

# YEAR 4 - SUMMER 2



English		Maths	
<b>Fiction:</b> 'The Lion & the Unicorn & Other Hairy Tales' by Jane Ray <b>Non-fiction:</b> Non-Chronological Reports 'Atlas of Adventures' by Rachel Williams <b>Poetry:</b> 'The Lion & The Unicorn' & 'I'm a Gnu'		Following the Collins 'Busyant' scheme of work.	
Science	Computing	Geography	
<b>Key Question/Theme:</b> All Living Things	<b>Key Question/Theme:</b> 'I can make a game'	<b>Key Question/Theme:</b> The Expansion of European Settlements (Germany)	
<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Recognising that living things can be grouped in a variety of ways</li> <li>Exploring and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>Recognising that environments can change and that this can sometimes pose dangers to living things.</li> <li>Developing Sc1 enquiry, planning, investigation and evaluation skills.</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Producing, debugging and editing an accurate sequence of instructions, include use of repeat, to control on-screen objects.</li> <li>Demonstrating logical choices and prediction when using a computer simulation, 'model' or game and can make simple edits to solve a problem.</li> <li>Planning and creating a program using decomposition; including the use of selection (IF/ELSE) and/or variables.</li> <li>Developing and using a wider computing 'vocabulary' relevant to work, such as de-bug, Apps, data logging, search engine, spam, Wiki, etc</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li><u>Developing contextual knowledge of the location</u> Researching how German borders changed over the centuries.</li> <li><u>Developing atlas skills</u> Finding differences and similarities in relation to how German borders changed in 1914, 1918, 1939 and 1945.</li> <li><u>Analysis of geographical facts</u> An analysis of how the 'Treaty of Versailles' changed European borders.</li> </ul>	
PSHE	RE	Art & Design	
<b>Key Question/Theme:</b> Relationships	<b>Key Question/Theme:</b> Religious Buildings (Summer 1 & 2)	<b>Key Question/Theme:</b> Objects and Meanings (Still-life)	
<b>Key Skills:</b> <ul style="list-style-type: none"> <li><b>Identity</b> (personal qualities, attitudes, skills, attributes and achievements and what influences these)</li> <li><b>Relationships</b> (including different types and in different settings)</li> <li><b>Risk</b> (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)</li> <li><b>Diversity and equality</b> (in all its forms)</li> <li><b>Rights</b> (including the notion of universal human</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Referring to religious figures, artefacts and buildings</li> <li>Explaining the practises and lifestyles involved in belonging to a faith community.</li> <li>Understanding religious practises and lifestyles.</li> <li>Identifying the impacts of beliefs and practices on people's lives.</li> </ul>	<b>Key Skills:</b> <ul style="list-style-type: none"> <li>Creating a sketch books to record their observations and use them to revisit their ideas.</li> <li>Improving mastery of art and design techniques, including drawing, painting, sculpture, art, craft and design using a range of materials and techniques. (eg. mosaics)</li> </ul>	

<p>rights), responsibilities (including fairness and justice) and consent (in different contexts)</p> <ul style="list-style-type: none"> <li>• <b>A healthy</b> (including physically, emotionally and socially) <b>balanced lifestyle</b> (including within relationships, work-life, exercise and rest, spending and saving and diet)</li> </ul> <p><b>Power</b> (how it is used and encountered in a variety of contexts including persuasion, bullying, negotiation and 'win-win' outcomes)</p>		
<b>Music</b>	<b>French</b>	<b>PE</b>
<p><b>Key Question/Theme:</b> <i>Music Express Unit</i></p>	<p><b>Key Question/Theme:</b> <i>'The Carnival of the Animals' &amp; 'What's the Weather Like?'</i></p>	<p><b>Key Question/Theme:</b> <i>PE Skills &amp; Swimming (Specialist Teacher)</i></p>
<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Playing and performing in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>• Improvising and composing music for a range of purposes using the inter-related dimensions of music.</li> <li>• Listening with attention to detail and recall sounds with increasing aural memory.</li> <li>• Using and understanding staff and other musical notations.</li> <li>• Appreciating and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Developing an understanding of the history of music.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Listen attentively to spoken language and show understanding by joining in and responding.</li> <li>• Explore the patterns and sounds of language through songs and rhymes.</li> <li>• Speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>• Appreciate stories, songs, poems and rhymes in French.</li> <li>• Broaden their vocabulary and develop their ability to understand new words.</li> <li>• Describe people, places, things and actions orally and in writing.</li> <li>• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>• Present ideas and information orally.</li> </ul>	<p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Using running, jumping, throwing and catching in isolation and in combination.</li> <li>• Playing competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</li> <li>• Developing flexibility, strength, technique, control and balance.</li> <li>• Performing dances using a range of movement patterns.</li> <li>• Taking part in outdoor and adventurous activity challenges both individually and within a team.</li> <li>• Comparing their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>

### Spiritual, Moral, Social and Cultural Development

#### Spiritual

- **Experiencing fascination, awe and wonder:**  
Is shown by pupils' sense of enjoyment and fascination in learning about themselves, others and the world around them, including the intangible.
- **Exploring the values and beliefs of others:**  
Is shown by pupils' beliefs, religious or otherwise, which inform their perspective on life and their interest in and respect for different people's feelings and values.
- **Understanding human feelings and emotions:**  
Is shown by pupils' willingness to reflect on their experiences.
- **Using imagination and creativity in learning:**  
Is shown by pupils' use of imagination and creativity in their learning.

**Moral**

- **Investigating moral values and ethical issues:**  
Is shown by pupils' interest in investigating, and offering reasoned views about, moral and ethical issues.
- **Recognising right and wrong and applying it:**  
Is shown by pupils' ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives.
- **Understanding the consequences of actions:**  
Is shown by pupils' understanding of the consequences of their actions.

**Social**

- **Developing personal qualities and using social skills:**  
Is shown by pupils' use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- **Participating, cooperating and resolving conflict:**  
Is shown by pupils' willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively.
- **Understanding how communities and societies function:**  
Is shown by pupils' interest in, and understanding of, the way communities and societies function at a variety of levels.

**Cultural**

- **Exploring, understanding and respecting diversity:**  
Is shown by pupils' interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.
- **Participating in and responding to cultural activities:**  
Is shown by pupils' willingness to participate in, and respond to, for example, artistic, musical, sporting, mathematical, technological, scientific and cultural opportunities.
- **Understanding and appreciating personal influences:**  
Is shown by pupils' understanding and appreciation of the wide range of cultural influences that have shaped their own heritage.