

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

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.

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:



Focus:	Teacher:					
Dates	17/04/23	24/04/23	01/05/23	08/05/23	15/05/23	22/05/23
Events	Decider Skills	Y4 in Mass Rosary meditation begins	Bank Holiday Monday Coronation	Bank Holiday Monday	Whole School Mass	Crowning of Mary Columban Way Pilgrimage
Genre:	T4W			T4W		
English	<ul style="list-style-type: none"> To respond to a film stimulus – inference, deduction and prediction. To understand and discuss a dilemma. To write a cold task continuing the story to the end – including rest of climax, resolution and ending. Retell the story as far as the film takes us using drama – facial expressions. 	<ul style="list-style-type: none"> Produce a story map for as far as the film takes us. Produce a continued story map to include the rest of the climax, the resolution and the ending Box up the story as far as the film takes us. Box up your rest of the climax, the resolution and ending 	<ul style="list-style-type: none"> To change the story, to make it your own adding your own rest of the climax, resolution and ending. Continue with yesterday's lesson Box up your whole story. 	<ul style="list-style-type: none"> Retell your story using Drama. To write a hot task. To edit and improve writing. 	<ul style="list-style-type: none"> To write a newspaper report. Cold Task To use headlines and sub-titles. To use chronological order. To write using formal language, third person. 	<ul style="list-style-type: none"> To use direct speech and reported speech To use rhetorical questions. To write a newspaper report. Hot Task. Edit and improve work.
Spelling	Phonics	Phonics	Phonics	Phonics	Phonics	
Grammar	<ul style="list-style-type: none"> The grammatical difference between plural and possessive -s Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition 					
Maths	Unit 9 – Fractions 2 <ul style="list-style-type: none"> Adding Fractions (L1) Subtracting Fractions (1) (L2) Subtracting Fractions (2) (L3) Problem Solving Adding and Subtracting Fractions (1) (L4) 	Unit 9 – Fraction 2 <ul style="list-style-type: none"> Problem Solving Adding and Subtracting Fractions 2 (L5) Calculating fractions of a quantity (L6) Problem solving – fraction of a quantity 1 (L7) Problem solving – fraction of a quantity 2 (L8) 	Unit 9 – Fraction 2 <ul style="list-style-type: none"> End of unit check Deepening and Strengthening activities Unit 10 – Decimals 1 <ul style="list-style-type: none"> Tenths 1 (L1) Tenths 2 (L2) 	Unit 10 – Decimals 1 <ul style="list-style-type: none"> Tenths 3 (L3) Dividing by 10 1 (L4) Dividing by 10 2 (L5) Hundredths 1 (L6) 	Unit 10 – Decimals 1 <ul style="list-style-type: none"> Hundredths 2 (L7) Hundredths 3 (L8) Dividing by 100 (L9) Dividing by 10 and 100 (L10) 	Unit 10 – Decimals 1 <ul style="list-style-type: none"> End of unit check Deepening and Strengthening Unit 11 Decimals 2 <ul style="list-style-type: none"> Making a whole (L1) Writing decimals (L2)
Science	Lesson 1 What is a variable? <ul style="list-style-type: none"> Define a dependent, independent and control variable. Know how to plan a 'fair test' Identify the variables in a range of experiments 	Lesson 2 How do you draw a scientific diagram? <ul style="list-style-type: none"> Know the difference between a diagram and an illustration Identify good scientific diagrams Draw a range of scientific diagrams 	Lesson 3 Why is a method important? <ul style="list-style-type: none"> Identify a good method Follow the instructions in a method Write a method for an investigation 	Lesson 4 What can we do with data we collect? <ul style="list-style-type: none"> Describe how to collect results Draw a results table Know how to present results 	Lesson 5 How can we communicate our results? <ul style="list-style-type: none"> Know how to interpret results Write a conclusion Know how to present a conclusion 	Lesson 6 How can we record an entire investigation? <ul style="list-style-type: none"> Draft an investigation report Know how to edit an investigation report Redraft an investigation report. Assessment

