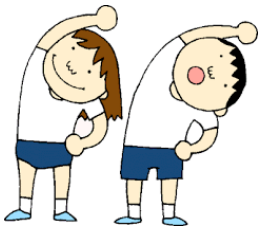
Year 4 Summer Term Topic Letter 2021

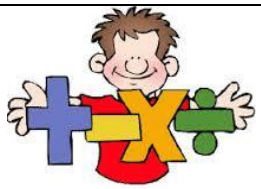
Dear Parents

Here is an overview of the subjects and topics that your child will be covering during the Summer term.

Subject	Water, Water Everywhere/ Hunted
Science 	**States of Matter** ▪ Compare and group materials together, according to whether they are solids, liquids or gases. ▪ Solids, liquids and gases can be identified by their observable properties. ▪ Solids have a fixed size and shape (the size and shape can be changed but it remains the same after the action). ▪ Liquids can pour and take the shape of the container in which they are put. ▪ Liquids form a pool not a pile. ▪ Solids in the form of powders can pour as if they were liquids but make a pile not a pool. ▪ Gases fill the container in which they are put. ▪ Gases escape from an unsealed container. ▪ Gases can be made smaller by squeezing/pressure. ▪ Liquids and gases can flow. **Living things and their habitats** ▪ Recognise that living things can be grouped in a variety of ways. ▪ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. ▪ Construct and interpret a variety of food chains, identifying producers, predators and prey. ▪ Recognise that environments can change and that this can sometimes pose dangers to living things. ▪ Use and make identification keys for plants and animals.
Computing 	**Digital Research - Searching** **Skills** ▪ Use a range of child friendly search engines to locate different media, e.g. text, images, sounds or videos. ▪ Evaluate different search engines and explain their choices in using these for different purposes. **Design, Create, Manage and Manipulate Digital Content** **Skills** ▪ Use and combine internet services such as those that provide images, sounds, 3D representations and graphic software. This can include webpages. ▪ Recognise and use key layout and design features, e.g. text boxes, columns and borders (*this can be any content e.g. webpages*). **Online Safety** **Skills** ▪ Use technology responsibly ▪ Recognise acceptable behaviour ▪ Recognise unacceptable behaviour. ▪ Know what to do and who to tell if they discover something inappropriate or offensive on a website, at home and in school.

	Online safety skills • Continue to develop the skills to identify risks involved with contact, content and their own conduct whilst online • Know a range of ways to report concerns about content and contact • Recognise when an attachment may be unsafe to open • Understand risks associated with social networking. **Computational Thinking/Programming** **Skills** ▪ Write programs that accomplish specific goals. ▪ Use sequence in programs. ▪ Read what a sequence in a program does.
Geography/History 	**Geography (Rivers)** ▪ Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America. ▪ Name and locate counties and cities of the United Kingdom. ▪ Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. **History (Egypt)** Be able to describe some of the main events, people and periods they have studied by: ▪ Understanding some significant aspects of history including the nature civilisations *(e.g. how and why the River Nile was important to the Ancient Egyptians).*
Music 	**Performing** • Sing songs, speak chants and rhymes in unison and two parts, with clear diction, control of pitch, a sense of phrase and musical expression. • Play tuned and untuned instruments with control and rhythmic accuracy. • Practise, rehearse and present performances with an awareness of the audience. •
PE 	**Athletics** • To develop correct sprinting technique. • To use an over arm action to throw for distance. • Introduce jumping and using different combinations. • Introduce jumping for height and the medicine ball push throw. • Jump techniques from standing/run up **Rounders** • To throw and catch a ball accurately. • To develop batting skills in rounders. • To develop range of fielding techniques. • To develop the understanding of the rules of rounders.
Art /DT 	**Design and Technology (Eatwell plate)** A simple meal using available ingredients, with limited range of cooking methods. To support a healthy diet **Art** • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Experiment with ways in which surface detail can be added to drawings. • Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. •

RE 	**Are all churches the same?** • Give children an understanding of the church in its widest sense. • To ensure pupils know that Christianity is a multi-cultural worldwide faith. • To enable pupils to see the similarities and differences between denominations and to develop further their understanding of symbolism. To further develop children's understanding of places of worship from faiths other than Christianity e.g. Islam, Sikhism, Hinduism etc. **What is prayer?** • ensure that the children know that prayer is a way of communicating with God. • know that we/Christians believe that God listens and responds. •
PSHE 	**Jigsaw Scheme** Relationships Changing Me
Literacy 	**Summer 1** ▪ Narrative based on text read. ▪ Explore, identify, collect and use noun phrases e.g. *The crumbly cookie with tasty marshmallow pieces melted in my mouth.* ▪ Create sentences with fronted adverbials for where e.g. *In the distance, a lone wolf howled.* ▪ The Mousehole Cat by Antonia Barber. ▪ Poem with a structure linked to the theme of water. ▪ Use apostrophes for singular and plural possession e.g. *the dog's bone and the dogs' bones.* ▪ Read and analyse poetry in order to plan and write their own. ▪ ▪ Booklet of information e.g. welcome brochure. ▪ Use commas to mark clauses in complex sentences. ▪ Read and analyse non-fiction in order to plan and write their own. **Summer 2** Narrative based on the studied text. ▪ Create complex sentences with adverb starters e.g. *Silently trudging through the snow, Sam made his way up the mountain.* ▪ The Classic Tales of Brer Rabbit by Joel Chandler Harris. ▪ Formal debate. Discussion text. ▪ Use commas to mark clauses in complex sentences. ▪ Performance of a poem. Responses to a poem linked to the theme. ▪ Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
Numeracy	**Summer 1** **Number – number and place value** ▪ Read and write numbers to at least 10 000. ▪ Read and write numbers with up to two decimal places. ▪ Order and compare numbers beyond 1000.



- Order and compare numbers with the same number of decimal places up to two decimal places.

Number - addition and subtraction

- Add and subtract mentally combinations of two and three digit numbers and decimals to one decimal place.
- Add and subtract numbers with up to four digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate.

Geometry - properties of shapes

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Measurement

- Order temperatures including those below 0°C.
- Estimate, compare and calculate different measures.
- Measure the perimeter of simple 2-D shapes *(from Year Three).*

Statistics

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts, time graphs.

<u>Summer 2</u>

Number

- Count backwards through zero to include negative numbers.
- Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps
  Solve number and practical problems.
- Solve problems involving multiplying, including integer scaling problems.

Measurement

- Estimate, compare and calculate different measures.
- Order temperatures including those below 0°C.
- Know area is a measure of surface within a given boundary.

Statistics

- Use a variety of sorting diagrams to compare and classify *numbers and geometric shapes based on their properties and sizes.*
- Interpret and present discrete and 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 other graphs.

Please note:

- PE lessons will be on a Tuesday afternoon and Wednesday morning.
- Homework will be handed out on a Friday, to be returned by the following Friday.
- Homework will include daily reading, with parents/carers signing the reading record at least once per week. Times tables. Spelling and worksheet activity/Research.
- Reading books will be changed on a Monday and/or Thursday.
- Please provide children with a named water bottle daily.