and obtuse angles and compare and order angles up to two right angles by size Identify lines of symmetry in 2-D shapes presented in different orientations Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><u>Geometry – Position and Direction</u> Describe positions on a 2-D grid as coordinates in the first quadrant Describe movements between positions as translations of a given unit to the left/right and up/down Plot specified points and draw sides to complete a given polygon.</p>	<p style="text-align: center;"><u>English</u></p> <p><u>Summer 1 – Myths</u> To become familiar with a wide range of myths To recognise common structural elements and language of myths To appreciate diverse cultures and traditions through myths To read myths to increase knowledge of world cultures and traditions To respond to questions about the myth genre to show inferential understanding To explore grammar word classes in context To use web tools to access information, publish and illustrate myths To use punctuation correctly when writing a conversation between characters To achieve an understanding of how the author uses a characters’ traits in the story for cause and effect To write own versions of myths or alternative stories</p> <p><u>Summer 2 – Historical Fiction</u> To build setting, historical period and character from detail when reading. To deduce characters’ behaviours from their actions. To become familiar with a wider range of narrative techniques. To emulate these narrative techniques in own writing. To appreciate the research needed to write a historical novel. To write for a variety of purposes using paragraphing and narrative techniques. To undertake research about the historical period to broaden knowledge and understanding of the time and place.</p>	<p style="text-align: center;"><u>Science</u></p> <p><u>Summer 1 – Classification</u> Name some common British plants and animals Know that some animals have a backbone and others do not Know that some plants have flowers and some do not Recognise that living things can be grouped in a variety of ways (plants: trees, grasses, flowers, ferns and mosses, vertebrates: fish, amphibians, reptiles, birds, and mammals. Invertebrates: snails and slugs, worms, spiders, and insects) 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. Classify vertebrates beyond basic classes</p> <p><u>Summer 2 – Respecting our Environment</u> Know that humans can have an effect on the environment Use everyday terms to describe simple features living things or events they observe Present evidence they have collected in simple terms Communicate simple features or components of living things or events they have observed in appropriate forms Make simple statements about what they see. Identify where humans have had an impact on an environment Identify ways that humans can damage an environment Identify ways in which humans can protect and improve environments Present their ideas and evidence in appropriate ways Use simple scientific vocabulary to describe their ideas and observations Draw simple conclusions about what they see Describe examples of the impact of humans on their environment Discuss some moral and social aspects of the impact of humans on their environment Use scientific forms of language when communicating simple scientific ideas, processes or phenomena Make convincing conclusions based on evidence</p> <p style="text-align: center;"><u>Trips and Visitors</u></p> <p>Professor McGinty will be visiting us to enlighten our topic of Ancient Greece. Children are given the opportunity to develop outdoor learning with access to the forest during forest school sessions. Learning will be linked to the Humanities topic of Ancient Greece.</p>

<u>History and Geography</u>	<u>PSHE: Jigsaw</u>	<u>Religious Education</u>	<u>Physical Education</u>
<p><u>History - Summer 1</u></p> <p>Study of Ancient Greece involving coverage of the following curriculum objectives:</p> <p>Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives.</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terminology.</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p><u>Geography – Summer 2</u></p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> ♣ locate the world’s countries, using maps to focus on Europe – Locate Greece on a map and compare its Ancient and Modern day coverage. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones and mountains of Ancient Greece ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied comparing Modern day and Ancient Greece. 	<p><u>Summer 1 – Relationships</u></p> <p>Children will be able to identify the web of relationships that I am involved in, including those close to me and those distant.</p> <p>Children will be able to identify someone that they love and explain the reasons for this.</p> <p>Look at memories and explore a relationship that is no longer as prominent as it was.