

Summer in Year 4

English

In English we will be practising our reading skills, of inference and retrieval, through various texts.

We will also be using *The Girl who Stole an Elephant* by Nizrana Farook to inspire the children to write their own narratives.

We will also be reading *Marshmallow Clouds* to plan and write poetry which will be nature-themed.

We are reading...



Maths

We begin summer by revisiting decimals and then move on to money. We then move onto properties of shape and position and direction. Pupils are expected to know all their times tables up to 12 x 12 by the end of year 4, so this is a big focus this term.

French

We will be learning about the weather and how to describe the different features such as hot and sunny. The children will be creating weather reports.

Art & DT

In Art, the children will work with pattern in a mindful way to create artwork which can be applied to many outcomes. The children will complete a sensory and we will encourage pupils to make decisions as they progress to create a rhythmic piece. Pupils will discover an artist who explores patterns, signs and motifs that hold significance to her identity.

In DT, the children will identify the features, benefits and disadvantages of a range of fastening types. They will write a design criterion and design a sleeve that satisfies the criteria. They will then make a template for their book sleeve. And finally, assemble their case using any stitch they are comfortable with.

Science

In Summer 1, year 4 will be learning about sound, about how vibrations cause sounds and how sounds travel. They will also investigate how sounds can change pitch and loudness, carrying out demonstrations of vibrations.

In Summer 2, our learning will move to states of matter, and the differences between solids, liquids and gases, classifying objects and identifying their properties. The unit ends by exploring the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.



Geography

We will be answering the question; What are rivers and how are they used?

Pupils will be learning about rivers; their place in the water cycle, the name and location of major rivers and how they are used. They will identify water stores and processes in the water cycle, describe the three courses of a river and name the physical features of a river. There will also be a focus on some of the problems around rivers and how humans have used river over time, focusing on the River Ivel.

History

We will be answering the question; how hard was it to invade and settle in Britain?

The children will be investigating who were Anglo-Saxons and the Scots, and the consequences on Britain because of the invasions. Over the unit, the children will also learn more about Anglo-Saxon life, practices, beliefs and demise. Key figures and monarchs will be explored, such as Alfred the Great.

Music

This term the children will be learning about changes in pitch, tempo and dynamics. There will be a strong focus on rivers, which will reinforce the learning of river features in geography. They will recognise key features of pieces of music and create a rhythmic ostinato piece, that is a short, constantly repeated rhythmic pattern.

PE

In PE, we will be starting with striking and fielding through the game of cricket, focusing on the ball skill they learnt in spring. They will then move onto football and athletics, building on previous skills.

PSHCE

Our PSHCE lessons for the remainder of the year, are to explore three different themes; creating and maintain healthy relationships, discrimination and economic awareness.

Computing

The children will be investigating the weather and how to analyse and interpret data. They will be learning how data is logged and will be designing a weather station. They will also be understanding about weather forecasts and how to create and present a forecast.

RE

RE will begin with exploring the question; How and why do people try to make the world a better place? They will then focus on exploring; Why do some people think life is like a journey? How and why do people mark the significant events of life?