

Year 4 Summer 1

Rome

Geography

National Curriculum objectives

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 objectives

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 Oxford on globe)

Begin to recognise boundaries (E.g. find same boundary of a county on different scale maps.)

English

English texts: Escape from Pompeii

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)

Spelling focus:

Prefix inter

Prefix anti

Prefix auto

Prefix ex

Prefix non

Ending in ar er



Maths

National Curriculum objectives

Calculate different measures, including money in pounds and pence.
Estimate, compare and calculate different measures, including money in pounds and pence.
Convert between different units of measure
Estimate, compare and calculate different measures.
Find the area of rectilinear shapes by counting squares.
Identify acute and obtuse angles, and compare and order angles up to two right angles by size.
Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
Identify lines of symmetry in 2D shapes presented in different orientations.

Progression in skills objectives

Write amounts of money as decimals.
Compare amounts of money.
Round amounts of money to the nearest £1 and £10.
Solve word problems involving the addition and subtraction of money.
Solve word problems involving the multiplication and division of money.
Use knowledge of money to solve problems.
Convert between metres and centimetres.
Convert between kilometres and metres.
Convert between different units of measure for mass.
Convert between different units of measure for volume.
Compare and order measurements.
Find the perimeter of a polygon.
Find the area of rectilinear shapes by counting squares and half squares.
Compare the perimeters and areas of rectilinear shapes.
Find the area of rectangles by using multiplication
Use knowledge of area and perimeter to solve problems
Identify right, acute and obtuse angles.
Compare and order angles by size.
Classify triangles and quadrilaterals
Identify lines of symmetry in 2D shapes.

Money

Length, Mass and Volume

Area and perimeter of figures

Geometry

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.

Progression in skills objectives

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Art

National Curriculum objectives

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

to create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history.

Progression in skills objectives

Make informed choices about the 3D technique chosen.

Show an understanding of shape, space and form.

Plan, design, make and adapt models.

Talk about their work understanding that it has been sculpted, modelled or constructed.

Use a variety of materials.

Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

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.

Progression in skills objectives

Ask and answer questions.

Attempt to write short phrases from memory.

Read and understand a short paragraph with familiar vocabulary and structures.

Identify a common sound in a list of verbs.

P.E

National Curriculum objectives

Badminton

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.

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

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

Progression in skills objectives

Vary skills, actions and ideas and link these in ways that suit the games activity.

Show confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing and kicking.

Use skills with co-ordination, control and fluency.

Takes part in competitive games with a strong understanding of tactics and composition.

Can create their own games using knowledge and skills.

Works well in a group to develop various games.

Compares and comments on skills to support creation of new games.

Can make suggestions as to what resources can be used to differentiate a game.

Apply basic skills for attacking and defending.

Use running, jumping, throwing and catching in isolation and combination.

Computing

National Curriculum objectives

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

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

Progression in skills objectives

Design and create programs using selection purposefully

Understand what a computer network is and describe different parts of a network

RE

Judaism – Beliefs and Practices

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.