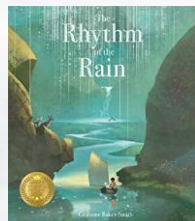
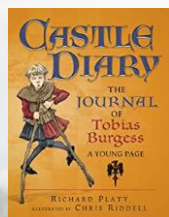
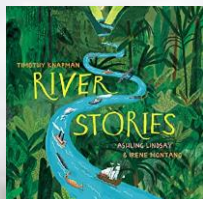


## Year Four

### 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  $12 \times 12$
- 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               | - recognising the days of the week                                    |
| - using numbers 1 - 20          | - knowing most of the colours   |
| - responding to instructions    | - recognising the names of the UK countries                           |
| - responding to questions       | - responding to questions about likes and dislikes with a single word |
| - recognising family vocabulary | - 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'*