

# St Andrew's Church School

Year 4 Summer Term 2021

## English

Class Texts:

**Charlie and the Chocolate Factory** by Roald Dahl  
**Chocolate Cake** by Michael Rosen  
**Chocolate Tree: [a Mayan Folktale]** by Linda Lowery and Richard Keep

### Reading (Comprehension)

Discuss words and phrases that capture readers' interest and imagination and consider how this impacts on the reader  
Draw inferences about characters' feelings, thoughts, motives and actions  
Predict what might happen from details stated and implied.

### Writing (Composition / Vocabulary, Grammar and Punctuation):

Story writing—ancient Mayan portal stories  
Adverts—designing and advertising a new type of chocolate bar  
Debate—Fairtrade debate questions  
Information text—how is chocolate made?  
Playscripts inspired by scenes from Charlie and the Chocolate Factory  
Poetry - Chocolate Cake by Micheal Rosen

Whole School Key Enquiry Question:

**Where is the world going?**

This term we will be exploring the concepts of community and environment and investigating our impact on the world around us.

## Maths

We will be using our Power Maths scheme to learn and apply our mastery of concepts.

### Knowledge and Skills:

**Decimals:** Learn about the decimal point, tenth and hundredth columns; understand how to divide 1 and 2 digit numbers by 10 and 100; learn how to write, compare, order and round decimals.  
**Money:** Write money in pounds and pence using a decimal point; round money to the nearest 10p or £1; find change; solve simple work problems involving money.  
**Time-** Convert between units of time; write times in different ways; compare times by converting units; solve problems about units of time.  
**Statistics**—Present data in pictograms, bar charts and tables; explore line graphs; solve problems involving data.  
**Geometry:** Learn to recognise obtuse, acute and right angles; name and describe quadrilaterals and triangles; identify lines of symmetry in shapes and patterns.

## Humanities

**History**—In term 5 we will learn about the culture, social structure and beliefs of the ancient Mayan civilization and compare this to what was happening in Britain around a similar time.

### Knowledge and skills:

Place events, artefacts and historical figures on a timeline using dates.  
Understand the concept of change over time, representing this on a timeline.  
Research and present information about ancient Mayan civilization including their beliefs and attitudes and what life may have been like for men, women and children during this period of history.

**Geography**—Linking to our history work in Term 5, in term 6 we will be studying the physical and human features of Guatemala and describing the similarities and differences between Guatemala and the U.K. We will also be exploring what is meant by 'fairtrade' and the impact of chocolate production in different countries around the world.

### Knowledge and skills:

Ask and answer geographical questions about the physical and human characteristics.  
Use maps, atlases and globes and digital and computer mapping to locate countries and describe features.  
Describe geographical similarities and differences between countries.

### Modern Foreign Language—French (Je Peux)

### Knowledge and Skills:

Recognise some common French verbs/activities. Use French verbs in a sentence beginning with the words 'Je Peux' (I can).

## STEAM

### Science—States of Matter

### Knowledge and Skills:

Compare and group materials according to whether they are solids, liquids or gases. Observe that some materials change state when heated/cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle.

**Design and Technology**—Chocolate Project! Linking to our learning in history and geography this term (the ancient Mayan love of chocolate and chocolate production in current day Guatemala), we will be designing, making and evaluating our own chocolate recipes.

### Knowledge and Skills:

Investigate, compare and contrast different types of packaging for chocolate, and their effectiveness on the consumer.  
Design new chocolate packaging for a new chocolate product from a chosen brief.  
Prepare ingredients hygienically using appropriate utensils.  
Measure ingredients to the nearest gram accurately.  
Understand what happens to a cocoa pod once it is harvested, and how it is turned into a chocolate product.

### Art and Design:

In term 6 we will learn about the life and work Guatemalan artist Carlos Mérida.  
**Knowledge and Skills:**  
Use thick and thin brushes to produce shapes, textures, patterns and lines.  
Mix colours effectively.  
Experiment with creating mood with colour.  
Create original pieces that are influenced by studies of other artists.

## Health and Well-Being

### P.E

### Dance

Compare performances with previous ones and demonstrate improvement to achieve personal bests. Perform dances using a range of movement patterns.

### Cricket

Lessons will be divided into 4 sections:

- 1. Warm up** – activities develop the five step patterns needed for all movement and the equivalent throwing and catching skills.
- 2. Body and ball** – pupils develop body control alongside controlling a variety of ball types and learn how to adjust their body when sending and receiving the ball.
- 3. Bat and ball** – pupils start by using their hands as rackets and gradually build up to holding and hitting with bats in gradually more complex sequences.
- 4. Skill application (game)** – pupils apply the skills learnt earlier in the lessons in fun games including a variety of personal, pair and team challenges.

### PSHE (Personal, Social, Health and Economic education):

Regular PSHE sessions, including cross-curricular links with Collective Worship, Mindfulness and P4C (Philosophy for Children) sessions. In terms 5 and 6 our PSHE work will focus on ways to stay safe online.

Police Community Officer internet safety workshop and visit –Wednesday 5th May 2021.

### Knowledge and Skills:

How peoples online actions can impact on other people. How to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online. How to report concerns, including about inappropriate online content and contact.

## RE

### Term 5—Buddhism

Key enquiry question: What is the best way for a Buddhist to live a good life?

We will be learning how Buddha's teachings make a difference to how Buddhists choose to live.

### Knowledge and skills:

I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.

I can tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to and discuss which aspect might be the most important to Buddhists.

### Term 6—Christianity

Key enquiry question: When Jesus left, what was the impact of Pentecost?

I can make links between the story of the day of Pentecost and Christian belief about the Kingdom of God on Earth.

I can give examples of what Pentecost means to some Christians now.

**Term 5 Value**— Love and Friendship

**Term 6 Value** — Courage

**Philosophy (P4C)** - Are we responsible for the wider world?

**Learning Behaviour Goal** - taking responsibility for our learning. What do I want to achieve?

**Living Well Goal** - How our choices can make a difference to others and our environment.

Whole school sustainability focus