

Year group:4 Term: Summer 2

Focus Subject: History

Key Vocabulary: WWI, Memorial, Victoria Cross, conscription, frontline, empire, entrenchment, Kaiser, propaganda

History: Local History: a study of an aspect of history dating from a period beyond 1066 that is significant in the locality. Learn about the impact of WWI on local people in Bodmin and how we remember these people today.

Relationships and Health Education: Religious Understanding explores in greater detail the community aspect of the Trinity and encourages children to think about what the Trinity means to them and how as they were made in God's image, they too are created to live in community

RE: as theologians, we will:
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

Other Faith – Islam

Universal Church –
Area of Study 1: Knowing and loving God, the Scrip
Trinity, Jesus Christ, Son of God, the Holy Spirit

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

Area of Study 3: Prayer

Area of Study 4: The dignity of the human person, freedom,
responsibility and conscience, 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.

PE: As athletes, we will:

Athletics

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways. 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: use running, jumping, throwing and catching in isolation and in combination. Develop flexibility, strength, technique, control and balance through athletics. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

BIG Question: Were all people's experience of WW1 the same?

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:

Identify how sounds are made, associating some of them with something vibrating
Identify common appliances that run on electricity
Recognise that environments can change and that this can sometimes pose dangers to living things.

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 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

Unit 12 – Money

This unit is the first time children are introduced to the £ p notation. Children will learn that the decimal point separates the pounds from the pence. They will round money to the nearest 10p and £1 to help them estimate total costs and will start to add and subtract simple amounts of money, but without needing to formally add decimals. Children will know already that 100p is equal to £1 and will use this knowledge to help them with their addition. They will go on to multiply and divide amounts of money and solve word problems about money.

Unit 13 – Time

This unit will develop children's ability to convert between units of time. Children will apply their knowledge of existing facts (for example, the number of minutes in an hour) when expressing a period of time using a different unit of measurement. Children will also be introduced to the concept of the 24-hour clock, learning to state the time as both a 12- and 24-hour clock time. Children will solve problems using these new concepts and prior learning, including word problems.



Educate
Protect
Love
Serve

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

English: As readers and writers, we will:

T4W The Mermaid of Zennor (Legend Text)

- Cold Task
- Write sentences by saying out loud what they are going to write about
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- Fronted adverbials
- Use of paragraphs to organise ideas around a theme
- Use of inverted commas and other punctuation to indicate speech.
- Use of commas after fronted adverbials
- Contracted apostrophes
- Possessional apostrophes
- Character descriptions
- Hot seating
- Boxing up and story maps

T4W Information Text about Mermaids

- Use of headed paragraphs to organise ideas around a theme
- Titles and opening sentences
- Tables, pictures and diagrams
- Factual Language
- Appropriate tenses
- Final concluding sentence

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: Explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.



Focus:	Teacher:						
Dates	05/06/23	12/05/23	19/06/23	26/06/23	03/07/23	10/07/23	
Events	Inset day MTC	MTC	Trip to Bodmin Keep		Sports day – 4 th July ESM visit – 5 th July	Trip to Lanhydrock	
Genre:	T4W Legend Text – The Mermaid of Zennor				T4W - Information Text about Mermaids		
English	<ul style="list-style-type: none"> Cold Task Imitation: Introduce children to the story type and create a story map. Story mountain and boxing up session Character descriptions Hot seating Boxing up and story maps 	<p>Exploration:</p> <ul style="list-style-type: none"> Introduction and build up Climax Resolution and Ending Use of commas after fronted adverbials Contracted and Possessive apostrophes Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition 	<p>Innovation:</p> <p>Changing the class story to individual stories by changing to a new character and setting – new story map, boxing up and writing out story in each part.</p>	<p>Invention:</p> <p>Writing own Legend story using story map, boxing up and writing out story in each part for hot task.</p>	<ul style="list-style-type: none"> Cold Task Use of headed paragraphs to organise ideas around a theme Titles and opening sentences Tables, pictures and diagrams 	<ul style="list-style-type: none"> Factual Language Appropriate tenses Final concluding sentence Hot Task 	
Spelling	Phonics	Phonics	Phonics	Phonics	Phonics		
Grammar	<ul style="list-style-type: none"> Use of commas after fronted adverbials Contracted and Possessive apostrophes Appropriate choice of pronoun or noun across sentences to aid cohesion and avoid repetition 						
Maths	<p>Unit 11 Decimals 2</p> <ul style="list-style-type: none"> Making a whole (L1) Writing decimals (L2) Comparing decimals (L3) 	<p>Unit 11 Decimals (2)</p> <ul style="list-style-type: none"> Ordering decimals (L4) Rounding decimals (L5) Halves and quarters (L6) Problem solving – decimals (L7) 	<p>Unit 11 Decimals (2)</p> <ul style="list-style-type: none"> End of unit check and strengthening and deepening <p>Unit 12 Money</p> <ul style="list-style-type: none"> Pounds and pence (L1) Pounds, tenths and hundredths (L2) Ordering amounts of money (L3) 	<p>Unit 12 Money</p> <ul style="list-style-type: none"> Rounding money (L4) Using rounding to estimate money (L5) Problem solving – pounds and pence (L6) Problem solving – multiplication and division (L7) 	<p>Unit 12 Money</p> <ul style="list-style-type: none"> Solving two-step problems (L8) Problem solving – money (L9) End of unit check and strengthening and deepening <p>Unit 13 Time</p> <ul style="list-style-type: none"> Units of time 1 (L1) 	<p>Unit 13 Time</p> <ul style="list-style-type: none"> Units of time 2 (L2) Converting times 1 (L3) Converting times 2 (L4) Problem solving – units of time (L5) 	<p>Unit 13 Time</p> <ul style="list-style-type: none"> End of Unit check and strengthening and deepening
Science	Lesson 1 Who was Katherine Johnson?	Lesson 2 Who was Alexander Graham Bell?	Lesson 3 Who was Rachel Carson?	Lesson 4 Who was George Washington Carver?	Lesson 5 Who was Steven Hawking?	Lesson 6 Who was Marie Curie?	

