

Year 4 Summer Term Provision
We aim to begin teaching in this term...

Local links:	<ul style="list-style-type: none"> • Queen Victoria travelling through the Black Country • River Severn • Use of the canals
Book Ideas:	<ul style="list-style-type: none"> • King of the Cloud Forest • The Abominables
Values and Virtues (Golden Thread):	<p>Curious and Active – to be curious and active to achieve an empire and how that happened.</p> <p>Learned and Wise – to learn from others and be wise to use what they learnt</p>
Catholic Social Teaching	<p>Dignity of work</p> <p>Rights and responsibilities</p>
British Values	<p>We treat everyone equally – linked to trade and slavery</p> <p>We understand right from wrong – linked to how people were treated then and how we should treat them now</p>
Subj	Learning Aims

Easter

- To understand the resurrection accounts of Jesus in the four Gospels
- To understand the different reactions of people to the news Christ was alive
- To understand the story of the Ascension of Christ
- To understand that Christians believe in the presence of Christ in the world today.

V+V: become learned and wise by understanding the Easter story and how it represents Christ's sacrifice

Pentecost

- To understand the story of Pentecost and identify the effects that it had up on the disciples
- To learn about the missionary activities of the apostles and some prayers of the Holy Spirit

V+V: promote curiosity in the power of the Holy Spirit and encourage children to actively engage with it themselves

Jesus: Light of the World and Beloved Son

- To know the stories of Baptism, Presentation and Transfiguration of Jesus.
- To understand that Christ is revealed as the Light of the World and the Beloved Son of God.
- Know that through Baptism, Christians become the Children of God and will identify symbols from the Baptismal liturgy that express this belief.

V+V: understanding religious customs helps us to become learned and wise and apply knowledge to our own faith

Special Roles and Responsibilities

- To understand the different task given to people in the Church
- To understand the different responsibilities given to people in the Church
- To develop their understanding of the Church as the Body of Christ made up of many different people.

V+V: show a curiosity in how the Church is made up and encourage children to take up an active role in their community

BV: mutual respect for other customs and individual liberty to have an independent relationship with Christ

English	<p>Reading</p> <ul style="list-style-type: none"> • Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Identifying how language, structure, and presentation contribute to meaning. • Retrieve and record information from non-fiction. <p>Writing Composition</p> <ul style="list-style-type: none"> • Draft and write by creating settings, characters and plot in narratives (including poetry) • Draft and write by using simple organisational devices in non-narrative material [for example, headings and sub-headings]. • Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements. • Proof-read for spelling and punctuation errors. <p>Handwriting</p> <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Vocabulary, Punctuation and Grammar</p> <ul style="list-style-type: none"> • Develop their understanding of the concepts set out in English Appendix 2 by using expanded noun phrases to convey complicated information concisely. Indicate grammatical and other features by using and punctuating direct speech. • Indicate grammatical and other features by using commas after fronted adverbials. • Develop their understanding of the concepts set out in English Appendix 2 by choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition • Use grammatical terminology for Year 4 understanding Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. • Indicate grammatical and other features by indicating possession by using the possessive apostrophe with plural nouns
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Maths

Decimals

- Make a whole
- Write Decimals
- Compare Decimals
- Order Decimals
- Round Decimals
- Halves and quarters

Measurement: Money

- To understand pounds and pence
- Ordering money
- Estimating money
- Four operation

Measurement: Time

- Hours, minutes and seconds
- Years, months, weeks and days
- Analogue to digital – 12 hour
- Analogue to digit – 24 hour

Statistics

- Interpret charts
- Comparison, sum and difference
- Introducing line graphs
- Line graphs

Geometry: Shape

- Identify angles
- Compare and order angles
- Triangles
- Quadrilaterals
- Lines of symmetry
- Complete a symmetric figure

Geometry: Position and Direction

- Describe position
- Draw on a grid using coordinates
- Move on a grid using coordinates
- Describe a movement on a grid using coordinates

Science	<p>Living Things and Their Habitat Pupils should be taught to:</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things <p>Working Scientifically</p> <ul style="list-style-type: none"> • Asking relevant questions and using different types of scientific enquiries to answer them • Setting up simple practical enquiries, comparative and fair tests • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Identifying differences, similarities or changes related to simple scientific ideas and processes • Using straightforward scientific evidence to answer questions or to support their findings.
P.E.	<p>Gymnastics</p> <ul style="list-style-type: none"> • Accelerate and decelerate whilst travelling • Develop some knowledge of Rhythmic Gymnastics • Perform a roll using control, body tension and flow • Use equipment within a sequence

Computing	<ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
P.S.H.E.	<ul style="list-style-type: none"> • To be able to recognise and respond appropriately to a wider range of feelings in others. • To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R2). To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R4). • To learn that their actions affect themselves and others. • To judge what kind of physical contact is acceptable or unacceptable and how to respond. • To understand the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’. • To be able to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people’s feelings and try to see, respect and if necessary constructively challenge, their points of view. • To work collaboratively towards shared goals • To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. • To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, ‘trolling’, how to respond and ask for help) (R14) How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media) (R18). • To learn to recognise and manage ‘dares’. • To recognise and challenge stereotypes. • To understand personal boundaries; to identify what they are willing to share with their most special people; friends, classmates and others; and that we all have rights to privacy.

