

**Year group:4      Term: Summer 1**

**Focus Subject: Geography**

**Key Vocabulary:** Oil, coal, natural gas, metals, stone, sand, air, sunlight, soil and water, Animals, birds, fish, plants

### Geography:

Pupils should extend their knowledge and understanding beyond the local area to include: the UK and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.

Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in South America.

Describe and understand key aspects of: human geography including the distribution of natural resources.

### Relationships and Health Education:

Emotional Well-Being helps children to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence. Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practising thankfulness. In this unit, pupils will explore the miraculous nature of human conception and birth. With the underpinning knowledge that we were handmade by God with our parents' help, children will go on a journey to discover how life is created in the womb. It is worth noting that sexual intercourse is not discussed in this session. The session ends with a thanksgiving meditation.

### RE: as theologians, we will:

#### Pentecost – Serving: New life

**Area of Study 1:** Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God, the Holy Trinity

**Area of Study 2:** What is the Church? One and holy, Catholic, Apostolic, Mission

**Area of Study 3:** Liturgy, Sacraments, Baptism, Confirmation, prayer

**Area of Study 4:** The dignity of the human person, sin, the human community, love of God, love of neighbour

#### Reconciliation – Inter-relating: Building Bridges

**Area of Study 1:** Knowing and loving God, the Scriptures, the Trinity, Jesus Christ, Son of God, the Holy Spirit

**Area of Study 2:** What is the Church? One and holy, Catholic

**Area of Study 3:** Liturgy, Sacraments, Reconciliation, prayer

**Area of Study 4:** The dignity of the human person, freedom, responsibility and conscience, Law, grace, sin, the human community, love of God, love of neighbour



### Art: As artists, we will:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- 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]
- to know about great artists, architects and designers in history.

**BIG Question:** What impact can nature have on human settlements?

### Practise at Home:

Spellings, Times Table Rock Stars, IXL and reading

**As Musicians, we will:** Pupils should be taught to play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:

- play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations

### Science: As scientists, we will:

Recognise that some materials are made from rocks and soil; understand variables, scientific diagrams, method, data collections, communicate results and draw conclusions and hypothesis, record the entire investigation

### Maths: As mathematicians, we will:

#### Unit 9 – Fractions (2)

This unit builds on children's work in Year 3 when they added and subtracted fractions with the same denominator. They deepen their understanding of finding a fraction of an amount using both unit and non-unit fractions. Children see the link between fractions and the work they have done on multiplication and division and they should now be able to deal with any times-table facts.

#### Unit 10 – Decimals (1)

This unit is important as it is the first time children have encountered decimals and therefore the decimal point the tenth and hundredth columns. It sets the foundations for key concepts and future units, where children will be asked to order and round decimals as well as work with decimals in money.

#### Unit 11 – Decimals (2)

In the previous unit, children were introduced to decimals. This unit builds on the last by exploring decimals in more depth. Children first find number bonds of tenths and hundredths to 1 and show how this links to their bonds to 10 and 100. They start to represent decimals on place value grids and use these grids to help them compare decimals. At this stage, children focus on comparing decimals with the same number of digits. Children begin to use diagrams to understand the decimals equivalents of simple fractions, which as a half and a quarter. Children then progress to rounding decimals to the nearest whole number by considering their position on a number line. Along with the previous unit, these lessons should provide children with a solid introduction to decimals and their link to place value and fractions

### PE: As athletes, we will:

#### Tennis & Athletics

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to play competitive games such as Tennis and to develop flexibility, strength, technique, control and balance through athletics.



### MFL: As Modern Foreign Linguists, we will:

Saying what I and others do

Phonics: the SSC (sound-symbol correspondences) taught this term are: [é/et/ez/er] [è/ê] [oi] [(a)in] [ai]

Vocabulary: verbs and nouns to describe a range of activities, numbers 1-12, à meaning at, in, to

Grammar: -ER present tense (singular), singular definite articles (le, la), regular plural marking on nouns (-s), plural indefinite article (des), il y a, intonation question (including with combien)

### Computing: As programmers, we will: Year 4 – Photo editing Unit introduction

Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices. Throughout this unit, there are opportunities to model with photo editing applications or to demonstrate a concept using the included screen recordings. Pedagogically, it is more beneficial to model the concepts and skills to the learners, which allows for easier questioning and understanding. We recommend that you use the screen recordings to see what needs to be modelled, but give a live demonstration within the lesson. However, the videos are provided on the slides if you wish to use them instead.



Educate  
Protect  
Love  
Serve

**Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:**

### DT: As designers, we will:

That mechanical and electrical systems have an input, process and output. How well products achieve their purposes. How well products meet user needs and wants. Gather information about the needs and wants of particular individuals and groups. How simple electrical circuits and components can be used to create functional products. Make design decisions that take account of the availability of resources. Use annotated sketches to develop and communicate their ideas. How to use learning from science to help design and make products that work. Measure, mark out, cut and shape materials and components with some accuracy. Identify the strengths and areas for development in their ideas and product. Generate realistic ideas, focusing on the needs of the user. Order the main stages of making. Select materials and components suitable for the task. The correct technical vocabulary for the projects they are undertaking. How well products meet user needs and wants. How to use learning from science to help design and make products that work. Explain how particular parts of their products work.

### English: As readers and writers, we will:

#### T4W Dangle (film) (Wishing story)

- **To respond to a film stimulus – inference, deduction and prediction.**
- To understand and discuss a dilemma.
- Recap on persuasive letter writing.
- Retell a story using drama.
- To write about a characters experience using varied sentence structures.
- To use adjectives, verbs ending in ...ing, and nouns to produce diamante poetry.
- To edit and improve writing.
- To perform own compositions.

#### T4W Newspaper Article

- To write a newspaper report.
- To use headlines and sub-titles.
- To use chronological order.
- To write using formal language, third person.
- To use direct speech and reported speech
- To use rhetorical questions.