

# Class 4 – Year 4/5 – Mr Bateman – SUMMER Curriculum Overview – WATER, WATER, EVERYWHERE

<div>English</div> <div><ul style="list-style-type: none"><li>• Stories with a Theme<ul style="list-style-type: none"><li>– Make predictions based on information stated and implied</li><li>– Explain the meaning of key vocabulary within the context of the text</li><li>– Create sentences with fronted adverbials</li><li>– Link ideas within paragraphs</li><li>– Create complex sentences where the relative pronoun is omitted</li><li>– Use devices to build cohesion</li><li>– Explore, collect and use modal verbs and adverbs to indicate possibility</li></ul></li><li>• Poems with a Structure<ul style="list-style-type: none"><li>– Use suffixes to understand meanings</li><li>– Use apostrophes for possession</li><li>– Proofread to check for errors</li><li>– Improve writing in light of evaluation use appropriate intonation to present their writing</li><li>– Select appropriate structure, vocabulary and grammar</li><li>– Assess the effectiveness of own and others’ writing in relation to audience</li></ul></li><li>• Information Booklets<ul style="list-style-type: none"><li>– Use prefixes to understand meanings</li><li>– Use commas to mark clauses in complex sentences</li><li>– Organise paragraphs</li><li>– Use organisation and presentational devices</li><li>– Use commas, brackets and dashes to indicate parenthesis</li></ul></li></ul><div><i>Water Dance by Thomas Locker</i> <i>Water, Water, Everywhere by James Casey</i></div><div><i>The Water Horse by Dick King-Smith</i> <i>The Little Mermaid by Hans Christian Andersen</i></div><div><i>Places to Visit on Canal and River Trust website</i></div></div>	<div>Art &amp; Design (PPA delivered by DR)</div> <div><ul style="list-style-type: none"><li>• Critically analyse the styles of artists to inform their own work</li><li>• Understand how a chosen artist has contributed to culture and/or history</li><li>• Use creative thinking to begin to adapt an initial idea</li><li>• Demonstrate control with a range of tools</li><li>• Use their knowledge of drawing, painting etc to work creatively</li><li>• Describe what they think about theirs and others work</li><li>• Use sketch book to adapt ideas</li></ul></div>	<div>Computing</div> <div><ul style="list-style-type: none"><li>• Coding<ul style="list-style-type: none"><li>– Use Scratch</li><li>– Tinker with code and debug problems</li></ul></li></ul><div><i>What if God hadn’t created order?</i> <i>BV –Individual liberty</i> <i>BV – Rule of Law</i></div><div><ul style="list-style-type: none"><li>• Digital Research<ul style="list-style-type: none"><li>– Use a range of search engines and identify differences</li></ul></li><li>• eSafety<ul style="list-style-type: none"><li>– Recognise acceptable behaviour.</li><li>– Use technology responsibly.</li></ul></li></ul></div></div>	
<div>Maths (c/f Lancs Maths)</div> <div><ul style="list-style-type: none"><li>• Geometry<ul style="list-style-type: none"><li>– Translate and reflect shapes in the first quadrant</li><li>– Draw given angles and measure them in degrees</li><li>– Identify angles within 2D shapes</li><li>– Identify 3D shapes from 2D representations</li><li>– Distinguish between regular and irregular polygons</li><li>– Calculate the area and perimeter of rectilinear shapes</li><li>– Estimate volume in 1cm<sup>3</sup> blocks</li></ul></li><li>• Number<ul style="list-style-type: none"><li>– Count using negative numbers</li><li>– Round numbers up to 2dp</li><li>– Add and subtract whole numbers including decimals to 2dp</li><li>– Divide up to 4 digit numbers using a written method</li><li>– Convert mixed numbers and improper fractions</li><li>– Multiply proper fractions</li><li>– Recognise the per cent symbol</li></ul></li><li>• Measure &amp; Statistics<ul style="list-style-type: none"><li>– Convert between metric and imperial units of measure</li><li>– Read, write and covert between 12h and 24h time</li><li>– Interpret and present continuous data using appropriate graphical methods, including bar charts, time graphs.</li><li>– Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li></ul></li></ul></div>	<div>History (c/f Lancs Y4 Summer 1)</div> <div><ul style="list-style-type: none"><li>• Use specialist dates and terms, place topics studied into different periods</li><li>• Make some links between and across periods</li><li>• Identify where periods studied fit into a chronological framework</li><li>• Understand nature civilizations (Egypt &amp; Nile)<ul style="list-style-type: none"><li>• Use specialist terms linked to chronology</li><li>• What is a civilization?