<p>RE Pentecost - serving</p>	<p>Pentecost Explore – How good news brings life Activity: Make a good news board. Collect some good news from everyone (record on post-its) why it was good news and how it made them feel.</p> <p>Learning Focus 1 – Pentecost Describe most of the actions and symbols of Pentecost, giving reasons for many – <i>AT1 (ii)</i> Describe most of the actions and ways in which the apostles spread the Good News through the power of the Holy Spirit, giving reasons for many - <i>AT1 (iii)</i> Compare many of my own and other people's ideas about questions to do with the power of the Holy Spirit – <i>AT2 (ii)</i> Give a point of view and support it with a religious source <i>AT3</i></p> <p>Activity: Use a religious painting that depicts Pentecost and describe what is happening in the painting. Focus on the people, symbols and colour etc. How does this link to the scripture studied in the topic so far?</p>	<p>Pentecost Learning Focus 2 – The Holy Spirit gives courage to Peter and John Describe most of the actions and symbols of Pentecost, giving reasons for many – <i>AT1 (ii)</i> Describe most of the actions and ways in which the apostles spread the Good News through the power of the Holy Spirit, giving reasons for many - <i>AT1 (iii)</i> Compare many of my own and other people's ideas about questions to do with the power of the Holy Spirit – <i>AT2 (ii)</i> Give a point of view and support it with a religious source <i>AT3</i></p> <p>Activity: Write a character sketch of either Peter or John, giving reasons for their actions.</p> <p>Learning Focus 3 – The Ethiopian receives the new life of Jesus Make many links between the story of Pentecost, and to the Christian belief in the new life of the Easter message through the power of the Holy Spirit – <i>AT1 (i)</i> Describe most of the actions and ways in which the apostles spread the Good News through the power of the Holy Spirit, giving reasons for many - <i>AT1 (iii)</i> Compare many of my own and other people's ideas about questions to do with the power of the Holy Spirit – <i>AT2 (ii)</i> Give a point of view and support it with a religious source <i>AT3</i></p> <p>Activity: Write a character sketch of either Peter or John, giving reasons for their actions.</p>	<p>Pentecost Learning Focus 4 – The story of Paul Make many links between the story of Pentecost, and to the Christian belief in the new life of the Easter message through the power of the Holy Spirit – <i>AT1 (i)</i> Describe most of the actions and ways in which the apostles spread the Good News through the power of the Holy Spirit, giving reasons for many - <i>AT1 (iii)</i> Compare many of my own and other people's ideas about questions to do with the power of the Holy Spirit – <i>AT2 (ii)</i> Give a point of view and support it with a religious source <i>AT3</i></p> <p>Activity: Imagine you are Paul today and many people are turning out at the local stadium to listen to you. Your task is to help people to understand how the Holy Spirit is working today in the Church in the same way as we read in the Acts of the Apostles. Write down what you would say and why.</p> <p>Learning Focus 5 – Paul spread the Good News Describe most of the actions and ways in which the apostles spread the Good News through the power of the Holy Spirit, giving reasons for many - <i>AT1 (iii)</i> Compare many of my own and other people's ideas about questions to do with the power of the Holy Spirit – <i>AT2 (ii)</i> Give a point of view and support it with a religious source <i>AT3</i></p> <p>Activity: Using the map find the places from Paul's journeys and match them with the names of the people Paul wrote letters to for example Corinthians – Corinth. Discuss what these journeys tell you about Paul's new life in Jesus and his desire to share that new life.</p>	<p>Pentecost Learning Focus 6 – The Holy Spirit gave Paul new life and happiness Describe most of the actions and ways in which the apostles spread the Good News through the power of the Holy Spirit, giving reasons for many - <i>AT1 (iii)</i> Compare many of my own and other people's ideas about questions to do with the power of the Holy Spirit – <i>AT2 (ii)</i> Give a point of view and support it with a religious source <i>AT3</i></p> <p>Activity: Make a booklet about Paul entitled 'New Life and Happiness'. Include some of his journeys, his messages, his advice and how he lived his life, including his hardships, through the power of the Holy Spirit.</p> <p>Respond – Complete the end of topic responses.</p>	<p>Reconciliation Explore – Building bridges of friendship Activity: Write an ending to the story showing how Poppy could build a bridge of friendship to Charlotte and why they acted like that.</p> <p>Learning Focus 1 – Everyone is loved by Jesus Describe most of the actions and symbols within the Sacrament of Reconciliation, giving reasons for many – <i>AT1 (ii)</i> Describe many ways in which people contribute to the Sacrament of Reconciliation, giving reasons for these - <i>AT1 (iii)</i> Compare many of my own and other people's ideas about questions to do with building bridges– <i>AT2 (ii)</i> Give a point of view and support it with a religious source <i>AT3</i></p> <p>Activity: Act out the story of the lost sheep. Include words that describe your feelings of being lost and found and why the good shepherd should go and look for the sheep.</p>	<p>Reconciliation Learning Focus 2 – Sin and Examination of Conscience Describe most of the actions and symbols within the Sacrament of Reconciliation, giving reasons for many – <i>AT1 (ii)</i> Describe many ways in which people contribute to the Sacrament of Reconciliation, giving reasons for these - <i>AT1 (iii)</i> Compare many of my own and other people's ideas about questions to do with building bridges– <i>AT2 (ii)</i> Give a point of view and support it with a religious source <i>AT3</i></p> <p>Activity: Remember a time when you have reached out to someone you have hurt or offended. Describe how the bridge was broken and give reasons for how you rebuilt the bridge.</p>	
<p>Music</p>	<p>Keyboards with Jan Man First Access Lessons Friday 1:15pm</p>						
<p>Art The Art of Sculpture</p>	<p>Lesson 1 To explore the work of artists who explore parallels between us and other beings.</p>	<p>Lesson 2 and Lesson 3 To explore how I can use a variety of media to create observed and expressive drawings of nests.</p>			<p>Lesson 4 and Lesson 5 To explore what it is like to be a bird when building a nest.</p>		<p>Lesson 6 To display the work made through the half term and reflect on the outcomes</p>
<p>DT</p>	<p>Lesson 1 To learn about electrical systems. Lesson: To know how to construct simple series circuits Teacher Hub Oak National Academy (thenational.academy)</p>	<p>Lesson 2 To learn how electrical products meet the needs of the user. Lesson: To learn how electrical products meet the needs of users Teacher Hub Oak National Academy (thenational.academy)</p>		<p>Lesson 3 To develop a design criteria. Lesson: To develop a design criteria Teacher Hub Oak National Academy (thenational.academy)</p>	<p>Lesson 4 To design an electrical circuit diagram. Lesson: To develop a design criteria Teacher Hub Oak National Academy (thenational.academy)</p>	<p>Lesson 5 To know how to construct simple series circuits. Lesson: To know how to construct simple series circuits Teacher Hub Oak National Academy (thenational.academy)</p>	



