

### Literacy: Theme: Hunted

**Folk Tales:** Use prefixes to understand meanings e.g. sub-, inter-, anti-, auto-.

Listen to, read and discuss and retell a range of stories, including less familiar fairy stories, myths and legends e.g. Brer Rabbit.

Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.

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.

The children will create their own folk tales using fronted adverbials and inverted commas.

**Debate:** Use knowledge of root words to understand meanings of words. Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts. Analyse and evaluate texts looking at language, structure and presentation. Identify main ideas drawn from more than one paragraph and summarising these e.g. character is evil because...1/2/3 reasons; 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.

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; She saw it instead of she seen it.

The children will produce their own debates using standard English, linking paragraphs and proof-reading and editing their work.

### **Performance poetry linked to the theme Hunted:**

Use punctuation to determine intonation and expression when reading aloud to a range of audiences. Listen to, read and discuss a range of poetry. 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. Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.

### Music: Y6 performance songs

As part of the choir, children will be learning the Peter Pan songs for the play.

### 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.

### History: Romans.

Overarching question: How did the Romans exert their power on Britain?

Children will look at a range of artefacts and lessons will be focused around answering these questions:

Question 1: When did the Romans invade and why?

Question 2: Did the native Britons welcome or resist the Romans, and why?

Question 3: How did the Romans influence the culture of the people already here?

### French: Le Cirque

The children will be learning how to describe themselves in French: je m'appelle, j'ai 8 ans, j'habite. They will then revise colours and learn names of different items of clothing leading to describing in sentences different items of clothing.

### PE:

**Rounders-** Children will learn correct techniques for different types of throws and catches, practise batting and bowling techniques and learn all about the roles and responsibilities of different fielding positions.

**Trust trials-** challenges and activities designed to develop problem solving, trust and teamwork.

### PHSE: Growing and Changing

Children will learn about the changes that occur within puberty, including the menstrual cycle. Children will also learn about marriage and recognise that marriage includes same sex and opposite sex partners.

# Year 4 Summer 2

### DT: Fastenings

Pupils will make a book sleeve, covering these key criteria:

- Identify the features, benefits and disadvantages of a range of fastening types.
- Write design criteria and design a sleeve that satisfies the criteria.
- Make a template for their book sleeve.
- Assemble their case using any stitch they are comfortable with.

### Mathematics

**Geometry:** In this chapter, pupils will learn about types of angles. They will name and compare angles and use this information to help when classifying triangles and quadrilaterals. Pupils will explore symmetry and symmetrical figures before applying this knowledge to the completion of symmetrical figures. They will draw lines of symmetry on shapes and figures and will combine this knowledge and understanding to sort a variety of 2-D shapes.

**Position and Movement:** In this chapter, pupils will learn how to describe the positions of objects and figures. They will learn how to describe positions on grids using coordinates. They will be introduced to the x and y axes and build an understanding of how coordinates are written. They will learn how to translate shapes using the terms 'left', 'right', 'upwards' and 'downwards' and will use coordinates to describe a figure following a translation.

### **Roman Numerals**

Pupils will learn to read and write Roman numerals. They will learn how Roman numerals were used and how they are still used today.

### **Revision of the four operations**

Children will continue to develop their multiplication, division, addition and subtraction skills.

### Science Habitats

Children will look at the concept of a habitat, how it provides conditions for life and how animals depend on plants or other animals for food.

The expectations for this unit include:

- Identifying some local habitats.
- Use simple keys to identify organisms.
- Plan to investigate some of the preferences of small animals found in the local habitat.
- Create habitats in class.
- Explain that food chains begin with a green plant that 'produces' food.

### RE: Christianity

**Key question: When Jesus left, what was the impact of Pentecost?**

By the end of this unit, pupils are expected to be able to:

Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.

Offer suggestions about what the description of Pentecost in Acts 2 might mean.

Give examples of what Pentecost means to some Christians now.

Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.

Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.