

Year 4 Summer 1

The Great Escape



Geography

National curriculum:

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Progression in Skills:

- Extend to satellite images, aerial photographs.
- Investigate places and themes at more than one scale.
- Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/maps.
- Use junior atlases. Use map sites on internet.
- Identify features on aerial/oblique photographs.
- Locate places on large scale maps (e.g. Find UK or India on globe).
- Begin to match boundaries (e.g. find same boundary of a county on different scale maps).

English

English texts: The Great Escape.

Year 4 writing assessment objectives:

Flashback

Information Text

- Write for both fictional and non-fictional purposes, with a growing awareness of the reader.
- Use a range of co-ordinating and subordinating conjunctions.
- Use fronted adverbials.
- Use present, past, progressive and perfect tense verb forms accurately.
- Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas).
- Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4).
- Produce legible joined handwriting.
- Make simple additions, revisions and proof-reading corrections to their own writing.
- Use a range of precise vocabulary (nouns, verbs and adjectives).

Maths

National Curriculum objectives

- **Money:** Record amounts of money. Compare total amounts of money. Round to the nearest pound (whole number). Solve money problems (addition, subtraction, multiplication and comparison). Estimate amounts of money.
- **Length, Mass and Volume:** Convert units of length, mass and volume. Estimate lengths, mass and volumes. Compare and order measurements of length, mass and volume.

Progression in Skills:

- **Fractions:** Count in hundredths. Write mixed number fractions and show them on a number line.
- **Equivalent Fractions:** Find equivalent fractions. Simplify mixed number and improper fractions. Add and subtract fractions (recording answers as a mixed number or in simplest form). Solve word problems.

Science

National Curriculum Objectives:

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- 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.

Progression in Skills:

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- 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.

DT

National Curriculum objectives

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

- Understand how key events and individuals in design and technology have helped shape the world.
- Apply their understanding of computing to program, monitor and control their products.
- To understand and apply the principles of a healthy and varied diet.
- To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

Progression in Skills:

- Make labelled drawings from different views showing specific features.
- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes.
- Suggest alternative methods of making, if the first attempts fail.
- Select appropriate tools and techniques for making their product.
- Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques.
- Join and combine materials and components accurately in temporary and permanent ways.
- Evaluate their work both during and at the end of the assignment.
- Evaluate their products carrying out appropriate tests.

Spanish

National Curriculum Objectives

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary.

Progression in Skills

- Can explain what hurts/why feeling unwell (e.g., *Me duele la cabeza*).
- Can take part in a roleplay at the doctors.
- Can understand, remember and say some jungle animal nouns (e.g., *el tigre, el mono, la serpiente*).
- Can understand familiar colours and adjectives.
- Can understand unfamiliar adjectives to describe jungle animals.
- Can write a sentence with a noun, verb, adjectives (and a conjunction).

PE

National curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Progression in Skills

- With increasing consistency, choose where to direct a hit from a bowled ball.
- Use and apply the basic rules of the game.
- Direct hits using taught shots, e.g. pull shot.
- Track and intercept the ball along the ground, sometimes collecting with one hand.
- Attempt overarm bowling with some accuracy.
- Show more consistency in throwing and catching over a variety of distances.
- Field a bouncing ball.
- Show fair play such as accepting when run out or stumped.
- Work with a partner to anticipate when to run.

Oracy

National Curriculum objectives

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Progression in Skills:

- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Able to take on group roles to discuss with peers e.g. able to act as the chairperson or the note taker in a group.
- Gain, maintain and monitor the interest of the listener(s).
- Add or omit detail according to how much is already known by the listener.
- Use intonation to give added emphasis.

Judaism

Progression in Skills:

- Explain why I think some things need to wait until you are a certain age.
- Give examples of things I am committed to and explain which ones are more or less important to me.
- Describe some of the ways that Jews choose to show commitment to God and start to understand that they do this in different ways.
- Express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.

RE

Computing

National Curriculum Objectives

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Design and create programs using selection purposefully.

Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.

PSHE

National Curriculum

- **R6:** that a feature of positive family life is caring relationships.
- **R11:** what constitutes a positive, healthy friendship; principles apply online.
- **R17/18:** strategies to resolve disputes; recognize unsafe friendships.
- **OS1/2:** Respectful online interactions; critically evaluate online relationships.
- **OS3/4:** Minimum age for social media (13); importance of privacy settings.
- **BS1:** appropriate boundaries in friendships.

Progression in Skills:

- When we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best.
- When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships.
- Friends can help them see things from a different perspective and that's why we should talk to our friends about our problems.
- Identify those things that make them a good friend.
- I can tell you the risks of making friends online including the risks of talking to people I have never met.
- I can tell you some strategies for managing online bullying.
- Understand how information and data is shared and used online.