

Aim high, believe; Fly high, achieve.

Term: Summer

Year group: 4

**Main theme for learning:** Why are jungles so wet and deserts so dry? / How did Blandford change in the Victorian period?

English	Maths	Science	Computing	RE
<ul style="list-style-type: none"> <li>- Compose and rehearse sentences orally.</li> <li>- Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>- Plan, write, edit and improve.</li> <li>- Organise paragraphs around a theme</li> <li>- Sequence paragraphs.</li> <li>- Use a mixture of simple, compound and complex sentences.</li> <li>- Using fronted adverbials.</li> <li>- Using commas after fronted adverbials.</li> <li>- Using apostrophes to mark singular and plural possession.</li> <li>- Use Standard English forms for verb inflections.</li> <li>- Use and understand grammatical terminology when discussing writing and reading.</li> <li>- Place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals.</li> <li>- Spell correctly often misspelt words.</li> <li>- Indicate grammatical and other features</li> <li>- Join letters, deciding which letters are best left un-joined.</li> <li>- Make handwriting legible by ensuring down strokes of letters are parallel and letters are spaced appropriately.</li> <li>- Read aloud writing to a group or whole class, using appropriate intonation.</li> <li>- Develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books.</li> <li>• discussing words and phrases that capture the reader's interest and imagination.</li> </ul> </li> <li>- Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• asking questions to improve their understanding of a text.</li> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul> </li> </ul>	<p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10</li> <li>- recognise and write decimal equivalents of any number of tenths or hundreds</li> <li>- recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>- solve simple measure and money problems involving fractions and decimals to 2 decimal places</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>- estimate, compare and calculate different measures, including money in pounds and pence</li> <li>- read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</li> </ul>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><u>How can data be collected, recorded and used?</u></p> <ul style="list-style-type: none"> <li>- explain that data gathered over time can be used to answer questions</li> <li>- choose a data set to answer a given question</li> <li>- suggest questions that can be answered using a given data set</li> <li>- identify data that can be gathered over time</li> <li>- use a digital device to collect data automatically</li> <li>- explain what data can be collected using sensors</li> <li>- use data from a sensor to answer a given question</li> <li>- identify that data from sensors can be recorded</li> <li>- explain that a data logger collects 'data points' from sensors over time</li> <li>- recognise that a data logger collects data at given points</li> <li>- identify the intervals used to collect data</li> <li>- talk about the data that I have captured</li> <li>- recognise how a computer can help us analyse data</li> <li>- view data at different levels of detail</li> <li>- sort data to find information</li> <li>- explain that there are different ways to view data</li> <li>- identify the data needed to answer questions</li> <li>- propose a question that can be answered using logged data</li> <li>- plan how to collect data using a data logger</li> <li>- use a data logger to collect data</li> <li>- use data from sensors to answer questions</li> </ul>	<p><b>Kingdom of God</b></p> <p>When Jesus left, what was the impact of Pentecost?</p> <p>Describe the events of the day of Pentecost.</p> <p>Identify symbols used for the Holy Spirit</p> <p><b>World Religion</b></p> <p><u>How important is it for Jewish people to do what God asked them to?</u></p> <p>Understand Jewish food laws and which foods Jews can and cannot eat.</p> <p>Knowledge and understanding of the Seder Meal.</p> <p>How Jews show respect for God.</p> <p>Begin to identify how it would feel to keep Kashrut.</p> <p>Describing how and why Jews try to do as God asks and explaining why they feel it is so important to</p>

