



CLASS 4 (YEAR 4/YEAR 5) SUMMER 2 OVERVIEW 2021/2022



Core Subjects

Foundation Subjects

<h3>ENGLISH</h3> <p>Cultural Fiction (Aladdin & The Magic Lamp) <i>Reading</i></p> <ul style="list-style-type: none"> Read books and texts, which are structured in different ways. Orally retell a range of stories. Express preferences about a wider range of books. Explore themes within and across texts. <p><i>Writing</i></p> <ul style="list-style-type: none"> Create complex sentences with adverb starters. Use commas to mark clauses in complex sentences. Use inverted commas and other punctuation to indicate direct speech. Explore, identify, collect and use noun phrases. Create complex sentences using relative clauses. Create and punctuate complex sentences using 'ed' and 'ing' opening clauses. Create and punctuate sentences using simile starts. <p>D9: Challenge, Independent, Relevant</p>		<p>Play Script (Aladdin & The Magic Lamp) <i>Reading</i></p> <ul style="list-style-type: none"> Prepare play scripts to read aloud and perform, showing understanding through intonation and volume. Prepare play scripts to read aloud and perform, showing understanding through intonation, tone and volume to the meaning is clear. <p><i>Writing</i></p> <ul style="list-style-type: none"> Develop characterisation using vocabulary to create humour, atmosphere and surprise. Use appropriate intonation and volume to present their writing to a range of audiences. Identify and use brackets to indicate parenthesis. Use appropriate intonation and volume. <p>D9: Collaborative, Creativity, Relevant BV: Democracy, Mutual Respect</p>		<h3>GEOGRAPHY / HISTORY</h3> <p>Early Islamic Civilization / Islamic Golden Age</p> <ul style="list-style-type: none"> The city of Baghdad; The House of Wisdom; Inventions; Trading and Power; The Caliphate; Artwork Place events from period studied on a timeline. Look for links and effects in time studied. Use evidence to build up a picture of the past. Make comparisons between different times in the past. Begin to identify primary and secondary sources. <p>WI: What if God hadn't inspired people to discover safe medical practices? MC: What is life like for Christians in Iraq and Iran? D9: Collaborative, Inspiration, Relevant BV: Mutual Respect, Tolerance of Different Faiths</p>		<h3>ART / DT (H. Wilson)</h3> <p>Mosaic & Collage</p> <ul style="list-style-type: none"> Understand the style of an artist and use this to inform their own artwork. To use a range of media to create collages and mosaic artwork. To work on a small scale, building up image to create a larger final piece. <p>MC: How is mosaic art different throughout the world? D9: Collaborative, Creativity, Relevant BV: Individual Liberty, Mutual Respect, Tolerance of Different Faiths</p>			
<h3>MATHS</h3> <p>Number (Place Value)</p> <ul style="list-style-type: none"> Find 0.1, 1, 10, 100 or 1000 more or less than a given number Find the effect of dividing by 10 and 100. Multiply and divide by 10, 100 and 1000. <p>Number (Calculations)</p> <ul style="list-style-type: none"> Solve addition and subtraction two-step problems in context. Multiply and divide using a written method. Solve problems involving addition, subtraction, multiplication and division and a combination of these. 		<p>Number (Fractions)</p> <ul style="list-style-type: none"> Recognise and show common equivalent fractions. Add and subtract fractions with the same denominator. Write statements >1 as a mixed number Multiply proper fractions and mixed numbers by whole numbers Solve problems involving fractions, decimals and percentages. 		<p>Measurement</p> <ul style="list-style-type: none"> Read, write and convert time between analogue and digital 12- and 24-hour clocks. Solve problems involving converting between units of time. <p>Statistics</p> <ul style="list-style-type: none"> Interpret and present discrete and continuous data using appropriate graphical methods. Complete, read and interpret information in tables and timetables. 		