

# Year 4 – Summer

English –

Guided Reading – The Explorer

Class text – How to Train Your Dragon

	National Curriculum objective(s)	Success criteria	Project work	Key vocabulary (All pupils must be exposed to this) Tier 2	Key vocabulary (All pupils must be exposed to this) Tier 3	Links to previous and future learning
History	<ul style="list-style-type: none"> <li>• Hi2/1.3 Anglo-Saxons &amp; Scots</li> <li>• Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots</li> <li>• This could include:</li> <li>• Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</li> <li>• Scots invasions from Ireland to north Britain (now Scotland)</li> <li>• Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>• Anglo-Saxon art and culture</li> <li>• Christian conversion – Canterbury, Iona and Lindisfarne</li> </ul>	<ul style="list-style-type: none"> <li>• Anglo Saxons &amp; Scots - To understand the history of Britain’s settlement by Anglo-Saxons and Scots.</li> <li>• Say who the Anglo-Saxons and Scots were and when and why they invaded Britain</li> <li>• Explain how life in Britain changed as a result of the Anglo-Saxon and Scots invasions, recognising similarities and differences.</li> <li>• Be able to analyse historical evidence and artefacts to make claims about Anglo-Saxon life and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Making an Anglo-Saxon Brooch</li> <li>• Art- design and label an Anglo-Saxon village</li> <li>• Geography- label towns and cities on a map of the UK with Anglo-Saxon name origins.</li> </ul>	<ul style="list-style-type: none"> <li>• Chief</li> <li>• Pottery</li> <li>• Kingdom</li> <li>• hut</li> </ul>	<ul style="list-style-type: none"> <li>• brooch</li> <li>• tunic</li> <li>• Angles</li> <li>• Saxons</li> <li>• Scots</li> <li>• Agriculture</li> <li>• Livestock</li> <li>• Romans</li> <li>• picts</li> </ul>	<ul style="list-style-type: none"> <li>• Link to yr3 Roman topic.</li> <li>• Link to yr5 Vikings topic.</li> <li>• Link to Y5 Vikings (Biomes in Scandinavian countries)</li> </ul>

Geography

- Ge2/1.1 Locational Knowledge
- Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- Ge2/1.1b name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- Ge2/1.1c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- Ge2/1.2 Place Knowledge
- Ge2/1.2a understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
- Ge2/1.3 Human and Physical Geography
- Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land

- I can name and locate counties and cities of the United Kingdom.
- I can identify geographical regions or counties within the United Kingdom.
- I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.

- Geography- label towns and cities on a map of the UK with Anglo-Saxon name origins.

- Kingdom
- Hut

- brooch
- tunic
- Angles
- Saxons
- Scots
- Agriculture
- livestock
  - Kingdoms
  - Rome
  - Mercia
  - Northumbria
  - East Anglia

Art and Design	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>design and label an Anglo-Saxon village</li> </ul>	<ul style="list-style-type: none"> <li>Safety pins</li> </ul>	<ul style="list-style-type: none"> <li>brooch</li> </ul>	
Design and Technology	<p>DT2/1.1 Design</p> <p>DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>	<ul style="list-style-type: none"> <li>“Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.”</li> </ul>	<ul style="list-style-type: none"> <li>designing and making and Anglo-Saxon brooch.</li> </ul>	<ul style="list-style-type: none"> <li>Safety pin</li> </ul>		Link to Y5 Greek footwear

