

Geography

What and where are mountains?

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

- Find areas of higher ground on a map.
- Identify a valley and the summit, foot and slope of a mountain.
- Draw a mountain range including the key features they have identified.
- Tell you that mountains formed a very long time ago.
- Describe how tectonic plates move together to create fold mountains.
- Describe how lava flow creates volcanic mountains.
- Describe what the weather is usually like on a mountain.
- Tell you why people might visit mountains.

Art

Can I create a collage of a mountain?

Children will develop their analysis of art, improve their sketching skills and learn how to make a collage. They will learn about artists who choose to paint mountain landscapes and in particular, the Japanese artist Hokusai. They will create their own artworks of Mount Snowden.

- To evaluate and analyse creative works using the language of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas.
- To improve their mastery of art and design techniques, including drawing
- To use ideas in sketch books to plan and make a collage

Year 4

Summer 2 Curriculum Map

Big Learning Question (Theme):

What and where are mountains?

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 English and RE.

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. They will have the opportunity to discuss the value of democracy when comparing different societies in English.

Save The Dates!



Day

Visit to the Gurdwara



Finish

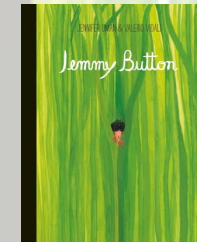
Jemmy day– reliving Jemmy's experience of the civilised world!

Sharing Day

Monday 15th July 2:00pm

English

Learning will be based on our Main Text:



Jemmy Button

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

- Identify themes and conventions
- Discuss words/phrases which capture their interest and imagination.
- Identify how language, structure and presentation contribute to meaning.
- Draw inferences from a character's words or actions.

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.
- Build a rich and varied vocabulary
- Create characters, settings and plot
- Apply their understanding of grammatical structures to their writing.
- Perform their written work to a group/audience.

Maths

Fractions, multiplication and division

Pupils will be learning to:

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.

- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- **Round decimals with one decimal place to the nearest whole number.**
- **Solve simple measure and money problems involving fractions and decimals to two decimal places.**
- **Recall multiplication and division facts for multiplication tables up to 12 x 12.**
- Recognise and use factor pairs and commutativity in mental calculations
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
- Solve problems involving multiplying and adding, including using **the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.**

Science

How can we classify living things ?

(Living things and their habitats)

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

- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.

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.

Relationships

Overarching aims of this terms 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 learn how:

- 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.

Time

During this topic children will build on the numbers they already know by learning to count from 11 to 30. They will learn the days of the week and months of the year. They will then be able to use this to say when their birthday is and other dates important to them.

By the end of this unit they will

- Listen attentively to spoken language and show understanding by joining in and responding
- Read carefully and show understanding of words, phrases and simple writing
- Speak in sentences, using familiar vocabulary, phrases and language structures
- Present ideas and information orally to a range of audiences
- Understand basic grammar rules appropriate to the language being studied, how to apply these, for instance, to build sentences and how these differ from or are similar to English.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;
- Explore the patterns and sounds of language and link the spelling, sound and meaning of words

Music

Class Orchestra

Children will:

- Learn about the traditional orchestra, including the four families of instruments and their seating formation.
- Listen to a range of music played by the orchestra and learn to identify individual instruments by their timbre.
- Explore how different families of instruments create sound, with a focus on recorders (woodwind) and percussion.
- Perform as an orchestra, with a strong focus on the role of the conductor.
- Learn and use key musical vocabulary including; timbre, orchestra, families and instrument names.

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.
- Develop existing running, jumping and throwing skills.
- Share their work with the group and consider ways to improve it.
- Participate in competitive activities, responding appropriately to success and failure.

PE days: **Outdoor- Monday**

Indoor- Wednesday

PE kits must be in school on these days.

Computing

Pupils will be learning about:

- **Digital Literacy:** E-Safety (How to stay safe online & when using technology). Email and IP addresses.
- **Computer Science:** Computer networks, music manipulation.
- **Cross-curricular information technology (using IT to research our topics):** File management and organisation.

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**.

