

Year 4	Summer 1	Summer 2
Maths	<p><b>Decimals-</b></p> <ul style="list-style-type: none"> <li>- Step 1- make a whole with tenths</li> <li>- Step 2- make a whole with hundredths</li> <li>- Step 3- partition decimals</li> <li>- Step 4- flexibly partition decimals</li> <li>- Step 5- compare decimals</li> <li>- Step 6- Order decimals</li> <li>- Step 7- Round to the nearest whole number</li> <li>- Step 8- Halves and quarters as decimals</li> </ul> <p><b>Money -</b></p> <ul style="list-style-type: none"> <li>- Step 1- write money using decimals</li> <li>- Step 2- convert between pounds and pence</li> <li>- Step 3- compare amounts of money</li> <li>- Step 4- estimate with money</li> <li>- Step 5- calculate with money</li> <li>- Step 6- solve problems with money</li> </ul> <p><b>Time-</b></p> <ul style="list-style-type: none"> <li>- Step 1- years, months, weeks and days</li> <li>- Step 2- hours, minutes and seconds</li> <li>- Step 3- convert between analogue and digital times</li> <li>- Step 4- Convert to the 24 hour clock</li> <li>- Step 5- Convert from the 24 hour clock</li> </ul>	<p><b>Shape-</b></p> <ul style="list-style-type: none"> <li>- Step 1- use angles as turns</li> <li>- Step 2- identify angles</li> <li>- Step 3- compare and order angles</li> <li>- Step 4- triangles</li> <li>- Step 5 - quadrilaterals</li> <li>- Step 6- polygons</li> <li>- Step 7 - lines of symmetry</li> <li>- Step 8 - complete a symmetric figure</li> </ul> <p><b>Statistics-</b></p> <ul style="list-style-type: none"> <li>- Step 1- interpret charts</li> <li>- Step 2- comparison, sum and difference</li> <li>- Step 3- interpret line graphs</li> <li>- Step 4- draw line graphs</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>- Step 1- describe position using coordinates</li> <li>- Step 2 - plot coordinates</li> <li>- Step 3- draw 2D shapes on a grid</li> <li>- Step 4- translate on a grid</li> <li>- Step 5- describe translation on a grid</li> <li>-</li> </ul>
English	Still I rise: Maya Angelou- Poem	Non fiction- Wizard of Once (Newspaper Report)

	<p>Assessment- To write a poem on strength</p> <p>Skills-</p> <ul style="list-style-type: none"> <li>- Rhyme</li> <li>- Rhetorical questions</li> <li>- Similes</li> <li>- Adverbials</li> <li>- Synonyms</li> </ul> <p>To write a book review based on the boy at the back of the class</p> <p>Skills-</p> <ul style="list-style-type: none"> <li>- Fronted adverbials</li> <li>- Summarising</li> </ul>	<p>Assessment: Write a newspaper report based on key plot in class novel (The Highway Falcon)</p> <p>Skills -</p> <ul style="list-style-type: none"> <li>- Alliterations</li> <li>- Apostrophes for possession</li> <li>- Expanded noun phrase</li> <li>- Similes</li> <li>- Prepositional phrases</li> </ul> <p>Character Description based on Inside the Villain by Clotilde Perrin</p> <p>Skills -</p> <ul style="list-style-type: none"> <li>- Metaphors</li> <li>- Similes</li> <li>- Using senses</li> </ul>
Science	<p><b>Sound-</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating.</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> <li>• Sounds can be made in a variety of ways (pluck, bang, shake, blow) using a variety of things (instruments, everyday materials, body).</li> <li>• Sounds travel away from their source in all directions.</li> <li>• Vibrations may not always be visible to the naked eye.</li> </ul>	<p><b>Sound-</b></p> <ul style="list-style-type: none"> <li>• Identify how sounds are made, associating some of them with something vibrating.</li> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and features of the object that produced it.</li> <li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>• Recognise that sounds get fainter as the distance from the sound source increases.</li> <li>• Sounds can be made in a variety of ways (pluck, bang, shake, blow) using a variety of things (instruments, everyday materials, body).</li> <li>• Sounds travel away from their source in all directions.</li> <li>• Vibrations may not always be visible to the naked eye</li> </ul>
Spanish	I don't feel well/ walking	The weather/ ice creams/

	<p>through the jungle</p> <ul style="list-style-type: none"> <li>- I can remember parts of the body and explain why I don't feel well/ what hurts</li> <li>- I can take part in a roleplay dialogue at the doctor's</li> <li>- I can understand and name jungle animals</li> <li>- I can understand adjectives to describe jungle animals in a story</li> <li>- I can write sentences using a noun a verb and adjectives to describe animals</li> <li>- I can write my own jungle explorer's story</li> </ul>	<p>language puzzle</p> <ul style="list-style-type: none"> <li>- I can say different weather statements in Spanish</li> <li>- I can describe the weather in different seasons of the year</li> <li>- I can say simple phrases to give the weather forecast</li> <li>- I can understand and name ice cream flavours</li> <li>- I can talk about ice creams I love, like and dislike</li> <li>- I can apply my language detective skills to learn another language</li> </ul>
<p>Music</p>	<p>Expression and improvisation</p> <p>This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p><b>Musical Spotlight:</b> Expression and Improvisation</p> <p>Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.</p> <p><b>Social Question:</b> How Does Music Shape Our Way of Life?</p>	<p>The show must go on- This Unit of Work consists of clearly sequenced lessons with planning, key learning and outcomes that support the National Curriculum. There is an Assessment Checkpoint and a performance opportunity in Step 6.</p> <p><b>Musical Spotlight:</b> The Show Must Go On!</p> <p>Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to.</p> <p><b>Social Question:</b> How Does Music Connect Us with the Environment?</p>