R.E.		<ul style="list-style-type: none"> <li>• Why are festivals important to religious communities?: To ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid)</li> <li>• To make connections between stories, symbols and beliefs with what happens in at least two festivals</li> <li>• To identify similarities and differences in the way festivals are celebrated within and between religions</li> <li>• To explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</li> <li>• Why do some people think that life is like a journey and what significant experiences mark this?: To describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean</li> <li>• To suggest why some people see life as a journey and identify some of the key milestones on this journey</li> <li>• To suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people</li> <li>• To link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</li> </ul>	<ul style="list-style-type: none"> <li>• Life is a journey art/written piece.</li> </ul>	<ul style="list-style-type: none"> <li>• Christianity</li> <li>• Christians</li> <li>• Judaism</li> <li>• Islam</li> <li>• Muslim</li> <li>• Hinduism</li> <li>• Hindu</li> <li>• Festival</li> <li>• Milestone</li> <li>• Communities</li> <li>• symbols</li> </ul>	<ul style="list-style-type: none"> <li>• Divali</li> <li>• Eid</li> <li>•</li> </ul>	Y5 link to Islam topic
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P.S.H.E/R.S.E	<ul style="list-style-type: none"> <li>•</li> </ul>	<p>People around us</p> <ul style="list-style-type: none"> <li>• To recognise there are similarities and differences between people</li> <li>• To explore how we are all connected</li> <li>• To understand how to work cooperatively</li> <li>• To recognise and challenge prejudice and explore gender stereotypes</li> </ul> <p>RSE</p> <ul style="list-style-type: none"> <li>• To recognise how they feel about other peoples actions and know how their feelings and reactions can affect others</li> <li>• Identify positive things about themselves and others</li> <li>• To know what is important in a family and identify what families give to them</li> <li>• To understand the nature of relationships and respect other peoples point of view and to recognise and resist unwanted influence and pressure</li> </ul>				
Computing	<ul style="list-style-type: none"> <li>• To discuss what makes a good animated film or cartoon and what their favourites are.</li> <li>• To learn how animations are created by hand.</li> <li>• To find out how 2Animate can be created in a similar way using the computer.</li> <li>• To learn about onion skinning in animation.</li> <li>• To add backgrounds and sounds to animations.</li> <li>• Introducing 'stop motion' animation.</li> <li>• To share animation on the class blog.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Children have put together a simple animation using paper to create a flick book.</li> <li>• Children understand animation frames.</li> <li>• Children have made a simple animation using 2Animate.</li> <li>• Children know what the Onion Skin tool does in animation.</li> <li>• Children can use the Onion Skin tool to create an animated image.</li> <li>• Children can use backgrounds and sounds to make more complex and imaginative animations.</li> <li>• Children know what 'stop motion' animation is and how it is created.</li> <li>• Children have used some of the ideas from existing 'stop motion' films to recreate their own animation.</li> <li>• Children have shared their animations and commented on each other's work using blogs in Purple Mash.</li> </ul>	<ul style="list-style-type: none"> <li>• Animate an object</li> <li>• Become familiar with more of the animation tools</li> <li>• Create aa stop motion animation</li> </ul>	<ul style="list-style-type: none"> <li>• Cartoon</li> <li>• Frame</li> <li>• Onion</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Animation</li> <li>• Motion</li> <li>• Animate</li> <li>• Background</li> <li>•</li> </ul>	<p>Link to Y3 Coding  Link to Y5 Coding  Link to Y6 Coding</p>

