**English**

**English texts:** The Roman Invasion

**Year 4 writing assessment objectives: 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)

**Spelling focus:**

The suffix –ous

Endings which sound like en, spelt –tion, –sion, –ssion, –cian

Words with the k sound spelt ch

Words with the s sound spelt ch

Words with the /s/ sound spelt sc

Words with the /eɪ/ sound spelt ei, eigh, or ey

Possessive apostrophe with plural words

Homophones and near-homophones

**Year 4 Summer 2**The Great Escape

**RE**

**National Curriculum objectives**

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them.

Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.

**Progression in skills objectives**

Explain some of the feelings my special place gives me and suggest why that is.

Explore the significance of Baptism.

Discuss how different people show their commitment to different things.

Describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.

Start to understand the impact a Christian’s special place has on him/her.

Discuss and reflect on why places are special to people.

**Maths**

**National Curriculum objectives**

**Pupils should be taught to:**

* recognise and show, using diagrams, families of common equivalent fractions
* count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
* add and subtract fractions with the same denominator
* recognise and write decimal equivalents of any number of tenths or hundreds

**Pupils should be taught to:**

* compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
* identify acute and obtuse angles and compare and order angles up to 2 right angles by size
* identify lines of symmetry in 2-D shapes presented in different orientations
* complete a simple symmetric figure with respect to a specific line of symmetry

**Progression in skills objectives**

In this chapter pupils will be introduced to hundredths. They will learn about mixed number fractions and improper fractions. They will learn how to convert between mixed numbers and improper fractions. They will learn how to add and subtract fractions and will solve addition and subtraction word problems.

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 2D shapes.

**Science**

**National Curriculum objectives**

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.

Recognize 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.

**Progression in skills objectives**

Pupils will recognise that sounds get fainter as the distance from the sound source increases.

Find patterns between the volume of a sound and the strength of the vibrations that produced it.

**D&t**

**National Curriculum objectives**

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

They will understand how key events and individuals in design and technology have helped shaped the world.

Pupils will apply their understanding of computing to program monitor and control their products.

To understand and apply the principles of a healthy and varied diet.

**Progression in skills objectives**

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, and suggesting alternative methods of making. If the first attempt fails.

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**

listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

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

present ideas and information orally to a range of audiences

read carefully and show understanding of words, phrases and simple writing

**Progression in Skills**

Can read, understand, write and say three simple sentences to describe the weather.

Can identify the weather being described on a map of Spain.

Can ask the question “What is the weather like?” in Spanish.

Can understand ice cream flavours and express like, loves and dislikes of ice cream flavours.

Can participate in a simple role-play at an ice cream van, ordering ice cream and responding to simple questions.

**P.E**

**National Curriculum objectives**

Athletics

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.

Pupils will be taught to:

Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)

Compare their performances with the previous ones and demonstrate improvement to achieve their personal best.

**Progression in skills objectives**

Decide on ways to improve runs, jumps and throws and implement changes.

Compare different throws when using various equipment.

Demonstrate patience and determination.

Show differences between sprinting, and running speeds over various distances.

Throw a variety of objects demonstrating accuracy, e.g. objects landing in a throwing zone.

Compete in running, jumping and throwing activities and compare their performance with previous ones.

**Computing**

**National Curriculum objectives**

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

**Progression in skills objectives**

Purposefully combine a range of digital content to present information to others.

Create and combine audio to make a simple musical composition.