<h3>MUSIC</h3> <p>Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> Analyse and compare sounds. Improve and develop rhythmic and melodic material when performing. Play tuned and untuned instruments with control and rhythmic accuracy. Perform rhythmic patterns and ostinato. Use and understand musical notation. <p>WI: How do the Psalms express human emotions? D9: Challenge, Collaborative, Creativity, Inspirational BV: Individual Liberty, Mutual Respect</p>		<h3>PE (H. Wilson)</h3> <p>Striking & Fielding <i>Cricket</i></p> <ul style="list-style-type: none"> Develop different ways of striking a ball e.g. forward defence in cricket. Retrieve, intercept and stop a ball when fielding. Catch a small ball with two hands from a long distance. Develop under and overarm throw with increasing accuracy and speed <p>D9: Challenge, Collaborative, Independent BV: Rule of Law</p>	
<h3>SCIENCE</h3> <p>Significant Scientists & Working Scientifically</p> <ul style="list-style-type: none"> Set up simple practical enquiries, comparative and fair tests. Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusion Express preferences about a wider range of books. Identify scientific evidence that has been used to support or refute ideas or arguments. <p><i>Scientists</i></p> <ul style="list-style-type: none"> Materials: Arthur Fry, Ruth Benerito, Andre Geim & Konstantin Novoselov, Raquel Prado Animals: Washington Sheffield, William Beaumont, Paul Sharpe Forces: Archimedes, George Cayley, Brahmagupta Rocks: James Hutton, Florence Bascom, Brianna Green <p>WI: Why do Scientists want to understand God's creation? D9: Challenge, Collaborative, Inspirational, Relevant BV: Mutual Respect, Rule of Law</p>		<h3>RE</h3> <p>S5 Faith Through Art</p> <ul style="list-style-type: none"> Explain how artwork can be an expression of worship and prayer. How does this piece of art make you feel? Why? What do you think the artist was trying to say through this piece of art? <p>WI: What if there was no artwork? MC: How does Jesus look in art around the world? D9: Creativity, Inspirational, Unique BV: Mutual Respect, Tolerance of Different Faiths</p> <p>BSYW Walk Through The Bible</p> <ul style="list-style-type: none"> Content delivered by H. Lewis <p>WI: What if Jesus never came to Earth? D9: Collaborative, Flourish, Relevant</p>		<h3>FRENCH (H. Courtney)</h3> <p>On y va! (Holidays and Travel)</p> <ul style="list-style-type: none"> To experiment with the writing of simple words. To recognise some familiar words in written form. To construct, say and read simple sentences. To take part in a simple dialogue. <p>D9: Challenge, Courage BV: Rule of Law</p>		<h3>COMPUTING (H. Courtney)</h3> <p>Presentation</p> <ul style="list-style-type: none"> To be familiar with the terms 'text' and 'images' and understand that they can be used to communicate messages. To use desktop publishing software and consider careful choices of font size, colour and type to edit and improve documents. Be introduced to the terms 'templates', 'orientation', and 'placeholders'. To evaluate how and why desktop publishing is used in the real world. <p>D9: Collaborative, Independent, Relevant BV: Democracy, Rule of Law</p>			
		<h3>PSHE</h3> <p>Valuing Difference <i>Responding respectfully to a wide range of people, recognising prejudice and discrimination</i></p> <ul style="list-style-type: none"> It could happen to anyone. Is it true? <p>WI: Why did God create us all different? MC: How is discrimination shown throughout the world? D9: Flourish, Relevant, Unique BV: Individual Liberty, Mutual Respect, Tolerance of Different Faiths</p>		<h3>Other</h3> <p>What if? Questions Multi-Cultural Links LES Diamond 9 "Creating Lifelong Learnings" Challenge, Collaborative, Courage, Creativity, Flourish, Independent, Inspirational, Relevant, Unique British Values Democracy, Individual Liberty, Mutual Respect, Rule of Law, Tolerance of Different Faiths</p>					