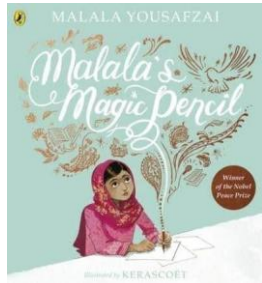




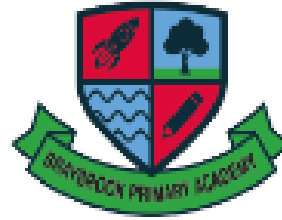
## English

As writers, our learning will be centred around our core text of Malala's Magic Pencil by Malala Yousefzai



Through this, we will:

- Plan and write a persuasive speech and letter inspired by Malala's Nobel Prize speech and using persuasive devices such as rhetorical questions and power of three to persuade Mr Gross.
- Explore the features of a non-chronological report including how it reflects its purpose and reader before creating our own about a subject we are interested in.
- Use apostrophes for possession, including plural possessive apostrophes, to show who/what an object belongs to.



# YEAR 4 SUMMER TERM



## Maths

As mathematicians, we follow White Rose Maths. This half term our learning will focus on fractions and decimals.

Through this, we will:

- Continue to practise our knowledge of times tables facts up to 12 x 12
- Represent improper fractions and mixed numbers
- Convert mixed number into improper fractions by multiplying and dividing
- Represents tenths and hundredths as fractions and on a number line



## French

As linguists, our unit this term is 'Au Salon du The' or 'At the Tea Room'

Through this, we will:

- Identify and recall names of French foods often found in tea rooms
- Place and take orders in French



## Science

As scientists, our Science unit this half term is 'Energy: Electricity and Circuits'.

Through this, we will:

- Recall a range of electrical appliances and classify them as either mains or battery-operated
- Explain how to test if a circuit works and identify when simple electric circuits will work.
- Identify symbols for open and closed switches.
- Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit.
- Identify different conductors and insulators and their role in electrical safety
- Design, carry out and record the results from an experiment testing the impact of a number of bulbs in a circuit.



## Reading

As readers, we will focus on:

- Reading a range of fiction, non-fiction and poetry to develop our levels of fluency.
- Summarise and sequence the key events of a text.
- Explain answers to questions fully, using evidence from the text to support our ideas
- Enhance our vocabulary to deepen our understanding and word meaning.



## History

As historians, we will be learning about the Tudors this term and their influence in the local area.

Through this, we will:

- Explore how and when the Tudor period began including the causes and consequences of the Battle of Bosworth
- Learn about the Tudor dynasty including key events and monarchs
- Research and investigate Henry VIII's impact on history including his wives, the dissolution of the monasteries and the formation of the Church of England
- Learn about the role of Sir William Cecil, a locally significant person, as Queen Elizabeth I's spymaster



## Enhanced Opportunities

To strive beyond the curriculum, we provide children with additional learning opportunities to widen their knowledge and broaden their experiences.

This half term we will:

- Take part in a Sports Day where we will use our PE learning to win points!
- Visit Burghley House to learn about local significant figure and Queen Elizabeth I's spymaster, Sir William Cecil
- Take part in weekly swimming lessons at Stanground pool



## Homework

To consolidate our learning and to support children in knowing more and remembering more, we will have the following homework each week:

- 45 minutes on Maths Whizz
- Weekly spellings on Spelling Shed.
- Regular learning of times tables through TT Rockstars
- Complete 5 reads a week as part of our reading challenge
- Quizzing at least once a week



## Art

As artists, our Art unit this half term is 'Drawing: Power prints'.

Through this, we will:

- Create several pencil tones when shading and create a simple 3D effect.
- Explore the effect of holding a pencil in different ways and applying different pressures.
- Use charcoal and rubber to show areas of light and dark in their drawings.
- Demonstrate an awareness of the relative size of the objects they draw.
- Use scissors with care and purpose to cut out images.



## PE

As sportspeople, we will focus our learning on dancing and cricket.

The children will continue to work independently and in groups in order to improve on routines and skills within dance. We will evaluate our dances to improve and enhance them further. Alongside this, we will practise our throwing, batting and catching skills in cricket.



## Music

As musicians, our Music unit is 'Body and tuned percussion'

Through this, we will:

- Identify the structure of a piece of music.
- Have an idea as to when there is one layer in a piece of music and when there are two.
- Play a sequence in the correct order in time with their partner.
- Have two contrasting rhythms being played together.



## PSHE

As citizens of the community, our PSHE unit is 'Safety and the changing body'

Through this, we will:

- Understand the difference between private and public, and secrets and surprises
- Understand the changes to come emotionally and how they will change physically as they develop into adults.



## Design Technology

As designers, our DT unit is 'Electrical systems: Torches.'

Through this, we will:

- Apply our learning about electricity in Science to create circuits that include a light bulb, battery and switches.
- Identify electrical products and why they are useful
- Identify the features of a torch and how it works
- Ask questions to a target audience to gain a greater understanding of product design
- Create suitable designs that fit the success criteria given by the client and their own design criteria



## Computing

Our Computing unit is 'Investigating Weather'.

Through this, we will:

- Search the web efficiently to find temperatures of different cities and record this accurately.
- Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use.
- Design an automated machine that uses selection to respond to sensor data.
- Search for and record weather forecast information in a spreadsheet and explain how this data is collected



## Religious Education

As theologians, our leaning question is 'How and why do people mark the significant events in life?'

Through this, we will:

- Explore how and why people choose to mark significant moments in life through exploring baptism, Bar and Bat Mitzvah or Hindu samskaras and marriage
- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.
- Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones