

Year 4 Summer 1 Plan 2023

FOCUS: The Environment and The Normans

Literacy	Week 1 (3 days)	Week 2	Week 3 (4 days)	Week 4	Week 5	Week 6
Class Novel: The Last Bear	Balanced argument <u>Skills</u> -Fronted Adverbials, commas -Paragraphs -Choice of pronouns/nouns to avoid repetition. -Formal writing -Suggest improvements in own/others writing.		Diaries – based on ‘The Last Bear’ <u>Skills</u> -Fronted Adverbials, commas -Paragraphs -Choice of pronouns/nouns to avoid repetition. -Suggest improvements in own/others writing. -Proof reading skills embedded in own writing.		Narrative writing – based on ‘The Last Bear’ <u>Skills</u> -Fronted Adverbials, commas -Paragraphs -Dialogue to move action on -Choice of pronouns/nouns to avoid repetition. -Suggest improvements in own/others writing. -Proof reading skills embedded in own writing.	
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Grammar Punctuating Direct Speech Spelling Y3/4 Statutory spellings	Grammar Direct or Indirect speech? Spelling Adding the prefix inter- (meaning 'between' or 'among')	Grammar Suffixes - word families Spelling Adding the prefix anti- (meaning 'against')	Grammar Suffixes - words ending in -sure, -ture and -cher Spelling Adding the prefix auto- (meaning 'self' or 'own')	Grammar Noun phrases: modifying adjectives and nouns, determiners before modifiers Spelling Adding the prefix ex- (meaning 'out')	Grammar Noun phrases: prepositional phrases, using expanded noun phrases Spelling Adding the prefix non- (meaning 'not')
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p style="text-align: center;"><u>Geometry</u></p> <p style="text-align: center;"><u>Skills:</u> - Identify lines of symmetry in 2-D shapes presented in different orientations</p> <ul style="list-style-type: none"> complete a simple symmetric figure with respect to a specific line of symmetry <p style="text-align: center;"><u>Time-conversions</u></p> <ul style="list-style-type: none"> <u>Skills:</u> - estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight <ul style="list-style-type: none"> read, write and convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days <p style="text-align: center;"><u>Co-ordinates</u></p> <ul style="list-style-type: none"> <u>Skills:</u> - describe positions on a 2-D grid as coordinates in the first quadrant <ul style="list-style-type: none"> describe movements between positions as translations of a given unit to the left/right and up/down <ul style="list-style-type: none"> plot specified points and draw sides to complete a given polygon 					

CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	C – I can read 3d numbers L – 12x table I – I can add tenths C – I can solve 3d + 3d as money	C – I can partition a 2dp number L – 12x table I – I can halve any 2d number C – I can solve 3d - 2d	C – Tenths / Fifths / Halves / Quarters L – 12x table I – I know half of 3, 5, 7, 9 as decimals C – I can solve any 4d - 2d or 3d	C – I can even count along when there are no lines L – 12x table I – I can divide whole numbers by 10 or 100 giving decimal answers C – I can solve any 3d x 1d	C – I can understand 2dp numbers L – 12x table I – I can find Mully using Smile Multiplication C – I can solve any 4d + 4d	C – Tenths / Fifths / Halves / Quarters L – 12x table I – I can find multiples C – I can solve a 3d ÷ 1d (using any table) with no remainders in the answer

Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Living things and their habitats	Identify the processes of living things. <i>How do we know if something is living?</i> Recognise that living things can be grouped in a variety of ways. Explore the term 'classification' and identify mammals, birds, amphibians, fish, reptiles and invertebrates. Explore the life and work of Carl Linnaeus. <u>Skills:</u> identifying and classifying.		Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment. Similarities and differences between different living things. <u>Skills:</u> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.		Recognise that environments can change and that this can sometimes pose dangers to living things. Investigation into the greenhouse effect. Research into environmental changes. Hibernation and migration. Learn about the work of Liz Bonnin, Holly East and Rachel Carson. <u>Skills:</u> setting up a simple practical enquiry, following a plan to carry out observations over time. Asking relevant questions, using scientific evidence to support findings.	
History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Enquiry question: How did the Normans change the landscape of Britain? Theme: Invasion/Monarchy	Why did the Normans choose to conquer Britain? <u>Skills</u> - Discuss historical events and issues	Why do we still remember the Battle of Hastings? Bayeux Tapestry- Chronology- Timeline of Events <u>Skills</u> -	The struggle for the throne after Edward the Confessor: William of Normandy Harold Godwinson Harald Hardrada Who had the better claim to the throne? <u>Skills</u> - Discuss historical events and issues	Why do we still remember the Battle of Hastings? Bayeux Tapestry- Sources and Reliability <u>Skills</u> - discuss the validity of sources	Norman castles- change to Britain's landscape (Skipton Castle) Where and why did the Normans build their castles? What were they like? How did they change over time?	Domesday Book What was the Domesday Book? Why was it significant? How has it changed over time? <u>Skills</u> - understand sources of historical information