<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied</li> </ul> <ul style="list-style-type: none"> <li>- Retrieve and record information from non-fiction.</li> <li>- Participate in discussion about both books that are read to them and those they can read for themselves, taking turn and listening to what others say.</li> <li>- Use specific vocabulary, and ideas expressed in the text, to support own responses</li> <li>- Infer underlying themes and ideas</li> <li>- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear</li> <li>- Make links between texts and to the wider world</li> </ul>	<p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>- identify acute and obtuse angles and compare and order angles up to 2 right angles by size</li> <li>- identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>- complete a simple symmetric figure with respect to a specific line of symmetry</li> <li>- describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>- describe movements between positions as translations of a given unit to the left/right and up/down</li> <li>- plot specified points and draw sides to complete a given polygon</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul>		<ul style="list-style-type: none"> <li>- interpret data that has been collected using a data logger</li> <li>- draw conclusions from the data that I have collected</li> <li>- explain the benefits of using a data logger</li> </ul> <p><b><u>How do we use loops to create repetition in games?</u></b></p> <ul style="list-style-type: none"> <li>- List an everyday task as a set of instructions including repetition</li> <li>- Predict the outcome of a snippet of code</li> <li>- Modify a snippet of code to create a given outcome</li> <li>- Modify loops to produce a given outcome</li> <li>- Choose when to use a count-controlled and an infinite loop</li> <li>- Recognise that some programming languages enable more than one process to be run at once</li> <li>- Evaluate the effectiveness of the repeated sequences used in my program.</li> <li>- Identify which parts of a loop can be changed</li> <li>- Explain the effect of my changes</li> <li>- Re-use existing code snippets on new sprites</li> <li>- Evaluate the use of repetition in a project</li> <li>- Select key parts of a given project to use in my own design</li> <li>- Develop my own design explaining what my project will do</li> <li>- Refine the algorithm in my design</li> <li>- Build a program that follows my design</li> <li>- Evaluate the steps I followed when building my project</li> </ul>	<p>do so.</p> <p>Which ways may be more or less important for Jews; to show they respect God.</p>
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History/Geography	Art	Design Technology	Music	PE	PSHE
<p><u>Why are jungles so wet and deserts so dry?</u></p> <ul style="list-style-type: none"> <li>● <b>Observe, describe and explain</b> in basic terms the pattern of climate in the United Kingdom;</li> <li>● <b>Identify, describe and begin to offer reasons</b> for the distribution of different types of climate around the world;</li> <li>● <b>Compare and contrast</b> the temperature and rainfall data in different climate graphs to <b>reach conclusions</b> about the climate in different locations in the world;</li> <li>● <b>Construct</b> a climate graph from temperature and rainfall data for their home location and <b>compare and contrast</b> this with climate graphs of other locations to reach <b>conclusions</b> and <b>make judgements</b>;</li> <li>● <b>Understand</b> how climate affects both the landscape of different biomes and the plants and animals that can live there;</li> <li>● <b>Observe, describe and explain</b> why areas of tropical rainforest such as the Amazon Basin have so much convectional rainfall;</li> <li>● <b>Describe</b> the natural environment of the</li> </ul>	<p><u>Working in 3 dimensions/ Collaboration and community</u></p> <ul style="list-style-type: none"> <li>● to create sketch books to record their observations and use them to review and revisit ideas</li> <li>● to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</li> <li>● to know about great artists, architects and designers in history.</li> </ul>	<p><b>Making</b></p> <ul style="list-style-type: none"> <li>• Order the main stages of making.</li> <li>• Select from and use tools and equipment to cut, shape, join and finish with some accuracy.</li> <li>• Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities.</li> </ul> <p><b>Evaluating</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing battery-powered products.</li> <li>• Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</li> </ul> <p><b>Technical knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>• Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers.</li> <li>• Apply their understanding of computing to program and control their products.</li> <li>• Know and use technical vocabulary relevant to the project.</li> </ul>	<p><b>Expression and improvisation</b></p> <ul style="list-style-type: none"> <li>• To listen to and appraise different styles of music, using the 7 inter-related dimensions</li> <li>• To improvise to known songs, using a developing sense of rhythm, beat, pitch and dynamics</li> <li>• To compose, using their growing knowledge of note names, values and placing on a stave</li> <li>• to play a range of instruments, both tuned and untuned, to accompany known songs</li> <li>• To perform as part of groups and ensembles of varying size</li> <li>• To listen to music from different periods of history and be able to name composers and singers from different eras</li> </ul>	<p><b>Kwik Cricket</b></p> <p>Roll the ball with one hand and stop the ball from different directions using barrier method</p> <p>Bowl at a wicket underarm/ overarm with accuracy and control</p> <p>Throw and catch under pressure in modified games</p> <p>Hit a drop fed ball and/or moving ball with a bat</p> <p>Play a game communicating as a team</p> <p>Play adapted games, thinking about tactics when striking and fielding</p> <p><b>Tennis</b></p> <p>Move with balance and control to</p>	<p><b>Being my best</b></p> <ul style="list-style-type: none"> <li>• Identify ways in which everyone is unique</li> <li>• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently.</li> <li>• Understand the ways in which they can contribute to the care of the environment</li> <li>• Suggest ways in which different people support the school community;</li> </ul> <p><b>Growing and changing</b></p> <ul style="list-style-type: none"> <li>• Describe some of the changes that happen to people during their lives;</li> <li>• Explain how the Learning Line can be used as a tool to help them manage change more easily;</li> <li>• Suggest people who may be able to help them deal with change.</li> <li>• Identify parts of the body that males and females have in common and those that are different;</li> <li>• Know the correct terminology for their genitalia;</li> <li>• Understand and explain why puberty happens.</li> <li>• Know the key facts of the menstrual cycle;</li> <li>• Understand that periods are a normal part of puberty for girls;</li> <li>• Identify some of the ways to cope better with periods</li> <li>• Recognise how different surprises and secrets might make them feel</li> <li>• Understand that marriage is a commitment to be entered into freely and not against someone's</li> </ul>

