

YEAR 4 - SUMMER 1



English		Maths	
<p>Fiction: 'Arthur and the Golden Rope' by Joe Todd-Stanton</p> <p>Non-fiction: Journalistic Writing 'First News'</p> <p>Poetry: 'The Lion and the Unicorn' and 'I'm a Gnu'</p>		<p><i>Following the Collin's 'Busyant' scheme of work.</i></p>	
Science	Computing		History
<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Sound</i></p>	<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Introduction to Spread sheets</i></p>		<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Why did the Anglo Saxons surrender to the Viking invaders?</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Setting up simple practical enquiries, comparatives and fair tests. • Taking accurate measurements using a data-logger. • Using results to draw simple conclusions. • Identifying how sounds are made, associating some of them with something vibrating • Recognising that vibrations from sounds travel through a medium to the ear. • Finding patterns between the pitch of a sound and features of the object that produced it. • Finding patterns between the volume of a sound and the strength of the vibrations that produced it. Recognising that sounds get fainter as the distance from the sound source increases. 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Using technology purposefully to create, organise, store, manipulate and retrieve digital content • Selecting, using and combining a variety of software on a range of digital devices to design and create content that accomplish given goals, , including collecting, analysing, evaluating and presenting data and information • Being discerning in evaluating digital content. 		<p>Key Skills:</p> <ul style="list-style-type: none"> • <u>Chronological understanding</u> Putting Anglo-Saxons on a timeline in relation to other important periods in British history. • <u>Using historical enquiry</u> Recognising that the past is represented and interpreted in different ways, and giving reasons for this. • <u>Understanding the diversity of societies</u> Interpreting written and picture sources of how ordinary life was like for people during Anglo-Saxon period.
PSHE	RE		Design and Technology
<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Relationships</i></p>	<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Religious Buildings</i></p>		<p>Key Question/Theme:</p> <p style="text-align: center;"><i>Anglo Saxon Jewellery</i></p>
<p>Key Skills:</p> <ul style="list-style-type: none"> • Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these) • Relationships (including different types and in different settings) • Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and safety (including behaviour and strategies to employ in different settings) 	<p>Key Skills:</p> <ul style="list-style-type: none"> • Referring to religious figures, artefacts and buildings • Explaining the practises and lifestyles involved in belonging to a faith community. • Understanding religious practises and lifestyles. • Identifying the impacts of beliefs and practices on people's lives. 		<p>Key Skills:</p> <ul style="list-style-type: none"> • Understanding and using electrical systems in their products. • Researching and developing design criteria to inform the design of a functional product. • Developing ideas through discussions, diagrams and computer aided designs. • Selecting from a range of materials and equipment according to their functional properties. • Evaluating their ideas against their own design criteria

<ul style="list-style-type: none"> • Diversity and equality (in all its forms) • Rights (including the notion of universal human rights), responsibilities (including fairness and justice) and consent (in different contexts) • A healthy (including physically, emotionally and socially) balanced lifestyle (including within relationships, work-life, exercise and rest, spending and saving and diet) • Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes) 		and consider views of others to improve their work.
Music	French	PE
<u>Key Question/Theme:</u> <i>Music Express Unit</i>	<u>Key Question/Theme:</u> <i>'The Carnival of the Animals' & 'What's the Weather Like?'</i>	<u>Key Question/Theme:</u> <i>PE Skills & Swimming (Specialist Teacher)</i>
<u>Key Skills:</u> <ul style="list-style-type: none"> • Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvising and composing music for a range of purposes using the inter-related dimensions of music • Listening with attention to detail and recall sounds with increasing aural memory • Using and understanding staff and other musical notations • Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Developing an understanding of the history of music. 	<u>Key Skills:</u> <ul style="list-style-type: none"> • Listen attentively to spoken language and show understanding by joining in and responding. • Explore the patterns and sounds of language through songs and rhymes. • Speak in sentences, using familiar vocabulary, phrases and basic language structures. • Appreciate stories, songs, poems and rhymes in French. • Broaden their vocabulary and develop their ability to understand new words. • Describe people, places, things and actions orally and in writing. • Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. • Present ideas and information orally. 	<u>Key Skills:</u> <ul style="list-style-type: none"> • Using running, jumping, throwing and catching in isolation and in combination • Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending • Developing flexibility, strength, technique, control and balance. • Performing dances using a range of movement patterns • Taking part in outdoor and adventurous activity challenges both individually and within a team • Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.