

SUMMER TERM PLANNING OVERVIEW 2021 YEAR GROUP 4

TEACHERS Mr Viney and Mr Harvey

SUBJECTS	SUMMER TERM 1 (5 weeks) Theme: Central and South America (Mayans and Rainforests)	SUMMER TERM 2 (7 weeks) Theme: European myths
LITERACY AND SHARED BOOKS	<p>Jemmy Button Recount</p> <p>The Rainforest Rough Guide Leaflet on the conservation of the rainforest.</p> <p>The Great Kapok Tree Balanced argument</p>	<p>Firebird – Slavic story / myth Narrative</p> <p>I believe in unicorns – myths / slovenia Non-chronological report</p> <p>Koska’s tales Recount</p>
GRAMMAR AND SPELLING	<p>Fronted adverbials</p> <p>Headings/sub-headings Paragraphs</p> <p>Adjectives/adjectival phrases</p> <p>Subordinate/main clauses Adverbial phrases Commas Inverted commas</p>	<p>Fronted adverbials</p> <p>Headings/sub-headings Paragraphs</p> <p>Adjectives/adjectival phrases</p> <p>Subordinate/main clauses Adverbial phrases Commas Inverted commas</p>
MATHS WHITE ROSE MATHS	<p>Place value and number lines</p> <p>Decimals</p> <p>Addition and subtraction consolidation</p> <p>Multiplication and Division consolidation</p> <p>Understanding word problems</p>	<p>Measurement-money</p> <p>Time</p> <p>Statistics (cross-curricular with computing)</p> <p>Geometry-Properties of Shape</p> <p>Geometry- Position and Direction (cross-curricular with outdoor learning)</p>

<p>SCIENCE</p>	<p>Sc4/4.2 Electricity</p> <p>Sc4/4.2a identify common appliances that run on electricity Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Sc4/4.2c identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Living Things and their Habitats</p> <p>Sc4/2.1a recognise that living things can be grouped in a variety of ways Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things.</p>
<p>COMPUTING</p>	<p>Computer systems and networks – the Internet</p> <ul style="list-style-type: none"> - Give examples of the risks posed by online communications. - Understand the term ‘copyright’. - Understand that comments made online that are hurtful or offensive are the same as bullying. - Understand how online services work. <p>Photo editing</p> <ul style="list-style-type: none"> - Control the shade of pens - Set the appearance of objects and create sequences of changes. 	<p>Data Logging</p> <ul style="list-style-type: none"> - Devise and construct databases using applications designed for this purpose in areas across the curriculum. <p>Programming A – Repetition in Shapes</p> <ul style="list-style-type: none"> - Set the appearance of objects and create sequences of changes. - Use specified screen coordinates to control movement.
<p>RE</p>	<p>FOCUSED RELIGIONS: Christianity</p> <p>Why do Christians call the day Jesus died ‘Good Friday’?</p> <p>For Christians, when Jesus left, what was the impact of Pentecost?</p>	<p>FOCUSED RELIGIONS: Christianity and Hinduism</p> <p>How and why do people mark the significant events of life?</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. Describe what happens in ceremonies that show commitment, identifying differences in how people celebrate. Make links between the idea of love and commitment in religious and non-religious ceremonies.</p>

HUMANITIES	<ul style="list-style-type: none"> - Describe key physical geography of rainforests. - Look at human geography (land-use) or rainforests and environmental issues that arise (including fair trade of cacao) - History focus on the Mayan Civilisation (in contrast to British history): - Describe the social, ethnic, cultural or religious diversity of past society. - Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. 	Geography <ul style="list-style-type: none"> - Name and locate the countries of Europe and identify their main physical and human characteristics. - Describe geographical similarities and differences between countries.
MFL	The body and expressing where pain is Fairy Tales First person verbs	Sport Expressing likes Using 'ne...pas'
PHYSICAL EDUCATION	- Cricket/ Rounders REAL PE (physical skills)	Swimming REAL PE with athletics (health and fitness skills)
MUSIC	<ul style="list-style-type: none"> • Charanga • Forest soundscapes 	<ul style="list-style-type: none"> • Glockenspiels
ART AND DESIGN TECHNOLOGY	Design a chocolate bar <ul style="list-style-type: none"> - Prepare ingredients hygienically using appropriate utensils. - Follow a recipe - Assemble or cook ingredients (controlling the temperature of the hob) 	Use textiles to create artwork for 'The Firebird' <ul style="list-style-type: none"> - Colour fabric (using batik). - Create weavings.
PSHE	<ul style="list-style-type: none"> • Relationships (making friends, solving friendship problems, involving others and showing respect) 	<ul style="list-style-type: none"> • Changing Me (being unique, accepting change and looking ahead)