

Year 4 Summer 2 Plan 2023

FOCUS: The Environment and The Normans

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Class Novel: The Last Bear	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 sills embedded in own writing		Newspaper Report Finding A Polar Bear on Bear Island. <u>Skills</u> -Fronted Adverbials, commas -Paragraphs -Choice of pronouns/nouns to avoid repetition -Suggest improvements in own/others writing -Proof reading sills embedded in own writing -Formal writing		Formal letter to Hannah Gold (the author of the Last Bear) <u>Skills</u> -Paragraphs -Choice of pronouns/nouns to avoid repetition -Proof reading sills embedded in own writing -Fronted Adverbials, commas -Formal writing -Suggest improvements in own/others writing.	
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Grammar Standard English Suffixes - adding -ation, -sion, -ssion, -tion, or -cian Spelling Adding the prefix 'non'	Grammar Standard Using suffixes Spelling Words ending in -ar/-er	Grammar Paragraphs 'Were' or 'Was' and 'Did' or 'Done' 'I' or 'me' Spelling Adding the suffix -ous (No change to root word)	Grammar Paragraphs English/Paragraphs 'Have' not 'of' and 'These/Those not 'Them' Identifying paragraphs Spelling Adding the suffix -ous (No definitive root word)	Grammar Paragraphs Using fronted adverbials in paragraphs. Using pronouns and conjunctions in paragraphs Spelling Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in 'our' become 'or')	Grammar Paragraphs Using speech in paragraphs. Spelling Adding the suffix -ous (Words ending in 'e' drop the 'e' but not 'ge')
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p style="text-align: center;"><u>Division (through CLIC)</u></p> <p style="text-align: center;"><u>Skills:</u> Written methods for $HTO \times OTO \div O$ inc remainders.</p> <ul style="list-style-type: none"> divide two-digit and three-digit numbers by a one-digit number using formal written layout <p style="text-align: center;"><u>Decimals(through CLIC)</u></p> <p style="text-align: center;"><u>Skills:</u> Round decimals with one decimal place to the nearest whole number</p> <ul style="list-style-type: none"> compare numbers with the same number of decimal places up to two decimal places <p style="text-align: center;"><u>Addition/Subtraction (to 1dp, money) (through CLIC)</u></p> <p style="text-align: center;"><u>Skills:</u> Solve simple measure and money problems involving fractions and decimals to two decimal places.</p>					

	<p style="text-align: center;"><u>Time (during CLIC)</u></p> <p style="text-align: center;"><u>Fractions</u></p> <p style="text-align: center;"><u>Skills:</u> solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</p> <p style="text-align: center;"><u>Perimeter</u></p> <p style="text-align: center;"><u>Skills:</u> measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p>					
CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	-I can understand 2dp numbers -Mixed time tables practise -I can add tenths - I can solve 3d + 3d as money	I can understand 2dp numbers Mixed time tables practise I can halve any 2d number I can solve any 3d x 1d	I can understand 2dp numbers Mixed time tables practise I can use a Tables Fact to find a division fact (x6, 7, 8, 9) I can solve 2d ÷ 1d (using any table) with no remainders in the answer	Tenths / Fifths / Halves / Quarters Mixed time tables practise I can halve any 3d number I can combine 2 or more Tables Facts to solve division (with remainders) (x6, 7, 8, 9)	I can even count along when there are no lines Mixed time tables practise I can find Mully using Smile Multiplication I can solve any 3d + 3d as money I can solve 3d - 2d	I can even count along when there are no lines Mixed time tables practise I can find Mully using Smile Multiplication I can solve any 3d + 3d as money I can solve 3d - 2d

Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Living things and their habitats Animals, including humans	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.	Construct food chains and identify producers, predators and prey. <u>Skills:</u> using straightforward scientific evidence to answer questions, reporting on findings.	Use an understanding of producers, predators and prey to answer questions about the impact of changes to a food chain. <u>Skills:</u> using scientific evidence to support findings, identifying similarities and differences related to simple scientific ideas and processes.	Classify animals as herbivores, carnivores or omnivores according to the type of teeth they have in their skulls. <u>Skills:</u> classifying data to answer questions, identifying similarities and differences related to simple scientific ideas and processes.		

