

**Science**  
**All Living Things**

Children recognise that living things can be grouped in a variety of ways. They explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Children recognise that environments can change and that this can sometimes pose dangers to living things.

**Working scientifically**

Children will ask relevant questions and use different types of scientific enquiries to answer them. They gather, record, classify and present data in a variety of ways to help in answering questions. Children will record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

**French**  
**Vive le sport !**  
(Our sporting lives)

Listen attentively to spoken language and show understanding by joining in and responding. Explore patterns and sounds of language, and link the spelling, sound and meaning of words. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases. Understand basic grammar appropriate to the language being studied. Present ideas and information orally. Read carefully and show understanding of words, phrases and simple writing.

**Bringing Learning to Life**

Presenting their Greek snacks to an audience.

**SUMMER 2 - 2018**  
**Year 4**



**English**

**Free Verse Poetry** - the children will focus on their speaking and listening skills.

**Narrative writing** - the children will demonstrate their skills by writing a character description and writing a free piece of narrative writing.

**Persuasion** - The children will demonstrate their understanding of persuasion by creating a product and presenting it to an audience.

**PSHE**  
**Drugs and Medicine**

Children will know the basic facts about smoking and understand about its effects on the body. They will know the main safety rules in school, at home, and outside to do with medicines and other substances. Children will understand the ways in which drugs can be necessary for the maintenance of people's lifestyles. They will understand that pressures to use substances may come from people they know, such as friends, relations and neighbours. Children will know that the media and other influences, such as peer group and self-image, affect choices.

**Music**

Children will read and play from a rhythmic score. Children will arrange a rhythmic piece in a small group with an awareness of musical dimensions. Children will perform their arrangement for the class. Children will develop melodic dictation with staff equipment. Children will participate in music from the 1960s pop culture.

**Geography - Earthquakes**

Children will describe the structure of the Earth and why the crust moves. They will describe some features of earthquakes and explain how they are caused. Children will learn where earthquakes happen, and explain why they happen there. They will describe the effects of an earthquake and what people did as a result. Children will use maps, globes and atlases to describe where earthquakes happen.

**Religious Education**  
**SPECIAL BOOKS AND SACRED TEXTS**

Children will learn about books which are precious or important and be made aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups.

They will consider what book is sacred for Sikhs and about the way verbal and non-verbal symbolic expression and action are used to convey meaning, particularly in religious contexts; including sacred texts.

Children learn the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship. They will use and interpret information about religions from a range of sources and learn about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others.

The children will reflect on ideas of right and wrong and their own and others' responses to them.

**Physical Education**

**Games** – Striking and Fielding games. Children will play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

**Athletics**

Children will use running, jumping, throwing and catching in isolation and in combination. They will engage in competitive sports and activities with other schools.

**Maths**

Children will use appropriate mathematical skills to solve a problem. They will learn how to organise work, looking for ways to record systematically and check as proceed. They will draw mathematical models to support visualisation of problems. Children will use a structured approach to tackle the problem (devise a plan).

**Design and Technology**  
**Food – A Greek Feast**

Children will design a menu for a Greek Feast and make the food for a class Feast.

**Computing – Information Technology**  
**Spreadsheets.**

Children will construct and interpret frequency tables, bar charts with grouped discrete data and line graphs. They will interpret pie charts. Children will use ICT to present and highlight information and identify further questions to ask from data collected. They will collect and organise data in an efficient and accurate way by designing fields and records in a database. They will interpret data by using a range of searches, sorting, filtering and graphing and check for accuracy. Children will draw conclusions from data and use conclusions to solve the original problem.