Science	<p>Electricity</p> <ul style="list-style-type: none"> <li>• Sc4/4.2a identify common appliances that run on electricity</li> <li>• Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• 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</li> <li>• Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> <p>States of Matter</p> <ul style="list-style-type: none"> <li>• Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</li> <li>• Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases</li> <li>• Observe that some materials change state when they are heated or cooled</li> <li>• Identify the part played by evaporation and condensation in the water cycle</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts</li> <li>• Identify common appliances that run on electricity</li> <li>• Identify whether or not a lamp will light in a simple series circuit</li> <li>• Recognise that a switch opens and closes a circuit</li> <li>• Recognise some common conductors and insulators</li> </ul>	<ul style="list-style-type: none"> <li>• Create complete circuits using equipment.</li> <li>• Create a homemade switch using everyday materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Circuits</li> <li>• Evaporation</li> <li>• Condensation</li> <li>• Appliances</li> <li>• Insulation</li> <li>• Water vapour</li> </ul>	<ul style="list-style-type: none"> <li>• Conductor</li> <li>• Crocodile clips</li> <li>• Cell pack</li> </ul>	
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Music	<ul style="list-style-type: none"> <li>• Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>• Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Mu2/1.4 use and understand staff and other musical notations</li> <li>• Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Mu2/1.6 develop an understanding of the history of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing and perform song. Improve with compositions and/or choreography.</li> <li>• Blackbird (PSHCE link to civil rights) Listen and appraise songs by the Beatles.</li> <li>• Sing and perform song. Improve with compositions and/or choreography.</li> <li>• Sing and perform song. Improve with compositions and/or choreography.</li> <li>• Reflect, Rewind, Replay. Reflect on different compositions: La Quinta Estampie Real (13<sup>th</sup> century Early Music), The Arrival of the Queen of Sheba (Handel Baroque), The Moonlight Sonata (Beethoven Romantic.) Bridal March Wagner.</li> <li>• Rewind: Revisit the songs learnt this year. Dancing Queen Abba, Can't Stop the Feeling by Justin Timberlake, Libertango Piazzolla.</li> <li>• Explore the music in the context of History of Music.</li> <li>• Sing , perform and improve.</li> </ul>	<ul style="list-style-type: none"> <li>• Composition: use the 3 notes to create own composition. Add compositions to the song. Create an 8 bar composition.</li> <li>• Sing , perform and improve</li> </ul>			<p>Link to Y3 composing  Link to Y5 composing  Link to Y6 composing</p>
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- FL2/1.1 Listening & Comprehension
- FL2/1.1a listen attentively to spoken language and show understanding by joining in and responding
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- FL2/1.1b explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
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- FL2/1.2 Speaking
- FL2/1.2a engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help\*
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- FL2/1.2b speak in sentences, using familiar vocabulary, phrases and basic language structures
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- FL2/1.2c develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases\*
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- FL2/1.2d present ideas and information orally to a range of audiences\*
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- FL2/1.3 Reading & Comprehension
- 
- FL2/1.3a read carefully and show understanding of words, phrases and simple writing
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- FL2/1.3b appreciate stories, songs, poems and rhymes in the language
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- FL2/1.3c broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
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- FL2/1.4 Writing
- 
- FL2/1.4a understand the purpose of

- To read a Spanish story The Hungry Caterpillar. Children to use their knowledge to decode and interpret as much as possible.
- To learn the story vocabulary for The Hungry Caterpillar
- To know directional words and phrases
- To learn transport vocabulary
- To describe a journey: e.g. How did you get to school?
- Build sentences using previous knowledge eg days of the week , travel and places.

- Perform The Hungry Caterpillar

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Link to Y3 Spanish  
 Link to Y5 Spanish  
 Link to Y6 Spanish

P.E.	<ul style="list-style-type: none"> <li>• use running, jumping, throwing and catching in isolation and in combination</li> <li>• play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>• develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> </ul>	<ul style="list-style-type: none"> <li>• Tennis: Can get into the ready position with correct grip and knees bent.</li> <li>• Can begin to hit forehand shots to a partner to catch 3 metres away.</li> <li>• Can attempt to hit a backhand shot to a partner 3 metres away</li> <li>• Can hit accurately to move an opponent within a small rally with a partner</li> <li>• Athletics: Can improve your running techniques to gain extra speed.(extend legs, straight upper body, push arms)</li> <li>• Can combine sprinting with low hurdles keeping sprint technique.</li> <li>• Can increase the number of techniques used in jumping (bend legs, use arms)</li> <li>• Will be able to develop accuracy and consistency of skills against others.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning the ready position</li> <li>• Hit forehand shots</li> <li>• Hit backhand shots</li> <li>• Learn to hit a volley</li> <li>• Learn to serve</li> <li>• Develop game tactics</li> <li>• Start a sprint race</li> <li>• Learn to hurdle</li> <li>• Learn the long jump and triple jump</li> <li>• Learn to throw overarm accurately</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Sprint</li> <li>• Race</li> <li>• Run</li> <li>• Jump</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Hurdle</li> <li>• Javelin</li> <li>• Baton</li> <li>• Relay</li> <li>•</li> </ul>	<p>Link to Y5 Athletics</p> <p>Link to Y5 Tennis</p>
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