History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Geography focus this half-term					
Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	Recap where Europe is. <u>Skills:</u> Locate the world's countries, using maps to focus on Europe	Focus on France and where it is in Europe and locate France and Normandy. <u>Skills:</u> Locate the world's countries, using maps to focus on Europe	Over the next few weeks the chn will look at the similarities and differences of 3 different physical features that appear in both England and Normandy. -Mont Saint Michel and St Michael's Mount -d'Etretat and Durdle Door -River Thames and River Seine <u>Skills:</u> Understand geographical similarities and differences through studying the human and physical geography of a region of the UK and a region in a European Country. Use world maps, atlases, globes and digital mapping to locate countries.			
DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
French Crepe Focus: Healthy and Varied Diet	<p style="text-align: center;"><u>Designing</u></p> <p>The children investigate a range of crepes by looking at ingredients contained within a crepe and link to what they already know about healthy and varied diet and how their ingredients are grown and harvested, reared, caught and processed. They then complete a sensory evaluation looking at taste, smell, texture and appearance. Children then plan and design their crepe and fillings after researching typical French fillings</p> <p style="text-align: center;"><u>Making</u></p> <p>Children make their crepes, selecting the correct ingredients and utensils and thinking about the sensory characteristics. They follow a recipe and follow food hygiene practices when handling food and follow instructions to control risk</p> <p style="text-align: center;"><u>Evaluating</u></p> <p>Children complete an evaluation on theirs and others French crepes looking at taste, smell, texture and appearance and consider whether the crepes are healthy and varied.</p>					

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RE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>How do Muslims try to make the world a better place?</p> <p>Skills- Explain what Zakah is, giving some examples</p> <p>-Identify some examples of how and why Muslims give to people in need</p> <p>-Make links between religious teachings and ways in which Muslims try to make the world a better place.</p>		<p>How do non-religious people try to make the world a better place?</p> <p>Skills- Suggest some guidelines for life that non-religious people might use</p> <p>-Give some examples of what non-religious people might do if they stick to these rules</p> <p>-Make some connections between these guidelines and my own.</p>		<p>Will we all be world-changers? How can we each make the world 'a better place'?</p> <p>Skills- Say why my 'better world recipe' is full of good ideas</p> <p>-Describe the ingredients of a better world in my recipe</p> <p>- Make links between religious beliefs and teachings and why people try to live and make the world a better place.</p>	
PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Piece 6 - Changing Me</p> <p>Skills- I am starting to understand the life cycles of animals and humans</p>	<p>Piece 6 - Changing Me</p> <p>Skills- - I can tell you some things about me that have changed and some things about me that have stayed the same</p>	<p>Piece 6 - Changing Me</p> <p>Skills- - I can tell you how my body has changed since I was a baby</p>	<p>Piece 6 - Changing Me</p> <p>Skills- - can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus</p>	<p>Piece 6 - Changing Me</p> <p>Skills- - understand that every time I learn something new I change a little bit</p>	<p>Piece 6 - Changing Me</p> <p>Skills- - can tell you about changes that have happened in my life</p>
PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p align="center"><u>Athletics - 4H outdoor (Tuesday)</u></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 align="center"><u>Year 4F Ed Start(Tuesday)</u></p> <p align="center">Wellbeing through sport</p> <p align="center"><u>Boccia - 4H/F outdoor (Wednesday)</u></p> <p>Skills: Master fundamental movement skills and start to develop sport specific skills and perform them with consistency and accuracy.</p> <p>-Apply simple tactics in a target game using a range of equipment.</p> <p>-To learn how to play the Paralympic sport of Boccia.</p>					

Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	<p>Brass Tuition with Mr Greenland</p> <p><u>Skills:</u> Read and recognise notation on a stave Know the line and space notes Play as part of an ensemble Conduct with some accuracy</p>					