Year 4 Termly Overview

Summer Term

Subject	Summer 1 Volcanoes	Summer 2 Traders and Raiders
Art/ DT	• Make a cross section volcano	• D.T Viking boat collage
Computing	**Online Safety** • Health, Well-being and Lifestyle **Computing** • Word Processing • Using images • Creating a layout • Using spellcheck	**Online Safety** • Privacy and Security Copyright and Ownership **Computing** • Word Processing • Creating tables • Changing the layout • Hyperlinks
French	**Salut – My Town** • How much does it cost • In your town • Where is …? • Shops • At the shops • Eric goes shopping	**Salut – Describing People** • What are you like? • Hair • We're all different • The fairy and the pirate • I'm wearing • The sad frog
Geography	**Volcanoes** • Formation of a volcano • Pompeii • Locations of volcanoes • Pros and Cons of volcanoes • Comparison between Britain and Italy • Using Co-ordinates	

Year 4 Termly Overview

Summer Term

History		**Vikings**
		Skills
		Uses words and phrases: century, decade, BC, AD, after, before, during.
		Names and places dates of significant events from past on a timeline.
		Show knowledge and understanding by describing features of past societies and periods.
		Identify ideas, beliefs, attitudes and experiences of men, women and children from the past.
		Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.
		Describe how some of the past events/people affect life today.
		Understand the difference between primary and secondary sources of evidence.
		Use documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.
		Ask questions such as 'what was it like for a …… during ……?'
		Presents findings about past using speaking, writing, maths (data handling), ICT, drama/role play and drawing skills
		Uses dates and terms correctly.
		Discusses most appropriate way to present information, realising that it is for an audience.
		Uses subject specific words such as monarch, settlement, invader.

Year 4 Termly Overview

Summer Term

		Knowledge
		- Who were the Vikings and why did they come to Britain/ - Viking longboats and trading - The attack on Lindisfarne - Alfred the Great - Viking laws and justice - Time line of the Vikings - Place names and Runes

Year 4 Termly Overview

Summer Term

Maths	**Money** • Write, compare and round amounts of money • Solve money problems **Measures** • Estimate & calculate measures • Convert between different units of measure [for example, kilometre to metre]	**Area, Geometry, and Position** • 2-d shapes, including quadrilaterals & triangles • Find area by counting squares • Calculate rectangle perimeters • Identify acute, obtuse & right angles • Identify symmetry • Use first quadrant coordinates • Introduce simple translations **Roman Numerals** • Writing Roman Numerals to 100.
Music	**Blackbird (The Beatles)** Civil Rights. Ensemble work. (begin to recognise the style indicators of The Beatles' songs • Listen and appraise • Singing (tone, volume & pitch) • Performing to an audience	**Reflect, Rewind, Replay. (**Classical Music) • Listen and appraise • Singing (tone, volume & pitch) • Performing to an audience
PE	**Young Olympians** • Developing the skills of running, jumping and throwing through a range of track and field events. **Cool core** • Pilates- To improve balance and co-ordination by performing basic Pilates moves with good technique and understanding	**Nimble nets** • Racquet skills. Controlling a ball and learning the rules of Tennis. Practising using a net. **Multi fitness** • Complete circuits that includes different aerobic activities. Will allow children to demonstrate the correct technique for activities., develop agility and co-ordination and perform more complex patterns of movement

Year 4 Termly Overview

Summer Term

PSHE	**Being my best** (includes keeping healthy/Growth Mindset/goal setting/achievement) • What makes me ME! • Making choices • Healthy eating • Sustainability • My school community	**Growing and changing** • Moving house • My feelings are all over the place • Secret or surprise • Together • RSE
RE	**Is Christian worship the same around the world?** It is the intention of this unit to show pupils a variety of current Christian worship styles and formats drawn from differing cultural contexts and enable them to find the common beliefs and stories expressed in such rituals, music, and images / artefacts.	**What is the Buddhist way of life?** Pupils are introduced to the principal beliefs and practices of Buddhism. Pupils should recognise that Buddhism is a non-theistic religion (with no god).
Reading	**Class Reader; Viking Boy – Tony Bradbury** • Vocabulary: give. Explain meanings of words in context • Inference: Make inference from the text • Prediction: Predict what my happen from the details stated or implied • Explain: Explain how content is related and contributes to meaning • Retrieve: retrieve and record key information from text. • Summarise/Sequence: Summarise main ideas from more than one paragraph. **Additional texts** Escape from Pompeii – Christina Balit Non – fictions – historical accounts Newspaper reports – volcanoes	**Class Reader; Viking Boy – Tony Bradbury** • Vocabulary: give. Explain meanings of words in context • Inference: Make inference from the text • Prediction: Predict what my happen from the details stated or implied • Explain: Explain how content is related and contributes to meaning • Retrieve: retrieve and record key information from text. • Summarise/Sequence: Summarise main ideas from more than one paragraph. **Additional texts** Non-fiction – Vikings

Year 4 Termly Overview

Summer Term

	States of Matter	Electricity
Science	•identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	• identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • recognise some common conductors and insulators, and associate metals with being good conductors.

Year 4 Termly Overview

Summer Term

Writing	**Writing to Entertain** A narrative based on the eruption in Pompeii A newspaper entry from an eyewitness of an eruption A description about the volcanic eruption Using**:** • Fronted adverbials to show how/when an event occurs • Use expanded noun phrases to add detail & description • Use subordinate clauses to add detail or context • Use nouns & pronouns for clarity and cohesion • Stories • Descriptions • Poetry • Characters/settings • Detailed description • Use paragraphs to organise in time sequence	**Writing to Entertain** A character description A narrative Viking myth based on characters from GR text A modern day myth focusing on change of setting. Presented as comic book. Using: • Fronted adverbials to show how/when an event occurs • Use expanded noun phrases to add detail & description • Use subordinate clauses to add detail or context • Use nouns & pronouns for clarity and cohesion • Stories • Descriptions • Poetry • Characters/settings • Detailed description • Use paragraphs to organise in time sequence
Trips and Visits		**Buddhist Temple**