

# St Andrew's Church School

Summer Term 2025 Year 4 - Our Response to the World

## English

**Class Texts:**  
 The Great Kapok Tree by Lynne Cherry  
 Chocolate Cake by Michael Rosen  
 Chocolate Tree: [a Mayan Folk Tale] by Linda Lowery and Richard Keep  
 Into the Forest by Anthony Browne

### Reading (Comprehension)

Discuss words and phrases that capture readers' interest and imagination and consider how this impacts 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):

Innovate and write new narratives  
 Lists, letter writing, character description and writing a play script  
 Adverts—designing and advertising a new type of chocolate bar  
 Oracy and Debate—Fairtrade debate questions, debate issues and dilemmas  
 Information text—How is chocolate made?  
 Poetry - preparing to read aloud, kenning cinquain

## 'Learning for Living - Life in all its Fullness'

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. We will be participating in the Voices for Life Project performing at Bath Abbey in June.

## 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. We will be practising TT Rockstars to support our knowledge of multiplication facts.

## Humanities

### History

In Term 6 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 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

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. Trip 1/5/24 Devizes Wharf museum and Boat trip

### French

At the Tea Room  
 What is the weather

### Knowledge and skills:

Order in French what we would like to eat and drink. Describe the weather. Ask what the weather is like today and give an answer.

### Music

Year 4 will be participating in the Voices for Life Project 'Extraordinary'

### Knowledge and skills:

Develop the confidence to learn a variety of songs through music and drama. To perform the songs as a group confidently to a large audience.

## STEAM

### Science

#### States of Matter

We will learn about the properties of solids, liquids and gases and carry out comparative tests to investigate which type of chocolate melts fastest. We will learn about the processes of evaporation and condensation and create models of the water cycle.

**Knowledge and Skills:** Compare and group materials together, according to whether they are solids, liquids or gases; Observe that some materials change state when they are heated or 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 and associate the rate of evaporation with temperature.

#### Electricity

We will design and build different electrical circuits and investigate bulbs, wires and switches. We will create our own steady hand games and research key scientists linked to electricity.

**Knowledge and Skills:** 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

Term 6—textiles

**Knowledge and Skills:** Linked to history and the Maya Civilisation Clay sculptures/weaving

#### Art and Design:

Term 5 Focus artist Tony Swain

#### Knowledge and Skills:

Explore tint and shade and how paint can create different effects. Use techniques to create a 3 dimension effect. Explore collage and digital art.

#### Computing:

Data—logging. How and why data is collected over time.

**Music:** Blackbird by The Beatles ( a song about civil rights )

## Health and Well-Being

### P.E

#### Term 5

**Gymnastics**—levels and direction. Creating sequences with balances using a range of apparatus.

**Tennis** - develop the ability to adopt the principles of attack v defence.

#### Term 6

**Throwing and jumping**—develop sprinting technique, throwing for distance with javelins and exploring triple jump.

**Dodge Ball** develop the ability to apply the principles of attack v defence. Apply throwing, catching and dodging skills.

#### Sports Day at the Royal Crescent

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

Term 5—Relationships

Term 6—Changing Me

### Knowledge and Skills:

Recognise that friendships can change and how to make new friends. Recognise what having a boyfriend/girlfriend might mean and that it is a special relationship for when I am older. Know how to show love and appreciation to people and animals that are special to them.

Know I am made from an egg and a sperm. Label the male and female parts of the body necessary for making a baby. Describe how a girl's body changes to make babies (menstruation). Understand and respect changes they

## RE

### 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.

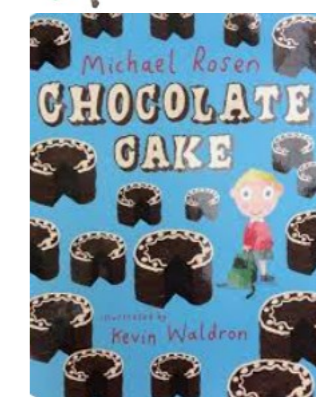
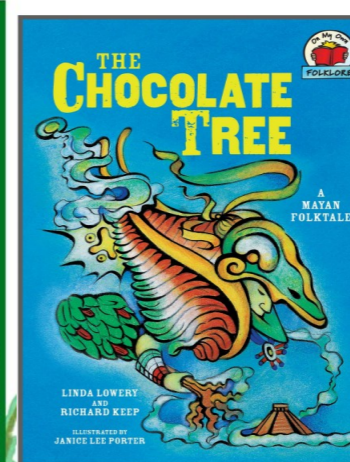
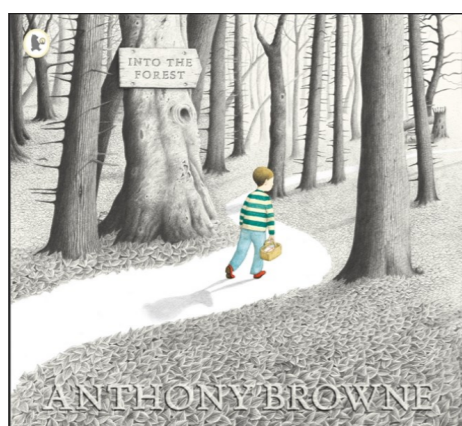
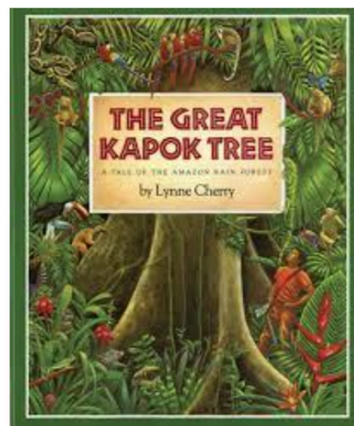
### Knowledge and skills:

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.

### 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.



### Our Value

Love and Joy

### Reflection

If everyone loved everyone would the world be a better place?

### Oracy

We can give proof of listening

### Thriving Together

Preparing for change