

Design and Technology:

Technical knowledge: extreme environment fact book with moving parts - levers and linkages.

Developing and explaining ideas, communicating designs in a variety of ways (discussion, annotated sketches), measuring, marking out and cutting materials accurately, joining materials using both permanent and temporary fastenings.

Computing:

Handling data: creation of a data base of extreme hazards - location of them, damage occurred, deaths, duration of hazard.

Science :

Habitats : grouping of living things in different ways, using classification keys to identify a variety of things in the local and wider environment. Developing an understanding of how habitats can change and how this may pose a threat to some living things.

Sound : investigating how sounds are made and how these sounds travel through to a medium to the ear. Considering patterns between pitch of sound, features of objects, volume of sound and strength of vibrations.

French: Possessive adjectives; dictionary skills and pronunciation; clothes; the hedgehog story; shopping for food; personal description; food project; grammar (understanding and using French adjectives - agreements)

PSHCE:

Health and Wellbeing: making choices; healthy lifestyles; keeping safe; growing and changing; feelings and emotions.

Literacy: *WOW! A celebration of William Shakespeare - cumulating in a performance of Macbeth at All Saints Academy in July - more details to follow.*

Biography writing: exploring the works and life of William Shakespeare - still known as Britain's best play writer.

Explanation texts: paragraphing around a theme. Children will be invited to research and investigate a natural disaster of their choice. They will then bring together details linked to their extreme danger within the form of an explanation poster.

Shape poetry: poems that convey an image - simile, word play, rhyme, metaphor, free verse

Grammar: types of determiners, relative clauses- identifying the use of relative pronouns within, **revising fronted adverbials and correct punctuation or direct and reported speech**, use of causal conjunctions to explain.

Danger, Danger

Natural Disasters

Year 4 Summer Term

R.E:

Term 1: For Christians, when Jesus left, what was the impact of Pentecost?

Term 2: How and why do people mark the significant events of life?

Maths: decimal and fractions; measurement (length, mass, money, time); statistics; geometry - (properties of shapes, position and direction)

Continue to recall multiplication facts up to 12x12 - we will be participating in a national voluntary pilot of the multiplication tables check between 10th June and 28th June.

Online resource for practising: <http://www.timestables.me.uk/>

Music:

Performance and improvisation - learning to play the recorder. Learning to reading music on a stave.

Listening and Appraising - exploring musical styles - recognising different instruments and the aspects of music they wish to convey - identifying how pitch, rhythm and pulse work together.

P.E:

Kwik Cricket- Choose and combine tect in game situations (running, throwing, catching, passing, defending).

Athletics - continue to develop skills of running, sprinting and baton relay as well as throwing, javelin and balls.

Geography:

Natural disasters - exploring, investigating and discovering.

Hook - Cyclone Idai - a current natural disaster. Observing how Aid Agencies deal with events of this scale. Exploring the past - natural disasters closer to home; in Europe and England.

Developing mapping skills - using a range of maps to help understand an area (O.S. satellite, road, atlases).

Art and Design:

Artist study; Hokusai - being inspired by The Great Wave. Painting techniques/colour development - using different colours and tools that will allow moods to be expressed and developed.