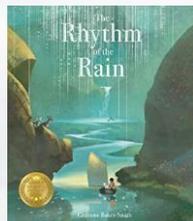
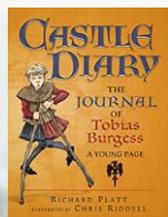
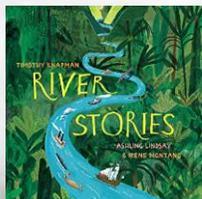


Year Four

Summer Term – ‘Rivers and Mountains’

As readers, our children will use the following texts to support their learning:



Fiction
‘River Stories’
by

Timothy Knapman

‘Castle Diary: The Journal of Tobias Burgess’ by Richard Platt

Non-Fiction

‘Rhythm of the Rain’ by Grahame Baker Smith

‘Mountains’ by Izzi Howell

‘See Inside Castles’ Usborne Flap Book

Poetry

‘The River’ by Valerie Bloom

Poetry of Joseph Coelho

Our children will use the texts and the links to the curriculum to develop their skills as writers of:

- **poetry** – *recital*
- **information texts** – *class book on castles*
- **narrative text** – *historical setting*
- **non-chronological report** – *the water cycle*
- **descriptive texts** – *the river*
- **recount** – *trip to Conisbrough Castle*
- **autobiography** - *information for new teacher*

Marshland Moments

35. Play Pooh Sticks with your friend
36. On a hill shout ‘I’m the King of a Castle’

Key Events

Educational Visit

Peel Hill Castle
and
Conisbrough Castle

Engaging Parents

Art Exhibition

Opportunity for parents and carers to see their child’s art work on display

As Y4 mathematicians, our children will access the ‘Mathematics Mastery’ programme and study:

- Securing multiplication facts – recall multiplication facts up to 12×12
- Fractions - *show families of equivalent fractions; solve problems with increasingly harder fractions; add/ subtract fractions totalling more than 1*
- Time – *solve problems converting between units of measure, analogue and digital 12 and 24-hour clocks*
- Decimals – *discover decimals; recognise decimal equivalents to tenths, quarters and halves; compare numbers with the same number of decimal places*
- Area and perimeter – *measure and calculate the perimeter of rectilinear shapes; measure, calculate and compare areas of rectangles and composite rectilinear shapes*

As Y4 scientists, our children will work scientifically:

- asking relevant questions and using scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making observations and taking accurate measurements, using a range of equipment
- gathering, recording, sorting and presenting data in a variety of ways
- using scientific language, drawings and diagrams, keys, tables and charts to record findings
- reporting and using results to draw simple conclusions, make predictions and suggest improvements
- identifying differences, similarities or changes related to simple scientific ideas
- using straight forward scientific evidence to answer questions or to support their ideas

The children will also study the following two units:**Electricity**

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise that some common conductors and insulators and associate metals with being good conductors

Sounds

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases

As designers and users of technology, our children will develop their technical knowledge by:

- understanding how to strengthen, stiffen and reinforce more complex structures
- understanding and using electrical systems in their products

As artists, our children will:

- develop their knowledge and skills when painting and printing
- improve their mastery of art and design technique when painting
- learn about Roy Lichtenstein and his work with onomatopoeia

As geographers, our children will:

- name and locate counties and cities of the United Kingdom,
- describe and understand key aspects of human geography, including types of settlement and land use
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use fieldwork to observe, measure, record and present the human and physical features in the local area

As historians, our children will develop an understanding:

- by studying local history, with a focus on castles

As musicians, our children will:

- listen with attention to detail to the music genre of 60s pop
- use their voices with increasing accuracy, fluency, control and expression
- understand and appreciate a wide range of music, using musical language
- develop and understanding of the history of music

As linguists, our children will study French by:

- using greetings
- using numbers 1 - 20
- responding to instructions
- responding to questions
- recognising family vocabulary
- recognising the days of the week
- knowing most of the colours
- recognising the names of the UK countries
- responding to questions about likes and dislikes with a single word
- recognising negative responses

In physical education, our children will:

- take part in outdoor and adventurous activity, individually and in a team
- use running, jumping, throwing and catching in isolation and in combination
- develop flexibility, strength, technique, control and balance
- compare their performances with previous ones and demonstrate improvement and within a team

As computers and users of technology, our children will investigate:

- writing for different audiences
- effective searching
- animation

In Personal, Social and Health Education, our children will study:

- Relationships** – *showing appreciation to people and animals and exploring emotions such as jealousy, love and loss*
- Changing Me** - *exploring being unique, looking at how our emotions change and preparing for the new class*

Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:

- what can we learn from religions about deciding what is right and wrong? - focus on 'living'