		Develop a chronological understanding of the events shown in the Bayeux Tapestry			<u>Skills</u> - Geography – locate UK towns and cities	
Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	History Focus this half-term					
Art/DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Art Textiles - the Bayeux Tapestry	<p>Examine part of the Bayeux tapestry and sketch.</p> <p><u>Skills</u> - Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</p> <p>-Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</p>	<p>To choose a favourite part of the Bayeux tapestry and sketch. (One small part)</p> <p><u>Skills</u> - Annotate work in journal.</p> <p>-Question and make thoughtful observations about starting points and select ideas to use in their work.</p>	<p>Draw their favourite part of the Bayeux tapestry onto fabric.</p> <p>To learn different types of stitches for eg. running stitch, cross stitch etc.</p> <p><u>-Skills</u> - Develop skills in stitching, cutting and joining.</p> <p>-Match the tool to the material.</p>	<p>The children are to sew their part of the Bayeux Tapestry.</p> <p><u>Skills</u> - Develop skills in stitching, cutting and joining.</p> <p>-Match the tool to the material.</p>	<p>The children are to sew their part of the Bayeux Tapestry.</p> <p><u>-Skills</u> - Develop skills in stitching, cutting and joining.</p> <p>-Match the tool to the material.</p>	<p>Art Day- The children learn how to complete a Batik painting and a silk painting on Endangered animals (Link Science)</p> <p><u>Skills</u> - Use a variety of techniques, e.g. printing, dyeing, weaving and stitching to create different textural effects.</p>

Computing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Computer science	<p>use sequence, and repetition in programs; work with variables and various forms of input and output</p> <p>Use CS first to learn how to navigate Scratch.</p>	<p>use sequence, and repetition in programs; work with variables and various forms of input and output</p> <p>Use CS first to learn how to navigate Scratch.</p>	<p>use sequence, and repetition in programs; work with variables and various forms of input and output</p> <p>Use CS first to learn how to navigate Scratch.</p>	<p>use sequence, and repetition in programs; work with variables and various forms of input and output</p> <p>Use CS first to learn how to navigate Scratch.</p>	<p>use sequence, and repetition in programs; work with variables and various forms of input and output</p> <p>Use CS first to learn how to navigate Scratch.</p>	<p>use sequence, and repetition in programs; work with variables and various forms of input and output</p> <p>Use CS first to learn how to navigate Scratch.</p>
PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Relationships	<p>Jealousy</p> <p>Recognise situations which can cause jealousy in relationships</p>	<p>Love and Loss</p> <p>To identify someone I love and can express why they are special to me.</p>	<p>Memories</p> <p>(Memory Box)</p> <p>I can tell you about someone I know that I no longer see.</p>	<p>Getting on and Falling Out</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.</p>	<p>Girlfriends and Boyfriends</p> <p>I understand what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older.</p>	<p>Celebrating my relationships with people and animals.</p> <p>I know how to show love and appreciation to the people and animals who are special to me.</p>
RE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<p>Islam</p> <p>How and why do people try to make the world a better place?</p>	<p>What is wrong with the world?</p> <p>Children to make a mobile display.</p> <p><u>Skills-</u> Identify what different religions and worldviews say about what is wrong with the world</p>	<p>How can the 'Golden Rule' help people to work out how to make the world a better place?</p> <p>Create a poster on one of the Golden Rules.</p> <p><u>Skills-</u> Connect ideas about the 'Golden Rule' from different religions and beliefs</p> <ul style="list-style-type: none"> Identify the ways in which following the Golden Rule can make a difference in different communities 	<p>Repairing the world, rescuing the Earth: what can we learn from this Jewish idea?</p> <p>Research the TZEDEK projects to see what 'repairing the world' looks like in action. Present to the class.</p> <p><u>Skills-</u> Say why anyone might want to 'repair the world' • Describe Jewish beliefs and actions</p> <ul style="list-style-type: none"> Identify the meaning of 'tikkun olam' 	<p>Repairing the world, rescuing the Earth: what can we learn from this Jewish idea?</p> <p>Research the Jewish New Year festival for trees. How can this celebration 'mend the world'</p> <p><u>Skills-</u> • Describe Jewish beliefs and actions</p> <ul style="list-style-type: none"> Connect Jewish texts with Jewish ways of repairing the world 	<p>Who is inspired by Jesus' example of sacrifice? Find out about an inspiring Christian person</p> <p>Research a famous Christian</p> <p>Use I movie to create a presentation to share with the rest of the class.</p> <p><u>Skills-</u> Identify an inspirational Christian</p> <ul style="list-style-type: none"> Connect the story they study to the teaching of Jesus Describe an inspiring life story Suggest answers as to why some people are inspiring, referring to an example I have learned about. 	

		<ul style="list-style-type: none"> Express my own ideas about a version of the Golden Rule 	<ul style="list-style-type: none"> Connect Jewish texts with Jewish ways of repairing the world Express my own ideas about 'wise proverbs.' 	<ul style="list-style-type: none"> Express my own ideas about 'wise proverbs.' 		
Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Monday PM - Brass tuition with Mr Greenland</p> <p><u>Skills</u></p> <p>Learn to play as an ensemble</p> <p>Read musical notation</p> <p>Clap and play different rhythms</p> <p>Perform to an audience</p>					
PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Ed Start - 4H indoor</p> <p>Athletics – 4F outdoor</p> <p><u>Skills</u> - Develop an awareness of time, distance and speed. Maintain balance and control when changing speeds and direction.</p> <p>-Maintain flow and speed during change overs. Apply running techniques in a controlled, coordinated way.</p> <p>-Apply throwing techniques/skills to improve their throwing distance. Apply throwing skills in a coordinated way.</p> <p>-Learn to take off and land in a controlled and coordinated way. Children to use speed before take off to increase their jumping distance.</p> <p>Dance – Spain 4F/H</p> <p><u>Skills</u> - Complete actions to represent different characters. Keep timing with other children</p> <p>- Show an awareness of the music's rhythm and phrasing when improvising.</p> <p>- Perform short dances with expression, showing an awareness of others when moving.</p> <p>- Complete a whole class routine</p> <p>- Remember simple dance steps and perform in a controlled manner</p>					