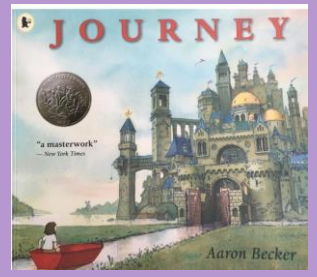
Y4 Curriculum Summer Term Cycle 1

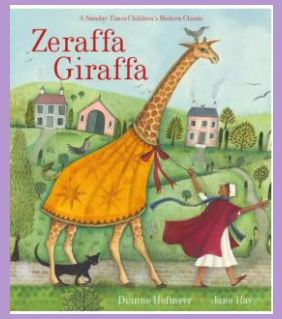
As readers and writers we will:

Study 'Journey' by Aaron Becker and use this text to learn to:

- Use the present perfect form of verbs in contrast to the past tense
- Use prepositions, conjunctions and adverbs to express time, place and cause
- Group related ideas into paragraphs
- Use a or an according to whether the next word begins with a noun or a consonant
- Indicate possession by using the possessive apostrophe with plural noun
- **Study 'Zeraffa Giraffa' by Diane Hoffmeyer and use this text to learn to:**
- Build an increasing range of sentence structures
- In non-narrative material, use simple organisational devices including headings and sub-headings to aid presentation
- Use present and past tenses correctly and consistently including the progressive form and the present perfect form

Book we will read together:





In PE we will:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

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As linguists we will:

- Describe people, places, things and actions orally and in writing
- Use French verbs in the correct context.

As mathematicians we will:

- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Compare numbers with the same number of decimal places up to two decimal places.
- Round decimals with one decimal place to the nearest whole number.
- Recognise and write decimal equivalents to 1/4; 1/2; 3/4
- Estimate, compare and calculate different measures, including money in pounds and pence.
- Convert between different units of measure [for example, kilometre to metre; hour to minute].
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Describe positions on a 2-D grid as coordinates in the first quadrant.

As scientists we will:

- Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates.
- Group plants in various ways, including flowering and non-flowering plants.
- Recognise and describe different habitats and their inhabitants.
- Recognise the impact humans can have on habitats.
- Recognise the impact of natural disasters on habitats.

As geographers we will:

- Identify water stores and processes in the water cycle.
- Describe the three courses of a river.
- Name the physical features of a river.
- Name some major rivers and their location.
- Describe different ways a river is used.
- List some of the problems around rivers.
- Describe human and physical features around a river.
- Identify the location of a river on an OS map.
- Make a judgement on the environmental quality in a river environment.
- Make suggestions on how a river environment could be improved.

As artists we will:

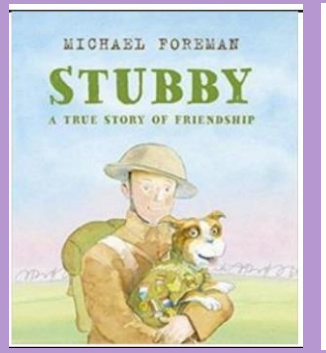
- Recognise and discuss the importance of Ancient Egyptian art.
- Consider the suitability of a surface for drawing.
- Record colours, patterns and shapes through observational drawing.
- Choose and use tools and materials confidently.
- Begin to experiment with drawing techniques.
- Create a selection of sketches that show idea exploration.
- Produce a final design with a clear purpose.
- Follow instructions with minimal support.
- Discuss and evaluate the process and outcome of their work.
- Produce a complete painted or drawn piece from a design idea.
- Use colours and materials appropriately, showing an understanding of effective composition.
- Have a clear idea of the subject of their zine, including a range of images and information.

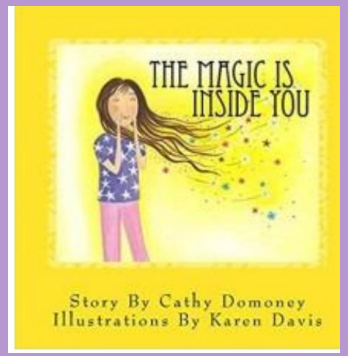
As historians we will we will:

- Identify the ancient civilisations and key periods in ancient Egypt.
- Describe the physical features of Egypt.
- Explain the Egyptian creation story.
- Identify the characteristics of important gods or goddesses.
- Explain why the pyramids were built.
- Identify the stages and challenges of building a pyramid.
- Explain the links between ancient Egyptian beliefs and mummification.
- Name sources that can be used to find out about ancient Egyptian beliefs.
- Explain some Egyptian beliefs about the afterlife.

As citizens we will we will:

- Understand my rights and responsibilities as a citizen of my country and as a member of my school.





As computer users we will:

- Understand that problems can be solved more easily using computational thinking.
- Understand what the different code blocks do and create a simple game.
- Understand the terms ‘pattern recognition’ and ‘abstraction’ and how they help to solve a problem.
- Create a Scratch program which draws a square and at least one other shape.
- Understand how computational thinking can help to solve problems and apply computational thinking to problems they face.