</p> <p>Explore whether animals should be treated with the same treatment as humans through exploration of animal rights issues, linking this to feelings about ‘special pets’.</p> <p>Know how to show love and appreciation to those that I love and those that care for me.</p> <p><u>Summer 2 – Changing me</u></p> <p>Explore our characteristics and how they are inherited from our parents due to the joining of the egg and the sperm. Identify the parts of the body that are necessary for making a baby, describing the menstruation process and its link to the natural changes that occur in a girl’s body. Understand the circle of change works and apply it to changes that we want to occur in our own lives.</p> <p>Explore that some changes can be out of our control and how we can accept this.</p> <p>Explore what we want to do and achieve in year 5.</p>	<p><u>Summer 1 – Pentecost</u></p> <p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Make simple links between the description of the Day of Pentecost in Act 2, the Holy Spirit, and the Kingdom of God, and how Christians live their whole lives and in their church and communities.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p> <p><u>Summer 2 – Dharma</u></p> <p>Explore, research and define what Dharma is within the Hindu faith and how each individual can have their own personal dharma, but that these may differ according to job roles or further actions.</p> <p>Look at the role of dharma in the Bhagavad Gita.</p> <p>Explore how dharma is represented and how this affected the actions that took place.</p> <p>Research the Bhakti movements and how these reflect the Hindu ways of dharma.</p> <p>Plan and write our own stories based on the Hindu nature of dharma and the relevant emotions and actions that we may relate to this.</p>	<p>Year 4 will be a part of the Chance to Shine programme which involves us being trained by Cricket coaches from Warwickshire Cricket Board and entered into a competition that takes place at a Cricket Festival at Berkswell Cricket Club later on in the summer term.</p> <p>Lessons will take place weekly and develop our skill and love for the cricket game. They will include all skills associated with batting, bowling and fielding.</p> <p>As part of our Humanities project on the Ancient Greeks, we will also be looking at the Olympics and sports associated with the famous games. We will look at skills associated with running activities, jumps and throwing activities with a linking to those shown in the Olympics in Ancient and Modern times.</p>

<p style="text-align: center;"><u>Computing</u></p> <p><u>Summer 1</u> Pupils are taught that information on some websites may not be reliable and that careful evaluation and verification is needed to ensure information accuracy. They know what plagiarism is and that other people’s work should not be copied without crediting the source. They learn the importance of using technology safely, respectfully and responsibly as misuse can lead to problems with health and well-being. They learn about how emails are sent across the internet.</p> <p><u>Summer 2</u> Pupils use and create branching databases as a way to classify groups of objects by selecting and combining a variety of software (including internet services). They demonstrate their knowledge of copyright. They design and create online surveys and questionnaires to collect data and information for analysing, evaluating and presenting. They use technology safely, respectfully and responsibly.</p>	<p style="text-align: center;"><u>French</u></p> <p><u>Summer 1</u> In this 'Holidays and Hobbies' unit your class will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies. They will learn key phrases connected to the themes. All children should be able to: <ul style="list-style-type: none"> • listen and respond to topic vocabulary; • answer questions orally using the topic vocabulary; • write an answer in a sentence using the topic vocabulary; • present ideas and information orally to a range of audiences. </p> <p style="text-align: center;"><u>Music</u></p> <p>A continued focus on the development of our playing of Brass instruments with Solihull Music Services.</p>	<p style="text-align: center;"><u>Art</u></p> <p>Exploration of Greek Vases and the patterns that they use to decorate them. Including research into how the vases are made and the patterns and stimulus used for the decoration of the vases. Deploy a range of techniques into how we can decorate the pots including scratch art, paints and pastels. Ultimately, creating designing and making a 2D Greek scratch art vase.</p>	<p style="text-align: center;"><u>Design and Technology</u></p> <p><u>Summer 2 – Light it up!</u></p> <ul style="list-style-type: none"> • Explore a range of lights and how they work. • Investigating circuits and how they can be used to make a lamp work. • Investigate the use of switches to work a light bulb. • Design a light with a particular purpose. • Make a product with a purpose • Evaluate a finished product
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