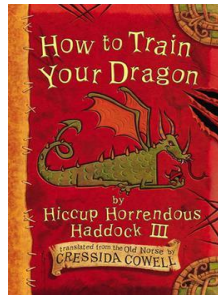




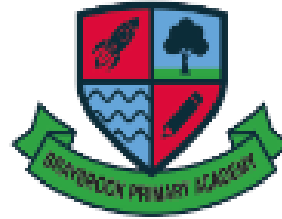
English

As writers, our learning will be centred around our core text of 'How to Train your Dragon' by Cressida Cowell



Through this, we will:

- Explore the features of a non-chronological report including how it reflects it's purpose and reader
- Use apostrophes for possession, including plural possessive apostrophes, to show who/what an object belongs to
- Plan and write a non-chronological report about our own dragon creations, use subheading and paragraphing to structure the text
- Write a 'missing scene' from the book including speech.



YEAR 4

SUMMER TERM



Maths

As mathematicians, we follow White Rose Maths. This half term our learning will focus on fractions and decimals.

Through this, we will:

- Continue to practise our knowledge of times tables facts up to 12 x 12
- Represent improper fractions and mixed numbers
- Convert mixed number into improper fractions by multiplying and dividing
- Represents tenths and hundredths as fractions and on a number line



French

As linguists, our unit this term is 'French numbers, calendars and birthdays'

Through this, we will:

- Say the numbers to 31 in French and use these to solve Maths questions and share the date of their birthday
- Say the days of the week and months of the year
-



Science

As scientists, our Science unit this half term is 'Sound and vibrations'.

Through this, we will:

- Describe how sounds are made.
- Describe how sounds are heard through different mediums.
- Explain the relationship between vibration strength and volume.
- Describe the relationship between volume and distance.
- Describe pitch and how to change it.
- Explain how insulating materials can be used to muffle sound



Reading

As readers, we will focus on:

- Reading a range of fiction, non-fiction and poetry to develop our levels of fluency.
- Summarise and sequence the key events of a text.
- Explain answers to questions fully, using evidence from the text to support our ideas
- Enhance our vocabulary to deepen our understanding and word meaning.



History

As historians, our learning question in history this term is 'Were the Vikings raiders, traders or settlers?'

Through this, we will:

- Identify important events in the Anglo-Saxon and Viking struggle for Britain.
- Identify the different reasons for migration to Britain.
- Sequence events according to their significance for groups of people.
- Explain where the Vikings came from and why they came to Britain.
- Explain how sources can be biased.
- Describe what the Vikings traded and identify Viking trading routes.



Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

This half term we will:

- Explore Passport to the World where we will travel to and explore a different country at the end of the half term.
- Take part in a Sports Day where we will use our PE learning to win points!
- Take part in weekly swimming lessons



Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following homework **each week**:

- 45 minutes on Maths Whizz
- Weekly spellings on Spelling Shed.
- Regular learning of times tables through TT Rockstars
- Complete 5 reads a week as part of our reading challenge
- Quizzing at least once a week



Art

As artists, our Art unit this half term is 'Sculpture and 3D: Mega Materials'.

Through this, we will:

- Transfer a drawn idea successfully to a soap carving.
- Successfully bend wire to follow a simple template, adding details for stability and aesthetics.
- Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp.
- Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials.



PE

As sportspeople, we will focus our learning on dancing and cricket.

The children will continue to work independently and in groups in order to improve on routines and skills within dance. We will evaluate our dances to improve and enhance them further. Alongside this, we will practise our throwing, batting and catching skills in cricket.



Music

As musicians, our Music unit is 'Ukeleles'

Through this, we will:

- Continue to practise the chords learnt so far
- Compete against each other in a 'chord off' recognising the position of fingers when playing chords
- Practise and perform a range of songs including, 'Bird is the word' and 'What shall we do with the drunken sailor'.



PSHE

As citizens of the community, our PSHE unit is 'Safety and the changing body'

Through this, we will:

- Understand the difference between private and public, and secrets and surprises
- Understand the changes to come emotionally and how they will change physically as they develop into adults.



Design Technology

As designers, our DT unit is 'Mechanical systems: Making a slingshot car'

Through this, we will:

- Work independently to produce an accurate, functioning car chassis.
- Design a shape that is suitable for the project.
- Attempt to reduce air resistance through the design of the shape.
- Produce panels that will fit the chassis and can be assembled effectively using the tabs they have designed.



Computing

Our Computing unit is 'Collaborative Learning'.

Through this, we will:

- Use a variety of different slide styles to convey information including images and transitions.
- Create a Google Form with a range of different questions types that will provide different types of answers, e.g. text, multiple choice or numerical values.
- Export data to a spreadsheet, highlighting data, using conditional formatting and calculating averages and sums of numbers.



Religious Education

As theologians, our leaning question is 'Why is the Bible the best-selling book of all time?'

Through this, we will:

- Identify events involved in the compilation and creation of the first Christian Bible.
- Comparing different types of writing found in the Bible and discussing their purposes.
- Explain the impact of key figures and events on the development of the modern-day Christian Bible.
- Explain the concept of interpretation and why it is an essential practice for many Christians when reading the Bible.