French

Listening & Comprehension

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Speaking

- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- 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 to a range of audiences

Reading & Comprehension

- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Writing

- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally and in writing
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Progression of skills

- Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units
- Communicate with others with improved confidence and accuracy. Learn to ask and answer questions based on the language covered in the units and incorporate a negative reply if and when required
- Read aloud short pieces of text applying knowledge learnt from 'Phonics lesson 1 and 2'. Understand most of what we read in the foreign language when it is based on familiar language
- Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate e.g. my name, where I live
- Better understand the concept of gender and which articles to use from meaning e.g. some, a, the. Introduce simple adjectival agreement, the negative form and possessive adjectives e.g. 'In my pencil case I have', 'in my pencil case I do not have

Topic Incredible India and the British Empire				
Values and Virtues (Golden Thread):		Curious and Active – to be curious and active to achieve an empire and how that happened. Learned and Wise – to learn from others and be wise to use what they learnt		
British Values		We treat everyone equally – linked to trade and slavery We understand right from wrong – linked to how people were treated then and how we should treat them now		
Planning resources:		<ul style="list-style-type: none"> • Planbee • Twinkl • BBC website 		
Hist	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	“WOW” Experience Ideas

	<p>a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <p>V+V: feeding children's natural curiosity about how and why we live like we do by looking at our historical context</p> <p>BV: understanding of the British Empire leads to understanding of tolerance, mutual respect, rule of law and democracy</p>	<ul style="list-style-type: none"> To understand when, how and why Britain's first empire was established in the Americas and Africa - L.O: To research and explain when, how and why Britain's 'first' empire was established in the Americas and Africa. To understand why British influence in India, China and Southeast Asia grew during the early British Empire - L.O: To infer why British influence in India, China and Southeast Asia grew during the early years of the British Empire. To understand how trade and British control in India grew, and how people resisted the East Indian Company - L.O: To explain how trade and British control in India grew, and how people resisted the East Indian Company. <p>Local link use of the canals and sea for the transportation of trade – link to the artist we have looked at before Martyn Harris and his paintings of the canals being used and also walk up to the canals to see how they would've been used.</p> <ul style="list-style-type: none"> To understand and explain how the British Raj in India was established and what life under British rule was like - L.O: To explore and explain how the British Raj in India was 	<p>Exploration Voyages Expeditions Prejudice Colony Knowledge Medicine Reign Promise</p>	<p>History Take part in a role play with some of the children being the traders and some of the children being slaves to see what it would have been like for them.</p> <p>Queen Victoria visiting the Black Country in 1866 – making of a sculpture of her husband made in Wolverhampton</p> <p>Geography Tasting Indian food</p> <p>Visit the canals and discuss how this was used for trade at the time.</p> <p>Visit to the local town/city to see what it is like to be able to compare it to India</p> <p>Art Create mehndi patterns on each other.</p>
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		<p>established and what life under British rule was like.</p> <p>Local link here Queen Victoria is mentioned – discuss how she travelled through the Black Country and gave the Black Country its name.</p> <ul style="list-style-type: none"> • To learn about British rule in India and consider its pros and cons - L.O: To broaden my knowledge about British rule in India and consider its pros and cons. • To understand how Britain has influenced and been influenced by other Commonwealth countries - L.O: To understand how Britain has influenced and been influenced by other Commonwealth countries. 		
Geo	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>Locational knowledge</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including Russia) concentrating on their environmental regions, key physical and human characteristics, Identifying human and physical characteristics, key topographical features (including, mountains and rivers), and understand how some of these aspects have changed over time <p>Human and physical geography</p> <ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, rivers, mountains, Human geography, including: types of settlement and land use, economic activity including trade links <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Use maps, atlases, globes <p>V+V: becoming learned and wise about the world we live in</p>	<ul style="list-style-type: none"> To explore India and where in the world it is - L.O: To explore the country of India looking at where in the world it is? To explore the mountain ranges found in India - L.O: To research and explain the different mountain ranges found in India. To explore some of the major rivers in India - L.O: To research some of the different major rivers in India. Local link looking at the River Severn and comparing it to what the rivers in India are used for. To explore human and physical features of cities in India - L.O: To explore human and physical features of cities in India. To explore India's culture and its influences on other countries - L.O: To explain India's culture and its influences on other countries. To compare India to the United Kingdom - L.O: To compare India to the United Kingdom. 	<p>Mountains India Human features Physical features Culture Influences</p>	
Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<ul style="list-style-type: none"> 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. 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 create sketch books to record their observations and use them to review and revisit ideas <p>V+V: showing curiosity for art from other cultures and actively creating our own</p>	<ul style="list-style-type: none"> To explore the history and styles of Indian painting - L.O: To research and explore the different Indian painting styles. To explore and create Mehndi patterns - L.O: To explore and create Mehndi patterns. To explore and create Rangoli patterns - L.O: To explore and create Rangoli patterns. 	<ul style="list-style-type: none"> Indian Painting Mehndi Rangoli History 	
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	
	<ul style="list-style-type: none"> Develop the creative and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality products for a wide range of users Evaluate their ideas and products and the work of others 	<ul style="list-style-type: none"> To explore the art displayed during the Indian elephant festival - L.O: To explore the art displayed during the Indian elephant festival. To explore the Indian block painting technique - L.O: To explore the Indian block painting technique. 	<ul style="list-style-type: none"> Festival Block Fabric Bunta Stamp 	

	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	
Music	<p>Charanga Online – How does music connect us with our past?</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations 	<ul style="list-style-type: none"> • To use body percussion to understand different beats. • To recognise different styles of music. • To be able to make different sounds with a range of instruments. • To understand different patterns using crotchets and quavers. • To be able to play simple notes together to create a piece of music • To be able to play and sing at the same time • To understand the different beats for different notes <p style="background-color: yellow;">Look at some Indian music and create some using instruments we have in school.</p>	<p>Quaver Rest Beats Crotchets Percussion</p>	