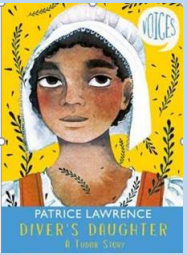




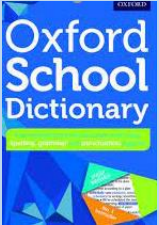


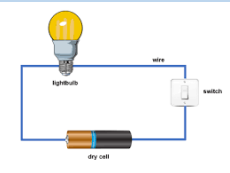




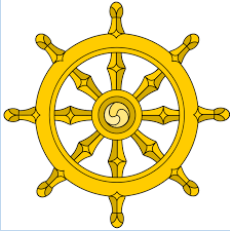







<p>Year 4 - Miss Derbyshire Mrs Smitheringale</p>	<p>Summer Term 2024</p>		
	<p>The Tudors</p>		
<p>English</p>   	<p>Reading Comprehension</p> <ul style="list-style-type: none"> Identify themes and conventions in a wide range of books Find and copy a synonym Summarise paragraphs Identify character motivation Predict what might happen or how a character might respond from details stated and implied Improve speed when using a dictionary to check the meaning of words read <p>Writing</p> <ul style="list-style-type: none"> Explore the structure and language features of a range of texts (historic fiction, explanation, character description, discussion, poetry) Use an increasing range of conjunctions, varying sentence structure, to write complex sentences Use the present perfect form of verbs in contrast to the past tense Accurately use inverted commas and other punctuation to write dialogue Use the apostrophe to show possession (singular, plural and exception words) Organise paragraphs around a theme Improve accuracy when proofreading Improve vocabulary choices 	<p>Maths</p>  	<p>Decimals</p> <ul style="list-style-type: none"> Recognise tenths and hundredths Write tenths and hundredths as decimals and fractions Write tenths and hundredths on a place value chart to show their understanding of the value of each digit Divide 1 or 2-digit numbers by 10 and 100 Make a whole number using tenths and hundredths Use place value counters and a place value chart to make numbers with up to two decimal places Compare numbers with decimals with up to two decimal places Order numbers with decimals with up to two decimal places Round numbers with 1 decimal place to the nearest whole number Write $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ as decimals Use concrete and pictorial representations to support understanding <p>Number and Place Value</p> <ul style="list-style-type: none"> Negative numbers <p>Area and Perimeter</p> <ul style="list-style-type: none"> Introduction to area – understand that area is the amount of space taken up by a 2-D shape or surface

	<ul style="list-style-type: none"> • Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear <p>Spelling</p> <ul style="list-style-type: none"> • Daily Active Spelling sessions which include the revision of Year 4 spelling rules, as well as the Year 3/4 common exception words • Use the first 2 or 3 letters of a word to check its spelling in a dictionary • Common errors e.g. when to use its or it's, when to use your or you're 		<ul style="list-style-type: none"> • Understand that area is measured in squares and explore the most efficient method of counting squares • Make shapes using a given number of squares • Measure the perimeter of simple 2-D shapes • Compare different 2-D shapes which have the same perimeter • Calculate the perimeter of rectilinear shapes by counting squares on a grid • Calculate the perimeter of a rectangle (including squares) that are not on a squared grid • Use their knowledge of perimeter to calculate missing lengths using addition and subtraction • Investigate possible perimeters of squares and rectangles <p>Time</p> <ul style="list-style-type: none"> • Years, months, weeks and days • Hours, minutes and seconds • Convert between analogue and digital times • Convert to and from the 24-hour clock
<p>SCIENCE</p> 	<p>Sound</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with something vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases 	<p>HISTORY</p> 	<p>The Tudors</p> <ul style="list-style-type: none"> • To know the six Tudor monarchs • To know the timeline, and understand the longevity, of the Tudor era • To know that Henry VII's decision to break away from the Catholic Church created significant upheaval in England's churches • To know that Tudor monarchs had to live with the constant threat of invasion, particularly by the Spanish which led to significant military developments • To know the importance of William Cecil, the Lord High Treasurer to Elizabeth I, and his role within the reign of Elizabeth I

	<p>Electricity</p> <ul style="list-style-type: none"> • 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 a lamp will light in a simple series circuit, based on whether 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 a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors 		<ul style="list-style-type: none"> • To know that William Cecil was born in Bourne, and he designed Burghley House • To know the characteristic features of Tudor architecture with a clear focus on Burghley House • To know that Sir Walter Raleigh was one of the most significant leaders and explorers of the era • To know how some crimes were punished in Tudor times
<p>GEOGRAPHY</p> 	<p>History is the focus during the summer term.</p>	<p>COMPUTING</p> 	<p>Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation</p> <ul style="list-style-type: none"> • Understand that data gathered over time can be used to answer questions • Use a digital device to collect data automatically • Understand that a data logger collects 'data points' from sensors over time • Recognise how a computer can help us analyse data • Identify the data needed to answer questions • Use data from sensors to answer questions <p>Repetition in games To design and create a game which uses repetition, applying stages of programming design throughout.</p> <ul style="list-style-type: none"> • Using loops to create shapes • Choosing different loops dependent on purpose • Animating their name using repetition • Modifying an infinite loop in a game • Designing a game

