

History

Who was William and what did he conquer?

By the end of this unit, children will be able to:

- Place the invasion of Britain by Normans on a timeline.
- Explain what the Battle of Hastings was and why it was an important event in British History.
- Identify that the Bayeux tapestry is a source of information on the Normans.
- Describe a motte and bailey castle and identify the advantages and disadvantages of a motte and bailey defence.

Design Technology

Can I create a pop-up or lift the flap book for a nursery child?

Pupils will create a lift the flap or pop up book using the work they create in Literacy. By the end of their final piece, they should have:

- Designed images to match their story.
- Used precision cutting skills to create flaps/pop ups.
- Evaluated existing books and research children's interests.
- Worked confidently to combine their Literacy and Design skills to produce a final piece.



Year 4

Summer 1 Curriculum Map

Big Learning Question (Theme):

Who was William and what did he conquer?

Links to Our School Values &

The British Values?

Pupils will be learning about mutual respect and tolerance when discussing the views of different people or religions in Science and RE. They will also to apply this to others through contributions to charity and the wider community.

Children will also exercise their right to individual liberty by choosing and taking responsibility for a home learning project throughout the half term that will be shared with parents and peers later in the term.

They will be reminded of the rule of law when learning & embedding the school rules.

Save The Dates!



Day Hands on History Video View-

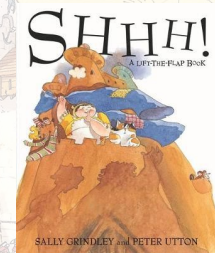
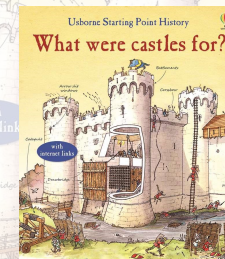
Finish Reading day with Reception

Sharing Day

Thursday 23rd May

English

Learning will be based on our Main Texts:



What were castles for? and Shhh!

While reading the texts, children will have the opportunity to:

- Discuss words and phrases which capture their interest and imagination.
- Ask questions to improve their understanding of the text.
- Draw inferences relating to the characters' thoughts, feelings, motives and actions.
- Predict what might happen.
- Summarise main ideas from the text.

In writing, children will have the opportunity to use a range of genres to:

- Base their writing on a WAGOLL example.
- Build an increasing range of sentence structures.
- Organise paragraphs around a theme
- Create characters, settings and plot
- Apply their understanding of grammatical structures to their writing.
- Perform their written work to a group/ audience.

Maths

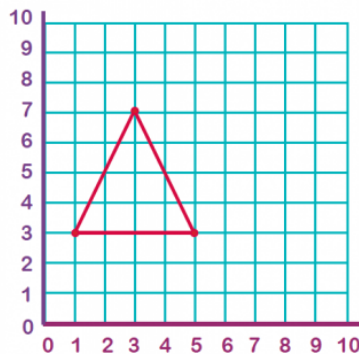
What were castles for?

Coordinates and shape

Pupils will be learning to:

- Describe positions on a 2-D grid as coordinates in the first quadrant.
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.**
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Identify lines of symmetry in 2-D shapes presented in different orientations.**
- Complete a simple symmetric figure with respect to a specific line of symmetry.
- Plot specified points and draw sides to complete a given polygon.**
- Describe movements between positions as translations of a given unit to the left/right and up/down.

Please note that objectives that are in **bold and underlined** are known as **Key Performance Indicators (KPIs)**. These must be achieved by the end of the year for your child to be **working at Year 4 standards**. Therefore, it is important that any home learning should work on consolidating these. Please speak to your child's teacher if you would like any support with this.



Science

What were castles for?

Are you listening?

(Sound)

By the end of this unit, all pupils would be learnt:

- To identify how sounds are made, associating some of them with something vibrating
- To recognise that vibrations from sounds travel through a medium to the ear
- To find patterns between the pitch of a sound and features of the object that produced it
- To find patterns between the volume of a sound and the strength of the vibrations that produced it
- To recognise that sounds get fainter as the distance from the sound source increases

Religious Education

How do Sikhs practise their faith?

Pupils will be taught to:

- Recognise that Sikhs celebrate one God but belong to a common humanity.
- Understand the role of the 10 Gurus in shaping the Sikh religion.
- Understand and respect the importance of the Guru Granth Sahib to Sikhs.
- Recognise aspects of Sikh worship.
- Appreciate the role of the Gurdwara in the Sikh community.

PSHE

Relationships



Overarching aims of this theme:

Identity (personal qualities, attitudes, skills, attributes and achievements and what influences these)

Relationships (including different types and in different settings)

Risk (identification, assessment and how to manage risk rather than simply the avoidance of risk for self and others) and **safety** (including behaviour and strategies to employ in different settings)

Diversity and equality (in all its forms)

Rights (including the notion of universal human rights), **responsibilities** (including fairness and justice) and **consent** (in different contexts)

A **healthy** (including physically, emotionally and socially) **balanced lifestyle** (including within relationships, work-life, exercise and rest, spending and saving and diet)

Power (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)

During their lessons, pupils will be taught:

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to recognise and manage emotions within a range of relationships
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships.

French

Classroom Objects

By the end of this unit, all pupils should be able to:

- listen and respond to topic vocabulary;
- demonstrate understanding with actions;
- write sentences converting le/la to un/une;
- answer questions using the topic vocabulary.

Most children will be able to:

- ask and answer questions using the topic vocabulary;
- from memory, begin to know if nouns from the topic are masculine or feminine.

Some children will be able to:

- use a dictionary/the internet to develop topic vocabulary further;
- write a sentence with an adverbial phrase e.g. I like to sing in the music room. 'J'aime chanter dans la salle de musique'.

Music

'Sound signals'

Children will learn:

- Explore and discuss the use of sound signals in the world around us.
- Investigate the use of Morse code during WW2 as a means of communication.
- Listen to the theme of Inspector Morse which is based upon the sound of 'Morse' in Morse Code, and compose their own short pieces based upon their names.
- Use a variety of percussion instruments to compose their own TV theme tune using repeated rhythmic patterns.

Physical Education

By the end of this unit, all pupils should be able to:

- Participate in team activities which require collaboration and cooperation.
- Develop coordination skills across a range of sports.
- Share their work with the group and consider ways to improve it.
- Participate in competitive activities, responding appropriately to success and failure.

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology). Multimedia– how to develop a format and style to share information.
- **Computer Science:** Coding conversation and output commands, advanced control
- **Cross-curricular information technology (using IT to re-search our topics):** Search engines and using key words to refine searches.

Home Learning

Please see the your child's Home Learning Project for this half-term. A copy will be sent home & you can also find it under the Homework section on our website.

Weekly homework will be sent out online via DB Primary, Bug Club, Mathletics & Spellodrome.



Remember that **Reading should be taking place EVERY DAY**. Reading Records will be checked daily. Please listen to your child read and write a comment/ sign in their reading record. If they are able to, children can read & write their own reflection comment about what they have read.

PE kits must be in school on **Mondays** and will be sent home on **Fridays**.

