

Year Four

Summer Term – ‘Invaders and Settlers’

As readers, these are some of the texts our children will use to support their learning:

Poetry

‘The Cloud’s Hair’ by George Szirtes

Plays

Robbie Ravenbeak

Non-Fiction

Persuasion

Discussion

Fiction

‘Anglo Saxon Boy’ by Tony Bradman



Marshland Moments

Stay away from home for the night

Meet an author

Key Events

Educational Visit

Austerfield

Adventure Centre

As mathematicians, our children will study:

Decimals

Money

Time

Consolidation

Shape

Statistics

Position and Direction

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

Biographies

Explanations

Non-chronological reports

Interview/questions and answers

Newspaper reports (recount)

Setting descriptions

Storyboards

Autobiographies

<p>As Y4 scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - 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 	<p>The children will also study the following two units:</p> <table border="1"> <tr> <td data-bbox="987 156 1563 646"> <p>Electricity</p> <ul style="list-style-type: none"> - 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 </td> <td data-bbox="1563 156 2094 646"> <p>Sounds</p> <ul style="list-style-type: none"> - 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 </td> </tr> </table>		<p>Electricity</p> <ul style="list-style-type: none"> - 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 	<p>Sounds</p> <ul style="list-style-type: none"> - 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
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<p>As geographers, our children will study: Rivers & Mountains to include the Water Cycle Link: Science - States of Matter</p>	<p>As artists and designers, our children will investigate: Sculpture Outcome: Anglo-Saxon supersize jewellery Link: History – Anglo-Saxons</p>			
<p>As designers and users of technology, our children will develop their technical knowledge by learning about: Electrical Systems – Simple Circuits and Switches Existing Products: night lights and reading lights What can children design to help them read at night? Link: Science - Electricity</p>	<p>As historians, our children will develop an understanding of: Who were the Anglo Saxons and what impact did they have on Britain? Britain’s settlement by Anglo-Saxons & Scots</p>	<p>As musicians, our children will study: Expression and Improvisation - How does music shape our way of life? The Show Must Go On -How does music connect us with the environment?</p>		
<p>As linguists, our children will use and learn French vocabulary linked to:</p> <ul style="list-style-type: none"> - The Body - Sport 	<p>In physical education, our children will study the units:</p> <ul style="list-style-type: none"> - Outdoor Adventure, with a focus on making decisions and - Athletics 			
<p>As computers and users of technology, our children will investigate:</p> <ul style="list-style-type: none"> - writing for different audiences - effective searching - animation 	<p>In Personal, Social and Health Education, our children will study: Relationships – <i>showing appreciation to people and animals and exploring emotions such as jealousy, love and loss.</i> Changing Me - <i>exploring being unique, looking at how our emotions change and preparing for the new class.</i></p>			
<p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</p> <ul style="list-style-type: none"> - What can we learn from religions about deciding what is right and wrong? 				