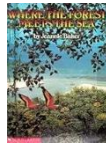


English

Our first book of the Summer 1 term will be 'When the Forest Meets the Sea' by Jeannie Baker. When a young boy visits a tropical rain forest, he pretends it is a long time ago and that extinct and rare animals live in the forest, and aboriginal children play there. But how much longer will the rainforest remain, he wonders? We will focus on building rich and varied vocabulary, accurate use of pronouns, organising paragraphs around a theme, indicating possessive 's' and recognising the grammatical difference between plural and possessive 's'. This book will be used alongside the non-fiction text 'Jungle Explorer'



Our final book in Summer 2 will be 'A Stage full of Shakespeare Stories' by Angela McAllister - Focus text - Julius Caesar

The children will:

- Extend the range of sentences with more than one clause by using a wider range of conjunctions (including: when, if because, although)
- Organise paragraphs around a theme
- Build a varied and rich vocabulary
- Variety of verb forms used correctly and consistently including the progressive and the present perfect forms

In guided reading, we will focus on CLIMB activities to unpick the text using the techniques of analysing, comprehension, inference, vocabulary, sequencing and dictionary work.

Maths

In maths we will be looking at **decimals**, **measures** **Shape and Space**. We will be comparing and classifying geometric shapes, based on their properties and size. We will learn how to identify acute and obtuse angles and order angles by size (up to 190 degrees). We will be able to identify lines of symmetry in 2D shapes, presented in different orientations and complete a simple symmetrical figure with respect to a line of symmetry.



In addition to this we will look at **Statistics**. We will be interpreting data; and presenting it as a bar chart, answer comparison, sum and difference questions about data presented in tables, pictograms and bar charts and interpret and present data in a two-circle Venn diagram.

Consolidation: Finally, to finish the term off we will consolidate the concepts covered throughout the year, in particular, fractions.

Homework



HOMWORK

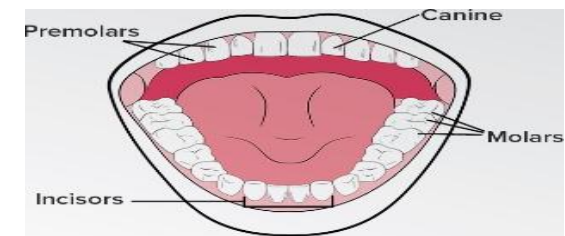
Children will be set homework and spellings on Dojo each Wednesday and any written homework will need to be submitted, via Dojo, by Monday evening at 5:30PM. The spellings for the whole year, which are Year 4 spelling lists, are on the Year 4 class page on the website for you to access. Homework will be a different spelling list each week, and the relevant times tables to learn for their test the following Monday. In addition to this, **ALL** children are expected to complete **THREE** Reading Plus sessions each week. Reading Challenge books will be given out as usual and children will be allocated a time frame to complete the books. Please ensure they are returned on time with a detailed and fully completed book review. If children finish their Reading Challenge book early then they will be given a book banded text from school to read. Please ensure that your child reads for at least 10 minutes a day.

Science

In **Summer 1** we will be looking at 'Living things and their Habitats'. The children will consider that changes to habitats can impact upon living things. They will survey the local habitat for dangers to wildlife and suggest improvements to local environment. The children learn about natural and man-made changes to the environment and the serious dangers that these pose to living things. They will research and report upon endangered species and the habitat changes that have led to their decline. Finally, they will learn about Gerald Durrell and his conservation work in Madagascar.



In **Summer 2** we will look at humans and animals, with a specific focus on '**Digestion and Teeth**'. This will include looking at how to look after our teeth, how they reflect what animals eat, types and functions of teeth, digestive functions and parts and food chains.



We will link this to the **STEM** investigation: **Did the Romans have better teeth than us?**

These activities teach the structure, functions and role that diet has on our teeth and the effects of cleaning our teeth - Children investigate the effect that sugar and different drinks have and test different toothpaste and their effectiveness.

RE

To the Ends of the Earth - in the final branch of the programme we will be looking at the Early Church, Luke (Acts), Mary and Peter.



Who is the rainforest for?
(Summer 1)

How did Ancient Rome influence the world?
(Summer 2)



Year 4
Summer Term

Computing



Unpacking Hardware and Software

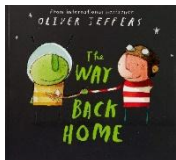
This unit allows children to further their understanding of technology and computer systems in relation to their hardware and software. Children will understand the role of hardware, the role of software and how they interact together to complete tasks.



2BeSafe - Being safe in a digital world - this will be taught like a golden thread throughout the school year in short whole class, interactive, discussion-based sessions.

PSHE

Our final No Outsiders unit looks at how we can overcome language as a barrier, using the Oliver Jeffers story, 'The Way Back Home'.



Summer 1 - Why are Rainforests important to us?



Key areas of focus:

- Describe a biome and give an example.
- State the location and some key features of the Amazon rainforest.
- Name and describe the four layers of tropical rainforests.

Music

In line with the new DFE guidance all music units of work will include reading, and writing music notations, improvising, composing, and singing songs.



Blackbird - All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc).

Enrichment

Ancient Rome - trip to Chester to look at real archaeological sites, march through the streets with a Roman Soldier and engage in role play.

Art/DT

Rainforest Animals - in this unit the children will produce an observational drawing, showing colours. The children will look at the work of Henri Rousseau. Over the course of the unit, they will be required to:

- Paint
- Draw
- Investigating Pattern



They will use water colours, paint, pastels, coloured pencils and fine line drawing to achieve this. They will create a final piece, of their chosen rainforest animal, in the style of Henri Rousseau.

DT - Seasonal food - we will be using our knowledge of seasonal food to create healthy pizzas for 'Paula's Pizza Parlour'. We will be making our own pizza bases, preparing and making our own healthy toppings and designing and making the pizza boxes.



- Understand that trees and plants adapt to living in the rainforest and give an example.
- Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.
- Name one way in which the Amazon is changing.
- Articulate why the Amazon rainforest is important.
- Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.
- Use a variety of data collection methods with support.
- Summarise how the local woodland is used and suggest changes to improve the area.



Ancient Rome - we will be looking at:

- Who were the Romans?
- What impact did they have on modern world? (architecture/bridges/drainage/sewerage/viaducts/amphitheatres - compare to today and modern stadiums)
- Law - legal code for citizens - compare to today
- Army - comparison to today
- Pompeii/Archaeology

In line with our Roman topic, we will look at Mount Vesuvius (Geography) and specifically:

- How and why it became an important archaeological site
- Locate Mount Vesuvius - where is it in the world

singing and playing instruments are all linked.

Reflect, Rewind, Replay - This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.



P.E.

Athletics - Pupils will develop basic running, throwing and jumping techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.

Tennis - Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition.

Rounders - Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all game's activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.

Handball - Pupils will understand attacking and defending principles of invasion games. They will have to think about how they use these skills, strategies and tactics to outwit the opposition. They will develop the importance of fair play and honesty, while self-managing games, learning and abiding by the key rules.