RE	<p><b>Key Question:</b> What is the best way for a Buddhist to lead a good life?</p> <p><b>Religion:</b> Buddhism</p> <p><b>Learning Objectives:</b> We are learning how Buddha's teachings make a difference to how Buddhists choose to live.</p> <p>I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice.</p> <p>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>	
Computing	<p>Repetition in shapes-</p> <p>You will need to be able to access and demonstrate the version of Logo that you are using. You will also need to be aware of the Logo commands used in this unit. You can find these in the glossary which is part of Lesson 3 of this unit.</p> <p>This unit focuses on repetition, where actions or commands in programming are repeated. The repeating commands can also be</p>	<p><b>Repetition in games-</b> This unit focuses on developing learners' understanding of repetition within the Scratch programming environment. Repetition is where actions or commands in programming are repeated. The repeating commands can also be referred to as a 'loop'. Loops can be repeated indefinitely (known as 'infinite loops'), or for a set number of times (known as 'count-controlled loops').</p>

	<p>placed into a loop. Loops can be repeated indefinitely, or a set number of times – the latter are called ‘count-controlled loops’.</p> <p>Different pedagogies are used in this programming unit. For example, pupils will encounter Parson’s Problems, which are programming puzzles where the pupil is given the correct code, but the commands have been split and mixed up. Pupils will also carry out code tracing, where they will read through the code line by line and say exactly what each command will make happen when it runs.</p> <p>In Lesson 5, pupils will look at decomposition and procedures. They will decompose code snippets, breaking them down to make them easier to plan and work with. They will use these broken down chunks to help recognise patterns in their programming.</p> <p>Pupils will create and call procedures in Logo. Procedures are code snippets that are named and can be reused in their programming. When creating a procedure, the</p>	<p>This unit also develops learners’ understanding of design in programming, using the approach outlined below.</p> <p>When programming, there are four levels which can help describe a project (known as ‘Levels of abstraction’). Research suggests that this structure can support learners in understanding how to create a program and how it works:</p> <ul style="list-style-type: none"> <li>● Task - what is needed</li> <li>● Design - what it should do</li> <li>● Code - how it is done</li> <li>● Running the code - what it does</li> </ul> <p>Spending time at the ‘task’ and ‘design’ levels before engaging in code-writing can aid learners in assessing the ‘do-ability’ of their programs. It also reduces a learner’s cognitive load during programming.</p> <p>Learners will move between the different levels throughout the unit, and this is highlighted within each lesson plan.</p>
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History	<p>Industrial revolution- A local history study Examples (non-statutory):</p> <ul style="list-style-type: none"> <li>• a depth study linked to one of the British areas of study listed above</li> <li>• a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>• a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> </ul> <p>What was the importance of our local area during the Industrial Revolution?</p>	
Geography		<p>UK and Eastern Europe- <u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul> <p><u>Place knowledge</u></p>

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- 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

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied  
Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their

		<p>knowledge of the United Kingdom and the wider world use fieldwork to observe, 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 technologie</p>
<p>Art</p>	<p>Clarice Cliff</p> <ul style="list-style-type: none"> <li>● to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>● to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>● to learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</li> </ul>	
<p>DT</p>		<p>Electrical systems- simple circuits and switches</p> <p>Prior learning</p> <ul style="list-style-type: none"> <li>• Constructed a simple series electrical circuit in science, using bulbs, switches and buzzers.</li> </ul>

		<ul style="list-style-type: none"><li>• Cut and joined a variety of construction materials, such as wood, card, plastic, reclaimed materials and glue.</li></ul> <p>Designing</p> <ul style="list-style-type: none"><li>• Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups.</li><li>• Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams.</li></ul> <p>Making</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>Evaluating</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>Technical knowledge and understanding</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></ul>
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RSE	<p>Keeping myself safe- Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences</p> <ul style="list-style-type: none"> <li>- Danger, risk or hazard?</li> <li>- How dare you!</li> <li>- Keeping ourselves safe</li> <li>- Picture wise</li> <li>- Medicines: check the label</li> <li>- Know the norms</li> <li>-</li> </ul>	<p>Growing and changing Body changes during puberty Managing difficult feelings Relationships including marriage</p> <ol style="list-style-type: none"> <li>1. Moving house</li> <li>2. My feelings are all over the place!</li> <li>3. All change!</li> <li>4. Preparing for changes at puberty (formerly Period positive/preparing for periods)</li> <li>5. Secret or surprise?</li> <li>6. Together</li> </ol>