

St Andrew's Church School

Summer Term 2022 Year 4 - Our Response to the World

English

Class Texts:

Kensuke's Kingdom

Chocolate Cake by Michael Rosen

Chocolate Tree: [a Mayan Folk Tale] 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. Summarise key events in the text in a succinct manner.

Writing (Composition / Vocabulary, Grammar and Punctuation):

Story writing—ancient Mayan portal stories
Diary entries, setting and character descriptions
Adverts—designing and advertising a new type of chocolate bar
Oracy and Debate—Fairtrade debate questions
Information text—How is chocolate made?
Poetry - Chocolate Cake by Michael 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. As part of this study, we'll be learning about the rainforests of Guatemala, about the importance of Fairtrade and delving back into history to learn about the ancient Mayan civilisation.

Maths

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

Knowledge and Skills:

Decimals: 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; order, add and subtract amounts of money; find change; solve simple word 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; understand regular and irregular shapes, 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 and around a similar time.

Knowledge and skills:

Place events on a timeline using dates; Learn about Maya numerals, their maths system and the Dresden Codex; Find out how logograms and hieroglyphs were used and use them to write and draw words; Explore Mayan belief system; Research how the Maya transported goods and what they traded, alongside their expertise, the logistics and the geography they had to overcome; Research information about the ancient Mayan civilization including their beliefs and attitudes and what life may have been like for men, women and children.

Geography

Linking to our history topic on the Maya, in term 6, the class 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 as well as labelling and building a diorama of a rainforest.

Knowledge and skills:

Ask and answer geographical questions about the physical and human characteristics of Guatemala; Use maps, atlases and globes and digital mapping to locate Guatemala on the world map. Learn about the physical features of Guatemalan rainforests and create dioramas showcasing the layers of the rainforest; Describe geographical similarities and differences between Guatemala and Britain; Explore what is meant by Fairtrade and research the impact of chocolate production in different countries around the world.

French

We will be learning key phrases and vocabulary linked to the classroom and the house.

Knowledge and skills: Recognise some common French verbs/vocabulary. Use French verbs to build simple sentences.

Music

We will be learning Glockenspiel Stage 2

Knowledge and skills: Play a musical instrument and perform with confidence; Read simple musical notation and play as part of an ensemble.

Science

States of Matter

Compare and group materials according to whether they are solids, liquids or gases; Investigate the presence of gases; Observe that some materials change state when heated/cooled; Measure or research the temperature at which this happens in degrees Celsius (°C); Understand the process of evaporation and condensation.

Electricity

Identify common appliances that rely on electricity; Understand where electricity comes from and its dangers; Construct and label a simple circuit; Recognise common conductors and insulators; Understand how an electrical switch works.

Design and Technology

We will be designing, making and evaluating our own chocolate recipes.

Knowledge and Skills:

Investigate, compare and contrast different types of packaging; Design packaging for a new chocolate product from a chosen brief. Prepare ingredients hygienically using appropriate utensils and measure ingredients to the nearest gram accurately.

Art and Design:

In term 5, we will learn about the life and work of Guatemalan artist Carlos Mérida.

Knowledge and Skills:

Use thick and thin brushes to produce shapes, textures, patterns and lines and create original pieces that are influenced by studies of other artists.

Joint project with Year 5: The World Re-Imagined

Computing:

Coding (Repetition in games using Scratch) - designing and creating a game using repetition

Creating Media (Photo Editing) - developing an understanding of how digital images can be changed and edited and consider the impact that editing images can have.

STEAM

P.E

Badminton

Learn how to use a badminton racquet and correctly position hands in a forehand and backhand grip. Use a shuttle and have short rallies.

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.

Sports Day at the Royal Crescent and Bath Rugby Celebration Event at the Recreation Ground

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.

Knowledge and Skills: How people's 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.

Health and Well-Being

Term 5—Buddhism

RE

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?

Knowledge and skills:

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— Joy

Term 6 Value—Love and Friendship

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 in the wider world with a focus on fairtrade.