<p>RE Pentecost - serving</p>	<p>Reconciliation Learning Focus 3 – Sacrament of Reconciliation – contrition <i>Describe many ways in which people contribute to the Sacrament of Reconciliation, giving reasons for these - AT1 (iii)</i> <i>Compare many of my own and other people's ideas about questions to do with building bridges– AT2 (ii)</i> <i>Give a point of view and support it with a religious source AT3</i> Activity: With a talk-partner, think of ways in which being sorry might be expressed in our daily lives and how you might have contrition. Explain how people might feel if they did that. Write your own prayer of sorry to God – Act of Contrition</p> <p>Reconciliation Learning Focus 4 – Penitential Rite 1 and 2 <i>Describe many ways in which people contribute to the Sacrament of Reconciliation, giving reasons for these - AT1 (iii)</i> <i>Compare many of my own and other people's ideas about questions to do with building bridges– AT2 (ii)</i> <i>Give a point of view and support it with a religious source AT3</i> Activity: Come together as a class to celebrate a simple liturgy of Reconciliation. Light a candle and prepare the classroom with a suitable focus. Finish with an Act of Contrition.</p> <p>Reconciliation - Learning Focus 5 <i>Describe many ways in which people contribute to the Sacrament of Reconciliation, giving reasons for these - AT1 (iii)</i> <i>Compare many of my own and other people's ideas about questions to do with building bridges– AT2 (ii)</i> <i>Give a point of view and support it with a religious source AT3</i> Activity: With a talk-partner, discuss the kind of penance that might be helpful to someone who have received the Sacrament of Reconciliation. Outline your reasons and the possible effect it might have on the person. Share your findings.</p>	<p>Reconciliation Learning Focus 6 – Bridge building in the Christian community <i>Describe many ways in which people contribute to the Sacrament of Reconciliation, giving reasons for these - AT1 (iii)</i> <i>Compare many of my own and other people's ideas about questions to do with building bridges– AT2 (ii)</i> <i>Give a point of view and support it with a religious source AT3</i> Activity: Write a text message to a friend saying why you are friends and how you might continue this friendship in the future. Use some of the scripture used in this topic.</p> <p>Reconciliation Respond – using the respond booklet</p>	<p>Other Faith Sikhism – Holy Books – Guru Granth Sahib</p> <p>Activity 1: Research the Guru Granth Sahib and find out about its sayings and how that might influence the behaviour of a Sikh.</p> <p>Activity 2: Write an advertisement for a guru including all the qualities you would expect from a guru.</p> <p>Activity 3: Add some more lines to the prayer of Guru Gobind Singh.</p>	<p>Universal Church Explore Activity: Reflect on qualities we need to live a 'good life'. Ask others for their ideas about these qualities and respond to their answers.</p> <p>Universal Church Learning Focus 1 <i>Re-tell accurately most special stories about religious events and people who show what God is like, linking these to some religious beliefs – AT1 (i)</i> <i>Describe many ways in which Christians follow God's way, giving reasons for most – AT1 (iii)</i> <i>Compare many of my own and other people's ideas about questions to do with how different saints show people what God is like – AT2 (ii)</i> <i>Give a point of view and support it with a religious source AT3</i> Activity: Individually with a partner or in a group, invite the children to research a saint: it might be a saint of school, parish church, their name or the name of someone in their family. Use the internet or books.</p>	<p>Universal Church Learning Focus 2 <i>Re-tell accurately most special stories about religious events and people who show what God is like, linking these to some religious beliefs – AT1 (i)</i> <i>Describe many ways in which Christians follow God's way, giving reasons for most – AT1 (iii)</i> <i>Compare many of my own and other people's ideas about questions to do with how different saints show people what God is like – AT2 (ii)</i> <i>Give a point of view and support it with a religious source AT3</i> Activity: Create a word cloud of words that answer the question: What kind of person would I really like to be?</p> <p>Universal Church Learning Focus 3 <i>Re-tell accurately most special stories about religious events and people who show what God is like, linking these to some religious beliefs – AT1 (i)</i> <i>Describe many ways in which Christians follow God's way, giving reasons for most – AT1 (iii)</i> <i>Compare many of my own and other people's ideas about questions to do with how different saints show people what God is like – AT2 (ii)</i> <i>Give a point of view and support it with a religious source AT3</i> Activity: Ask the children to design a memorial for Oscar Romero. They may wish to include a quote from Oscar Romero or a poem to sum up his life. Show them some examples of memorials and look at the murals in PowerPoint presentation.</p>	<p>Universal Church Learning Focus 4 <i>Re-tell accurately most special stories about religious events and people who show what God is like, linking these to some religious beliefs – AT1 (i)</i> <i>Describe many ways in which Christians follow God's way, giving reasons for most – AT1 (iii)</i> <i>Compare many of my own and other people's ideas about questions to do with how different saints show people what God is like – AT2 (ii)</i> <i>Give a point of view and support it with a religious source AT3</i> Activity: Invite the children to write a letter to a younger child in the school, telling them what they have been learning about saints and in particular how they can live their lives to show what God is like and why it would be good to do so.</p> <p>Universal Church Learning Focus 5 <i>Re-tell accurately most special stories about religious events and people who show what God is like, linking these to some religious beliefs – AT1 (i)</i> <i>Describe many ways in which Christians follow God's way, giving reasons for most – AT1 (iii)</i> <i>Compare many of my own and other people's ideas about questions to do with how different saints show people what God is like – AT2 (ii)</i> <i>Give a point of view and support it with a religious source AT3</i> Activity: Hot seating Blessed Teresa – one child plays the role of Blessed Teresa. The children ask questions about why she acted as she did and the effects of her actions on others.</p>	<p>Universal Church Learning Focus 6 <i>Re-tell accurately most special stories about religious events and people who show what God is like, linking these to some religious beliefs – AT1 (i)</i> <i>Describe many ways in which Christians follow God's way, giving reasons for most – AT1 (iii)</i> <i>Compare many of my own and other people's ideas about questions to do with how different saints show people what God is like – AT2 (ii)</i> <i>Give a point of view and support it with a religious source AT3</i> Activity: Ask the children</p> <p>Universal Church Respond – using the respond booklet</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 and 2: Explore and Draw How are artists inspired by food?</p>	<p>Lesson 3 and 4 Sculpture How can I make sculptures of food?</p>	<p>Lesson 5 Collaborate How do materials respond on cotton?</p>	<p>Lesson 6: Share, reflect, discuss How can I reflect on my work?</p>			



