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

work

and/or history

creatively

Describe what they think

about theirs and others

#### English

- Stories with a Theme
- Make predictions based on information Use suffixes to understand meanings stated and implied
- Explain the meaning of key vocabulary Proofread to check for errors within the context of the text
- Create sentences with fronted adverbials
- Link ideas within paragraphs
- Create complex sentences where the relative pronoun is omitted
- Use devices to build cohesion
- Explore, collect and use modal verbs and adverbs to indicate possibility

The Water Horse by Dick King-Smith The Little Mermaid by Hans Christian Andersen

### Maths (c/f Lancs Maths)

- Geometry
- Translate and reflect shapes in the first quadrant
- Draw given angles and measure them in degrees
- Identify angles within 2D shapes
- Identify 3D shapes from 2D representations
- Distinguish between regular and irregular polygons
- Calculate the area and perimeter of rectilinear shapes
- Estimate volume in 1cm<sup>3</sup> blocks

- Poems with a Structure
- Use apostrophes for possession
- Improve writing in light of evaluation
- use appropriate intonation to present their writing
- and grammar Assess the effectiveness of own and

# others' writing in relation to audience Water Dance by Thomas Locker

Water, Water, Everywhere by James Casey

# • Number

- Count using negative numbers Round numbers up to 2dp
- Add and subtract whole numbers including decimals to 2dp
- Divide up to 4 digit numbers using a written method
- Convert mixed numbers and improper fractions
- Multiply proper fractions
- Recognise the per cent symbol
- other graphs.

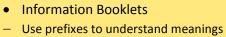
# Science (c/f Lancs Y4 Summer 1)

- States of Matter
- Solids, liquids and gases can be identified by their observable properties
- Compare and group materials together
- Explore various S, L, G
- Freezing/Melting (Observing changes of temp)
- Evaporation and condensation (Observing changes of temp)
- Water cycle
- Identify different stages of water cycle
- Explain how water cycle functions
- Weather, water cycle and global warming \_
- Hook = Cornflour slime
- Plan and carry our evaporation investigation
- Create presentation for Water cycle

## **RE** (c/f Blackburn Diocese DofE) • 4.6 What is praver?

- What is prayer? How do people pray? When do people pray? Why do people pray? Where do people pray?
- Explore how a Christian and Muslim prayer life is similar/different
- Individual Liberty
- Tolerance of different faiths
  - What if we couldn't talk to God? /hat if there were other ways to talk to God
- 4.1 God, David and the Psalms
- What are the qualities of a good King?
- What is God like?
- What values do you consider to be important?
- Who inspires you?

#### /hat if David was a bad king?



- Use commas to mark clauses in complex
- sentences
- Organise paragraphs Use organisation and
- presentational devices - Select appropriate structure, vocabulary - Use commas, brackets and dashes to indicate parenthesis

Places to Visit on Canal and River Trust website

- work Use sketch book to adapt ideas **History** (c/f Lancs Y4 Summer 1) Use specialist dates and terms, place topics studied into different periods Make some links between and across periods Identify where periods studied fit into a chronological framework
- Measure & Statistics
- Convert between metric and imperial units of measure
- Read, write and covert between 12h and 24h time
- Interpret and present continuous data using appropriate graphical methods, including bar charts, time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and



French

#### Listen attentively to spoken language and show understanding by joining in

Art & Design (PPA delivered by DR)

Critically analyse the styles of artists to inform their own

Use creative thinking to begin to adapt an initial idea

Use their knowledge of drawing, painting etc to work

• Demonstrate control with a range of tools

Understand nature civilizations (Egypt & Nile)

chronology

Nile

Use specialist terms linked to

• How was ancient Egypt ruled and who were the Pharaohs?

How did the Ancient Egyptians use the River

What is a civilization?

Understand how a chosen artist has contributed to culture

- Engage in conversations
- Speak in sentences using familiar vocabulary

### PE (c/f Lancs PE KS2 SoW)

- Striking and Fielding Y4 Rounders)
- Run, jump, throw and
- catch in isolation and in combination Play competitive games and apply basic principles for
- attacking and defending
- Athletics (Y4 Cycle B)
- Run, jump, throw and catch in isolation and in combination
- Compare their performances with pervious ones
- Demonstrate improvement to achieve their personal best
- BV Individual Liberty
- Rule of Law

### Computing

• Coding

- Use Scratch
- Tinker with code and debug problems
  - What if God hadn't created order? *V –Individual liberty* 
    - V Rule of Law
- Digital Research
- Use a range of search engines and identify differences eSafety
- Recognise acceptable behaviour.
- Use technology responsibly.

# **Geography** (c/f Lancs Y4 Summer 1)

- Locate the world's
- countries, using maps
- to focus on Europe, Nor
- and South America
- Name and locate countries and cities of the United Kingdom • Identify the position and significance of latitude, longitude, Equator, Hemispheres, Tropics of Caner and Capricorn
- Identify key physical geography of above regions with focus on rivers and water cycle
- Use a wider range of maps (including digital), atlases and globes
- Use maps at more than one scale Use eight points of a compass

# Music (c/f Lancs Y4 Summer 1)

- Sing songs, speak
- chants and rhymes in unison and two parts
- Listen to a range of high quality live and record music



• Experience how the combined musical elements of itch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures

• Use of BBC 10 pieces

# **British Values**

• Democracy (Equal rights and privileges) Rule of law (People need)

to <u>follo</u>w a fairly applied law)



Individual liberty (Free exercise of rights) Mutual respect (Proper reciprocal regard for others)

• Tolerance of different faiths (Fair objective attitude to beliefs that differ from you)

• Watch daily Newsround morning bulletin and discuss how British Values are displayed therein