			<ul style="list-style-type: none"> • Creating and evaluating a game
<p>PSHE</p>  	<p>Relationships</p> <ul style="list-style-type: none"> • Jealousy • Love and Loss • Memories • Getting On and Falling Out • Girlfriends and Boyfriends • Celebrating My Relationships with People and Animals <p>Changing Me</p> <ul style="list-style-type: none"> • Unique Me • Outside Body Changes • Inside Body Changes • Girls and Puberty • Circles of Change 	<p>RE</p> 	<p>Buddhism:</p> <p>Enquiry: What is the best way for a Buddhist to lead a good life?</p> <ul style="list-style-type: none"> - To consider which choices and consequences might lead to a good life. - What are some examples of the eight-fold path that a Buddhist might put into action in their lives? - How might mindfulness help a Buddhist lead a good life? - Discuss how a Buddhist might put Right Effort into practice in their lives? - Explain the meaning of the steps of the 8-fold path. - To consider how to make the world a better place. <p>Christianity:</p> <p>Enquiry: Do people need to go to church to show they are Christians?</p> <ul style="list-style-type: none"> - To describe the feeling associated with a special place. - To discuss events and services that might happen at a church such as Baptism and Holy Communion - How might a church support prayer and worship?

<p>ART</p> 	<p>Lino Printing</p> <ul style="list-style-type: none"> • To observe, interpret and evaluate a range of Tudor portraits • To develop knowledge of the process of lino printing and its distinctive characteristics • To create a lino block inspired by Tudor portraits • To develop and apply the process of lino printing to successfully print a lino block • To evaluate their own and others' work: comparing ideas, methods and approaches in their own and others' work and say what they think and feel about them 	<p>Design and Technology</p> 	<p>Design and make a Cornish pasty</p> <ul style="list-style-type: none"> • Understand seasonality of vegetables and herbs • Taste a range of savoury snacks and record results based on their sensory evaluation • Select ingredients and equipment to cook an authentic Tudor Cornish pasty • Work in a safe and hygienic manner, particularly when chopping and dicing vegetables • Evaluate the finished food product, highlighting positive comments and areas for development
<p>MUSIC</p> 	<p>Term 5 Samba, Carnival Sounds and Instruments</p> <ul style="list-style-type: none"> • To explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. • Clap on the offbeat and be able to play a syncopated rhythm. • Play a rhythm in time with the rest of a group • Play a break in time with the rest of a group and play in the correct place in the piece. • Play in time and with confidence; accurately playing a break. <p>Term 6 India</p> <ul style="list-style-type: none"> • To understand the history and key features of Bollywood music and dance • Use voice, body and untuned instruments to create sound • Play tuned percussion parts that layer to create a harmonious effect 	<p>MFL</p> 	<p>Classroom</p> <ul style="list-style-type: none"> • Recognise and repeat from memory simple classroom objects and use the correct gender • Say what they have and do not have in their pencil case • Recognise and respond to simple classroom commands and praise <p>Family</p> <ul style="list-style-type: none"> • Say the nouns in Spanish for members of their family • Tell somebody in Spanish the members and age of a fictitious, historical or television family as a model to present and practise family vocabulary • Continue to count, reaching 100, to enable students to say the age of various family members • Understand the concept of mi and mis in Spanish

	<ul style="list-style-type: none"> To perform a film sequence using instruments and movement 		
<p>PE</p> 	<p>Netball</p> <ul style="list-style-type: none"> Develop passing and moving skills to keep possession of the ball Explore the transition between attack and defence, working out simple tactics for creating space How to shoot and where to shoot from Refine a shooting technique Understanding the footwork rule and how to be more effective with our feet <p>Cricket</p> <ul style="list-style-type: none"> Develop an understanding of batting and fielding Explore different ways of bowling underarm Returning to ball to the bowler or wicketkeeper Develop barrier skills when a batter strikes a ball towards them (stopping the ball) Retrieving and returning the ball Understand how to outwit the fielding team by carrying speed and direction <p>Swimming</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations 	<p>Additional Information</p>	<p>PE days</p> <ul style="list-style-type: none"> Term 5 Fridays (term 6 to be confirmed) Swimming is on a Tuesday from 16.04.24 up to and including 9.7.24 <p>Homework Days</p> <ul style="list-style-type: none"> English is set on a Wednesday and is due in on the following Monday Maths is set on a Friday and is due in on the following Thursday <p>Diary Date Year 4 class trip to Norwich Theatre 8.7.24 Tudor Day 21.06.2024</p>