

Literacy

Novel as a theme—James and the Giant Peach

Use knowledge of root words to understand meanings of words. Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Listen to, read and discuss a range of fiction. Regularly listen to whole novels read aloud by the teacher.

Read books for a range of purposes and respond in a variety of ways. Retell a range of stories. Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. *metaphors, similes*. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Identify main ideas drawn from more than one paragraph and summarising these e.g. *character is evil because...1/2/3 reasons*. Make and respond to contributions in a variety of group situations e.g. *whole class, independent reading groups, book circles*.

Analyse and compare a range of plot structures. Create sentences with fronted adverbials for 'where'. Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones*. Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*; *I was* instead of *I were*; *I did* instead of *I done*. Read and analyse narrative in order to plan and write own version. Identify and discuss the purpose, audience, language and structures of narrative. Discuss and record ideas for planning e.g. *story board, boxing-up text types to create a plan*. Plan and write an opening paragraph which combines the introduction of a setting and character/s. Link ideas within paragraphs e.g. *fronted adverbials for when and where*. Generate and select from vocabulary banks e.g. *powerful adverbs, adverbial phrases*.

Non-Chronological reports.

Listen to, read and discuss a range of non-fiction in different forms e.g. *advertisements, formal speeches, leaflets, magazines, electronic texts*. Analyse and evaluate texts looking at language, structure and presentation. Explain the meaning of key vocabulary within the context of the text. Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. Identify main ideas drawn from more than one paragraph and summarise these e.g. *Clitheroe Castle is a worthwhile place to visit because... 1/2/3 reasons across a text..* Analyse and evaluate how specific information is organised within a non-fiction text e.g. *text boxes, sub-headings, contents, bullet points, glossary, diagrams*. Scan for dates, numbers and names.

Navigate texts to locate and retrieve information in print and on screen. Explore, identify and use Standard English verb inflections for writing e.g. *We were* instead of *we was*; *I was* instead of *I were*; *I did* instead of *I done*. Read and analyse non-fiction in order to plan and write their own. Identify and discuss the purpose, audience, language and structures of non-fiction for writing. Discuss and record ideas for planning e.g. *boxing-up text types to create a plan*. Organise paragraphs in non-fiction. Generate and select from vocabulary banks e.g. *technical language*. Proofread to check for errors in spelling, grammar and punctuation in own and others' writing.

Mathematics

Mass, volume and length—pupils will learn how to estimate and measure mass, volume and length. They will learn how to convert units of measure from larger to smaller and vice versa. Pupils will also be taught how to measure perimeter using centimetres and millimetres. They will use their knowledge of measures to solve problems involving all three aspects of measurement in this chapter.

Area of Figures— In this chapter, pupils will learn about the concepts of area and perimeter. They will measure area by measuring surface coverage, i.e. counting squares before measuring area by using multiplication. They will find areas of figures that have squares and rectangles by counting and visualising. They will learn how to apply their knowledge of finding area to figures in different orientations.

Computing: Data and information- Data logging

In this unit, pupils will consider how and why data is collected over time. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data.

Art and design: Fabric of Nature

In this topic, children will be inspired by the rainforest, when they design and create a repeating pattern with a nature theme. They will draw inspiration from artists like William Morris and will spend time evaluating and draw inspiration for his work.

Other notices:

Homework and spellings: assigned on Friday, due on the following Friday.

Spelling test: Friday.

PE days: Tuesday and Thursday.

Please read at home.

Please practise your times tables.

PHSE: Me and My Relationships

Children will reflect on the best way to respond to a scenario. They will identify their emotions and how our body can show us how we are feeling.

Geography: What are rivers and how are they used?

Pupils will understand how a river is formed through learning about the water cycle. Children will understand the *courses and features of a river* and will be able to identify these using OS maps. Children will then do a fieldwork study of our local river.

Year 4 Summer 1

PE:

Rugby— Developing throwing, catching, aim and teamwork skills leading to a full game.

Y3/4 Games Net and Wall— Developing throwing, catching, aim and teamwork skills leading to a full game.

French: L'mange

The children will learn the names of different foods how to order food in shops and restaurants. Then write their own menu. They will then read La chénille fait.

Science Material Properties and Changes - States of Matter continued.

In this topic, children will learn:

- The Water cycle.
- Solids, liquids and gases can be identified by their observable properties.
- Solids have a fixed size and shape (the size and shape can be changed but it remains the same after the action).
- Liquids can pour and take the shape of the container in which they are put.
- Liquids form a pool not a pile.
- Solids in the form of powders can pour as if they were liquids but make a pile not a pool.
- Gases fill the container in which they are put.
- Gases escape from an unsealed container.
- Gases can be made smaller by squeezing/pressure.
- Liquids and gases can flow.

Music: Blackbird

Listen and appraise – listen to Blackbird song, find the pulse and consider the questions given, considering the tempo, dynamics and instruments used in the music. Children will learn about the Beatles and history of music.

Children will learn the song Blackbird and develop these skills:

- To sing in unison maintaining the correct pitch and using increasing expression.
- To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.
- To listen to and recall patterns of sounds with increasing accuracy.

RE: Judaism

Focus question: How do religious families and communities practise their faith and what contributions does this make to society?