

### As readers and writers we will:

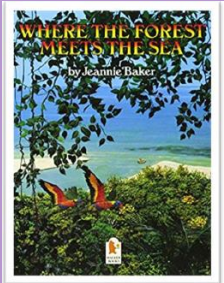
#### Study 'Meets the Sea' by Jeannie Baker and use this text to learn to:

- Build a varied and rich vocabulary
- Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- Use paragraphs to organise information and ideas around a theme
- Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular
- Recognise the grammatical difference between plural

#### Study 'Blue John' by Berlie Doherty and use this text to learn to:

- Build an increasing range of sentence structures
- Use present and past tenses correctly and consistently including the progressive and the present perfect forms
- Group related ideas into paragraphs

### 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

# Y4 Curriculum Summer Term Cycle 2



### 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  $\frac{1}{4}$ ;  $\frac{1}{2}$ ;  $\frac{3}{4}$
- 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 musicians we will:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

### As scientists we will:

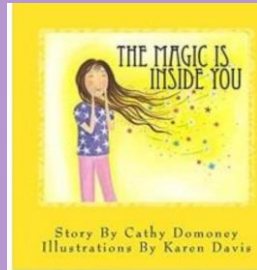
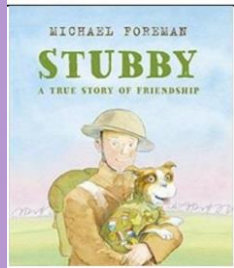
- Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates.
- Group plants in various ways, including flowering and non-flowering plants.
- Recognise and describe different habitats and their inhabitants.
- Recognise the impact humans can have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

### As geographers we will:

- Describe what lines of latitude and longitude are, giving an example.
- Understand that the Northern and Southern Hemispheres experience seasons at different times.
- Define what climate zones are.
- Understand Antarctica has a polar climate made up of ice sheets, snow and mountains.
- Describe Antarctica's location in the far south of the globe.
- State that tourism and research are the two main reasons people visit Antarctica.
- Describe equipment researchers might use and clothes they wear.
- List some of the research carried out in Antarctica.

### As citizens we will we will:

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



### In PE we will:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns

### As artists we will:

- Try drawing in an unfamiliar way and take risks in their work.
- Use familiar shapes to create simple 3D drawings and describe the shapes they use.
- Draw a simple design with consideration for how its shape could be cut from soap.
- Transfer a drawn idea successfully to a soap carving.
- Make informed choices about their use of tools.
- Successfully bend wire to follow a simple template, adding details for stability and aesthetics.

### In RE we will:

- Describe how Hindus show their faith within their families in Britain today (e.g. home *puja*)
- Describe how Hindus show their faith within their faith communities in Britain today (e.g. *arti* and *bhajans* at the *mandir*; in festivals such as Diwali)
- Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)
- Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean
- Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (*dharma*)

### As historians we will we will:

- Sequence the key periods of the Ancient Maya civilisation.
- Identify periods that were happening in Britain at the same time.
- Explain how the Ancient Maya settled in the rainforest and the challenges they faced.
- Describe Ancient Maya beliefs.
- Name the features of the Ancient Maya cities.
- Make deductions about the Ancient Maya cities.
- Evaluate the reasons for the decline of the Maya civilisation

### As linguists we will:

- Say the numbers 1-31 in French.
- Read and calculate Maths sums correctly.
- Match French months to their English equivalents.
- Ask when someone's birthday is and say when their birthday is.
- Compare similarities and differences between birthdays in the UK and France.
- Write sentences to create a wish list, describing things orally and in writing.
- Appreciate songs in the language.
- Compare French festivals and their traditions with English ones.

### 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.