Focus:	Teacher:					
Dates	05/06/23	12/05/23	19/06/23	26/06/23	03/07/23	10/07/23
DT	<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>	<p>Lesson 6 To generate ideas for electrical systems using different materials and components. Lesson: To generate ideas for electrical systems using different materials and components Teacher Hub Oak National Academy (thenational.academy)</p> <p>Lesson 7 To design, make and test components for an electrical system. Lesson: To design, make and test components for an electrical system. Teacher Hub Oak National Academy (thenational.academy)</p>	<p>Lesson 8 To use learning from Science to help design and make working electrical products. Lesson: To use learning from science to help design and make working electrical products Teacher Hub Oak National Academy (thenational.academy)</p>	<p>Lesson 9 To select components to assemble electrical systems. Lesson: To select components to assemble electrical systems Teacher Hub Oak National Academy (thenational.academy)</p>	<p>Lesson 10 To evaluate how well products, meet user needs and wants.</p>
PE Athletics 4 Go Active Alternative sports	<p>Lesson 1 Speed bounce and standing long jump</p>	<p>Lesson 2 Target throw and chest push</p>	<p>Lesson 3 Sprinting baton relay</p>	<p>Lesson 4 Jumping combinations – triple jump</p>	<p>Lesson 5 Can you participate in an athletics competition – sports day</p>	<p>Lesson 6 Can you assess where you are in your learning and have you achieved the pupil challenge?</p>
History Were all people's experience of WWI the same	<p>Lesson 1 Why did WWI happen?</p>	<p>Lesson 2 What was life like for a Cornishman in the trenches?</p>	<p>Lesson 3 and 4</p> <ul style="list-style-type: none"> What do these sources tell us about James Finn and the part he played in WWI? 		<p>Lesson 5 and 6 What do these sources tell us about Thomas Charles Reginald Agar-Robartes (Tommy) and the part he played in WWI?</p>	
Computing Photo editing	<p>Lesson 1 Using loops to create shapes</p>	<p>Lesson 2 Different loops</p>	<p>Lesson 3 Animate your name</p>	<p>Lesson 4 Modifying a game</p>	<p>Lesson 5 Designing a game</p>	<p>Lesson 6 Creating your games</p>
PSHE/ RSE LKS2 Module 1 Unit 3 Module 1 Unit 4	<p>Module 1 Unit 4 Session 1: Lifecycles</p>	<p>Module 3 Unit 1 Session 1: A community of love</p>	<p>Module 3 Unit 1 Session 2: What is the Church?</p>	<p>Module 3 Unit 2 Session 1: How do I love others?</p>		