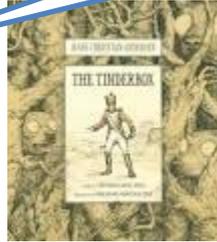


Summer Term

You're Hired!



Year Four Summer Term Overview

Throughout the year, children work towards an 'Apprentice' style showdown at the end of the final term. As the children further develop their skills and knowledge by completing various cross-curricular projects, they will evaluate their achievements and choose one final exhibition piece to present to the panel at the end of the year. Throughout this term, the children will develop their enterprise skills. Together they will further develop their presentation, performance and evaluation skills. The theme of self-improvement will be nurtured by well chosen core texts. The year will close with a grand finale celebration of achievements - The Apprentice style!

English

Programme of study includes: word reading, comprehension, transcription, handwriting, composition and vocabulary, grammar and punctuation.

The process of writing includes: Introduce meaningful opportunity to write, Analysis of text - Read and study genre examples - Talk opportunities - Shared/modelled writing - Planning - Writing - Editing and improving - Publishing

Inspiration:

Tuesday by David Wiesner

Tinderbox by Hans Christian Andersen

Extra Yarn by Mac Barnett and Jon Klassen

The Stone Mouse by Jenny Nimmo

During Guided Reading children will explore a variety of books which will inspire discussion and debate.

Class Reading Book:

Physical Education

Athletics, cricket, folk dance and Latin/ballroom

- to control and coordinate their bodies and movements with increasing skill and confidence
- to follow and apply more complex rules in a range of competitive and cooperative games and physical activities
- to develop physical skills and techniques by observation, evaluation and refinement; and to use repetition and practice to reach higher standards
- to use tactics, strategies and compositional ideas to achieve set objectives and improve performance
- to recognise ways in which stamina and flexibility can be improved through daily physical activity

Music

Exploring composition, beat, notation and performance

- to use and understand staff and other musical notations

Social, Moral and Cultural Education - including Religious Education and RRS

SMSC is embedded in what we do and who we are everyday.

Themes raised in the class text: capital punishment, choices and greed.

Religious education

What religions are represented in our neighbourhood?

RRS: 37 and 40

Geography

- to describe and understand key aspects of physical geography, including: mountains
- to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

French

- Names of animals and different sports
- Pocket money and the vocabulary used inside a toy shop

You're Hired!

Computing

Using 'Google Forms' and 'Google Sheets' to input data and then create graphs and present data on 'Numbers/Keynote' on an iPad.

Science

Learning Objectives:

I can identify common appliances that run on electricity.
I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
I can recognise some common conductors and insulators, and associate metals with being good conductors.

Scientific Enquiry Skills

Ask relevant questions, and use different types of scientific enquiries to answer them
Set up simple practical enquiries, comparative and fair tests
Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers
Gather, record, classify and present data in a variety of ways to help in answering questions
Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
Identify differences, similarities or changes related to simple scientific ideas and processes
Use straightforward scientific evidence to answer questions or to support their findings

Mathematics

Over the year, children will continue to develop their mathematical skills and knowledge through Maths Mastery. Alongside this, the children will apply their maths skills across the curriculum, for example they will interpret and present data using 'Google Forms' and then solve comparison sum and difference problems. Whilst learning about mountain ranges, they will apply what they have learnt about converting between units of measurement.



Art and Design Technology

Design Technology:

Design

- to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided-design.

Make

- to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- to understand and use electrical systems in their products, e.g. series circuits incorporating switches, bulbs, buzzers and motors

Art and Design

Working towards exhibiting their favourite art work which demonstrates the four step approach.