<p>Atacama Desert and <b>explain</b> why the city of Arica is the driest inhabited place in the world;</p> <ul style="list-style-type: none"> <li>• <b>Identify, locate; describe</b> and <b>explain</b> how plants and animals are adapted to the climate of either the coniferous forest or savanna biome.</li> </ul> <p><u>How did Blandford change in the Victorian period?</u></p> <ul style="list-style-type: none"> <li>• Know when the industrial revolution took place and locate this on a timeline.</li> <li>• Know what the industrial revolution was and some key changes that occurred (transport, factories, mining and farming).</li> <li>• Locate the industrial revolution in the Victorian era and place this chronologically on a timeline.</li> <li>• Identify some changes that took place in Blandford, as a result of the industrial revolution (transport, housing, population and shops).</li> <li>• Identify some things that remained the same in Blandford and some things we can still see today.</li> <li>• Identify and locate physical evidence in our</li> </ul>				<p>catch a ball</p> <p>Hit a ball into a target from a variety of distances/ angles with no bounce</p> <p>Hit/bounce ball on a racket when moving</p> <p>Hit the ball in forehand/ backhand position with drop feed</p> <p>Play a game and communicating as a team</p> <p>Play adapted games and thinking of tactics</p> <p><b>Athletics</b></p> <p>Perform 'FAST' technique confidently when sprinting</p> <p>Throw a javelin/vortex with height and distance</p> <p>Perform a hop, step and jump (standing triple jump)</p>	<p>will;</p> <ul style="list-style-type: none"> <li>• Recognise that marriage includes same sex and opposite sex</li> <li>• Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</li> </ul> <p><b>French</b> <b>Niveau blanc Module 5 and 6</b></p> <p>-ask questions using <i>Où est...?</i></p> <p>- understand which form of the definite article to use with nouns, e.g. <i>le furet, la coccinelle, l'araignée</i></p> <p>- learn about the subject pronouns <i>il</i> and <i>elle</i></p> <p>- talk about favourite animals</p> <p>- revise all 4 forms of the definite article; <i>le, la, l', les</i></p> <p>- learn about subject pronouns in the plural - <i>ils</i> and <i>elles</i></p> <p>- learn a plural verb form - <i>sont</i></p> <p>- talk about likes and dislikes using <i>j'aime</i> and <i>je n'aime pas...</i></p> <p>- be understand the function of the negative adverb <i>ne...pas</i></p> <p>- learn the plural indefinite article - <i>des</i> - and know that it can not be omitted in French</p> <p>- participate in conversations about which animals I like</p> <p>- ask and answer questions about how many things there are</p> <p>- use a numeral as a determiner</p> <p>- be introduced to the concept of elision in spoken language</p> <p>- understand how elision affects the spelling of words (use of the apostrophe to replace missing letters)</p> <p>- learn how to use the adverbial pronoun <i>en</i></p> <p>- practise talking about Paris, using a growing bank of words.</p> <p>- say whether I live in a house or a flat</p> <p>- learn some nouns that can be found in</p>
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<p>town of some of the changes that occurred during the Victorian era.</p> <ul style="list-style-type: none"> <li>• Explain how Blandford changed during the Victorian era and as a result of the industrial revolution.</li> </ul>				<p>Develop running for distance In warm ups, increasing with each lesson</p> <p>Pass a relay baton with control with a partner in adapted games</p> <p>Run and jump over hurdles with some speed and control</p>	<p>the garden</p> <ul style="list-style-type: none"> <li>- learn about possessive adjectives</li> <li>- learn to create another negative statement using the negative adverb <i>ne...pas</i></li> <li>- learn that in a negative statement, the indefinite article (un, une ,des) is replaced by de/d'</li> <li>- practise making compound sentences using the conjunctions <i>ou</i> or <i>et</i></li> <li>- revise and practise questions and answers about the 4 countries of the UK</li> <li>- revise and practise questions and answers about myself and where I live</li> <li>- participate in an activity that helps me to revise my work</li> <li>- develop and practise my skills in reading comprehension</li> <li>- develop and practise my skills in listening comprehension</li> <li>- to write about myself, my home and garden, and where I live</li> <li>- to use a piece of text as a stimulus for creating my own piece of writing</li> </ul>
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