Focus:		Teacher:					
Dates	17/04/23	24/04/23	01/05/23	08/05/23	15/05/23	22/05/23	
PE Tennis Go Active Athletics 2	Session 1 Can you control a tennis ball with a tennis racket and work effectively with a partner? Session 1 Speed bounce and standing long jump Can you demonstrate a good technique to increase the distance you can jump?	Session 2 Can you complete a throw and catch match successfully with a partner using some tactics? Session 2 Target throw and chest push Can you demonstrate on understanding of the different throwing techniques to hit a target in the distance?	Session 3 Can you perform a forehand tennis shot with accuracy? Session 3 Sprinting baton relay Can you sprint in a straight line and on a curve in a baton relay?	Session 4 Can you perform a backhand tennis shot with accuracy? Session 4 Jumping combinations – Triple jump Can you combine hop, skip and jumping with balance and coordination to increase your overall jumping distance?	Session 5 Can you perform a serve in tennis to start a game and use tactics in the game? Session 5 Can you participate in an athletics competition demonstrating skills you have learnt to improve your sprinting, jumping and throwing?	Session 6 Can you compete in a Tennis Tournament? Session 6 Can you assess where you are in your learning and have you achieved the pupil challenge?	
Geography	Lesson 1 What are the world's natural resources? <ul style="list-style-type: none"> Explain what natural resources are Review what the world's most important natural resources are Examine which countries have the most natural resources 	Lesson 2 How has the use of natural resources changed? <ul style="list-style-type: none"> Set out how the world's population has changed over time Explore how the use of natural resources has increased Examine why the use of natural resources has increased 	Lesson 3 What resources does Chile have? <ul style="list-style-type: none"> Review where Chile is located Investigate which natural resources Chile has Explore why Chile mines copper 	Lesson 4 What resources does the UK have? <ul style="list-style-type: none"> Review which natural resources the UK has Understand how coal, oil and gas form Explain how to access fossil fuels 	Lesson 5 How does resources exploitation cause problems? <ul style="list-style-type: none"> Examine how using fossil fuels causes problems for the environment Explore why mining is dangerous. Review examples of dangerous mines. 	Lesson 6 What is the circular economy? <ul style="list-style-type: none"> Describe how humans throw away a lot of materials Explain the difference between a linear economy and a circular economy. Examine how the circular economy will benefit people and the place. 	
Computing Photo editing	Lesson 1 Changing digital images	Lesson 2 Recolouring	Lesson 3 Cloning	Lesson 4 Combining	Lesson 5 Creating	Lesson 6 Evaluating	
PSHE/ RSE LKS2 Module 1 Unit 3 Module 1 Unit 4	Module 1 Unit 3 Session 2: What Am I Looking At?	Module 1 Unit 3 Session 3: I Am Thankful	Module 1 Unit 4 Session 1: Lifecycles				