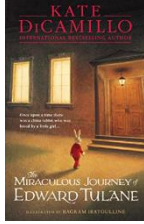


Year 4 Summer Term Overview

English



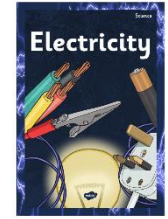
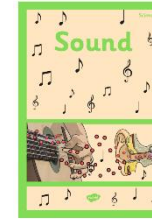
- Discuss words and phrases that capture the reader's interest and imagination.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Ask questions to extend knowledge and understanding of a text. predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
- Use a wider range of conjunctions, including: when, if, because, although.
- Use expanded noun phrases for description and specification.
- Use conjunctions, adverbs and prepositions to express time and cause.
- Explore the changes in word meaning when prefixes and/ or suffixes are added to a root word.
- Spell contractions correctly for informality.
- Use an apostrophe to mark singular possession.
- Indicate possession by using the possessive apostrophe with plural nouns.
- Use and punctuate direct speech.
- Use commas after fronted adverbials.
- Plan their writing by:
- discussing and recording ideas.
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Draft and write by:
- organising paragraphs around a theme.
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
 - creating settings, characters and plot (in narratives)
- Evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proofreading for spelling and punctuation errors

History Ancient Egypt



- Who were the Ancient Egyptians?
- where Egypt is on a map.
 - describe when the ancient Egyptians lived.
 - raise at least two questions about an artefact.
 - decide what an artefact might have been used as
- What was life like in Ancient Egypt?
- use pictures to find out information about life in ancient Egypt.
 - raise questions about Egyptian life.
 - raise questions about the River Nile.
 - explain why the River Nile was essential to survival for the ancient Egyptians.
 - compare life in ancient Egypt to my own life.
- The Pharaohs
- find out about some of the most famous Egyptian pharaohs
 - explore the meaning of symbols associated with the pharaohs
- Mummification
- understand and explain the ancient Egyptian ritual of mummification
- The Pyramids
- discover why and how the Ancient Egyptians built the pyramids.
- Tutankhamun
- use different sources to build a picture of events.
 - I raise questions about where the sources came from and why they were created.
 - retell the key events of the Tutankhamun discovery story.
 - imagine that I am Howard Carter, writing a diary in the 1920s
- How to write like an Ancient Egyptian
- read and understand how hieroglyphs were used.
 - I write my name or messages in hieroglyphs.

Science



- Describe sounds around them.
- Identify high and low sounds.
- Identify loud and quiet sounds.
- Observe how different sounds are made.
- Describe how sounds change over distance.
- Participate in an investigation to find the best material for absorbing sound.
- Answer questions based on their learning using prompts.
- Explain how sound travels through a string telephone.
- Predict what will happen in an investigation.
- Make observations and conclusions.
- Make and record accurate observations.
- Use scientific language to explain their findings.

- Sort living things into groups.
- Generate questions about animals.
- See similarities and differences between vertebrates.
- Identify vertebrate groups.
- Identify the characteristics of living things.
- Suggest how to have a positive effect on the local environment.
- Name some endangered species.
- Generate criteria to use to sort living things.
- Sort living things into a Venn/Carroll diagram.
- Use questions to sort animals using a key.
- Use a key to identify invertebrates by looking at their characteristics.
- Use the characteristics of living things to sort them using a classification key.

- Learn to identify electrical and non-electrical appliances.
- Explain how a circuit works.
- Name at least two electrical conductors and insulators.
- Create a simple series circuit both with and without a switch.
- Accurately record findings in a table.
- Sort appliances based on whether they use mains or batteries.
- Explain how a switch turns the electric current on and off.
- Explain why a circuit is incomplete.
- Generalise about types of materials that conduct electricity.
- Explain the conclusions they draw in investigations.

<p style="text-align: center;">PE</p> <p>Tennis Hockey Outdoor Athletics Cricket</p>	<p style="text-align: center;">Maths</p> <p>Decimals Money Time Statistics Properties of shape Position and direction</p>	<p style="text-align: center;">Design/Technology</p> <p style="text-align: center;">Torches</p> <p>In this topic, children apply their scientific understanding of electrical circuits to create a torch made from easily available materials and objects. They will also design and evaluate their product against set design criteria.</p> <p style="text-align: center;">Art and Design</p> <p style="text-align: center;">Sculpture</p> <p>In this topic, children's work is influenced by a range of inspirational sculptors as they explore and use unusual objects to create their own 3D works of art. As well as having the opportunity to create drums and maracas from recycled materials, pupils also look at different techniques, such as wax resist and collages to create different effects</p>
<p style="text-align: center;">Music</p> <p style="text-align: center;">TBC</p>	<p style="text-align: center;">ICT</p> <p>We are Musicians Creating a piece of music in GarageBand</p> <p>We are Bloggers Sharing experiences and opinions</p>	<p style="text-align: center;">RE</p> <p style="text-align: center;">TBC</p> <p style="text-align: center;">French</p> <p style="text-align: center;">TBC</p>