</li><li>• How did the Ancient Egyptians use the River Nile?</li></ul></li><li>• How was ancient Egypt ruled and who were the Pharaohs?</li></ul></div>	<div>Geography (c/f Lancs Y4 Summer 1)</div> <div><ul style="list-style-type: none"><li>• Locate the world’s countries, using maps to focus on Europe, North and South America</li><li>• Name and locate countries and cities of the United Kingdom</li><li>• Identify the position and significance of latitude, longitude, Equator, Hemispheres, Tropics of Caner and Capricorn</li><li>• Identify key physical geography of above regions with focus on rivers and water cycle</li><li>• Use a wider range of maps (including digital), atlases and globes</li><li>• Use maps at more than one scale</li><li>• Use eight points of a compass</li></ul></div>	
<div>Science (c/f Lancs Y4 Summer 1)</div> <div><ul style="list-style-type: none"><li>• States of Matter<ul style="list-style-type: none"><li>– Solids, liquids and gases can be identified by their observable properties</li><li>– Compare and group materials together</li><li>– Explore various S, L, G</li><li>– Freezing/Melting (Observing changes of temp)</li><li>– Evaporation and condensation (Observing changes of temp)</li></ul></li><li>• Water cycle<ul style="list-style-type: none"><li>– Identify different stages of water cycle</li><li>– Explain how water cycle functions</li><li>– Weather, water cycle and global warming</li></ul></li><li>• Hook = Cornflour slime</li><li>• Plan and carry our evaporation investigation</li><li>• Create presentation for Water cycle</li></ul></div>	<div>RE (c/f Blackburn Diocese DofE)</div> <div><ul style="list-style-type: none"><li>• 4.6 What is prayer?<ul style="list-style-type: none"><li>– What is prayer? How do people pray? When do people pray? Why do people pray? Where do people pray?</li><li>– Explore how a Christian and Muslim prayer life is similar/different</li></ul></li></ul><div><i>BV – Individual Liberty</i> <i>BV – Tolerance of different faiths</i> <i>What if we couldn’t talk to God?</i> <i>What if there were other ways to talk to God?</i></div><div><ul style="list-style-type: none"><li>• 4.1 God, David and the Psalms<ul style="list-style-type: none"><li>– What are the qualities of a good King?</li><li>– What is God like?</li><li>– What values do you consider to be important?</li><li>– Who inspires you?</li></ul></li></ul><div><i>What if David was a bad king?</i></div></div></div>	<div>French</div> <div><ul style="list-style-type: none"><li>• Countries<ul style="list-style-type: none"><li>– Identify countries in Europe, North and South America</li></ul></li><li>• Direction<ul style="list-style-type: none"><li>– Identify corresponding flags</li><li>– Use simple directions for forward, back, left and right</li></ul></li><li>• Listen attentively to spoken language and show understanding by joining in</li><li>• Engage in conversations</li><li>• Speak in sentences using familiar vocabulary</li></ul></div>	<div>Music (c/f Lancs Y4 Summer 1)</div> <div><ul style="list-style-type: none"><li>• Sing songs, speak chants and rhymes in unison and two parts</li><li>• Listen to a range of high quality live and record music</li><li>• Experience how the combined musical element of itch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures</li></ul><div><ul style="list-style-type: none"><li>• Use of BBC 10 pieces</li></ul></div></div>
	<div>PE (c/f Lancs PE KS2 SoW)</div> <div><ul style="list-style-type: none"><li>• Striking and Fielding (Y4 Rounders)<ul style="list-style-type: none"><li>– Run, jump, throw and catch in isolation and in combination</li></ul></li><li>• Play competitive games and apply basic principles for attacking and defending</li><li>• Athletics (Y4 Cycle B)<ul style="list-style-type: none"><li>– Run, jump, throw and catch in isolation and in combination</li><li>– Compare their performances with pervious ones</li><li>– Demonstrate improvement to achieve their personal best</li></ul></li></ul><div><i>BV – Individual Liberty</i> <i>BV – Rule of Law</i></div></div>	<div>British Values</div> <div><ul style="list-style-type: none"><li>• Democracy (<i>Equal rights and privileges</i>)</li><li>• Rule of law (<i>People need to follow a fairly applied law</i>)</li><li>• Individual liberty (<i>Free exercise of rights</i>)</li><li>• Mutual respect (<i>Proper reciprocal regard for others</i>)</li><li>• Tolerance of different faiths (<i>Fair objective attitude to beliefs that differ from you</i>)</li></ul><div><ul style="list-style-type: none"><li>• Watch daily Newsround morning bulletin and discuss how British Values are displayed therein</li></ul></div></div>	

