

**Year 4
Summer Term**

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| English | <p>Writing- (<i>Narrative</i>) write stories set in places pupils have been/ write stories that contain mythical, legendary or historical characters or events/ / write plays/write scripts and fictional biographies inspired by reading across the curriculum. (<i>Non-fiction</i>) write recounts/ write explanations/ write non-chronological reports/ write biographies/ write in a journalistic style(<i>Poetry</i>) write haiku/write cinquain/ write poems that convey an image (simile, word play, rhyme and metaphor)</p> <p>Reading- Read and listen to a wide range of styles of text, including myths and legends/ listen to and discuss a wide range of texts/ increase familiarity with a wide range of books, including modern fiction, classic British fiction and books from other cultures/take part in conversations about books/ use the school and community libraries/look at classification systems/look at books with a different alphabet to English/ Read and listen to whole books.</p> <p>Communication- engage in meaningful discussions in all areas of the curriculum/ listen to and learn a wide range of subject specific vocabulary through reading identify vocabulary that enriches and enlivens stories/ speak to small and larger audiences at frequent intervals/ practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English/ listen to and tell stories often to internalise the structure/ debate issues and formulate well-constructed points</p> | |
| Maths | <p>Number, place value and rounding- Count in multiples of 6, 7, 9, 25 and 1000. Identify, represent and estimate numbers using different representations/ Solve number and practical problems that involve all of the above and with increasingly large positive numbers/ To know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>Addition and subtraction- Estimate and use inverse operations to check answers to a calculation/ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p>Multiplication and division- Recall multiplication and division facts for multiplication tables up to 12×12/ Use place value, known and derived facts to multiply and divide mentally, multiplying together three numbers/ Recognise and use factor pairs and commutativity in mental calculations/ Multiply two-digit and three-digit numbers by a one digit number using formal written layout/ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p>Fractions- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths/ Compare numbers with the same number of decimal places up to two decimal places/ Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Position, direction and movement- Describe positions on a 2-D grid as coordinates in the first quadrant/ Describe movements between positions as translations of a given unit to the left/right and up/down/ Plot specified points and draw sides to complete a given polygon</p> <p>Measures- Convert between different units of measure. [for example, kilometre to metre; hour to minute]/ Estimate, compare and calculate different measures, including money in pounds and pence Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p>Statistics- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs/ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> | |
| Science | Animals, including Humans/ All living things and their habitats Sound | |
| History | Ancient Egyptians – an in-depth study | |
| Geography | Geographical skills (linked to history) | |
| Art | Sculpture- Egyptian masks/ jewellery | |
| DT | Insect homes/bird feeders | |
| PE | Indoor- swimming Outdoor- net/wall- Tennis | Indoor- Dance Outdoor- Outdoor Education (golf/ orienteering/ athletics) |
| PSHE & Cit | Respect for property- in context of John Muir award | |
| SEAL & RSE | Relationships Changes | |
| ICT | Programming | |
| RE | The Kingdom of God The five Pillars of Islam | |
| Music | Animal Magic- Class orchestra | |
| MFL | French :Unit 8 - L'argent de poche (Pocket money), <i>number</i> Unit 11 – Carnaval des animaux (Carnival of the animals) | |
| Visits/ Visitors | Visits to various local habitats Egyptian Day (in school) | |